

Contribution of Youth Programs for Life Skill Development: - The Case of Addis Ababa Youth

Association, Lideta Sub City

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Contribution of Youth Programs for Life Skill Development: - The Case of Addis Ababa Youth

Association, Lideta Sub City

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Declaration Letter

I, Abiy Tedla, hereby confirm that this study entitled Contribution of Youth Programs for Life Skill Development: -The Case of Addis Ababa Youth Association, Lideta Sub City is not presented in other University for any Degree and any material used in this study is properly acknowledged.

Name of Student: Abiy Tedla

Signature_____

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I thank you God for being with me throughout my way and for every provision you have made for me. I could not imagine my life without you.

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Abstract

In the last couple of decades, life skill education was considered as one intervention program in youth development initiatives. Life skill development was viewed as an important intervention for youths to develop resilience and collective personality. This study was a quantitative research that employed quasi experimental design with retrospective analyses of life skill. Besides, it was based on Hendricks (1998) Model of Targeting Life Skill. This research was conducted on Addis Ababa Youth Association at Lideta Sub city and has examined life skill development in three features. The first features of this study look at the contribution of selected youth development programs for life skill development and found that the program has significant effect for all elements of life skill except for healthy life style choice. The second aspect of this paper has studied the influence of personal characteristics, program type & political affiliation on elements of life skill and the result of the study indicates that the aforementioned variables have an effect on various elements of life skill at different level. The third dimension of this study researched the most important influential bodies in due process of developing selected elements of life skill. The result of the study portrays that family comes first and followed by the youth Association, School, friends and others respectively.

Key words: youth program, life skill development, elements of life skill

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Acronyms

ANOVA:- Analysis Of Variance).

CGPA: Cumulative grade report

CSA:- Central Statistics Agency

E.C: Ethiopian Calendar

EYCS- Engaging Youth, Serving Community

ISUEO: [Iowa State University Extension and Outreach](#)

MYSC- Ministry of Youth, Sport and Culture.

USA: United State of America

UIE: university of Illinois Extension

TLS: - Targeting Life Skill

4-H: Heart, Hand, Head and Health

Abstract

In the last couple of decades, life skill education was considered as one intervention program in youth development initiatives. Life skill development was viewed as an important intervention for youths to develop resilience and collective personality. This study was a quantitative research that employed quasi experimental design with retrospective analyses of life skill. Besides, it was based on Hendricks (1998) Model of Targeting Life Skill. This research was conducted on Addis Ababa Youth Association at Lideta Sub city and has examined life skill development in three features. The first features of this study look at the contribution of selected youth development programs for life skill development and found that the program has significant effect for all elements of life skill except for healthy life style choice. The second aspect of this paper has studied the influence of personal characteristics, program type & political affiliation on elements of life skill and the result of the study indicates that the aforementioned variables have an effect on various elements of life skill at different level. The third dimension of this study researched the most important influential bodies in due process of developing selected elements of life skill. The result of the study portrays that family comes first and followed by the youth Association, School, friends and others respectively.

Key words: youth program, life skill development, elements of life skill

Chapter One

Introduction

Background of the Study

According to Human Development Report of UNDP (2013,146),Ethiopia is one of the country with low human development ranked with 173th in the world in 2012.Human Development Index's of the country in 2012 which is 0.396 was below the average of sub Saharan country and low human development group which is 0.466 and 0.475 respectively (UNDP, Human Development Report 2013,p25).

According to the report (2013,p160), 87.3 percent of the population lived in multidimensional poverty and 64.6 percent are experiencing intense deprivation. Moreover, according to DHS result of 2011,28 % of the total population is between the age range of 15-29 (p20). This segment of the population is one of the major groups who are affected by the aforementioned problem.

In addition to this youths in Ethiopia are facing an interwoven social evils such as unemployment, HIV/AIDS, migration, substance abuse and so on in their day to day lives (MYS, 2008,18-21). For instance, unemployment and under employment rate in urban areas in 2011 among youth between the age range of 15-29 were 0.24 and 0.49 which was by far higher than the national figure for all active age group in the same year (Nzinga H. Broussara and Tsegay Gebrekidan Tekleselassie,2012,p13). High unemployment rate in urban areas among youth leads high perpetuated dream of international migration (Sonja Fransen and Katie Kuschminder, 2009,p17). Besides, emigration rate of the country in 2010 were 0.7 percent of the total population (UNDP, Human Development Report 2013,p184).

The history of organized movement of Ethiopian youths dated back to 1960's and 70's student movements. According to Bahiru (2002), the then students collectively act to bring democratically elected governments with different slogans such as Land to tenure, Marxist Leninist and so on (As cited in MYS,2008, p 28). During Derg regime, Ethiopian youths has devotedly participated in a number of campaigns including development through cooperation, national literacy campaign, national military service, the 1985 resettlement program, Ethiopian university service and so on (MYS,2008,p28-33).

As far as organizations working for the youth is concerned, one cannot deny the indispensable role of Young Christian Association (with various area of focus such as Man, Woman, Clubs and so on) which were the only voluntary base organization working for the youth during the last decade of the feudal system (MYS,2008).

Revolutionary Ethiopian Youth Association (REYA) has been established by the then government of Ethiopia at the time of Derg regime and youths has served their country via this association (MYS,2008. p31).

One important point to be noted in this research is that, this study does not make any conclusion regarding the success and failure of youth development program provided in the target area. It does not intended to evaluate the impact of youth program on the lives of program participants. Any progressed could not be attributed solely for the youth program. Rather, this research analyzes life skill development of youths in a program context.

Statement of the Problem

Hendricks (1998) defines life skills as those competencies that assist people in functioning well in the environments in which they live (As cited in Marilyn N. Norman and Joy C. Jordan, 2012,p1). It plays indispensable role in successful transition of youths to adulthood (Marilyn N. Norman and Joy C. Jordan, 2012,p1). It is believed that any youth development programs shall equip its program participants to develop life skill and successfully interact with their respective environment.

Dr. Richard M. Lerner and Jacqueline V. Lerner (2013) have conducted longitudinal study entitled “The Positive Development of Youth: Comprehensive 4-h finding of Positive Youth Development” for eight years since 2002 in US. The study (2013, p 2) finds that 4H youth are two times likely to contribute for their communities, critically active, participate in science and make healthier life choices.

Another online survey conducted by land-grant university educators (2011) evaluate 4-H's Engaging Youth, Serving Community (EYSC) first year program and it found that rural youths across the US who participated in the program has built positive relationships with both peers and adults as they developed important life skills (p.4).

A study by Dr. Madhumala sengupta, Dr Sridipa Sinha and Dr. Mrinal Mukhopadhyay (2012,p6) entitled life skill as a means of promoting human rights finds that perceptions related to high level of life skill are positively associated with perceptions about the essence of human rights. Yet, the study (2012, p6) also highlights to consider other psychological and socio cultural factors to shape the behavior of individuals to respect the right of him/her and others.

One of the study conduct on life skill development in Ethiopia is entitled life skill and its contribution for work force development, the case of sociology and social anthropology

undergraduate students in Addis Ababa University by Abebe Assefa (2006). The researcher examines the relationship between age, sex, religion, location, ethnicity, department, academic performance and administrative region on the one hand and elements of life skill on the other hand. The study (2006) finds that sex, age, student's grade, location and ethnicity has founded to have an effect on various elements of life skill.

Another literature found on life skill development in Ethiopia is program evaluation report conducted by MoWYCA / UNICEF (2013). It evaluates the impact of life skill training in all region of Ethiopia on five main areas namely assertiveness, dialogue management, decision making, empathy and self esteem(2013,p15). The study concluded that major progress among program participants is observed in all areas of life skill at the time of the evaluation(2013,p15).

Another assessment by DSW (2011) on The Youth to Youth Initiative –an assessment of results in Ethiopia and Kenya, examined life skill via gender lenses. The result of the study (2011) prevail that girls in the club have developed positive experience related to life skills and self-esteem. According to the finding of this study, the training program makes girls in developing whole personality and able to provide themselves and their family by self generated income.

Another evaluation by USAID (2008,p13) finds life skill training program for adults challenges the long standing norms such as not talking about HIV/AIDS and reproductive health with children and contribute. According to this study (2013, p13), the program has contributed its own stake for successful implementation of HIV/AIDS and reproductive health program.

The first three studies are conducted totally in different socio-cultural and political settings than us. Besides, most of the studies mentioned above focus on the importance of life skill and its contribution to prevent youths from risky behavior, improve their academic

performance, promoting human rights and so on. Moreover, almost all studies except by Abebe Asefa (2006) just evaluate the impact of the training and fail to study possible contributing variables influencing in due course of developing life skill & to identify most important influencing body for life skill acquisition. Moreover, a study by Abebe Asefa (2006) solely targeted university students and cannot be generalized for program participant youths!

A study on life skill development in youth program context helps to fully understand the interplay between types of youth development services, characteristics of program participants and life skill. In doing so, it helps to devise practical policies, strategies and programs that can fit with the actual need of the target group.

This study attempted to contribute for the knowledge base of social work practice with youth by analyzing the effect of different types of youth development programs, personal characteristics and political affiliations on life skill development of targeted youths. Moreover, it had identified most influential bodies for life skill development among youths.

Purpose of the Study

The purpose of this quantitative quasi experiment with retrospective analyses of life skill was to analyze the contribution of youth development programs, personal characteristics and political affiliations for life skill acquisition and practice for program participants in Addis Ababa Youth Association of Lideta sub city. Besides, the study identified most important influencing bodies for life skill development of program participants in youth development programs.

Significance of the Study

The study has contributed on existing knowledge base of social work practice with youth by examining the contribution of selected types of youth development programs for life skill

development. The study also provided a guiding framework for practitioner in designing and implementing their programs and interventions on the area of youth development in general and life skill development of program participants in particular. Besides, the study has put its finger print to apply asset base intervention model in life skill development program by identifying most important influencing bodies. Moreover, conducting research on the area of youth is all about designing better future. The finding of this study can also serve as a resource material for future research and it contribute its own finger print on the areas.

Conceptual Framework

This study was based on 4H life skill model of targeting life skill by Hendricks. The dependant variable was Life skill which has fourteen elements. The elements were decision making, wise use of resources, communication skill, accepting differences, leadership skill, marketable skills, healthy lifestyle Choices, self-responsibility, trustworthiness, respect, responsibility, fairness, caring and citizenship (UIE, 1999,p1). These elements together with its scale were developed by university of Illinois Extension based on Hendricks Targeting Life Skill Model (UIE, 1999,p1). However, some of the items are revised (in consultation with youth participation coordinator of the Lideta sub city, Woreda 3) to contextualize with the condition of research participants.

Moreover, independent variable of this study was selected types of youth development programs provided in the sub city. These were Community service, Education service and Entertainment program. Besides, Political affiliation was taken as another independent variable.

Personal characteristics which include age, sex, ethnicity, religious participation and educational backgrounds were taken as control variable of this study. Graphical representation of the conceptual framework depicts as follow.

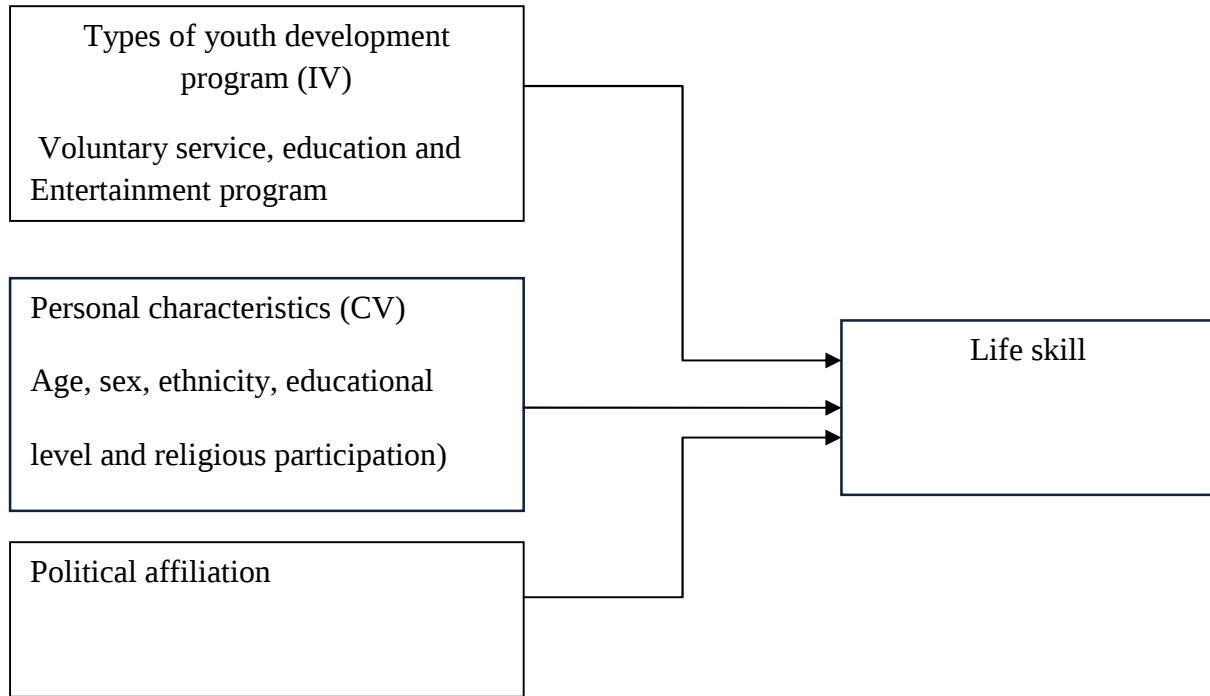


Figure 1:-Conceptual frame work of the study

Operational Definition

- As Hendricks (1998) defined life skill as those competencies that assist people in functioning well in the environments in which they live (As cited in Marilyn N. Norman and Joy C. Jordan, 2012,p1)
- Decision making refers to choosing among several alternatives (UIE, 1999,p 2).
- Leadership skill is defined as helping group in meeting its goals by showing or directing along the way; using personal influence to guide a group in reaching its goal (UIE, 1999,p 2).
- Wise Use of Resources is all about using sound judgment, not wasteful, being responsible, and setting priorities (UIE, 1999,p 2).
- Fairness refers to making decisions on appropriate factors (impartiality, avoidance of conflict of interest) (UIE, 1999,p 2).

- Communication skill is the process of exchange of thoughts, information, or messages between individuals using speech, writing, gestures, and artistic expression (UIE, 1999,p 2).
- Caring in this study refers to demonstrating regard for the well-being of others (UIE, 1999,p 2).
- Accepting Differences in this research refers to recognize and welcome factors that separate or distinguish one person from another (UIE, 1999,p 2).
- Responsibility is defined as acknowledging and living up to duties to others and self (UIE, 1999,p 2).
- Citizenship is defined as recognizing and living up to obligations to society and community (UIE, 1999,p 2).
- Healthy Lifestyle Choices in this study defined as selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury (UIE, 1999,p 2).
- Self-responsibility is defined as taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong (UIE, 1999,p 2).
- Trustworthiness is defined as Being worthy of trust, honor and confidence in all relationships (UIE, 1999,p 2).
- Useful/marketable skills refers to develop the capability to be self employed
- Respect refers to demonstrating regard for the dignity, worth, and autonomy of all persons (UIE, 1999,p 2).
- Religious participation is the numbers of hours spend in religious related initiatives.
- Age refers the chronological age of the respondent reported at the time of data collection.

- Sex refers to the biological belongingness of the respondent as male or female at the time of data collection. .
- Ethnicity defined as how the respondent identifies his/her belongingness among existing ethnic groups in Ethiopia.
- Political affiliation refers to an individual support to certain organized political groups.
- Community service refers youth program which includes cleaning campaign, environmental protection, blood donation etc.
- Education service refers to youth program which includes participation in library service and involving in a study group called one to five.
- Entertainment program refers to youth program which includes participation in traditional & modern dancing clubs, theatrical art clubs and vocal team.
- Youth refers to person between the age of 15-29 (MYSC,2004, p4).

General Objective

To examine contribution of selected youth programs for life skill development of program participants in structured youth development programs at Addis Ababa Youth Association Lideta Sub city.

Specific Objectives

- To evaluate life skill of targeted program participants before and after joining the program.
- To understand the influence of selected types of youth program on life skill development of program participants.
- To analyze the effect of personal characteristics on life skill development of youths in targeted area.

- To determine the effect of political affiliation on life skill development of targeted youths.
- To identify the most influential bodies on life skill development of targeted participants.

Research Question

1. Do program participants improve their life skills after joining the program?
2. What is the effect of different types of youth program on life skill development of program participants?
3. What is the effect of personal characteristics on life skill development of targeted participants?
4. What is the effect of political affiliation on life skill development of targeted program participants?
5. Who are the most important influential bodies on life skill development of targeted program participants?

Delimitation and Limitation of the Study

To determine the effect of all youth development programs in a single attempt is a complex and difficult task. Therefore, selected structured programs were chosen to examine their effect on life skill development.

The dependant variable of this study only focuses on fourteen elements of life skill among 35 component of life skill developed by Hendricks (UIE, 1999,p1).

Moreover, the data collection were conducted almost in a month time after program participants has taken trainings on leadership skill, communication skill and life skill (Please note that the categorization of these skill was presented as reported by the association). These trainings has a potential to influence the result of this study.

Due to financial and time constraints, the research site is limited to program participants in structured youth development programs at Addis Ababa Youth Associations in Lideta Sub City. Besides, the study did not use control group to compare with rather the same respondents were asked to answer each items before and after joining the program.

Moreover, the result of this study can be generalized only for those youths who are participating in selected youth development program at Addis Ababa Youth Association in Ldeta sub city. The study did not make an attempt to infer any conclusion for program participants at other organization in the country in general and at the Association in other sub cities in particular.

Ethical Consideration

There are key issues that have to be underlined while conducting researches on human service giving organizations. These issues were addressed well in this study as follow.

To ensure privacy, there wasn't any name or other symbols on the instrument that can be an indicative of the specific respondent for the final user as well as for the researcher himself (Nicholas Walliman, 2011,p48).

