

**Life Skill and its Contribution to Competent Workforce Development:
The Case of Sociology and Social Anthropology and Psychology
Undergraduate Students in Addis Ababa University**

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Acronyms

AAU:	Addis Ababa University
AIDS:	Acquire Immuno Deficiency Syndrome
ANOVA:	Analysis of Variance
CBSP:	Capacity Building Strategy and Programs
CWLC:	Community Work and Life Center
ESDPRP:	Ethiopia's Sustainable Development and Poverty Reduction Program
Freq:	Frequency
GDP:	Gross Domestic Product
HIV:	Human Immuno Virus
MDGs:	Millennium Development Goals
Psy:	Psychology
SOSA:	Sociology and Social Anthropology

Abstract

Undertaking major investment in education to achieve rapid economic growth that will enable poor people to be the beneficiary has been taken as one of the means for Ethiopia to relay on. However, the links between policies and practices are not yet harmonized. This is mainly because of the lack of integration of life skill development, which includes value, identity and interpersonal development components with the intellectual development programs in the higher education system.

This research therefore assessed the contribution of life skill to competent workforce development using both student survey and employer's key informant interview. The research findings indicate the lack of life skill development survives in the university system on the one hand and the existence of informal services that have been influencing student's life skills in the university on the other hand. Accordingly, the contribution of friends, relatives, religious leaders and politician to help students learn some of the life skills while attending their study in the university are found to be the four top influential bodies.

Introduction

Workforce development programs enable individuals to become prepared and ready to join the labor market. This has been done in educational institution or work settings. Among others, intellectual development and life skill development are the two major components of workforce development. There are conditions when both the lack of intellectual development and life skill development together remain a problem in some organizations. The lack of intellectual skill however has been taken as a problem that can be solved through on job short term and long term trainings. Life skill problems such as the capacity of employees to make decisions, wise use of resources, interact with others, accept differences, lead others, choose healthy lifestyle and take initiatives/self-responsibility are still problematic and found to be difficult for organizations to solve easily. Some associate this problem, as failure of educational institutions in designing holistic curriculum while others relate it in the nutshell to the culture that individuals has been socialized.

In his article “Crafting an Organizational Culture: Herb’s Hand at Southwest Airlines” Campbell points out an important statement saying:

We can train people to do things where [professional] skills are concerned. But there is one capability we do not have and that is to change a person’s attitude. So, we prefer an unskilled person with a good attitude rather than a highly skilled person with a bad attitude (1992, p. 51).

This statement capitalizes how elements of life skill are important to shape organizational goal and how good people are appreciated and employer’s are on lookout for them. The same is true with the majority of government and non-governmental organization working in Ethiopia. As learned from simple observation, individual attitude has been taken

as key criteria for selecting new graduates for employment. In some cases religious values are also considered as the core principle to measure individual personal integrity to meaningful life.

In this regard, experience showed that some aspect of success in life is rooted in cultural values and beliefs. For that reason, culture has been taken as a prime explanatory variable when formal or informal discussions and arguments about the success or failure of an individual, community or organization have been made. Schein (1992) defined culture as “a set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings, and to some degree, their overt behavior” (p.11). Still there are arguments why significant differences are observed among individuals having similar or different cultural background to function competently in everyday life. Experience showed that such differences are rampant among Addis Ababa University students and suggest important clue for further research that aimed at understanding major life skill gaps, the prevailing after effects for lack of major elements of life skills and even calls for remedial solutions

Addis Ababa University is the oldest and acknowledged to be the most renowned institution for higher education in the country. In response to the demand for professional work force in the country, the university has been producing qualified students in various fields of studies for the last fifty and more years. However, the fact that there has been no organized information system for life skill development program designed to assist students in gaining appropriate skills and connecting to employers before their graduation, has been affecting the success and competence of students in a number of ways.

Students in the Addis Ababa University are drawn from different cultural settings. Some grow in the traditional society where one set of values is tolerated and social control is rigidly enforced while others grow in the urban setting like Addis Ababa where modern life style and individual preference to life choice is appreciated. For most of the students, it is after joining the university and the subsequent interaction with others that they begin to realize to have been socialized either in the rigid or relaxed environment. To a certain extent the university life style enables students to learn something new and change their original life style. Since the learning process in the university is fully informal, and formal institutions are not available to provide life skill services to students in the university, the impact of the informal life skills is learning is unknown.

In response to these and other related factors, AAU recently designed a project and established Community Work and Life Center targeting its student population to provide educational and job searching services aimed at workforce readiness and connecting qualified graduates to appropriate employment opportunities.

The major components of this paper are: review of literature, which include policy issues and review of career and life skill theories; research findings which includes findings of student survey (that focused on identifying major life skill gaps and source of life skill support); and employers key informants interview (that includes the meaning of competence, basic life skill elements that are need to be competent workforce, major life skill challenges in the workforce, expectation of employers from the Addis Ababa University on life skill development services to students and the possible area of partnership with employer). The third component is the discussion part that further elaborates the research finding followed by its implication to social work and recommendation and conclusions come at last.

Background of the Problem

Ethiopia is a home of a large poor population. Given the structure of the economy and society, the links between policies and practices are not yet harmonized. However, recent evidence suggests that there are promising efforts in designing sound policies and strategies though effective implementation is still a challenge. To create an enabling environment for accelerated development and attainment of improvements in the standards of living of the people, proactive development policies and competent workforce is a prerequisite. Further emphasis should be given to undertake major investment in education and strengthen the ongoing effort on capacity building to overcome critical constraints for implementation of development programs. Indeed, this has been taken as one of the broad thrust during the Sustainable Development and Poverty Reduction Program (SDPRP) period (ESDPRP, 2002).

The Government of the Federal Democratic Republic of Ethiopia Implementation Capacity Building Strategy and Programs Unofficial Translation, February 2002, clearly describes the role of higher education as follows:

education that aims at meeting the country's demand for professionals and researchers who are capable of generating new ideas and playing leadership roles in various spheres of endeavor. In addition to providing educational and training programs, higher education in our country also serves as an institution for presenting alternative solutions for tackling the various problems faced, and for producing new ideas that may expedite the country's socio-economic development and democratization processes (p.71).

This strategy and program clearly stipulate education and research to take the center stage in the education system of higher education. Education for developing countries like

Ethiopia is the first important tool of achieving accelerated development for the well being of people. But the curriculum should be designed to the context of the country and should be relevant to the economy. This concern has been indicated in the April 1994 Education and Training Policy of the Transitional Government of Ethiopia. The policy defines education and clearly explains the need to integrate knowledge, skill and attitude to enable individuals make all-rounded participation in the development process.

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people (p.2).

It is to achieve these ends that higher education has been developed. These are common principles, recognized in most of the cases. To varying degrees, these principles provide the philosophical framework within which institutions of higher education operate in order to cultivate the cognitive, creative, productive and appreciative potentials of citizens by

appropriately relating education to environment and societal needs are needed to be given due emphasis.

Research Objective

This research anticipates in providing research-based information to the Community Work and Life Center (CWLC) by assessing perspective of targeted university student and employers on selected life skills. Together with other research findings, this research is also believed to contribute to the design of a Life Skills and Workforce Development Program to enable Addis Ababa University to provide services which enable undergraduate students to be competent in the workforce. This research has five specific objectives:

- Identify major life skill challenges/gaps experienced by university students.
- Understand the relationship between elements of life skills and their impact on student competence in everyday life.
- Assess the most important actor that impacted student life skill.
- Assess perspective of employers towards new graduates after joining the workforce.
- Suggest alternatives enabling university student cope up with identified major life skill gaps.

Literature Review

In many traditional societies where only one set of values is tolerated, social institutions rigidly enforce social control. Under these conditions, individuals have little liberty in making their own life choices (Kennedy: 1989). Contrary to this, the modern society provides ample opportunity to individuals develop their life skills to choose and to compete for accessing scarce resource.

According to Bailey and Dean (2002) “Life skills are skills thought to be necessary for individuals to function competently in everyday life including the ability to handle finances and other resources, work effectively with others, communicate well, and make effective decisions”(2002, p.6). Those people who have such quality are believed to manage life competently than others and be helpful to their community because of the necessary life skill they acquire in the process of learning.

Policy Issues in Ethiopia

Following the fall of the Derg regime in August 1995, a new Constitution was formulated in Ethiopia. The new Constitution paves the way for the development of other related policies and regulations which are believed to be the instrument to facilitate economic growth, social well-being and fight social backlogs perpetuating poverty and harmful traditional practices. For this specific research, selected policies that discuss issues related with workforce development and life skill are discussed as follows.

Ethiopia’s Sustainable Development and Poverty Reduction Program. As described in the Ethiopia’s Sustainable Development and Poverty Reduction Program, Ethiopia has formulated policies and strategies to guide the country’s overall development through a focus on urban, rural, and agricultural development. The fundamental development objectives of the

country are to build a free-market economic system which will enable: a) the economy to develop rapidly, b) the country to extricate itself from dependence on food aid; and c) poor people to be the main beneficiaries of economic improvements (ESDPRP, 2002, p. 59). This document trusts the reform of the legal system, enforcing contracts, ensuring property rights, reducing conflicts (internal/external), and improving the efficiency of the bureaucracy to generate a growth pattern that ensures faster reduction of poverty in Ethiopia, and the achievement of the Millennium Development Goals (MDGs) for Ethiopia. Moreover, this document projects the rate at which Ethiopian Economy expected achieve the benchmark of the Millennium Development goal.

Designing sound policy and program alone is not sufficient. Besides it should be noted that, in the absence of competent workforce creating an enabling environment for accelerated development and attainment of improvement in the standard of living is not possible. A major investment in education and capacity building therefore is necessary in order for Ethiopia to overcome its lack of skilled human power in the workforce. At present, the need for competent workforce is increasing as new and sound policies and strategies have been developed and strategies towards economic growth are designed. At macro level growth are projected and goals are set to be achieved in short and long term program period.

The expected annual average GDP growth rate for Ethiopia is 7%. All sectors are believed to contribute to this growth. Given the overriding emphasis on the transformation of the rural economy in general and the agricultural sector in particular, agriculture is expected to grow at annual average rate of 7.5% during the program period. The modern goods producing sector (industry) is expected to grow at 7.8%. With in industry, large and medium scale manufacturing, electricity& water, and

construction are expected to show higher annual average growth rates. The distributive service sector is expected to increase at the rate of 8% per annum while the other service sector is forecast to increase at the rate of 5.4% per annum. These levels of growth must be achieved in such a manner that ensures equitable growth and a positive social impact (ESDPRP, p. 64).

Thus the realization of rapid economic growth that centers on the poor of the country, the development of human resources, building and strengthening of institutions, and establishment of effective working practices in combination are focus areas. Hence capacity building program is designed to be implemented as one of the corner block of the poverty reduction program.

The Capacity Building Program. Universal Declaration of Human Rights says “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious” (Article 26:2). With no reason this calls for the commitment of the government and workforce to implement national policies and international declarations. Education should consider people’s interest, culture and values so as to make it acceptable. It has to be flexible to the changing needs of societies and communities and respond to the needs of students. The government of Ethiopia seems to have understood this problem and sees the lack of implementation capacity as the major obstacle.

The Capacity Building Program (CBP) of Ethiopia focuses on education with the aim of increasing the stock of trained manpower in general, and to upgrade the manpower within the civil service. However, this document focuses on the academic area/intellectual

development of its human power and overlooks the importance of life skill elements in the process of competent workforce development for Ethiopia

In response to this, the Government of the Federal Democratic Republic of Ethiopia has designed Implementation Capacity Building Strategy and Programs (ICBSP, 2002) to explain the need for building local implementation capacity building and to design strategy for effective implementation of the program. Unofficial translation of this document defines Implementation capacity as:

the ability of any society to transform nature and social relations in such a way that bring greater benefits to its members. It also means the ability to create conditions for increasing production and productivity through utilization of natural resources and application of tools that would simplify and improve the quality of labor.

Implementation capacity does not mean stocking of production machinery or tools (ICBSP, 2002: 9).

By implication this definition reveals the existence of the lack of capacity to implement policy and programs in most of government and non-governmental organizations. However, knowing that major investment in higher education is given priority and higher education in Ethiopia is producing large numbers of qualified manpower every year, it is hard for some to believe that Ethiopia is lacking implementation capacity. Some of the problems might be directly or indirectly related to the lack of life skills rather than professional competence. The same document recognizes the need to involve other competence variables such as working culture and the like by stating:

... The availability of the right types of manpower in the required number and quality alone will not result in acquiring the required implementation capacity so long as the

appropriate laws, guidelines, culture and experiences are not in place to facilitate implementation capacity (EICBSP, 2002, p.10).

Ones efficiency and working culture is mentioned, its link to the life style choice of individuals in the workforce can be further discussed. The capacity of individuals in the workforce on selecting ways of living that are in accord with a sound condition of body and mind and the prevention of disease and injury can be the major challenges that affects the implementation capacity of professionals. Low self esteem, valuing oneself, a feeling of ability to cope stressful situations also is the also the other aggravating factor for the lack of implementation capacity. For example, professionals in the workforce may engaged in risk behaviors that expos them to HIV/AIDS and other killer diseases. Often, the exact cause of the death of these professionals is associated with infectious diseases, but it has become common to attend funeral ceremony of X or Y who is supposed to be alive and serving as a resource person in the fight against poverty and other Ethiopia's the multifaceted problem.

Another problem inhibiting Ethiopia capacity is corruption which diverts public resources for use by individuals. This is also a serious threat to the country's development. The issue of corruption is given serious attention in the EICBSP (2002). As part of the program document under "Civil Service Reform Program," corruption and the mechanism of fighting it is discussed as it:

... [Corruption] is a major problem that was being tackled for many years now.... It is impossible to stamp out corruption effectively only by bringing offenders to the courts of law. First of all, the community has to have an attitude and to resolutely fight corruption with in the legal framework. Conditions have also to be created whereby the media and other bodies may expose and fight corruption based on tangible

evidence. While this work is contained in the Ethics Reform Sub-Program, it can also be handled by educational and training establishments that give civic education courses. Extensive political program has also been laid down for enabling the mass media to play a constructive role in the democratization process. In this regard, plans have been drawn for giving broad media coverage for the execution of the Ethics Reform Sub-Program in collaboration with the concerned public bodies (pp.100-101).

Finally, education plays an important role in improving a country's capacity for development. Education generates skilled workers who are capable of performing higher level or paying jobs and supporting an advanced technological and industrialized base work position. It also empowers women and minority groups thereby increasing their chance to improve their status in their communities and society in general. However, the combination of HIV/AIDS infection and corruption among highly visible professionals in the workforce is likely to erode the credibility of professionals as role models. It is then the overall value of the education system that can serve as a vehicle to promote all-rounded social and economic growth.

Theoretical Framework

Ethiopia's higher (tertiary) education program is targeted to expand the undergraduate intake capacity of all higher education institutions in the country. For this reason the intake capacity of the existing universities are improved and new universities are opened. As a result new undergraduate programs are launched in different regions of the country. However, it hardly gives adequate attention to areas of life skill development program in the university system until last year, June 2005 when a small program the Community Work and Life center (CWLC) was established. Looking at other activities which are necessary to compliment the

human development program in the university besides the academic training at tertiary level is the next issue that should be discussed. Accordingly, looking at some career and life skill theories might be important to have a clear picture of workforce development and life skill development.

Career Development Theory. People who develop program and curricula for youth in the western world are in the business of providing educational opportunities through which the young can gain information and develop skills most needed (Hendricks, 1998). As Herr, Rayman, and Garis (1993), note, student development is a subject of the broader perspective included in the term human development. When applied to college populations, the term student development is directed to facilitating student maturation in areas deemed to be related to behavioral “end points” or goals that could be expected in college educated persons and to which student personnel programs, including career services, should be directed. They further discuss the need to figure out the area of emphasis to undertake student development activities in the college. To this end they quoted King and Fields’ (1980) classic analysis of a variety of perspective on student development. They point to four areas of emphasis that reflect a verity of skills, abilities, and general concepts that focus on specific goals of development as expressed by various college students development theorists (Herr, Rayman, and Garis 1993, pp. 33-34). These emphasis areas include: intellectual development, identity development, interpersonal development, and value development.

Intellectual development. emphasizes a person’s capacities as a thinker and as a learner, including the process by which a person gathers information, synthesizes it to create new meaning, and evaluates its merit and potential.

Identity development. focuses on the development of one's sense of self: discovering who are and identifying the type of person you would like to become.

Interpersonal development. Emphasizes one's interactions with other people, how these interactions affect oneself and others, and how a person can learn to interact with others more effectively and beneficially and.

Value development. Focuses on the formation of moral and ethical principles to guide one's life, the way a person defines his or her own role in society in terms of one's social ideals (ibid. p.34).

Out of these critical areas of emphasis, only the intellectual development has been given more attention at Addis Ababa University program. The rest three have been overlooked but as noted previously their contribution to the development of skilled manpower is equally important.

