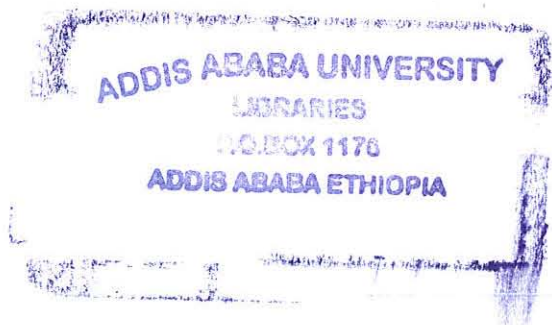


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**IDENTITY STATUS AND SEXUAL EXPERIENCES AMONG
ADOLESCENT STUDENTS IN DEBRE MARKOS TOWN**

BY
MISSAYE MULATIE



JUNE 2009

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ADOLESCENT STUDENTS IN DEBRE MARKOS TOWN**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ART IN
DEVELOPMENTAL PSYCHOLOGY**

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Abstract

The main purpose of this study was to investigate the nature of identity status and sexual experiences and the relationship between these two variables. Three hundred forty one (230 male and 111 female) adolescent students were selected from Debre Markos Secondary School, Debre Markos Preparatory School and Debre Markos University through simple random sampling technique.

Data were collected using questionnaire and analyzed by chi square and one way ANOVA. The result revealed that only some students (37.24 %) have achieved their identity. The rest were found to have moratorium, diffusion and foreclosure identity status. Besides, there was no statistically significant association between identity status and sex ($\chi^2=5.97$, $df=3$, $p>0.05$). However, there was statistically significant association between identity status and age ($\chi^2=39.51$, $df=3$, $p<0.05$). As regards sexual experiences, it was found out that more than half (55.7%) of the students have been involved in sexual activities like kissing and intercourse. There was statistically significant association between sex and sexual experiences ($\chi^2=10.85$, $df=1$, $p<0.05$).

Most importantly, there was a statistically significant association between identity status and sexual involvement ($\chi^2 =14.53$, $df=3$, $p <0.05$). That is, Identity achieved students were found most involved in sexual activities followed by moratorium and diffused students. Students with foreclosure status, on the other hand, were found to be least involved in sexual activities. There was also significant difference in the number of partner among students with the different identity status ($F(3,147) =4.21$, $p< 0.05$). Diffused students were most engaged with multiple partners (three partners on the average) followed by moratorium students (two partners on the average). Foreclosed and identity achieved students had approximately single (one) sexual partner. There was no significant difference among students categorized under the four identity types in terms of duration of relationship with a partner. Since it is difficult to investigate all issues of sexuality and identity in a single research like this, further and detail shall be conducted by other scholars.

I. INTRODUCTION

1.1 Background

The development of identity and sexual behavior are among the major psychosocial events in human development. The period of adolescence is a fundamentally important time for searching one's identity and active involvement in sexual activities (Marcia, 1993; King, 1996).

According to Erikson (cited in Marcia, 1993, p.167), the formation of personal identity is a decisive issue in psychosocial development of adolescents. But, confronting and responding to identity issues is not a one time event that only occurs during adolescence rather identity issues may begin even before the high school years and do not stop with the entering of adulthood periods (Marcia, 1993; Archer, 1993).

The notion of identity is one's idea of who one is and how one defines the self (Erikson cited in Marcia, 1993, pp.3-4). From life span perspective, the meaning of identity is different for a person of age 15 and for some one whose age is 25. Therefore, it is worthwhile to define identity in relation with the age of an individual (Waterman, 1993). Occurring during adolescence, the consolidation of identity shows the termination of childhood and the beginning of adulthood. So, identity formation during adolescence involves synthesis of childhood skills, beliefs, and identifications into more coherent and unique whole that help them

to have sense of continuity with the past and giving direction for the future life (Marcia, 1993; Waterman, 1993).

✓ According to Marcia (1993), there are two defining criteria to categorize individuals into different identity status. These criteria are the presence or absence of exploration of alternatives and commitments. Based on these two factors, Marcia (1993) categorized identity development into four status. These are identity foreclosure, identity moratorium, identity diffusion and identity achievement. An individual's identity status is assessed through the presence or absence of exploration and commitment in different domains such as vocational plans, religious beliefs, political beliefs, dating, sexuality, friendship, family roles and sex role preferences (Marcia, 1993).

Adolescence is also a fundamentally important time for sexual behavior development. Sexual behaviors involve solitary sexual activities like masturbation, fantasies and interpersonal sexual behavior such as kissing, touching (stimulating breast) and sexual intercourse (Danney, 1992; Steinberg, 1993). For the sake of specificity, this study focuses on the interpersonal heterosexual behavior that involves sexual relationship between two opposite sexes.

It is obvious that healthy sexual development is one of the vital events that occur during adolescence. However, most studies have given more attention to the risky sexual behavior without giving emphasis to the healthy aspects of sexual development. Most studies on adolescents' sexual activities in Sub-

Sahara Africa give more attention to risky sexual behavior. For instance, Rweng (2004), Nigussie et al (2004) and Okapani and Okapani, (2004) primarily focused on risky sexual behavior of adolescents, giving no attention to healthy sexual behavior which is normal during adolescence. The same holds true when we come to our country, Ethiopia. For example, Alemayehu (2001), Dagne (1999), Feben (2005) and others focused on risky sexual behavior of adolescent students, leaving aside healthy sexual behavior, to mention but few. Besides, the main focus of most researchers while studying sexual behavior and identity development has been on high school students, ignoring students at colleges and universities.

Sexuality, as a heterosexual phenomenon, is one dimension and an expression of personal identity (Orlofsky, 1993). As Karl (1989) stated, there is an association between sexual experiences and identity types or status. Karl (1989) explained that people with foreclosure identity status suspend involvement in sexual practices and they are least likely to be involved in sexual activities as compared to those adolescents with diffusion, moratorium and achievement identity status. Karl (1989) also added that individuals with moratorium and achievement identity tend to be more deeply involved in sexual activities. Moreover, King (cited in Papani et al., 2005, p.2) explained that identity diffused adolescents are more prone to be evolved in risky and/or non risky sexual behaviors.

Furthermore, there is difference in number of sexual partners among adolescents with the four categories of identity status. One research conducted by Carl (2006) shows that adolescent students with a status group who lacks commitment (diffusion and moratorium) are more likely to have greater number of sexual partners than adolescents who have commitment (achievement and foreclosure). Regarding duration of stay with sexual partner, identity diffused adolescents are more likely to have short-term relationship followed by moratorium adolescents (Karl, 1989).

Generally, the issues of identity formation and sexual behaviors are indispensable in our lifetime and healthy sexual development is one dimension of identity development. However, the associations of these two important psychosocial constructs are least investigated. In fact, these variables have been studied or treated separately or in relation to other variables such as parenting style, academic achievement and e.t.c. To mention some, Yekoyealem (2005) and Zemzem (2006) tried to study identity status of adolescent students in relation to parenting styles and academic achievement respectively. As to Papani et al (2005), only few studies have been conducted on identity status and any aspect of sexuality. Hence, none of these studies has shown sexual behaviors of adolescents in relation to their identity. Hence, the association of identity types and sexual activities of adolescents is least researched. This ignites the passion of the searcher to investigate identity status and sexual experiences among Debre Markos Secondary School, Preparatory School and University students.

1.2 Statement of the Problem

As mentioned in the background part, identity formation and sexual behavior are fundamental psychosocial aspects of development during adolescence. Healthy sexual development is one dimension of healthy identity formation or development. Nevertheless, there have been insufficient researches that show the association between sexual practice and identity status. Despite abundance research on the relationships of identity status with other constructs like academic achievement, parenting style and etc, there are few studies that show association between identity status and any aspect of sexuality (Papani et al., 2005). This motivates the enthusiasm of the searcher to investigate identity status and sexual experiences among Debre Markos Secondary School, Preparatory School and University students. To this end, the following basic questions were stated.

1. Regarding nature of identity status:

- What is the general nature of identity status among students?
- What is the nature of identity status by sex and age?

2. With respect to sexual experiences:

- What is the general nature of sexual experiences among students?
- What is the nature of sexual experiences by sex and age?

3. Regarding association between identity status and sexual Experiences:

- What is the general association between identity status and sexual experiences among students?
- Is there a statistically significant association between identity status and sexual experiences by sex and age?

1.3 Objectives

The general objective of this study is to assess identity status and sexual experiences and the association of these variables among adolescent students at Debre Markos Secondary School, Preparatory School and University. More specifically, the study was designed^{to} meet the following objectives.

1. To identify identity status of students.
2. To find out sexual experiences of students.
3. To see whether there is a significant association between sexual experiences and identity status among students.
4. To recommend possible suggestions based on the findings of the study.

1.4 Operational Definition

- Identity status: refers to identifying appropriate and possible choices regarding politics, religion, sex roles, vocation, friendship, family roles and commitments in implementing the already chosen values, goals and beliefs (Waterman, 1993).
- Identity diffusion: the status in which an adolescent does not have a sense of exploring choices and has not yet made a commitment about goals, values and beliefs (Waterman, 1993).
- Identity Foreclosure: the status in which an adolescent is committed to roles, values and beliefs by conforming authority figures (example, parents) with out exploring by him or her self(Waterman,1993).
- Identity Moratorium: the status in which an adolescent is exploring various alternative choices about goals, beliefs and values but has not yet made commitment to choices. (Waterman,1993)
- Identity achievement: the status in which an adolescent has gone through exploration of various goals, beliefs and has made commitment to the choices (Waterman, 1993).
- Sexual experiences: refers to involvement in any heterosexual activities that includes sexual practices with intercourse and with out intercourse (kissing, manual stimulation) that lead to orgasm and/or attempting to produce erotic stimulation in both sexes.

- Short-term sexual relationship: it is a brief period of sexual relationship that is characterized by casual and one-night stand sexual relationships (hit and run type).
- Long-term sexual relationship: it is having sexual relationship with a partner that is not casual (not hit and run type).
- Adolescent students: refers to secondary and preparatory school students whose age ranging from 16 to 18 years and university students whose age ranging from 19 to 21 years (Muuss, 1996).

1.5 Significance

One major developmental task of adolescents is formation of coherent sense of personal identity. Adolescents need support to develop a clear sense of identity. Those adolescents who have developed their sense of identity appreciate how they are similar and different from others. Beside this, such adolescents can clearly recognize their limitations and strengths or asset, feel good about themselves, work properly towards defined goals and have close relationships with others. However, the reverse is likely to occur when adolescents lack support (Kimmel and Weiner, 1985).

Adolescence is also a time of sexual developments in which dating and romantic love occur. Sexuality is one component in defining one's identity. However, as mentioned before, no or little researches have been investigated regarding the linkage of sexuality and identity.

Undoubtedly, adolescent students contribute a lot for the development of the country. To achieve this, they need to have healthy identity and sexual development. Hence, this research was designed to have the following contributions.

1. The study assesses the nature of identity status and sexual experiences of Debre Markos Secondary School, Preparatory School and University students. It is believed to provide an insight to psychologists, educators, and parents about the nature of identity status and sexual behaviors of students. This may help them to understand the development of identity and sexual behaviors of students thereby they can help them to develop healthy identity and sexual behavior. Eventually, this could help students to be goal oriented and fruitful in their day-to-day activities.
2. Even if the study is delimited to see identity status and sexual practice of students at Debre Markos Secondary School, Preparatory School and University, it is expected to give some insights about identity status and sexual behaviors of students in other similar settings in the country, Ethiopia.
3. Other researches may get valuable information when they are interested to study an issue that is related to identity and sexual behavior during adolescence.

1.6 Delimitation

This study was delimited to 341(230 male and 111 female) students selected from Debre Markos Secondary School, Preparatory School and University. Besides, it does not include extension students. Moreover, this study focuses on identity status and sexual experiences of students.

1.7 Limitation

The data from Debre Markos Secondary School and Preparatory School students were collect when their first semester results were announced. At that time, some respondents seem disappointed by their poor results and these might have influence in their responses. Besides, participants in the university were a little bit rushing while filling the items due to the approach of final examinations. Moreover, some were also complaining about the number of questions included in the questionnaire. Finally, it is faire to note that the identity status measures that were constructed in the Western culture might not exactly assess respondents' identity status. All these could have impact on reducing the quality of the study.

II. LITERATURE REVIEW

This chapter presents the conceptual and theoretical explanations on the nature of identity and sexual developments that occur during adolescence. This section also presents empirical studies on these issues. Moreover, this part briefly discusses the associations between sexual experiences and identity status.

2.1 Identity Development during Adolescence

As we have seen in the background part, different psychologists explain that adolescence is a period of looking for one's identity. The following sections briefly discuss theoretical explanations and empirical studies on identity developments that occur during adolescence.

2.1.1 Theoretical and Conceptual Explanations on Identity Development during Adolescence

Ego psychoanalytic theorists formulated the origin of the identity development approach. Freud (cited in Marcia, 1993: pp 3-5) emphasized on libidinal determination of psychological functioning and the role of ego in identity development. Every one can say something about identity. Nevertheless, Erikson was the one who substantially contributed in formulating identity development. According to Erickson (cited in Shaffer, 1994, p.223), the major developmental problem that adolescents face is formation of identity. Erickson defined identity as a unified, holistic self-portrait that integrates the private self and

consistency—a relatively stable and future oriented impression of self (Shaffer, 1994).

In Erikson's view (cited in Baumeister et al., 1995, p. 420), failure to reserve a developmental task at the appropriate age creates further problem in later lives. Erikson (cited in Louden, 2005, p.13) gave much emphasizes on the importance of successful adolescent identity achievement to future functioning. Marcia (1993), also states that adolescents who have experienced identity crises and successfully resolved the crises in various identity dimensions are superior than others who have not experienced exploration and commitments.