In order to ensure confidentiality, all the data collected in due course of conducting this research were used only for its purpose. Besides, the finding of this research was released in aggregated form and individual responses was not disseminated for the public (Nicholas Walliman, 2011,p49)

Moreover, in all stage of the data collection phase, respondent's right to self determination was respected. Data was collected only by informing purpose of the study and getting written informed consent of the respondent (Nicholas Walliman, 2011,p172). In case of minorities, they need to brings parents/guardians written consent to participate in the study.

Research Site

Addis Ababa Youth Association was established in 1990 E.C and re registered as per the Charities and Societies proclamation 621/2001(AAYA,2002 E.C,p2). The association is envisioned to see healthy, productive, responsible, self-confident and strong citizens who can actively participated and benefited in social, economic and political initiatives undertaken in the country to achieve its vision, the association has a mission to enable youth to solve its problem by getting organized and using its own creative approaches(AAYA, 2002E.C,p 1).

According to administrative manual of the association (2002 E.C,p6,11,20):-

It is a membership base organization opened for all who can pay monthly contribution, resident of Addis Ababa and obey the regulation of the association. The highest body of the association is the general assembly followed by executive committee and its president. The structure of the organization is established until Woreda level by following government structure. The association has two major components namely mobilization & social service and capacity building and economic development. Within this broad framework, different clubs are established in each woredas based on their actual condition and context.

Chapter Two

Literature review

Youth development is a holistic process of positive change where youths get ready to see bright future as per the norms and values of their community (Marilyn N. Norman and Joy C. Jordan, 2012, p 1).

In the last twenty years life skill has been considered as indispensable program to produce competent youth who are capable of challenging daily hassles and effectively participate in their community (John Wood,Laetitita, David Clarke,Patricia Daneil,Jae Grout-Smith,Sophie Tanner,Felisa Tibbits & Wang'ati, 2012,p17). According to Minister of Youth and Sport (2008) life skill has the following significant role in the life of youths:-

Life skill build positives, strengths, and potentials rather than focusing on weaknesses, limitations and deficits. Besides, life skills development is a way to move young person's towards behaviors that are found appropriate to meeting developmental expectations, cultural contexts and social norms. It is essential components of healthy development, and the skills that define a resilient child. Life skill then helps youths to establish effective nexus to life, engage themselves in a life-long process of self-development and protect themselves from obsolescence (P12-14).

However, as Daba & Mabala(2007) revealed that there is confusion in the area of life skill in the claim that has been done in integrating with basic information about HIV/AIDS (cited in MYS, 2008,p6). This misunderstanding is prevailed in school and out of school programs and it is due to exclusive emphasize of life skill in the context of HIV/AIDS (cited in MYS,2008, p6).

This literature review will depict previous studies in the area of life skill development. Moreover, other conceptual frameworks, thoughts and articles are synopsized. This will help the

reader to understand what has been said and how this specific study contributes the gap observed (John W.Creswell,2009, p25).

Definition of Life Skill

Precession meaning make easy for common understanding of the definition of life skill, the way we acquired it and assessed for its effectiveness (John Wood et al 2012,p12).

Moreover, one can found a range of various definitions regarding concepts and meaning of life skill. Different reckoned international organizations and schools have provided their own definition on the concept of life skill development based on their purpose and goal.

For example, UNICEF has defined

Life skill as psychosocial abilities for adaptive and encouraging behavior that allow persons to deal with the hassles of everyday life. They are slackly grouped into three namely cognitive skills, personal skill and inter-personal skills (UNICEF, 2014, p1).

Another definition by WHO states: “skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings (As cited from John Wood et al 2012,p12).

Another study by Egan G. & Cowan MA (1979), Blocker D (1994),& Havighurst R (1999) consider life skill as duties-mission as biological maturation like learning to walk and it prevail minimal cultural variation, while significant variance is portrayed on those which developed out of social needs. (As cited from Dimitrios E. Papageorgiou, Anna Kavga & Dimitrios Papageorgiou,2009,p136).

A study by Walker S (1987) and Pender N (1996) also state the fact that somebody should have the effective responsibility for his choices in life, then he must also discover those sectors requiring skills (Cited in Dimitrios E. Papageorgiou, Anna Kavga & Dimitrios Papageorgiou,2009,p136).

4H model of targeting life skill by Hendricks (1998) defines life skills as those competencies that assist people in functioning well in the environments in which they live (As cited from Marilyn N. Norman and Joy C. Jordan, 2012,p1).The meaning of Life skill throughout this study connote this definition.

Historical Background

It is a decisive stepping stone to see the historical development of life skill to introduce oneself with the issue. According to John Wood et al (2012,)

The history of life skill is dated back to 1986 Ottawa Charter for Health Promotion, which mentions Life skill under the rubric of personal skills that supports personal and social development.....By so doing, it increases the options available to individuals to control over their own health and environments..... This links “life skills” with responsible personal decision-making and the capacity to make appropriate behavioral choices for a healthier life. (p4).

In line with this another scholars namely Tania Boler & Peter Aggleton (2004) has linked the development of life skill with HIV/AIDS as follows.

In the two decades since HIV/AIDS was first identified, some very distinct schools of thought have emerged in the area of sexuality and relationships. One of the issues under dispute is based on the extent to which an individual has control over his/her actions and the extent to which this control is ‘rational’ which we call them Rationalist on the one hand and those who advocate the idea that human action is influenced more by underlying economic, social, and cultural structures on the other hand. In reality, most academics are not as extreme as this dichotomy suggests, but tend to lean strongly towards one camp or the other (p7)

The concept of providing life skill training has also been linked with psychology which is manifested in the perception of focusing to correct psychological disorders and more specifically to occupational psychology in an effort to pin out qualities of successful leaders (Tania Boler & Peter Aggleton, 2004,p1).

In due course of the emergency and development of life skill, categorization and elements of life skill were one of the area where dispute were prevailed. Academic and humanitarian institutions come up with their own categorization and classification.

Initially, WHO has acknowledged five major areas of life skill that are universal to all cultural settings which are Decision-making and problem-solving, Creative thinking and critical thinking, Communication and interpersonal skills; Self-awareness and empathy; and Coping with emotions and coping with stress (As cited from John Wood etal, 2012,p12).

Another categorization in educational setting to advance successful development of children has identified five core groups of social and emotional competencies namely Self-awareness, Self management, Social awareness, Relationship skills and Responsible decision-making (As cited from John Wood etal 2012,p12).

Early Childhood Professional has also classified psycho-social skills as pre-academic skills, motor & physical skills, self-expression, language skills and social skills (As cited from John Wood etal 2012,p13).

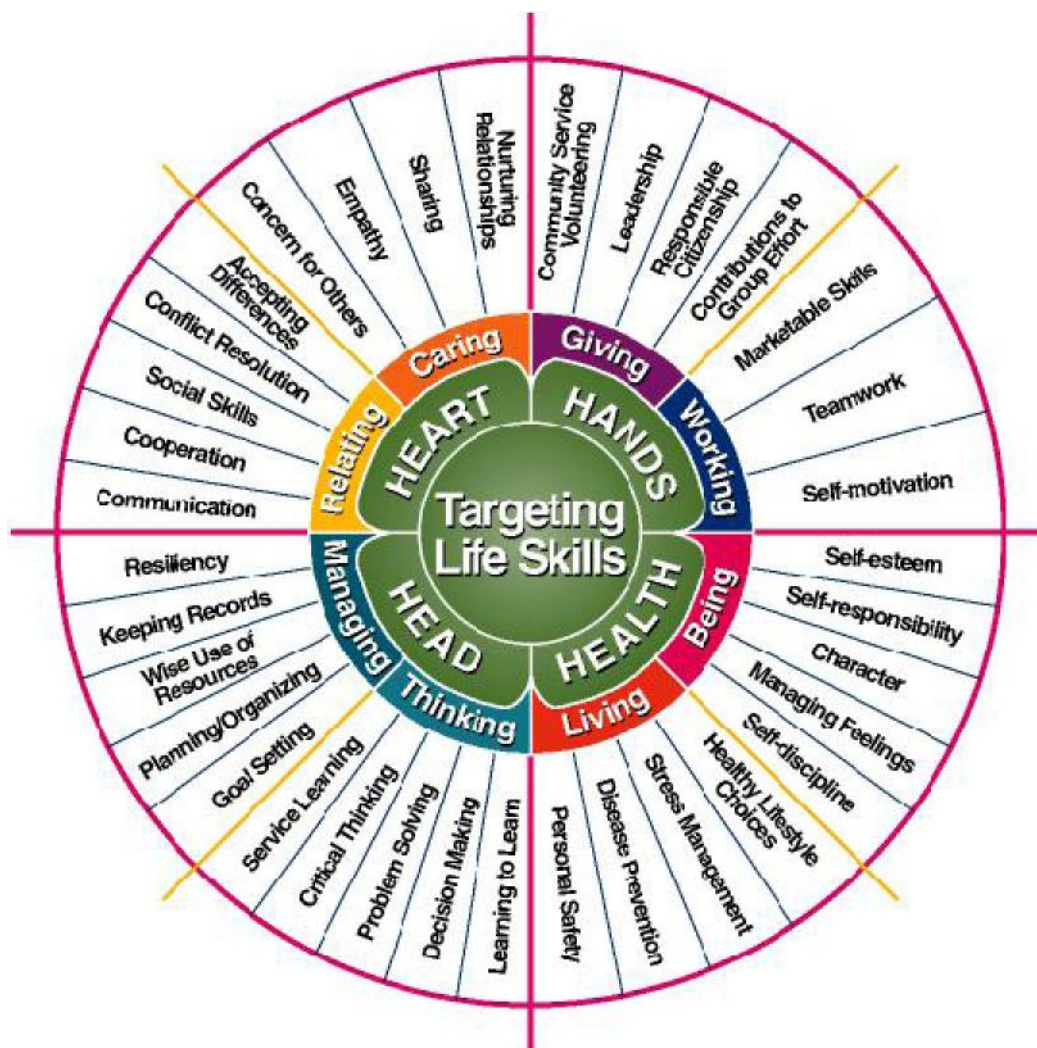
However, in an attempt to make life skills acceptable to governments and communities, the term began to encompass an ever-increasing level of generic skills, leading to the claim that skills as diverse and complex as communicating, listening carefully, income-generating or empathy-building would reduce HIV infection (Tania Boler & Peter Aggleton , 2004,p2).

Even though, one can find a range of categorization of life skill, there is no definite list of life skill. Besides, these skills are intangible and it is difficult to measure these concepts as there is no indicators and assessment tools to do so (John Wood et al 2012,p13).However, Hendricks has developed exhaustive elements of life skill (As cited from Marilyn N. Norman and Joy C. Jordan, 2012,p2) and UIE has developed scale for fourteen elements to measure the concept(UIE,1999,p2).

Theoretical Framework

Targeting life skill model

The TLS Model is intended to be inclusive for all possible life skills. It encompasses four major quadrants namely Heart, Head, Hands and Health and under which thirty five elements of life skills are identified by Hendricks that are crucial for a person to lead successful life (As cited from Marilyn N. Norman and Joy C. Jordan, 2012,p2).The graphical representation of the model is depicted as follow.



Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"

Available at:- <http://www.extension.iastate.edu/4H/skls.eval.htm>

4H program is one of the most influential and pronounced youth development program in using Targeting Life Skill Model in USA(4H, 2014,p 1). It starts by helping rural youths at public schools by introducing farm related practices in late 19th and 20th centuries and later developed based on the needs of the people (4H, 2014,p 1).

4H program envisioned seeing a world in which youth and adults learn, grow and work together as catalysts for positive change by empowering youths to reach their full potential,

working and learning in partnership with caring adults. Life skill development is an essential component of 4H program (4h,2014,p1)

Based on the work of Hendricks model of Targeting Life Skill, UIE has developed life skill evaluation system for selected fourteen elements of life skill which is available at <http://web.extension.illinois.edu/lifeskills/history.htm> and this system was employed in this study(UIE, 1999,p 2).

Youth Development

According to Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman (2012,p1), the concept of youth development have at least three interrelated dimensions namely natural process of development, principles and practice in the arena.

Natural process represent the idea of an inherent growth of youths just like children and adolescents with the necessary knowledge and practice to live in their physical and social environment (Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman,2012,p1).

As Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman (2012,p1). states that

principle stands for the philosophical framework which includes universality or inclusiveness (all youth) and a positive orientation building on strengths (thriving) that are used by all involving parties who are assisting youths in a given community to capacitate the youth to thrive.

Practice refers the application of universality in youth development program to build positive orientation among youths (Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman,2012,p1).

According to Pittman, Irby, Tolman, Yohalem, & Ferber, (2002),the goal of youth development is:-

Competence includes knowledge and skills that enable a person to function more effectively to understand and act on the environment. Competence enables a person to accomplish what he or she spires, provided external situations are conducive, or to adapt to circumstances to achieve as much as possible. Character is what makes a person intend to do what is just, right, and good. Connections refer to social relations, especially with adults, but also with peers and with younger children. Confidence is the assuredness a person needs to act effectively. It enables a person to demonstrate and build competence and character in challenging situations. Contribution means that a person uses these and other attributes not only for self-centered purposes but also to give to others (Cited in Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman,2012 ,p.2-3).

As to Stephen F. Hamilton, Mary Agnes Hamilton, and Karen Pittman,(2012,p4), knowledge and practice of life skill is one of the decisive components that facilitate positive physical and intellectual development.

Experiential learning theory

This theory place higher emphasize for experience in the learning process and its name is derived from this central concept to differentiate it from other learning theory (David A. Kolb ,Richard E. Boyatzis & Charalampos Mainemelis,2000,p2).It defines leaning as the process whereby knowledge is created through the transformation of experience (David A. Kolb ,Richard E. Boyatzis & Charalampos Mainemelis, 2000, p.2).

According to David A. Kolb ,Richard E. Boyatzis & Charalampos Mainemelis(2000,p2):-

The Experiential Learning Theory model portrays two dialectically related modes of grasping experience -- Concrete Experience (CE) and Abstract Conceptualization (AC) --

and two dialectically related modes of transforming experience -- Reflective Observation (RO) and Active Experimentation (AE).....immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

According to Marilyn N. Norman and Joy C. Jordan (2012,p1) 4-H Youth Development modified five steps of the experiential learning model and mainly depends on it to teach life skills. The five steps are:-

1. Participant(s) experience the activity– perform or do it.
2. Participant(s) share the experience by describing what happened.
3. Participant(s) process the experience to determine what was most important and identify common themes.
4. Participant(s) generalize from the experience and relate it to their daily lives.
5. Participant(s) apply what they learned to a new situation.

(N. Norman and Joy C. Jordan ,p.1, 2012)

Systems theory

Anderson, Carter, & Lowe, (1999) defined system as “an organized whole made up of components that interact in a way from their interaction with other entities and which endures over some period of time” (As cited from Bruce D.Fri Edman and Karen Neuman, 2011,p7).

A familiar demarcation of systems in social work involves the designation of particular social systems as being micro-, mezzo-, or macro level depending on system size and complexity. Microsystems are understood to refer to small-size social systems, such as individuals and couples. Mezzo systems focus on intermediate-size systems, including

groups, support networks, and extended families. Macro systems focus on large systems, such as communities and organizations (Bruce D.Fri Edman and Karen Neuman, 2011,p3).

According to Anderson, Carter, & Lowe, (1999), Systems theory is a way of elaborating increasingly complex systems across a continuum that encompasses the person-in environment(As cited from Bruce D.Fri Edman and Karen Neuman, 2011,p1) .

Systems theory also enables us to understand the components and dynamics of client systems in order to interpret problems and develop balanced intervention strategies, with the goal of enhancing the “goodness of fit” between individuals and their environments (As cited from Bruce D.Fri Edman and Karen Neuman, 2011,p1)

Carol Germain (1992) has adopted Bronfenbrenner’s ecological environment and von Bertalanffy’s systems theory with specific applicability in social work and the ecological systems perspective is emerged in the field(As cited from Bruce D.Fri Edman and Karen Neuman, 2011,p10) . This perspective provides a framework for social workers to understand the client in terms of its interaction with the social environment.

She strongly advocated looking at the biopsychosocial development of individuals and families within cultural, historical, communal, and societal contexts, a perspective that requires us to look as well at all events in the person’s life (Bruce D.Fri Edman and Bruce D.Fri Edman,2011,p 10)

According to Bruce D.Fri Edman and Karen Neuman,(2011,p10),person development cannot be seen and understood in isolation from the environment. They states that it shall be understood in terms of its relation with the environment.

Policy Review

Federal Democratic Republic of Ethiopia, youth development policy

FDRE, Ministry of Sport, Youth and Culture (2004,p19) has ratified national youth policy as a tool to realize a vision of creating an empowered young generations who are equipped with all pertinent knowledge and skill build up on ethical integrity. According to the policy (2004,P28), any youth program directed towards youth development is expected to enable youths to be acquainted with new discoveries, inventions and innovations. Moreover, it asserts that any capacity building programs are intended to inculcate in the mind of youth of self confidence, creativity and hard work(MSYC,2004,P23).

Federal Democratic Republic of Ethiopia, Growth and Transformation Plan (GTP) 2010/11-2014/15

The current government of the land has endorsed a five years long-term development plan which is alive from 2010/11-2014/15. One of the strategic pillar of the plan is youth empowerment (MoFED,2010,p8). It asserts that youth program shall have strategic direction of producing innovative citizens who can contribute to the realization of the long term vision of making Ethiopia into a middle income economy (MoFED,2010,p49).

Federal Democratic Republic of Ethiopia, national life skills framework for young people in Ethiopia

One of the ministry offices who is in charge of youth related issue is Ministry of Youth and Sport. The minster has given an attention for life skill development and endorsed national life skill framework in 2008.

The document highlights the unlimited number of social evils encountered by youth in their day to day life and the contribution of life skill education in tackling these problems

(MYS,2008,P18-27). Moreover, the framework has taken UNICEF definition of life skill as the major package of life skill program (MYS,2008,P 50-51. Besides, it is underlined that any life skill program shall create an opportunity to practice and experience it in day to day life (MYS,2008,p54).