Life Skill Development Theory. The later three emphasis areas of college student development that is identity development, interpersonal development and value development are more related with the theory of life skills development. Life skills are not distinct categories rather they describe a range of skills important for successful living and can be contextualized based on the person or group of people that are targeted to be addressed in a given program. Some programs focus on the life skills needed by adolescents; others target adult populations. Life skill categories vary depending upon the needs of the target population (Hendricks, 1998).

According to Hendricks (1998), youth development is a process of mental, physical, and social growth during which young people prepare to live a productive and satisfying life within the customs and regulations of society. Hendricks defines life skills as skills that help

an individual to be successful in living a productive and satisfying life. He developed the Targeting Life Skills (TLS) model.

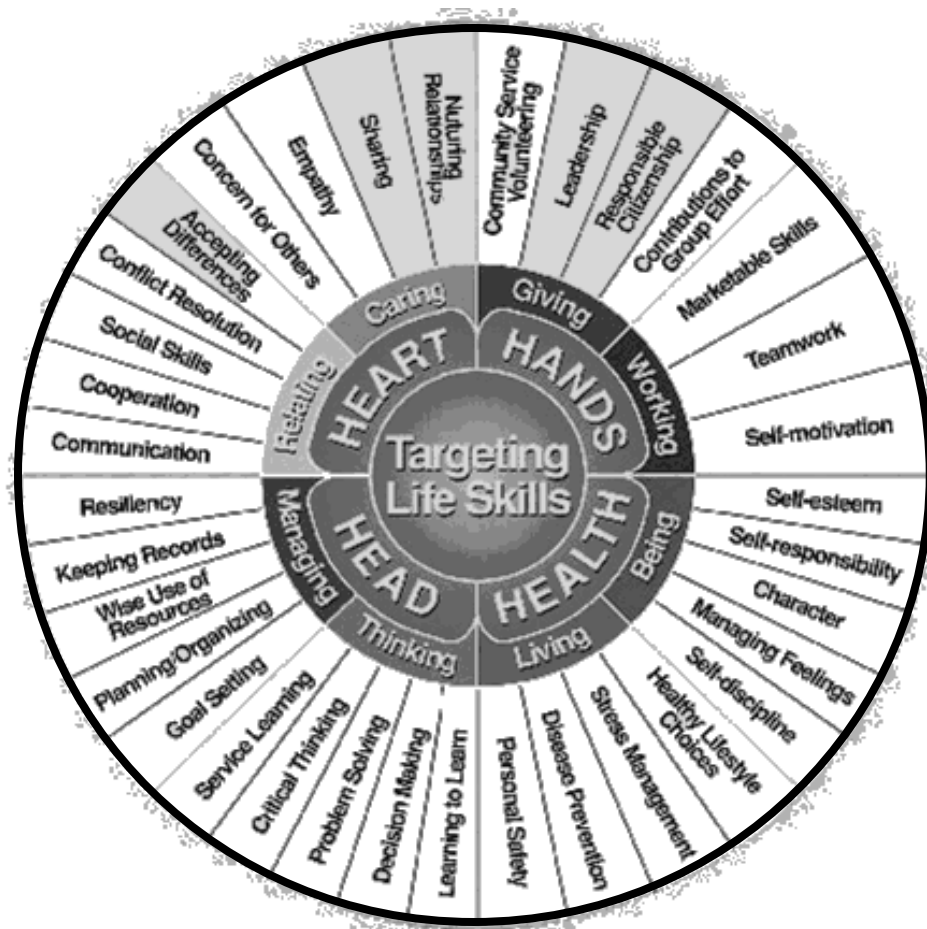


Figure 1 – Targeting Life Skills Model (1998), Iowa State University Extension

Studies in the US indicate that the 4-H program is viewed as influential in life skill development of children. According to Reck (1951), 4-H didn't start at any one time or place, but has developed according to needs of people. As interest grew in helping rural youth, the public schools took a leading part. Educators took action by introducing farm and home topics (often called nature studies) in many courses during the late 19th and early 20th centuries.

4-H Youth Development programs are designed to develop youth into confident, competent, and caring citizens. In 4-H, youth develops skills in social interaction, learning, and personal development. Life skills are an important component of 4-H Youth Development

Programs. These skills allow individuals to respond to situations they experience in life and are applicable in more than one setting (Ferrari, T.M., Hogue, C.A., and Scheer. S. D. (2004). Twelve life skills are selected from University of Illinois Life Skill Evaluation System which is available at: <http://web.extension.uiuc.edu/lifeskills/viewlife.asp> as the focus of this research and are part of the 4H's quadrants of Heart, Head, Hands and Health in Hendricks's (1998) "Targeting Life Skill Model" Under these broad categories, he identified 35 elements of life skills believed necessary for individuals to lead a productive and satisfying life.

According to smith (1998) the life skills models illustrate 4-H and Extension responses to the need to prepare youth for whatever profession they choose later in life. 4-H is dedicated to educating youth in future work/life skills to prepare them to choose and follow their desired careers. 4-H is also dedicated to helping schools, businesses, and families give youth the foundation they need to succeed.

System Theory. System theory also explains the relationship between the person and the environment. There are conditions when individuals impacted the environment and the environment causes observable change in the behavior of individuals. According to Compton, Galaway and Cournoyer (2005) System theory:

shifts attention from linear cause-and effect relationship to the person-and situation as an interested whole. This theory has less interested in whether the environment causes the person to behave in a particular manner or the person affects the environment in a certain way. It views the person as an integral part of his or her total life situation. The person-in-situation is a whole in which the person and the situation are both cause and effect in a complex set of relationships (p. 23).

System theory meets the requirement of this life skill development research design and is taken as one of the important models of analysis for findings. This model assumes the need for an intervention program in the University that focuses on changing the behavior of the students on the one hand, and adjusting the university system to meet student expectations on the other.

Research Design and Methodology

Since information generated from a single data gathering tool is usually misleading and incomplete, using different data gathering tools gives the researcher an opportunity to triangulate information and validate the results. Accordingly, the study employs a quantitative survey and interviews with key informants. The study focuses on Addis Ababa University's Main campus and targets are fourth year undergraduate students from the Department of Sociology and Anthropology (SoSa) and the Department of Psychology. Representatives of employing organizations, government organizations (GOs) and non-governmental organizations (NGOs) are interviewed. The study interviews young people who recently join the workforce from four regions: Addis Ababa, Amhara, Oromia, and Southern Nation Nationalities and Peoples as key informants. Secondary sources such as published and unpublished journals, research papers, local policy documents, programs and relevant books on the subject of study are used as a supporting document.

Data Sources

To collect primary qualitative information from organizations that employ new graduates, key informant interviews are used. Fifteen key informants (10 employers and 5 employees) who know about the topic are identified and interviewed. These are professionals from the field of Sociology and Psychology who have long-standing familiarity with the target groups under study and a sense of workforce development either as employer, supervisor or a social worker. For the interviews, eight open-ended questions were developed based on the literature and the researcher experience at the CWLC. These key informant interviews guided the researcher in refining the survey questions, research topics, and the content and coverage of the overall study.

To get the real meaning of some of the research questions five focus group discussions were held with 4th year students of the target department. A group of five to eight students participated in the discussion. Moreover, the researcher together with undergraduate students organized a weekly community conversation forum (Life Talk Show Program) in the Cultural Center of AAU to students of the main campus on selected life skills to adapt Hendricks model to the context of Ethiopia in general and to the context of students of AAU in particular. Every week more than 700 main compass students participated in the program.

Following focus group discussion, semi-structured questioners were prepared and used to collect first-hand information from target undergraduate students selected life skill elements of Hendricks. This research has survey questionnaire with 12 groups of dependent variables (decision making, wise use of resources, communication, accepting differences, leadership, healthy lifestyle choices, self-responsibility, trustworthiness, respect, fairness, caring and citizenship) and eight independent variables (age, sex, location, region ethnicity, religious affiliation, department and grade point average/GPA) through which primary information is generated. Before the actual data gathering, the researcher gave a 30 minutes briefing on the objective of the study and the content of the research to help informants have clear understanding of questions.

To analyze the data Lickert Scale and one-way ANOVA are used. Both the variables and the scale are adapted to fit the context of this thesis from the Hendricks (1998), “Tool for Measuring Life Skills in Youth and Family Programs”. When the tool was pre tested on 20 sample/cases and 24 items, the reliability test at α Cronbach was **.8866**. With certain

improvement the sample size has been increases to 53 and the tool reliability coefficients for 53 cases/sample and 24 items at α Cronbach has been increased to **.9059**.

Sampling Techniques and Sample Size

To determine the survey sample, student lists from each department were used. Since the number of female students in the two departments are less than from the number of male students, stratified and simple random sampling technique were used to avoid the risk of misrepresentation women in the sample and give equal chance for each gender to be represented. Thus, stratification of samples by Department and then by gender was used. Depending on the size of student population, the number of students representing each department and gender group was determined proportionally. However, the sample students were randomly picked using random table of numbers. Hence, simple random sampling is the final techniques of sample selection.

Of the 247 total target student in the two departments, 21% of students were surveyed. The sample size is 53 students including 28 students from the Department of Sociology and Social Anthropology and 25 from the department of Psychology. When the sample is disaggregated by sex, 36 male and 17 female students are included from the two departments.

Scope and Limitations of the Study

Due to resources and time constraints, the study doesn't survey students in all of the colleges and departments at the Addis Ababa University. Thus the results are not representative of all students at AAU. However 15 key informants from outside the university are included to complement the survey findings. The response of the employers may be more generalizable. Though there is a possibility of relating the research finding to the condition of

students in other colleges of the university, this research finding does not attempt to make generalizations for the whole university.

Lack of materials on life skills from inside and outside Ethiopia was one of the major challenges to expand the research scope. Therefore, the literature review part of this study is limited to the review of major policy and program documents of Ethiopia that gives special focus on issues related with capacity building and workforce development. As a model Hendricks life skill model is used as the major resource material to design the survey and analyze the findings. Hence this study can be used as a resource material for others who wish to replicate the model and conduct similar study on life skills on the rest of college students or departments in higher education institutions in Ethiopia.

Findings of the Student Survey

Successful Living as Described by University Students

A focus group discussion with graduating students was held to get their opinions about the elements of success and personal fulfillment. The group discussed about success, career and societal influence on the younger generation. Here are a few of the conceptions from the discussion.

- I think success is more of a long term thing. It comes over time. You have to go through a lot of obstacles to reach success and it takes time to achieve it. I think you have to strive for it.
- Having a passion for something and sticking by it and sharing it with others.
- Success is achieving something you can be proud of. You can go and tell someone what you did and not be ashamed.
- I see it as doing the best that you can.
- Success is not only some thing big, there are also minor achievement in the life time. Completing high school and joining the university for me was by it self a major success, with out it my life would have been very different
- I think success is finding complete inner peace and being satisfied with who you are and what you have accomplished and how you live.

Therefore, successful living according to students of AAU is a long-term outcome of continues efforts that come over time, which is full of obstacles and demands individual passion and strength to make the vision true.

Description of Stress Related to Campus life

According to the respondents, stress is defined as “a response to a demand that is placed upon somebody.” They believe that without some stress, people would not get a lot done. “That extra burst of efforts that helps you finish your final paper, perform well in grades, or meet any challenge is positive stress. It is a short-term physiological tension and added mental satisfaction when the challenge has been met.” When respondents were asked how individual response to a stress is explained, they said, “responses to stress can be physical such as a headache, emotional such as fear or sadness, and mental distress such as increased anxiety.” They further explained that stress could be negative, if someone cannot return to a relaxed state after completion of the task. “For this reason we know many students are suffering from too much stress that causes problems and affect their health, productivity and social interaction.”

Further discussion identified factors contributing to stress. These include:

Social interaction. The campus accommodates heterogeneous groups of students from both gender, from rural and urban background, diverse ethnic groups, and economic status.

However, the university lacks a system that is designed to acknowledge and integrate these differences. Therefore, the social environment of the University breeds culture shock, exclusion and aggression, which in turn aggravate individual stress.

Financial. Students with financial problem face the difficulties of satisfy some of their needs, such as stationery, educational materials, clothing, sanitary materials, entertainment and the like. Female students face difficulties in affording feminine hygienic products.

Academic. The major academic related stress was explained in terms of the load of assignments, exams, and projects. This is because of the teacher-centered, exam-oriented, theory dominating learning system and volume based type of instruction and appraisal system.

Psychological and Emotional Stability. The combined effect of the above discussed factors lead the students to develop self exclusion, low self esteem, unsafe sexual behavior, behavioral or emotional problems, mental illness, and in worst cases incidence of suicide.

Years that Students Experience Stress in the University

In order to recommend appropriate intervention mechanism to meet the needs of student at different years in their academic program, discussants were asked in which year they experienced high stress and why. The first year, stands first as causing high levels of stress among students. Being away from home and exposure to new social and academic environment, slow and tough familiarization to the university system are the major contributing factors for students to encounter high level of stress during first year classes. Junior class (3rd year) is the second highest period in which for campus students to experience stress. In this particular year, respondents said that students in most of the departments have to deal with a great load of paper work. As a result, they face financial problems while trying to work on their term papers. Senior class (4th year) is the other stressful year among students in the campus. At this level, graduating students face difficulty to identify a research topic, financial shortage to accomplish their research, start to question their academic competence, the existence of job opportunities and means to find job related to their profession and field of interest. Compared to other academic years, sophomore class (2nd year) is the least to cause stress. Respondents remarked that at this level students start their field of specialization and relatively more familiar with the university social and academic system. This is true if and

only if they achieved our first choice in department placement and did well in terms of our social integration. If so, other stress causing factors related to social and academic issues are reduced.

Major Life Skill Gaps as Experienced by University Students

After a thorough discussion about the meaning and importance of life skills, university students were asked to reflect on major hindering factors or life skill challenges that they experienced before and after joining the University. Even though deliberately designed life skill development services have not been given to students at the University, learning has been going on through the informal systems. The impact of the informal system on the lives of the students in the process of learning a new life style, changing behavior and planning for the future is clearly indicated in the Tables 1 to 17. Moreover, Table 18 and 19 indicate the source of skills and the most important bodies that have impacted student life skill before and after joining the university.

Decision Making

Decision-making is choosing the best among several alternatives. It is one of the skills student should develop in the process of learning to be competent in life and be successful in their career choice. In a country like Ethiopia where resources are scarce, alternatives are very limited. The chance of listing options and making a decision to choose the best is very hard. The information collected from university students show similar patterns of making a decision.

- I have been thinking to join the best college to get the best job.
- I just picked my college based on where I want to be.

- I was dreaming Addis Ababa University since it is the best in the field I want to study so when I graduate, I believe I will have a good job.

When they were asked about the influence of other people to their career decision, one of them said, "I want to go to a college that people appreciate and one that will give me a chance to learn enough skills to make an impact on other people's lives." They were also asked if there is a difference between men and women on making decision on the topic of discussion the fourth respondent reflects his view by saying:

- I think there is a difference between women and men. I don't mean to sound old fashioned or something, but society still to a large extent expects men to be able to support a family. Women can sometimes have the opportunity to get an education and then just be a housewife at the end. They may work or not, but they have that choice, whereas men don't have that option.
- The attitude of society has changed so much, that I don't know how it is possible to make it without college. There is still so much to learn. I know college is not the end.

I would like to learn things by my own first than expecting others.

For most of them life after graduation is vague. Some of them have no clue what they would want to do or what they want to be after graduation. Others expect from the work environment to provide them an opportunity and make them happy. They don't think that they have the skill and knowledge of their profession even though they are attending the final year of their study.

Table 1 shows the decision-making life skill of students before and after joining AAU.

Table 1 Decision Making

Decision making skill	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
List my options before making a decision				
1. No	6	11.3	2	3.8
2. Sometimes	32	60.4	14	26.4
3. Most of the time	15	28.3	37	69.8
Total	53	100	53	100
Think about what might happen because of my decision				
1. No	2	3.8	1	1.9
2. Sometimes	30	56.6	6	11.3
3. Most of the time	21	39.7	46	86.8
Total	53	100	53	100
Evaluate decisions I have made				
1. No	8	15.1	1	1.9
2. Sometimes	26	49.1	11	20.8
3. Most of the time	19	35.9	41	77.4
Total	53	100	53	100

At $P < 0.05$ the influence of sex is significant at 0.008 on the skill of decision making before joining AAU.

List my options before making a decision. Among the respondents 60.4% said sometimes and 28.3% said that most of the time they used to list their options before making decisions before they joined the AAU. After they joined the AAU, their decisions making skill changed. The percentage for those who said sometimes dropped to 26.4% while those who said most of the time increase to 69.87%. The same is true with those who said they never listed of options before making a decision with the percentage declines from 11.3% to 3.8%.

Think about what might happen because of my decision. Before joining AAU about 39.7% of the respondents said that most of the time they used to think about what might happen because of their decision. There is a huge improvement after they joined the AAU with 86.8% thinking about what the result from their decisions might.