Basing Erikson's theory of psychosocial development, Marcia (1993) gave detail explanations on identity formation and development. As to Marcia (1993), adolescents experience struggle with the identity questions like who am I? What shall I do with my life? What do I believe? What kind of personal relationship shall I have? (Dollinger, 1997).

Regarding to time of identity development, despite Erikson's and Marcia's emphasis up on adolescence as a pivotal period for identity development, many individuals continue changing their identity for much of their lives although there is a core personality which is always central to themselves as a person (Berryman, 2002 ; Waterman,1993).

Adolescence period may mark only beginning of identity development rather than the on set and conclusion of the process (Loundon, 2005; Waterman, 1993).

According to Marcia (1993) and Waterman (1993), not all individuals achieve identity during adolescence. One thing we should bear in mind is that only limited changes occur prior or during the high school years and it is during college years that the greatest gains in identity formation appear to occur (Waterman 1993; Constantinople cited in Muuss, 1996, pp.61). Because, college environments provide diversity of experiences that expose students to a very wide range of alternative career goals, beliefs, and life styles that are most suited to explore identity concerns. Beside this, during college years the pattern of social pressure from parental influences and peer conformity on identity formation become less. Rather, the expectations and preferences of dating partner play great role for identity development students at colleges (Lounden, 2005; Waterman, 1993).

According to Erikson (cited in Baumeister, et al., 1985 p.407), identity formation is categorized in a dichotomized from firm identity achievement to diffusion identity. Unlike Erikson, Marcia (cited in Dollinger, 1997, p. 339) argued that adolescent stage consists neither identity resolution nor identity confusion. Marcia (1993) extended and refined Erickson's work by identifying four identity status. These are identity achievement, foreclosure, moratorium, and diffusion. Among these identity types, identity achievement is the most advanced followed by moratorium and foreclosure statuses. Identity diffusion is the least advanced of all status (Marcia cited in Muuss, 1996, p. 17).

The four identity status or types are differentiated or categorized based on the presence or absence of two defining criteria. The criteria are exploration and commitment. Consequently, identity status of a person is determined based on the presence or absence of exploration and commitment in different identity domains such as vocational choice, religious beliefs, gender role attitudes, family roles and sexual expressions (Marcia, 1993).

Exploration of identity requires a person to struggle or actively question so as to arriving at a decision about goals, values and beliefs on domains of identity status. Commitment, on the other side, involves making choice about identity domains or elements and engaging in implementation of already chosen components (vocational choice, religious beliefs, gender role attitudes, family roles and sexual expressions) of identity status. The assumption is that genuine exploration of personally meaningful alternatives followed by selection of a general direction for one's interests and abilities is the basic indicator of identity formation (Archer, 1993; Adams, 1989).

There is no one standard form that is used to assess identity status of an individual. As a result, different investigators have been using different forms that contain a variety of domains. Consequently, as to Marcia (1993), identity status of adolescents is examined based on exploration and commitments on five core dimensions such as vocational choice, religious beliefs, political ideology, gender roles, and behaviors about sexual expressions and dating.

Vocation as one domain of identity is not equivalent to paid payment rather it includes activities performed for pay, and in room activities in which a person spends time with out payment. In addition, religious elements include exploration and commitment activities like involvement in religious institutions and frequency of religious services or attendances. With respect to political ideology, political philosophy like party affiliation or support offered to a certain party and political views are taken in to account. The main issues about gender roles attitudes are how one feel about sex typical and sex atypical interests and to what extent one want to adapt gender role characteristics like masculine and feminine behaviors. Finally, identity related issues of sexuality include the important of sexual expression in defining oneself, relationships that exist in love and sexual activities and personal feelings regarding involvement in premarital sexual activities (Marcia, 1993).

2.1.2 Empirical Studies on Identity Development during Adolescence

As discussed earlier, the formation of identity is one of the central development tasks of adolescents. The following section briefly presents empirical investigations on identity status formations that occur during this period.

As to Marcia (1993), identity status may be perceived as a developmental sequence, but no one status is a necessary stepping stone for another as is the case in Erikson's eight stage of psychosocial development. In addition, Marcia (1993) argues that each identity status undergo an ongoing process by which

an individual establishes a sense of identity through development progression across the four stages.

Regarding to age wise formation of identity status, adolescents often move to higher and more advanced statuses (from identity diffusion and foreclosure to identity moratorium and achievement) as their age increases (Marcia, 1993; Waterman, 1993). Archer (cited in Cramer, 1997, p.59) found that most adolescents begin with identity diffusion. From this status, they may move either toward a period of moratorium or foreclosure or achievement. For example, Waterman (1993) found increment in number of identity achieved students and a decrement in number of identity diffused students from high school years through the last few years of college.

The developmental progression or movement from less advanced (diffusion and foreclosure) to higher identity status (moratorium and achievement) is the function of age and psychosocial maturity. As students move in different year levels, the proportion of identity diffused subjects decline while the proportion of those participants who achieved their identity increases. Foreclosure status is also most frequently observed during high school years and it declines with increasing age (Mackinon, 2002; Matteson, 1975; Marcia cited in Muuss, 1996, pp.61).

Similarly, Meliman (cited in Muuss, 1996, pp. 61-62) found that 68 percent and 32 percent of 12 years old subjects were identity diffused and foreclosed respectively. However, at the age of 24, more than half (56%) achieved an

identity. At this age, 12%, 8% and 24% were found to be identity moratorium, foreclosure and diffusion respectively.

Consistent to the above findings, Archer (1993) found out that high school students tend to be predominantly in the foreclosure identity status. In line with this, Yekoyealem (2005) investigated that as age and grade level of adolescent students increases, the number of moratorium and identity achieved students also increases. On the contrary, his study shows that the number of identity foreclosed and diffused adolescent participants decreases as their age and grade level increases. Moreover, Meliman (cited in Marcia, 1993, pp. 60-65) investigated that the appearance of significant numbers of achievements and moratoriums begin at age 18 with a correspondence decrease in foreclosures and diffusions. Similarly, Archer's (cited in Marcia 1993, p. 62) study shows that only 19% achievers and moratoriums were found among 17 years old boys and girls.

Generally, as different researchers (Mackinon 2002; Matteson, 1975; Marcia cited in Muuss, 1996, pp.61-62) stated, age variations or developmental progressions from less advanced (diffusion and foreclosure) to more advanced (moratorium and achievement) identity status is due to the effect of maturity or age.

Concerning sex differences in identity development, though biological factors play certain roles in the content of identity choice, both male and female adolescents undergo comparable experiences of exploration and commitments.

Any sex difference in identity status may be the function of socio-cultural influences. Otherwise, male and female individuals go through similar patterns of identity development (Waterman, 1993).

In addition, Archer's (1993) cross-sectional study on 160 participants did not show significant sex difference in identity status formation and hence Archer concluded that both sexes proceed through the identity status formation in a like fashion. Actually, Erikson (cited in Waterman, 1993.p.45) did not postulate different identity development processes for males and females. Likewise, Marcia (1993) conducted a research with 80 participants and did not find significant difference between males and females in terms of identity status.

2.2 Nature of Sexual Behavior during Adolescence

Adolescence period is also fundamentally important time for the development of sexuality. Sex plays an important role in adolescents' feelings, fantasies, and social relationship (Edjah, 1999; Ellis, 2000; Byer, 1999). The following sections briefly present theoretical explanations and empirical studies on sexual behavior during adolescence.

2.2.1 Theoretical and Conceptual Explanations on Sexual Behavior during Adolescence

The main tasks of adolescents are to figure out how to deal with sexual desires and how to incorporate sex successfully and appropriately in to socially acceptable relationship (Sullivan cited in Steinberg, 1993, pp. 352-354). Freudian theorists understand sexual behavior of adolescents in a different

manner. According to these theorists, sexual behavior of individuals is the result of strong sexual drives that are not yet channeled or released. They claim that sexuality is the main motive of adolescent individuals (Freud cited in Danney, 1992, pp. 349-357).

Sexuality is not entirely new event that occur for the first time during adolescence. When we see sexual activities before on set of puberty, children are able to masturbate, kiss, or even having sexual intercourse (Danney, 1992). However, as to Knsey (cited in Stienberg, 1993, p. 352) even if children are aware of their sex organs in their early ages and start stimulating their genitals, it is only during puberty that males ejaculate semen and females begin to ovulate and sex drives become high as a result of hormonal changes. It is also true when we see sexual activities in our culture. For example, “*ቃቃ* (“Kaka Chewata”) is a common play during childhood period. Here a girl may act as a “wife” and a boy as a “husband” and they may experiment “sex”. Nevertheless, there is no actual excitement because of such activities until they enter into the period of adolescence. Hence, adolescence is a turning point for the development of sexual activities and deliberate and sexually motivated behavior start at this stage (Danney, 1992; Wood et al., 2006).

2.2.2 Empirical Studies on Sexual Behavior during Adolescence

There has been an increase in frequency of adolescents' involvement in premarital sexual activities. Let alone other factors, the experimental nature of this stage progressively increases sexual involvement of adolescent individuals (Wood et al., 2006; Seto, 1997).

Cross-national studies conducted in Sub-Sahara Africa as well as in developed countries have shown the age of first sexual activities of adolescent individuals. For instance, studies that were conducted by King, 1996; Gueye, 2004; Gupta and Mahy, 2004; Okapani and Okapani, 2004; Negussie et al, 1999 have shown high prevalence of sexually active adolescents in sub-Saharan Africa as compared to developed nations. A study by Negussie et al-(1999) shows that at the age of 20, 80% of male and female adolescents were sexually active in Sub-Sahara Africa as compared to 75% in developed nations. Surprisingly, as to Lema (cited in Ellis, 2000, p. 129), many adolescents have their first sexual experiences before the age of ten.

When we see sexual behavior of adolescents in developed nations, 40 to 50 percent of young people in countries such as France, Netherlands, and England experience sexual intercourse by the age of 18(Friedman cited in Nigussie et al.,1999, p.58).

The onset of adolescents' sexual behavior in sub Sahara Africa varies from nation to nation. One study revealed that the majority (83.3 %) of young people

in Cameroon had begun having sexual intercourse before the age of 18 (Rwenge, 2004). Another study also shows that 67% of grade 9 and 10 students in South Africa ever had sexual relationship between the age of 14 to 17 (Gupta and Mahy, 2004). When we see this among Malian adolescents, most (66%) of them had sex before the age of 18 (Gueye, 2004). In addition, one study on 768 secondary school students in Nigeria shows that the average onset of having sexual intercourse was found to be 15 years (Okpani and Okpani, 2004).

When we come to our country, a study on three secondary schools in Addis Ababa shows wide spread prevalence of premarital sex (Negussie et al., 2004). Another survey conducted among unmarried adolescents and youth selected from different parts of Ethiopia shows that 47.4% had sexual intercourse (Save the Children Fund /UN cited in Feben, 2005, pp, 11-12). This shows that almost half of adolescents in our country could have the possibility to be engaged in sexual activity. Moreover, one study conducted by Kassa (2004) among Alemaya University students shows that the average age of first sexual intercourse was found to be 16.35. As this study shows, of those who had sexual intercourse, 51.6% practiced unsafe sex with multiple partners while the rest had had safe sexual relationships. Likewise, a study among adolescent students in Woreta, South Gondar shows that 36.1 % females had sexual experiences (Abebe, 2007). All these studies show that the age of first sexual activity among adolescents has progressively decreased in Sub Sahara Africa, including Ethiopia.

Therefore, the general trend of the onset of first sexual relationship of adolescents has been decreasing and the prevalence of sexual activities has been increasing at an alarming rate. This could be perhaps due to changes or sophistication of technological advancement that may have an impact in changing sexual behavior of adolescents.

Regarding to sex difference in sexual activities, there are evidences that show variations between male and female adolescents' sexual activities. Due to biological based differences between males and females, each sex faces unique challenges of reproduction. Females invest high in producing offspring because it include pregnancy, labor, and nursing thereby they are less likely to exhibit interest in short term mating and desire to have multiple sexual partners than do men (Papani et al., 2006). Similarly, Waterman (1993) stated that the risk of pregnancy and abortion would tend to stimulate greater considerations among females than males.

According to Social Role Theory and Sexual Strategy Theory, sex differences in sexual activities have been attributed to the gender roles prescribed by society. So, men and women guide their sexual behavior in a way that matches to the gender role promoted by society. Hence, genders differences in number of partners, interest in short term mating are a function of gender roles (Eagly and Wood cited in Papani et al., 2003, pp, 4-6). Gender difference in sexual activities is more pronounced in those cultures with more traditional and prescribed gender role is observed or practiced (Papani et al., 2006). Feben (2005) found

that much more than females, male students in some selected high schools in Addis Ababa were engaged in sexual practices. This might be due to the cultural influences of our country that seems to promote males to involve in sexual activities than females.

In addition, Females make careful sexual decisions since they bear the social and often economic consequences of contraception and abortion or single unwed parenthood (Buss, 1996). Erikson (cited in Buss, 1996, p.17) also suggested that a female forms her sexual exploration during puberty and the following years, she must develop her sexual values and standards and decide whether when, under what circumstances and whom to permit to be her partner.

Therefore, all these implies that due to biological and social factors, male adolescents are more likely to be involved in sexual practices, more likely to have short term relationships and more likely to have multiple partners than females. In addition, females are more careful and systematic in sexual activities than their male counter parts.

Finally, concerning age, one local study on selected high school students in Addis Ababa shows difference in sexual involvement of participants (Feben, 2005). She found that those adolescents with in the age ranging from 18 to 21 were found to be more sexually active than those with the age group ranging from 14 to 17. In addition, as the Abebe's (2007) study shows adolescents having an age ranging from 15 to 19 years were found to have sexual

intercourse than those with an age between 10 to 14 years. Moreover, one study shows that one fourth with age between 14 -17 years and three fourth of adolescent participants with age ranging between 18 to 21 years were sexually active respectively (Wagkari, 2007). Of course, other factors held constant, as age increases, the likelihood of being involved in sexual activities increase which normally occurs.