Previous study

One of the study conducted in the area of life skill is by Land-Grant University Educator (2011) which evaluate one year 4H's program for rural youths. The result of the study (2011,p4) shown that participants of Engaging Youth Serving Community program develop positive relationship with people around themselves. According to this study (2011,p4), youths who participate in governance program develop good perception of youth voice, trust and youth involvement in discussion. Youth aged 16-19 are having more positive attitude for youth voice and their involvement in discussion than youths aged 13-15 (Land-Grant University Educator, 2011,p4).

Regarding the impact of 4H after school activities, the study (2011,p4) come across that girls perceive the program as an opportunity than boys. Moreover, younger youths score higher in the area of fairness & respect and older youths are good at in the area of youth voices (Land-Grant University Educator, 2011,p4).

Concerning the contribution of the program on professional & volunteer development, the study finds as follow.

- Adults rated recognition of participation and youth decision-making and responsibility as the most important program strengths
- Older youth rated the program strengths of decision making, responsibility and recognition of participation significantly higher than their younger counterparts.
- Youth said the program's goals of youth decision-making and responsibility and

youth goal achievement were met most often (Land-Grant University Educator, 2011,p2).

Another study was also done by Madhumala sengupta, Sridipa Sinha and Mrinal Mukhopadhyay (2012) entitled “Life skill Education: A Means for Promoting Human Rights”. According to this study, high level of life skill has portrayed strong positive association with respect to the very elements of human rights (Madhumala sengupta, Sridipa Sinha and Mrinal Mukhopadhyay, 2012,p8).

The study postulated that the students who possess life skills will be able to Use their ability for critical thinking in identifying injustice and unfairness in society.

Prevent human right abuse in the society by using communication skill and ability for problem solving. Advocate and spread awareness about rights by means of self awareness, interpersonal skill and other social skills Resist peer pressure and also influence peers from indulging in unhealthy practices (Madhumala sengupta, Sridipa Sinha and Mrinal Mukhopadhyay, 2012,p8).

Yet, the study underline the influence of psychological and external socio-cultural factors other than life skill on developing positive perception towards human rights (Madhumala sengupta, Sridipa Sinha and Mrinal Mukhopadhyay, 2012,p8).

In Ethiopia, Abebe Asefa(2006) has conducted a study entitled “life skill and its contribution for work force development ,the case of sociology and social anthropology and psychology students at Addis Ababa University” by using 4H model of Targeting life skill Hendricks(1998). He employed mixed approach of both quantitative and qualitative method. The study examines the impact of Age, Sex, Religion, Location, Academic performance and Ethnicity on life skill development and its influence on workforce development of undergraduate students in the targeted department. The study finds that Sex has significant effect on decision

making and leadership before joining the university. Moreover, the study (2006) has found that sex & location has an influence on Healthy life style before joining university and GPA has affected HLS after joining university. Age, ethnic group and sex have an effect on self responsibility, respect & fairness and caring before joining university respectively (Abebe,2006).

Another evaluation conducted by Ministry of Finance and Economic Development and UNICEF in Ethiopia(2012,p20) assess the impact of youth development programs in all regional states including Addis Ababa and Dire Dawa City administration. The assessment (2012,p20) finds that 257,301 have taken capacity building program which includes life skill training. Accordingly, Dire Dawa city ranked first and followed by Addis Ababa city administration, Amhara and Oromia regional state in terms of accomplishing large number of participants(2012,p21). The assessment (2012,p22) concludes that the great majority (ranging from 86% to 99% across training areas) of those who participated in the training had positive views on improving their skills in assertiveness, dialogue management, decision making, and empathy across all regions and gender during the five-year period

Summary

One can see the fact that life skill education is a recent phenomenon on youth development programs. Since its birth in 1980's, different scholars have tried their best to materialize the concept at practice level. Besides, the paramount significance of life skill for producing contributing youth for the society has been studied in different program and context. Moreover, many reckoned humanitarian organization has given due attention for it and tries to devise workable definitions, strategies and teaching methodology for life skill education.

It is also plain to see the fact that many literatures and researches on the area of life skill focus on the impact and importance of life skill on the lives of the youth. In many instances, life skill is considered as a cause (independent) variables and an attempt was made to see its contribution for HIV/AIDS, human rights, academic performance, work force development and so on.

Chapter Three

Research Method

Research Design

This study was quasi experimental design with retrospective analyses of life skill and it employs quantitative design with descriptive, explanatory and predicative purpose. As Nicholas Walliman (2011,p113) states quantitative analyses is advisable when the research is intended to measure a certain variable and examine relationship between two or more variables.

The study was a cross sectional one in which the researcher was interested to examine the topic in a single period of time.

Unite of Analysis

The unite of analysis of this study was individuals between the age of 15-29 who were member of Addis Ababa youth Association at Lideta Sub City and participating in selected structured youth development program which was entertainment, education and community service provided by the association in the target area.

Sampling Method

Sample frame of the study was all youths between the age of 15-29 who were participating in structured youth development programs in Community service, education service and entertainment program in targeted area. According to the latest data received from the Association, there were 3244 registered member of the association .Among the registered member,224 were participating in the aforementioned youth development programs and these were the sampling frame of this study.

Accordingly, the total number of sample size was 141 .The total populations were stratified in to eight woredas and final respondents were selected from each stratum as per its proportion by using simple random sampling.

Instrumentation

Based on the work of Hendricks (1998) Targeting Life Skill Model, University of Illinois has developed scales to measure selected elements of life skill (UIE, 1999,p1). The validity of this measurement was seen at face value with youth participation coordinator of Addis Ababa City Administration, Lideta Sub City Woreda 03 and some additional items were added in the scale (Please see the Annex, to get the additional items).

After the new items were added, the researcher has conducted pretest at Addis Ababa City Administration Lideta Sub City Woreda 04 on 24 respondents and its internal consistency was measured by using Alpha Cronbach in SPSS version 20. Accordingly the result of the pre test for each elements of life skill depicted as follow.

Decision making (0.779), Responsibility (0.925), Marketing Skill (0.868), Caring(0.914), Trustworthiness (0.78), Healthy life style (0.761),citizenship(0.856),Fairness(0.805), Self Responsibility (.893), Leadership(0.764),Accepting Difference(0.817),Wise Use of Resource(0.775),Communication(0.752) and Respect(0.875)

Then, this scale was used during the actual data collection phase. Moreover, open ended and close ended questions were developed on the independent variables and employed in data collection after the pre test.

Data Collection

Due to non-pre planned training and meeting program, I could not get my respondents as per the scheduled data collection time. Moreover, most of my respondents were highly engaged

in organizing a program entitled “feeding the poor” on the occasion of Eastern Holiday. These affect the data collection phase to take some additional more time than the planed one.

The instrument was translated in to Amharic in order to ensure clear understanding among the respondents.

Before the actual data collection, the purpose of the study was clearly explained to the respondents for 30minute. Their informed consent to participate in the research was asked and taken in written format (Please see the annex for written consent form). Respondents under the age of 18 were required to bring the consent of her/his parents/guardians before participating in the research.

The actual data for this research purpose was collected from eight woredas out of ten at Lideta Sub City. Woreda 04 has already participated during the pretest and Woreda 9 was dissolved due to urban reconstruction program. Therefore, the two Woredas were excluded from the actual research.

There were 12 respondents who did not return the questionnaire and filled the required information appropriately for different reasons. In order to ensure the generalizeability of the study, additional 12 respondents were selected from Woreda 03, 06 & 07.

Data Cleaning

All the data collected from respondents were entered to the computer system called SPSS version 20. The stored data were critically viewed to ensure that all data were correctly entered to the system and any errors were not committed. Moreover, the data were checked for an outliers and missing one. Some outlier values were found in number of hours spends in religious activities and missing data for some elements of life skill. Yet its significance was less than 5% and the researcher leave the data as it was.

Measurement

A total of 66 items were used to measure the dependant variable which do have fourteen elements. All of them are measured in lickert scale as No, Very Rarely, Sometimes, Most of the time and Yes. Moreover, there were nine questions to measure the independent and control variables. Among the questions, four (44.4%) of them were measured at nominal level, one (11.1%) questions at ordinal level and two (22.2%) of them were measured at ratio level.

Data Analyses

As Nicholas (2011,p117) asserts that Uni-variate analysis of descriptive statics were employed in order to show how the values variables are distributed. In this case frequency distribution mainly percentage and frequency was employed particularly to answer those research questions which call for descrbtive statistics (Nicholas, 2011,p117).

Moreover the statistical analyses method to determine interplay between dependant, independent and control variables is depicted as follow

Table 1: Statistical Application for Data Analyses

Independent variable				Dependant variable				statistical application
Description	Value	Level of measurement	Variable type	Description	Value	Level of measurement	Variable type	
Sex	2	Nominal	Categorical	Life skill	5	Ordinal	Continuous	2-sample T-test
Age	Many possible values	Ratio	Continues	Life skill	5	Ordinal	Continuous	Linear regression
Religious affiliation	Many possible value	Ratio	Continuous	Life skill	5	Ordinal	Continuous	Linear regression
Ethnicity	4	Nominal	Categorical	Life skill	5	Ordinal	Continuous	One way-ANOVA
Program type	3	Nominal	Categorical	Life skill	5	Ordinal	Continuous	One-way - ANNOVA
Educational background	3	Ordinal	Categorical	Life skill	5	Ordinal	Continuous	One Way-ANNOVA
Political afflation	3	Nominal	Categorical	Life skill	5	Ordinal	Continuous	One way-ANNOVA

Note: - the aforementioned table format is taken from the following sources and modified to fit for this study.

- Roche Mountain University (2013). How to chose appropriate statistical approaches, retrieved from www.youtube.com/watch?v=dcS6_I63PHs
- Nensom USP(2013). Level of measurement and choosing the correct statistical Test www.upa.pdx.edu/IOA/newsom/da1/holevels.pdf

Moreover, multivariate analyses of multiple regression were made to see the impact of all dependant and control variable together on the one hand on life skill development.

Chapter Four

Finding

This part of the study depicts major findings in relation to the onset research questions and objectives. Accordingly, this chapter has four major sections. The first section presents descriptive finding of the study. This was followed by result from paired sample T-Test on contribution of youth program for selected elements of life skill. Thirdly, statistical result on the influence of control and independent variables on elements of life skill was presented. Finally, a statistical finding on most influential bodies for life skill development of program participants was depicted.

Descriptive Finding

A total of 141 respondents were participated in this research. Among research participants, 65 (46.1%) and 76 (53.9%) of them were male and female respondents respectively.

As indicated in the following table, ethnic compositions of respondents were Amhara 46 (32.6%), Oromo 42 (29.8%), SNNPR 34 (24.1%) and Others 19 (13.1%) respectively. This was slightly different from the national figure in which the largest proportion of the total population belongs from Oromo Ethnic group.

Educational background was measured in ordinal level in which it was categorized as primary school (grade 1-8), high school (from grade 9-12) and college/university. Accordingly 24 (17%) were from primary school, 76 (53.9%) were from high school and 41 (29.1%) were from college/university.

Among the total youths who respond to the survey 45 (31.9%) of them has identified themselves as supporter of EPRDF. The majority of them that was 63 (44.7%) have no any political affiliation with any political party and 33 (23.4%) identify themselves as neutral. There

were no single respondents who identify himself/herself as supporter of any anti ruling political party.

Most of program participants who respond to the survey questionnaire were involving in entertainment program. Community service and education program were positioned in second and third rank respectively. Accordingly, 68 (48.2%) of the total population were registered member of entertainment program. Moreover, 41(29.1%) and 32(22.7%) of them were participating in community service and educational program respectively. (Please see Table 2 for detail information).

Table 2: Descriptive statistics for independent and control variables measured at ordinal and nominal level of measurement

	Frequency	Percent	Cumulative Percent
Gender			
Male	65	46.1	46.1
Female	76	53.9	100.0
Total	141	100.0	
Ethnicity			
Amhara	46	32.6	32.6
Oromo	42	29.8	62.4
SNNPR	34	24.1	86.5
Others	19	13.5	100.0
Total	141	100.0	
Education			
primary school	24	17.0	17.0
High school	76	53.9	70.9
College/university	41	29.1	100.0
Total	141	100.0	
Political affiliation			
Yes	45	31.9	31.9
No	63	44.7	76.6
neutral	33	23.4	100.0
Total	141	100.0	
Program Type			
Entertainment	68	48.2	48.2
Community service	41	29.1	77.3
Education	32	22.7	100.0
Total	141	100.0	

As indicated in the following table, the mean age of research participants was 20.11 (SD 3.45). The minimum age was 15 and the maximum was 29 years of age. Moreover, as it is indicated in operational definition of this study, religious participation was defined as the number of hours that the particular respondent spend on religious related practice per week. Accordingly, the mean hour was 4.87(SD=3.67). The lowest number of hours was 0.00 and the highest was 21 hours per a week.

Table 3: Descriptive Statistics for Control Variable Measured at Ratio Level

	N	Minimum	Maximum	Mean	Std. Deviation
Age	141	15	29	20.11	3.458
Religious participation	141	0	21	4.87	3.679
Valid N	141				

Result From One Sample T-Test

Before joining the program, top five mean score was found for Not cheat or steal (4.39), Be loyal to friends, family, and country (4.38), Do the right thing(4.20,)Keep my promises(4.14), Tell the truth(4.06) respectively. The least top mean score was found for Work to see new business opportunities out of challenges(1.17),Use my time wisely (1.92),Plan how to use my financial resources(before)(1.96), Organize a group to reach its goal(2.07) and Use different leadership styles(2.18) respectively. (Please see Table 4 for detail information).

Table 4:Top and Bottom Five Items Before Joining the Program

	N	Mean	SD	Std. Error
Top five items before joining the program				
Not cheat or steal	141	4.39	.595	.050
Be loyal to friends, family, and country	141	4.38	.673	.057
Do the right thing	141	4.20	.795	.067
Keep my promises	141	4.14	.672	.057
Tell the truth	141	4.06	.715	.060
Bottom five items before joining the program				
Use different leadership styles	141	2.18	1.037	.087
Organize a group to reach its goal	141	2.07	1.093	.092
Plan how to use my financial resources	141	1.96	.814	.069
Use my time wisely	141	1.92	.747	.063
Work to see new business opportunities out of challenges	141	1.17	.492	.041

After joining the program, the highest mean score was found for Have control over my own personal goals/future (4.59), Give priority for elders and PWD while using public service (4.56), Understand it is important to follow through on commitments I have made(4.52),Do may share to make may school and community better(4.52) and be a good neighbor(4.52) respectively. (Please see Table 5 for detail information)

Table 5:- Top and Bottom Five Items After Joining the Program

	N	Mean	SD	Std. Error
Top five items after joining the program				
Have control over my own personal goals/future	141	4.59	.562	.047
Give priority for elders and PWD while using public services	141	4.56	.602	.051
Understand it is important to follow through on commitments I have made.	141	4.52	.580	.049
Do my share to make my school and community better	141	4.52	.713	.060
Be a good neighbor	141	4.52	.568	.048
Bottom five				
Manage stress positively in my life	141	3.45	.981	.083
Vote and be involved in elections	141	2.57	1.609	.136
Use my time wisely	141	2.30	.808	.068
Plan how to use my financial resources	141	2.29	.858	.072
Work to see new business opportunities out of challenges	141	1.30	.620	.052

Moreover, when we compare mean difference for elements of life skill before and after joining the program, leadership come first with a mean difference of 6.69. Responsibility and fairness positioned in second and third rank with mean difference of 5.68 and 5.63 respectively. The least mean score difference was found for healthy life style choice (0.14) followed by trust Worthiness (0.51) and accepting Difference (3.19) respectively. (Please see Table 6 for detail information).

Table 6: Mean Score Difference for Elements of Life Skill Before and After Joining the Program

Description	N	Mean	SD	SE	Description	N	Mean	SD	SE	Mean diff.
Leadership before	141	9.049	3.388	.285	Leadership after	141	15.738	3.025	.254	6.688
Responsibility before	134	20.62	5.726	.494	Responsibility after	141	26.305	3.207	.270	5.678
Fairness before	141	20.432	5.615	.472	Fairness after	141	26.070	3.540	.298	5.638
Citizenship before	141	19.567	6.275	.528	Citizenship after	141	24.595	2.818	.237	5.028
Self responsibility before	141	13.127	4.659	.392	Self responsibility after	141	17.865	1.844	.155	4.737
Marketing before	141	18.964	5.266	.443	Marketing after	141	23.503	2.623	.220	4.539
Caring before	139	21.474	5.704	.483	Caring after	141	25.609	3.940	.331	4.135
Wise Use of resource before	141	8.77	1.839	.155	Wise use of resource after	141	12.780	1.728	.145	4.014
Communication before	141	11.312	2.947	.248	Communication after	141	15.184	3.215	.270	3.872
Respect before	141	14.028	3.876	.326	Respect after	138	17.507	1.915	.163	3.479
Decision-making before	141	8.04	3.081	.259	Decision making after	141	11.347	2.917	.245	3.312
Accepting difference before	141	8.936	3.146	.265	Accepting difference after	141	12.134	3.875	.326	3.199
Trust worthiness before	141	21.170	2.437	.205	Trust worthiness after	141	21.687	1.916	.161	0.518
Healthy lifestyle before	139	17.798	3.886	.329	Healthy lifestyle after	139	17.942	3.595	.304	0.144

Result From Paired Samples T-Test

According to the survey result of this study, the significance value for paired sample t-test between elements of life skill before and after joining the program has resulted 0.00 excluding of healthy life style choice. The p-value for healthy life choice was 0.156 which was not significant since it is greater than 0.05. Paired samples correlation result has shown significance value of P less than or equal to 0.05 for all elements of life skill except for accepting difference (0.43), Self responsibility (.320), Respect (.338), Responsibility (.983) and fairness (.928) before and after joining the program.

Moreover, Paired sample T-test was computed for total mean score of respondents before and after joining the program. The result shows that there is significant change between pre and post mean score results with –Value of 0.00. (Please see Table 7 for detail information).

