

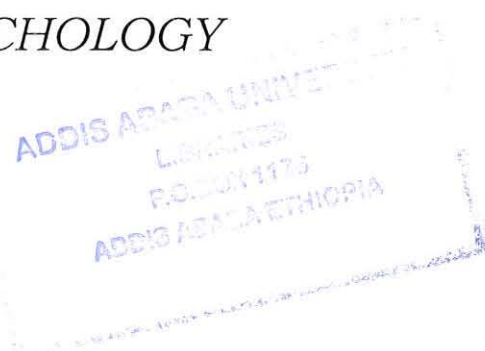
*CAUSAL ATTRIBUTIONS FOR POVERTY AMONG
YOUTHS IN BAHIR DAR, AMHARA REGION*

BY
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*A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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*ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGY*

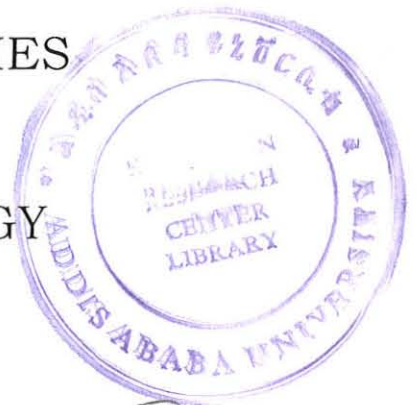


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Abstract

In this study, the perceived causal attributions of poverty among youths (students) were investigated. The samples of the study were Bahir Dar General Secondary Schools and University students. Thirty-nine attributions for poverty questionnaire were completed by a total sample of 460 (male = 285, female = 175). To supplement the quantitative data, open-ended questionnaire was used. Principal factor analysis, t-tests and MANOVA were used to analyze the quantitative data. Principal factor analysis revealed that the respondents' poverty attributions could be distinguished along three main dimensions: structural accounted for 15.31% of the total variance, individualistic 9.2%, and fatalistic 5.76%. The findings of the study showed that youths (students) in Bahir Dar were more inclined to attribute poverty to structural factors. Group breakdowns revealed some important significant differences related to the respondents' demographic variables and socioeconomic status of parents. Demographic variables of sex and educational level had statistically significant main effects on fatalistic and individualistic attributions of poverty respectively. Females gave more fatalistic attributions of poverty than males. High school students were more individualistic in their attributions than their counterparts. Parents' income level, among other socioeconomic status of parents, showed main significant effect on the structural dimension of poverty where high-income groups gave more structural explanations of poverty than low and middle-income groups. Statistically significant interaction effects were also observed among demographic variables and socioeconomic status of parents on the three possible explanations of poverty. The result suggests that respondents perceived potential causes of poverty to be more structural than individualistic thereby with more emphasis on community based poverty reduction intervention strategies. The results of the study also provided an insight to Bahir Dar youths' conceptualization of perceptions on poverty among the groups, with recommendations for developing poverty reduction interventions accordingly.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Beliefs about the underlying causes of social problems such as poverty, inequality and unemployment play an important role in determining individuals' attitudes and behavioral responses towards them (Hine and Montiel, 1999; Hine, et al., 2005). To date most research on causal attributions of poverty-individuals' perceptions about the causes of poverty has drawn the attention of many researchers.

Attribution theorist, Heider (1958) stated that attribution is the process of explaining behaviors to the self and outside the self. In similar way, Baron and Byrne (1997; 105) defined attribution as people's effort to understand and interpret the causes behind others' behavior. Later social psychologist, Franzoi (2000; 95) defined attribution as the process by which people use information to make inferences about the causes of behavior or events.

As long as there has been poverty in the world, there have been attempts to explain it (Harper, 2001). Sociologists and psychologists have joined the fray offering not only their own explanations but also attempting to conceptualize the explanations given by ordinary people (Zastrow, 1996). Research on beliefs about the causes of poverty has been influenced by attribution theory (Heider, 1958; Harvey, 1984). The theory emphasizes the internality/externality of outcomes. Feagin (1972) mapped out internality and externality of the causal attributions of poverty along three dimensions: individualistic-blaming poverty on dispositional factors within poor people, fatalistic-blaming poverty on fate or bad luck and structural-blaming poverty on society.

Social psychologists explained the phenomena of poverty from different perspectives: the system-blame, culture of poverty and the actor-observer shift position (Nasser, et al., 2005). The system-blame hypothesis argues that the system operates in a way that the poor are unable to improve their competence levels, which leads a person causally attribute poverty to the system itself (Guimond, et al., 1989). Bullock and Limbert (2003) contend that those who argue in favor of culture of poverty perceive the poor as habituated to a culture that is deprived of all stimulation and information and remain constant in their poverty status.

On the other hand, writers who explain the causes of poverty from the perspective of actor and observer distinguished internal and external attributions (Shirazi and Biel, 2005). Internal attribution locates the causes of behavior within the actor (individual disposition, lack of effort), whereas external attribution refers to all other causes outside the actor (social structure, luck) (Hogg and Vaughan, 1995).

Carr and MacLachlan (1998), in their sample of Australian and Malawian undergraduates, found that the Australians made dispositional attributions of poverty, whilst for the Malawians the result was reversed. Differences for individualistic and structural attributions among the poor (actors) and nonpoor (observers) reflect this discrepancy (Bullock, 2006).

The explanations for poverty included the inefficiency of government, exploitation by other countries and climate (Harper, 2001). Nasser, et al., (2005) view that attributions for negative events (poverty) in developing societies complement the system-blame hypothesis, for the reasons that structural and social deficiencies (e.g. lack of social services) are characteristics of underdeveloped or developing nations for which many of its citizens know well of these deficiencies (Nadiou, 2005).

In contrast, Carr, et al. (1998) cited in Harper (2001) revealed that Brazilians were more individualistic in their attributions while the Australians attributed to more structural causes of poverty. Similarly, Furnham (1985) found that Barbadians attributed poverty to situational factors, while Dominicans (relatively poorer compared to the Barbadians) attributed poverty to more dispositional factors. Further, Nasser and Abouchedid (2001) showed that Lebanese students' attributions of poverty departed from the system-blame hypothesis.

Research examining causal attributions for poverty offers further insight in to how poverty is perceived. Three primary explanations of poverty (individualistic, structural and fatalistic) were documented in the research literature (Bullock, 2006). These conceptualizations guide much of the research on public attitudes towards the poor, although researchers are expanding this framework to assess support for other explanations, notably the culture of poverty hypothesis (Cozzarelli, et al., 2001; Bullock and Limbert, 2003).

Feagin(1972) found that the individualistic attributions were supported more strongly than other explanations, a finding that is indicator of the national tendency to view poverty as a sign of personal and moral failure (Shirazi and Biel, 2005). However, Bullock (2006) suggested closer examination of these results revealed considerable demographic variability in beliefs about poverty.

Later studies by Nasser, et al. (2005) reproduced Feagin's (1972) poverty explanations and yielded mixed results using different demographic variables for predicting the causes of poverty. They found that age and educational status had effects on the individualistic attributions of poverty, while sex did not reflect any variations in the attributions of poverty. However, Shirazi and Biel (2005) observed limited empirical basis about gender differences in causal attributions of poverty. Researchers (Carr and MacLachlan, 1998;

Cozzarelli, et al., 2001) showed that women gave more structural causes of poverty than men did. Similarly, Hunt (1996) found that structural attributions of poverty were observed in women.

Researchers have also looked at attributions of poverty separated along socioeconomic variables (Harper, 2001). Some studies showed differences between income and attributions of poverty. These studies (e.g., Feagin, 1972; Bullock, 1999) showed individualistic attributions of poverty in middle class individuals. On the other hand, Nasser and Abouchedid (2001) found high-income groups were structural in their attributions for poverty than low-income groups. Rather, Kluegel and Smith (1986) showed limited differences between most standard socio-economic variables (education, occupation, income level) and beliefs about poverty.

There exist controversial research results regarding causal attributions of poverty. Hence, this research attempts to examine the perceived causes of poverty among youths (general secondary school and university students in Bahir Dar) and the effect of demographic and socioeconomic variables on attributions of poverty.

1.2. Statement of the Problem

Very little is known about how (youths) students in Ethiopia attribute the causes of poverty. Researchers (Darge, 1988; Tamrie, 1995; Yalew, 1996) studied students' attributions of academic achievement. Darge (1988) found that there were no sex differences of attributions of academic achievement among students. However, Tamire (1995) and Yalew (1996) reported that sex had an effect on students' attributions of academic achievement.

Very few studies have investigated attributions of poverty, especially in relation to developing nations (Hine and Montiel, 1999). Among the developing nations, attributions of poverty have been studied in Turkey (Morcol, 1997 cited in Nasser, et al., 2002), Lebanon (Nasser and

Abouchedid, 2001), Philippines (Hine and Montiel, 1999), India (Nasser, et al., 2005), and Malawi (Carr and MacLachan, 1998).

Hine and Montiel (1999) reported that attributions for domestic poverty vary significantly as a function of individual differences in socioeconomic and demographic variables. These differences in attributions of poverty, for example, linked to income (Bullock, 1999), income and occupational status (Nasser and Abouchedid, 2001), sex (Shirazi and Biel, 2005), educational level and age (Nasser, et al., 2005).

Kluegel and Smith (1986) analyzed various psychological mechanisms of attribution biases in life experiences and some socio-demographic variables related to attributions for poverty. It appears logical to examine the variables such as sex, age, educational level and socioeconomic status of parents have effects on attributions of poverty. In the Ethiopian context, such issues are particularly relevant because of the persistent higher percent of people below the poverty line and wider economic-social inequalities, despite the continuing decline of poverty in the present times in terms of the head count ratio (Alemayehu, et al., 2006).

Within this theoretical framework of causal attributions of poverty and, so far, the variations of socioeconomic and demographic factors with respect to causal attributions of poverty are still extensively uncovered in Ethiopia. Therefore, this research attempts to investigate the perceived attributions for poverty among youths (general secondary school and university students in Bahir Dar) by addressing the following three basic research questions:

1. What causes do students attribute poverty for?
2. Do demographic variables (sex, age, educational level) have significant effects on dimensions of attributions of poverty?
3. Do socioeconomic statuses of parents (education, occupation, income level) have significant effects on dimensions of attributions of poverty?

1.3. Objectives of the Study

The general objectives of this study are to investigate the perceived attributions for poverty among Bahir Dar general secondary school and university students and their causal attribution patterns of poverty and as well as to examine whether youths' attributions of poverty are person blame or system blame.

The specific objectives of this study are to

- identify the perceived causes of attributions for poverty among students
- examine the effects of demographic variables (sex, age, educational level) on the dimensions of attributions of poverty
- discover the effects of socioeconomic status of parents (education, occupation, income level) on the dimensions of attributions of poverty

1.4. Significances of the Study

Development could not have come through dreams but all the way through education and research. Perceptions about the causes of poverty held by youths (students) may block their active participations in poverty reduction programs.

This research, therefore, can serve as a starting point to design and introduce appropriate interventions that will enable social practitioners and policy makers to have contextually appropriate poverty reduction interventions. The brief ideas in the literature reviews with the findings will serve as bases to enhance the young generations' sense of perceptions about the causes of poverty and promote their participations in poverty reduction programs.

Discovering the perceived causal attributions of poverty at this level is of great importance because youths are the vital productive forces of the society. Therefore, investigating causal attributions of poverty help social workers for designing appropriate intervention strategies where the youth can meaningfully participate in the process of national development at large.

Moreover, examining whether sex, age, educational level and socioeconomic status have effects on the dimensions of attributions of poverty is worthwhile for policy makers, social practitioners and NGOs to develop individual/community-based poverty reduction intervention strategies and/or in combination accordingly.