Evaluate decisions I have made. Before joining AAU, 35.9% of the respondents sometimes used to evaluate the decisions they made while 49.1% sometimes evaluate their decisions. The

percentage of respondents who evaluate their decision grew to 77.4% and the percentage of students who said sometimes declined to 20.8% after joining AAU.

Wise Use of Resources

Wise use of resources is the skill of using sound judgment, not being wasteful, being responsible, and setting priorities. This is an important life skill element in a poor country like Ethiopia that faces resource limitations and corruption. Students reflected on their personal skills regarding wise use of resources, including using all the resources in their environment wisely, planning to use their own financial resources, using of time wisely, and taking care of personal belongings.

Some respondents reflected on the issue of resources.

- I would rather have no money and be happy with who I'm with and what I have done. I value people and relationships, rather than money.
- I feel pressure from my parents to get a good, well paying job.
- Our teachers say we have to get good jobs and good salary to be safe for covering personal expenses.
- I think your values and goals on money matters, depends on the group that you are attached with, but the money thing is out there in any age group.
- I almost think that when you don't have money you really want it, but then when you have it you start asking what's next.
- I think everyone sees things they like and they dream about one day being able to buy it. I think we would be lying if we say that money wasn't important and that we didn't care about it, but it's being caught up in it that's the problem.

- The way our society measures success depend on how big your house is and what kind of car you drive. Most people would say that this person is more successful. They don't look at who is happy. They don't look at your character".

Table 2 presents student’s life skill on wise use of resource before and after joining AAU.

Table 2 Wise Use of Resource

Wise use of resources	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Wise use all the resources in my environment				
1. No	5	9.4		
2. Sometimes	34	64.1	19	35.8
3. Most of the time	14	26.5	34	64.1
Total	53	100	53	100
Plan how to use my financial resources				
1. No	8	15.1	2	3.8
2. Sometimes	28	52.8	18	34
3. Most of the time	17	32	33	62.2
Total	53	100	53	100
Use my time wisely				
1. No	6	11.3		
2. Sometimes	28	52.8	12	22.6
3. Most of the time	19	35.9	41	77.3
Total	53	100	53	100
Take care of my personal belongings				
1. No	3	5.7	1	1.9
2. Sometimes	22	41.5	12	22.6
3. Most of the time	28	52.8	40	75.5
Total	53	100	53	100

Wise use all the resources in my environment. Before joining AAU, 64.1% of the respondents said that they sometimes wisely used all the resources in their environment, while 26.5% said “most of the time. After joining the AAU, 64.1% of the respondents said most of the time they use resources in their environment wisely.

Plan how to use my financial resources. Before joining AAU, 52.8% of the respondents said they sometimes plan on how to use their financial resource, while 52.8% and 15.1% said they sometimes or never at all respectively. After joining AAU, the percentage of students develop

the skill of planning how to use personal financial resource most of the time grew to 62.2% while those who said sometimes or not at all declined to 34% and 3.8% respectively.

Use my time wisely. Before joining AAU, 52.8% of the respondents said that they sometimes used to use their time wisely, 34.9% of the respondents said most of the time they, while 11.3% said not at all. This percentage shows some improvement. The percentage of students who said we most of the time increased to 77.3%.

Take care of my personal belongings. Before joining AAU, 52.8% of the respondents said that they most of the time took care of their personal belongings. The remaining 41.5% and 5.7% respectively said that they sometimes or not at all. This figure however shows remarkable improvement after joining AAU. The percentage that said takes care of their personal belongings most of the time grew to 77.5%, while those who said sometimes and not at all declined to 22.6% and 1.9% respectively.

Communication

Communication is the exchange of thoughts, information, or messages between individuals using speech, writing, gestures, and artistic expression. Table 3 shows student's communication life skill before and after joining AAU.

Table 3 Communications

Communication	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Make a presentation				
1. No	12	22.6	4	7.5
2. Sometimes	31	58.5	19	35.8
4. Most of the time	10	18.8	30	56.6
Total	53	100	53	100
Listen carefully to what others say				
1. No			1	1.9
2. Sometimes	30	56.6	6	11.3
3. Most of the time	23	43.4	46	86.8
Total	53	100	53	100

Communication	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Clearly state my thoughts, feelings, and ideas to others				
1. No	2	3.8	2	3.8
2. Sometimes	33	62.3	6	11.3
3. Most of the time	18	34	45	84.9
Total	53	100	53	100
Settle disagreements in ways that are not hurtful				
1. No	3	5.7	1	1.9
2. Sometimes	30	56.6	10	18.8
3. Most of the time	20	37.7	42	79.2
Total	53	100	53	100

Make a presentation. Before joining AAU, among the respondents 58.5% said that they sometimes and 18.8% said “most of the time” they make a presentation to communicate with others. After joining AAU, the skill of making a presentation improved to 35.8% and 20.8% saying that make presentation most of the time and always respectively.

Listen carefully to what others say. Before joining AAU, 46.6% said that they were sometimes able to listen carefully to what people say. After joining AAU, 86.8% said most of the time.

Clearly state my thoughts, feelings, and ideas to others. Before joining AAU, 62.3% said that they sometimes were able to state clearly their thoughts, feelings and ideas to others, while 34% said they used to do that most of the times were able to state clearly their thoughts, feelings and ideas to others. This skill shows considerable improvement after joining AAU with 84.9% able to state their thoughts, feelings and ideas to others most of the time.

Settle disagreements in ways that are not hurtful. Before joining AAU, 56.6% were sometimes able to settle disagreements in ways that are not hurtful. This figure shows remarkable improvement. After joining the AAU, 79.2% of the respondents were able to settle disagreements peacefully most of the time.

Accepting Difference

Accepting difference is an element of life skills needed for individuals to recognize and welcome factors that separate or distinguish one person from another. Table 4 shows student's life skill on accepting differences before and after joining AAU.

Table 4 Accepting Differences

Accepting difference	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Treat people who are different from me with respect				
1. No	4	7.5	1	1.9
2. Sometimes	26	49.1	6	11.4
3. Most of the time	23	43.4	46	86.7
Total	53	100	53	100
Work/play with people who are different from me				
1. No	7	13.2	1	1.9
2. Sometimes	28	52.8	12	22.7
3. Most of the time	18	34	40	75.5
Total	53	100	53	100
Have friendships with people who are different from me				
1. No	8	15.1	2	3.8
2. Sometimes	27	50.9	17	32
3. Most of the time	18	34	34	64.2
Total	53	100	53	100
Respect opinion of others				
1. No	2	3.8	1	1.9
2. Sometimes	25	47.1	6	11.3
3. Most of the time	26	49	46	86.8
Total	53	100	53	100

Treat people who are different from me with respect. Before joining AAU, 43.4% said that they most of the time used to treat people who are different from them with respect. After joining AAU, the percent grew significantly to 86.7% stating most of the time they treated persons who are different from them with respect.

Work/play with people who are different from me. The percentage of respondents (52.8%) who said “we sometimes used to work/play with people who are different from us before

joining the university” is lower than those who said “most of the time (75.5%). This indicates the strength of campus life to change the behavior of students on accepting difference.

Have friendships with people who are different from me. A significant proportion (50.9%) of respondents said they sometimes used to be friends with people who are different from them. But after joining AAU, 64.2% said, most of the time. Again campus life provides an opportunity for students to have friendships with students of different origin, cultural backgrounds, and political and religious affiliations.

Respect opinion of others. Before joining the AAU, the respondents who said that they sometimes and most of the time respect the opinion of others are 47.1% and 49% respectively. Their life skills have been improved after joining AAU, and the proportion of students who said most of the times respect opinion of others grew to 86.8%.

Leadership

Leadership is the fifth life skill variable that an individual to be able to assist a group in meeting its goals by showing or directing the way and using personal influence to guide a group in reaching its goals. Table 5 shows student’s leadership life skill before and after joining AAU.

Table 5 Leadership

Leadership	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Organize a group to reach its goal				
1. No	15	28.3	8	15.1
2. Sometimes	28	52.8	23	43.4
3. Most of the time	10	18.8	22	41.5
Total	53	100	53	100
Use different leadership styles				
1. No	19	35.8	11	20.8
2. Sometimes	26	49.1	18	34
3. Most of the time	8	15.1	24	45.3
Total	53	100	53	100

Leadership	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Get others to share in leadership				
1. No	17	32.1	8	15.1
2. Sometimes	26	49	20	37.7
3. Most of the time	10	18.8	25	47.1
Total	53	100	53	100

At $P < 0.05$ the influence of sex is significant at 0.04 on the skill of leadership skill before joining AAU.

Organize a group to reach its goal. Before joining AAU, the majority (52.8%) said they sometimes had the experience of organizing a group to reach its goal. However after joining the university, who sometimes organized a group to reach its goal decline to 43.4%, while the percentage of students who said most of the time grew to 41.5%.

Use different leadership styles. Nearly half (49.1%) said sometimes they use different leadership roles, followed by those who said “no” (35.8%) and then those who said most of the time (15.1%) before joining AAU. After joining AAU, students who said “most of the time” grew to 45.3% followed by those who said “sometimes” and then “never” by 34% and 20.8% respectively.

Get others to share in leadership. Before joining the university, 49% said that “sometimes”, 32.1% said “no” and 18.8% said “most of the time” had the experience to get others to share in leadership. After joining AAU, however the larger percentage of students (47.1%) said they “most of the time” get others to share in leadership followed by those who said “sometimes” (37.7%) and then those who said “not at all” (15.1%).

Healthy Lifestyle Choices

Healthy life style choice is the skill of selecting a way of living that is in accordance with sound condition of body and mind, prevention of disease and injury. Students have mentioned the lack of a healthy lifestyle choice as one of their life skill challenges which

occurs because of poor time management, shortage of money, as well as emotional stress.

Students feel that there are no enough counselors. Only one exists in the main campus, and many did not know of the service. Another major area of life skills development is HIV/AIDS awareness. Regarding their life choice, students also feel that they lack the skill to relate theory to practice. Table 6 shows student's healthy lifestyle choices life skill before and after joining the university.

Table 6 Healthy Lifestyle Choices

Healthy lifestyle choice	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Make healthy food and drink choices				
1. No	4	7.5	2	3.8
2. Sometimes	22	41.5	10	18.9
3. Most of the time	27	50.9	41	77.3
Total	53	100	53	100
Choose activities that promote physical health and well-being				
1. No	4	7.5	5	9.4
2. Sometimes	27	50.9	21	39.6
3. Most of the time	22	41.6	27	51
Total	53	100	53	100
Manage stress positively in my life				
1. No	7	13.2	3	5.7
2. Sometimes	28	52.9	10	18.9
4. Most of the time	18	33.9	40	75.4
Total	53	100	53	100
Avoid risky behaviors				
1. No	4	7.5	3	5.7
2. Sometimes	14	26.4	6	11.3
3. Most of the time	35	66	44	83.1
Total	53	100	53	100

At $P < 0.05$ the influences of sex and location before joining AAU and GPA after joining AAU are significant at 0.013, 0.041 and 0.01 respectively on the skill of healthy lifestyle choice.

Make healthy food and drink choices. Before joining AAU, the respondents who said most of the times and always are 50.9% and 41.5% respectively as to the level of healthy food and drink choice. Their life skills in this regard have been improved after joining AAU and the

percentage of students who most of the time makes healthy food and drink choices grew to 77.3%.

Choose activities that promote physical health and well-being. When it comes to choosing activities that promote physical health and well-being before joining the university, 50.9% of the respondents said “sometimes” and 41.6% said “most of the times”. Their life skills in this area declined after joining AAU with the proportion of students who never choose such activities increases from 7.5% to 9.4%, while the percentage of students who said most of the time increased to 51% and those who said sometime declined to 39.6%.

Manage stress positively in lie. Before joining AAU, the percentage of student who manage stress positively most of the time and sometimes are 33.9%, and 52.9% respectively. Again said their life skills in this regard have improved after joining the university with the proportion of students who said most of the time manages stress positively grew to 83.1%.

Table 7 shows students stress management skill by gender and department

Table 7 Stress Management by gender and by department

Before I joined the university						After I joined the university					
No		Sometimes		Most of the time		No		Sometimes		Most of the time	
M	F	M	F	M	F	M	F	M	F	M	F
11%	18%	53%	53%	36%	29%	8%		19	18	72	82
SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy
7%	20%	64%	40%	29%	40%	11%	0	25%	12%	64%	88%

(Note: M=male, F=Female, SOSA= Sociology and Social Anthropology, Psy=Psychology)

Some differences have been observed when the same date was analyzed based on gender and department. Before joining AAU, the larger percentage of male (53%) and female (53%) students said sometimes they used to manage stress positively. There is a significant improvement however on their ability to manage stress after joining the university. The larger percentage (72%) of male students and 82% of female said that they most of the time manages stress positively. Therefore, female students are better than male students for having

the skill of stress management. The same applies to the comparison between departments.

After joining AAU, the percentage of students who said that they we most of the time mange stress positively (88%) from the Department of Psychology are greater than those who said most of the time (64%) from the Department of Sociology and Social Anthropology.

Avoid risky behaviors. As to the level of student skill to avoid risky behaviors before joining the university, the respondents who said that they most of the time account 66%. Life skills in this regard have been improved after joining the AAU and the percentage of the respondents who said most of the time they avoid risky behaviors grew to 83.1%. Still 5.7% of the respondents lack the skill of avoiding risk behaviors.

Table 8 shows students skill to avoid risk behavior by gender and department

Table 8 Risk behaviors by sex group and by department

Before I joined the university						After I joined the university					
No		Sometimes		Most of the time		No		Sometimes		Most of the time	
M	F	M	F	M	F	M	F	M	F	M	F
8%	6%	33%	12%	59%	82%	6%	6%	14%	6%	81%	88%
SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy	SOSA	Psy
	16%	32%	20%	68%	64%	7%	4%	11%	12%	82%	84%

(Note: M=male, F=Female, SOSA= Sociology and Social Anthropology, Psy=Psychology)

Based on sex and department, there is significant difference on the proportion of students who most of the time avoid risky behaviors. The percent of female students who said they avoid risk behavior most of the time before and after joining AAU (82% and 88% respectively) is far greater than the percent of male students (59% and 81% respectively). The same is true with the comparison between the departments. After joining AAU, those who most of time avoid risk behavior from the Department of Psychology are 84%, while those always avoid risk behavior from the department of Sociology and Social Anthropology are 82%.

Self-responsibility

Self-responsibility is taking care of oneself, being accountable for one's behavior and obligations, choosing between right and wrong. Students were asked to say what they have in mind about self responsibility. Some of the responses include,

- Follow your heart.
- Look for stuff you enjoy doing instead of material things.
- Don't settle. There is always something more you can do or go for. You can not let it take over your life, but you should at least be willing to look at those options.
- Be the best at your passions.

Students were given a chance to evaluate their personal experiences that are related with self-responsibility. The major variables presented for are “doing what is right for myself when with a group,” “admit mistakes I make,” “understand that it is important to carry on the commitments I have made,” and “have control over my own personal goals/future.”

Responses of the respondents are organized and tabulated under for analysis. Table 9 presents student's life skill on self-responsibility before and after joining the university.

Table 9 Self-responsibility

Self-responsibility	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Do what is right for myself when with a group				
1. No	1	1.9	2	3.8
2. Sometimes	24	45.3	16	30.1
3. Most of the time	28	52.9	35	66
Total	53		53	100
Admit to mistakes I make				
1. No	4	7.5		
2. Sometimes	29	54.7	9	17
3. Most of the time	20	37.7	44	83
Total	53	100	53	100

Self-responsibility	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Understand it is important to follow through on commitments I have made				
1. No			1	1.9
2. Sometimes	28	52.8	10	18.9
3. Most of the time	25	47.2	42	79.2
Total	53	100	53	100
Have control over my own personal goals/future				
1. No	2	3.8		
2. Sometimes	23	43.4	9	17
3. Most of the time	28	52.8	44	83
Total	53	100	53	100

At $P < 0.05$ the influence of age is significant at 0.036 on the skill of self-responsibility before joining AAU.

Do what is right for myself when with a group. Before joining AAU, the percentage of students who said they we most of the time used to do what is right for themselves when with a group was 52.9% and those who said “sometimes is 45.3%. After joining AAU, the percentage for most of the time increases slightly to 66%, while the percentage who said sometimes declined to 30.1%.

Admit mistakes I make. Before joining the university, the percentage of students who said most of the time admitted mistakes was 37.7% and those who said sometimes was 54.1%. After joining the university, the percentage of students who said most of the time increased to 83% while the percentage of students who said sometimes declined to 17%.

Understand it is important to follow through on commitments I have made. Before joining the university, the percentage of students who said they most of the time and sometimes understand that it is important to follow through on commitments was 47.2% and 52.8% respectively. After joining the university the percentage of those who said most of the time increases to 79.2%, while the percentage of students who said sometimes declined to 18.9%.

Have control over my own personal goals/future. Before joining AAU, the respondents who said that most of the time and some times are 52.8% and 43.8% respectively as to the level of

their skill to have control over own personal goals/future. Their life skills in this regard have been improved. After joining the university, the percentage of students who said most of the time have control over own personal goals/future increases to 83.3%.