Table 7:Result of Paired Sample T- Test

			Mean	SD.	SE	Paired		T	df	P.
						95% CI				
						Lower	Upper			
Pair 1	Decision making before		-3.31	3.56	.30	-3.90	-2.71	-11.02	140	.000
Pair 2	Decision making after									
Pair 2	Wise use of resource before		-4.01	1.92	.161	-4.33	-3.69	-24.78	140	.000
	Wise use of resource after									
Pair 3	Communication before		-3.87	3.84	.32	-4.51	-3.23	-11.94	140	.000
	Communication after									
Pair 4	Accepting diff, before		-3.19	4.82	.40	-4.00	-2.39	-7.87	140	.000
	Accepting diff. after									
Pair 5	Leadership before –		-6.68	3.96	.33	-7.34	-6.02	-20.00	140	.000
	Leadership after									
Pair 6	Healthy life style before –		-.14	1.18	.10	-.34	.05	-1.42	138	.156
	healthy life style after									
Pair 7	Self responsibility before		-4.73	4.86	.40	-5.54	-3.92	-11.56	140	.000
	self responsibility after									
Pair 8	Trustworthiness before		-.51	1.23	.10	-.72	-.31	-4.98	140	.000
	Trustworthiness after									
Pair 9	Respect before –		-3.50	4.21	.35	-4.20	-2.79	-9.75	137	.000
	Respect after									
Pair 10	Responsibility before-		-5.82	6.55	.56	-6.94	-4.70	-10.27	133	.000
	Responsibility after									
Pair 11	Fairness before –		-5.63	6.66	.56	-6.74	-4.52	-10.05	140	.000
	Fairness after									
Pair 12	Caring before –		-4.11	5.80	.49	-5.08	-3.14	-8.36	138	.000
	Caring after									
Pair 13	Citizenship before –		-5.02	5.60	.47	-5.96	-4.09	-10.65	140	.000
	Citizenship after									
Pair 14	Marketing before –		-4.53	5.24	.44	-5.41	-3.66	-10.26	140	.000
	Marketing after									
Pair 15	Total Score Pre –		50.92	52.72	4.44	-59.70	-42.15	-11.47	140	.000
	Total Score Post									

Result from One Way ANOVA for Program type.

Before joining the program, types of program activities has an influence on decision making (P value of 0.03), wise use of resource (P value of 0.033), Communication skill (P value of 0.01), Trustworthiness (P value of 0.042), Respect (P value of 0.00), responsibility (P value of 0.022), Caring (P value of 0.00), Citizenship (P value of 0.026), marketing (P value of 0.002). Accordingly, the influence of program type was at 95% confidence level for decision making, wise use of resource, Trust worthiness, caring & citizenship and 99% confidence level for communication skill & marketing skill. Moreover, the effect of program type was found at 99.9 % confidence level for respect and caring.

Regarding decision making, significance variance was observed between youth program participants in entertainment & Community service and Community service & Educational service. Accordingly, youth participants in community service comes first with mean value of 9.1 and followed by Education service (Mean= 7.72) and Entertainment (Mean=7.54) respectively.

Concerning wise use of resource, statistically meaningful variance was observed between youth program participants in entertainment and Community service. Thus, youth participants in community service comes first with mean value of 9.39 and followed by Entertainment which do have mean value of 8.47.

Regarding Communication skill, based on the result of mean comparison by LSD, significance variance were observed between youth program participants in entertainment and Community service program. Accordingly, youth participants in community service with mean value of 12.2 were better than youth participants in Entertainment program (Mean=10.63).

Concerning trustworthiness the survey result analyzed by SPSS version 20 indicates that significance variance were observed between youth program participants in entertainment and Education program. Accordingly, youth participants in education program with mean value of 22.06 were better than program participants in entertainment services whose mean value were 20.75

Regarding respect, significance variance was observed between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in community service comes first with mean value of 15.7 compared to entertainment program (Mean= 12.66) and youths in education service(Mean=15.7) were better than program participants in entertainment services.

Concerning responsibility, significance variance was observed between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in Education service comes first with mean value of 22.31 compared to entertainment program(Mean= 19.2) and youths in education service(Mean=21.51) were better than program participants in entertainment services.

Concerning caring, based on survey result of this study, significance variance was observed between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in Community service comes first with mean value of 23.6 compared to entertainment program (Mean= 19.37) and youths in education service (Mean=23.06) were better than program participants in entertainment services.

Regarding citizenship the survey result analyzed by SPSS version 20 indicates that significance variance was observed between youth program participants in entertainment and

community service. Accordingly, youth participants in community service with mean value of 21.53 were better than program participants in entertainment services whose mean value were 18.23

Concerning marketing skill, based on survey result of this study, significance variance was observed between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in Community service comes first with mean value of 20.7 compared to entertainment program (Mean= 17.41) and youths in education service (Mean=19.96) were better than program participants in entertainment services. (Please see Table 8 for further information and annex II for mean value)

Table 8:Result from One Way ANOVA for Program Type (Before joining the program)

			Sum of Squares	df	Mean Square	F	Sig.
Decision making before		Between Groups	65.877	2	32.938	3.599	.030
		Within Groups	1262.946	138	9.152		
		Total	1328.823	140			
Wise Use of resource before		Between Groups	22.861	2	11.430	3.502	.033
		Within Groups	450.416	138	3.264		
		Total	473.277	140			
Communication before		Between Groups	71.973	2	35.986	4.340	.015
		Within Groups	1144.297	138	8.292		
		Total	1216.270	140			
Trustworthiness before		Between Groups	37.485	2	18.743	3.256	.042
		Within Groups	794.430	138	5.757		
		Total	831.915	140			
Respect before		Between Groups	260.709	2	130.355	9.760	.000
		Within Groups	1843.177	138	13.356		
		Total	2103.887	140			
Responsibility before		Between Groups	245.836	2	122.918	3.913	.022
		Within Groups	4115.507	131	31.416		
		Total	4361.343	133			
Caring before		Between Groups	557.500	2	278.750	9.639	.000
		Within Groups	3933.161	136	28.920		
		Total	4490.662	138			
Citizenship before		Between Groups	282.680	2	141.340	3.729	.026
		Within Groups	5229.930	138	37.898		
		Total	5512.610	140			
Marketing before		Between Groups	327.822	2	163.911	6.363	.002
		Within Groups	3555.000	138	25.761		
		Total	3882.823	140			

After joining the program the influence of program type were found on communication skill (P value of 0.001),Leadership skill (P value of 0.013),Trustworthiness (P value of 0.027),Respect (P value of 0.025),Caring (P value of 0.048),Citizenship (P value of 0.01) and Marketing (P value of 0.001). Thus, the effect of the aforementioned independent variable on selected elements of life skill were at 95 % confidence level for Trustworthiness, Respect &

caring and 99% confidence level for leadership skill and citizenship. Moreover, the influence of program type was at 99.9 % confidence level for communication and marketing skill.

Regarding communication skill, significance variance were observed between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in community service comes first with mean value of 16.48 and followed by Education service (Mean= 15.68) and Entertainment (Mean=14.16) respectively.

Concerning leadership, based on survey result of this study, significance variance was observed between youth program participants in entertainment & Community service and community service & Educational service. Accordingly, youth participants in Community service comes first with mean value of 16.78 compared to entertainment program (Mean= 15.57) and youths in Community service were better than program participants in education service(mean=14.75).

Regarding trust worthiness, acceptable level of significance variance was observed between youth program participants in entertainment and education services. Accordingly, youth participants in education service comes first with mean value of 22.37 as compared to Entertainment service (Mean=21.29).

Regarding respect, the survey result analyzed by SPSS version 20 indicates that significance variance were observed between youth program participants in education program and community service. Accordingly, youth participants in community service with mean value of 18.13 were better than program participants in education service whose mean value were 16.9

Concerning caring, it can be clearly seen in LSD result to observe the variance between youth program participants in entertainment & Community service and Entertainment &

Educational service. Accordingly, youth participants in community service comes first with mean value of 26.75 compared to entertainment program (mean=24.85). Besides, program participants in educational program with mean value of 25.75 were better than youths in entertainment program.

Regarding citizenship as it is clearly seen in LSD result of mean comparison, there were significance variance between youth program participants in entertainment & Community service. Accordingly, youth participants in community service comes first with mean value of 25.68 and as compared to program participants in Entertainment service with mean value of 24.01.

Concerning marketing, there were significant mean difference between youth program participants in entertainment & Community service and Entertainment & Educational service. Accordingly, youth participants in community service comes first with mean value of 24.48 as compared to Entertainment program whose mean value was 22.69. Moreover, program participants in educational service with mean value of 23.5 were scored better than program participants in entertainment services. (Please see Table 9 for further information and annex II for mean value)

Table 9:Result from One Way ANOVA for Program Type (After joining the program)

		Sum of Squares	df	Mean Square	F	Sig.
Communication after	Between Groups	148.866	2	74.433	7.911	.001
	Within Groups	1298.339	138	9.408		
	Total	1447.206	140			
Leadership after	Between Groups	77.634	2	38.817	4.450	.013
	Within Groups	1203.657	138	8.722		
	Total	1281.291	140			
Trustworthiness after	Between Groups	26.213	2	13.106	3.706	.027
	Within Groups	488.057	138	3.537		
	Total	514.270	140			
Respect after	Between Groups	26.667	2	13.334	3.783	.025
	Within Groups	475.826	135	3.525		
	Total	502.493	137			
Caring after	Between Groups	93.456	2	46.728	3.100	.048
	Within Groups	2080.090	138	15.073		
	Total	2173.546	140			
Citizenship after	Between Groups	72.219	2	36.110	4.793	.010
	Within Groups	1039.738	138	7.534		
	Total	1111.957	140			
Marketing after	Between Groups	91.521	2	45.760	7.244	.001
	Within Groups	871.727	138	6.317		
	Total	963.248	140			
Total Score Pre	Between Groups	16949.938	2	8474.969	3.054	.050
	Within Groups	382918.799	138	2774.774		
	Total	399868.738	140			
Total Score Post	Between Groups	16260.903	2	8130.451	10.116	.000
	Within Groups	110912.586	138	803.714		
	Total	127173.489	140			

Moreover, the effect of program type were found on pre total score (P value of 0.05) and post total score (P value of 0.00).Thus the influence of program type on total pre score were at

95% confidence level and 99.9% confidence level for post total pre score. There were significant variance between program participants at entertainment and community service program as observed from pre total mean score. Accordingly youths at community service with mean value of 236.9 scored higher than youths in entertainment program whose mean value were 211.16. Besides, youth participants at community serviced stand first with mean value of 288.00 as compared to program participants in entertainment program (262.95) in post total mean score. Moreover, participants at community service were better than youths who were participating in educational program (Mean=269.40) as observed from post total mean score.

Finding on the Effect of Independent and Control Variables on Dependant Variables

Gender. Before joining the program gender had an effect on decision making at P value of 0.05 or at 95% confidence level. The mean of male and female for the aforementioned element of life skill were 8.58 and 7.57 respectively. Therefore, male youths who were participating in youth development programs were better in decision making than their female counter parts. Moreover, gender were found to have an effect on accepting difference before joining the program at P value of 0.004 or 99% confidence interval. The mean value of male and female program participants was 8.10 and 9.64 respectively. Accordingly, female youth scored higher than their male counter parts.

Moreover, gender has influenced caring (P value of 0.029) and marketing skill (P value of 0.4) with 95% confidence level before joining the program. Regarding caring, female youth participants with mean value of 5.88 were better than male program participants who do have mean value of 5.29. On the other hand, male participants with mean value of 5.55 were better than female program participants who have scored mean value of 4.88 on marketing skill.

Moreover, after joining the program the influence of gender were not observed on any of elements of life skill. Besides, total & post mean score were not affected by the aforementioned independent variables. (Please see Table 10 for further information and annex II for mean score)

Table 10: Result from Independent Sample T-Test for Gender

Variables		t-test for Equality of Means					95% CI Diff.	
		T	df	P	Mean Diff.	Std. Error Diff.	Lower	Upper
Decision-making before	Equal variances assumed	1.97	139	.05	1.019	.515	.000	2.037
	Equal variances not assumed	1.98	136.66	.05	1.019	.514	.002	2.035
Accepting difference before	Equal variances assumed	-2.97	139	.004	-1.537	.517	-2.560	-.514
	Equal variances not assumed	-2.97	135.88	.003	-1.537	.517	-2.559	-.514
Caring before	Equal variances assumed	-2.20	137	.029	-2.117	.959	-4.012	-.221
	Equal variances not assumed	-2.230	136.062	.027	-2.117	.949	-3.994	-.239
Marketing before	Equal variances assumed	-2.101	139	.037	-1.846	.879	-3.584	-.108
	Equal variances not assumed	-2.079	128.578	.040	-1.847	.888	-3.603	-.089

Ethnicity. Before joining the program ethnicity were found to have an effect on wise use of resources at P value of 0.007 or 99% confidence level. When we see multiple comparisons by using LSD among four ethnic categories, the effect was observed between Amhara and SNNPR and Oromo and SNNPR. Based on the mean score of each category, youth program participants who identify themselves with Amhara Ethnic group (7.93) finds higher score than SNNPR (7.88)

and Oromo (8.83) than SNNPR (7.88) respectively. Moreover, Ethnicity had an effect on communication skill at P value of 0.005 or 99% confidence level before joining the program. When we look at multiple comparisons by using LSD among the four ethnic categories, the effect was observed between Amhara & SNNPR and Oromo and SNNPR. According to the mean score of each categories which was Amhara (12.10), Oromo (11.71) and SNNPR (9.85), youth program participants who identify themselves with Amhara Ethnic group finds higher score than SNNPR and Oromo than SNNPR respectively. Besides, self responsibility was influenced by ethnicity at P value of 0.009 or 99% confidence level before joining the program. The influence of Ethnicity was observed between Amhara & SNNPR and Oromo and SNNPR. Based on mean score of each category, Amhara than SNNPR and Oromo than SNNPR had scored better results.

In addition to this, the effect of ethnicity were observed on respect (P value of 0.002), responsibility(P value of 0.003) and citizenship(P value of 0.001) before joining the program at 99% confidence level excluding of citizenship for which the effect were observed 99.9 % confidence level . According to the result of multiple comparisons by using LSD Amhara than SNNPR and Oromo than SNNPR has got better mean score in relation to respect and citizenship. Regarding responsibility, the variance was observed between Amhara and SNNPR, Oromo & SNNPR and SNNPR and Others. Based on the mean score of each categories, Amhara (21.06) better than SNNPR (16.23), Oromo (21.28) better than SNNPR (16.23) and Others better than (18.1). (Please see Table 11 for further information and annex II for mean score)

Table 11:-Results from One –Way ANOVA for Ethnicity (Before joining the program)

			Sum of Squares	df	Mean Square	F	P.
Wise Use of resource before	Between Groups		40.385	3	13.462	4.260	.007
	Within Groups		432.891	137	3.160		
	Total		473.277	140			
Communication before	Between Groups		109.187	3	36.396	4.504	.005
	Within Groups		1107.082	137	8.081		
	Total		1216.270	140			
Self responsibility before	Between Groups		245.423	3	81.808	4.011	.009
	Within Groups		2794.279	137	20.396		
	Total		3039.702	140			
Respect before	Between Groups		217.260	3	72.420	5.259	.002
	Within Groups		1886.627	137	13.771		
	Total		2103.887	140			
Responsibility before	Between Groups		447.210	3	149.070	4.951	.003
	Within Groups		3914.133	130	30.109		
	Total		4361.343	133			
Citizenship before	Between Groups		645.327	3	215.109	6.055	.001
	Within Groups		4867.283	137	35.528		
	Total		5512.610	140			

After joining the program, the effect of Ethnicity were observed on decision making (P value of 0.01), wise use of resource (P value of 0.01), accepting difference(P value of 0.02) , leadership (P value of 0.002), respect (P value of 0.00), fairness (P value of 0.01) and citizenship (P value of 0.01) at 99% confidence level except for accepting difference and respect for which the result were at 95% & 99.9% confidence level respectively. The variance on decision making after joining the program was observed between Amhara & Oromo. Based on the comparison of mean value of each category, Oromo with mean value of 12.3 score better than Amhara with mean value of 11.0.The influence of Ethnicity on wise use of resources were observed between

Amhara & Oromo and Oromo & SNNPR. The mean value of each ethnic category has depict that Oromo (mean 13.45) were better than Amhara (mean= 12.65) and SNNPR (mean=12.20). As far as accepting difference is concerned, significant difference was resulted between Amhara and Oromo and Oromo and others. Oromo with mean value of 13.5 were better than Amhara (mean=11.45) and Others (mean= 12.17). Youth participants from SNNPR with mean value of 17.2 were better than Oromo (mean=15.78) and Amhara (15.26) on leadership skill. Significance variance was observed among all categories of ethnic groups in relation to respect for others. Accordingly, SNNPR with mean value of 18.82 were better than Amhara (mean=17.73), Oromo (16.79) and Others (mean=16.05).Fairness was varied among Amhara and SNNPR, SNNPR and Others and Amhara and Others. Accordingly, SNNPR with mean value of 26.94 were better than Amhara (mean=25.6) and Others (mean=24.00).Concerning citizenship, significance difference were observed among Amhara and Others and Oromo and Others. Accordingly, Amhara with mean value of 25.32 were better than Oromo (mean=24.71) and others (mean=22.89). (Please see Table 12 for further information and annex II for mean score)

Table 12:-Results from One –Way ANOVA for Ethnicity (after joining the program)

Variable		Sum of Squares	df	Mean Square	F	P.
Decision making after	Between Groups	85.765	3	28.588	3.541	.016
	Within Groups	1106.207	137	8.075		
	Total	1191.972	140			
Wise use of resource after	Between Groups	31.365	3	10.455	3.703	.013
	Within Groups	386.819	137	2.823		
	Total	418.184	140			
Communication after	Between Groups	62.645	3	20.882	2.066	.108
	Within Groups	1384.561	137	10.106		
	Total	1447.206	140			
Accepting difference after	Between Groups	139.480	3	46.493	3.245	.024
	Within Groups	1962.959	137	14.328		
	Total	2102.440	140			
Leadership after	Between Groups	131.265	3	43.755	5.212	.002
	Within Groups	1150.026	137	8.394		
	Total	1281.291	140			
Respect after	Between Groups	121.376	3	40.459	14.225	.000
	Within Groups	381.117	134	2.844		
	Total	502.493	137			
Fairness after	Between Groups	139.976	3	46.659	3.957	.010
	Within Groups	1615.315	137	11.791		
	Total	1755.291	140			
Citizenship after	Between Groups	81.253	3	27.084	3.600	.015
	Within Groups	1030.705	137	7.523		
	Total	1111.957	140			

Moreover, Ethnicity has an influence on total pre score (P value of 0.008) and total post score (P value of 0.007). Thus, the independent variable has influenced total pre & post score at 99% confidence level. Significance difference was observed between Amahra and SNNPR,

Oromo and SNNPR, and SNNPR and Others on total pre score. Accordingly, Amhara with mean value of 234.00 stands first and followed by others (mean=232.05), Oromo (mean=222.02) and SNNPR (mean=195) respectively. Significance values were resulted between Amhara and Oromo, Oromo and Others, and SNNPR and others. The mean value of each ethnic category prevails that Oromo with mean value of 282 comes first and followed by SNNPR (mean=272), Amhara (Mean=267) and others (mean=256) respectively. (Please see Table 13 for further information and annex II for mean score)

Table 13:-Results from One –Way ANOVA for Ethnicity (pre & post total mean score)

Variable		Sum of Squares	df	Mean Square	F	P.
Total Score Pre	Between Groups	33063.843	3	11021.281	4.116	.008
	Within Groups	366804.894	137	2677.408		
	Total	399868.738	140			
Total Score Post	Between Groups	10671.572	3	3557.191	4.183	.007
	Within Groups	116501.918	137	850.379		
	Total	127173.489	140			

Educational background. Before joining the program, educational background has an influence on communication skill (P value of 0.026), leadership skill (P value of 0.004) and citizenship (P vale of 0.007). This means educational background has an effect at 95%,99% and 99% confidence level on communication skill, leadership skill and citizenship respectively. According to multiple comparison results by LSD, the variance on leadership skill is observed between high school and college students. Accordingly, college students with mean value of 12.09 have scored better than high school students who do have mean value of 10.69. Concerning leadership skill, significant variance is observed between primary school and high school students. Thus, primary school students with mean value of 10.79 have scored better than

high school students who do have mean value of 8.27. Regarding citizenship element of life skill, the variance is occurred between students of Primary school and high school and high school and college students. Accordingly, students from higher school with mean value of 18.69 has scored better than primary school that does have mean value of 17.95. Besides, college students with mean value of 22.12 were better than high Scholl who do have mean value of 18.69.