1.5. Delimitation of the Study

The study was delimited to be conducted among youths (university and secondary school students). Students at these levels were considered deliberately. Firstly, high school students were taken because, it is a stage where the experiences and beliefs they gained during childhood years need to be reformed in preparation for the individual's new status and increasing participation in the society (Hayes, 1998). Therefore, they would report their attributions of poverty meaningfully in accordance with their cumulative experiences from their past life.

Secondly, the researcher took students from the University because they joined higher level of education through passing varied life experiences. Students of this level would report their attributions based on their life-long experiences. Eventually, a kind of comparison on the variables would be observed as to how differences on sex, age, educational level and socioeconomic status of parents influence attribution patterns of students for poverty. Hence, examining other socio-demographic variables are not the focus of this study. It leaves these for other researchers to explore.

The study was also restricted to be conducted in Bahir Dar University and secondary school students. This was partly due to limited research budget and time.

1.6. Operational Definitions

Attribution is the explanation, interpretation and judgment of causes for an event (poverty).

Poverty is the state of being deprived of the essentials of well-being such as adequate housing, food, access to required social services and lack of resources across a wide range of circumstances.

Youth - according to Children and youth Affairs Organization (1995) defined Ethiopian youth those whose ages are 15-24 years and constitute the major labor forces of the country.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. An Overview of Attribution

Although attribution has been dismissed by some as a passing fad, continuing interest among practitioners and researchers suggest that the topic contributes a lot to a literature in social psychology. Attribution is an important construct because it offers the potential to, positively or negatively, influence outcomes that benefit both individuals and institutions (Hine and Montiel, 1999:944).

Researchers (Heider, 1958; Weiner, 1979) have distinguished among several perspectives on attribution, some focusing on psychological and external factors to use information to reach conclusion and others on explanation and interpretation people give for an event or behavior. In the current research, the term attribution refers to both individual and external factors, which consist of a set of conditions necessary for explaining and interpreting causes for an event (poverty). However, both concepts of attribution are implicitly used in the discussion below.

Yet in seeking explanations for others, events and behaviors people focus on personality traits and situational context. Beyond trying to understand people as individuals when we perceive events in general, we often are irresistibly drawn to understand why they unfold in the observed manner. In respect to this, Franzoi (2000:92) defined attribution as the process by which people use such information to make inference about the causes of behaviors or events.

Attribution refers to causal interpretation of behavior and deals with causes that people infer from outcomes that have occurred (Alock, et al., (1988). More formally, attribution refers to our efforts to understand and interpret the causes behind others' behavior (Baron and Byrne, 1997).

Heider (1958), the first social psychologist, proposed that people have a need to anticipate and control what will happen to themselves and others. In making causal attributions, by far the most important judgment concerns the locus of causality (Franzoi, 2000). According to Heider (1958), people broadly attribute a given action either to internal or external factors.

Internal attribution (person-attribution) locates the cause of an event to factors internal to the person such as personality traits, moods, attitudes, abilities or effort while external attribution (situation- attribution) locates the cause of an event to factors external to the person such as luck or the situational context (Franzoi, 2000, 95).

In brief, people use attribution because of their desire to understand, predict and/or to control behavior or event. However, how do people process information to reach attribution? To answer this question, social psychologists have expanded Heider's insights and developed attribution theories.

People try to infer from an overt action whether it corresponds to stable personal characteristics of the actor. Thus, a correspondence inference theory is an inference that the action of an actor corresponds to, or is indicative of, a stable personal characteristic (Hogg and Vaughan, 1995). Kelley (1972) cited in Franzoi (2000) proposed two other theories (co-variation and discounting principle).

These theories stated in Franzoi (2000, 96) as follows:

Co-variation principle is a principle of attribution theory stating that for something to be the cause of a particular behavior, it must be present when the behavior occurs and absent when it does not occur. While discounting principle is a principle of attribution theory that states that whenever there are several possible causal

explanations for a particular event, people tend to be much less likely to attribute the effect to only a particular cause.

In sum, all theories assume that people are rational and logical observers, acting like naive scientists by testing hypotheses about the location of causality for social events.

2.2. Attribution Biases

Based on the discussion so far, the attribution process appears to be highly rational. However, although people seem to follow logical principles in assigning causality to events, this cognitive process linked to some illogical human explanations.

Supporting this view, Alock, et al., (1988) stated that the ways in which people actually attribute causes to events can be biased and different from the logical process assumed by the attribution theory. There are three attribution biases, which can have an effect on the process of attribution namely the fundamental error, the actor-observer effect, and the self-serving bias (Alock, et al., 1988; Franzoi, 2000).

The fundamental attribution error refers to the tendency to make internal attributions over external attributions in explaining the behavior of others (Franzoi, 2000). In similar way, Fiske and Taylor (1984) contend that people tend to underestimate the influence of situational factors and overestimate the influence of dispositional factors when they explain the behavior of others. Alock, et al., (1988) called the above tendency as fundamental error because it is so wide spread.

The actor-observer effect refers to the tendency of people to attribute their own behavior to external causes but that of others to internal factors (Hogg and Vaughan, 1995). In addition to the fundamental error, people are also more likely to interpret their own behavior rather than the behavior of others to situational causes (Alock, et al., 1988). Supporting the actor-observer

effect, Hine and Montiel (1999) reported that the poor (actor) make external attribution for their poverty and the observer (nonpoor) give internal attribution to the poor themselves.

Self-serving bias describes the tendency of individuals to attribute behavior that results in a good outcome to internal factors and to attribute behavior that results in a bad outcome to situational factors (Franzoi, 2000). In respect to this, Shirazi and Biel (2005) people tend to attribute an internal attribution for their positive outcome (being rich) and an external factor for their negative outcome (being poor).

In summary, then it is possible that these biases are not as logical as previously perceived, and that it may be the result of rational information processing and our expectation for success. Although some of the more recent research supports the motivational view over the cognitive perspective, both may prove to be contributing factors (Franzoi, 2000).

2.3. Understanding poverty from Psychosocial Perspectives

Social work, education and research are heavily influenced by theories developed by psychologists. A review of the literature showed theories of poverty emerging from the field of psychology. Formally defined, poverty is the state of being deprived of the essentials of well-being such as adequate housing, food, access to required social services and lack of resources across a wide range of circumstances (Lauer, 1998). Here, there are two answers to the question: why do people live in poverty? Roughly speaking, the explanations for poverty might be because they are lazy and due to lack of education (the individual explanation) or because of the market game and of the unfair distribution of income in the society (the structural explanation) (Zanden, 1990).

Psychological theories of poverty emphasized the role of the individual or group to explain the causes and impact of poverty (Carr, 2003). Later on,

psychologists began to consider the structural and societal factors that contribute to poverty and moved beyond the explanations of individual pathology (Turner and Lehning, 2006). Recently, an increasing number of psychologists acknowledge the role of social, political, and economic factors in the creation and maintenance of poverty.

While both psychology and sociology appear to be moving towards views of poverty that include the integration of human behavior and social environment, however, this has not always been the case. Traditionally, psychological theories focus more on the individual and their behavior, while sociological theories of poverty emphasize the role of the social environment (Franzoi, 2000).

From the literature on psychological theories of poverty, two themes emerged. The first psychological theories of poverty focus solely on human behavior (Carr, 2003); while the other contains theories of poverty that address the social environment (Moreira, 2003). The theories on the causes of poverty that focus on the individual include such personal failings as inferior genes, the absence of a need for achievement, inherent mental illness, or threatening morals (Carr, 2003). These theories focused primarily on internal deficiencies, whereby individuals bring poverty upon themselves and contribute to their own mental illness. Bradshaw (2005) contends that the theory of poverty caused by individual deficiencies is a multifaceted set of explanations that focus on the individual as responsible for their poverty.

Other theories illustrate an entirely different picture, where poverty is attributed to aspects of the social environment (civilization itself, structural forces of society, lack of power, and opportunity for certain groups) (Moreira, 2003). Turner and Lehning (2006) further noted that such theories focus on both the behavioral impacts of poverty as well as the environmental impacts (loss of culture, low-paying jobs, risk-filled environment, and discrimination).

One of the implications for understanding human behavior and the social environment is to recognize the historical path of the development of psychological theories and the recent efforts to balance the impact of societal forces with the resilient behaviors of poor people (Turner and Lehning, 2006).

Further research is needed in order to understand the interaction between individuals and their social environment. In addition, how this interaction is worsening by the condition of poverty. It is equally important to gain a more in-depth understanding of how psychological theories were used to explain poverty and thereby “blame the victim” while ignoring the impact of the social environment, which has been and will be the primary arena for eliminating poverty.

2.4. Dimensions of Attributions of poverty

Although attribution research consists of laboratory experiments on causal attributions for the behavior of individuals, some studies examined how people explain social events, particularly poverty (Guimond, et al., 1989). Following on from the research reported by Feagin (1972), similar studies have now been conducted in different countries.

From these studies, a generally consistent picture of three varieties of explanation emerges with studies conducting a factor analysis of questionnaire or interview responses namely individualistic, structural and fatalistic explanations (Bullock, 2006).

The case of blaming the poor coincides with the dominant distributive ideology (Guimond, et al., 1989). The tendency to argue that poverty emerges from the structural aspects of society and out of the control of the individual is consistent with blaming the state (Kreidl, 1998). According to him, these two approaches to poverty may be defined as merited poverty-the fault of the individual and unmerited poverty-the fault of the system.

The general internal-external (person-situation) dimension of causal attributions mentioned above has a more refined category in research on poverty (Shirazi and Biel, 2005). As noted in attributions for poverty researchers (Hine and Montiel, 1999), results generally revealed, in addition to individualistic causes of poverty, the external causes may consist of two components: structural causes-failure of government to provide social services and fatalistic causes-bad luck or fate (Shirazi and Biel, 2005).

These conceptualizations guide much of the research on public attitudes toward the poor. Viewed through this lens, attributions for poverty are but one dimension of an interrelated network of hierarchy enhancing or affecting beliefs, a perspective that is documented by social psychological research (Bullock, 2006). Following are the three possible causal explanations of poverty discussed in brief.

Individualistic Explanations

A pervasive individualism characterizes much of the poverty-explanation literature (Harper, 2001). Recently, psychologists developed a number of theories that reflected either the field's biases about poor people or its tendencies to view them in terms of their pathologies (Carr, 2003). These theories tend to locate the source of poverty within the individual (Hogg and Vaughan, 1995; Shirazi and Biel, 2005) or within an impoverished culture (Kornblum, et al., 1995; Bullock and Limbert, 2003) and do not address the larger societal or structural forces affecting the poor.

Intelligence-based psychological theories are not the only theories that suggest that individual deficiencies contribute to an individual's inferior social and economic status (Turner and Lehning, 2006). This also suggests that the poor have not developed a particular trait, called need for achievement, which therefore prevents them from improving their situation.

Fatalistic Explanations

Lewis [1968] cited in Kreidl (1998: 76) proposed a third response to why people are poor, which can be referred to as fatalistic poverty. His “culture of poverty” thesis may be summarized as follows: the culture of poverty is the inability to take advantage of present opportunities, which is transmitted over generations. If an individual is born in a family environment characterized by missed opportunity, he/she is unlikely to abandon the environment in future life. Kreidl (1998) pointed out that the focus is on a somewhat different point-people having been considering not the origins of poverty but its maintenance. Thus, people are standing somewhat outside of the original individual-system dichotomy.

Supporting the views of Lewis, the individual who grows in the culture of poverty has a strong feeling of fatalism, helplessness, dependence and inferiority, a strong present-time orientation with little plan for the future (Zastrow,1996). As noted by poverty attribution researchers (Harper, 2001; Nasser and Abouchdid, 2001; Nasser, et al., 2005; Bullock, 2006) fatalistic attributions bound with blaming poverty on fate (bad luck, unfortunate circumstances).