Trustworthiness

Trustworthiness is being worthy of trust, honor and confidence in all relationships.

Table 10 presents student's life skill on trustworthiness before and after joining the university.

Table 10 Trustworthiness

Trustworthiness	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Tell the truth				
1. No	2	3.8		
2. Sometimes	14	26.4	3	5.7
3. Most of the time	37	69.8	50	94.4
Total	53	100	53	100
Not cheat or steal				
1. No	3	5.7	1	1.9
2. Sometimes	6	11.3	4	7.5
3. Most of the time	44	83	48	90.6
Total	53	100	53	100
Keep my promises				
1. No	2	3.8	1	1.9
2. Sometimes	13	24.5	6	11.3
3. Most of the time	38	71.7	46	86.7
Total	53	100	53	100
Be loyal to friends, family, and country				
1. Sometimes	4	7.5	5	9.4
2. Most of the time	49	92.5	48	90.6
Total	53	100	53	100

Tell the truth. Before joining AAU, the respondents who said “most of the times” and “sometimes” had the skill of telling the truth are 69.8% and 26.4% respectively. Their life skills with this regard have been improved after joining the university and the percentage of who said “most of the time” increased to 94.4%.

Do not cheat or steal. The larger percentage of students said they have the life skill for not to cheat or steal before and after joining the university. Before joining AAU, 83% and after joining AAU, 90.6% said most of the time they have the life skill for not to cheat or steal.

Keep my promises. Before joining the university, the respondents who said that they most of the times and sometimes are 71.7% and 24.5% respectively as to the skill of keeping promises. Their life skills in this regard have been improved. After joining the university, the percentage who said most of the time has the life skill to keep the promise increased to 86.7%.

Be loyal to friends, family, and country. Before joining the university, the respondents who said that they most of the time and sometimes had the skill to be loyal to friends, family, and country are 92.5% and 7.5.4% respectively. Their life skills have been declined after joining the university and the percentage of students who said that they most of the time have the life skill to be loyal to friends, family, and country declined to 90.6%, while the percentage of students who said sometimes increase to 9.4%.

Respect

Respect can be defined as, demonstrating regard for the dignity, worth, and autonomy of all persons. Table 11 presents student's life skill on respect before and after joining AAU.

Table 11 Respect

Respect	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Treat others in a polite and courteous way				
1. No	2	3.8		
2. Sometimes	10	18.9	4	7.5
3. Most of the time	41	77.3	49	92.4
Total	53	100	53	100
Say only positive things about others				
1. No	4	7.5		
2. Sometimes	19	35.8	19	35.9
3. Most of the time	30	56.6	34	64.2
Total	53	100	53	100

Respect	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Deal peacefully with wrongs against me				
1. No	9	17	2	3.8
2. Sometimes	26	49	17	32
3. Most of the time	18	33.9	34	64.1
Total	53	100	53	100

At $P < 0.05$ the influence of ethnic group is significant at 0.021 on the skill of respect before joining AAU.

Treat others in a polite and courteous way. Before joining AAU, the percentage of students who said that they most of the times treat others in a polite and courteous way is 77.3% and those who said sometimes are 18.9%. After joining the university the percentage of students who said that they most of the time treat others in a polite and courteous way increases to 92.4%, while the percentage of students who said sometimes declines to 7.5%.

Say only positive things about others. Before joining AAU, the percentage of students who said that most of the time they said only positive things about others is 56.6% and those who said some times are 35.8%. After joining the university, the percentage of students who said most of the time increases to 64.2%, while the percentage of who said sometimes remains 35.9%.

Deal peacefully with wrongs against me. Before joining AAU, students who said that most of the times they deal with wrongs against them peacefully was 33.9% and those who said sometimes was 49%. After joining the university, the percentage of students who said most of the time increased to 64.1%, while the percentage of students who said sometimes declined to 32%. There is also percentage decline from 17% to 3.8% for those who said that they don't deal peacefully with wrongs against them when comparison was made between the condition off students before and after joining the university respectively.

Fairness

Fairness is making decisions on appropriate factors such as: impartiality, avoidance of conflict of interest e.t.c. Table 12 presents student’s life skill on fairness before and after joining AAU.

Table 12 Fairness

Fairness	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Play by the rules				
1. No	1	1.9		
2. Sometimes	20	37.7	11	20.8
3. Most of the time	32	60.3	42	79.2
Total	53	100	53	100
Take turns and share				
1. Sometimes	25	47.1	8	15.1
2. Most of the time	28	52.8	45	84.9
Total	53	100	53	100
Listen to others with an open mind				
1. Sometimes	29	54.7	9	17
2. Most of the time	24	45.3	44	83
Total	53	100	53	100
Do what is best for others				
1. No	1	1.9	1	1.9
2. Sometimes	25	47.2	12	22.7
3. Most of the time	28	52.8	41	77.3
Total	53	100	53	100
Make decisions without showing favoritism				
1. No	5	9.4	3	5.7
2. Sometimes	28	52.8	14	26.5
3. Most of the time	20	37.7	36	67.9
Total	53	100	53	100
Do what is right, even when it might cost me				
1. No	1	1.9	1	1.9
2. Sometimes	28	52.8	16	30.1
3. Most of the time	24	45.3	36	67.9
Total	53	100	53	100

At $P < 0.05$ the influence of ethnic group is significant at 0.027 on the skill of fairness before joining AAU.

Play by the rules. Before joining AAU, the percentage who said that most of the time they played by the rules is 60.3% and those who said sometime was 37.7%. After joining the

university, the percentage of who said most of the time increased to 70.92%, while the percentage who said sometimes declined to 20.8%.

Take turns and share. Before joining AAU, the percentage of students who said that most of the time they take turns and share was 52.8% and those who said sometimes was 47.1%. After joining the university, the percentage who said most of the time increased to 84.9%, while the percentage who said sometimes declined to 15.1%.

Listen to others with an open mind. Before joining AAU, 45.3% and 54.7% of the respondents said that they most of the time and sometimes respectively listened to others with an open mind. After joining the university, the percentage of students who said most of the time increased to 83%, while the percentage who said sometimes declined to 17%.

Do what is best for others. Before joining AAU, the percentage of students who said that most of the time they did what is best for others was 52.8% and those who said sometimes was 47.2%. After joining the university, the percentage of students who said most of the time increases to 77.3%. The percentage who said sometimes however, declined to 22.7%. Those who said they don not do what is best for others remain 1.9%.

Make decisions without showing favoritism. Before joining AAU 37.7% of students said that most of the time they made decisions without showing favoritism, and 52.8% said sometimes. After joining the university, the percentage of students who said most of the time increases to 67.9%, while the percentage who said sometimes declines to 26.5%. There is also percentage decline from 9.4% to 5.7% for those who said that they did not make decisions without showing favoritism when the response for before and after joining AAU was compared respectively.

Do what is right, even when it might cost me. Before joining AAU, the percentage of students who said that most of the time they did what is right, even when it might cost them was 45.3% and those who said sometimes was 52.8%. After joining the university, the percentage of students who said most of the time increases to 67.1%, while the percentage who said sometimes declined to 30.1%. Those who said they do not do what is best for others remain 1.9%.

Caring

Caring can be defined as the skill of demonstrating regards for the well-being of others. Table 13 presents student's life skill on caring before and after joining AAU.

Table 13 Caring

Caring	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Help others in need				
1. Sometimes	19	35.8	7	13.2
2. Most of the time	34	64.1	46	86.8
Total	53	100	53	100
Show I care				
1. No	1	1.9	2	3.8
2. Sometimes	22	41.5	10	18.9
3. Most of the time	30	56.6	41	77.4
Total	53	100	53	100
Volunteer my time and talents				
1. No	2	3.8	1	1.9
2. Sometimes	29	54.7	12	22.7
3. Most of the time	22	41.5	40	75.5
Total	53	100	53	100

At $P < 0.05$ the influence of sex is significant at 0.045 on the skill of caring before joining AAU.

Help others in need. Before joining AAU, the percentage of students who most of the time and sometimes helped others in need was 64.1%, and 35.8% respectively. Their life skills in this regard have been improved after joining the university and the percentage of students who most of the time helped others in need grew to 86.8%.

Show I care. Before joining AAU, the percentage of students who said that most of the time and sometimes they showed I care was 56.6%, and 41.5% respectively. Their life skills in this regard have been improved after joining AAU and the proportion of students who said most of the time they showed care increased to 77.4%.

Volunteer my time and talents. Before joining AAU, the percentage of students who said “most of the time” and “sometimes” used to volunteer their time and talents was 41.5%, and 54.7% respectively. Their life skills in this regard have been improved. After joining university, the percentage of students who most of the times volunteered their time and talents increases to 75.5%.

Citizenship

Citizenship is a life skill element for individual to recognizing and living up to obligations to society and community. Table 14 presents student’s life skill on citizenship before and after joining AAU.

Table 14 Citizenship

Citizenship	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Obey laws and rules				
1. No	2	3.8	2	3.8
2. Sometimes	13	24.5	12	22.7
3. Most of the time	38	71.7	39	73.6
Total	53	100	53	100
Respect authority				
1. No	1	1.9	2	3.8
2. Sometimes	13	24.6	9	17
3. Most of the time	39	73.5	42	79.2
Total	53	100	53	100
Vote and be involved in elections				
1. No	29	54.7	4	7.5
2. Sometimes	11	20.7	9	17
3. Most of the time	13	24.6	40	75.5
Total	53	100	53	100

At $P < 0.05$ the influences of administrative region and ethnicity are significant at 0.004 and 0.007 respectively on the skill of citizenship after joining AAU.

Obey laws and rules. Before joining AAU, the respondents who said that most of the time and sometimes they obeyed law and rules was 71.7% and 24.5% respectively. Their life skills in this regard have been improved after joining the university. The percentage of students who said that most of the time they obeyed laws and rules increased to 73.6%. The percentage for those who said sometimes however decline to 22.7%, while those who said they never obeyed laws and rules remain 3.8%. When this data was disaggregated by ethnic group, 100% of Tigre students, 89% Oromo students, and 52% of Amhara students said most of the time they obeyed law and rules

Respect authority. Regarding the skill of respecting authority, before joining AAU, the percentage of respondents who said most of the times and sometimes was 73.5% and 24.6% respectively. Their life skills in this regard have been improved after joining the university. Therefore, the proportion of students who said most of the time they respected authority increased to 79.2%, while the percentage of respondents who said sometimes declined to 17% and those who said “not at all” increased to 3.8%.

Vote and be involved in elections. Before joining AAU, the percentage of students who said “most of the time” and “sometimes” they used to vote and involved in elections was 24.6%, and 20.7% respectively. Their life skills in this regard have been improved. After joining university, the percentage of students who said most of the time they vote and involved in elections increased to 75.5%.

Table 15 presents student’s life skill on election and respect to authority before and after joining AAU by department.

Table 15 Vote and be involved in elections and respect authority by department

Department	Vote and be involved in elections						Total	
	No		Sometimes		Most of the time			
Vote and be involved in elections								
SOSA	4	14%	5	18%	19	68%	28	100%
Psychology			4	16%	21	84%	25	100%
Total	4	8%	9	17%	40	76%	53	100%
Respect authority								
SOSA	1	4%	4	15%	23	82%	28	100%
Psychology	1	4%	5	20%	17	76%	25	100%
Total	2	4%	9	17%	39	79%	53	100%

The same data was organized to see the impact of academic specialization in level of respondent involvement in voting and election. Accordingly, the percentage of students who said “we most of the time vote and get involved in election” from the department of psychology are found to be greater than from the department of Sociology and Social anthropology. From the department of Sociology and Social anthropology however, 82% of the respondents said “we most of the time respect authority” found to be greater than that of 76 % of the respondents in psychology department. When this data was disaggregated by ethnic group, 100% of Oromo students, 90% of Tigre students and 67% of Amhara students said most of the time they respect authority. Table 16 presents student’s life skill on election and respect authority before and after joining AAU by gender.

Table 16 Vote and be involved in elections and respect authority by gender

Sex group	Vote and be involved in elections						Total	
	No		Sometimes		Most of the time			
Vote and be involved in elections								
Female	3	18%	1	12%	12	71%	17	100%
Male	1	3%	5	20%	28	78%	36	100%
Total	4	21%	6	8%	40	86%	53	100%
Respect authority								
Female			2	12%	15	89%	17	100%
Male	2	6%	4	19%	27	75%	36	100%
Total	2	4%	6	17%	42	79%	53	100%

Analysis was also made to see the impact of sex to the level of participation in election and level of respect individuals has been giving to the authority after they join the university. As indicated on the table above, 78% of male students who said they vote and get involved in election were greater than those of 71% of female respondents. But when it comes to respecting authority 89% of female students said they most of the time respect authority and found to be greater than those of 75% of male respondents.

Table 17 presents student’s life skill on election by ethnic group and sex before and after joining AAU.

Table 17 Vote and be involved in elections by Ethnic group

Ethnic group	Citizenship/Vote and be involved in elections, after										Total	
	No		Very rarely		Sometimes		Most of the time		Yes/always			
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
Tigre					1	10%	1	10%	8	80%	10	100%
Amhara	3	11%	2	7%	4	15%	6	22%	12	44%	27	100%
Oromo			1	10%	1	10%	2	20%	6	60%	10	100%
Others	1	16.5					1	16.5	4	67%	6	100%
Total	4		3		6		10		30		53	100

As a measure of citizenship, the impact of ethnic group on the degree of respondent’s involvement in election and voting among Tigre, Oromo and Amhara students was taken in to consideration. The result generated from the survey indicates higher involvement of Tigre students with 80% followed by Oromo students with 60% and then come Amhara students the third with 44%.

The Most Important Body that Impacted Student Life Skill

It is a clear indicator that many students get the assistance through informal way when they are facing challenges. Those who said they get assistance in a formal way, such as through instructors or institutions, are very few. Some of their responses during the survey are as follows. Some said, their family, and teachers influenced them. And others said they

try to depend on what God would want them to do. They follow their heart because they think that it will lead them in the right direction.

This shows that the formal system to support students when faced with challenges is almost non-existent for the majority. But still it is not safe to conclude that the informal support received from friends and relatives is appropriate or to the standard. This requires a formal way where students can get support through professionals so that their educational attainment is not affected. Table 18 presents the level of influence of different bodies on student's life skill.

Table 18 The most important body that influenced student's life skill

Variables/Indicators	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Friends				
1. No	3	5.7	3	5.7
2. Sometimes	23	43.4	14	26.4
3. Most of the time	27	51	36	67.9
Total	53	100	53	100
Family/relatives				
1. No	4	7.5	8	15.1
2. Sometimes	23	43.4	23	43.4
3. Most of the time	26	49.1	22	41.5
Total	53	100	53	100
Teachers/instructors				
1. No	12	22.6	7	13.2
2. Sometimes	18	34	24	45.3
3. Most of the time	23	43.4	22	41.5
Total	53	100	53	100
Religious leaders				
1. No	8	15.1	13	24.5
2. Sometimes	19	35.9	19	35.9
3. Most of the time	26	49	21	39.6
Total	53	100	53	100
Governmental organizations				
1. No	26	49.1	19	35.8
2. Sometimes	20	37.8	22	41.5
3. Most of the time	7	13.2	12	
Total	53	100	53	100

Variables/Indicators	Before I joined the university		After I joined the university	
	Frequency	Percent	Frequency	Percent
Non governmental organizations				
1. No	27	50.9	18	34
2. Sometimes	22	41.5	23	43.4
3. Most of the time	4	7.5	12	22.6
Total	53	100	53	100
Politicians				
1. No	29	54.7	22	41.5
2. Sometimes	17	32	16	30.2
3. Most of the time	7	13.2	15	28.3
Total	53	100	53	100

The contribution of friends in student life skill development before and after joining AAU is found to be very significant for most of the respondents. However the weight of influence after joining university is stronger than it was before. The influence of family and relatives on the life skill of students is found to be stronger before joining the university than after joining the university. The influence of teachers on the development of student life skill when they were in high school seems stronger than the influence of instructors in the university. Of the total respondents, the larger percentage 43.4% said that most of the time they had been influenced by their teachers to develop some life skills in high school and even at early age. After joining AAU, the percentage of students who said most of the time they have been influenced by instructors/teachers decreased to 41.5%.

The same is true with the influence of religious leaders. The weight of their influence on the life skill of students was stronger before students join AAU than the present day campus life. However the weight of influence from the politicians significantly increases to impact student life skill in some areas of life skill after student join AAU than before joining the university. Table 19 presents the source of student's life skill and the most influential bodies on student life skills after joining AAU.