After joining the program, the influence of educational background were occurred on decision making (P value of 0.002), wise use of resources (P value of 0.01),self responsibility (P value of 0.014), respect(P value of 0.006),responsibility (P value of 0.009), caring (P value of 0.011) and citizenship(P value of 0.00). This means, educational background has an effect at 99% confidence level for each of the aforementioned elements of life skill excluding of citizenship for which the independent variable influence at 99.9% confidence level. The specific variance among each category of the independent variable was analyzed by mean comparison by using LSD. Accordingly, significant variance was observed between students of primary school and college, and high school and college students. Students from high School with mean value of 11.95 were scored better than college students who have mean value of 11.34. Moreover, students from high School with mean value of 11.86 were better than college students who have mean value of 11.34. Regarding wise use of resources high school students with mean value of 13.3 were better of college students who do have mean value of 12.12. Concerning self responsibility, significant variance was observed between college and high school students.

Thus, college students with mean value of 18.46 were better than primary students who do have mean value of 17.12. Regarding respect which is one element of life skill, the significant difference is observed between students from primary school and high school, and

primary school and college students. Accordingly students from high school (Mean=17.83) and College (Mean=17.56) were better than primary school students (mean=16.63) in the two instances.

The effect of education was not observed on total pre and post mean scores. (Please see Table 14 for further information and annex II for mean score)

Table 14: Results from One –Way ANOVA for Educational Background

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Communication before	Between Groups	31.393	2	3.756	62.787	.026
	Within Groups	8.359	138		1153.483	
	Total		140		1216.270	
Leadership before	Between Groups	62.651	2	5.836	125.302	.004
	Within Groups	10.734	138		1481.351	
	Total		140		1606.652	
Citizenship before	Between Groups	193.611	2	5.213	387.222	.007
	Within Groups	37.140	138		5125.388	
	Total		140		5512.610	
Decision-making after	Between Groups	50.677	2	6.412	101.353	.002
	Within Groups	7.903	138		1090.618	
	Total		140		1191.972	
Wise use of resource after	Between Groups	13.576	2	4.791	27.152	.010
	Within Groups	2.834	138		391.033	
	Total		140		418.184	
Self responsibility after	Between Groups	14.211	2	4.377	28.422	.014
	Within Groups	3.247	138		448.017	
	Total		140		476.440	
Respect after	Between Groups	18.267	2	5.292	36.534	.006
	Within Groups	3.452	135		465.958	
	Total		137		502.493	
Responsibility after	Between Groups	47.863	2	4.914	95.726	.009
	Within Groups	9.740	138		1344.160	
	Total		140		1439.887	
Caring after	Between Groups	68.238	2	4.623	136.477	.011
	Within Groups	14.761	138		2037.069	
	Total		140		2173.546	
Citizenship after	Between Groups	100.316	2	15.191	200.633	.000
	Within Groups	6.604	138		911.325	
	Total		140		1111.957	

Age. The effect of age on different element of life skill were analyzed by linear regression on SPSS version 20. The result of the analyses depict that before joining the program Age has an effect on decision making (P value of 0.033 or 95% confidence interval), Respect (P value of 0.02 or 95% confidence interval) and citizenship (P value of 0.001 or 99.9% confidence interval). Change in decision making at 3.2% were accounted for the effect of age. An increase by one value on age were resulted change at – 0.160 on decision making. Besides, 3.8% of change on respect were accounted for change in age. Change in the value of age by one was resulted an increase by 0.219 on respect. (Please see Table 12 for further clarification).

Table 17: Results from Linear Regression for Age

Variables		Unstandardized Coefficients		Standardized Coefficients	R ²	Sig.
		B	Std. Error	Beta		
Decision making before	(Constant)	11.250	1.517		.032	.000
	Age	-.160	.074	-.179		.033
Respect before	(Constant)	9.625	1.903		.038	.000
	Age	.219	.093	.195		.020
Citizenship before	(Constant)	9.561	3.020		.075	.002
	Age	.498	.148	.274		.001
Decision making after	(Constant)	16.028	1.404		.076	.000
	Age	-.233	.069	-.276		.001
Communication after	(Constant)	19.220	1.571		.047	.000
	Age	-.201	.077	-.216		.010
Citizenship after	(Constant)	19.616	1.344		.092	.000
	Age	.248	.066	.304		.000

After joining the program the effect of age were observed on Decision making (P value of 0.001 or 99.9 % confidence interval), communication skill (P value of 0.01 or 99% confidence interval) and Citizenship (P value of 0.00 or 99% confidence interval). change in decision making at 7.6 % were accounted for age after joining the program. Change in the value of age by one

resulted decrease by -0.233 on decision making. When the value of age was zero, the result of decision making was 16.02. Moreover, 4.7% of change on communication skill were accounted for age. Change in one value on age resulted a decrease on communication skill by -0.20. 9.2% of change in Citizenship was accounted for change in age. Change in one value of age resulted an increase in citizenship by 0.48. (Please see Table 12 for further clarification).

Religious participation. Before joining the program, number of hours spend on religious related activities were found to have an influence on Healthy life style (P value of 0.025 or 95% confidence interval) and Trust worthiness (P value of 0.039 or 95% confidence interval). Accordingly, 3.6 % of change in healthy life style were accounted for change in number of hours spend in religious related activities. Change in one hour spends in religious activities increase healthy life style by 0.199. Besides, 3% of change in trustworthiness were attributed for change in religious participation. An increase in number of hours spend in religious activities by one hour resulted 0.115 increment on trustworthiness.

After joining the program the effect of age were observed on Respect (P value of 0.001 or 99.9% confidence interval) and Citizenship (P value of 0.006 or 99% confidence interval). Accordingly, 8.1% of change in respect was counted for religious participation. Change in one hour on religious participation increased respect for others by 0.148. Moreover, 4.7% of change on citizenship was accounted for religious participation. An increase in number of hours spend in religious activities by one hours brought an increase on citizenship by 0.177.

Table 18: Results from Linear Regression for Religious Participation

Variables		Unstandardized Coefficients		Standardized Coefficients	R ²	P.
		B	Std. Error	Beta		
Healthy life style before	(Constant)	16.832	.537		.036	.000
	Religious participation	.199	.088	.189		.025
Trustworthiness before	(Constant)	20.610	.337		.030	.000
	Religious participation	.115	.055	.174		.039
Respect after	(Constant)	16.775	.264		.081	.000
	Religious participation	.148	.043	.284		.001
Citizenship after	(Constant)	23.735	.385		.053	.000
	Religious participation	.177	.063	.231		.006

Political Affiliation

Before joining the program, political affiliation were found to have an effect on wise use of resource (P value of 0.007), accepting difference (P value of 0.028), healthy life style (P value of 0.01), self responsibility (P value of 0.029), responsibility (P value of 0.046) and citizenship (P value of 0.01). Thus, the effect of the aforementioned independent variable were at 95 % confidence level for accepting difference, self responsibility and responsibility and 99 % confidence level for wise use of resource, healthy life style and citizenship.

Concerning wise use of resource, statistically significant variances were found between those respondents who have an affiliation with EPRDF & neutral. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 9.64 were better than

those who have political affiliation with EPRDF (Mean=8.47). Besides, those who said neutral were better than those who have no political affiliation with any political party (Mean=8.52).

Concerning accepting difference, statistically significant variances were found between those respondents who have an affiliation with EPRDF & those who have no political affiliation with any political party. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who have no any political affiliation with any political party with mean value of 9.71 were better than those who have political affiliation with EPRDF (Mean=8.4). Besides, those who have no political affiliation with any political party were better than those who said neutral (Mean=8.18).

Regarding healthy life style, acceptable statistically significant variances were found between those respondents who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 19.3 were better than those who have no any political affiliation with any political party (Mean=16.9).

Concerning Self responsibility, acceptable statistically significant variances were found between those respondents who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 14.81 were better than those who have no any political affiliation with any political party (Mean=12.17).

Regarding responsibility, as indicated in survey result of this study, statistically significant variances were found between those respondents who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 22.34 were better than those who have no any political affiliation with any political party (Mean=19.37).

Concerning citizenship, statistically acceptable significant variances were found between those respondents who have an affiliation with EPRDF & neutral. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 22.18 were better than those who have political affiliation with EPRDF (Mean=19.28). Besides, those who said neutral were better than those who have no political affiliation with any political party (Mean=18.39).

Table 15: Result from One Way ANNOVA for Political Affiliation (Before Joining the Program)

			Sum of	df	Mean	F	P.
			Squares		Square		
Wise Use of resource before	Between Groups		32.726	2	16.363	5.126	.007
	Within Groups		440.551	138	3.192		
	Total		473.277	140			
Accepting difference before	Between Groups		69.859	2	34.930	3.661	.028
	Within Groups		1316.566	138	9.540		
	Total		1386.426	140			
Healthy life style before	Between Groups		125.236	2	62.618	4.347	.015
	Within Groups		1959.123	136	14.405		
	Total		2084.360	138			
Self responsibility before	Between Groups		151.936	2	75.968	3.630	.029
	Within Groups		2887.766	138	20.926		
	Total		3039.702	140			
Responsibility before	Between Groups		200.675	2	100.337	3.159	.046
	Within Groups		4160.669	131	31.761		
	Total		4361.343	133			
Citizenship before	Between Groups		315.377	2	157.689	4.187	.017
	Within Groups		5197.233	138	37.661		
	Total		5512.610	140			

After joining the program the effect of political affiliation were observed on healthy life style (P value of 0.008), self responsibility (P value of 0.009),Caring (P value of 0.046),citizenship (P

value of 0.001) and marketing skill(0.00).Thus, political affiliation has influenced caring at 95 % confidence level and healthy life style & self responsibility at 99 % confidence level. Besides, the independent variable has an affect at 99.9 % confidence level on citizenship and marketing skill.

Table 16: Result from One Way ANNOVA for Political Affiliation (After Joining the Program)

		Sum of df	Mean Square	F	P.
Self responsibility after	Between Groups	31.417 2	15.709	4.871	.009
	Within Groups	445.022 138	3.225		
	Total	476.440 140			
Caring after	Between Groups	105.661 2	52.830	3.526	.032
	Within Groups	2067.885 138	14.985		
	Total	2173.546 140			
Citizenship after	Between Groups	109.706 2	54.853	7.553	.001
	Within Groups	1002.251 138	7.263		
	Total	1111.957 140			
Marketing after	Between Groups	104.755 2	52.377	8.419	.000
	Within Groups	858.494 138	6.221		
	Total	963.248 140			
Total Score Post	Between Groups	8368.272 2	4184.136	4.860	.009
	Within Groups	118805.217 138	860.907		
	Total	127173.489 140			

Regarding Healthy life style, as indicated in survey result of this study, statistically significant variances were found between those respondents who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 19.48 were better than those who have no any political affiliation with any political party (Mean=17.95)

Concerning Self responsibility, based on mean comparison by LSD in SPSS, statistically significant variances were found between those respondents who have an affiliation with EPRDF & neutral. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 18.66 were better than those who have political affiliation with EPRDF whose mean value was 17.4. Besides, those who said neutral were better than those who have no political affiliation with any political party (Mean=17.77).

Regarding caring, there were significant variance between those respondents who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 26.93 were better than those who have no any political affiliation with any political party (Mean=24.76)

Concerning citizenship, as to indicate in LSD mean comparison results, statistically significant variances were found between those respondents who have an affiliation with EPRDF & neutral. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who said neutral with mean value of 26.09 were better than those who have political affiliation with EPRDF whose mean value was 24.55. Besides, those who said neutral were better than those who have no political affiliation with any political party (Mean=23.84).

Regarding Marketing skill, one can understand from mean comparison result from SPSS analyses, statistically significant variances were found between those respondents who have an affiliation with EPRDF & who has no political affiliation with any political party. Moreover, there were significant variances between those who has no political affiliation with any political party and who said neutral. Accordingly, those who have political affiliation with EPRDF with

mean value of 23.88 were better than those who have no political affiliation with any political party whose mean value was 22.6. Besides, those who said neutral with mean value of 24.69 were better than those who have no political affiliation with any political party.

In addition to this, political affiliation was found to have an influence on total post score which do have P value of 0.009 with 99% confidence level. Statistically significant difference were found on between pro EPRDF & those who said neutral and those who has no political affiliation with any political party & who said neutral

Accordingly, those who said neutral with mean value of 285.63 were better than those who have political affiliation with EPRDF whose mean value were 267.64. Besides, those who said neutral were better than those who have no political affiliation with any political party (Mean=267.30)

Result from Multiple Regressions.

Multiple regression analyses were done by taking all the independent variables on the one hand and pre & post total mean score on the other hand. Accordingly, the analysis for pre total means score were not found significant at P value. However, significant influence was observed for post total mean score at P value of 0.028 or 95% confidence interval. Unique contribution of all independent variable as a single entity was 9.37% and the value of R square were 10. 9%. Therefore, by deducting 9.37% from 10.9%, the total overlap was found only 1.53%.

Table 19 : Results from Multiple Regression For Post Mean Score

	Unstandardized Coefficients		Standardized Coefficients	P
	B	Std. Error	Beta	
(Constant)	273.251	20.714		.000
Age	-1.509	.839	-.173	.074
Program Type	6.998	3.564	.187	.052
Gender	5.198	5.350	.086	.333
Ethnicity	-2.250	2.692	-.078	.405
Educational background	2.151	4.535	.048	.636
Religious participation	-.307	.705	-.038	.664
Political affiliation	8.169	3.622	.201	.026
R ²				.109
F				2.336*

Most Influential Bodies to Develop Life Skills

All respondents who participated in the survey were asked to list the three most influential bodies to develop selected elements of life skills. Accordingly, family comes first with 123 frequencies, followed by youth association with frequency of 107 and school with 93 frequencies respectively. Friends and others were mentioned at 74 and 26 frequency and ranked at fourth & fifth level respectively.

Table 20: Descriptive Statistics on Most Influential Bodies

Influential bodies		Frequency	Percent	Cumulative Percent
Family	No	18	12.8	12.8
	Yes	123	87.2	100.0
	Total	141	100.0	
Youth Association	No	34	24.1	24.1
	yes	107	75.9	100.0
	Total	141	100.0	
School	No	48	34.0	34.0
	yes	93	66.0	100.0
	Total	141	100.0	
Friends	No	67	47.5	47.5
	yes	74	52.5	100.0
	Total	141	100.0	
Others	No	117	83.0	83.0
	yes	24	17.0	100.0
	Total	141	100.0	

Chapter Five

Discussion and Analyses

Descriptive Analyses

The total age limits of all respondents lay between the ages ranges of 15-29. This is typically an ideal youth category as per the definition of FDRE government. The average age was about 20 years old which is just two years older after passing minor group.

Most of program participants were female youths and the issue of gender balance is well addressed in the three programs since there was no any purposeful representation of gender in sampling process. According to the result of DHS (2011,p21), the overall sex ratio in urban area was 86 male for 100 females. That means the total number of females in urbane area is higher than their male counterparts. The finding this study has also found that the total number of female youth participants in the program were higher than their male counterparts and the result go in line with the national figure on sex ratio in urban areas which was stated on DHS (2011).

Regarding ethnic composition of program participants, most of them are from Amhara followed by Oromo and SNNPR. The forth Ethnic category in this study was classified as others which include Tigray and Somali. This figure is not in accordance with the national figure of CSA (2007,p13), which place Oromo ethnic group as the highest number of population followed by Amhara.

Most of program participants in selected programs are from high school students followed by university (College) students (graduates).They are the one who determine the immediate future of the country in general and their community of origin in particular.

The composition of program participants in relation to religious participation was ranging from null participation to 21 hours per a week.