Belief in a Just World theory assumes that persons believe either that the world is a just place or that people get what they deserve, or that the world is not a just place and that events occur by chance (Cozzarelli, et al., 2001). Those with high unjust-world beliefs attribute poverty and other negative circumstances outside one's behavior and personal characteristics, concluding that the poor person somehow predetermined to be poor.

In summary, three possible and alternative interpretations of the sources or causes of poverty have been discussed the fault of the individual (individualistic causes), the fault of the system (structural causes), and the fatalistic interpretation of simply being born in the wrong place.

2.5. Causal Attributions of Poverty in Developing Nations

At present, most researchers on attributions and poverty have focused on domestic poverty, that is, individuals' perceptions about the causes of poverty (Hine and Montiel, 1999). Some general conclusions can be drawn from this research.

Attributions about the causes of poverty are multidimensional (Hine and Montiel, 1999). Most studies (e.g. Feagin, 1972; Nasser and Abouchdid, 2001; Bullock, 2006) suggest that three main causal dimensions underlie domestic poverty attributions: individualistic causes-blaming poverty on dispositional or character-logical weaknesses of the poor themselves; fatalistic causes-blaming poverty on fate or bad luck, and structural causes-blaming poverty on government or the social system. This tripartite distinction has been supported by studies on both American (Feagin, 1972) and non-American samples (Furnham, 1982 cited in Nasser and Abouchdid, 2001).

Attributions for poverty vary significantly as a function of individual differences in demographics, dispositions, socio-economic variables and culture (Hine, et al., 2005). In other words, different groups tend to attribute poverty to different causes. Kluegel and Smith (1986) analyzed various psychological mechanisms of attribution biases in life experiences and some demographic variables related to the attribution for poverty in psychological terms.

Attributions for poverty vary as a function of the specific type of poverty. To date, most studies have treated domestic poverty as a 'homogenous' or 'generic' construct (Hine and Montiel, 1999). A previous study by Wilson (1996) suggests that this perspective may be too simplistic. When respondents were asked about their perceptions of three types of domestic poverty (welfare dependency, homelessness, and impoverished migrant

workers), Wilson (1996) found that attribution patterns varied as a function of poverty type. Individualistic causal explanations were dominant for welfare dependency, societal explanations were dominant for homelessness, and both types of explanation were used to explain the plight of impoverished migrant workers.

Attributions for poverty are associated with a range of consequences (Hine and Montiel, 1999). Much of the interest in causal attribution stems from the assumption that attributions are an important determinant of subsequent judgments, decisions, and behaviors (Guimond, et al., 1989). In other words, when an attempt is made to understand or explain why an individual made a specific decision or acted in a certain way, attributions are often enlisted as a central explanatory construct.

2.6. System-Blame versus Culture of Poverty Hypothesis

Demographic and socioeconomic variables combined together provide two discernible perspectives of attribution of responsibility for poverty (Nasser and Abouchédid, 2001). The first is what is considered the culture of poverty hypothesis, which explains poverty as a characteristic of the poor, and a permanent case of cross-generational way of life (Bullock 1999). This hypothesis attributes the causes of poverty to the poor and hence considers attributions as individualistic irrespective of various groups of people.

The second perspective is known as system blame hypothesis, which is a more compatible notion with societies of multi-ethnic and multi-cultural systems (Nasser and Abouchédid, 2001). The system blame hypothesis suggests that individuals belonging to a certain group believe whether correctly or incorrectly that they have been discriminated against, they will tend to deflect responsibility of a negative event on the system.

The system-blame hypothesis argues that the system operates in a way that the poor are unable to improve their competence levels, which lead a person to, causally attribute poverty to the system itself (Guimond, et al, 1989; Nasser, et al., 2005). Furthermore, Egan (2002) reported that only two thirds of students blamed individuals and a tiny minority (6 percent) believed that the poor are lazier than everyone else is. Thus, he suggested that despite being members of educational elite, one third of students still believed that poverty could be attributed to external factors other than individual lack of effort.

In contrary to the system-blame hypothesis, culture of poverty theorists contends that the marginal socioeconomic position occupied by many minority groups within American society is the result of a self-perpetuating poverty 'way of life. These include certain characteristic personality attributes such as a tendency to live for the moment than to plan ahead and lack of ambition (Kornblum, et al., 1995).

The culture of poverty suggests that those who find themselves in the grips of the poverty class, for whatever historical reasons, acquire a set of beliefs and values congruent with that status and the limitations it imposes (Kornblum, et al., 1995). This results in a self-perpetuating poverty, "way of life," passed on from generation to generation, which serves as a major barrier to economic improvement and social mobility. Further, Bradshaw (2005) added that poverty is created by the transmission over generations of a set of beliefs, values, and skills that are socially generated but individually held.

Bullock and Limbert (2003) stated that those who argue in favor of culture of poverty perceive the poor as habituated to a kind of culture that is deprived of all stimulation and information and remain unremitting in their poverty status. Thus, this perspective explains that the poor remain in a state of poverty because of their inability to detach themselves from their own state.

Generally, the system-blame hypothesis attributes poverty to dominant social institutions, while the cultural explanation holds that extended economic deprivation creates a culture of poverty with its own norms and values.

2.7. Demographic Differences in Causal Attributions of Poverty

In their summary of past research, Hine and Montiel (1999) reported several significant individual differences in attributions for poverty as a function of age and gender, and other socioeconomic variables as well. Shirazi and Biel (2005) found limited theoretical and empirical basis for their predictions about gender differences in causal attributions of poverty or financial failure. Nasser, et al., (2005) asserted that there were no gender differences to all the attributions of poverty. Nonetheless, there is considerable research on sex differences in causal attributions for success and failure in achievement behavior (Alock, et al., 988).

Fox and Ferri (1992) found that women gave weaker internal attributions than men did. He concluded that the sex difference in external attributions was greater: women gave significantly stronger external (structural) attributions than men did.

Research results indicate few consistent sex differences of detectable size (Shirazi and Biel, 2005). Men attribute their successes and failures less to luck than women; and men make stronger ability attributions regardless of the outcome. Fiske and Taylor (1984) reviewed effect sizes of sex differences in achievement self-attributions and found only one consistent but small effect size and that pertained to luck attributions for success. As regard to poverty, Shirazi and Biel (2005) noted that gender differences followed a consistent pattern. Women perceived external causes as more important determinants of poverty than did men.

Egan (2002) in his sample of Central Appalachian Students reported that just over one third of students (35 percent) agreed that most people were poor due to circumstances beyond their control but only 6 percent of students overall believed that poor people were lazier than anyone else. However, men were more likely to agree with this statement than women were (11.9 percent versus 2 percent; $p=.000$) and these two statements were negatively correlated.

With regard to age and educational status differences in causal attributions for poverty, Nasser, et al., (2005) highlighted that, other socio-demographic variables were found unrelated to all the attributes, with the exception of the educational status and age on the individualistic attribution. They found that age and educational status were significantly correlated that is older students' were more apt to have higher levels of education and hence both variables would have the same variations on the attribution for poverty.

There was also very little evidence to suggest that younger respondents were more likely to support structural explanations than older respondents were (Feagin, 1972). Perhaps, in the current study, older students with more years spent at the university are exposed to real life experiences that help them reflect deeply about the causes of poverty, and will be empathetic in understanding the conditions of the poor within the given socio-political context.

2.8. Socioeconomic Effects on Attributions of Poverty

Researchers have also come across attributions of poverty separated along factors of socioeconomic status (Harper, 2001). Some studies showed the relation between socioeconomic status and attributions of poverty. For example, Feagin's (1972) analysis indicated that people with middle-income earnings and those with moderate levels of education favored individualistic over structural explanations of poverty where as the reverse pattern emerged

for low-income earners and those with low level of education. Similarly, Bullock (1999) showed that principal individualistic attributions of poverty in middle class individuals than low income and high-income groups.

Alston and Dean (1971) cited in Egan (2002) further noted that there were differences regarding attributions of poverty between socioeconomic classes. Income level that is traditionally regarded important to assess one's social class had significant effect on the perceptions of causes of poverty (Kornblum, et al., 1995)

Kluegel and Smith (1986) found very limited correlations between most standard socio-economic variables (education, occupation, income level) and beliefs about poverty. In similar way, regardless of the order in which socio-economic variables were entered they were found unrelated to all the dimensions of attributions of poverty (Nasser, et al., 2005). On the other hand, Nasser and Abouchedid (2001), in their use of parents' education level, income, and occupational status across Lebanese students, found that income to have a small effect on the individualistic dimension of poverty. In general, studies showed that there existed unrest results between socioeconomic status and causal attributions of poverty.

CHAPTER THREE: RESEARCH METHOD

2.1. Population, Samples and Sampling Techniques

The target populations of the study were university and General Secondary School students in Bahir Dar. The University has 11255 students currently enrolled in five faculties, of which 9129 and 2126 were males and females respectively. There were also four General Secondary Schools. One school was intentionally excluded from the study population because data were not available at that time. In the three schools, there were 8911 students, 9th and 10th graders (4420 males and 4491 females).

A sample of 475 students (175 females and 300 males), of which 200 were high school and 275 university students, was selected for the study as follows. A multi-stage random sampling technique was used to select the sample participants of the research. Accordingly, among the three General Secondary Schools, Tana Haik School was selected randomly through lottery method. Since the school has large sections of 9th and 10th graders, the second stage random sampling was made from the sections. From 26 sections of grade 9 and 38 sections of grade 10, four sections from grade nine, and six sections from grade 10 were randomly selected.

After identifying the specific sections, list of students' names in respective grade levels were taken from the record office. There were 645 students (379 males and 266 females). This total number was then classified based on their sexes in respective sections. From these total numbers, proportional samples (100 from each sex) in the respective sections were selected randomly and included in the sample population.

In similar way, among the five faculties (education, business and economics, law, agriculture, engineering) of the university, two faculties (education and,

business and economics) were selected randomly. Since both faculties have more than one department, the second stage random sampling was employed from the departments. From the thirteen and eight departments in the education and, business and economics faculties respectively, three from education and two from business and economics faculty were randomly selected.

After Amharic, Geography and Pedagogical Science from education faculty and, economics and management from the faculty of business and economics have been identified, list of students' names from first to third year in the respective departments were taken from the registrar. There were 2631 students (1923 males, 708 females) in the five departments. This total number was then stratified by year, department and sex. There were 1017 (719 males and 298 females), 803 (643 males and 160 females) and 811 (561 males and 250 females) first, second and third year students respectively from the five departments.

From these total numbers, proportional samples 106, 84 and 85 respectively were randomly selected. Eventually, 200 males and 75 females included in the sample populations of the study. However, 15 male students from the university did not complete the questionnaire correctly that they were excluded from the analysis, which reduced the total sample to 460. (See Appendix 2A).

A multi- stage random sampling technique was preferred because it was difficult to manage large number of students in both educational institutions. In addition, the researcher believes the exclusion of faculties and schools using successive random sampling method would not affect the findings of the study.

2.2. Instruments

Attributions for poverty measures: A 39 items of attributions for poverty scale were constructed by the present researcher and adapted along other researchers' (Nasser and Abouchedid, 2001; Nasser, et al, 2005) original perceived causes of poverty. These perceived causes of poverty were developed based on the attribution style (Heider, 1958), which reflects how certain events happen to the person or how the person may attribute reasons outside the self.

In order to ascertain the level of clarity, a five point scale was chosen for assessing the items, a value ranging from 1(strongly disagree) to 5(strongly agree). Consequently, participants rated each of the items based on the scale provided in such a manner. An open-ended questionnaire was used to explain other perceived causes of poverty.