2.3 Identity and Sexuality during Adolescence

In the previous sections, we have independently discussed identity and sexual behavior of adolescents. The following section briefly presents the association between identity status and sexual experiences that occur during adolescence.

2.3.1 Identity Status and Sexual Involvement during Adolescence

As explained in chapter one, the different sexual activities such as dating, kissing, sexual intercourse and e.t.c play important roles in the development of a sense of self or identity. It is during adolescence that individuals start to explore identity issues or questions to be engaged in different sexual activities like kissing, dating and sexual intercourse (Furman and Shaffer, 2001).

Though too few, researches have tried to show the link between identity status and sexual involvement of adolescence individuals. One study conducted by Karl (1989) demonstrates that students with identity achievement and identity moratorium feel free to be involved in sexual activities. On the other hand, Karl (1989) found out that adolescents with foreclosure identity feel threatened,

ashamed and embarrassed so that they suspend time of involvements in sexual practices (Karl, 1989). However, as one study reveals, though many foreclosure adolescents do not establish formal dating, some adolescents with this status are able to form heterosexual relationships (Jacob et al., 1973).

When we compare sexual involvements by identity status, adolescent individuals with foreclosure identity status group as compared to diffused, moratorium and achieved identity groups have significantly lower level of engagement in sexual activities (Stiven, 2006; Jacob et al., 1973). Similarly, a study conducted among 88 college students revealed that more advanced identity status (moratorium and achievement) were associated with high level of intimacy formation and involvement in sexual activities (Kacerguis, 2005). Orlofsky's (1993) study also shows that individuals with moratorium and achievement identity types were more likely to be involved in sexual activities like dating, and actual sexual intercourse.

There are different explanations for least sexual engagement of adolescents who have foreclosed identity status. First, foreclosed identity adolescents are highly obedient to authority figures such as parents. Secondly, these adolescents lack openness and they are often conservatives. Therefore, due to these reasons they suspend engagement in sexual practices (Pod cited in Papani et al., 2005; pp. 3-4). On the contrary, due to undesirable behaviors like drug use and delinquency, diffused adolescents actively involve in sexual activities (King cited in Papani et al., 2005, pp. 6-7).

Regarding gender differences in sexual involvement among adolescents with the four identity types(foreclosure, diffusion, moratorium and achievement) men are more likely to be involved in sexual activities than women in all identity types(Muuss,1996).

2.3.2 Identity Status and Number of Sexual Partner

There are different views about human mating behavior. For instance, Silverstein (cited in Buss, 1996, p. 161) argues that human beings are highly promiscuous. On the other hand, Danney (cited in Buss, 1996, p. 161) proposes that human beings are likely to be involved in a monogamous context.

When we compare the number of sexual partners among adolescents with the four identity status, though few, studies show differences in the number of sexual partners among adolescents with different categories of identity status. King (cited in Papani et al., 2005, P.6) found out that because of undesirable behaviors like drug use and alcohol, adolescents with diffusion identity status are highly associated with having multiple sexual partners. A sample of high school and college students shows that individuals in the diffused identity status group had significantly high romantic relationship scores than foreclosed identity status group (Stiven, 2006).

In addition, King also pointed out that because identity foreclosure is associated with conservative traditional beliefs and being abided by obedience of authority, adolescents with this identity status are least likely to have

multiple sexual partners. Similarly, one study conducted among college students shows that participants with diffused identity had more than one sexual partner than that of those participants with foreclosure and achievement identity status. In addition, this study shows that participant group with moratorium identity status had more sexual partners than that of achievement status participants (Carl, 2006).

Moreover, Papani, et al (2006) found that participants in a status group defined by lack of commitment (diffusion and moratorium) have greater number of partners than those in the status group defined by presence of commitment (achievement and foreclosure). Therefore, the findings of Papani et al (2006) suggest that having relatively large numbers of partners is not just associated with identity diffusion but with a general lack of commitment since it involves moratoriums too.

Generally, these findings suggest that adolescents with identity diffusion do have more than one sexual partner whereas those adolescents with foreclosure identity status do not display desire and seeking of multiple sexual partners.

2.3.3 Identity Status and Duration of Sexual Relationship

Most people may perceive romantic relationships of adolescents as short lived and superficial. In some respects, it seems correct that most adolescent sexual relationships only last a few weeks or months. In other respects, viewing adolescents' sexual relationship as superficial and short term is incorrect

because the formation of romantic relationships is an important task and central in adolescents' life (Sullivan cited in Furman and Shaffer, 2001. pp. 230).

The extent to which adolescents actively seek short term mating partner varies based on their identity status. Different research findings have shown that adolescents with identity diffusion were found to engage in short-term sexual relationship (such as casual sexual relationships, one night stand sexual relationships) and lack deep or intimate relationships than those with foreclosure, moratorium and achievement identity status (Patheric, 2006; Orlofsky, 1993; Jacob et al., 1973).

Consistently, Kennedy (1999) investigated that individuals with identity diffusion were involved in interest with short term mating than others. Kennedy (1999) added that adolescents with moratorium and achievement identity status often demonstrate similar pattern in terms of their duration of mating with sexual partner. However, as Orlofsky (1993) and Jacob et al (1973) moratorium adolescents differ from those who achieved their identity is that only few have relatively enduring relationships with sexual partner. This could be perhaps because such adolescents strive for exploration of unfinished identity concerns. Actually, Orlofsky (1993) proposed that adolescents with moratorium identity are uncertain about the out comes of identity search and as result they retreat from consistent or long term commitments in sexual relationships.

Moreover, individuals characterized by commitment (achievement and foreclosure) establish a long-term heterosexual relationship and intensively involved with a partner than uncommitted individuals (moratorium and diffusion). That is, diffused and moratorium status group are more prone to short term, shallow, transient, relationship with a partner as compared to identity achieved and foreclosed once (Orlofsky, 1993). Moratorium adolescents' uncertainty in identity search of sexual relationships makes them to look for a partner in any stage that leads them to have less stable relationship but short term sexual relationships (Orlofsky, 1993). Kacerguis (2005) also found that advanced stages of identity development were associated with higher levels of intimacy or long-term relationship with a partner. Hence, achievement and foreclosure identity status are associated with long-term relationship with partner.

Consequently, genuine and long term sexual relationship occurs after reasonable sense of identity has been achieved which confirms Erickson's (cited in Matteson, 1973 p.83) premise that identity precedes intimate heterosexual relationship. On the other hand, Orlofsky (1993) argues that identity is not a precondition for intimate and long-term relationships as is the case in Erikson's point of view.

In general, committed adolescents (foreclosure and achievement) have relatively deep, intimate and enduring relationship with a partner whereas uncommitted

adolescents (diffused and moratorium) have shallow, less intimate, short relationship with a partner.

Summary and Implications

It is during adolescence period that drastic identity and sexual development start to occur. Identity, as a relatively stable impression of self and the psychological foundation for commitments, has different dimensions. These dimensions include vocational choice, religious ideologies, political ideologies, parental roles, sexuality, sex role preference, recreation. Based on the presence or absence of commitment and exploration of these dimensions, identity of individuals is classified into four status. These are identity foreclosure, diffusion, moratorium and achievement.

Sexuality is one dimension of identity development. However, there are no sufficient studies regarding sexual behavior of adolescents associated with their identity status. Even the existing local studies deal identity status in relation to other variables like, parenting style and academic achievement of high school students, leaving aside students in colleges. In addition, regarding sexual development of adolescents, most local researches focuses on the risky sexual behavior of adolescent giving especial emphasis on HIV/AIDS by ignoring the healthy side of sexual development. Even in global level, least has been researched on the relations of identity status and sexual behavior.

Though few, there are studies that show linkage or association between identity status and sexual experience of adolescents. Adolescents who have foreclosure identity status involve least in sexual practices as compared to adolescents with the rest identity status. On the other hand, adolescents with advanced identity status (achievement and moratorium) are more likely to have sexual experiences than foreclosure once. Adolescents with diffusion status engage more in sexual activities and have multiple sexual partners than those adolescents with identity foreclosure, moratorium, and achievement.

Hence, bearing the limitedness of researches on the association between identity types and sexual activities of adolescent in mind, this research tries to investigate the nature and linkage of these two constructs (identity status and sexual experiences) among Debre Markos High School, Preparatory and University students.

It is vital to consider identity and sexual developments of students so as to make them good citizens. They have to be supported to have clear sense of identity and healthy sexual behaviors. But, one basic question regarding education during adolescence is that to what extent and how do educational institutions enhance adolescents' efforts in self defining processes. Rather than fostering a moratorium like exploration of individual growth, schools seem to require adolescents to suppress their identity exploration to knowledge oriented curriculum. Thus, schools seem to be encouraging foreclosures than other identity types.

III. METHODS

3.1 Study Area

This study was conducted among adolescent students at Debre Markos Secondary School, Preparatory School and Debre Markos University. Debre Markos Town is located 300 km north of Addis Ababa. It has been the main Town of the East Gojjam Administrative Zone.

Some students attending secondary and preparatory level education are not permanent dwellers but they came from nearby areas, leaving their home. This gives them relative freedom from control of their parents. From the researcher's experiences, some of such "Sinkegna" (ሰንቀኛ) students start involvement in sexual activities since they live apart from their parents which creates good opportunity to hide themselves from the "eyes" of their parents. However, it does not mean that only "Sinkegna" students engage in sexual activities rather students who live with their parents do or experiment such activities too. Here, there is undeniable fact that the stage of adolescence is a fundamental period of sexual engagement irrespective of place, sex and ethnic group.

There were different reasons to conduct this research in Debre Markos town. First, the researcher has had previous personal relations with some staff members at all sites of the study. This facilitated the administration of the instrument. Secondly, it is obvious that most researchers are intended to conduct their studies in the main capital, Addis Ababa, retreating to go out in

other towns or arena. So, taking all these in to account, the researcher chose Debre Markos town to conduct this study.

3.2 Population

The target population of this study were grade ten (secondary level students), grade twelve (preparatory level) and second year (college level) adolescent students. These educational levels were purposely chosen for various reasons. First, conducting study among students at different academic levels (secondary school, preparatory school and university) enables to see developmental changes over time. Hence, choosing students by skipping one educational level was to get participants at different age level to see age patterns or trends of identity status and sexual activities. Secondly, according to Creasey (2006), sampling participants with different age levels represent a powerful way to enhance external validity or generalizability of a study.

According to the Administrative Officers of Debre Markos Secondary and Preparatory Schools, there were about 1320 and 650 students enrolled in the academic year 2008/9 respectively. There was no a pure clear cut demarcation between Secondary and Preparatory in terms of age. That is, there were few grade ten students whose age is equivalent and even greater than the age of some grade twelve students. This is perhaps due to rejoining school after drop out or it might be due to late entry to formal education. However, except few students, the age of secondary school students was found between 16 to 17

years while the age of Preparatory school students was ranging from 18 to 19 years.

In addition, as to the Registrar Office of Debre Markos University, there were about 1500 second year regular students enrolled in the academic years of 2008/9 with age ranging from about 20-21 years. The reason behind selecting second year students is that their age level is best suited to be in period of late adolescent period which is preferable for this study. In addition, they were assumed to have college experiences better than first year students which might have contribution in sexual and identity developments.

3.3 Participants

Out of the total 1320 grade ten students enrolled at Debre Markos Secondary School, 110 students were selected to participate in the study. There were 19 sections in grade ten, each section consisting about 70 students. Of the 19 sections, five sections were randomly selected and from the five sections 22 students were drawn using simple random sampling technique (lottery method). However, three participants were not able to complete the questionnaire and hence their responses were discarded from the study.

In addition, of the total 650 students in grade twelve, 88 of them were randomly selected to participate in the study. There were thirteen sections, each section containing about 50 students. Out of the 13 sections, four sections were randomly chosen. From each section, 22 participants were randomly selected

through simple random sampling technique (lottery method). Nevertheless, three students failed to complete the questionnaire.

Finally, of the total 1500 second year regular students enrolled in Debre Markos University, 152 students were randomly drawn. There were about 15(which does not include newly opened departments having no second year students) departments in the university. From the 15 departments, the department of History, Geography, Chemistry and Management were randomly chosen. Again, from each of these selected departments, 38 respondents were chosen through simple random sampling technique (lottery method). But three students did not complete the questionnaire.

Overall, among 350 initially selected participants, the responses of nine participants were discarded for failure to complete the questionnaire and hence 341 participants' responses were included for the study. The rationale to use simple random sampling technique is that it is best suited for such homogeneous and finite population and it gives equal chance for all students to be included in the study.

3.4 Instrument

Data were collected using two tools. The first tool was the Extended Measure of Ego Identify Status (EOMEI-2 Revised) that was originally developed by Benison and Adams and used by other local researchers (Yekoyealem, 2005 and Zemzem, 2006). It consists 64 items made in Likert type. The 64 items were

used to assess the presence or absence of exploration and commitment with in the areas of vocation/ occupation/, politics, life styles, recreational choices, friendship and gender roles. The assessment was made to categorize respondents into different identity status groups (foreclosure, diffusion, moratorium and achievement).

For the sake of clarity and simplicity, the sixty four items were grouped into different identity status sub scales. Each of the four identity status (diffusion, foreclosure, moratorium and achievement) has 16 items in which participants were requested to respond on a 4 points (1=strongly disagree; 4= strongly agree) scale. Therefore, the score of a participant on each identity status subscale could rang from 16(minimum score) to 64 (maximum score).