Table 19 Life skills and the influential bodies

Variables/Indicators	For which life skill the mentioned influential body contributed more															
	Friends		Family/ Relatives		Instructors		Religious leaders		Clubs		Governmental organizations		Non Governmental organizations		Politicians	
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
Decision Making	14	26.4	20	37.7	4	7.5	10	19	2	3.8	1	1.9	2	3.8	14	26.4
Wise Use of Resources	17	32.1	17	32.1	7	13	8	15	1	1.9	4	7.5	3	5.7	17	32.1
Communication	27	50.9	8	15.1	10	18.9	2	3.8	3	5.7			1	1.9	2	3.8
Accepting Differences	15	28.3	2	3.8	9	17	14	26.4	2	3.8	4	7.5	3	5.7	4	7.5
Leadership	10	18.9	3	5.7	4	7.5	7	13.2	8	15.1	7	13.2	2	3.8	12	22.6
Healthy Lifestyle Choices	13	24.5	20	37.7	4	7.5	9	17	1	1.9	4	7.5	2	3.8		
Self-responsibility	17	32.1	14	26.4	6	11.3	11	20.8			2	3.8	1	1.9	2	3.8
Trustworthiness	16	30.2	12	22.6	2	3.8	19	35.8	1	1.9	1	1.9			2	3.8
Respect	12	22.6	15	28.3	4	7.5	21	39.6							1	1.9
Fairness	14	26.4	9	17	5	9.4	21	39.6			1	1.9	2	3.8	1	1.9
Caring	11	20.8	14	26.4	5	9.4	16	30.2	2	3.8	1	1.9	2	3.8	2	3.8
Citizenship	6	11.3	3	5.7	9	17	1	1.9	1	1.9	15	28.3	1	1.9	17	32.1
<i>Appears First</i>		4		3				4								3
<i>Appears Second</i>		4		3		2		1				1				1
<i>Appears Third</i>		3		3		1		2		1						

Decision making skill. Family/relatives come first to influence students' decision-making skill by 37.7%, followed by friends and politicians at equal percentage (26.4%). The least contributing bodies to impact student life skill on decision making are governmental organizations followed by clubs and non-governmental organizations.

Wise Use of Resources. To impact students' life skills regarding wise use of resource friends, family/relatives and politicians contribute at equal level. The least contributing bodies to influence the life skill of students to use resources wisely are clubs.

Communication. Friends come first to influence student decision-making skill by 50.9% followed by instructors by 18.9% and then family/relatives come third by 15.1%. The least contributing bodies to impact student communication skill are Governmental Organizations followed by Non-governmental Organizations.

Accepting Differences. The contribution of friends come first by 28.3% followed by religious leaders by 26.4% to impact student life skills on accepting difference and then instructors stand the third by 17%. The least contributing bodies to impact student skill on accepting difference are family/relatives and clubs.

Leadership. When comes to leadership skill the impact of politicians comes first by 22.6% followed by friends by 18.9% and then clubs third by 15.1%. The least contributing bodies to impact student leadership life skill are non-governmental organizations followed by relatives.

Healthy Lifestyle Choices. The contribution of family/relatives friends and religious leaders to impact student life skill on healthy life style choice is found to be more important than the rest of actors. Accordingly the influence of relatives comes first by 37.7% followed by the influence of friends by 24.5% and then religious leaders comes at the third level by 17%. The

least contributing bodies to impact student life skill on healthy life style choice are politicians followed by clubs.

Self-responsibility. Friends come first by 32.1% followed by family/relatives by 26.4% and then religious leaders come to the third by 20.8% to impact students life skill on self-responsibility. The least contributing bodies to impact student decision making life skill are clubs followed by non-governmental organizations.

Trustworthiness. The contribution of religious leaders, friends and family/relatives to impact student life skill on trustworthiness is found to be more important than the rest of actors. Accordingly the influence of religious leaders come first by 35.8% followed by the influence of friends by 3.2% and then family/relatives comes to the third by 22.6%. The least contributing bodies to impact student life skill on healthy life style choice are politicians followed by clubs.

Respect. Religious leaders come first by 39.6% followed by family/relatives by 28.3% and then come friends to the third by 22.6%. The least contributing bodies to impact student life skill on respect clubs, clubs, governmental organization and non-governmental organizations at equal weight.

Fairness. Religious leaders come first by 39.6% followed by friends by 26.4% and then come family/relatives to the third by 17%. The least contributing bodies to impact student life skill on fairness are clubs followed by, governmental organization and politicians at equal percentage.

Caring. Religious leaders come first by 30.2% followed by family/relatives by 26.4% and then come friends to the third by 20.8%. The least contributing bodies to impact student life

skill on caring are, governmental organizations followed by clubs and non-governmental organizations and politicians at equal weight.

Citizenship. The impact of politicians on the citizenship life skill of students in the university come first by 32.1% followed governmental organization by 28.3% and then come friends to the third by 11.3%. The least contributing bodies to impact student life skill on citizenship are religious leaders, clubs and Non Governmental Organizations.

Table 19 presents life skills student believe they lost it after joining AAU.

Table 20 Major life skill gaps observed after students joined AAU

Life skills	No		Somehow		Almost	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Decision Making	29	55%	18	34%	6	11%
Wise Use of Resources	30	57%	16	30%	7	13%
Communication	34	64%	14	26%	5	9%
Accepting Differences	39	74%	9	17%	5	9%
Leadership	29	55%	18	34%	6	11%
Healthy Lifestyle Choices	22	42%	23	43%	8	15%
Self-responsibility	33	62%	17	32%	3	6%
Trustworthiness	32	60%	16	30%	5	9%
Respect	28	53%	17	32%	8	15%
Fairness	29	55%	19	36%	5	9%
Caring	30	57%	18	34%	5	9%
Citizenship	27	51%	15	28%	11	21%

With the aim of identifying major life skill gaps, students were asked to measure their ability to retain some of their life skills and develop it in a constrictive way. Of the total respondents except for the skill of communication, accepting difference, self-responsibility, and trust worthiness, for the rest of life skill elements such as: decision making, wise use of resources, leadership, healthy life style choice, respect, fairness, caring and citizenship more than 40% say they some how and fully lost their earlier skills after joining the university.

Findings of the Key Informant Interview/Employer's Perspective

During the survey, employers were given a chance to reflect on the meaning of successful living or competence in the Ethiopian context and the basic life skills that are needed to be competent in labor market. Moreover, major challenges they have been experiencing regarding the life skills of new graduates in the workforce, the most common measures they have taken so far and the type of services they are expecting to be rendered for the students of the AAU to improve their life skills are also discussed. Finally, areas/issues that the organization and the university can come to work together has been given due emphasis. Accordingly their responses are compiled together under the following sub headings.

Successful Living/competence in Ethiopian Context

To complement on the perspective of student the researcher organized key informant interview with employers who have long-standing familiarity with the target groups under study and sense of workforce development. Accordingly some of the points reflected during the interview are presented as follows.

- Success is a goal that you can accomplish, and the lives you can impact. That it is the way I will measure it, by the number of people I can influence.
- Having a vision first, then a commitment to make it true...In doing this you will pass through difficulties, that by it self is success...
- If you are diligent, you will have to stick to it and share what you have with others.
- Success is achieving something that you can be proud of. You can go and tell someone what you did and not be ashamed.

- Success is not perfection, but something you strive for. You can not be perfect all the time, but it's something you can strive for ...I see it as doing the best that you can.
- I think success has to be a combination of emotional satisfaction, and material achievement. You can be successful at business and have no stable life and that is not really success in my view.
- To be successful in life you have to have the skill of managing stress, conflict, and, positive attitude to people and the choice of healthy life style.
- Without having positive life skill, academic excellence does nothing. Rather such people most of the times are distractive to organization and source of conflict and bad image and role models to the organization they are working with.

Most of the definition given to successful living by the employers and employees are similar to the definition of student informants. For all informants (student and employers) definitions long-term plan, obstacles, commitment and strong effort to achieve short term and long term outcome are mentioned.

Basic Life Skills that are Needed to be Competent Workforce

The government of Ethiopia gives special consideration for the development of a workforce, which is ready and competent to join the work environment. However, to be competent in the work environment, life skills are needed. Life skills such as personal care which is more in keeping with personal hygiene is mentioned as one of the skills that individuals in the work force should develop to be healthy and very friendly to their clients and collogues. Interpersonal relations, which is the skill of interactions with other people, social skills, the ability to interaction with community and government effectively wisely are

the basic skill mentioned. Others like having marketable skills, managing stress positively, and the skill of avoiding risk behavior, are also mentioned as basic life skills that are needed to be competent in the labor market

Major Challenges Regarding Life Skills of New Graduates

Competence of new employees to fit to organizational objectives and to take responsibilities with minimum support has been considered as the major challenge by the majority of the key informants representing governmental and non-governmental organizations. For this reason most of the new graduates are found to lack the skill of relating theory with practice. The second major problem mentioned is personality problems, which are mainly resulted due to lack of value development service at early age or in the university. Because of this most of the new graduates lack the skill of managing stress positively and lead healthy life styles, use personal and organizational resource wisely, work in team or interact with people from different background and integrate with old staff after joining the workforce. The inability of higher institutions to incorporate value development in the curriculum and establish strong networking with employers through internship was mentioned as a contributing factor.

Measures to Deal with Challenges

It is important to emphasize on the social aspect of life skills. Having a college degree does not simply mean being competent as an individual. Value development training, guidance and counseling service and experience sharing from local role models are used as mechanisms to deal with life skill challenges in some of the organizations. Enhancing individual capacity to develop good attitude to life and people is important. Having a good attitude includes being committed to make positive contributions to one's community, and to

promoting a healthy and productive way of life based upon justice, equality, and respect for all people.

Expected Services to be Rendered for University Students

From Addis Ababa University, employers expect a holistic approach to education that utilizes every aspect of human development. Accordingly the content of the curriculum should reconsider the process of instruction and the quality of relationships between student and instructor. Besides, the handling of critical individual cases, the existence of co-curricular activities and the culture of the total university environment are also important to promote positive attitude to life and progress among all university community. Appreciating the primary role that parents play in the life skill development of their children, employers expect more from the university and recognize the essential role that AAU must play in promoting students' life skill development and preparing them to be effective citizens.

Institutionalized guidance and counseling services that target students are also another focus area that employers expect from the university. The goals of this service should be to produce competent human power who understand, care about, and act upon the core life skill elements such as: diligence, compassion, integrity, and fairness, healthy life style... for a productive, fair, and just workforce. According to the employers, "As student grow in their life skill, they will grow in their capacity and commitments to do their best work, do the right thing, and lead lives full of purpose." Hence, an effective life skill development program that involves creating the kinds of classroom and school environments to enable all students, without exception, to realize their potential and achieve their vital goals is very important.

Areas/Issues that Employers and the University Can Come to Work Together

Almost all organizations that are included in the key informant interview appreciated the need for establishing strong network between the Addis Ababa University and employers. This networking is believed to provide opportunity to all partners to share experiences, new innovations and research findings to one another. Moreover, through university-employers partnership students of Addis Ababa University will benefit from short-term internship opportunities and long-term employment. Above all, career and life skill development service gaps that have been observed so far due to shortage of expertise in the campus can be filled using professional guidance and counselors of organizations working outside the university.

Discussion

Life skills are believed to affect student performance while they are in the university and when joining the workforce after graduation. The major gaps in the services offered by the university are identified in the area of assisting students in providing life skill enhancement services. For this reason significant size of students, have been exposed to academic, social and psychological stress situations that in turn affect their academic achievement and overall well-being. When students were asked, if they have been exposed to a certain challenges the majority said, “Yes we experienced challenges.” As a result, life skills are needed for students to lead productive and satisfying life.

With the aim of identifying major life skill gaps, students were asked to measure their ability to retain some of their life skills and develop it in a constrictive way. The major life skill gaps observed from the survey finding are on the area of decision-making, wise use of resources, leadership, healthy life style choice, respect, fairness, caring and citizenship after joining the university.

On the other hand, though there is no formal means to help student learn important life skills, students were asked the kind of life skills they learned best while they are in college trough informal way. Accordingly accepting difference, self-responsibility and communication are the three top skills in order of importance that have been mentioned in the survey.

The respondents were given 12 life skill elements and asked to measure the scale (no, very rarely, some how and yes) of the impact of university life on the life skill they believe develop it after joining the university. Among the respondents 52% said that they developed the skill of accepting difference, 41.2% said that they developed the skill of self

responsibility, 39.6% said they develop communication skill, 35.8% said they develop the skill of respect and 30.2% said they develop the skill of healthy life style choice after joining AAU.

As indicated in the survey finding, Hendricks life skill evaluation model has been chosen to measure the life skills of students and presented using Likert scale then analyzed in one-way Analysis of Variance (ANOVA) at $p < .05$. To see the relationship between variables eight independent variables has been selected. Accordingly age, sex, location, Administration region, ethnicity, religious affiliation, department and grade point average are selected as major independent variables. The result of one-way ANOVA is also discussed below based on the result.

Department. Hoping that department has significant effect on the life skill of students in the target population, analysis was made using one-way ANOVA. However, the impact of department has not been found significant at $p < .05$ for any of the 12 dependent variables. One can infer from this finding that, the contribution of the two departments to impact student life skill is equal or none existent.

Sex. Using the same tool the relationship between sex and life skill has been tested at $p < .05$. Before students joined the university, the test found to be significant at 0.008, .040, .013, and .045 for the skill of decision making, leadership trustworthiness and caring respectively. The test for the rest of life skills confirms no relationship between the independent and dependent variables at the same time. Moreover the test for the relationship between sex and all life skill elements found to be not significant after student joined the university.

Though there is no organized life skill service to students of the university, this finding indicates the existence of a certain informal learning system that narrows the life skill gaps

between sex groups. The source of influence to learn some life skill elements is discussed under the heading “Life skills and the influential bodies” in Table 19.

Age. When age was taken as dependent variable the test found to be significant only for self-responsibility at .036 before student join the university. The test for the rest of life skills confirms no relationship between the independent and dependent variables before joining the university and for the rest of life skill elements after joining the university. Overall result therefore, indicates that the impact of age on student life skill is not significant.

Location. During the discussion with students, it has been said that life in the university is very hard for students coming from rural area. But the result from the survey indicates no significant difference with the exception of healthy life style choice which is significant at .036 before students join the university.

Explanation has been given to this result during the validation of the research finding and has been attributed to the influence of urban students on student form the rural area to learn new life style after joining the university.

Administrative region. The relationship between administrative region and life skill or difference among regions to influence student life skill before and after joining the university has been analyzed and tested at $p < .050$. Accordingly the result from the survey indicates significant difference only for citizenship at 0.004 after students joined the university. Otherwise, the impact of administrative region remains similar.

Similar trend has been observed for the citizenship issue when the same data was tested based on ethnicity.

Ethnic group. The relationship between ethnicity and life skill or difference among ethnic groups to influence student life skill before and after joining the university has been analyzed

and tested at $p < .05$. The influence of ethnicity to life skills such as respect at .021, fairness at .027 and citizenship at .007 was found to be significant. As indicated in Table 17, the percentage of respondents who vote and participate in election for the three dominant ethnic groups Tigre, Oromo and Amhara is 80%, 60% and 44% respectively.

Religious affiliation. As indicated in Table 19 the influence of religious leaders on the life skill of students have been found to be the second important followed by friends. However, the variation among religious groups when tested at $p < .050$ is not significant for any of the life skill before and after student joined the university.

Grade Point Average. Life skills are believed to affect the competence of individuals in life. Having this in mind the relationship between grade point average and life skills before and after joining the university has been analyzed and tested at $p < .05$. After joining the university, the test was found to be significant only for healthy life style choice of students in the campus at .010. This clearly indicates the strong relationship between academic success and healthy life style choice of students.

Questions related to informant's personal reflection on the issue of vulnerability to any harm, stress situation, or risk behavior were asked taking in to consideration all groups of students as a whole. According to the respondents, female in general are the most vulnerable groups to stress related problems in the university and the problem might be aggravated if they are from rural background.

The level of the above discussed elements causing stress related to social, psychological, financial and academic factors are found to be very high among female students though they are better than male students in managing stress. As learned from the survey, the respect given to women in the university is more or less the same as the value

given to women in the rest of the country. This is reflected on the attitude of male students and their behavior with respect to gender related actions. This is mainly because some male students are abusive of female students in many ways. Some verbally harass female students while others cause physical and sexual abuse. Moreover, the background of female students come with when joining the university contribute to make female students to be less assertive, to have low self-confidence and have low access to relevant information as compared to male students. For these reasons, according to respondents the record of female students who drop out or are dismissed and score lower grades is by far greater than that of the male students.

After a thorough discussion of stress situations, contributing factors and other related issues, informants were also asked as to how they have been able to cope up stress conditions in their four years of student life in the university. In response to this question, informants have listed out the most commonly used coping mechanisms in order of the degree of application by students in the university.

Peer group formation comes first for female student to practice it as a means of coping mechanism to handle stressing circumstances. “We walk in group and we work in group, we do everything together. We deal with the stress in this way,” said the informants. However, the nature of the group matters. Sometimes, students take a risk of joining wrong groups and loose many things and learn bad habits from others. Otherwise, for those differentially associate with a group of female or male students who are good in terms of life skill and academic achievements, female students usually survive and are able to manage any stress situation more effectively than boys. On the other hand, though exclusion has its own further impact at a latter stage, some students tend to choose self-exclusion as a means of avoiding induced stress that might arise from social interaction. According to the informants, when

students fail to find an interest group, some tend isolate themselves from the majority and choose to live alone. In most cases, as student the informants said, these groups of students end up with a certain psychological complication or mental illness. Moreover, substance abuse is becoming a common thing among students. Chewing 'chat' is taken as the best remedy for some to catch up with the load of their study and avoid emotional distress that is given a name as '*dibirt*' and while other use other substances such as cigarettes, alcohol, and even sedative drugs and Hashish.