Socioeconomic measures: Some of the researchers of causal attributions of poverty (e.g. Nasser and Abouchedid, 2001; Nasser, et al., 2002; Nasser, et al., 2005) used respondents' self-report of their parents socioeconomic measures (occupation, education, income level) on three categories (low, middle, high).

Measures of occupation, education and income (the three dimensions of socioeconomic status) (McMillan and Durrington, 1998; Tiwari, et al., 2005) were considered here for the use as socioeconomic status of parents. Measure of occupational status generated by the researcher and adapted along the above researchers', six categories of occupational status from unprofessional/manual to high professional or administrative were applied. The same algorithm was used to rate the educational level of parents (illiterate to bachelor degree and above). Income levels of parents were categorized in three levels (low, middle, high). This classification of low, middle and high income was based on World Bank's List of Economy (2006).

2.3. Procedures

The questionnaire for both levels of students was presented in Amharic version. The items about the perceived causes of poverty were presented with hypothetical events to which participants' respond in a way that they think it involves them. Besides the discussion made with the researcher's advisor, all variables and related statements were discussed among two psychology lecturers of Addis Ababa University and three graduate students in some sessions to determine the validity and the relevance of items in the Ethiopian context.

Some required changes were added to the final format of the questionnaire. For example, lack of sexual impulse control among the poor was irrelevant and excluded. In addition, people become poor because of their fate were much more similar to bad luck, hence excluded from the final questionnaire. The researcher had to go through several revisions and then pilot-test was administered on a group of students (11 percent of the total sample size that is 52 students) outside the main sample frames to estimate the reliability of the variables. However, two students did not complete the questionnaire correctly that they were excluded from the pilot test. Finally, the reliability of attributions of poverty measures was found to be 0.87.

After the items were improved through such a manner, the improved and better items were administered to students, at the location of respondents' during working hours, in the presence of the researcher. In addition, on voluntary basis they responded to the questionnaire.

2.4. Data Analysis

The data were analyzed through different statistical methods. Data collected on the thirty-nine attributing causes of poverty were factor analyzed using principal factor analysis (principal axis factoring). Means, standard deviations, and paired t-tests were calculated to discover the relative

importance of the dimensions of attributions of poverty and their significant differences among each dimension. Data obtained from an open-ended questionnaire was interpreted qualitatively as supplement to the quantitative analysis.

To examine the main and interaction effects of independent variables of demographic (sex, age, educational level) and socioeconomic status of parents (education, occupation, income level) with the dependent variables of the conceptual dimensions of attributions of poverty (individualistic, structuralistic and fatalistic explanation), multivariate analysis of variance (MANOVA) were employed. After multivariate tests had been carried out, Means between significant independent variables (sex, educational level) on the dimensions of attributions of poverty were compared through t-tests. Eventually, all statistical data were reported at a significant level of ≤ 0.05 .

In the process of data analysis, all independent variables were categorical (dummy variables), thus they were coded accordingly. Sex was coded as 1 for females and 2 for males. Age was coded as 1(15-18 years) and 2 (19-24 years). The educational level was coded as 1 for secondary school students and 2 for university students. Educational levels of parents were coded as 1(illiterate), 2(primary education), 3(secondary education), 4(certificate), 5(diploma) and 6(Bachelor degree and above). Similarly, occupational status was coded as 1(unprofessional/manual), 2(skilled manual and routine grades of nonmanual), 3 (non-managerial at lower grade),4(non-managerial at higher grade), 5(managerial) and 6 (high professional and administrative), while parents income level was coded as 1 (low), 2 (middle) and 3 (high).

CHAPTER FOUR: RESULTS AND DISCUSSIONS

In this section of the study, the main results of the research and discussions of the findings are treated in relation to the main objectives of the study. Prior to the results and discussions, respondents' characteristics will be presented in brief.

The data were mainly generated through a survey conducted on a total sample of 460 (285 males and 175 females). Age ranges from 15 to 24 years with a mean of 19.5 and standard deviation of 6.12. Respondents with age categories between 15-18 years were 45 percent, and those respondents between 19-24 years were 55 percent of the total. In terms of education level, 43 percent of the samples were high school students and 57 percent were university students.

Data gathered on educational backgrounds of respondents' parents showed that the majority of the respondents (32% fathers, 48% mothers) were illiterate. Respondents with primary education comprised of the second largest group (39% fathers, 33% mothers). Respondents with secondary education constituted the third group (12% fathers, 10% mothers). Whereas respondents of parents with diploma and certificate constituted the fourth and fifth smallest group (7.8% fathers, 4.8% mothers) and (4% fathers, 3% mothers) respectively. The last group consisted of 4% of fathers with BA degrees and above. Mothers with BA degrees and above were negligible that they were excluded from the analysis. In terms of the respondents' parents income level, the largest group (40%) were low-income parents followed by middle income (38%) and (12%) high income. Data obtained on the respondents' parents profile further showed that the majorities were unprofessional/manual (63% fathers and 87% mothers) and the remaining small percent of them (37% fathers and 13% mothers) were at different levels of occupation. The data also showed that there were no respondents'

mothers' occupational statuses at managerial level and above. (Please refer Appendix 2B for the data on occupational status of parents and other socio-demographic variables).

4.1. Results

In relation to basic research questions, data obtained through questionnaire were presented and analyzed in three dimensions: perceived causes of poverty, the effects of demographic variables and socioeconomic status of parents on the three causal explanations of poverty.

Factor Analysis of Perceived Causes of Poverty

To select the best factors of poverty, principal factor analysis/ principal axis factoring with an Eigen cutoff value 0.1 and Varimax rotation was used. The factor analysis reduced the thirty-nine items measuring the causes of poverty to three factors, accounting for 30.31 percent of the overall variance in the data. The first factor accounted for 15.35 percent of the variance, the second factor 9.2 percent and the third 5.76 percent. Following the guidelines recommended by Borden's and Abbott's (1988), the statistical significance of item loadings were taken into account when defining factors. Given $n=200$ (fair) factor loadings of greater than 0.4 met Borden's and Abbott's significance criterion. To enhance the interpretability of the factors and provide the basis for further scale development, two variables with marginally significant factor loadings of 0.41 were also retained.

A list of the items and factor loadings (the coefficient of the relationships of the causes significant to the factor) for each factor along with variance explained (percentage of each factor contribution to the variance of all other variables) and commonalities (the part of the variable /perceived causes/ that is common to other variables) are presented in Table 1. The details of commonalities and unrotated factor matrix are presented in Appendix 3A.

The first component, labeled 'structural explanation,' consisted of ten items, all dealing with exploitation of the poor by forces operating due to governmental deficiencies. The second factor, 'individualistic explanation,' was composed of six items related primarily to dispositional or characterological weaknesses/personal characteristics of the poor. The third factor, 'fatalistic explanation', consisted of six items related to naturalistic causes of poverty and bad luck. This component/factor structure is generally consistent with the three-factor analysis previously reported by Feagin (1972) as well as Nasser and Abouchedid (2001) four factor structures with the exception of individualistic (status-quo), which did not emerge in the present analysis.

Somewhat similar to factor analysis, the open-ended questionnaire revealed three possible explanations of poverty. An open-ended question showed that respondents frequently attributed poverty for lack of individual effort and due to lack of education (the individual explanation) or unfair distribution of income in the society (the structural explanation). Respondents also attributed poverty to causes associated with supernatural power (religious thought, God) and other beliefs (curse, sin, disasters).

Table 1. Principal Factor Analysis of Perceived Causes of Poverty

Items	Factor			commonality
	1	2	3	
government corruption	.58*			0.35
government's inefficiency and incompetence	.55*	.12	.11	0.33
government is unable to support agriculture	.53*			0.28
government's difficulty to provide infrastructure	.52*			0.28
government's education policy doesn't meet the needs of society	.51*			0.27
government's difficulty to provide health services	.45*			0.20
the government doesn't support the industrial sector	.44*			0.20
government's difficulty to provide jobs	.43*			0.19
government's lack of good money management	.42*		.11	0.19
the politics of the country	.41*			0.17
wrong policy of market economy	.40	-.12	.22	
high foreign debt	.37	.27		
large number of unemployed people	.36	.18		
low-paying jobs	.29		.14	
government's policies add to the suffering of the poor	.21		.14	
lack of motivation for self-improvement		.65*		0.42
loose morals among the poor		.47*	.11	0.23
little or no ambition to advance themselves		.46*		0.22
prey to social evils	.17	.46*	.11	0.26
lack of need for achievement	-.13	.42*	.22	0.24
their laziness to get better their situation		.42*	.15	0.20
lack of education and information		.38		
governed by cultural values transmitted over generation		.36	.18	
frequent sickness and unwilling to work more		.34	.15	
lack of effort to improve their living condition		.33	.21	
unable to manage their money properly	.17	.31		
lack of skilled manpower	.23	.29		
lack of character and will power for self improvement	-.21	.25	.13	
too many children per household	.10	.21	-.15	
poor human dispositions		.20	.20	
habituated too many social obligations		.14	.12	
will of God for them to suffer			.66*	0.44
the prevalence of natural disaster			.60*	0.36
believe they are predetermined to be poor		.16	.54*	0.32
Because of bad luck	.10		.53*	0.31
believe in human nature			.51*	0.27
uncontrolled external forces	.10	.24	.41*	0.23
believe in unjust world		.18	.28	
lack of intelligent to progress themselves			.22	
Eigen value (successive strength of factors)	4.93	3.28	2.30	
Variance accounted	15.35%	9.2%	5.76	30.31%

* Factor Loadings > 0.4, Extraction Method: Principal Axis Factoring, Rotation Method: Varimax

To assess the relative importance of each perceived factor, the researcher computed scale scores for each dimension (by summing up the item scores for each scale and dividing by the total number of items in the scale), and compared the mean scores for each dimension using paired t-tests. Mean scores, standard deviations and paired t-tests for the three main factors derived from poverty attribution measures are reported in Table 2.

The higher the mean score the higher the agreement that the dimension is a cause of poverty. Hence, the highest agreement was with the structural dimension as causal attributions for poverty followed by the individualistic and fatalistic dimension. Past research (Hunt, 1996) viewed the individualistic versus the structuralistic dimension at two extreme bipolar ends in which two beliefs either structural or individualistic were inconsistently held together. In this study, however, the individualistic may not support the external attributions as it is presented a rather strong factor explaining relatively more variance than fatalistic factor in overall factor structure.

Table 2. Mean Scores, SD and Paired t-tests for the Dimensions of Attributions of Poverty (N=460)

Explanation	Mean	SD	Mean Difference	Std error mean	df	t
Structuralistic	3.54	0.79	0.2695	4.77	459	5.64*
individualistic	3.26	0.78				
structuralistic	3.54	0.79	0.5970	4.91	459	12.14*
Fatalistic	2.93	0.78				
individualistic	3.26	0.78	0.3275	4.45	459	7.35*
Fatalistic	2.93	0.78				

* $P < 0.05$

The mean differences between all three combinations of poverty ratings (structural, individualistic, fatalistic) is highly significant. These findings indicate that during times of social change, as the case of Ethiopia,

structural beliefs may actually dominate the ideological beliefs of society (Nasser and Abouchedid, 2001). Paired t-tests indicated that all means are significantly different from each other. The lowest ranking was found on fatalistic dimension. Subsequent analysis answers the differences between demographic and socioeconomic variables.

MANOVA Results of Demographic Variables on the Dimensions of Attributions of Poverty

The researcher carried out MANOVA (multivariate analysis of variance) to determine the degree to which demographic variables and socioeconomic status of parents had effects on the attributions of poverty. In the first of these analyses, (Table 3) the demographic variables were analyzed. The interaction effects that were not statistically significant are reported in Appendix 4A. Although the main effects of the independent variables are of considerable interest, interaction effects can also be extracted from multivariate analysis. Main effect is the separate effects of each independent variable, while interaction effect is the effects of one independent variable changes across the levels of another independent variable (Bordens and Abbott, 1988).