Regarding political affiliation, the majorities of program participants were either neutral or have no any political affiliation with any political party. This was partially attributed to mean age of program participants which was 20 years. Participation of youths from pro ruling party ranked on third place. Yet there was no single respondent who was supporter of any anti ruling party. This prevail the fact that participation of supporter (member) of anti-ruling party in the aforementioned youth development programs was zero. This was in contrast with what Stephen F. Hamilton et al (2012,p1) states that any youth development program shall goes hand in hand with the philosophical framework of universality which asserts inclusiveness of all youths irrespective of their political view or other characteristics. Moreover, this was not aligned with administrative manual of the association which call for participation of all youths from diversified background.

Most of youths who participate in the program prefer to join entertainment service and followed by community service and educational program. This links with the fact that youths utilize the programs as refreshment opportunity in addition to its driving purpose.

As we can see from the aforementioned analyses, the composition of program participants was very diverse except for the case of political affiliation. This provides an opportunity for program participants to function in an environment where there was multi fascinated experiences. As David A. Kolb et al (2000,p3) sates that immediate or concrete experiences were the basis for observations and reflections which is the next step to transform experiences to daily life. As experiential learning theory affirms that learning takes place through the transformation of experiences (David A. Kolb et al,2000,p2).

Youth Program and Life Skill Development

According to John Wood et al (2012,p17) , any youth development programs have to work towards producing competent youths who are equipped with basic life skill to challenge a challengers in their daily life. Moreover, as MYS (2008,p12-14) asserts that Life skills development is a way to move young person's towards behaviors that are found appropriate to meeting developmental expectations, cultural contexts and social norms. As we can understand from the finding of this research, program participants at Addis Ababa youth Association in Lideta sub city has shown improvement in developing selected elements of life skill excluding of healthier life style choice after joining the program as compared to before joining the selected types of youth development program.

Among all elements of life skill, program participants have shown higher level of improvement on leadership skill followed by responsibility and fairness respectively. The least and insignificant change were observed on healthy life style choice.

However, the progress was not solely attributed for entertainment program, educational program and community service. As we can understand from the result of this study, families were the first most influential bodies to develop selected elements of life skill. The role of the youth association is placed in second rank and followed by school system. .

The finding of this study has also prevails that life skill could stand alone in its own without linking to HIV/AIDS. Program participants could develop important life skill elements in their life and discard the prevailing misunderstanding of linking life skill with providing basic information on HIV/AIDS.

However the aforementioned conclusion does not represent the situation of registered members of all youths of Addis Ababa youth Association in general and Lideta Sub City in

particular. It does only indicate the status of registered member of youths who was participating in entertainment service, educational program and community service at least for the last six months at.

Types of Youth Development Program and Life skill Development

Analyses were made to understand whether there was significant difference of life skill development among program participants in different types of youth development programs. So, three different types of youth development programs provided by the Association in the target area were selected and analyses were made. According to the result of this study, program type was found to have an influence on selected element of life skill before and after joining the program.

Before joining the program, types of program activities has an influence on decision making, wise use of resource, communication skill, and trustworthiness, respect, responsibility, caring, citizenship and marketing skill. After joining the program, the influence of program type was found on communication skill, leadership skill, and trustworthiness, respect, caring, citizenship and marketing. Moreover, program type has an effect on aggregate level on life skill development of youths before and after joining the program.

As to the result of this study, program participants in entertainment program have low score in all elements of life skill whenever the effect of program type on respective elements of life skill was observed. Moreover, youths at community service has higher life skill development than youths at entertainment program and educational program before and after joining the program. Hence, program participants at community service ranked first and followed by educational service and entertainment program in life skill development.

In a study by land-grant university educator (2011,p4) which evaluate one year 4H's program for rural youths, types of youth development program have an influence on life skill development of program participants. The study (2011,p4) infers the fact that those youths who were participating in governance develop good perception of youth voice, trust and youth involvement in discussion.

Personal Characteristics and Life Skill Development

Gender. As we can see from the finding of this study gender has influenced decision making, accepting difference, caring and marketing skill before joining the program. Female program participants were better than their male counterpart in accepting difference and caring. The reverse conclusion hold true for decision making and marketing skill. Moreover, gender was not found to influence any elements of life skill after joining the program.

However,the assessment conducted by Ministry of Finance and Economic Development and UNICEF in Ethiopia(2012,p20) did not find any variance among male and female youth program participants on the area of assertiveness, dialogue management, decision making, and empathy.

On another study by Land-Grant University Educator (2011,p4) which evaluates the impact of 4H after school activities girls perceive the program as an opportunity than boys.

Ethnicity. Taking Ethnicity to have an effect on life skill development, the analyses by using One –way –ANNOVA affirms its effect on some elements of life skills. Before joining the program, its influence was found on wise use of resources, communication skill, self responsibility, respect, Responsibility and citizenship. However, in a study by Abebe Assefa (2006) on university students, the effect of ethnicity before joining the university was observed only on respect and fairness.

After joining the program, the effect of Ethnicity were observed on decision making, wise use of resource, accepting difference, leadership, respect, fairness and citizenship. Yet, in a study entitled life skill and its contribution for workforce development by Abebe Asefa (2006) ethnicity solely influenced citizenship after joining the program.

Moreover, as it is observed in the finding of this study, ethnicity has affected at aggregate level of life skill development of program participants before joining the program. This goes in line with the finding of Abebe Asefa (2006) that ethnicity have influenced life skill development of study population before joining university. Yet, one has to be curious that this conclusion can only hold true for youth program participants in entertainment, educational and community service at Addis Ababa youth Association in Lideta sub city during data collection period cannot be generalized for the aforementioned ethnic groups in other contexts.

Educational background .It is believed that an individual level of education influence life skill development of the particular person. Accordingly, analyses were made to see the effect of latest educational accomplishment of program participants and their life skill development before and after joining the program. Hence, latest educational level of the respondents has an effect on communication skill, leadership skill & citizenship before joining the program and on decision making, wise use of resources , self responsibility ,respect, responsibility, caring & citizenship after joining the program.

For instance college students were better than high School students in case of communication skill, primary students than high School in case of leadership skill, high school than primary school students in the case of citizenship before joining the program. Moreover, high school students were better than college students in relation to decision making.

From the above finding, one can infer two conclusions. First of all, the effect of latest educational level of program participants can only affect some elements of life skill and its effect on aggregate level (i.e. life skill) was null. Besides, even on selected elements of life skill where latest educational background has an effect, the score of the individual in relation to respective element of life skill does not increase as educational level of an individual's increases. That means any increment on educational level did not always bring positive change on life skill development. Besides, mere achievement on education does not necessary bring improved life skill achievements.

Age .Taking Age to have an effect on different elements of life skill, its influence was analyzed by linear regression. The result of the analyses portrays that age have an effect on decision making , Respect & citizenship before joining the program and on Decision making ,communication skill & Citizenship after joining the program. When the age of program participant increase by one value, there was an increment on the skill of respect and citizenship. That means older young program participants perform well on respect and citizenship than their youngest counterparts. However, decision making of program participant's decrease as the age of the youth increase by one value. That means youngest program participants were better than their old young counterparts.

After joining the program, Decision making and citizenship increase as the value of age goes by one value. This mean old young program participants were performing better than their counterparts on the skill of decision making and citizenship. Yet communication skill decrease as the age of program participant's increase by one value. This means youngest youths were doing well on communication skill as compared to their older youths.

The effect of age on citizenship before and after joining the program can also attributed to the minimum age limit of an individual to participate in voting as per the laws of the land which is 18 years old. One item to measure citizenship was related to voting.

However, a study by Land Grant University (2011,p4) on the impact of 4H after school activities, older youths rated stronger on decision making and responsibility than their youngest counterparts. In the same study (2011,p4), younger youths score higher in the area of fairness & respect and older youths were good at in the area of youth voices.

The above analyses affirms that the influence of age on selected elements of life skill were limited to certain elements of life skill. Besides, when the influence of age was observed on some element of life skill, an increment on the age of the youth not necessary brings positive change on life skill development of the youth. Besides, mere increment on age does not necessary a means to have improved life skill.

Religious participation .In a study by Abebe Asefa (2006), religious leaders were found the second most important influential bodies on life skill development of study group. This indicates the fact that number of hours spend with religious matters have an effect on life skill development of an individual irrespective of her/his religious group. The effect of religious participation on selected elements of life skill was analyzed. Accordingly, before joining the program, healthy life style choice and trustworthiness increase as the number of hours spends on religious matters increase by one hours. Positive progress on trustworthiness as number of hours spends in religious matters increases l inks with the very nature of religious organization which promote for being truthful. After joining the program, respect and citizenship increased as the number of hours spends on religious initiatives increase by one hours.

The aforementioned statements affirm the fact that those who spend higher number of hours in religious matter perform well on selected elements of life skill (trust worthiness, & citizenship before joining the program and respect & citizenship after joining the program.) than those who spend low number of hours in religious matters. This shows the positive relationship between religious participation and development of selected elements of life skill (trust worthiness, & citizenship before joining the program and respect & citizenship after joining the program).

Political Affiliation and Life Skill Development

In order to understand the effect of political affiliation of program participants on their life skill development in general and citizenship in particular, an analysis was made by One – Way-ANNOVA. Accordingly, an analysis was made among pro EPRDF, neutral and those who have no any political affiliation with any political party. Unfortunately, there was no single respondent who pro–anti was ruling party and this hamper to make any comparison between pro ruling party and pro-anti ruling political party. Accordingly, political affiliation of program participants has affected wise use of resource, accepting difference, healthy life style, self responsibility, responsibility & citizenship before joining the program and on healthy life style, self responsibility, Caring, citizenship & marketing skill after joining the program. Moreover, political affiliation has influenced post total score at aggregate life skill development of program participants.

As we can see from the aforementioned finding, political affiliation were found to have an effect on some selected elements of life skill including citizenship before and after joining the program. Those who said neutral were better than pro EPRDF & those who have no any political affiliation with any political party in relation to citizenship before and after joining the

program. Besides, whenever the effect of political affiliation on selected elements of life skill was observed, those who said neutral were always better than pro EPRDF program participants. There was no any single point where pro EPRDF were better than those who are neutral whenever the effect of political affiliation on selected elements of life skill was observed.

Moreover, after joining the program, those who were neutral come first in relation to aggregate level of life skill development and followed by pro EPRDF program participants and those who have no any political affiliation

Aggregate Effect of Personal Characteristics on Life Skill Development

The effect of all independent and control variable as a single entity on life skill development was null before joining the program and very minimal after joining program. The overlap effect on life skill development was less than two percent. This show the fact that even though the independent and control variables in their own way has an effect on different elements of life skill and at aggregate level of life skill, their effect goes in different direction so that we can only find very minimal overlap on their effects as a single entity

Most Influential Bodies to Develop Life Skills

According to Bruce D.Fri Edman and Karen Neuman,(2011,p10),person development cannot be seen and understood in isolation from the environment. They states that it shall be understood in terms of its relation with the environment.

This theoretical premise holds true in the process of identifying the most important influential bodies to develop elements of life skill. The result of this study identifies five different systems in the environment which influence life skill development of program participants in the study area. These systems found at micro, mezzo and macro level.

Accordingly, family comes first followed by youth association and school respectively. Friends and others were ranked at fourth & fifth level respectively.

In a study by Ministry of Finance and Economic Development and UNICEF in Ethiopia (2012,p20) the improvement of program participants on life skill were solely attributed for the capacity building program. In another study by Abebe Asefa (2006) ,the three most influential bodies for developing various elements of life skill were family, friends and religious leaders. Yet, friends and religious leaders (compressed under others) in this study were found at fourth and fifth level.

Chapter Six

Conclusion, Recommendation and Social Work Implication

Conclusion

In the last two decades life skill development were considered as one of the crucial intervention programs to produce capable youths who can effectively and efficiently lead her/his life in respective environment. Its importance for developing collective personality in the lives of youths was underlined by professionals in the field.

Having this in mind, this paper has been conducted to reveal three important features in relation to life skill. On the one hand, this research has examined the contribution of selected youth development programs for life skill development. The result of the study found that the program has contributed to improve the level of program participants in all elements of life skill excluding of healthy life style choice. Besides, program participants in community service come first and followed by youths at education program and entertainment program. Moreover, the study has found that life skill can be researched as one intervention program without creating any misunderstanding by linking it with providing information on HIV/AIDS.

On the other hand, the study has examined possible factors contributing for life skill development of program participants. Accordingly, personal characteristics, program type and political affiliation has been found to have an influence on selected elements of life skill at various level before and after joining the program. In this regard, this study comes up with a different way of assessing life skill than its predecessor. Previous studies have examined the impact of life skill program on respect for human right, academic performance and so on. However, this study examined the effect of the aforementioned variables on life skill development of program participants in the target population.

Thirdly, the study has look for the most important influencing bodies for life skill development of program participants. This helps not to solely attribute any progress in life skill development of program participants for the program. Accordingly, the study has found that family was the first most important influencing body on life skill development of youths and followed by youth association and school. Moreover, friends and others were found as the most important influencing body at fourth and fifth place.

Recommendation

- One of the basic philosophical frame wok in youth development program is Universality. It is ensuring inclusiveness of all youths irrespective of any personal characteristics including their political view. However, it was not possible to found a single respondents who was supporter of any anti ruling party. The Association has to work to work towards inclusiveness for all youths including those who are supporter of anti ruling party youths
- This study employed a quasi experiment design with retrospective analyses of life skill where comparison to identify any change on the study area was made on one study group as before and after joining the program. Hence, further study shall be conducted on the topic of this study by using another design which involves control group so that comparison can be made between those who were participating in the program and who are not.
- The result of this study finds family, youth association and school as the three most important influential bodies in life skill development of program participants. That means, they have a strong potential to contribute for life skill development of youths. Therefore, any life skill development intervention program shall be design in a way to utilize this huge potential for effective and efficient implementation of the program.

- One of the finding of this study affirms that the status of program participants on selected elements of life skill increases as religious participation of youths increase by one hour. It is known that religiosity is one of the area used in Social work intervention. Therefore, social workers shall continue to link their intervention with religious groups and work towards increasing participation of their clients on religious related initiatives.
- This study were conducted just after a month time that the study population has taken training on some aspects of life skill and it do potential to influence the finding of this research. Therefore, curious attention shall be given for sustainable development of life skill of program participants. Besides, systematized life skill development manual and guideline shall be in place to ensure institutionalized integration of life skill in youth development programs.
- The result of this study finds that program participants in the target area has shown positive progress at different level for all elements of life skill except for healthy life style choice. Of course, the role of the association for this progress placed at second grade next to family. Hence, the Association shall work towards improving healthy life style choice of program participants. Besides, an assessment on best practice of the Association at Lideta sub city shall be done and strategies to replicate shall be designed & implemented.

Social Work Implication

This study has employed the scale developed by University of Illinois based on Hendricks model of targeting life skill. The scale was pre tested for its internal consistency in our context at youth development program. Besides, additional items that fit to our context were added in the instrument and pre tested for internal consistency. The result of pre test for internal

constancy fulfills the minimum requirement at Alpha Cronnbache. Hence, this study has contributed for developing an instrument that serve as a tool of measurement on similar area of study in our context within youth development programs.

Social work practice with youth is one of the areas where plenty of materials and researches can hardly avails for academicians, researchers and practitioner. Moreover, the discipline itself is a recent phenomenon in Ethiopia after the downfall of the military regime. This hampers the availability of research materials conduct in our context. Therefore, the finding of this study contributes its own stake in filling the existing gap. Besides, it will serve as a resource material to and to make any comparison with similar studies in our context.

Social work practice with youth and life skill development as an intervention model is one of the untapped area in social work masters program of Addis Ababa University, School of social work. The school shall consider incorporating youth development issues in the curriculum during revision period.

Social work intervenes at the point where an individual interact with her/his environment. Social justice and libration of person from social evils are at the heart of social work. Conducting research on Life skill development is all about studying one way of intervention that enable a person to build up holistic person who can effectively interact with her/his environment and enables to work to challenge prevailing injustices.

Moreover, life skill developments in its nature focus on potential and strengthen than weakness and deficit dimension of the client. In the same way, asset base model in social work place at the core of the discipline. Therefore, this study shows life skill development for social workers as one of intervention while working on asset based model.

To conclude, the finding of this study contributes for existing knowledge base of the field on the area of youth development. Besides, it guides intervention frameworks of practitioner to design their intervention by considering the possible variables which affect life skill development of their respective clients. Moreover, social workers plays pivotal role in developing practical manual and guidelines to Ethiopian context based on principles and core value of the helping profession.

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Annex I
Questionnaire

1. Age _____

(You will be research participant if you are between the ages of 15-29)

2. Are you members of any youth development programs for the last six months in the Woreda?

Yes ☐ No ☐

(You are research participant if your answer is yes.)

3. Select one of the programs that you have been involved for the last six months?

A. Entertainment program ☐ B. Community service ☐

C. Educational service ☐

(You are research participant if you have been involved in one of the aforementioned programs)

4. Sex Male ☐ Female ☐

5. Ethnicity _____

6. Educational background _____

7. How much time do you spent in religious related activities per a week? _____

8. Do you have any political affiliation? Yes ☐ No ☐

9. If yes, are you pro government?

Yes ☐ No ☐ Neutral ☐

Put X in a box that describe you best.

Decision Making - Choosing among several alternatives

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

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Wisely use the natural resources in my environment										
2	Plan how to use my financial resources.										
3	Use my time wisely.										
4	Take care of my personal belongings.										

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

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

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Treat people who are different from me with respect.										
2	Work/play with people who are different from me.										
3	Have friendships with people who are different from me										

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Organize a group to reach its goal										
2	Use different leadership styles.										
3	Get others to share in leadership.										
4	Work to produce successor (additional)										

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Make healthy food choice (Added)										
2	Make healthy drinking choice.(Added)										
3	Choose activities that promote physical health and well-being										
4	Manage stress positively in my life										
5	Avoid risky behaviors.										

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

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

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Tell the truth										
2	Not cheat or steal										
3	Keep my										

	promises										
4	Do the right thing										
5	Be loyal to friends, family, and country										

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

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Treat others in a polite and courteous way										
2	Say only positive things about others										
3	Deal peacefully with wrongs against me										
4	Give priority for elders and PWD while using public services(Added)										

Responsibility – acknowledging and living up to duty to others and self.