Grouping respondents into a single identity status was made based on their raw scores on each identity status sub scale based on the recommendations of Adams(1989). Adams (1989) suggests that classification of individuals into a single identity status can be made by comparing raw scores on each identity status sub scales. For example, if a person scores highest on foreclosure sub scale, he or she is grouped under foreclosure identity status. However, there are cases in which an individual may have equal scores in two or more identity status sub-scales. In such cases, a person is placed into the less advanced status. As we have seen in chapter two, diffusion is least advanced followed by foreclosure. Achievement identity status is the most advanced of all types followed by moratorium. For instance, a person who scores equal points in

diffusion and foreclosure identity items should be categorized under diffusion status for diffusion is less advanced than foreclosure. In this study, there were five participants who scored the same in two identity status and they were categorized under a single status based on the advancement of the status. In such a manner, all the 341 participants were grouped into diffusion (n=66), foreclosure (n=53), moratorium (n=95) and achievement (n=127) identity status.

The second tool questionnaire prepared to measure sexual experiences participants. After thorough reading and understanding of the literature, the researcher prepared this instrument. It contains 20 items (12 close and 8 open-ended questions).

3.5 Procedures

3.5.1 Construction

As mentioned before, the first tool used to categorize participants into the four identity status was the Extended Objective Measure of Identity Status (EOMIS – 2 Revised). The Amharic version of this measure used by other local researchers (Yekoyealem, 2005; Zemzem, 2006) was used to collect data. These researchers administered the tool that contains 64 items with out categorizing the items into sub-scales on each of the four identity types. However, in this study, the sixty four items were classified into four sub scales that separately measure each identity status. Hence, each identity status sub scale contains 16 items.

These amendments were made to enhance clarity of the items that is believed to minimize ambiguity.

The second tool was prepared to assess sexual experiences of participants. It has two parts. The first part measures sexual activities of participants with intercourse and the second part assesses sexual activities with out intercourse. For meaning equivalence of the Amharic and English versions, the tool was checked by one language expert from Addis Ababa University.

3.5.2. Pilot Testing

The main purpose of the pilot test was to check the reliability and validity of the instruments. Beside this, the pilot was conducted to get lessons thereby making certain amendments prior to administering the instrument for the main study.

Thirty five students were randomly selected and participated in the pilot study. Of these, 15 students were from Debre Markos University. Additional 10 participants were also selected from Debre Markos Secondary School. The rest 10 participants were chosen from Debre Markos Preparatory School.

The reliability of the four sub scale measures of identity status was computed through Cronbach alpha. The reliability index of the items that were supposed to measure diffusion and foreclosure status were found to be 0.68 and 0.72 respectively. In addition, the reliability of items on moratorium and achievement identity status sub scales was found to be 0.73 and 0.83

respectively. Overall, the foreclosure, moratorium and achievement sub scales have good reliability. The wordings of some items (item 3, 6, 7, 12) on the diffusion sub scale were modified for it has relatively lower reliability value.

The reliability of the second tool designed to measure sexual practices was also checked. The computed reliability coefficient of items that assess sexual practices of participants was found to be 0.84. This is a good reliability index to measure the construct, sexual experience.

The content validity of the tools was examined by one expert from Addis Ababa University, Department of Psychology. The feedbacks show that the instruments do have good content validity. Generally, after certain amendments or modifications upon some items on the diffusion sub-scale, the final instruments were constructed and used to collect data for the main study.

3.5.3 Administration

Initially, orientation was given to assistant data collectors on how to handle questions that may be raised from respondents. In addition, a brief explanation was provided to respondents about the instructions of the tools and confidentiality of the information. In addition,. After this, the researcher with the help of Unit Leaders, Counselors and Instructors arranged conditions to make participants feel free while giving responses. Finally, the questionnaire was distributed to the respondents in free classroom settings.

3.5.4 Analysis

In order to analyze the data, different statistical techniques such as percentages, one way ANOVA and Chi- Square tests were computed using SPSS version 12. Percentages were used to analyze demographic characteristics of respondents. One way ANOVA was computed so as to see whether or not there is a significant difference in number of sexual partner among participants with the four different (foreclosure, diffusion, and moratorium and identity achievement) identity status. Here, Tukey Post Hoc Test was computed to see significant mean differences between participants in each identity status category.

In addition, Chi- Square test was computed to check whether there is a significant difference in sexual involvement among respondents with the four identity types. This test was also employed to see whether there is a significant difference in duration of relationship among respondents with the four identity types. Alpha value of 0.05 was determined for all significant tests.

IV. FINDINGS

This section presents the findings of the study. First, the general natures of participants' identity status as well as age and sex wise trends are presented. And then the general nature of participants' sexual experiences as well as age and sex wise trends are also ~~are~~ analyzed. Finally, analyses were made on the association between sexual experiences and identity status of students.

4.1 Background of Respondents

As demonstrated in Table 1 (page 42) three hundred forty one adolescent students were participated in this study. Among these, 230(67.4%) participants were male students while the rest 111 (22.6%) were female students. Table 1(page 42) shows, of the total three hundred forty one respondents, 214(62.8%) participants' age ranges from 19-21 years (late adolescent period) and the rest 127 (37.2%) respondents' was ranging from 16-18 years(middle adolescent period). When we come to their educational level, 107(31.4%) were grade ten students. The rest 85 (24.9%) and 149 (43.7%) were Preparatory and university students respectively. Finally, regarding to marital status, the majority 327(95.9%) were single. Only few 11(3.2%) participants were married and very few 3(0.9%) were divorced.

Table 1. Respondents' Background Information (N=341)

Respondents were asked about their background information. The following table shows background variables of the respondents such as sex, age, educational level and marital status.

Variables	Categories	N	%
Sex	Male	230	67.4
	Female	111	32.6
Age	16-18 (Middle Adolescence)	137	40.2
	19-21(Late Adolescence)	204	59.8
Educational Level	Grade 10(Secondary level)	107	31.4
	Grade 12(Preparatory level)	85	24.9
	Second year(College level)	149	43.7
Marital Status	Single	327	95.9
	Married	11	3.2
	Divorced	3	0.9

4.2 Nature of Identity Status

This section presents the general nature of identity status as well as age and sex wise trends. First, we shall see the general nature of their identity status and then we will see identity statuses by sex and age.

4.2.1 General Nature of Identity Status

As discussed in chapter three, identity status of participants was determined based on their raw scores on each identity status sub scales. Accordingly, among the total 341 participants, 66(19.35%) students were identity diffused. In addition, Table 2 below shows that 53(15.54%) and 95(27.86%) respondents were identity foreclosed and moratorium. Finally, 127(37.24%) participants have achieved their identity. Hence, overall (62.76 %) have not achieved identity status rather had diffusion (19.35%), foreclosure (15.54%) and moratorium (27.86%) identity types.

Table 2. General Identity Status (N=341)

As per the criteria suggested by Adams (1989) discussed in chapter three, participants' identity status was determined and presented in the following Table.

Identity Status	N	%
Diffusion	66	19.35
Foreclosure	53	15.54
Moratorium	95	27.86
Achievement	127	37.24
Total	341	100

4.2.2 Identity Status by Sex

So far, we have seen the general identity status of participants irrespective of sex. Now we shall see the association of identity status and sex.

As the chi-square test revealed in Table 3 (p. 45), identity status was not significantly related to sex ($\chi^2=5.97$, $df=3$, $p>0.05$). There was no significant difference in the proportions of male and female participant in the four identity types. Among the total two hundred thirty male participants, there were 41(17.8%) respondents were found to be identity diffused. When we come to female respondents, of the total one hundred eleven female participants, 25(22.5%) of them were identity diffused. In addition, 32(13.9%), 73(31.7%) and 84(36.5) male participants were categorized under identity foreclosure, moratorium and achievement identity types respectively. In the case of female participants, 21(18.9%), 22(19.8%) and 43(38.5%) female participants were categorized under foreclosure, moratorium and achievement identity status groups respectively.

Though no significant sex difference in identity status, the proportion of female students was slightly higher than that of male students in the diffusion and foreclosure status groups. On the other hand, among the moratorium status group, the proportion of male students was somewhat higher than their female counter parts. In the case of identity achieved status group, the proportion of male and female students was almost equivalent or comparable.

Table 3. Association between Identity Status and Sex (N=341)

The association between identity status and sex of participants was computed by Chi Square test and the result is demonstrated in Tables 3 as follows.

Identity Status	Sex				df	χ^2
	Male		Female			
	N	%	N	%		
Diffusion	41	17.8	25	22.5	3	5.97
Foreclosure	32	13.9	21	18.9		
Moratorium	73	31.7	22	19.8		
Achievement	84	36.5	43	38.5		
Total	230	100	111	100		

$p > 0.05$ (not significant)

4.2.3 Identity Status by Age

As displayed in Table 4 (page 46), identity status was significantly related to age ($\chi^2=39.51$, $df=3$, $p<0.05$). That is, there was significant age difference among diffusion, foreclosure, moratorium and achievement status groups of participants. When we see the proportion of respondents with these identity status at different age levels, 37(27%) diffused respondents' age was ranging from 16-18 years (middle adolescent period) whereas the rest 29(14.2%) diffused respondents' age was found to be between 19 and 21 year (late adolescent period). When we come to foreclosure group, 37 (27%) participants' age was found to be between 16-18 years and the rest 16(7.8%) participants' age ranges from 19 to 21 years. In addition, as Table 4 shows, 70(34.3%)

moratorium participants' age ranges from 19 to 21 years whereas the rest 25(18.2%) participants' age ranges from 16 to 18 years. Finally, Table 4 shows that 89(43.6%) identity achieved respondents' age was found between 19 and 21 year while only 38(27.7%) respondents' age was ranging from 16 to 18 years.

Hence, from this we may infer that the proportion of identity diffusion and foreclosure students decreases as age increases. On the contrary, the proportion of students with moratorium and achievement identity status increases as age increases. Put in other words, the number of students with advanced identity status (moratorium and achievement) increases as age increases whereas the number students with less advanced identity status (foreclosure and diffusion) decreases as the age increases.

Table 4. Association between Identity Status and Age (N=341)

The association between identity status and age was computed and the results are presented in the following Table.

Identity Status	Age				df	χ^2
	16-18y (Middle Adolescent Period)		19-21y (Late Adolescent Period)			
	N	%	N	%		
Diffusion	37	27	29	14.2	3	39.51*
Foreclosure	37	27	16	7.8		
Moratorium	25	18.2	70	34.3		
Achievement	38	27.7	89	43.6		
Total	137	100	204	100		

*p<0.05

4.3 Nature of Sexual Experiences

This section presents the analyzed results on participants' general sexual experiences as well as sex and age wise trends of their sexual experiences.

4.3.1 General Sexual Experiences

As Table 5 below shows, 151(44.3%) participants did not have sexual involvement experiences whereas 190(55.7%) participants were involved in different sexual activities. This shows that more than half of the students did not have sexual involvement experiences. Regarding the onset of sex, the average age of first sexual experience was found to be 17.

Table 5: General Sexual Involvement Experiences of Participants (N=341)

Percentages were computed to see sexual involvement experiences of respondents and the output is demonstrated in the following Table.

Sexual Involvement Experience	N	%
Involved	151	44.3
Uninvolved	190	55.7
Total	341	100

4.3.2 Sexual Experiences by Sex

As the Chi Square test shows in Table 6(page 49), there was a statistically significant difference in sexual involvement experiences between male and female participants ($\chi^2=10.85$, $df=1$, $p<0.05$). The same Table also shows that out of the total 230 male respondents, slightly more than half 116(50.49%) have been involved in sexual practices whereas out of the total 111 female participants, only 35(31.5%) were involved in sexual activities. From this, we may infer that male students were more likely to be involved in sexual activities than that of female students.

In addition, Table 6 shows a significant difference in terms of number of partners between male and female participants ($\chi^2=8.23$, $df=1$, $p<0.05$). Here, of the total 116 sexually involved male participants, more than half 68(58.6%) had more than one partners while 48(41.1%) have been fixed with single (one) partner. On the other hand, out of the total 35 sexually involved female participants, only some 12 (34.3%) of them had more than one partners whereas the majority 23(65.7%) have been engaged with single (one) partner. Therefore, the proportion of male students who had single sexual partner was much lower than that of females. In other words, male students were more likely switching different partners than female students do.

Regarding duration of relationship with a partner, there was also significant sex difference ($\chi^2=21.72$, $df=1$, $p<0.05$). The proportion also confirms that most 73(63%) male participants had short-term (either one nightstand or casual

sexual activity) sexual experiences. On the contrary, only seven (17.1%) female participants have ever had such kind of sexual experiences. Therefore, this clearly shows that male students were much more prone to short-term (one night stand or casual sexual activity) sexual practices as compared to their female counterparts.

Table 6. Association between Sexual Experiences and Sex

With respect to participants' sexual involvement, number of partner and duration of relationship by sex, Chi-square test and percentages were computed and the results are displayed in the following Table.

Sexual Experiences		Sex				df	χ^2
		Male		Female			
		N	%	N	%		
Ever been involved in sexual activities	Yes	116	50.4	35	31.5	1	10.85*
	No	114	49.6	76	68.5		
	Total	230	100	111	100		
Number of Partners	Single	48	41.4	23	65.7	1	8.23*
	Multiple	68	58.6	12	34.3		
	Total	116	100	35	100		
Duration or term of Relationship	Long	43	37	29	82.9	1	21.72*
	Short	73	63	6	17.1		
	Total	116	100	35	100		

*p<0.05

4.3.3 Sexual Experiences by Age

As indicated in Table 7 below shows, age was significantly related to sexual involvement ($\chi^2=4.46$, $df=1$, $p<0.05$). In other words, there was a significant difference in sexual involvement experiences between respondents whose age lies between 16-18years (middle adolescence) and those participants whose age ranges from 19-21years (late adolescence). While 103(52.55%) participants whose is between 19 and 21 years had sexual involvement experiences, only 48(33.11%) participants whose age lies between 16 and 18 years were involved in such activities. Therefore, this implies that as students' age increases, involvement in sexual activities also increases. This trend is often normal.

Table 7. Association between Sexual Involvement and Age (N=341)

The following Table demonstrates the association between sexual involvement and age among participants.