The multivariate analysis of the three independent demographic variables (sex, age, educational level) on the dependent variables of causal attributions of poverty (individualistic, structuralistic, and fatalistic) produced some important results. Statistically significant main effects of sex on the fatalistic dimension of poverty ($F(1, 452) = 30.74, P < 0.05$) were reported while it had no any significant effects to all other attributions of poverty. T-test for significant mean differences was calculated for this dimension (Table 4). Females were more fatalistic than males in their causal attributions ($t(458) = -16.48, P < 0.05$). No significant differences were found between and within the three dimensions of poverty for the independent factor (age), with the exception of main significant effects of educational level of respondents on

the individualistic dimension ($F(1, 452) = 28.82, P < 0.05$). High school students gave more individualistic attributions than their university counterparts did ($t(458) = 15.68, P < 0.05$). Age and educational levels of respondents were significantly uncorrelated that is both variables would not have the same variations on the attributions of poverty. However, statistically significant interaction effects were found between age and educational level on individualistic dimension ($F(1, 452) = 4.82, P < 0.05$).

Table 3. MANOVA Tests of Significance for the Main and Interaction Effects of Sex, Age and Educational Level on the Dimensions of Attributions of Poverty

Source	Dependent Variable	SS	df	MS	F
SEX	Individualistic	31.91	1	31.91	2.23
	Structuralistic	39.56	1	39.56	.65
	Fatalistic	418.00	1	418.00	30.74*
AGE	Individualistic	1.78	1	1.78	.12
	Structuralistic	11.84	1	11.84	.19
	Fatalistic	21.14	1	21.14	1.55
REDL	Individualistic	412.72	1	412.72	28.82*
	Structuralistic	128.33	1	128.33	2.10
	Fatalistic	1.01	1	1.01	.001
AGE * REDL	Individualistic	69.10	1	69.10	4.82*
	Structuralistic	41.63	1	41.63	.68
	Fatalistic	9.18	1	9.18	.68
Standard Error	Individualistic	6473.84	452	14.32	
	Structuralistic	27627.88	452	61.12	
	Fatalistic	6145.15	452	13.59	

* $P < 0.05$, REDL=Respondents Educational Level

Table 4. T-test for Significant Mean Differences of Sex-Fatalistic and Education Level-Individualistic Dimensions of Poverty

Fatalistic	N	Mean	SD	Mean Difference	Std. Error Difference	df	t
male	285	15.35	3.95	-5.93	0.36	458	16.48*
female	175	21.28	3.40				
Individualistic				5.60	0.36	458	15.68*
High school	200	22.74	2.76				
University	260	17.13	4.43				

* $P < 0.05$

MANOVA Results of Socioeconomic Status of Parents on the Dimensions of Attributions of Poverty

The researcher further investigated the relationships of socioeconomic status of parents (education, occupation, income level) and the three causal attributions of poverty. Statistically significant main and interaction effects of socioeconomic status of parents on attributions of poverty are presented in Table 6. Interaction effects of socioeconomic status of parents that were not statistically significant are reported in Appendix 4B.

No statistically significant main socioeconomic effects of parental education and occupational status were found in the analysis. However, significant interactions between father's education and occupational status, and father's educational level and mother's occupational status were reported on the structuralistic dimension ($F(8, 315) = 1.97, P < 0.05$) and $F(3, 315) = 2.72, P < 0.05$) respectively. Interaction/combined effects were also observed between the three independent factors (father's educational level, mother's

occupational status, income level) on the structural explanation of poverty ($F(1, 315) = 3.85, P = 0.05$).

Surprisingly, no main significant and interaction effects of socioeconomic status of parents were observed to any other dimensions of poverty, with the exception of statistically significant main effect of income level of parents on the structural attributions of poverty ($F(2, 315) = 24.04, P < 0.05$). Means and standard deviations between the groups were computed, and those respondents with high-income parents had the highest mean score on the structural explanations of poverty than their other income group counterparts (Table 5).

Given the distribution of educational level and occupational status, the present results indicated little or no support to any main effects. However, the effects of interaction led the researcher to believe that parental educational level and occupational status on the rating of the structuralistic dimension provide significant interactions on the group's position towards structuralism.

Table 5. Mean Scores and Standard Deviations of Income Level for the Structural Dimension of Poverty

Income Level		Structuralistic
low	Mean	34.26
	N	182
	Std. Deviation	7.53
middle	Mean	33.63
	N	220
	Std. Deviation	7.44
high	Mean	44.98
	N	58
	Std. Deviation	2.04

Table 6. MANOVA Tests of Significance for the Main and Interaction Effects of Socioeconomic Status of Parents on the Dimensions of Attributions of Poverty

Source	Dependent Variable	SS	df	MS	F
FEDL	Individualistic	50.98	5	10.19	.45
	Structuralistic	386.24	5	77.25	1.62
	Fatalistic	53.43	5	10.69	.49
MEDL	Individualistic	56.13	4	14.03	.63
	Structuralistic	351.17	4	87.79	1.84
	Fatalistic	169.45	4	42.36	1.93
FOS	Individualistic	43.36	5	8.67	.39
	Structuralistic	422.24	5	84.45	1.77
	Fatalistic	192.65	5	38.53	1.76
MOS	Individualistic	121.07	3	40.36	1.79
	Structuralistic	240.92	3	80.31	1.68
	Fatalistic	64.04	3	21.35	.97
PIL	Individualistic	16.52	2	8.26	.37
	Structuralistic	2294.49	2	1147.24	24.04*
	Fatalistic	4.508	2	2.25	.10
FEDL * FOS	Individualistic	26.839	8	3.36	.15
	Structuralistic	753.72	8	94.22	1.97*
	Fatalistic	240.50	8	30.06	1.37
FEDL * MOS	Individualistic	116.71	3	38.90	1.73
	Structuralistic	388.90	3	129.53	2.72*
	Fatalistic	134.81	3	44.94	2.05
FEDL * MOS * PIL	Individualistic	50.98	1	37.05	.45
	Structuralistic	386.24	1	183.86	1.62
	Fatalistic	53.43	1	15.79	.49
Error	Individualistic	7071.76	315	22.45	
	Structuralistic	15031.31	315	47.71	
	Fatalistic	6901.64	315	21.91	

* P < 0.05, FEDL = Fathers Educational Level, MEDL=Mothers Educational Level, FOS=Fathers Occupational Status, MOS=Mothers Occupational Status, and PIL= Parents Income Level

4.2. Discussions

This study examined perceptions of youths (students) in Bahir Dar on causal attributions used to explain poverty. The result suggests that respondents rated the causes of poverty being less fatalistic than being individualistic or structuralistic. The study also reveals that respondents distinguished between three general factors of poverty and favored causes vary as a function of demographic variables and socioeconomic status of parents. Each of these findings is discussed in turn.

Perceived Causes of Poverty

The first objective of this study was to identify the perceived causal factors for poverty using some potential causes. The principal factor analysis reproduced a three factor component matching those previously identified by Feagin (1972) namely, individualistic explanation-blame the poor, structural explanation-blame the system, and fatalistic explanation-blame on fate and bad luck. Overall, these results supported Feagin's findings about lay explanations for poverty in Western societies, as far as the factor structure remained the same. However, in the current study the differences in attribution pattern of poverty on the structure seem to be an obvious outcome of differences in the contextual relevance of items.

In fact, a factor blaming the system on policy formation was present, but counter to the discrete factors to socio-cultural factors like social obligations, customs, rituals or cultural values on the individualistic causes were not present. Interestingly, many of the items were associated with the system loaded on the structuralistic factor. The result suggests that respondents were sensitive to the structural basis for poverty, the view that poverty is the result of the fault of the system (Krediel, 1998).

The observed factor pattern also suggests that perceptions of poverty are viewed as conceptually distinct from poverty causes stemming from government corruption, inefficiency and incompetence (rating very important), and less to other inadequacies of government as indicated in factor analysis (Table 1).

Although several items loaded on individualistic factor (rating from lack of motivation)very important, loose morals, little or no ambition, lack of need for achievement, to (laziness)least important, the item loading factors had less to do with the structure of the social system than with personal weakness and flaws of the individual working within the system. In other words, the structural factor points to the need of redressing government provisions and less important/visible policies by restructuring the current social system, whereas the individualistic factor highlights the need of having competent and morally developed individual working with achievement motivation and adequate effort.

Ultimately, according to the individualist, each person is responsible for his/her own status in a system that allows opportunities to all (Lauer, 1998). When rated specifically about the causes of poverty, respondents were not as hard-nosed as their structuralism might imply. Still as noted earlier, respondents believe that poverty is due wholly or at least partly to lack of motivation, moral failure, and little ambition or individual effort. More specifically, the belief that poverty is blameworthy for the individual is weaker among the respondents of this study.

Though the fatalistic factor scored less percent of variance accounted in the data, its contribution as a causal factor for poverty was indispensable. For example, the will of God, with highest factor loadings among other items of fatalistic dimension was rated relatively the primary source of poverty (see Table 1). This might be because, in Ethiopian society, when parents and other social groups nurture children for personal and social responsibility,

they attribute poverty to a supernatural power. The teaching of youths to attribute poverty to personal dispositions seems little even in Ethiopian socio-cultural environment. All of these dimensions of rearing, socialization and personality development, which seem quite appropriate for adequate adjustment to environment, also ill prepare the individual for adequate coping and development in an essentially lower class society-especially for adequate coping with the stress of poverty.

The data from the open-ended question indicates that the individualistic explanations of poverty by respondents focused to a certain extent on internal deficiencies, whereby individuals bring poverty upon themselves and contribute to their own mental illness thereby perpetuating poverty over generation. From the structuralisms explanations point of view, people are poor because the society does not properly distribute the welfare and it is out of the individual capacity to escape from poverty. In fact, relatively, respondents show their beliefs about poverty to unfortunate circumstances that are out side personal characteristics or fault of the system. This in turn brings the researcher to conclude that individuals may have a self-concept that is global and may be fatalistic in their attributions to poverty.

The factor pattern derived from the attributions of poverty measures for the present sample is similar to Nasser's and Abouchedid (2001) as well as Nasser's, et al., (2005) factor structures with highest mean on the structural factor of poverty, followed by individualistic and fatalistic factors in that order. The structural factor was seen relatively to be the predominant causal factor for poverty. Respondents may consider structural and its institutions whether policies or management are inadequate to provide the poor any benefits to which they may be entitled, and hence as a reaction they blame public institutions for poverty. Hence, perceptions held by the respondents about poverty appear to be an obstacle hampering any effort that can be

done to improve the life situations of poor persons and to promote their development.

Overall, the result tends to place greater responsibility on the system than the individual; thus giving support to the system blame hypothesis more than the culture of poverty hypothesis. In other words, respondents perceived potential causes of poverty to be more structural than individualistic that is blaming the system. This implies that respondents are cognitively predisposed to perceive facts of the system and need for support. In particular, ascribing blame to the individual effort, even if privately in one's thoughts, is likely to be very threatening the self, because it highlights competition and personal failure. Whereas ascribing blame to the system affords the maintenance of social unit is less threatening to the self.

From a practical perspective, the findings suggest that poverty reduction interventions that aim, to enlist support, to combat poverty give more emphasis to the role of structural explanations of poverty than causes associated with character-logical weaknesses of individual and fatalistic factors of poverty. In some instances, it may even be appropriate to attempt actively dispel misconceptions related to these later causes of poverty in attempt to breakdown barriers to reduce poverty particularly those who are in the lower income brackets.