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Work together in a team (help others and each other)										
2	Think before I talk or act										

3	Finish tasks that are my responsibility										
4	Set a good example for others to follow										
5	Use self-control/self-discipline										
6	Do things I see need to be done										

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

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

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

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

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

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

Marketable Skills - To develop the capability to be self employed (Revised definition)

N. o	Indicators	Before I Joined the program					After I joined the program				
		Mark one for each statement					Mark one for each statement				
		No	Very rarely	Some times	Most of the time	yes	No	Very rarely	Some times	Most of the time	yes
1	Work out problems that are presented to me.										
2	Keep accurate and useful records.										
3	Work to see new business opportunities out of challenges (Revised one)										
4	Follow instructions as they are given me.										
5	Contribute as a member of a team.										
6	Take responsibility to boast my work.(Revised)										

List three most influential bodies in your life to develop the aforementioned life skill?

Annex II

Mean Comparison and Mean Result

Table 1 A

Multiple Comparisons Based on Mean Difference for Program Type by Using LSD

Dependent Variable		Mean Difference (I-J)		Std. Error	Sig.	95% CI	
						Lower Bound	Upper Bound
Decision making before	Entertainment	Community service	-1.553 [*]	.598	.010	-2.74	-.37
		Education	-.175	.649	.788	-1.46	1.11
	Community service	Entertainment	1.553 [*]	.598	.010	.37	2.74
		Education	1.379	.714	.055	-.03	2.79
	Education	Entertainment	.175	.649	.788	-1.11	1.46
		Community service	-1.379	.714	.055	-2.79	.03
Wise Use of resource before	Entertainment	Community service	-.920 [*]	.357	.011	-1.63	-.21
		Education	-.123	.387	.751	-.89	.64
	Community service	Entertainment	.920 [*]	.357	.011	.21	1.63
		Education	.796	.426	.064	-.05	1.64
	Education	Entertainment	.123	.387	.751	-.64	.89
		Community service	-.796	.426	.064	-1.64	.05
Communication before	Entertainment	Community service	-1.660 [*]	.56937	.004	-2.7862	-.5345
		Education	-.86765	.61731	.162	-2.0882	.3530
	Community service	Entertainment	1.6603 [*]	.56937	.004	.5345	2.7862
		Education	.79268	.67924	.245	-.5504	2.1357
	Education	Entertainment	.86765	.61731	.162	-.3530	2.0882
		Community service	-.79268	.67924	.245	-2.1357	.5504
Trustworthiness before	Entertainment	Community service	-.42073	.47441	.377	-1.3588	.5173
		Education	-1.312 [*]	.51435	.012	-2.3295	-.2955
	Community service	Entertainment	.42073	.47441	.377	-.5173	1.3588
		Education	-.89177	.56596	.117	-2.0108	.2273
	Education	Entertainment	1.3125 [*]	.51435	.012	.2955	2.3295
		Community service	.89177	.56596	.117	-.2273	2.0108

Respect before	Entertainment	Community service	-3.045 [*]	.72262	.000	-4.4744	-1.6167
		Education	-2.119 [*]	.78346	.008	-3.6686	-.5704
	Community service	Entertainment	3.0455 [*]	.72262	.000	1.6167	4.4744
		Education	.92607	.86206	.285	-.7785	2.6306
	Education	Entertainment	2.1194 [*]	.78346	.008	.5704	3.6686
		Community service	-.92607	.86206	.285	-2.6306	.7785
Responsibility before	Entertainment	Community service	-2.290 [*]	1.1420	.047	-4.5498	-.0314
		Education	-3.090 [*]	1.2167	.012	-5.4973	-.6833
	Community service	Entertainment	2.2906 [*]	1.1420	.047	.0314	4.5498
		Education	-.79968	1.3369	.551	-3.4444	1.8450
	Education	Entertainment	3.0902 [*]	1.2167	.012	.6833	5.4973
		Community service	.79968	1.3369	.551	-1.8450	3.4444
Caring before	Entertainment	Community service	-4.230 [*]	1.0693	.000	-6.3457	-2.1162
		Education	-3.683 [*]	1.158	.002	-5.9746	-1.3929
	Community service	Entertainment	4.2309 [*]	1.0693	.000	2.1162	6.3457
		Education	.54726	1.2685	.667	-1.9613	3.0558
	Education	Entertainment	3.6837 [*]	1.1584	.002	1.3929	5.9746
		Community service	-.54726	1.2685	.667	-3.0558	1.9613
Citizenship before	Entertainment	Community service	-3.301 [*]	1.217	.008	-5.7081	-.8944
		Education	-1.6397	1.3197	.216	-4.2492	.9698
	Community service	Entertainment	3.3012 [*]	1.2172	.008	.8944	5.7081
		Education	1.6615	1.4521	.255	-1.2097	4.5329
	Education	Entertainment	1.6397	1.3197	.216	-.9698	4.2492
		Community service	-1.6615	1.4521	.255	-4.5329	1.2097
Marketing before	Entertainment	Community service	-3.344 [*]	1.0035	.001	-5.3287	-1.3600
		Education	-2.556 [*]	1.0880	.020	-4.7084	-.4056
	Community service	Entertainment	3.3443 [*]	1.0035	.001	1.3600	5.3287
		Education	.78735	1.1972	.512	-1.5799	3.1546
	Education	Entertainment	2.5569 [*]	1.0880	.020	.4056	4.7084
		Community service	-.78735	1.1972	.512	-3.1546	1.5799
Communication after	Entertainment	Community service	-2.326 [*]	.60649	.000	-3.5252	-1.1268

Leadership after	Community service	Education	-1.525*	.65754	.022	-2.8259	-.2256
		Entertainment	2.3260*	.60649	.000	1.1268	3.5252
		Education	.80030	.72352	.271	-.6303	2.2309
		Entertainment	1.5257*	.65754	.022	.2256	2.8259
	Education	Community service	-.80030	.72352	.271	-2.2309	.6303
		Community service	-1.206*	.58395	.041	-2.3616	-.0523
		Education	.82353	.63311	.196	-.4283	2.0754
		Entertainment	1.2069*	.58395	.041	.0523	2.3616
	Community service	Education	2.0304*	.69664	.004	.6530	3.4079
		Entertainment	-.82353	.63311	.196	-2.0754	.4283
		Community service	-2.030*	.69664	.004	-3.4079	-.6530
		Community service	-.51076	.37185	.172	-1.2460	.2245
Trust worthiness after	Entertainment	Education	-1.080*	.40315	.008	-1.8780	-.2837
		Entertainment	.51076	.37185	.172	-.2245	1.2460
	Community service	Education	-.57012	.44360	.201	-1.4473	.3070
		Entertainment	1.0808*	.40315	.008	.2837	1.8780
	Education	Community service	.57012	.44360	.201	-.3070	1.4473
		Community service	-.69040	.38025	.072	-1.4424	.0616
Respect after	Entertainment	Education	.53493	.40246	.186	-.2610	1.3309
		Entertainment	.69040	.38025	.072	-.0616	1.4424
	Community service	Education	1.2253*	.45044	.007	.3345	2.1162
		Entertainment	-.53493	.40246	.186	-1.3309	.2610
	Education	Community service	-1.225*	.45044	.007	-2.1162	-.3345
		Community service	-1.903*	.76766	.014	-3.4211	-.3853
Caring after	Entertainment	Education	-.89706	.83229	.283	-2.5427	.7486
		Entertainment	1.9031*	.76766	.014	.3853	3.4211
	Community service	Education	1.0061	.91579	.274	-.8047	2.8169
		Entertainment	.89706	.83229	.283	-.7486	2.5427
	Education	Community service	-1.0061	.91579	.274	-2.8169	.8047
		Community service	-1.662*	.54274	.003	-2.7414	-.5951
Citizenship after	Entertainment	Education	-.42279	.58843	.474	-1.5863	.7407
		Entertainment	1.6682*	.54274	.003	.5951	2.7414
	Community	Entertainment					

Marketing after	Education	service	Education	1.2454	.64747	.056	-.0348	2.5257
		Education	Entertainment	.42279	.58843	.474	-.7407	1.5863
		Community	service	-1.245	.64747	.056	-2.5257	.0348
	Entertainment	Community	service	-1.796*	.49696	.000	-2.7793	-.8140
		Education	Education	-1.277*	.53879	.019	-2.3429	-.2122
		Community	Entertainment	1.7966*	.49696	.000	.8140	2.7793
	Community service	Education	Education	.51905	.59285	.383	-.6532	1.6913
		Education	Entertainment	1.2775*	.53879	.019	.2122	2.3429
		Community	service	-.51905	.59285	.383	-1.6913	.6532
	Total Score Pre	Entertainment	Community	-25.74*	10.415	.015	-46.3353	-5.1460
		Education	Education	-9.369	11.292	.408	-31.6979	12.958
		Community	Entertainment	25.740*	10.415	.015	5.1460	46.335
Total Score Post	Community service	Education	Education	16.371	12.425	.190	-8.1975	40.939
		Education	Entertainment	9.3694	11.292	.408	-12.9589	31.697
		Community	service	-16.371	12.425	.190	-40.9399	8.1975
	Entertainment	Community	service	-25.04*	5.6055	.000	-36.1280	-13.960
		Education	Education	-6.4503	6.0774	.290	-18.4673	5.5666
		Community	Entertainment	25.044*	5.6055	.000	13.9603	36.128
	Community service	Education	Education	18.593*	6.6872	.006	5.3711	31.816
		Education	Entertainment	6.4503	6.0774	.290	-5.5666	18.467
		Community	service	-18.59*	6.6872	.006	-31.8164	-5.3711

Table 2B
Mean Result for Program Type (Before joining the program)

Program Type		Decision making before	Wise Use of resource before	Communication before	Trust worthiness before	Respect before	Caring before	Citizenship before	Marketing before
Entertainment	Mean	7.54	8.47	10.63	20.75	12.66	19.37	18.23	17.41
	N	68	68	68	68	68	66	68	68
	S.D	3.024	1.849	2.7746	2.547	4.039	6.001	6.46	5.78788
Community service	Mean	9.10	9.39	12.292	21.17	15.70	23.60	21.53	20.75
	N	41	41	41	41	41	41	41	41
	S.D	3.015	1.909	3.36	2.04	3.18	4.57	6.09	3.45
Education	Mean	7.72	8.59	11.50	22.06	14.78	23.06	19.87	19.96
	N	32	32	32	32	32	32	32	32
	S.D	3.040	1.563	2.38	2.48	3.32	4.93	5.52	5.18
Total	Mean	8.04	8.77	11.31	21.17	14.02	21.47	19.56	18.96
	N	141	141	141	141	141	139	141	141
	S D	3.081	1.839	2.9474	2.43	3.87	5.70	6.27	5.26

Table 3C
Mean Result for Program Type (Before joining the program)

Program Type		Com muni cation after	Leade rship after	Trust worth iness after	Respe ct after	Caring after	Citize nship after	Mark eting after	Total Score Pre	Total Score Post
Entrt ainm ent	Mean	14.16	15.57	21.29	17.44	24.85	24.01	22.69	211.16	262.95
	N	68	68	68	68	68	68	68	68	68
	S.D	3.626	2.938	1.955	1.831	4.089	3.121	2.845	52.380	21.858
Com m.Se rv	Mean	16.48 78	16.78 05	21.80 49	18.13 16	26.756 1	25.68 29	24.48 78	236.90 24	288.00 00
	N	41	41	41	38	41	41	41	41	41
	S. D	2.29	2.797	1.600	1.757	3.498	2.392	1.518	62.274	39.137
Educ ation	Mean	15.68	14.75	22.37	16.90	25.75	24.43	23.96	220.53	269.40
	N	32	32	32	32	32	32	32	32	32
	S.D	2.583	3.172	2.043	2.100	3.8937	2.256	2.764	37.658	23.847
Total	Mean	29 15.18	46 15.73	87 21.68	07 17.50	5 25.60	71 24.59	81 23.50	90 220.77	44 271.70
	N	141	141	141	138	141	141	141	141	141
	S. D	3.215 15	3.025 24	1.916 60	1.915 16	3.9402 2	2.818 25	2.623 04	53.443 48	30.139 38

Table 4D

Multiple Comparisons Based on Mean Difference for Ethnicity by Using LSD

Dependent Variable			Mean Differen ce (I-J)	Std. Error	Sig.	95% CI	
						Lower Bound	Upper Bound
Wise use of resources before	Amhara	Oromo	.471	.379	.217	-.28	1.22
		SNNPR	1.422*	.402	.001	.63	2.22
		Others	.410	.485	.400	-.55	1.37
	Oromo	Amhara	-.471	.379	.217	-1.22	.28

Communication before	SNNPR	SNNPR	.951*	.410	.022	.14	1.76
		Others	-.061	.491	.901	-1.03	.91
		Amhara	-1.422*	.402	.001	-2.22	-.63
		Oromo	-.951*	.410	.022	-1.76	-.14
		Others	-1.012*	.509	.049	-2.02	-.01
	Others	Amhara	-.410	.485	.400	-1.37	.55
		Oromo	.061	.491	.901	-.91	1.03
		SNNPR	1.012*	.509	.049	.01	2.02
	Amhara	Oromo	.39441	.60669	.517	-.8053	1.594
		SNNPR	2.2557*	.64292	.001	.9844	3.527
		Others	1.00343	.77523	.198	-.5295	2.536
	Oromo	Amhara	-.39441	.60669	.517	-1.5941	.8053
		SNNPR	1.8613*	.65580	.005	.5645	3.158
		Others	.60902	.78595	.440	-.9451	2.163
	SNNPR	Amhara	-2.2557*	.64292	.001	-3.5271	-.984
		Oromo	-1.8613*	.65580	.005	-3.1581	-.565
		Others	-1.2523	.81424	.126	-2.8624	.3578
	Others	Amhara	-1.0034	.77523	.198	-2.5364	.5295
		Oromo	-.60902	.78595	.440	-2.1632	.9451
		SNNPR	1.25232	.81424	.126	-.3578	2.862
self responsibility before	Amhara	Oromo	.52588	.96386	.586	-1.3801	2.431
		SNNPR	3.1252*	1.02141	.003	1.1055	5.145
		Others	-.44279	1.23162	.720	-2.8782	1.992
	Oromo	Amhara	-.52588	.96386	.586	-2.4318	1.380
		SNNPR	2.5994*	1.04188	.014	.5392	4.659
		Others	-.96867	1.24864	.439	-3.4378	1.500
	SNNPR	Amhara	-3.1252*	1.02141	.003	-5.1451	-1.10

Respect before	Others	Oromo	-2.5994*	1.04188	.014	-4.6597	-.539
		Others	-3.5681*	1.29359	.007	-6.1261	-1.01
		Amhara	.44279	1.23162	.720	-1.9926	2.878
	Amhara	Oromo	.96867	1.24864	.439	-1.5004	3.437
		SNNPR	3.5681*	1.29359	.007	1.0101	6.126
		Oromo	1.01242	.79199	.203	-.5537	2.578
	Oromo	SNNPR	3.2519*	.83928	.000	1.5923	4.911
		Others	1.89588	1.01201	.063	-.1053	3.897
		Amhara	-1.0124	.79199	.203	-2.5785	.5537
	SNNPR	SNNPR	2.2395*	.85610	.010	.5466	3.934
		Others	.88346	1.02600	.391	-1.1454	2.912
		Amhara	-3.2519*	.83928	.000	-4.9115	-1.59
	Others	Oromo	-2.2395*	.85610	.010	-3.9324	-.546
		Others	-1.3560	1.06293	.204	-3.4579	.7458
		Amhara	-1.8958	1.01201	.063	-3.8971	.1053
Responsibility before	Others	Oromo	-.88346	1.02600	.391	-2.9123	1.145
		SNNPR	1.35604	1.06293	.204	-.7458	3.457
		Amhara	1.66024	1.19773	.168	-.7093	4.029
	Amhara	SNNPR	4.7593*	1.25927	.000	2.2679	7.250
		Others	1.02762	1.60686	.524	-2.1514	4.206
		Oromo	-1.6602	1.19773	.168	-4.0298	.7093
	Oromo	SNNPR	3.0990*	1.27276	.016	.5810	5.617
		Others	-.63262	1.61745	.696	-3.8326	2.567
		Amhara	-4.7592*	1.25927	.000	-7.2505	-2.26
	SNNPR	Oromo	-3.099*	1.27276	.016	-5.6170	-.581
		Others	-3.7316*	1.66353	.027	-7.0227	-.440
		Amhara	-1.0276	1.60686	.524	-4.2066	2.151