Sexual Involvement Experiences	Age				df	χ^2
	16-18y(middle adolescence)		19-21y(late adolescence)			
	N	%	N	%		
Involved	48	33.11	103	52.55	1	4.46*
Uninvolved	97	66.89	93	47.45		
Total	145	100	196	100		

* $p < 0.05$

4.4 Association between Identity Status and Sexual Experiences

In the previous sections, we have seen identity status and sexual experiences of participants independently. In the following sections, we shall see the associations between these two constructs.

4.4.1 General Association between Identity Status and Sexual Experiences

A. Identity Status and Sexual Involvement

As displayed in Table 8 (page 52), there was a significant difference in sexual involvement among participants with diffusion, foreclosure, moratorium and achievement identity status groups ($\chi^2 = 14.53$, $df=3$, $p < 0.05$). The same Table also shows that 28 (42.4%) identity diffused participants were involved in sexual practices. In addition, 44 (46.3%) moratorium participants have been involved in sexual activities. Moreover, 67 (52.8%) participants who have achieved their identity have been engaged in sexual activities. However, only 12 (22.6%) respondents with foreclosure identity status were engaged in sexual activities. This shows that students who have achieved their identity were most involved in sexual activities followed moratorium and identity diffused students. On the other hand, students with foreclosure identity were least involved in sexual activities.

Table 8. Association between Identity status and sexual Involvement

In order to check whether there is significant difference in sexual involvement among participants in the four identity status, Chi-Square test was computed and the result is presented in the following Table.

Sexual Involvement Experiences		Identity Status				df	χ^2
		Diffusio n	Foreclosure	Moratorium	Achievement		
Involved	N	28	12	44	67	3	14.53*
	%	42.4	22.6	46.3	52.8		
Uninvolved	N	38	41	51	60		
	%	57.6	77.4	53.7	47.2		

*p<0.05

B. Identity Status and Duration of Sexual Relationship

When we come to duration of relationship with a partner, there was no statistically significant difference among participants categorized under diffusion, foreclosure, moratorium and achievement status groups ($\chi^2=6.97$, $df=3$, $p>0.05$) (see Table 9, page 53).

When we see the proportions, 18 (64.6%) diffused respondents were engaged in sexual activities for short period of time (one night- stand or casual sexual relationship). Similarly, large number, 27(61.4%) moratorium respondents had short-term relationship with sexual partner. Moreover, the same table shows that 29(43.3%) and 4(33.3%) respondents with identity achievement and

foreclosure engaged in sexual practices for short period of time respectively. Hence, from this we may infer that those students who were lacking commitment (diffusion and moratorium identity status) had relatively short period of sexual relationships than those students having commitment (achievement and foreclosure identity status).

Table 9: Association between Duration of Relationship and Identity Status (N=151)

Chi square test was computed to check whether there is significant difference in duration of relationship among participants categorized under the four identity types and the result is presented in the following Table.

Duration of Relationship		Identity Status				df	χ^2
		Diffusion	Foreclosure	Moratorium	Achievement		
Short	N	18	4	27	29	3	6.97
	%	64.6	33.3	63.7	43.3		
Long	N	10	8	16	38		
	%	35.4	66.7	36.4	56.7		

$p > 0.05$ (not significant)

C. Number of Sexual Partner by Identity Status

As shown in the Table 10 (page 55), on average, diffused respondents had three sexual partners. Beside this, among moratorium participants, the average number of partner was 2.02. In addition, the average number of sexual partner for moratorium, achievement and foreclosure participants was found to be

2.02, 1.88 and 1.42 respectively. This shows that moratorium and diffused students (lacking commitment) had more than one partner while students with achievement and foreclosure status (having commitment) had approximately one sexual partner. This clearly shows that moratorium and diffused students were more likely to have short-term relationships than foreclosed and identity achieved students.

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To see the clear difference in the number of sexual partner among participants with the four-identity status, one way ANOVA was computed and the result is presented in Table 11 (page 55). As shown in the table, there was a significant difference in the number of sexual partners among participants with diffusion, foreclosure, moratorium and achievement identity status ($F(3,147) = 4.21, p < 0.05$).

In order to check between which groups of identity status a significant difference occurs, Tukey Post Hoc test was computed and the result is presented in Table 12 (page 56). As the computed Tukey test shows, a significant mean difference in the number of sexual partners was obtained between diffused and identity achieved participants (1.65). There was also a statistically significant difference between diffused and foreclosed participants regarding number of sexual partner (1.19). However, there was no statistically significant difference between the rest pairs of identity status (diffusion versus moratorium, foreclosure versus achievement, and moratorium versus achievement) in the average number of partners. This shows that students

having diffusion identity status had more sexual partners than students with foreclosure and achievement identity status.

Table 10. Number of Sexual Partner by Identity Status (N=151)

The following table shows mean and standard deviations of participants' sexual partner.

Identity Status	N	Mean	Standard deviation
Diffusion	28	3.07	2.44
Foreclosure	12	1.42	0.79
Moratorium	44	2.02	1.51
Achievement	67	1.88	1.48

Table 11. One Way ANOVA for Number of Partner by Identity Status (N=151)

The following Table shows ANOVA result that shows a significant difference in number of sexual partner among participants categorized under diffusion, foreclosure, and moratorium and achievement identity status.

Source of Variation	Sum of Square	Mean Square	df	F
Between groups	35.50	11.83	3	4.21*
With in groups	412.79	2.80	147	
Total	448.29	12.63	150	

*P<0.05

Table 12. Tukey Post Hoc Test for Number of Partner by Identity Status

(N=151)

The following Tukey Post Hoc Test shows mean differences in number of sexual partner among participants categorized under the four identity status.

Identity status	Identity status		
	Diffusion	Moratorium	Achievement
Foreclosure	1.65*	0.60	0.46
Diffusion		1.04	1.19*
Moratorium			0.14

*P<0.05

4.4.2 Association between Identity Status and Sexual Involvement by Sex and Age

So far, we have seen the association between sexual experiences and identity status, irrespective of sex and age. Now we shall see whether sex and age difference in sexual involvement of students categorized under each identity status group. The computed results are presented in the two subsequent Tables (Table 13, page 60 and Table 14 page 61).

The Chi Square Test shows a significant difference in sexual involvement between identity achieved male and female participants ($\chi^2=4.43, df=1, p<0.05$). Here, among the 84 male respondents who have achieved their identity, 50(59.5%) have been involved in sexual activities whereas of the total 43 female

respondents who have achieved their identity, 17 (40%) had sexual experience. Hence, this shows that identity achieved male students were more involved in sexual activities as compared to their female counter parts.

However, the chi-square did not show significant sex difference in sexual engagement of moratorium($\chi^2=4.43, df=1, p>0.05$), diffusion($\chi^2=4.43, df=1, p>0.05$) and foreclosure ($\chi^2=4.43, df=1, p>0.05$) status groups. Though this is the case, there was a sort difference in the proportions of male and female participants categorized under these identity types. The discrepancy was more pronounced among participants with diffusion identity status. That is, of the 41 diffused male respondents, slightly above half, 21(52.2%) had sexual experience. Nevertheless, of the 25 diffused female participants, only 7(13.5%) were engaged in sexual activities. When we come to moratorium status, among the 73 male participants having this identity status, almost half 37(50.7%) had sexual experience while out of 22 moratorium females, only 7(31.8%) have been engaged in sexual activities. This shows that compared to moratorium females, moratorium male students were more likely to be involved in sexual practices. Table 13 further shows a relatively little discrepancy in the proportion of sexually experienced male and female participants in the foreclosure group. That is, 8(25%) foreclosed male and 4(19%) foreclosed female participants had sexual experiences. Though the gap is small, foreclosure female students were more likely to repel in sexual engagement than their male counter parts.

Regarding the associations between identity status and sexual involvement across age, chi square test was computed (see Table 14, p. 61). There was a statistically significant difference in sexual involvement among participants classified under foreclosure status group ($\chi^2=5.54$, $df=1$, $p<0.05$). When we see the proportion, only 4(12.1%) foreclosed middle adolescents had sexual experiences whereas 8(40%) late adolescent participants categorized under this status had sexual experiences. From this, we may infer that much more than foreclosed middle adolescent students, late adolescent students with the same identity status were involved in sexual activities. In addition, there was also a statistically significant difference in sexual involvement among late and middle adolescent participants categorized under identity achievement status ($\chi^2=4.71$, $df=1$, $p<0.05$). Here, out of the total 38 identity achieved middle adolescent participants, 14(36.8%) participants were involved in sexual activities. Moreover, among the 89 late adolescent participants who have achieved their identity, 53(59.5%) of them were involved in sexual practices. Therefore, this implies that late adolescent students who have achieved identity were more likely involved in sexual activities than middle adolescents having the same identity status.

On the other hand, there was no statistically significant difference in sexual experiences between diffused middle and late adolescent participants ($\chi^2=1.83$, $df=1$, $p>0.05$). When we see the proportion, of the 37 middle adolescent participants categorized as identity diffused, 13(35.1%) had sexual experiences while among the 29 late adolescent participants of this identity status

15(51.7%) had been involved in sexual activities. This implies that though the difference is not statistically significant, the proportion of identity diffused late adolescents engaged in sexual activities was higher than middle adolescents having the same identity status. Similarly, the Chi Square Test result confirms no significant difference in sexual involvement between moratorium late and middle adolescent participants ($\chi^2=0.17$, $df=1$, $p>0.05$). When we see the proportion, among 25 middle adolescent moratorium participants, 12(48%) had sexual experience and of the 75 late adolescent participants of this identity type, 32(45.7%) were involved in sexual practices. This shows very little difference in the proportion of late and middle adolescent moratorium students in terms of sexual experiences. In general, the proportions of late adolescent students who had sexual experiences were higher than that of middle adolescents in all identity status groups.

Table 13. Association between Identity Status and Sex Involvement by Sex (N=341)

The following Table summarizes the association between identity status and sexual involvement experiences across sex of the participants.

Identity Status	Sexual Involvement Experiences								Df	χ^2
	Male				Female					
	Involved		uninvolved		Involved		Uninvolved			
	N	%	N	%	N	%	N	%		
Diffusion	21	51.2	20	48.8	7	13.5	18	86.5	1	3.43
Foreclosure	8	25	24	75	4	19.0	17	81	1	0.25
Moratorium	37	50.7	36	49.3	7	31.8	15	68.2	1	2.41
Achievement	50	59.5	34	40.5	17	40.5	26	59.5	1	4.43*

*P<0.05

Table 14. Association between Identity Status and Sexual Involvement by Age (N=341)

The computed results on the association between participants' identity status and sexual involvement experience across age are demonstrated in the following Table.

Identity Status	Sexual Involvement Experiences								df	χ^2
	Middle Adolescence (16-18y)				Late Adolescence (19-21y)					
	Involved		Uninvolved		Involved		Uninvolved			
	N	%	N	%	N	%	N	%		
Diffusion	13	35.1	24	64.9	15	51.7	14	48.3	1	1.83
Foreclosure	4	12.1	29	87.9	8	40	12	60	1	5.54*
Moratorium	12	48	13	52	32	45.7	38	54.3	1	0.17
Achievement	14	36.8	24	63.2	53	59.5	36	40.5	1	4.71*

*P<0.05

V. DISCUSSION

This section presents discussions of the findings of the study in light of previous research findings and theories.

The findings of this study show that only some students have achieved identity. The rest were found having moratorium, diffusion and foreclosure identity status. Similarly, Marcia (1993) and Waterman (1993) stated that adolescents could have one of the four identity types and not all adolescents attain identity.

When we come to the association between sex and type of identity status, sex of students was not significantly related to identity status. This shows that the sex of students did not bring significant differences in type of their identity status. Similarly, Archer's (1993) study on 160 individuals also confirmed no significant gender difference in identity status and Archer concluded that male and female adolescents go through the four identity status in a similar fashion or pattern. Muuss (1996) also stated that the similarity between males and females is more pronounced than the differences in timing and type of identity status. In addition, as to Waterman (1993) both male and female adolescents under go comparable experiences of exploration and commitments.

Though significant sex difference in identity types was not obtained, there were little variations in the proportion of male and female students in each identity category. The proportion of female students was slightly higher than male students in the diffusion and foreclosure identity status groups. On the other

hand, among the moratorium status group, the proportion of male students was fairly higher than their female counter parts. However, the proportion of male and female students was comparable among students who have achieved their identity.

According to Waterman (1993), any gender difference observed in the different identity status could be attributed to cultural influences. Therefore, the differences in the number of male and female students under each identity status might be due to cultural influences and societal expectations with whom they live together. It is important to note that Ethiopian culture including the Amhara culture seems to influence females more than males to accept the values, beliefs and goals prescribed by the society that is typical feature of foreclosure identity. That could be why the proportion of female students found higher than male students in the foreclosure group. On the other hand, it is obvious that Ethiopian culture allows males to explore different values, beliefs and goals than females. This could be the reason for the presence of relatively higher proportion of male student than female students in the moratorium group.

However, unlike the other identity status groups, almost equivalent or comparable proportion of male and female students was found in the achievement status group. This result resembles with the ideas of Waterman (1993) and Muuss (1996) which state comparable sex distribution in identity status.

Despite insignificant sex difference in identity status, the association of age and identity status was found statistically significant. While the proportion of moratorium and identity achieved students increases as age increases, the proportion of foreclosed and diffused students decreased. In other words, more proportion of foreclosed and diffused students was found at middle adolescence period (16-18 years) whereas more number of moratorium and identity achieved students were found at late adolescence period (19 to 21 years). Similarly different scholars (Mackinon, 2002; Marcia cited in Muuss, 1996 p.62; Maliman cited in Marcia, 1993, pp. 60-65; Yekoyealem, 2005) found increment of moratorium and achievement status individuals and on the contrary a decrement in diffusion and foreclosure identity status as age increases. Hence, this might be due to, as Mackinon (2002) stated, due to the effect of age or psychological maturity.