The Effects of Demographic Variables on Attributions of Poverty

The second and main objectives of the current study were to examine the effects of demographic (sex, age, education level) and socioeconomic (parental education, occupation and income level) variables on the three causal attributions of poverty (individualistic, structuralistic, fatalistic). The choice of these dependent variables was mainly dictated by the societal importance of this issue (students' causal attributions of poverty) and the implications of continued support for the development of the state. First, the researcher

treated the main and the joint effects of demographic variables on perceived causal attributions, and the effects of socioeconomic status of parents would be discussed in turn.

The results of the study showed some interesting empirical main significant differences among sexes in their attributions of poverty. The result seems similar to the findings of such researchers Shirazi and Beil (2005) and Bullock (2006). However, the result does not confirm the findings of Nasser, et al., (2005) which did not show sex variations on any of poverty attribution.

Hine and Montiel (1999) in their recent study reported some significant individual differences in attributions of poverty as a function of sex, age, and educational level. Sex differences also followed a consistent pattern in this study. Female respondents' had positions on external causes more than male respondents', especially in the fatalistic factor. It is interesting to note that females perceived external causes as more important determinants of poverty than males did.

Females are more than males in external attributions imply that females have fewer tendencies of self-enhancement and weak expectations about their future life. This attribution pattern of poverty, in general, is more favorable for males than it is for females. One possible explanation would be, for instance, traditionally, females are considered incompetent, dependent and inferior to males. This seems to have its own impact on the less favorable attribution pattern of women. However, the situation in turn leads males for self-enhancement, achievement motivation and an optimistic view of their futures than their female counterparts.

In most societies, women hold low-control social roles and are more dependent on external factors than are men (Rice, 2001). He added that any externality (situations) bias among women and/or internality (dispositions) bias among men are, therefore, a result of their historical or current social

roles than indicator of irrationality or logical error. Therefore, in the present study social roles would bring differences in the perceptions of causality and differentiate men and women's predispositions of responsibility for poverty.

To the extent that group diversities call for an explanation, a self-serving explanation and an adaptation to reality could account for the observed sex differences in attribution. In the former case, being in a lower social value/position can be justified by blaming external rather than internal causes. This motivational account is consistent with the need for maintenance and preservation of self-esteem. In the later case, those in a lower social value attend to factors that primarily determine their outcomes, that is, external factors. Thus, here those motivational rather than cognitive factors are assumed to explain attribution differences.

With regard to other demographic variables (age, educational level), educational level of respondents showed main significant effect uniquely on individualistic dimension of the attributions of poverty indicate the importance of the role of education, while age didn't reflect any variation in the attributions of poverty. High school respondents were more individualistic in their attributions of poverty than university respondents were.

In summary of their recent research, Nasser, et al., (2005) reported significant differences in individualistic attributions of poverty between age (younger students) and educational level (high school graduates). However, Feagin (1972) observed little or very limited evidence of age differences in attributions of poverty. This result, therefore, is partly consistent with the above findings. One possible explanation why age did not bring main effects in attributions would be the developmental age category of the respondents. More probably, those respondents who were high school students would be in age groups ranging from 19-24 years so that their attributions would differ in their educational attainment.

Perhaps, students that are more educated were exposed to real life experiences that helped them reflect deeply about the causes of poverty, and in being empathetic in understanding the conditions of the poor within the given socio-political context. The variable of education has two important roles. On the one hand, education creates a morally developed individual, positing a just vision of the world. On the other hand, education can lead to occupational attainment that would heighten people's stake in the system, rather than blame the system; they become its archest supporters (Kluegel and Smith, 1986).

This research being data obtained from university or high school youths, suggests an inherent effect between the educational status and the nature of attributions. In fact, the more educated (that is currently attending university) respondents were the lower in individualism than those who were high school respondents. Thus, high school students, perhaps, are more concerned about eliminating poverty in believing in individual effort. It can be concluded that high school respondents' individualistic attribution of poverty is perceived to benefit the person's own achievement and motivation.

From the other angle, this may reflect the fact that those young individuals have not yet worked in (or with) the system, and may believe that individual efforts and hard work will be recompensed fairly. Further research should focus on samples having different levels of education, employed versus unemployed to provide a better understanding into attributions of poverty.

The Effects of Socioeconomic Status of Parents on Attributions of Poverty

The significant differences between different attributions of poverty suggest that the respondents had conceptualized the three dimensions of attributions of poverty in ways that differentiated among high-income groups

- Students' attributions of poverty were found to be three dimensional (individualistic, structuralistic, fatalistic) each having items significantly loaded greater than 0.40 factor loadings;
- Highest agreement on causes of poverty was for the structural, followed by individualistic and fatalistic factors of attributions for poverty;
- Main significant sex differences were reported. Females gave more fatalistic explanations of poverty than males did;
- Educational level of respondents predicted significant variations in the individualistic attributions;
- With the exception of income level of parents that had main significant effects uniquely on structural attribution, other socioeconomic status of parents didn't reflect any main significant variations in the dimensions of poverty.

5.2. Conclusions

Based on the findings of this study, the following general conclusions are drawn.

- The study suggests that three main causal dimensions underlie poverty attributions namely, (1) individualistic causes-blaming poverty on dispositional or personal weaknesses of the poor themselves, (2) fatalistic causes-blaming poverty on fate or bad luck, and (3) structuralistic causes-blaming poverty on government or social systems.
- The primary source of poverty is relatively structural causes which may reflect a higher tendency in developing societies to place responsibility for reducing poverty on government

- Causal attributions of poverty vary as a function of demographic variables (sex, educational level) and socioeconomic status of parents (income level). In other words, the significant differences between different dimensions of attributions of poverty suggest that the respondents had conceptualized different explanations of poverty in ways that differentiated among different groups.

5.3. Recommendations

In light of the findings and discussions made so far, the following recommendations are made.

The result provides evidence that poverty is relatively attributed to inadequacies of economic and political structures to provide sufficient opportunities for all individuals, thereby perpetuating poverty. Therefore, the efforts to modify the individual behavior will fail without a complete restructuring of the social environment, based on recognition of the universality of poverty and its impact on everyone in the state. To this end, social practitioners and policy makers tend to support community-based poverty reduction interventions designed to change the behavior of the individual in order to escape from poverty with much emphasis or regard for the impact of the social environment.

Given the current high levels of concern for poverty, understanding the perceived causes of poverty takes on added importance. Understanding the perceived factors underlying the root causes of poverty, therefore, could help social practitioners, NGOs and government policy makers to be in a much better position to mobilize support for eradication of poverty.

Attributions are consequential because they represent a basis for solutions to perceived problems. From the stand point of internal attributions-poverty reflects a distribution of individual characteristics (talents, abilities,

motivations). Affecting outcomes of poverty for different groups then becomes a matter of correcting 'individual deficiencies', aspects of the social setting can be left alone. From the stand point of external attribution- poverty reflects constraints and opportunities within government structures. These include, for example, biased or unbiased practice of evaluation, closed or open access to means of performance, discriminatory or nondiscriminatory policies of promotion, salary and reward. From this attribution position, change in the causal perceptions of poverty involves much more than change in the individual persons. Social workers and policy makers, therefore, shall develop individual (behavior modification) or community (social action) based intervention strategies to alleviate poverty accordingly.

Lastly, the current results point to the existence of important relationships between demographic variables, socioeconomic status of parents' and attributions of poverty. However, the significant differences of these variables are less clear. For example, the researcher was unable to register main significant differences between parental education and occupational status on any of attribution dimensions of poverty except the parents' income level exclusively significant to the structuralistic dimension. Related future attributions for poverty studies should attempt to sort out this causal thicket. When causal effects are established, the implications for socio-culturally appropriate state policies, that would be widely considered fair by citizens, can be traced.

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APPENDICES

Appendix 1 : Questionnaire

Appendix 1A: Questionnaire (English Version)

Addis Ababa University
School of Graduate Studies
College of Education
Psychology Department
Social Psychology Stream

Questionnaire for General Secondary School and University Students

The purpose of this questionnaire is to collect data in order to investigate the perceived attributions for poverty among youths and their causal attribution patterns for poverty measures and as well as to examine whether causal attributions of poverty are person blame or system blame. The validity of this study highly depends on your candid and honest response to the items provided. Therefore, you are kindly requested to fill the given questionnaires appropriately. The information you provide should remain confidential and it will be used only for this research purpose.

Thank you!

General information

1. Sex: Male Female
2. Age: _____
3. Level of Institution: General Secondary School University
4. Socioeconomic Status Measures

The statements below show some of your parents' socio-economic status measures. Please read one statement at a time and indicate your response in the light of your own understanding of your parents' current situation. Please use this (√) mark.

1. Your father's educational level

- Did not attend school
- Attended some primary school or completed primary school
- Attended some secondary school or completed secondary school
- Certificate
- Diploma
- Bachelor or higher degree

2. Your mother's educational level

- Did not attend school
- Attended some primary school or completed primary school
- Attended some secondary school or completed secondary school
- Certificate
- Diploma
- Bachelor or higher degree

3. Your father's occupational status

- Unskilled manual (unprofessional) (e.g. farmers, guards, janitors)
- Skilled manual or routine grades of non-manual (e.g. driver, TTI teacher, pre-school teacher)
- Inspectional, supervisory or other non-managerial: lower grade (e.g. inspector, supervisor, expert, officer, diploma teacher)
- Inspectional, supervisory or other non-managerial: higher grade (e.g. inspector, supervisor, expert, lawyer, high school teacher)
- Managerial or executive (e.g. bank manager, Wereda leader, zonal leader, regional sector leader)
- Professional or high administrative (e.g. senior expert, lecturer, doctor, professor, regional leader)

4. Your mother's occupational status

- Unskilled manual (unprofessional) (e.g. farmers, guards, janitors)
- Skilled manual or routine grades of non-manual (e.g. driver, TTI teacher, pre-school teacher)

- Inspectional, supervisory or other non-managerial: lower grade (e.g. inspector, supervisor, expert, officer, diploma teacher)
- Inspectional, supervisory or other non-managerial: higher grade (e.g. inspector, supervisor, expert, lawyer, high school teacher)
- Managerial or executive (e.g. bank manager, Wereda leader, zonal leader, regional sector leader)
- Professional or high administrative (e.g. senior expert, lecturer, doctor, professor, regional leader)

5. Your family per capita income per month is estimated to be

- Low income (less or equal to 73 Birr)
- Middle income (74 to 894 Birr)
- High income (greater than 894 Birr)

Attributions for Poverty Measures

The statements below are some beliefs about poverty. Please read one statement at a time and rate each of them on a five-point scale provided below in the light of your own beliefs, perceptions, and understanding of your own situation. Rate 1(strongly disagree), 2(disagree), 3(neither agree nor disagree), 4(agree) and 5(strongly agree) in the boxes provided against each other.

No	Perceived Causes for Poverty	1	2	3	4	5
1	The poor people remain poor because of their human dispositions.					
2	The government makes policies that in the name of removing poverty add to the suffering of the poor.					
3	The poor Lack character and will power for self-improvement.					
4	The government lacks good money management.					
5	Poor people have little or no ambition to advance themselves.					
6	Poor lack education and information to live in a better condition.					
7	The poor are not able to manage their money properly.					
8	The government is unable to provide jobs.					
9	The poor have too many children per household.					