Among those who reported getting assistance or were influenced by a certain body, the majority of them said they receive it from family/relatives, friends and religious leader. It is a clear indicator that many would be graduates get the assistance through informal way when they face with challenges or learn major life skills to manage life from their informal network.

Friends. As learned from the survey findings, friends appear to be the first influential body on the life skill of students on the area of communication, wise use of resource, self-responsibility, and accepting difference in the university. They appear to be the second influential body on skills related with healthy life style choice and fairness. Moreover they appear to be the third influential body on student life skills such as: the skill of respect, caring and citizenship.

For many students, friends are the first and the most important supporting agents in times of need. As they describe, "friendship is the most important support system for university students and friends are the closest and the reliable companions to rely on for any kind of support needed." Especially in institutions like this university, where the formal support systems are very weak, students who are unable to establish close friendship will lose

many things such as information, care, emotional back up, sharing essential resources and academic support.

Religious leaders. Religious attachments developed or cultivated in the campus is the other way of group formation, self-identification, building sense of identity to get support from or provide support to others in the university.

Religious leaders therefore appear to be the first influential body on the life skill of students on the area of respect, fairness, trustworthiness and caring. They also appear to be the second influential body on skills related with accepting difference, healthy life style choice and fairness. Moreover they appear to be the third influential body on student life skills that are related with self-responsibility and healthy lifestyle choice.

Family/relatives. Family/relatives are the third reliable source of assistance for students. As the informants pointed out, if students have relatives who had previous experience in the university they will benefit from sharing their experience, asking advises and seek financial assistants and emotional support when they face stressful situations.

These people appear to be the first influential bodies on the life skill of students on issues related with decision-making, healthy life style choice and wise use of resource. They are also reported to be the second influential body on skills related with respect, self-responsibility and caring. Moreover, they appear to be the third to influence the life skill of students in the university on issues relate with trustworthiness, fairness and communication.

Politicians. These people appear to be the first influential body on the life skill of students on issues related with citizenship and leadership. Moreover, they also appear to be the second influential body on skills related to decision-making.

Taking the life skill challenges student in the campus have been experiencing in to consideration, respondents were asked to forward their expectation from the newly established Community Work and life Center. The majority suggested counseling as one of service component and consultation services on some career development and life skill challenges, training and workshop on important life skill challenges.

Implication to Social Work

Addis Ababa University these days is facing enormous challenges in educating the young people in all the campuses. In addition to providing students with basic academic knowledge and skills and enhancing their life skill, academicians are expected to play a major role in solving a variety of life skill problems of students. Although, the Ministry of Education designs a policy that gives a full responsibility for higher education to provide academic and value development services to students. However the focus of the Addis Ababa University appears to be on the intellectual development of students.

As far as education is concerned, social work had been long neglected because of wrong ideologies and policies of Military Regime in Ethiopia. Qualified professionals in the field of Social Work would make a significant contribution to the realization of economic and social development of Ethiopia in the past.

The coming of the new Graduate School of Social Work in the Addis Ababa University however, gives a new insight to the university system and the establishment of the Community Work and life Center was made possible. Hence, taking the existence of the School as one opportunity, social workers are expected to work on the following areas:

- Graduate School of Social Work can play as a mode on the process of instruction, the quality of relationships between student and instructor, the handling of critical individual cases, the expansion of co-curricular activities/ field placement and improving the culture of the total university environment to promote positive attitude to life and progress among the university community.

- Make significant influence on the university system to revise some of the curriculum.
- Provide professional services for the student of Addis Ababa University by establishing strong partnership with the newly established Community Work and Life Center of Addis Ababa University.
- Serve as a bridge between the school and work environment.

Conclusion and Recommendation

Conclusion

In a developing country like Ethiopia workforce development must get proper attention to fight poverty, alleviate the existing multifaceted social problems and bring sustainable development. To produce competent workforce, individuals should get access to education and training. Therefore, education at tertiary level should be directed to producing competent citizens who are ready to join the workforce and make significant contribution to the country. Individuals will fail to make their share of contribution to their societies if they do not have access to education and training.

As can be generalized from the document of capacity building program of Ethiopia, focuses on education with the aim of increasing the stock of trained manpower in general and to upgrade the manpower within the civil service has been given due emphasis. But it has to be noticed that formal education at any level alone cannot result in having the desired output. Education should be directed to the full development of the human personality.

Looking at Ethiopian experience, the reality is completely different and policies and practices are in a different position. This calls for the commitment of the government and the workforce to implement the policy instruments. On the one hand, education should consider people's interest, culture and values so as to make it acceptable and on the other hand has to be flexible to respond to the changing needs of societies and to the needs of students. The government of Ethiopia seems to understand this problem and the lack of implementation capacity have been taken as the major obstacle. However, knowing that major investment in higher education is given priority and higher education in Ethiopia is producing large number of 'qualified' manpower every year, it is hard to believe Ethiopia lacks implementation

capacity. Maybe some of the problems are directly or indirectly related to the lack of life skills rather than professional competence.

In some cases, the capacity of individuals in the workforce on selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury can be the major challenge that affects the motivation and commitment and even the implementation capacity of professionals. The low self-esteem, inability to cope and learning to accept are aggravating factors. As a result, some get exposed to risk behaviors that increase the number of professionals in the workforce exposed to HIV/AIDS infection. Though the cause of the death of professionals is associated with other infectious diseases, it has become a common phenomenon to attend funeral ceremony of X or Y who died of HIV/AIDS who is supposed to be a resource person to fight the multifaceted problem Ethiopia is facing. Moreover, corruption, which diverts and misuses scarce resources for use by individuals, has become a threat to the country's development.

Education plays an important role in improving a country's capacity for development, as it generates skilled workers, capable of shouldering higher responsibilities. It also empowers women and minority groups, increasing their chance to improve their status in their communities and society in general. Besides, it generates resourceful and responsible decision makers, shaping better response to consequences of large-scale threats like the HIV/AIDS. However, evidence such as HIV/AIDS infection and corruption among highly visible professionals in the workforce is likely to erode the credibility of professionals as role model, overall value of the education system as a vehicle to promote all rounded development.

Human development in higher includes the facilitation of student maturation in areas deemed to be related to behavioral change. However the education program of Ethiopia, the

program of higher education and the practice of Addis Ababa University are not matching. Only one component of human development program that is intellectual development that aims at increasing the number of professional human power has been given due emphasis. Identity development, interpersonal development and value development are overlooked so far.

For this reason a significant number of students are exposed to different risk behavior and stressful situation. The task of managing life is simply left to the less mature young people. Those who said they get assistance in a formal way in the survey are very few. This shows that for most students the formal system to support students when faced with challenges is almost non-existent. The informal system seems to support the students to get over their challenges and remain safe in the university. But still it is not possible to conclude that the informal support received from friends and relatives is appropriate or to the standard. This calls for a need for a formal way where students can get support through professionals so that their educational attainment is not affected.

Recommendations

Integration of value development program in the curriculum. Without having a strong support system, realizing of success or development of individual and group life skill in most of the cases is difficult. For the development of competent workforce the integration of value development program to the curriculum is necessary. Value education is a promising approach to the prevention of a wide range of contemporary problems. These include antisocial behaviors, drug use, unsafe sexual activity, criminal activities, academic under-achievement, and school failure. Each of these problems, individually, has been addressed through a variety of the informal system, and some of these approaches seem effective.

In addition to reducing the risk of involvement in negative behaviors, value education would have important additional benefits of helping students of Addis Ababa University to develop positive personal and social attitudes and skills that would help them to lead satisfying and productive lives, and to become active and effective citizens in the process of building democratic society.

Life skill counseling program. This research suggests the need for comprehensive, high quality life skill development services. Failure to provide life skill development services in the higher education is exposing students to various stressful situations. Stress by itself is one of the challenges, which is affecting the attainment of academic goals and the overall well being of students in the Addis Ababa University.

From a policy perspective. Life skill training and counseling program are a cost-effective approach to increasing learning, enhancing pro-social behaviors, and preventing a variety of social problems. Therefore, AAU should commit to implement a life skill component as a part of its education policy and program.

Linking the college environment to the work environment. It is well known that, life outside the campus is not easy as it was imagined before graduation. The transition from the school to work environment should not be difficult for the coming generation. This transition needs a lot of thinking and planning with a support of professional rather than a sporadic or unplanned decisions. Hence, the Graduate School of Social Work can be used as a bridge to link the school environment to the work environment.

The Community Work and Life Center. Community Work and Life Center (CWLC) targets the student population at Addis Ababa University in providing life skill development, educational and job searching services aimed at workforce readiness, and connecting qualified graduates to appropriate employment opportunities. The CWLC should be strengthened, and continue giving services to students.

Partnership. Networking is believed to provide opportunity to all partners to share experiences, new innovations and research findings to one another. Moreover, through university-employers partnership students of Addis Ababa University will benefit from short-term internship opportunity and long-term employment. Above all, career and life skill development gaps that have been observed so far due to shortage of expertise in the campus can be filled using professional guidance and counselors of organizations working outside the university. Graduate School of Social Work can be a technical partner of the Community Work and Life Center to provide guidance and counseling services to students of AAU. The cultural center of Addis Ababa University can also be a partner of the Community Work and Life center on giving the students the chance to cultivate themselves with extracurricular activities.

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Annexes

Life skill, student survey questionnaire

1. **Decision Making** - Choosing among several alternatives

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	List my options before making a decision.										
2	Think about what might happen because of my decision.										
3	Evaluate decisions I have made.										

Wise Use of Resources - Using sound judgment, not wasteful, being responsible, setting priorities.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Wise use all the resources in my environment.										
2	Plan how to use my financial resources.										
3	Use my time wisely.										
4	Take care of my personal belongings.										

2. **Communication** - The exchange of thoughts, information, or messages between individuals using speech, writing, gestures, and artistic expression.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Make a presentation.										
2	Listen carefully to what others say.										
3	Clearly state my thoughts, feelings, and ideas to others.										
4	Settle disagreements in ways that are not hurtful.										

3. **Accepting Differences** - To recognize and welcome factors that separate or distinguish one person from another

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Treat people who are different from me with respect.										
2	Work/play with people who are different from me.										
3	Have friendships with people who are different from me.										
4	Respect opinion of others (additional)										

4. **Leadership** - To assist a group in meeting its goals by showing or directing along the way; using personal influence to guide a group in reaching its goal.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Organize a group to reach its goal.										
2	Use different leadership styles.										
3	Get others to share in leadership.										

5. **Healthy Lifestyle Choices** - Selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Make healthy food and drink choices.										
2	Choose activities that promote physical health and well-being.										
3	Manage stress positively in my life.										
4	Avoid risky behaviors.										

6. **Self-responsibility** - Taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Do what is right for myself when with a group.										
2	Admit to mistakes I make.										
3	Understand it is important to follow through on commitments I have made.										
4	Have control over my own personal goals/future.										

7. **Trustworthiness** - Being worthy of trust, honor and confidence in all relationships.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Tell the truth										
2	Not cheat or steal										
3	Keep my promises										
4	Do the right thing										
5	Be loyal to friends, family, and country										

8. **Respect** - Demonstrating regard for the dignity, worth, and autonomy of all persons.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Treat others in a polite and courteous way										
2	Say only positive things about others										
3	Deal peacefully with wrongs against me										

9. **Responsibility** - Acknowledging and living up to duties to others and self

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Work together in a team (help others and each other)										
2	Think before I talk or act										
3	Finish tasks that are my responsibility										
4	Set a good example for others to follow										
5	Use self-control/self-discipline										
6	Do things I see need to be done										

10. **Fairness** - Making decisions on appropriate factors (impartiality, avoidance of conflict of interest)

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Play by the rules										
2	Take turns and share										
3	Listen to others with an open mind										
4	Do what is best for others										
5	Make decisions without showing favoritism										
6	Do what is right, even when it might cost me										

11. **Caring** - Demonstrating regard for the well-being of others.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Be kind to others										
2	Help others in need										
3	Thank others										
4	Show I care										
5	Forgive others/not hold grudges										
6	Volunteer my time and talents										

12. Citizenship - Recognizing and living up to obligations to society and community.

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Do my share to make my school and community better										
2	Cooperate with others										
3	Be a good neighbor										
4	Obey laws and rules										
5	Respect authority										
6	Vote and be involved in elections										

13. The most important body that influenced my life skill is...

	Variables/Indicators	Before I joined the university					After I joined the university				
		Mark one for each life skill					Mark one for each life skill				
		No	Very rarely	Some times	Most of the time	Yes	No	Very rarely	Some times	Most of the time	Yes
1	Friends										
2	Relatives										
3	Instructors										
4	Religious leaders										
5	Clubs										
6	Governmental organizations										
7	Non Governmental organizations										
8	Politicians										

14. For which life skill the mentioned influential body contributed more?

	Variables/Indicators	Mark one for each life skill							
		Friends	Relatives	Instructors	Religious leaders	Clubs	Governmental organizations	Non Governmental organizations	Politicians
1	Decision Making								
2	Wise Use of Resources								
3	Communication								
4	Accepting Differences								
5	Leadership								
6	Healthy Lifestyle Choices								
7	Self-responsibility								
8	Trustworthiness								
9	Respect								
10	Fairness								
11	Caring								
12	Citizenship								

15. The most important skill I have gained from the university is ...

	Variables/Indicators	Mark one for each life skill				
		No	Very rarely	Some how	Almost	Yes
1	Decision Making					
2	Wise Use of Resources					
3	Communication					
4	Accepting Differences					
5	Leadership					
6	Healthy Lifestyle Choices					
7	Self-responsibility					
8	Trustworthiness					
9	Respect					
10	Fairness					
11	Caring					
12	Citizenship					

16. The most important skill I have lost in the university is ...

	Variables/Indicators	Mark one for each life skill				
		No	Very rarely	Some how	Almost	Yes
1	Decision Making					
2	Wise Use of Resources					
3	Communication					
4	Accepting Differences					
5	Leadership					
6	Healthy Lifestyle Choices					
7	Self-responsibility					
8	Trustworthiness					
9	Respect					
10	Fairness					
11	Caring					
12	Citizenship					

17. The most important life skill student should acquire in the university to be best fit in the workforce

	Variables/Indicators	Mark one for each life skill				
		No	Very rarely	Some times	Most of the time	Yes
1	Decision Making					
2	Wise Use of Resources					
3	Communication					
4	Accepting Differences					
5	Leadership					
6	Healthy Lifestyle Choices					
7	Self-responsibility					
8	Trustworthiness					
9	Respect					
10	Fairness					
11	Caring					
12	Citizenship					

18. Your definition to successful leaving

19. What do you think are the most hindering factors for successful leaving?

20. Which academic year is the most challenging year for students and why?

21. Other comments you would like to make...

22. Informant's data

<i>Tell us about yourself. (Check one response to each question).</i>							
1.	2.	3.	4.	5.	6.	7.	8.
Age:	Sex:	Location/background	Region	Ethnicity	Religious affiliation	Department	GPA
—	<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Rural/agriculture <input type="checkbox"/> Semi urban <input type="checkbox"/> town under 50,000 <input type="checkbox"/> city over 50,000	<input type="checkbox"/> Tigray <input type="checkbox"/> Afar <input type="checkbox"/> Amahara <input type="checkbox"/> Oromiya <input type="checkbox"/> SNNPR <input type="checkbox"/> Hareri <input type="checkbox"/> D/Dawa <input type="checkbox"/> Somali <input type="checkbox"/> Gambela <input type="checkbox"/> Benshangul gum. <input type="checkbox"/> Addis Ababa	<input type="checkbox"/> Tigre <input type="checkbox"/> Amahara <input type="checkbox"/> Oromo <input type="checkbox"/> Gurage <input type="checkbox"/> Wolayita <input type="checkbox"/> Kembata <input type="checkbox"/> Hadiya <input type="checkbox"/> Sidama <input type="checkbox"/> Somale <input type="checkbox"/> Hareri <input type="checkbox"/> Others/ Specify _____	<input type="checkbox"/> Orthodox <input type="checkbox"/> Catholic <input type="checkbox"/> Protestant <input type="checkbox"/> Muslim <input type="checkbox"/> Traditional <input type="checkbox"/> Others/Specify _____	<input type="checkbox"/> Sociology <input type="checkbox"/> Psychology <input type="checkbox"/> PSIR <input type="checkbox"/> Geography <input type="checkbox"/> History	—

Checklist for key informants/employers interview**Key Informant's organization:** _____ **Position:** _____**Facilitator:** _____ **Recorder:** _____