Regarding sexual involvement experiences, a little bit more than half of the students did not have sexual experiences. However, nearly half of the students have sexual experiences. Normally, adolescence period is a turning point for the development of sexual behavior (Danney, 1992; Wood et al., 2006). The average age of first sexual experience was found to be 17. This is similar with other research findings in East Africa, including Ethiopia. Fore instance, the average onset of sex among Alemiya university students was found to be 16.35(Kassa, 2004). In addition, Malian adolescents started sex before celebrating their eighteen-year birthday (Gueye et al., 2004).

When we come to sexual involvement by sex, the proportion of male students who have been engaged in sexual activities (like intercourse, kissing, petting, and manual stimulation) was found higher than female students. Similarly, Feben (2005) found that much more than females, male students in some selected high schools in Addis Ababa were engaged in sexual practices. In addition, according to Social Role Theory, sex differences in sexual activities have been attributed to gender role differences prescribed by society and the difference is more pronounced in cultures where more traditional gender roles are practiced (Papani et al., 2006).

Actually, with respect to pre marital sexual involvement, the socializing processes in Gojjam seems relatively strict for girls than for boys. A “good” girl is expected to be submissive and ignorant about sex and issues related to sex. Even when she is seen in dating activities, it may be considered as shame and embarrassment to her family. Such a stereotypical cultural norm might have contributed to less sexual involvement of female students than male students.

Coming to number of partners, more than half of male students had more than one sexual partner. But, the majority of sexually experienced female students were engaged with a single partner. In other words, the proportion of female students who have been engaged with single partner was much higher than male students and this shows females students being more careful in sexual activities than males. Congruent with this, Papani et al (2006) stated that because premarital sexual involvement may result in pregnancy, abortion,

single parent hood, labor and nursing, adolescent females are less likely to have multiple partners than do men.

With respect to duration of relationship with a partner, the majority of sexually experienced female students had relatively long relationship with their partner.

On the contrary, most male students who have sexual experience had short-term relationship with a partner. Similarly, as mentioned before, due to unwanted pregnancy, labor, single parenthood and some other social and psychological consequences of switching partner, the likelihood of females to have interest in short term mating is less than males (Papani, et al., 2006). In addition, Eagly and Wood (cited in Papani., p.6), explained that gender difference in duration of relationship is a function of gender role that match with the expectations of the society and thereby females as compared to males are expected not to shift from one partner to another. This seems prevalent in our culture which might have made most female students to have relatively long term sexual relationship with a partner than male students.

Generally, the results of this study clearly show that male students were more involved in sexual activities, had more than one partner and engaged more in short term relationship than their female counter parts. This might be, perhaps, because of the cultural expectations of the society that is strict to females than males in expressing sexual interests and activities.

Age was also significantly related to sexual involvement. There was a significant difference in sexual involvement experiences between students whose age lies

between 16-18 years (middle adolescence) and those participants whose age ranges from 19-21 years (late adolescence). Actually, this trend is often biologically normal trend that as age increases, the likelihood to be engaged in sexual activities also increases. One local study among high school students by Feben (2005) confirms this trend. Her study shows that adolescent students whose age ranges between 18 to 21 years were more sexually active than those students were whose age ranges from 14 to 17 years. So, with respect to age trend of sexual engagement, the present study does not show deviation from previous research findings and theoretical assumptions.

When we see sexual experience in relation to identity status, there was a significant difference in sexual engagement among students categorized under the four identity types (diffusion, foreclosure, and moratorium and achievement). Students who have achieved identity were most involved in sexual activities followed by moratorium status group of students. In line with this, Karl (1989) and Orlofsky (1993) found that adolescents with advanced identity status (achievement and moratorium) feel free and confident to be involved in sexual practices.

In addition, students having foreclosure identity status were found to be least involved in sexual activities. Likewise, Karl (1989) stated that identity foreclosed adolescents feel ashamed and embarrassed thereby they suspend time of involvement in sexual practices. Compared to foreclosed students, diffused students were more involved in sexual activities. King (cited in Papani et al.,

2006, p. 6) stated that due to undesirable behaviors, diffused adolescents are likely to be involved in pre marital sexual activities.

Regarding duration of relationship with a partner, there was no significant difference among students categorized in the four identity status groups (foreclosure, diffusion, moratorium and achievement) of students. Though this is the case, relatively large proportion of diffused and moratorium students had short term relationship with a partner as compared to foreclosure and achievement status students. Put in other words, high proportion of students with identity status characterized by commitment (foreclosure and achievement) had relatively long-term sexual relationship than those students lacking commitment (diffusion and moratorium). Similarly, Orlofsky (1993) described that because of uncertainly in identity search, moratorium individuals are less likely to establish stable and long term relationship with a partner. In addition, as to Patheric (2006), diffused adolescents are more likely to have short-term relationship with a partner than identity foreclosed and achieved adolescents. In general, committed adolescents (foreclosure and achievement) have relatively deep, intimate and enduring relationship with a partner whereas uncommitted adolescents (diffused and moratorium) have shallow, less intimate and short time relationship with a partner (Orlofsky, 1993).

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When we see number of sexual partner, there was a significant difference among students categorized under the four identity status. On the average, diffused student had three sexual partners followed by the moratorium group of students who had approximately two partners. On the other hand, foreclosed and identity achieved students had approximately one sexual partner. Therefore, students who lacked commitment (diffusion and moratorium) had more than one (multiple) sexual partner whereas students with commitment (foreclosure and achievement) had one (single) partner. Similarly, King (cited in Papani et al., 2006. p. 5) found that individuals with diffusion and moratorium identity status have a greater number of partners than those students with the presence of commitment (foreclosure and achievement). One study on college students also shows that students with identity diffusion were found having more sexual partners than that of foreclosed and identify achieved once (Carl, 2006).

So far, we have seen sexual experiences of students in relation to identity status, regardless of sex and age. Now we shall see sex and age wise differences in sexual involvement experiences of students categorized in each identify status.

It is only among the achievement status group that a significant sexual involvement difference obtained between male and female students. That is, the sex of students in achievement status group was significantly related with sexual involvement. The proportion of identity achieved male students who

have sexual experiences was higher than their female counter parts. In the rest groups (moratorium, diffusion and foreclosure), there was no significant sex difference in sexual involvement experiences. However, when we compare the proportions in each identity status, male students were more involved in sexual practices than females. Similarly, Muuss (1996) stated that in any identity status, men seek and more engaged in sexual activities than do women. As discussed earlier, these differences could be perhaps due to the biologically based challenges such as labor, pregnancy, and abortion and the socio cultural expectations of the society that influence female students to be less involved in sexual practices as compared to their male counter parts..

With respect to age, a significant sexual involvement experiences difference was obtained between middle and adolescent students in the foreclosure status group. Similarly, there was significant sexual involvement experience difference between middle and late adolescent students in the achievement status group. However, there were no significant sexual involvement difference between middle and late adolescent students in both diffusion and moratorium groups of students. Generally, in all identity status groups, the proportion of students whose age ranges from 19 to 21 years were more engaged in sexual activities than those whose age ranges between 16 -18 years. Here, the difference was more pronounced in the foreclosure and achievement status groups. However, in the case of diffusion and moratorium status, the differences were not that much pronounced.

Consequently, among students characterized by commitment (foreclosure and achievement), involvement in sexual activities has significantly increased as their age increases (from middle adolescence to late adolescence) which is logical and often expected. This trend was not observed among students characterized by lack of commitment (diffusion and moratorium). This might be, as Orlofsky (1993) described, because of the fact that the fact that moratorium adolescents uncertainty in identity search of sexual relationships which made them to look for a partner regardless of age. The reason for the insignificant difference in sexual involvement between diffused middle and late adolescent students could be perhaps due to undesirable behavior like drug use and alcohol. This might made them to be involved in sexual activities irrespective of age. Actually, it is stated that diffused adolescents are susceptible to undesirable behaviors and thereby they are more engaged in any heterosexual practices (Papani et al., 2006).

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VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

The main purpose of this study was to investigate identity and sexual experiences and to see the association of these two constructs. In order to do this, the following basic questions were stated.

1. Regarding Nature of Identity Status:

- What is the general nature of identity status among students?
- What is the nature of identity status by sex and age?

2. With Respect to Sexual Experiences:

- What is the general nature of sexual experiences among students?
- What is the nature of sexual experiences by sex and age?

3. Regarding association between Identity Status and Sexual Experiences:

- What is the general association between identity status and sexual experiences among students?
- What is the association between identity status and sexual experiences by sex and age?

Among the total 3470 target population, 350 participants were taken from Debre Markos Secondary School (n=110), Debre Markos preparatory school (n=88) and Debre Markos university (n=152) through simple random sampling technique. But only 341 participants completed the questionnaire.

The data collected were analyzed using percentages, Chi square and one way ANOVA. The result revealed that only 37.24 percent of the participants have achieved their identity. The rest 27.86 %, 19.35 % and 15.54 % participants were found to have moratorium, diffusion and foreclosure identity status respectively. Identity status was not significantly related to sex ($\chi^2=5.97$, $df=3$, $p>0.05$.) There was no significant difference in the proportions of male and female participants in each identity status. In addition, the association between age and identity status was statistically significant ($\chi^2=39.51$, $df=3$, $p < 0.05$). The proportion of identity diffused and foreclosure respondents decreased as age increases. On the contrary, the proportion of respondents with moratorium and achievement identity status increased as age increases.

Regarding sexual experiences, 55.7 % participants have not been engaged in sexual activities whereas 44.3 % participants have been involved in sexual activities. Besides, sexual experience was significantly related to sex or gender. Male participants were found more involved in sexual activities, had more partners and were more engaged in short term relationship than their female counterparts. Age was also significantly related to sexual involvement. There was significant difference in sexual involvement experiences between participants whose age lies between 16-18 years (middle adolescence) and those participants whose age ranges from 19-21 years (late adolescence). Actually, this seems biologically normal trend that as age increases, the likelihood to be engaged in sexual activities also increases.

Coming to the association between identity status and sexual experiences, there was a statistically significant sexual involvement difference among participants categorized under the four identity types ($\chi^2 = 14.53$, $df=3$, $p < 0.05$). 42.4 % identity diffused and 46.3% moratorium participants have been involved in sexual activities. 52.8 % participants who have achieved their identity were engaged in sexual activities. Only 22.6 % respondents with foreclosure identity status were engaged in sexual activities.

Moreover, there was no statistically significant difference in term or duration of relationship with a partner among participants categorized under the four identity status groups ($\chi^2=6.97$, $df=3$, $p > 0.05$). When we see the proportions, 64.6% diffused and 61.4 % moratorium respondents were engaged in sexual activities for short period of time. 43.3% identity achieved and 33.3% foreclosed respondents were engaged in sexual practices for short period of time.

Furthermore, there was a statistically significant difference in number of partners among participants categorized under the four identity status ($F(3,147) = 4.21$, $p < 0.05$). The Post Hoc Tukey test also shows a significant mean difference between diffused and identity achieved participants in the number of sexual partners. In addition, a statistically significant difference between diffused and foreclosed participants was obtained regarding number of sexual partner.

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Finally, regarding association of identity status and sexual experience by sex, it was only among the achievement status group that a significant sexual involvement difference obtained between male and female students. The proportion of identity achieved male students who have been sexually involved was much higher than their female counterparts. However, in the rest groups (moratorium, diffusion and foreclosure), there was no significant difference between male and female participants with respect to sexual involvement.

With respect to age, a significant sexual involvement difference was obtained between middle and late adolescent participants in both the foreclosure and achievement status groups. In these status groups, the proportion of sexually involved late adolescent participants was much higher than middle adolescents. On the other hand, there was no significant sexual involvement difference between middle and late adolescent participants in both the diffusion and moratorium status groups.

6.2. Conclusions

Based on the findings of the study, following conclusions are made.

1. Some students have attained identity achievement. However, most students were found to have moratorium, diffusion and foreclosure identity status, which imply that most students have not yet achieved their identity.

2. Sex was not significantly related to identity status. That is, there was no significant difference in the proportion of male and female students in the four identity status categories. But, the proportion of female students was slightly higher than male students in the diffusion and foreclosure identity status groups. On the other hand, among the moratorium status group, the proportion of male students was fairly higher than their female counter parts. The proportion of male and female students was comparable in the achievement identity status group.

3. There was statistically significant association between age and identity status. The proportion of moratorium and identity achieved students increases as age increases, whereas the proportion of foreclosed and diffused students decreased as age increases.

4. Nearly half of the students have sexual experiences. Regarding the onset of first sexual relationship, the average age was found to be 17.

5. Sexual engagement or involvement was significantly related to sex. The proportion of male students who have been engaged in sexual activities was

found higher than their female counter parts. Besides, sexual involvement increased as age of students increase that is biologically normal to occur.

6. There was significant association between number of partner and sex. The proportion of female students who have been engaged with single partner was higher than male students.

7. Duration of relationship with a partner was significantly associated to sex. The majority of female students had relatively long-term relationship with their partner. On the contrary, most male students had short-term relationship with their partner.

8. Identity status was significantly related to sexual involvement. There was a statistically significant difference in sexual involvement experience among students categorized under diffusion, foreclosure, and moratorium and achievement identity status groups. Students who have achieved identity were most involved in sexual activities followed by moratorium status group of students. Compared to foreclosure status group of students, diffused students were more involved in sexual activities. Hence, students having foreclosure identity were least involved in sexual activities.

9. Identity status was not significantly related to duration of relationship with a partner. Hence, identity status of students did not bring significant difference in period of stay or relationship with a partner. Though not significant, there was high proportion of students with commitment (foreclosure and

achievement) who had somewhat longer sexual relationship with their partner as compared to students who lacked commitment (diffusion and moratorium).

10. Identity status was significantly related to number of sexual partner. Since the onset of sexual relationship, students who lacked commitment (diffusion and moratorium) had an average of more than one (multiple) sexual partner whereas students with commitment (foreclosure and achievement) had approximately one (single) partner.