10	The poor are frequently sick and unwilling to work more.					
11	Poor people habituated too many social obligations that are socially generated but individually held.					
12	Poor people lack motivation for self-improvement.					
13	Poor people have loose morals to work more.					
14	Poor people are governed by cultural values transmitted over generation.					
15	Poor people fall prey to social evils.					
16	Poor people lack a need for achievement.					
17	Government's education policy does not meet the needs of society.					
18	The government is unable to provide health services.					
19	Poor people lack intelligence and talent to progress themselves.					
20	The government is unable to provide infrastructure.					
21	Poor people are lazy to get better their situation.					
22	The country lacks skilled manpower.					
23	Many people in the society are unemployed.					
24	The government does not support the industrial sector.					
25	People think it is the will of God for them to suffer.					
26	The government is unable to support agriculture.					
27	There are many workers who are available for work at low wage.					
28	Poor people believe in unjust world.					
29	Government corruption in third world country.					
30	High foreign debt in the country.					
31	The poor lack adequate effort to improve their living condition.					
32	The politics of the country ensures that the poor remain poor in large numbers.					
33	People are poor because of bad luck.					
34	People believe they are destined (predetermined) to be poor.					
35	The government follows wrong policy of market economy.					
36	Many people believe they are poor because of human nature.					
37	There are external forces operating which we neither understand well, nor can we control.					
38	Government is inefficient or incompetent.					
39	People believe they are poor due to the prevalence of natural disaster.					

If there are any other perceived causes of poverty, yet not mentioned in the above, that you believe, please list them.

Appendix 1B: Questionnaire (Amharic Version)

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
የሳይኮሎጂ ትምህርት ክፍል
ሶሻል ሳይኮሎጂ ትምህርት ዘርፍ

ለአጠቃላይ 2ኛ ደረጃ ት/ቤትና ለዩኒቨርሲቲ ተማሪዎች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ ጠቃሚ መረጃዎችን በመሰብሰብ ለሀገራችን ድህነት ወይም ለብዙ ሰዎች መደህየት ምክንያት ወይም መንስኤ ሊሆኑ የሚችሉትን ነገሮች ለመለየትና ብሎም የድህነት ምንጭ/መነሻ የግለሰብ ድክመት ወይም የመዋቅር ድክመት መሆኑን ለማወቅና የመፍትሔ ሀሳብ ለመጠቀም ነው። በመሆኑም የዚህ ጥናት መሳካት ከእናንተ በኩል የሚሰጠው ትክክለኛና እውነተኛ መረጃ ከፍተኛ አስተዋጽኦ አለው። ጊዜያችሁንና ጉልበታችሁን መስዋት በማድረግ መረጃውን ለመስጠት ለምታደርጉልኝ ትብብር ክልብ አመሰግናለሁ።

አጠቃላይ መረጃ

- 1. ፆታ: ወንድ ሴት
- 2. ዕድሜ: _____
- 3. የተቋም ዓይነት: አጠቃላይ 2ኛ ደረጃ ት/ቤት ዩኒቨርሲቲ
- 4. የሶሻል-ኢኮኖሚ ደረጃ/ዕድገት መለኪያ

ቀጥሎ የተመለከተው አተታ/ጉዳይ የወላጆቻችሁ የሶሻል-ኢኮኖሚ ዕድገት መለኪያዎች ናቸው። እያንዳንዱን አተታ ከአነበባችሁ በኋላ ባሁኑ ጊዜ ወላጆቻችሁ ያሉበትን ደረጃ በመረዳት መልስዎን ፊት ለፊት በዚህ (✓) ምልክት ያመልክቱ።

- 1. የአባት የትምህርት ደረጃ
 - ምንም ያልተማረ
 - የተወሰነ የአንደኛ ደረጃ ትምህርትን የተከታተለ ወይም የአንደኛ ደረጃ ትምህርትን ያጠናቀቀ
 - የተወሰነ የሁለተኛ ደረጃ ትምህርትን የተከታተለ ወይም የሁለተኛ ደረጃ ትምህርት ያጠናቀቀ
 - ስርተፊኬት ያለው
 - ዲፕሎማ ያለው
 - የባችለር ዲግሪ ወይም ከዚያ በላይ ያለው

2. የእናት የትምህርት ደረጃ

- ምንም ያልተማረች
- የተወሰነ የአንደኛ ደረጃ ትምህርትን የተከታተለች ወይም የአንደኛ ደረጃ ትምህርትን ያጠናቀቀች
- የተወሰነ የሁለተኛ ደረጃ ትምህርትን የተከታተለች ወይም የሁለተኛ ደረጃ ትምህርትን ያጠናቀቀች
- ስርተፊኬት ያላት
- ዲፕሎማ ያላት
- የባችለር ዲግሪ ወይም ከዚያ በላይ ያላት

3. የአባት የሥራ ምድብ/ ደረጃ

- ያልሰለጠነ ወይም በከፊል የሰለጠነ የጉልበት ሠራተኛ/ለምሳሌ ገበሬ፣ የጥበቃ ሰራተኛ፣ የፅዳት ሠራተኛ፣ ቸርቻሪ/
- በእጅ ሙያ የሰለጠነ ወይም በፊደል ሙያ ባለሆነት የሰለጠነ/ ለምሳሌ ሽፌር፣ የ1ኛ ደረጃ መምህር፣ የመዝገብ ቤት ሠራተኛ/
- ቁጥጥር፣ ምልክታ ወይም ሌላ አስተዳደራዊ ያልሆነ ዝቅተኛ ደረጃ /ለምሳሌ ተቆጣጣሪ፣ ገምጋሚ፣ ኤክስፐርት፣ የዲፕሎማ መምህር/
- ቁጥጥር፣ ምልክታ ወይም ሌላ አስተዳደራዊ ያልሆነ ከፍተኛ ደረጃ /ለምሳሌ ተቆጣጣሪ፣ ገምጋሚ፣ ኤክስፐርት፣ የሕግ ባለሙያ፣ የሁለተኛ ደረጃ መምህር/
- አስተዳዳሪ/ ሥራ አስኪያጅ/ ለምሳሌ የባንክ ሥራ አስኪያጅ፣ የወረዳ አስተዳዳሪ፣ የዞን መሪ፣ የክልል ማዕከል ሐላፊ/
- ከፍተኛ ባለሙያ ወይም ዋና ባለስልጣን / ለምሳሌ ከፍተኛ ኤክስፐርት፣ ሌክቸረር፣ ዶክተር፣ ፕሮፌሰር፣ የክልል አስተዳዳሪ/

4 የእናት የሥራ ምድብ/ደረጃ

- ያልሰለጠነች ወይም በከፊል የሰለጠነች የጉልበት ሠራተኛ /ለምሳሌ ገበሬ፣ የፅዳት ሠራተኛ፣ ቸርቻሪ/
- በእጅ ሙያ የሰለጠነች ወይም በፊደል ሙያ ባለሆነት የሰለጠነች /ለምሳሌ ሽፌር፣ የመዋለ ህፃናት መምህርት፣ የመዝገብ ቤት ሠራተኛ/
- ቁጥጥር፣ ምልክታ ወይም ሌላ አስተዳደራዊ ያልሆነ ዝቅተኛ ደረጃ /ለምሳሌ

ተቆጣጣሪ፣ ገምጋሚ፣ ኤክስፐርት፣ የዲፕሎማ መምህርት/

ቁጥጥር፣ ግምገማ ወይም ሌላ አስተዳደራዊ ያልሆነ ክፍተኛ ደረጃ /ለምሳሌ

ተቆጣጣሪ፣ ገምጋሚ፣ ኤክስፐርት፣ የህግ ባለሙያ፣ የሁለተኛ ደረጃ መምህርት/

አስተዳደር/ ሥራ አስኪያጅ/ ለምሳሌ የባንክ ሥራ አስኪያጅ፣ የወረዳ አስተዳደር፣ የዞን መሪ፣ የክልል ማዕከል ሐላፊ/

ክፍተኛ ባለሙያ ወይም ዋና ባለሥልጣን /ለምሳሌ ክፍተኛ ኤክስፐርት፣ ሌክቸረር፣ ዶክተር፣ ፕሮፌሰር፣ የክልል አስተዳደር/

5. የቤተሰብ የወር ገቢ መጠን በነፍስ ወከፍ

- ዝቅተኛ (73 ብር እና ከዚያ ያነሰ)
- መካከለኛ (74 ብር እስከ 894 ብር)
- ከፍተኛ (ከ894 ብር በላይ)

የድህነት ባህርያት መለኪያ

ቀጥሎ የተመለከቱት ሐሳቦች ስለድህነት ያሉ እምነቶች ናቸው። ለእያንዳንዱ ምክንያት ወይም መንስኤ ከአንድ እስከ አምስት በቁጥር ተመንዝሮ በአማራጭ መልክ ተሰጥቷል። እያንዳንዱን ዐረፍተ ነገር በጥምና ያንብቡት በመቀጠል በተሰጡት አምስት ነጥቦች መሠረት በእርስዎ እምነት ምክንያት ይሆናል ብለው የሚያምኑበትን ነጥብ (አማራጭ) በዚህ (✓) ምልክት ያሳዩ።

ነጥቦች (አማራጮች)

1. እጅግ በጣም አልስማማም
2. አልስማማም
3. እስማማለሁ
4. እጅግ በጣም እስማማለሁ።

ተ.ቁ

ሰድህነት መንስኤዎች

1 2 3 4 5

1. ደሃዎች ለዘላለም ድሀ ሆነው የሚኖሩት የተፈጥሮ ስጦታ /ስሜት የፈጠራ ችሎታና የውሳኔ አቅም/ማነስ ነው።
2. መንግስት የድህነት ቅነሳ ብሎ የሚያወጣቸው መመሪያዎች የበለጠ ድህነት ወገን ይጓዳል
3. ደሃዎች ራሳቸውን ለማሻሻል ጥንካሬና ፈቃደኝነት ያነሳቸዋል
4. መንግስት ገንዘብን በአግባቡ መጠቀም ማስተዳደር አለመቻሉ
5. ደሃዎች ለሥራ ያላቸው ጉጉነት ወይም የወደፊት ርዓይ አነስተኛ መሆን
6. የግለሰብ የትምህርት ግንዛቤ ማነስ

7 ደሃዎች ገንዘባቸውን በትክክል የመጠቀም ችሎታ ስለሌላቸው
 8 መንግስት የሥራ ዕድል መፍጠር አለመቻሉ
 9 ምእንደ ቤት ውስጥ የቤተሰብ ቁጥር መብዛት
 10 ድህነት ዘወትር ይታመማል፤ ብዙ ለመሥራትም ፍቀደኛ አይደሉም
 11 ከትውልድ ትውልድ የሚተላለፉትን ማህበራዊ ግዴታዎች (ለምሳሌ ቤተሰብ
 12 ፤ዘመድ) መርዳት የተለመደ በመሆኑ
 13 ደሃዎች ራሳቸውን ለማሻሻልና የተሻለ ለመኖር ተነሳሽነት አነስተኛ መሆን
 14 ድህነት ለሥራ የላሸቀ ሞራል አላቸው