S/ N	Check list	Note	Comment
1	How do you define successful living/competence in Ethiopia Context		
2	What basic life skills are needed to be competent in labor market/the college?		
3	What major challenges do you experience regarding life skills of new graduates/your students?		
4	Did your organization/department take any measure to deal with /overcome/ these challenges?		
5	What are the major measures taken so far?		
6	If a life skill program is to be launched in AAU, what are the services you expect to be rendered for the students of the AAU to improve their life skills?		
7	Please identify areas/issues that your organization/department and the University can come to work together.		
8	Overall suggestions you		

	would like to make concerning life skill.		
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Statistics

ANOVA by department		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	1.685	1	1.685	.229	.634
	Within Groups	374.429	51	7.342		
	Total	376.113	52			
Decision Making, After	Between Groups	16.737	1	16.737	3.861	.055
	Within Groups	221.074	51	4.335		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	4.938	1	4.938	1.016	.318
	Within Groups	247.817	51	4.859		
	Total	252.755	52			
Wise use of resource, After	Between Groups	22.076	1	22.076	2.179	.146
	Within Groups	516.679	51	10.131		
	Total	538.755	52			
Communication skill, Before	Between Groups	11.179	1	11.179	1.203	.278
	Within Groups	473.840	51	9.291		
	Total	485.019	52			
Communication skill, After	Between Groups	24.841	1	24.841	2.927	.093
	Within Groups	432.857	51	8.487		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	2.695E-05	1	2.695E-05	.000	.999
	Within Groups	901.547	51	17.677		
	Total	901.547	52			
Accepting Difference, After	Between Groups	.344	1	.344	.033	.856
	Within Groups	525.467	51	10.303		
	Total	525.811	52			
Leadership, Before	Between Groups	.117	1	.117	.012	.912
	Within Groups	481.354	51	9.438		
	Total	481.472	52			
Leadership, After	Between Groups	41.780	1	41.780	3.288	.076
	Within Groups	648.107	51	12.708		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	1.822	1	1.822	.139	.710
	Within Groups	666.857	51	13.076		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	8.213	1	8.213	.644	.426
	Within Groups	650.617	51	12.757		
	Total	658.830	52			
Self-responsibility,	Between Groups	.953	1	.953	.079	.780

ANOVA by department		Sum of Squares	df	Mean Square	F	Sig.
Before	Within Groups	616.217	51	12.083		
	Total	617.170	52			
Self-responsibility, After	Between Groups	29.830	1	29.830	3.402	.071
	Within Groups	447.189	51	8.768		
	Total	477.019	52			
Trustworthiness, Before	Between Groups	20.921	1	20.921	1.721	.195
	Within Groups	619.947	51	12.156		
	Total	640.868	52			
Trustworthiness, After	Between Groups	.484	1	.484	.064	.802
	Within Groups	386.497	51	7.578		
	Total	386.981	52			
Respect, Before	Between Groups	13.626	1	13.626	2.124	.151
	Within Groups	327.204	51	6.416		
	Total	340.830	52			
Respect, After	Between Groups	.303	1	.303	.076	.784
	Within Groups	203.697	51	3.994		
	Total	204.000	52			
Fairness, Before	Between Groups	.186	1	.186	.009	.923
	Within Groups	1008.267	51	19.770		
	Total	1008.453	52			
Fairness, After	Between Groups	3.811	1	3.811	.238	.628
	Within Groups	816.869	51	16.017		
	Total	820.679	52			
Caring, Before	Between Groups	7.918	1	7.918	.440	.510
	Within Groups	916.874	51	17.978		
	Total	924.792	52			
Caring, After	Between Groups	14.920	1	14.920	.871	.355
	Within Groups	873.269	51	17.123		
	Total	888.189	52			
Citizenship, Before	Between Groups	2.394	1	2.394	.133	.717
	Within Groups	920.474	51	18.049		
	Total	922.868	52			
Citizenship, After	Between Groups	.536	1	.536	.030	.863
	Within Groups	914.747	51	17.936		
	Total	915.283	52			
Life skills, Before	Between Groups	153.965	1	153.965	.192	.663
	Within Groups	40792.714	51	799.857		
	Total	40946.679	52			
Life skills, After	Between Groups	1364.891	1	1364.891	1.548	.219
	Within Groups	44960.354	51	881.576		
	Total	46325.245	52			

One-way ANOVA for the independent variable by sex group

		Sum of squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	49.023	1	49.023	7.644	.008
	Within Groups	327.090	51	6.414		
	Total	376.113	52			
Decision Making, After	Between Groups	8.369	1	8.369	1.860	.179
	Within Groups	229.443	51	4.499		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	8.336	1	8.336	1.739	.193
	Within Groups	244.418	51	4.793		
	Total	252.755	52			
Wise use of resource, After	Between Groups	5.284	1	5.284	.505	.480
	Within Groups	533.471	51	10.460		
	Total	538.755	52			
Communication skill, Before	Between Groups	26.151	1	26.151	2.907	.094
	Within Groups	458.868	51	8.997		
	Total	485.019	52			
Communication skill, After	Between Groups	16.295	1	16.295	1.883	.176
	Within Groups	441.404	51	8.655		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	32.771	1	32.771	1.924	.171
	Within Groups	868.776	51	17.035		
	Total	901.547	52			
Accepting Difference, After	Between Groups	17.388	1	17.388	1.744	.193
	Within Groups	508.423	51	9.969		
	Total	525.811	52			
Leadership, Before	Between Groups	38.604	1	38.604	4.446	.040
	Within Groups	442.868	51	8.684		
	Total	481.472	52			
Leadership, After	Between Groups	5.233	1	5.233	.390	.535
	Within Groups	684.654	51	13.425		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	7.433	1	7.433	.573	.452
	Within Groups	661.247	51	12.966		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	3.079	1	3.079	.239	.627
	Within Groups	655.752	51	12.858		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	22.537	1	22.537	1.933	.170
	Within Groups	594.632	51	11.659		
	Total	617.170	52			
Self-responsibility, After	Between Groups	15.498	1	15.498	1.713	.197
	Within Groups	461.521	51	9.049		
	Total	477.019	52			

		Sum of squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	73.116	1	73.116	6.568	.013
	Within Groups	567.752	51	11.132		
	Total	640.868	52			
Trustworthiness, After	Between Groups	18.661	1	18.661	2.584	.114
	Within Groups	368.320	51	7.222		
	Total	386.981	52			
Respect, Before	Between Groups	.799	1	.799	.120	.731
	Within Groups	340.031	51	6.667		
	Total	340.830	52			
Respect, After	Between Groups	3.118	1	3.118	.792	.378
	Within Groups	200.882	51	3.939		
	Total	204.000	52			
Fairness, Before	Between Groups	60.427	1	60.427	3.251	.077
	Within Groups	948.026	51	18.589		
	Total	1008.453	52			
Fairness, After	Between Groups	7.433	1	7.433	.466	.498
	Within Groups	813.247	51	15.946		
	Total	820.679	52			
Caring, Before	Between Groups	70.668	1	70.668	4.220	.045
	Within Groups	854.124	51	16.748		
	Total	924.792	52			
Caring, After	Between Groups	3.020	1	3.020	.174	.678
	Within Groups	885.168	51	17.356		
	Total	888.189	52			
Citizenship, Before	Between Groups	2.214	1	2.214	.123	.728
	Within Groups	920.654	51	18.052		
	Total	922.868	52			
Citizenship, After	Between Groups	.296	1	.296	.017	.898
	Within Groups	914.987	51	17.941		
	Total	915.283	52			
Life skills, Before	Between Groups	2127.459	1	2127.459	2.795	.101
	Within Groups	38819.221	51	761.161		
	Total	40946.679	52			
Life skills, After	Between Groups	1054.356	1	1054.356	1.188	.281
	Within Groups	45270.889	51	887.664		
	Total	46325.245	52			

One-way ANOVA, Location

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	38.716	3	12.905	1.874	.146
	Within Groups	337.397	49	6.886		
	Total	376.113	52			
Decision Making, After	Between Groups	20.022	3	6.674	1.502	.226
	Within Groups	217.789	49	4.445		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	10.073	3	3.358	.678	.570
	Within Groups	242.682	49	4.953		
	Total	252.755	52			
Wise use of resource, After	Between Groups	12.467	3	4.156	.387	.763
	Within Groups	526.288	49	10.741		
	Total	538.755	52			
Communication skill, Before	Between Groups	14.938	3	4.979	.519	.671
	Within Groups	470.081	49	9.593		
	Total	485.019	52			
Communication skill, After	Between Groups	27.031	3	9.010	1.025	.390
	Within Groups	430.667	49	8.789		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	23.340	3	7.780	.434	.730
	Within Groups	878.207	49	17.923		
	Total	901.547	52			
Accepting Difference, After	Between Groups	15.716	3	5.239	.503	.682
	Within Groups	510.095	49	10.410		
	Total	525.811	52			
Leadership, Before	Between Groups	17.520	3	5.840	.617	.607
	Within Groups	463.951	49	9.468		
	Total	481.472	52			
Leadership, After	Between Groups	35.816	3	11.939	.894	.451
	Within Groups	654.070	49	13.348		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	102.575	3	34.192	2.959	.041
	Within Groups	566.105	49	11.553		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	6.015	3	2.005	.150	.929
	Within Groups	652.816	49	13.323		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	42.567	3	14.189	1.210	.316
	Within Groups	574.603	49	11.727		
	Total	617.170	52			
Self-responsibility, After	Between Groups	4.866	3	1.622	.168	.917
	Within Groups	472.153	49	9.636		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	45.386	3	15.129	1.245	.304
	Within Groups	595.482	49	12.153		
	Total	640.868	52			
Trustworthiness, After	Between Groups	18.621	3	6.207	.826	.486
	Within Groups	368.361	49	7.518		
	Total	386.981	52			
Respect, Before	Between Groups	19.958	3	6.653	1.016	.394
	Within Groups	320.872	49	6.548		
	Total	340.830	52			
Respect, After	Between Groups	9.504	3	3.168	.798	.501
	Within Groups	194.496	49	3.969		
	Total	204.000	52			
Fairness, Before	Between Groups	21.771	3	7.257	.360	.782
	Within Groups	986.682	49	20.136		
	Total	1008.453	52			
Fairness, After	Between Groups	11.237	3	3.746	.227	.877
	Within Groups	809.442	49	16.519		
	Total	820.679	52			
Caring, Before	Between Groups	91.897	3	30.632	1.802	.159
	Within Groups	832.895	49	16.998		
	Total	924.792	52			
Caring, After	Between Groups	10.776	3	3.592	.201	.895
	Within Groups	877.413	49	17.906		
	Total	888.189	52			
Citizenship, Before	Between Groups	117.311	3	39.104	2.379	.081
	Within Groups	805.557	49	16.440		
	Total	922.868	52			
Citizenship, After	Between Groups	35.119	3	11.706	.652	.586
	Within Groups	880.164	49	17.963		
	Total	915.283	52			
Life skills, Before	Between Groups	2174.067	3	724.689	.916	.440
	Within Groups	38772.612	49	791.278		
	Total	40946.679	52			
Life skills, After	Between Groups	158.592	3	52.864	.056	.982
	Within Groups	46166.653	49	942.177		
	Total	46325.245	52			

On-way ANOVA Administrative Region

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	9.330	5	1.866	.239	.943
	Within Groups	366.783	47	7.804		
	Total	376.113	52			
Decision Making, After	Between Groups	26.178	5	5.236	1.163	.342
	Within Groups	211.633	47	4.503		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	11.238	5	2.248	.437	.820
	Within Groups	241.517	47	5.139		
	Total	252.755	52			
Wise use of resource, After	Between Groups	51.905	5	10.381	1.002	.427
	Within Groups	486.850	47	10.359		
	Total	538.755	52			
Communication skill, Before	Between Groups	90.969	5	18.194	2.170	.073
	Within Groups	394.050	47	8.384		
	Total	485.019	52			
Communication skill, After	Between Groups	18.998	5	3.800	.407	.841
	Within Groups	438.700	47	9.334		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	29.781	5	5.956	.321	.898
	Within Groups	871.767	47	18.548		
	Total	901.547	52			
Accepting Difference, After	Between Groups	45.111	5	9.022	.882	.501
	Within Groups	480.700	47	10.228		
	Total	525.811	52			
Leadership Before	Between Groups	60.755	5	12.151	1.357	.257
	Within Groups	420.717	47	8.951		
	Total	481.472	52			
Leadership, After	Between Groups	60.103	5	12.021	.897	.491
	Within Groups	629.783	47	13.400		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	23.646	5	4.729	.345	.883
	Within Groups	645.033	47	13.724		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	24.447	5	4.889	.362	.872
	Within Groups	634.383	47	13.498		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	26.053	5	5.211	.414	.836
	Within Groups	591.117	47	12.577		
	Total	617.170	52			
Self-responsibility, After	Between Groups	44.586	5	8.917	.969	.446
	Within Groups	432.433	47	9.201		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	72.251	5	14.450	1.194	.326
	Within Groups	568.617	47	12.098		
	Total	640.868	52			
Trustworthiness, After	Between Groups	40.014	5	8.003	1.084	.382
	Within Groups	346.967	47	7.382		
	Total	386.981	52			
Respect, Before	Between Groups	21.514	5	4.303	.633	.675
	Within Groups	319.317	47	6.794		
	Total	340.830	52			
Respect, After	Between Groups	1.600	5	.320	.074	.996
	Within Groups	202.400	47	4.306		
	Total	204.000	52			
Fairness, Before	Between Groups	138.986	5	27.797	1.503	.207
	Within Groups	869.467	47	18.499		
	Total	1008.453	52			
Fairness, After	Between Groups	12.979	5	2.596	.151	.979
	Within Groups	807.700	47	17.185		
	Total	820.679	52			
Caring, Before	Between Groups	60.509	5	12.102	.658	.657
	Within Groups	864.283	47	18.389		
	Total	924.792	52			
Caring, After	Between Groups	95.039	5	19.008	1.126	.360
	Within Groups	793.150	47	16.876		
	Total	888.189	52			
Citizenship, Before	Between Groups	88.935	5	17.787	1.002	.427
	Within Groups	833.933	47	17.743		
	Total	922.868	52			
Citizenship, After	Between Groups	271.583	5	54.317	3.966	.004
	Within Groups	643.700	47	13.696		
	Total	915.283	52			
Life skills, Before	Between Groups	2870.079	5	574.016	.709	.620
	Within Groups	38076.600	47	810.140		
	Total	40946.679	52			
Life skills, After	Between Groups	3729.512	5	745.902	.823	.540
	Within Groups	42595.733	47	906.292		
	Total	46325.245	52			

One-way ANOVA Ethnic group

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	39.361	8	4.920	.643	.737
	Within Groups	336.752	44	7.653		
	Total	376.113	52			
Decision Making, After	Between Groups	42.989	8	5.374	1.214	.314
	Within Groups	194.822	44	4.428		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	28.355	8	3.544	.695	.694
	Within Groups	224.400	44	5.100		
	Total	252.755	52			
Wise use of resource, After	Between Groups	61.836	8	7.730	.713	.679
	Within Groups	476.919	44	10.839		
	Total	538.755	52			
Communication skill, Before	Between Groups	132.267	8	16.533	2.062	.061
	Within Groups	352.752	44	8.017		
	Total	485.019	52			
Communication skill, After	Between Groups	40.680	8	5.085	.537	.823
	Within Groups	417.019	44	9.478		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	218.973	8	27.372	1.764	.110
	Within Groups	682.574	44	15.513		
	Total	901.547	52			
Accepting Difference, After	Between Groups	65.856	8	8.232	.787	.616
	Within Groups	459.956	44	10.454		
	Total	525.811	52			
Leadership Before	Between Groups	74.242	8	9.280	1.003	.448
	Within Groups	407.230	44	9.255		
	Total	481.472	52			
Leadership, After	Between Groups	75.479	8	9.435	.676	.710
	Within Groups	614.407	44	13.964		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	131.539	8	16.442	1.347	.246
	Within Groups	537.141	44	12.208		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	76.878	8	9.610	.727	.667
	Within Groups	581.952	44	13.226		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	107.885	8	13.486	1.165	.341
	Within Groups	509.285	44	11.575		
	Total	617.170	52			
Self-responsibility, After	Between Groups	84.611	8	10.576	1.186	.329
	Within Groups	392.407	44	8.918		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	168.249	8	21.031	1.958	.075
	Within Groups	472.619	44	10.741		
	Total	640.868	52			
Trustworthiness, After	Between Groups	66.507	8	8.313	1.141	.356
	Within Groups	320.474	44	7.284		
	Total	386.981	52			
Respect, Before	Between Groups	108.608	8	13.576	2.572	.021
	Within Groups	232.222	44	5.278		
	Total	340.830	52			
Respect, After	Between Groups	15.378	8	1.922	.448	.885
	Within Groups	188.622	44	4.287		
	Total	204.000	52			
Fairness, Before	Between Groups	311.964	8	38.995	2.464	.027
	Within Groups	696.489	44	15.829		
	Total	1008.453	52			
Fairness, After	Between Groups	86.457	8	10.807	.648	.733
	Within Groups	734.222	44	16.687		
	Total	820.679	52			
Caring, Before	Between Groups	219.285	8	27.411	1.710	.123
	Within Groups	705.507	44	16.034		
	Total	924.792	52			
Caring, After	Between Groups	144.492	8	18.062	1.069	.402
	Within Groups	743.696	44	16.902		
	Total	888.189	52			
Citizenship, Before	Between Groups	212.794	8	26.599	1.648	.139
	Within Groups	710.074	44	16.138		
	Total	922.868	52			
Citizenship, After	Between Groups	331.542	8	41.443	3.124	.007
	Within Groups	583.741	44	13.267		
	Total	915.283	52			
Life skills, Before	Between Groups	10784.005	8	1348.001	1.966	.074
	Within Groups	30162.674	44	685.515		
	Total	40946.679	52			
Life skills, After	Between Groups	5622.171	8	702.771	.760	.639
	Within Groups	40703.074	44	925.070		
	Total	46325.245	52			