11. There was statistically significant association between sexual involvement and sex among the achievement status group of students. The proportion of sexually involved male students was higher than that of female students having the same identity status. However, this association was not statistically significant in the rest status groups. That is, there was no significant sex difference in sexual involvement of students categorized under moratorium, diffusion and foreclosure identity types. However, when we compare the proportions of male and female students in these identity types, more than females, males were involved in sexual activities.

12. Finally, age brought statistically significant difference in sexual involvements among students with foreclosure identity status. The proportion of sexually involved late adolescent (19-21years) foreclosed students was higher than middle adolescent (16-18years) students having same identity. Similarly, age and sexual involvement were significantly related among identity-achieved students. Here, the proportion of sexually involved identity achieved late

adolescent (19-21 years) students was higher than middle adolescent (16-18years) students who have achieved their identity. On the other hand, there was no statistically significant association between age and sexual involvement in the diffusion and moratorium group of students. That is, age of students did not bring significant difference in sexual involvement in the moratorium and identity diffused students. Even if it is not significant, the proportions of sexually involved diffused and moratorium late adolescent students were found to be somewhat higher than middle adolescent students having the same identity status.

6.3 Recommendations

Based on the findings of the study, the following points are recommended.

1. Having more than one sexual partner and switching partners may increase vulnerability of students to HIV/AIDS and other sexually transmitted diseases. Hence, counselors, administrators and teachers at Debre Markos Secondary School, Preparatory School and University shall give orientation not to switch different partners.
2. Though students are developmentally expected to achieve, only some students have achieved identity. Hence, beside academic and knowledge oriented teaching, students should be helped to search for their identity by including more identity development relevant topics like health education, sex education, family relationships, gender roles, sex stereotypes. This will have valuable contributions in creating better academic as well as personally meaningful advancements among students.
3. Since it is difficult to investigate all issues of sexuality and identity in a single research like this, further and detail studies shall be conducted by other scholars.

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Appendix, A: English Version Questionnaire

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

Questionnaire

Objective: The main objective of this questionnaire is to investigate identity status and sexual experiences and to see the associations of these variables among adolescent students at Debre Markos Secondary School, Preparatory School and University.

No need of writing your name

Thank you for your cooperation in advance

Part 1. Background Information of Participants

1. Sex: Male Female

2. Age _____

3. Educational Level _____

4. Marital Status:

- Single
- Married
- Divorced

11	I don't have any real close friends, and I don't think I'm looking for one right now.				
12	Sometimes I join in leisure activities, but really don't see a need to look for a particular activity to do regularly.				
13	I guess I just kind of enjoy life in general, and I don't see myself living by any particular view point to life.				
14	I don't have any close friends. I just like to hang around with the crowd.				
15	I really have never been involved in politics enough to have made a firm stand one way or the other.				
16	Opinions on men's and women's roles seem so varied that I don't think much about it.				

B. FORECLOSURE IDENTITY ITEMS

Response Scale: 4= strongly agree 3= Agree
2=Disagree 1= strongly disagree

SN	Items	1=strongly disagree	2=Disagree	3= Agree	4=strongly agree
1	My ideas about men's and women's roles are identical to my parents'. What has worked for them will obviously work for me too.				
2	I might have though about a lot of different jobs, but there is never really been any question since my parents said what they wanted.				
3	My parents know what is best for me in terms of how to choose my friends				
4	I guess I am pretty much like my folks it comes to politics. I follow what they do in terms of voting as such				
5	My ideas about men's and women's roles have come right from my parents and family. I haven't seen any need to look further.				

6	My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me.				
7	I only pick friends my parent would approve of.				
8	I have always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else.				
9	I only go out with the type of people my parents expect me to date.				
10	My parents decided a long time ago what I should go into for employment and I'm following through their plans.				
11	My parents' views on life are good enough for me, I don't need anything else.				
12	I attend the same church as my family has always attended. I've never really questioned why.				
13	I have never really questioned my religion. If it is right for my parents it must be right for me.				
14	All of my recreational preferences I got from my parents and I haven't really tried anything else.				
15	I date only people my parents would approve of.				
16	My folks have always and their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.				

	anyone will be likely to change my perspective.				
6	I have chosen one or more recreational activities to engage in regularly from lots of things and I am satisfied with those choices.				
7	It took me a while to figure it out, but now I really know what I want for a career.				
8	I have spent some time thinking about men's and women's roles in marriage and I have decided what will work best for me.				
9	I have thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.				
10	I have gone through a period of serious questions about faith and can now say I understand.				
11	I have had many different friendships and now I have a clear idea of what I look for in a friend.				
12	After trying a lot of different recreational activities, I've found one or more I really enjoy doing by myself or with friends.				
13	It took me a long time to decide but now I know for sure what direction to move in for a career.				
14	There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and now I know exactly how I want it to happen for me.				
15	I have dated different types of people and know exactly what my own "unwritten rules" for dating are and who I will date.				
16	After a lot of self-examination, I have established a very definite view on what my own life style will be.				

Part Three: Question on Sexual Experiences

A. Sexual Intercourse Experiences

1. Have you ever had sexual relationship?

Yes No

If your response to question 1 is "yes" answer the following
Questions

2. At what age did you start first sexual relationship? _____

3. How many sexual partners do you have in your lifetime? _____

4. How many sexual partners did you have in the last year _____

5. Have you ever had sex for only one-night stand? _____

6. If your answer is yes for question 5, how many one night stand
sexual partners do you have?-----

7. Have you ever had sexual relationship with a person whom you do
not know well? Yes No

8. Have you ever had different sexual partners at a time?

Yes No

9. Have you ever shifted to another sexual partner after having sexual relation with some one?

Yes No

10. How much (in days or months or years) is your longest relationship with sexual partner/s? ----

11. How much (in days or months or years) is your longest relationship with sexual partner/s? ----

12. Do you have sexual partner at present?

Yes No

13. If your answer is yes for question 12, do you have a plan to

Continue your relationship with your sexual partner?

Yes No

14. If you do not have sexual partner or love at present, do you have a plan to have permanent
friend?

B. Sexual Activity Experiences that do not Involve Intercourse

1. Have you involved in sexual activities with out intercourse that satisfy sexual interests?

Yes

No

2. If your response is yes for question 1, which of the following sexual activity have you had?

- Kissing
- Worm up
- If any other_____

3. With how many partners have you had non-intercourse sexual relationships?_____

4. Have you ever had non-intercourse sexual relationships with whom you do not know well? Yes No

5. Have you ever had non intercourse sexual relationship for only one-night stand?

6. How long did you stay with a partner with whom you have non intercourse sexual relationship ?

- For-----days
- For-----months
- For----- years

Appendix, B: Amharic Version Questionnaire

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ኘሮግራም
ሳይኮሎጂ ትምህርት ክፍል

መጠይቅ

የመጠይቁ አላማ፡- የዚህ መጠይቅ ዋና አላማ በደብረ ማርቆስ ሁለተኛ ደረጃ ት/ቤት ፣ በደብረ ማርቆስ መሰናዶ ት/ቤት እና በደብረ ማርቆስ ዩኒቨርሲቲ ውስጥ የሚሚሩ ተማሪዎችን የማንነት ደረጃ እና የግብረ ስጋ ግንኙነት ተሞክሮዎችን እንዲሁም የሁለቱን መስተጋብራዊ ግንኙነት ለማጥናት ነው።

ስም መጻፍ አያስፈልግም።
ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል 1. አጠቃላይ መረጃን የሚመለከቱ ጥያቄዎች

1. ሦታ፡- ወንድ ሴት
2. ዕድሜ፡- _____
3. የትምህርት ደረጃ፡- _____
4. የጋብቻ ሁኔታ፡-
 - ያገባ/ች
 - ያላገባ/ች/
 - የተፋታ/ች/

ክፍል 2: የማንነት መመዘኛ ጥያቄዎች

በዚህ ክፍል ውስጥ የቀረቡትን ጥያቄዎች በጥሞና ካነበባችሁ በኋላ በእያንዳንዱ ጥያቄ ፊት ለፊት ከቀረቡት ደረጃ መካከል ልእያንዳንዱ ጥያቄ የእናንተን ስምምነት ደረጃ ይበልጥ ይገልፀኛል ብላችሁ በታስቡት ደረጃ ላይ የ✓/ ምልክት በማስቀመጥ መልሱ::

ሀ. የዲፊውዥን ማንነት መመዘኛ ጥያቄዎች

- 1= በጣም አልስማማም 3= አስማማለሁ
 2= አልስማማም 4= በጣም እስማማለሁ

ተ/ቁ	ጥያቄዎች	በጣም አልስማማም=1	አልስማማም=2	እስማማለሁ=3	በጣም እስማማለሁ=4
1	እስካሁን የምፈልገውን የሥራ መስክ አልመረጥኩም የተሻለ እስከሚገኝ ድረስ ያገኘሁትን እሰራለሁ::				
2	ሀይማኖት በተመለከተ የሚሰማማኝን አላገኘሁም:: ማግኘት ያለብኝ መስሎም አይሰማኝም::				
3	ከሁሉም የተሰ የሚሰማማ አንድ የአኗኗር ስልት የለኝም::				
4	በመዘናኛ ተግባራት አንዳንድ ጥያቄዎች ሲቀርብልኝ እሳተፋለሁ እንጂ በራሴ ብዙም ሙከራ አላደረግሁም				
5	ስለፍቅር ቀጠሮ ሁኔታ አስቤ አላውቅም፤ ቀጠርኩም አልቀጠርኩም ብዙም አያሳስበኝም::				
6	ስለ ሃይማኖት ብዙም ትኩረት አልሰጥም:: ባመልክም ባላመልክም ግድ የለኝም::				
7	ፖለቲካ ብዙም ስለማያስደስተኝ ትኩረት ሰጥቼ አላውቅም::				
8	በትዳር ህይወት የባልና የሚስት ሚና ምን ሊሆን እንደሚችል የሚመለከተኝ ስለማይመስለኝ ትኩረት ሰጥቼ አስቤበት አላውቅም ::				

9	እንደመጣ እቀበለዋለሁ እንጂ ስለፍቅር ቀጠሮ ብዙ አስቤ አላውቅም				
10	ለእኔ የሚሰማማኝን ትክክለኛ ሥራ ለመፈለግ ፍላጎት የለኝም። ማንኛውም ሥራ ለእኔ ይሆናል፤ የተገኘውን የምሰራ ይመስለኛል።				
11	የቅርብ እና እውነተኛ የምለው ጓደኛ የለኝም። አሁንም ለመፈለግ አላሰብኩም ።				
12	መዝናኛ ሁኔታዎች አንዳንድ ጊዜ ብሳተፍም ሁልጊዜ ልዝናናበት የምችልበት የመዝናኛ መንገድ የመፈለግ አስፈላጊነት ግን አይታየኝም።				
13	ጠቅለል ባለ መልኩ ጥሩ ህይወት እየኖርኩ ነኝ ብዬ ስለምገምት ለህይወት ለየት ያለ አመለካከት የለኝም።				
14	ከማንኛውም ሰው ጋር ተመጣጣኝ ቅርበት ስላለኝ የቅርብ ጓደኞች የሉኝም።				
15	በአንድ ወይም በሌላ መልኩ ፖለቲካዊ አቋሜን ለመወሰን የሚያስችል ተሳትፎ ኖሮኝ አያውቅም።				
16	ስለወንዶችና ሴቶች ያታወቀ ሚና የተለያዩ አስተሳሰቦች ቢኖሩም እኔን ግን ብዙ አላስቦኝ አያውቅም።				

ለ. የፎርክሎግር ማንነት መመዘኛ ጥያቄዎች

1= በጣም አልስማማም

3= አስማማለሁ

2= አልስማማም

4= በጣም እስማማለሁ

ተ/ቁ	ጥያቄዎች	በጣም አልስማማም=1	አልስማማም=2	እስማማለሁ=3	በጣም እስማማለሁ=4
1	ስለ ወንዶችና ሴቶች ሚና በተመለከተ ያለኝ ሃሳብ ከቤተሰቦቼ ጋር አንድ አይነት ነው፤ ለእነሱ የሚሰራው ለእኔም ይሰራል።				
2	ስለ ተለያዩ የስራ መስኮች ባስብም ወላጆቼ የፈለጉትን ሥራ መያዜ ግን አይቀርም				
3	ጓደኞቼን እንዴት መምረጥ እንደለብኝ የበለጠ የሚያውቁልኝ ወላጆቼ ናቸው።				
4	የፖለቲካዊ ተሳትፎዬ እንደ ሌሎች ጓደኞቼ ሆኖ እነርሱ የመረጡትን እመርጣለሁ።				
5	ስለ ወንዶችና ሴቶች ሚና ያለኝን አመለካከት የተማርኩት ከወላጆቼ ነው።				
6	ኑሮን እንዴት መምራት እንደምችል ያለኝን አመለካከት የተማርኩት ከወላጆቼ ነው				
7	ጓደኛ የማደርጋቸው በቤተሰቦቼ ዘንድ ተቀባይነት ያላቸውን ብቻ ነው።				
8	ቤተሰቦቼ በሚዝናኑበት የመዝናኛ ዓይነት እዝናናለሁ እንጂ ትኩረት ሰጥቼ የተለየ መዝናኛ ፈልጌ አላውቅም።				
9	ከቤት ውጭ ወጣ የምለው ወላጆቼ ቀጠሮ ሊይዝ/ልትይዝ ይችላል/ትችላለች ብለው ከሚጠብቁት ሰው ጋር ነው ።				
10	ስለ እኔ የወደፊት ሥራ ወላጆቼ ድሮ ስለወሰኑ የነሱን እቅድ እከተላለሁ።				