Citizenship before		Oromo	.63262	1.61745	.696	-2.5673	3.832
		SNNPR	3.7312*	1.66353	.027	.4405	7.022
		Oromo	-.22050	1.27210	.863	-2.7360	2.295
	Amhara	SNNPR	4.8299*	1.34806	.000	2.1642	7.495
		Others	2.95995	1.62549	.071	-.2543	6.174
		Oromo	.22050	1.27210	.863	-2.2950	2.736
	Oromo	Amhara	.22050	1.27210	.863	-2.2950	2.736
		SNNPR	5.0504*	1.37507	.000	2.3313	7.769
		Others	3.18045	1.64796	.056	-.0783	6.439
	SNNPR	Amhara	-4.8299*	1.34806	.000	-7.4956	-2.16
		Oromo	-5.050*	1.37507	.000	-7.7695	-2.33
		Others	-1.8699	1.70728	.275	-5.2460	1.506
Wise use of resource after	Others	Amhara	-2.9599	1.62549	.071	-6.1742	.2543
		Oromo	-3.1804	1.64796	.056	-6.4392	.0783
		SNNPR	1.86997	1.70728	.275	-1.5061	5.246
	Amhara	Oromo	-.80021*	.35862	.027	-1.5093	-.091
		SNNPR	.44629	.38003	.242	-.3052	1.197
		Others	.02059	.45824	.964	-.8855	.9267
	Oromo	Amhara	.80021*	.35862	.027	.0911	1.509
		SNNPR	1.2465*	.38765	.002	.4800	2.013
		Others	.82080	.46458	.079	-.0979	1.739
	SNNPR	Amhara	-.44629	.38003	.242	-1.1978	.3052
		Oromo	-1.2465*	.38765	.002	-2.0130	-.480
		Others	-.42570	.48130	.378	-1.3774	.5260
Communication	Others	Amhara	-.02059	.45824	.964	-.9267	.8855
		Oromo	-.82080	.46458	.079	-1.7395	.0979
		SNNPR	.42570	.48130	.378	-.5260	1.377
		Amhara	-.98033	.67847	.151	-2.3220	.3613

after		SNNPR	-.01535	.71899	.983	-1.4371	1.406
		Others	1.14874	.86696	.187	-.5656	2.863
	Oromo	Amhara	.98033	.67847	.151	-.3613	2.322
		SNNPR	.96499	.73340	.190	-.4853	2.415
		Others	2.1290*	.87894	.017	.3910	3.867
	SNNPR	Amhara	.01535	.71899	.983	-1.4064	1.437
		Oromo	-.96499	.73340	.190	-2.4152	.4853
		Others	1.16409	.91058	.203	-.6365	2.964
	Others	Amhara	-1.1487	.86696	.187	-2.8631	.5656
		Oromo	-2.1290*	.87894	.017	-3.8671	-.391
Accepting difference after		SNNPR	-1.1640	.91058	.203	-2.9647	.6365
	Amhara	Oromo	-2.0434*	.80785	.013	-3.6410	-.446
		SNNPR	-.71995	.85610	.402	-2.4128	.9729
		Others	.77231	1.03228	.456	-1.2689	2.816
	Oromo	Amhara	2.0434*	.80785	.013	.4460	3.641
		SNNPR	1.32353	.87325	.132	-.4033	3.050
		Others	2.8157*	1.04655	.008	.7463	4.885
	SNNPR	Amhara	.71995	.85610	.402	-.9729	2.412
		Oromo	-1.3235	.87325	.132	-3.0503	.4033
		Others	1.49226	1.08422	.171	-.6517	3.636
Leadership aftre	Others	Amhara	-.77231	1.03228	.456	-2.8136	1.268
		Oromo	-2.8157*	1.04655	.008	-4.8853	-.746
		SNNPR	-1.4922	1.08422	.171	-3.6362	.6517
	Amhara	Oromo	-.52484	.61835	.397	-1.7476	.6979
		SNNPR	-1.9450*	.65527	.004	-3.2408	-.649
		Others	1.10297	.79012	.165	-.4594	2.665
	Oromo	Amhara	.52484	.61835	.397	-.6979	1.747

Respect after		SNNPR	-1.4201 [*]	.66840	.035	-2.7419	-.098	
		Others	1.6278 [*]	.80105	.044	.0438	3.211	
		SNNPR	Amhara	1.9451 [*]	.65527	.004	.6493	3.240
			Oromo	1.4201 [*]	.66840	.035	.0985	2.741
			Others	3.0479 [*]	.82988	.000	1.4070	4.689
		Others	Amhara	-1.1029	.79012	.165	-2.6654	.4594
			Oromo	-1.6278 [*]	.80105	.044	-3.2118	-.043
			SNNPR	-3.047 [*]	.82988	.000	-4.6890	-1.40
		Amhara	Oromo	.94426 [*]	.36709	.011	.2182	1.670
			SNNPR	-1.084 [*]	.38142	.005	-1.8388	-.330
			Others	1.6865 [*]	.45992	.000	.7769	2.596
		Oromo	Amhara	-.94426 [*]	.36709	.011	-1.6703	-.218
			SNNPR	-2.0286 [*]	.39570	.000	-2.8113	-1.24
			Others	.74224	.47183	.118	-.1909	1.675
		SNNPR	Amhara	1.0844 [*]	.38142	.005	.3300	1.838
			Oromo	2.0286 [*]	.39570	.000	1.2460	2.811
			Others	2.7709 [*]	.48306	.000	1.8155	3.726
		Others	Amhara	-1.6865 [*]	.45992	.000	-2.5961	-.776
			Oromo	-.74224	.47183	.118	-1.6754	.1909
	Fairness afte		SNNPR	-2.7709 [*]	.48306	.000	-3.7263	-1.81
		Amhara	Oromo	-1.2008	.73283	.104	-2.6500	.2483
			SNNPR	-1.3324	.77660	.088	-2.8681	.2032
			Others	1.60870	.93642	.088	-.2430	3.460
		Oromo	Amhara	1.20083	.73283	.104	-.2483	2.650
			SNNPR	-.13165	.79216	.868	-1.6981	1.434
			Others	2.8095 [*]	.94936	.004	.9322	4.686
		SNNPR	Amhara	1.33248	.77660	.088	-.2032	2.868

Citizenship after	Others	Oromo	.13165	.79216	.868	-1.4348	1.698
		Others	2.9411*	.98354	.003	.9963	4.886
		Amhara	-1.6087	.93642	.088	-3.4604	.2430
	Amhara	Oromo	-2.8095*	.94936	.004	-4.6868	-.932
		SNNPR	-2.9411*	.98354	.003	-4.8861	-.996
		Oromo	.61180	.58539	.298	-.5458	1.769
	Oromo	SNNPR	.91432	.62035	.143	-.3124	2.141
		Others	2.4315*	.74801	.001	.9522	3.910
		Amhara	-.61180	.58539	.298	-1.7694	.5458
	SNNPR	SNNPR	.30252	.63278	.633	-.9487	1.553
		Others	1.8195*	.75835	.018	.3200	3.319
		Amhara	-.91432	.62035	.143	-2.1410	.3124
	Others	Oromo	-.30252	.63278	.633	-1.5538	.9487
		Others	1.51703	.78565	.056	-.0365	3.070
		Amhara	-2.4313*	.74801	.001	-3.9105	-.952
	Total Score Pre	Oromo	-1.8195*	.75835	.018	-3.3191	-.320
		SNNPR	-1.5170	.78565	.056	-3.0706	.0365
		Amhara	11.9761	11.0432	.280	-9.8610	33.81
Total Score Pre	Amhara	SNNPR	38.970*	11.7026	.001	15.8294	62.11
		Others	1.94737	14.1110	.890	-25.9562	29.85
		Oromo	-11.976	11.043	.280	-33.8134	9.861
	Oromo	SNNPR	26.994*	11.9371	.025	3.3895	50.59
		Others	-10.028	14.306	.484	-38.3181	18.26
		Amhara	-38.970*	11.702	.001	-62.1118	-15.8
	SNNPR	Oromo	-26.994*	11.937	.025	-50.5993	-3.38
		Others	-37.023*	14.821	.014	-66.3308	-7.71
		Amhara	-1.947	14.111	.890	-29.8509	25.95

Total Score Post	Amhara	Oromo	10.028	14.3060	.484	-18.2605	38.31
		SNNPR	37.023*	14.821	.014	7.7156	66.33
		Oromo	-15.396*	6.22363	.015	-27.7033	-3.08
		SNNPR	-5.086	6.59527	.442	-18.1287	7.954
		Others	11.307	7.95256	.157	-4.4179	27.03
		Others	11.307	7.95256	.157	-4.4179	27.03
	Oromo	Amhara	15.396*	6.22363	.015	3.0897	27.70
		SNNPR	10.3095	6.72743	.128	-2.9935	23.61
		Others	26.704*	8.06250	.001	10.7612	42.64
	SNNPR	Amhara	5.08696	6.59527	.442	-7.9547	18.12
		Oromo	-10.309	6.72743	.128	-23.6125	2.993
		Others	16.3947	8.35272	.052	-.1222	32.91
	Others	Amhara	-11.307	7.95256	.157	-27.0334	4.417
		Oromo	-26.704*	8.06250	.001	-42.6473	-10.7
		SNNPR	-16.394	8.35272	.052	-32.9117	.1222

*. The mean difference is significant at the 0.05 level.

Table 5E

Mean result for Ethnicity (Before Joining the program)

Ethnicity		Wise Use of resource before	Self responsibility before	Respect before	Response ability before	Citizenship before
Amhara	Mean	13.9783	15.3696	22.4651	21.0652	12.6522
	N	46	46	43	46	46
	S. D	4.25043	3.67791	4.36080	5.58332	1.53793
Oromo	Mean	13.4524	14.3571	20.8049	21.2857	13.4524
	N	42	42	41	42	42
	S. D	4.44589	3.45579	5.99258	4.87545	1.31042
SNNP	Mean	10.8529	12.1176	17.7059	16.2353	12.2059
	N	34	34	34	34	34
	Std. Devi	4.96126	4.19787	6.45511	7.52796	1.85504

		ation				
Others	Mean	14.4211	13.4737	21.4375	18.1053	12.6316
	N	19	19	16	19	19
	Std. Deviation	4.46363	3.38901	4.50139	5.86794	2.31446
Total	Mean	13.1277	14.0284	20.6269	19.5674	12.7801
	N	141	141	134	141	141
	Std. Deviation	4.65963	3.87657	5.72643	6.27501	1.72830

Table 6 F

Mean Result for Ethnicity (After Joining the program)

Ethnicity		Communication after	Accepting difference after	Leadership after	Respect after	Fairness after	Citizenship after	Total Score Pre	Total Score Post
Amhara	Mean	15.0435	11.4565	15.2609	17.73	25.6087	25.32	234.00	267.41
	N	46	46	46	46	46	46	46	46
	S. D	3.01814	1.78520	2.95473	1.93	3.75043	2.724	57.033	28.415
Oromo	Mean	16.0238	13.5000	15.7857	16.79	26.8095	24.71	222.02	282.809
	N	42	42	42	39	42	42	42	42
	S. D	2.78049	6.18909	3.22744	1.688	2.89017	2.822	53.887	39.0242
SNNPR	Mean	15.0588	12.1765	17.2059	18.82	26.9412	24.41	195.02	272.50
	N	34	34	34	34	34	34	34	34
	S. D	3.97676	2.20839	2.94165	1.140	3.31152	2.571	44.341	18.6437
Others	Mean	13.8947	10.6842	14.1579	16.05	24.0000	22.89	232.05	256.105
	N	19	19	19	19	19	19	19	19
	S. D	2.74661	2.21241	1.57280	1.840	3.92994	2.903	45.021	18.6455
Total	Mean	15.1844	12.1348	15.7376	17.50	26.0709	24.59	220.77	271.702
	N	141	141	141	138	141	141	141	141
	S. D	3.2151	3.87523	3.0252	1.915	3.54087	2.818	53.443	30.139

Table 7G Multiple Comparison Based on Mean Difference for Political Affiliation

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% CI Lower Bound	Upper Bound
Wise Use of resource before	yes	no	-.057	.349	.870	-.75	.63
		neutral	-1.170*	.409	.005	-1.98	-.36
	no	yes	.057	.349	.870	-.63	.75
		neutral	-1.113*	.384	.004	-1.87	-.35
	neutral	yes	1.170*	.409	.005	.36	1.98
		no	1.113*	.384	.004	.35	1.87
Accepting difference before	yes	no	-1.31429*	.60286	.031	-2.5063	-.1222
		neutral	.21818	.70789	.758	-1.1815	1.6179
	no	yes	1.31429*	.60286	.031	.1222	2.5063
		neutral	1.53247*	.66373	.022	.2201	2.8449
	neutral	yes	-.21818	.70789	.758	-1.6179	1.1815
		no	-1.53247*	.66373	.022	-2.8449	-.2201
Healthy lifestyle before	yes	no	.94863	.74584	.206	-.5263	2.4236
		neutral	-1.46667	.86985	.094	-3.1869	.2535
	no	yes	-.94863	.74584	.206	-2.4236	.5263
		neutral	-2.41530*	.82017	.004	-4.0372	-.7934
	neutral	yes	1.46667	.86985	.094	-.2535	3.1869
		no	2.41530*	.82017	.004	.7934	4.0372
Self responsibility before	yes	no	1.04762	.89285	.243	-.7178	2.8130
		neutral	-1.59596	1.04840	.130	-3.6690	.4770
	no	yes	-1.04762	.89285	.243	-2.8130	.7178
		neutral	-2.64358*	.98299	.008	-4.5873	-.6999
	neutral	yes	1.59596	1.04840	.130	-.4770	3.6690
		no	2.64358*	.98299	.008	.6999	4.5873
Respect before	yes	no	-.19365	.76119	.800	-1.6987	1.3114
		neutral	-.51111	.89380	.568	-2.2784	1.2562
	no	yes	.19365	.76119	.800	-1.3114	1.6987
		neutral	-.31746	.83804	.705	-1.9745	1.3396
	neutral	yes	.51111	.89380	.568	-1.2562	2.2784
		no	.31746	.83804	.705	-1.3396	1.9745
Citizenship	yes	no	.89206	1.19779	.458	-1.4763	3.2605

before		neutra	-2.89293*	1.40647	.042	-5.6739	-.1119
		l					
		yes	-.89206	1.19779	.458	-3.2605	1.4763
Self response ability after	no	neutra	-3.78499*	1.31873	.005	-6.3925	-1.1775
		l					
		yes	2.89293*	1.40647	.042	.1119	5.6739
	neutral	no	3.78499*	1.31873	.005	1.1775	6.3925
		yes	-.37778	.35050	.283	-1.0708	.3153
		neutra	-1.26667*	.41156	.003	-2.0804	-.4529
	no	l					
		yes	.37778	.35050	.283	-.3153	1.0708
		neutra	-.88889*	.38589	.023	-1.6519	-.1259
	neutral	l					
		yes	1.26667*	.41156	.003	.4529	2.0804
		no	.88889*	.38589	.023	.1259	1.6519
Caring after	yes	no	1.06032	.75554	.163	-.4336	2.5543
		neutra	-1.11717	.88717	.210	-2.8714	.6370
		l					
	no	yes	-1.06032	.75554	.163	-2.5543	.4336
		neutra	-2.17749*	.83183	.010	-3.8223	-.5327
		l					
	neutral	yes	1.11717	.88717	.210	-.6370	2.8714
		no	2.17749*	.83183	.010	.5327	3.8223
		yes	.71429	.52600	.177	-.3258	1.7543
	Citizenship after	neutra	-1.53535*	.61764	.014	-2.7566	-.3141
		l					
		yes	-.71429	.52600	.177	-1.7543	.3258
Marketing after	no	neutra	-2.24964*	.57910	.000	-3.3947	-1.1046
		l					
		yes	1.53535*	.61764	.014	.3141	2.7566
	yes	no	2.24964*	.57910	.000	1.1046	3.3947
		no	1.28571*	.48682	.009	.3231	2.2483
		neutra	-.80808	.57163	.160	-1.9384	.3222
	no	l					
		yes	-1.28571*	.48682	.009	-2.2483	-.3231
		neutra	-2.09380*	.53597	.000	-3.1536	-1.0340
	neutral	l					
		yes	.80808	.57163	.160	-.3222	1.9384
		no	2.09380*	.53597	.000	1.0340	3.1536
Total Score Post	yes	no	.34286	5.72682	.952	-	11.6665
		neutra	-17.99192*	6.72454	.008	-	-4.6955
	no	l				31.2884	
		yes	-.34286	5.72682	.952	-	10.9808

	neutra	-18.33478*	6.30502	.004	-	-5.8678
	l				30.8017	
neutral	yes	17.99192*	6.72454	.008	4.6955	31.2884
	no	18.33478*	6.30502	.004	5.8678	30.8017

*. The mean difference is significant at the 0.05 level.

Table 8 H

Mean result of Political Affiliation (Before Joining the program)

Political affiliation		Wise Use of resource before	Accepting difference before	Healthy lifestyle before	Self response ability before	Respect before	Citizenship before
yes	Mean	8.47	8.4000	17.8667	13.2222	13.8222	19.2889
	N	45	45	45	45	45	45
	S. D	1.804	3.10718	3.23756	3.55406	3.45943	6.08882
no	Mean	8.52	9.7143	16.9180	12.1746	14.0159	18.3968
	N	63	63	61	63	63	63
	S. D	1.564	3.27468	4.01371	4.79765	4.28611	6.38936
neutral	Mean	9.64	8.1818	19.3333	14.8182	14.3333	22.1818
	N	33	33	33	33	33	33
	S. D	2.133	2.66288	4.07482	5.31774	3.67990	5.68691
Total	Mean	8.77	8.9362	17.7986	13.1277	14.0284	19.5674
	N	141	141	139	141	141	141
	S. D	1.839	3.14691	3.88639	4.65963	3.87657	6.27501

Table 9 I

Mean Result for Political Affiliation (After joining the program)

Political affiliation		Self responsibility after	Caring after	Citizenship after	Marketing after	Total Score Post
yes	Mean	17.4000	25.8222	24.5556	23.8889	267.6444
	N	45	45	45	45	45
	Std. Deviation	1.83897	3.65121	2.84889	2.14500	21.26153
no	Mean	17.7778	24.7619	23.8413	22.6032	267.3016
	N	63	63	63	63	63
	Std. Deviation	1.94641	4.14929	2.71321	2.98134	30.61606

	on					
neutra	Mean	18.6667	26.9394	26.0909	24.6970	285.6364
l	N	33	33	33	33	33
	Std.	1.38444	3.59635	2.42852	1.81116	35.70698
	Deviati					
	on					
Total	Mean	17.8652	25.6099	24.5957	23.5035	271.7021
	N	141	141	141	141	141
	Std.	1.84476	3.94022	2.81825	2.62304	30.13938
	Deviati					
	on					

Table 10 J

Mean Result based on Gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Decision making before	male	65	8.58	3.005	.373
	female	76	7.57	3.087	.354
Accepting difference before	male	65	8.1077	3.05227	.37859
	female	76	9.6447	3.07117	.35229
Caring before	male	63	20.3175	5.29402	.66698
	female	76	22.4342	5.88634	.67521
Marketing before	male	65	17.9692	5.55644	.68919
	female	76	19.8158	4.88183	.55998

Annex III

Consent Form

My name is Abiy Tedla. I am post graduate student of Addis Ababa University School of Social Work. I am doing my thesis on contribution of youth development programs for life skill development of program participants.

You are selected to be research participant in this study. Any information you provided will not be transferred for third party and it will be used only for academic purpose. Your participation in this research is on voluntary bases. You are allowed not to participate in the research even in the middle of data collection.

You need to bring the permission of your parents/guardians in written format with signature if you are under the age of 18.

I agree to participate in the study

Name of Participant _____

Date: _____

Signature _____

Name of the Researcher- Abiy Tedla

Date: _____

Signature _____

Contact number: 0911917368