One-way ANOVA by Religion

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	15.468	4	3.867	.515	.725
	Within Groups	360.646	48	7.513		
	Total	376.113	52			
Decision Making, After	Between Groups	21.543	4	5.386	1.195	.325
	Within Groups	216.268	48	4.506		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	18.135	4	4.534	.928	.456
	Within Groups	234.619	48	4.888		
	Total	252.755	52			
Wise use of resource, After	Between Groups	19.576	4	4.894	.452	.770
	Within Groups	519.179	48	10.816		
	Total	538.755	52			
Communication skill, Before	Between Groups	31.557	4	7.889	.835	.510
	Within Groups	453.461	48	9.447		
	Total	485.019	52			
Communication skill, After	Between Groups	11.116	4	2.779	.299	.877
	Within Groups	446.582	48	9.304		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	73.384	4	18.346	1.063	.385
	Within Groups	828.163	48	17.253		
	Total	901.547	52			
Accepting Difference, After	Between Groups	29.376	4	7.344	.710	.589
	Within Groups	496.435	48	10.342		
	Total	525.811	52			
Leadership Before	Between Groups	17.431	4	4.358	.451	.771
	Within Groups	464.040	48	9.668		
	Total	481.472	52			
Leadership, After	Between Groups	37.445	4	9.361	.689	.603
	Within Groups	652.442	48	13.593		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	24.706	4	6.176	.460	.764
	Within Groups	643.974	48	13.416		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	43.321	4	10.830	.845	.504
	Within Groups	615.509	48	12.823		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	16.587	4	4.147	.331	.855
	Within Groups	600.582	48	12.512		
	Total	617.170	52			
Self-responsibility, After	Between Groups	12.610	4	3.153	.326	.859
	Within Groups	464.409	48	9.675		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	18.052	4	4.513	.348	.844
	Within Groups	622.816	48	12.975		
	Total	640.868	52			
Trustworthiness, After	Between Groups	33.046	4	8.262	1.120	.358
	Within Groups	353.935	48	7.374		
	Total	386.981	52			
Respect, Before	Between Groups	18.053	4	4.513	.671	.615
	Within Groups	322.777	48	6.725		
	Total	340.830	52			
Respect, After	Between Groups	22.926	4	5.732	1.519	.211
	Within Groups	181.074	48	3.772		
	Total	204.000	52			
Fairness, Before	Between Groups	28.018	4	7.004	.343	.848
	Within Groups	980.435	48	20.426		
	Total	1008.453	52			
Fairness, After	Between Groups	34.770	4	8.693	.531	.714
	Within Groups	785.909	48	16.373		
	Total	820.679	52			
Caring, Before	Between Groups	24.673	4	6.168	.329	.857
	Within Groups	900.119	48	18.752		
	Total	924.792	52			
Caring, After	Between Groups	66.273	4	16.568	.968	.434
	Within Groups	821.916	48	17.123		
	Total	888.189	52			
Citizenship, Before	Between Groups	49.894	4	12.474	.686	.605
	Within Groups	872.974	48	18.187		
	Total	922.868	52			
Citizenship, After	Between Groups	121.648	4	30.412	1.839	.137
	Within Groups	793.635	48	16.534		
	Total	915.283	52			
Life skills, Before	Between Groups	999.837	4	249.959	.300	.876
	Within Groups	39946.842	48	832.226		
	Total	40946.679	52			
Life skills, After	Between Groups	2774.626	4	693.656	.765	.554
	Within Groups	43550.619	48	907.305		
	Total	46325.245	52			

One-way ANOVA by Grade Point Average

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	265.613	37	7.179	.974	.548
	Within Groups	110.500	15	7.367		
	Total	376.113	52			
Decision Making, After	Between Groups	176.311	37	4.765	1.162	.390
	Within Groups	61.500	15	4.100		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	186.921	37	5.052	1.151	.399
	Within Groups	65.833	15	4.389		
	Total	252.755	52			
Wise use of resource, After	Between Groups	342.338	37	9.252	.707	.809
	Within Groups	196.417	15	13.094		
	Total	538.755	52			
Communication skill, Before	Between Groups	267.686	37	7.235	.499	.957
	Within Groups	217.333	15	14.489		
	Total	485.019	52			
Communication skill, After	Between Groups	368.448	37	9.958	1.674	.142
	Within Groups	89.250	15	5.950		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	613.797	37	16.589	.865	.654
	Within Groups	287.750	15	19.183		
	Total	901.547	52			
Accepting Difference, After	Between Groups	429.061	37	11.596	1.798	.111
	Within Groups	96.750	15	6.450		
	Total	525.811	52			
Leadership Before	Between Groups	328.805	37	8.887	.873	.646
	Within Groups	152.667	15	10.178		
	Total	481.472	52			
Leadership, After	Between Groups	464.803	37	12.562	.837	.682
	Within Groups	225.083	15	15.006		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	471.179	37	12.735	.967	.555
	Within Groups	197.500	15	13.167		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	583.664	37	15.775	3.148	.010
	Within Groups	75.167	15	5.011		
	Total	658.830	52			
Self- responsibility, Before	Between Groups	472.170	37	12.761	1.320	.288
	Within Groups	145.000	15	9.667		
	Total	617.170	52			
Self- responsibility, After	Between Groups	364.519	37	9.852	1.314	.291
	Within Groups	112.500	15	7.500		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	422.285	37	11.413	.783	.735
	Within Groups	218.583	15	14.572		
	Total	640.868	52			
Trustworthiness, After	Between Groups	305.648	37	8.261	1.523	.192
	Within Groups	81.333	15	5.422		
	Total	386.981	52			
Respect, Before	Between Groups	228.497	37	6.176	.825	.694
	Within Groups	112.333	15	7.489		
	Total	340.830	52			
Respect, After	Between Groups	153.083	37	4.137	1.219	.350
	Within Groups	50.917	15	3.394		
	Total	204.000	52			
Fairness, Before	Between Groups	481.119	37	13.003	.370	.993
	Within Groups	527.333	15	35.156		
	Total	1008.453	52			
Fairness, After	Between Groups	596.179	37	16.113	1.077	.458
	Within Groups	224.500	15	14.967		
	Total	820.679	52			
Caring Before	Between Groups	603.626	37	16.314	.762	.756
	Within Groups	321.167	15	21.411		
	Total	924.792	52			
Caring, After	Between Groups	625.605	37	16.908	.966	.556
	Within Groups	262.583	15	17.506		
	Total	888.189	52			
Citizenship, Before	Between Groups	604.951	37	16.350	.771	.747
	Within Groups	317.917	15	21.194		
	Total	922.868	52			
Citizenship, After	Between Groups	712.866	37	19.267	1.428	.232
	Within Groups	202.417	15	13.494		
	Total	915.283	52			
Life skills, Before	Between Groups	26915.929	37	727.458	.778	.741
	Within Groups	14030.750	15	935.383		
	Total	40946.679	52			
Life skills, After	Between Groups	36624.329	37	989.847	1.531	.189
	Within Groups	9700.917	15	646.728		
	Total	46325.245	52			

One-way ANOVA by Age

		Sum of Squares	df	Mean Square	F	Sig.
Decision Making, Before	Between Groups	62.780	7	8.969	1.288	.278
	Within Groups	313.333	45	6.963		
	Total	376.113	52			
Decision Making, After	Between Groups	42.436	7	6.062	1.396	.230
	Within Groups	195.375	45	4.342		
	Total	237.811	52			
Wise use of resource, Before	Between Groups	42.980	7	6.140	1.317	.264
	Within Groups	209.775	45	4.662		
	Total	252.755	52			
Wise use of resource, After	Between Groups	92.621	7	13.232	1.335	.257
	Within Groups	446.133	45	9.914		
	Total	538.755	52			
Communication skill, Before	Between Groups	75.944	7	10.849	1.193	.326
	Within Groups	409.075	45	9.091		
	Total	485.019	52			
Communication skill, After	Between Groups	111.490	7	15.927	2.070	.067
	Within Groups	346.208	45	7.694		
	Total	457.698	52			
Accepting Difference, Before	Between Groups	154.172	7	22.025	1.326	.260
	Within Groups	747.375	45	16.608		
	Total	901.547	52			
Accepting Difference, After	Between Groups	109.003	7	15.572	1.681	.138
	Within Groups	416.808	45	9.262		
	Total	525.811	52			
Leadership Before	Between Groups	32.288	7	4.613	.462	.857
	Within Groups	449.183	45	9.982		
	Total	481.472	52			
Leadership, After	Between Groups	70.903	7	10.129	.736	.642
	Within Groups	618.983	45	13.755		
	Total	689.887	52			
Healthy Life style choice, Before	Between Groups	164.271	7	23.467	2.094	.064
	Within Groups	504.408	45	11.209		
	Total	668.679	52			
Healthy Life style choice, After	Between Groups	116.622	7	16.660	1.383	.236
	Within Groups	542.208	45	12.049		
	Total	658.830	52			
Self-responsibility, Before	Between Groups	167.461	7	23.923	2.394	.036
	Within Groups	449.708	45	9.994		
	Total	617.170	52			
Self-responsibility, After	Between Groups	98.511	7	14.073	1.673	.140
	Within Groups	378.508	45	8.411		
	Total	477.019	52			

		Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness, Before	Between Groups	74.518	7	10.645	.846	.556
	Within Groups	566.350	45	12.586		
	Total	640.868	52			
Trustworthiness, After	Between Groups	57.481	7	8.212	1.121	.367
	Within Groups	329.500	45	7.322		
	Total	386.981	52			
Respect, Before	Between Groups	41.947	7	5.992	.902	.513
	Within Groups	298.883	45	6.642		
	Total	340.830	52			
Respect, After	Between Groups	23.017	7	3.288	.818	.578
	Within Groups	180.983	45	4.022		
	Total	204.000	52			
Fairness, Before	Between Groups	201.819	7	28.831	1.608	.158
	Within Groups	806.633	45	17.925		
	Total	1008.453	52			
Fairness, After	Between Groups	74.596	7	10.657	.643	.718
	Within Groups	746.083	45	16.580		
	Total	820.679	52			
Caring, Before	Between Groups	196.684	7	28.098	1.737	.125
	Within Groups	728.108	45	16.180		
	Total	924.792	52			
Caring, After	Between Groups	152.580	7	21.797	1.333	.257
	Within Groups	735.608	45	16.347		
	Total	888.189	52			
Citizenship, Before	Between Groups	148.560	7	21.223	1.233	.305
	Within Groups	774.308	45	17.207		
	Total	922.868	52			
Citizenship, After	Between Groups	114.533	7	16.362	.919	.501
	Within Groups	800.750	45	17.794		
	Total	915.283	52			
Life skills, Before	Between Groups	10178.404	7	1454.058	2.127	.060
	Within Groups	30768.275	45	683.739		
	Total	40946.679	52			
Life skills, After	Between Groups	9517.645	7	1359.664	1.662	.143
	Within Groups	36807.600	45	817.947		
	Total	46325.245	52			

Mean**Healthy Life Style Choice after Joining
the University**

GPA	Mean	N	Std. Deviation
2.06	10.0000	1	.
2.16	7.0000	1	.
2.20	10.3333	3	2.5166
2.28	9.0000	1	.
2.30	16.0000	1	.
2.33	16.0000	1	.
2.40	13.0000	4	1.6330
2.50	13.6667	3	1.5275
2.52	13.5000	2	3.5355
2.57	9.0000	1	.
2.58	16.0000	1	.
2.60	11.6667	3	2.8868
2.69	15.0000	1	.
2.70	16.0000	1	.
2.71	13.0000	2	1.4142
2.76	7.0000	2	1.4142
2.80	8.0000	1	.
2.82	16.0000	1	.
2.87	12.3333	3	2.0817
2.88	16.0000	1	.
2.89	12.0000	1	.
2.90	15.0000	1	.
2.96	10.0000	1	.
3.00	9.0000	1	.
3.06	15.0000	1	.

GPA	Mean	N	Std. Deviation
3.07	9.0000	2	2.8284
3.10	11.0000	1	.
3.15	11.0000	1	.
3.19	16.0000	1	.
3.20	15.0000	1	.
3.25	.0000	1	.
3.26	8.0000	1	.
3.28	10.0000	1	.
3.33	16.0000	1	.
3.40	13.0000	1	.
3.45	16.0000	1	.
3.50	5.0000	1	.
3.80	16.0000	1	.
Total	11.9434	53	3.5595

Self-Responsibility Before

Age	Mean	N	Std. Deviation
20.00	12.2500	8	3.3700
21.00	10.1250	8	2.8504
22.00	8.6000	10	2.8752
23.00	8.1333	15	2.9729
24.00	13.0000	5	3.1623
25.00	9.4000	5	4.3359
26.00	7.0000	1	.
28.00	8.0000	1	.
Total	9.6981	53	3.4451

Sex group		Decision Making Before	Leadership Before	Trustworthiness Before	Caring Before
Female	Mean	7.5882	2.5882	17.2941	17.5294
	N	17	17	17	17
	Std. Deviation	2.5995	2.8297	3.0774	4.2737
Male	Mean	5.5278	4.4167	14.7778	15.0556
	N	36	36	36	36
	Std. Deviation	2.5013	2.9988	3.4485	4.0067
Total	Mean	6.1887	3.8302	15.5849	15.8491
	N	53	53	53	53
	Std. Deviation	2.6894	3.0429	3.5106	4.2172

Citizenship after joining AAU

Region	Mean	N	Std. Deviation
Tigray	22.5000	6	1.7607
Amhara	16.2000	20	4.3722
Oromiya	20.0000	10	2.7080
SNNPRS	21.5000	4	1.0000
Harari	22.0000	1	.
Addis Ababa	19.0000	12	4.2212
Total	18.7736	53	4.1954

Location		Healthy life style Choice/Before	Healthy life style Choice/After
Semi Urban	Mean	5.8000	11.4000
	N	5	5
	Std. Deviation	2.8636	2.7019
Town under 50,000	Mean	10.8750	12.3125
	N	16	16
	Std. Deviation	3.1596	4.3469
Town over 50,000	Mean	9.4211	12.0526
	N	19	19
	Std. Deviation	2.9120	3.3743
Total	Mean	9.3962	11.9434
	N	53	53
	Std. Deviation	3.5860	3.5595

Location		Healthy life style Choice/Before	Healthy life style Choice/After
Rural	Mean	8.9231	11.5385
	N	13	13
	Std. Deviation	4.3868	3.3570

Ethnic group		Respect, Before	Fairness, Before	Caring, After
Tigre	Mean	6.0000	11.8000	20.1000
	N	10	10	10
	Std. Deviation	1.7638	2.4404	3.1073
Amhara	Mean	7.2222	15.7778	18.3704
	N	27	27	27
	Std. Deviation	2.5013	4.0793	4.7324
Oromo	Mean	6.7778	13.4444	21.3333
	N	9	9	9
	Std. Deviation	2.2791	4.7199	3.0414
Guraghe	Mean	9.0000	15.0000	16.5000
	N	2	2	2
	Std. Deviation	.0000	5.6569	.7071
Wolayita	Mean	.0000	5.0000	20.0000
	N	1	1	1
	Std. Deviation	.	.	.
Hareri	Mean	11.0000	22.0000	24.0000
	N	1	1	1
	Std. Deviation	.	.	.
Agew	Mean	11.0000	16.0000	15.0000
	N	1	1	1
	Std. Deviation	.	.	.
Kucha	Mean	9.0000	20.0000	22.0000
	N	1	1	1
	Std. Deviation	.	.	.
Gedio	Mean	9.0000	17.0000	23.0000
	N	1	1	1
	Std. Deviation	.	.	.
Total	Mean	7.0566	14.6226	19.3585
	N	53	53	53
	Std. Deviation	2.5602	4.4038	4.1329

Declaration

I Abebe Assefa confirm by my signature that this thesis is my original work and has not been presented for a degree in any other university, and that all source of material used for the thesis have been duly acknowledged.

Name: Abebe Assefa Abate

Signature:

Date: June 20, 2006