ተ.ቁ ለድህነት መንስኤዎች 1 2 3 4 5
 14 ድህነት ከትውልድ የተላለፈ ባህላዊ ዕሴቶች ተፅዕኖ ሥር መሆናቸው
 15 አብዛኛው ድህ ህዝብ የአገሩ ባህል ተገዥ መሆን
 16 ደሃዎች ስኬታማ ለመሆን አይሹም ፤ፍላጎትም ያንሳቸዋል
 17 የመንግስት የትምህርት ፖሊሲ ከህብረተሰቡ ፍላጎት ጋር አለመጣጣሙ
 18 መንግስት የተሟላ የጤና አገልግሎት ሊሰጥ አለመቻሉ
 19 ደሃዎች የማይሻሻሉት የተፈጥሮ ተስጥኦ ወይም ችሎታ ማነስነው
 20 መንግስት የመሠረተ ልማት ግልጋሎትን ማዳረስ ባለመቻሉ
 21 ደሃዎች ኑሮአቸውን ለማሻሻል ስንፍና ስለሚያጠቃቸው
 22 ሀገሪቱ የሰለጠነ የሰው ሀይል ያንሳታል፤ይጎላታል
 23 አብዛኛው የህብረተሰብ አካል ሥራ አጥ መሆን
 24 መንግስት የኢንዱስትሪውን ክፍለ ኢኮኖሚ ዕገዛ አያደርግም
 25 ሠዙዎቹ ድህነታቸውን የአግዚአብሔር ፈቃድ አድርገው ያዩታል።
 26 መንግስት የእርሻውን ክፍለ ኢኮኖሚ በበቂ ሁኔታ ዕገዛ አለማድረግ
 27 የአብዛኛው የመንግስት ሠራተኛ ክፍያ አነስተኛ መሆን
 28 ሠዙዎች ድህነት በገሀዱ ዓለም አለመመጣጠን ያምናሉ
 29 መንግስት ከሙስና የፀዳ አለመሆን
 30 ሀገሪቱ ከውጭ ዕዳ ነፃ አለመሆኗ
 31 ሠዙዎቹ የማይሻሻሉት ምንም ጥረት ስለማያደርጉ ነው
 32 የሀገሪቱ የፖለቲካ ሁኔታ ብዙዎቹ በድህነታቸው እንዲቆዩ ያደርጋል
 33 አብዛኛው ህዝብ የደኸየው በመጥፎ ዕድላቸው እንደሆነ ያምናሉ
 34 አብዛኛው ህዝብ ድህነት ከላይ የተሰጠ የአግዚአብሔር ስጦታ አድርገው
 35 ይመለከቱታል
 36 መንግስት የተሳሳተ የገበያ ኢኮኖሚ ፖሊሲን ይከተላል
 37 ሠዙዎች ድህነታቸውን የሰው የተፈጥሮ ህግ ነው ብለው ያምናሉ
 38 ከእኛ ውጭ የሆነና ልንቆጣጠረውና ልንረዳው የማንችል ሐይል ይኖራል ብለው
 39 ያምናሉ
 38 የመንግስት ብቃት ማነስ ወይም ተወዳዳሪ መሆን አለመቻል
 39 ሠዙዎች ደኸየን ብለው የሚያምኑት ባለው የተፈጥሮ አደጋ/ቁጣ ነው

ከላይ ከተዘረዘሩት የድህነት ባህሪያት ውጭ ሌሎች ለድህነት ምክንያት ናቸው የምትላቸውን/የምትያቸውን ቢዘረዝሩልኝ።

Appendix 2: Samples Appendix

2A: Selections of Samples for the Study

Faculty	Department	1 st year				2 nd year				3 rd year			
		Male		Female		Male		Female		Male		Female	
		T	S	T	S	T	S	T	S	T	S	T	S
Education	Amharic	40	4	80	8	42	4	32	5	43	5	89	8
	Geography	146	16	60	6	91	9	27	4	106	12	39	3
	Pd.Sc	124	13	34	3	166	16	17	2	112	12	30	3
FBE	Management	172	18	81	8	154	15	55	8	147	16	50	5
	Economics	237	26	43	4	190	17	29	4	155	17	42	4
Grand total		719	77	298	29	643	61	160	23	561	62	250	23
	Total Sample	106				84				85			
Grade	Section	Male				Female							
9		Total		Sample		Total		Sample					
	1	39		10		27		10					
	2	42		11		22		8					
	3	36		10		26		10					
	4	32		8		29		11					
10	1	38		10		29		11					
	2	38		10		31		12					
	3	35		10		31		12					
	4	41		11		24		9					
	5	39		10		20		7					
	6	39		10		27		10					
Grand total	10	379		100		266		100					

N.B.: T = Total Population, S = Sample Size

Appendix 2B: Demographic and Socioeconomic Characteristics of Sample

source	level	code	Frequency	Percent
Sex	Male	2	285	62
	Female	1	175	38
	Total		460	100
Age	15-18 years	1	207	45
	19-24 years	2	253	55
	Total		460	100
Education level	high school students	1	200	43.5
	university students	2	260	56.5
	Total		460	100
Father's education level	illiterate	1	147	32
	primary education	2	180	39.1
	secondary education	3	58	12.6
	certificate	4	20	4.3
	diploma	5	36	7.8
	degree and above	6	19	4.1
	Total		460	100
Mother's education level	illiterate	1	222	48.3
	primary education	2	152	33
	secondary education	3	48	10.4
	certificate	4	14	3
	diploma	5	22	4.8
	Total		458	99.6
Father's occupational status	Unprofessional/manual	1	291	63.3
	skilled manual and routine grades of nonmanual	2	85	18.5
	Non-managerial at lower grade	3	33	7.2
	Non-managerial at higher grade	4	21	4.6
	managerial	5	14	3
	high professional and administrative	6	16	3.5
	Total		460	100
Mother's occupational status	Unprofessional/manual	1	400	87
	skilled manual and routine grades of nonmanual	2	37	8
	Non-managerial at lower grade	3	12	2.6
	Non-managerial at higher grade	4	11	2.4
	Total		460	100
Income level	Low	1	182	39.6
	middle	2	220	47.8
	high	3	58	12.6
	Total		460	100

Appendix 3: Factor Analysis Products

Appendix 3A: Communalities

	Initial	Extraction
Poor human dispositions	.186	8.798E-02
government's policies add to the suffering of the poor	.176	6.583E-02
Lack of character and will power for self improvement	.254	.125
government's lack of good money management	.354	.192
Little or no ambition to advance themselves	.313	.220
Lack of education and information	.210	.153
unable to manage their money properly	.218	.135
government's difficulty to provide jobs	.346	.185
too many children per household	.226	7.641E-02
frequent sickness and unwilling to work more	.235	.146
habituated too many social obligations	.138	3.490E-02
Lack of motivation for self-improvement	.382	.421
Loose morals among the poor	.251	.232
governed by cultural values transmitted over generation	.196	.168
Prey to social evils	.288	.256
Lack of need for achievement	.308	.244
Govt's education policy doesn't meet the needs of society	.338	.267
Govt's difficulty to provide health services	.319	.200
Lack of intelligent to progress themselves	.249	5.910E-02
Govt's difficulty to provide infrastructure	.266	.274
Their laziness to get better their situation	.303	.202
Lack of skilled manpower	.246	.148
Large number of unemployed people	.295	.159
the gov't doesn't support the industrial sector	.300	.197
Govt's is unable to support agriculture	.304	.277
low-paying jobs	.202	.116
believe in unjust world	.277	.122
government corruption	.400	.346
High foreign debt	.330	.214
Lack of effort to improve their living condition	.273	.160
the politics of the country	.266	.171
because of bad luck	.367	.308
believe they are predetermined to be poor	.365	.324
wrong policy of market economy	.255	.225
believe in human nature	.276	.266
uncontrolled external forces	.301	.232
government's inefficiency and incompetence	.338	.325
will of God for them to suffer	.410	.436
the prevalence of natural disaster	.390	.361

Extraction Method: Principal Axis Factoring

Appendix 3B: Unrotated Factor Matrix

	Factor		
	1	2	3
q38	.464	-.332	
q15	.436	.116	.231
q37	.417	.198	-.134
q34	.410	.269	-.288
q33	.404	.187	-.331
q17	.376	-.353	
q30	.374	-.188	.199
q21	.367	.194	.171
q22	.355		.145
q14	.354	.172	.115
q13	.339	.243	.241
q7	.336		.140
q36	.323	.255	-.311
q24	.321	-.306	
q23	.318	-.205	.126
q28	.312	.130	
q27	.308	-.135	
q31	.307	.245	
q10	.306	.194	.121
q25	.373	.218	-.499
q35	.292	-.273	-.256
q1	.272	.119	
q2	.217		
q19	.194	.107	-.101
q11	.150	.111	
q29	.355	-.460	
q20	.316	-.408	
q16	.285	.384	.126
q26	.362	-.381	
q8	.245	-.353	
q3		.333	
q18	.305	-.326	
q32	.265	-.301	-.100
q4	.299	-.301	-.108
Q39	.359	.231	-.423
q12	.401	.309	.406
q6	.196	.126	.314
q5	.294	.215	.296
q9	.105		.250

Extraction Method: Principal Axis Factoring

Appendix 4: MANOVA Results

Appendix 4A: MANOVA Tests of the Significance for Main and Interaction Effects of Sex, Age and Educational Level on Dimensions of Attributions of Poverty

Source	Dependent Variable	SS	df	MS	F	Sig.
Corrected Model	individualistic	3672.931(a)	7	524.704	36.635	.000
	structuralistic	1228.660(b)	7	175.523	2.872	.006
	fatalistic	4102.838(c)	7	586.120	43.111	.000
Intercept	individualistic	20366.049	1	20366.049	1421.946	.000
	structuralistic	75693.128	1	75693.128	1238.361	.000
	fatalistic	19780.944	1	19780.944	1454.966	.000
Sex	individualistic	31.912	1	31.912	2.228	.136
	structuralistic	39.559	1	39.559	.647	.422
	fatalistic	418.000	1	418.000	30.745	.000
Age	individualistic	1.775	1	1.775	.124	.725
	structuralistic	11.844	1	11.844	.194	.660
	fatalistic	21.138	1	21.138	1.555	.213
redl	individualistic	412.722	1	412.722	28.816	.000
	structuralistic	128.334	1	128.334	2.100	.148
	fatalistic	.010	1	.010	.001	.978
Sex * age	individualistic	.065	1	.065	.005	.946
	structuralistic	62.488	1	62.488	1.022	.313
	fatalistic	33.839	1	33.839	2.489	.115
Sex * redl	individualistic	2.970	1	2.970	.207	.649
	structuralistic	176.975	1	176.975	2.895	.090
	fatalistic	1.096	1	1.096	.081	.777
Age * redl	individualistic	69.100	1	69.100	4.825	.029
	structuralistic	41.627	1	41.627	.681	.410
	fatalistic	9.186	1	9.186	.676	.412
Sex * age * redl	individualistic	27.946	1	27.946	1.951	.163
	structuralistic	103.726	1	103.726	1.697	.193
	fatalistic	1.619	1	1.619	.119	.730
Error	individualistic	6473.843	452	14.323		
	structuralistic	27627.885	452	61.124		
	fatalistic	6145.154	452	13.595		
Total	individualistic	186312.000	460			
	structuralistic	602411.000	460			
	fatalistic	152808.000	460			
Corrected Total	individualistic	10146.774	459			
	structuralistic	28856.546	459			
	fatalistic	10247.991	459			

a. R Squared = .362 (Adjusted R Squared = .352)
 b. R Squared = .043 (Adjusted R Squared = .028)
 c. R Squared = .400 (Adjusted R Squared = .391)

	fatalistic	.000	0			
fedl * medl * mos * pil	individualistic	.000	0			
	structuralistic	.000	0			
	fatalistic	.000	0			
fos * mos * pil	individualistic	.000	0			
	structuralistic	.000	0			
	fatalistic	.000	0			
fedl * fos * mos * pil	individualistic	.000	0			
	structuralistic	.000	0			
	fatalistic	.000	0			
medl * fos * mos * pil	individualistic	.000	0			
	structuralistic	.000	0			
	fatalistic	.000	0			
fedl * medl * fos * mos * pil	individualistic	.000	0			
	structuralistic	.000	0			
	fatalistic	.000	0			
Error	individualistic	7071.760	315	22.450		
	structuralistic	15031.310	315	47.718		
	fatalistic	6901.646	315	21.910		
Total	individualistic	184999.000	458			
	structuralistic	599810.000	458			
	fatalistic	152135.000	458			
Corrected Total	individualistic	10063.627	457			
	structuralistic	28634.725	457			
	fatalistic	10187.469	457			

- a. R Squared = .297 (Adjusted R Squared = -.019)
b. R Squared = .475 (Adjusted R Squared = .238)
c. R Squared = .323 (Adjusted R Squared = .017)