11	ወላጆቹ ስለ ህይወት ያላቸው አመለካከት ለእኔ ስለሚሰማማኝ ሌላ ተጨማሪ ነገር ማሰብ አልፈልግም።				
12	ቤተሰቦቼ የሚያምኑት ሃይማኖት እኩልነት፣ ይህንንም ለምን ብዬ ጠይቄ አላውቅም።				
13	ለወላጆቼ ትክክል የሆነ ሃይማኖት ለእኔም ትክክል መሆን አለበት ብዬ ስለማምን ስለምከተለው ሃይማኖት ምንም ጊዜ ተጠራጥራ አላውቅም።				
14	ሁሉም የመዝናኛ ምርጫዎች በወላጆቼ ያገኙት ለእኔ በራሴ ሌሎችን ሞክራ አላውቅም።				
15	በቀጠሮ የምገናኛቸው ሰዎች በወላጆቼ ተቀባይነት ያላቸው ብቻ ናቸው ።				
16	ስለ ጽንሰን ማቋረጥ/ማስወረድ/ እና ተመሳሳይ ሁኔታዎች ላይ ያሉኝ አስተሳሰቦች ሁሉ የራሳቸው የሆነ ፖለቲካዊና ሥነምግባራዊ ምክንያቶች አሏቸው። እኔም ሁልጊዜ እንዳለ ተቀብያቸው እኖራለሁ።				

ሐ. ሞራቶርየም ማንነት መመዘኛ ጥያቄዎች

1= በጣም አልስማማም

3= አስማማለሁ

2= አልስማማም

4= በጣም አስማማለሁ

ተ/ቁ	ጥያቄዎች	በጣም አልስማማም=1	አልስማማም=2	አስማማለሁ=3	በጣም አስማማለሁ=4
1	እጅግ በጣም የተለያዩ ሰዎች ቢኖሩም ለእኔ የሚስማሙኝን ትክክለኛ ዓደኞች ለማግኘት በርካታ አማራጮች እየፈለግሁ ነው።				
2	ምን ዓይነት ችሎታ እንዳለኝና ለእኔ ትክክለኛ የሆነ የሥራ መስክ የትኛው እንደሆነ ለመወሰን እየሞከርኩ ነው።				
3	በትዳር ውስጥ ባልና ሚስት ሃላፊነትን የሚጋሩባቸው ብዙ ዓይነት መንገዶች ቢኖሩም ለወደፊቱ ለእኔ የትኛው እንደሚሰራ ለመወሰን እየሞከርኩ ነው				
4	ህዋዜን እንዴት መምራት እንዳለብኝ እየፈለኩኝ ነው። እስከ አሁን ግን ትክክለኛውን መንገድ አላገኘሁም።				
5	አንድ የትርፍ ጊዜ ማሳለፊያ/መዝናኛ/ እስከሚኖረኝ ድረስ ብዙ ዓይነት የማሳለፊያ አይነቶች በመሞከር ላይ ነኝ።				
6	ሃይማኖት ለእኔ ምን ማለት እንደሆነ በእርግጠኝነት መናገር አልችልም፤ አንድ ውሳኔ ላይ መድረስ ብፈልግም እስካሁን ግን አላደረግሁትም።				
7	የተለያዩ የፍቅር ግንኙነት ቀጠሮዎችን ብሞክርም ለእኔ ጥሩ የሆነውን ግን እስካሁን አልወሰንኩም				
8	የተለያዩ ፖለቲካ ፖርቲዎችና አስተሳሰቦች ቢኖሩም ሁሉንም ለይቼ እስከማውቅ ድረስ የትኛውን መከተል እንዳለብኝ አልወሰንኩም።				
9	አሁኑ ሰዓት ሃይማኖት ለእኔ ግልጽ አይደለም፤ ስለሆነም ትክክልና ትክክል ያልሆነውን ለመለየት ሃሳቤ ይቀያየራል ።				

10	ተቀባይነት ያለው የህይወት አቅጣጫ በመፈለግ ረገድ ራሴ ከማደርጋቸው ሙከራዎች በተጨማሪ ከሌሎች ሰዎች ጋርም በርካታ ውይይቶች እያካሄድኩ ነው				
11	በትዳር ውስጥ የባልና የሚሰጥ የስራ ድርሻዎች ምን ሊሆኑ እንደሚችሉ የመጨረሻ ውሳኔ ላይ ለመድረስ በመሞከር ላይ ነኝ።				
12	ስለፍቅር ግንኙነት ቀጠሮ ያለኝ ምርጫ እስካሁን በማደግ ላይ ስለሆነ ምንም አይነት ውሳኔ ላይ አልደረስኩም።				
13	ስለ ፖለቲካዊ እምነቴ ለጊዜው ግልጽ አቋም ባይኖረኝም አቋሜን ለመለየት ግን በሙከራ ላይ ነኝ				
14	የሚስጣማኝንና የሚሆነኝን መዝናኛ ለመምረጥ ስል ብዙና የተለያዩ የመዝናኛ አይነቶችን ሞክራለሁ።				
15	ብዙ አይነት አማራጮች ስላሉ ለወደፊት የሚሆነኝን የስራ መስክ ለመወሰን አልቻልኩም።				
16	ጓደኝነት ማለት ምን ማለት እንደሆነ ለማወቅ ገና በጥረት ላይ ስለሆንኩ ለእኔ ሊሰማማኝ የሚችል ጓደኛ ምን አይነት እንደሆነ በእርግጠኝነት አላውቅም።				

መ. የአችቭመንት ማንነት መመዘኛ ጥያቄዎች

1= በጣም አልስማማም

3= አስማማለሁ

2= አልስማማም

4= በጣም እስማማለሁ

ተ/ቁ	ጥያቄዎች	በጣም አልስማማም=1	አልስማማም=2	እስማማለሁ=3	በጣም እስማማለሁ=4
1	ነገሮች ሁሉ በፍጥነት ስለሚቀያየሩ ስለ ፖለቲካ ፍፁም እርግጠኛ መሆን አልችልም፤ ነገር ግን ስለገል ፖለቲካዊ አቋምና እምነት ማወቅ አስፈላጊ እንደሆነ አስባለሁ				
2	ለጓደኝነት ብዙ ምክንያቶች ቢኖሩም እኔ ግን የቅርብ ጓደኛ የምመርጠው ራሴ በምወስናቸው መመዘኛዎች ነው				
3	እስከ አሁን በአለኝ ልምድ መሠረት አሁን የምፈልገው አይነት የፍቅር ጓደኛ ግንኙነት መርጫለሁ				
4	እያንዳንዱ ሰው የራሱ የሆነ ሃይማኖት አለው፤ እኔም የራሴ ሃይማኖት ምን ሊሆን እንደሚችል ደግሜ ደጋግሜ አስቤበታለሁ				
5	ከብዙ ጊዜ ሃሳብ በኋላ ለእኔ በጣም ትክክለኛና የአኗኗር ስልት የምለውን ስለያዝኩ ይህን አለካከቴን ማንም ያሰቀይረኛል ብዬ አላምንም				
6	መደበኛ በመሆን መልኩ የምሳተፍባቸውን አንድ ወይም ከአንድ በላይ የሆኑ የመዝናኛ መንገዶች ከብዙዎቹ መካከል መርጫለሁ፤ በምርጫዬም ረክቼበታለሁ				
7	ለመለየት ጊዜ ወስዶብኛል እንጅ ምን አይነት ሥራ እንደሚስማማኝ በእርግጠኝነት አውቄያለሁ				
8	በትዳር ውስጥ ስለሚኖር የባልና የሚስት ሚና የተወሰነ ጊዜ ወስዶ ከአሰብኩበት በኋላ ለእኔ ወደፊት የበለጠ የሚሰራውን ወስኛለሁ				

0	ፖለቲካዊ እምነቴን ሳስበው በተወሰኑ ነጥቦች ከወላጆቼ ጋር ስለማግኘት ከተወሰኑት ደግሞ ከወላጆቼ እምነት እለያለሁ				
0	ስለ ሀይማኖት ብዙና ተከታታይ ጥያቄዎችን በማንሳት ከመረመርኩ በኋላ አሁን በምን ማመን እንዳለብኝ ተገንዝቤያለሁ				
1	ብዙ የተለያዩ ጓደኝነት ግንኙነት ልምድ ስለነበረኝ አሁን ስለ ጓደኝነት ምን መወሰን እንዳለብኝ የግል ሃሳብ አለኝ?				
2	ከብዙ የተለያዩ የመዝናኛ መንገዶች ፍለጋ በኋላ አሁን አንድ ወይም ከአንድ በላይ የሚሆን አስደሳች የመዝናኛ ሁኔታዎች ሊኖሩኝ ችለዋል				
3	ወደፊት ስለሚኖረኝ የስራ መስክ ምርጫ ብዙ ጊዜ በፈጆብኝም አሁን በእርግጠኝነት ትክክለኛውን ምርጫዬን በመያዝ ላይ ነኝ				
4	የትዳር ጓደኞቼ የቤተሰብ የስራ ድርሻዬን የሚወስኑባቸው የተለያዩ መንገዶች አሉ፤ ለእኔ እንዴት እንደሚወስኑ ባይገባኝም ብዙ ዓይነት የክፍል ዘዴዎች አሰባለሁ				
5	ከብዙ ሰዎች ጋር የፍቅር ቀጠሮዎች ስለነበሩኝ ከማን ጋር ቀጠሮ መያዝ እንዳለብኝ ለመወሰን ችያለሁ				
6	ራሴን አጥብቄ ከመረመርኩ በኋላ ምን ዓይነት የሀይወት ስልት መከተል እንዳለብኝ ግልጽና ቁርጥ ያለ አቋም ይገኛለሁ				

ክፍለ 3:- የግብረ ስጋ ግንኙነት እና ከወሲብ ውጭ የሆነ ነገር ግን ወሲባዊ ስሜትን የሚያረኩ ድርጊቶች ልምድን ወይም ተሞክሮን የሚመለከቱ ጥያቄዎች

ሀ. የግብረ ስጋ ግንኙነት ልምድን ወይም ተሞክሮን የሚመለከቱ ጥያቄዎች

በዚህ ክፍል የተዘረዘሩት ጥያቄዎች የግብረ ስጋ ግንኙነት ልምድን ወይም ተሞክሮን የሚዳስሱ ናቸው። የአንተን/ቺን ልምድ መሠረት በማድረግ ለሚከተሉት ጥያቄዎች መልስ ስጥ/ጩ።

1. የግብረ ስጋ ግንኙነት አድረገህ/ሽ ታውቃለህ/ህ?

አዎ የለም

ለተራ ቁጥር አንድ ጥያቄ ምላሽህ/ሽሽ አዎ ከሆነ ለሚከተሉት ጥያቄዎች መልስ ስጥ/ጩ

2. የግብረ ስጋ ግንኙነት ማድረግ የጀመርክ/ሽው በስንት አመትህ/ህ ነው? _____

3. የግብረ ስጋ ግንኙነት ከጀመርክ/ህ ጀምሮ ከምን ያህል ሰዎች ጋር ግንኙነት አድረገሃል/ሻል?

4. ባለፈው አንድ ዓመት ውስጥ ከምን ያህል የተለያዩ ጓደኞች ጋር የወሲብ ግንኙነት አድረገሃል/ሻል? _____

5. ከአንድ ሰው ጋር ለአንድ ጊዜ ብቻ የወሲብ ግንኙነት አድርገህ/ህ ታውቃለህ?

አዎ የለም

6. ለአምስተኛው ጥያቄ መልስህ/ሽ አዎ ከሆነ ከምን ያህል ሰዎች ጋር ለአንድ ጊዜ ሠቻ ወሲብ ፈፅመህ/ሽ ታውቃለህ/ህ? _____

7. በደንብ ከማታውቀው/ቂው ሰው ጋር የግብረ ስጋ ግንኙነት አድርገህ ታውቃለህ/ሽ?

አዎ የለም

8. በአንድ ጊዜ ከአንድ በላይ የተለያዩ ፍቅረኛ / ጓደኞች/ ኖሮህ/ሽ ያውቃል?

አዎ የለም

9. ከአንድ ጓደኛህ/ህ ጋር ወሲብ ከፈፀምክ/ሽ በኋላ ወደ ሌላ ጓደኛ ሄደህ/ሽ ታውቃለህ/ሽ?

አዎ የለም

10. ለረዥም ጊዜ ከፍቅረኛ /ጓደኛህ/ሽ ጋር የቆየህበት/ሽበት ምን ያህል ጊዜ ነው?

በቀናት ወይም በወራት ወይም በአመታት መግለፅ ትችላለህ/ያለሽ _____

11. ለአጭር ጊዜ ከፍቀደኛ /ጓደኛህ/ሽ ጋር የቆየህበት/ሽበት ምን ያህል ጊዜ ነው?

በቀናት ወይም በወራት ወይም በአመታት መግለፅ ትችላለህ/ያለሽ _____

12. በአሁኑ ሰዓት ፍቅረኛ /ጓደኛ/ አለህ/ሽ

አዎ የለም

13. ለተራ ቁጥር 12 መልስህሽ አዎ ከሆነ ወደፊት ለመቀጠል እቅድ አለህ/ሽ?

አዎ የለም ሌላ ካለ _____

14. በአሁኑ ሰዓት ፍቅረኛ /ጓደኛ ከሌለህ/ህ ለወደፊት ቋሚ ጓደኛ ለመያዝ እቅድ አለህ/ሽ?

አዎ የለም ሌላ ካለ _____

ለ. ከወሲብ ውጭ የሆነ ነገር ግን ወሲባዊ ስሜትን በሚያረኩ ድርጊቶች ልምድን ወይም ተሞክሮን የሚመለከቱ ጥያቄዎች

1. ከግብረ ስጋ ግንኙነት ወይም ከወሲብ ውጭ የሆነ ነገርግን ወሲባዊ ስሜትን የሚያረኩ ድርጊቶችን ፈፅመህ/ህ ታውቃለህ/ቂያለሽ?

2. ለተራ ቁጥር 1 መልስዎ አዎ ከሆነ ከሚከተሉት መካከል የትኛውን ፈፅመህ ታውቃለህ/ህ? ከአንድ በላይ መልስ መስጠት ይቻላል

መሳሳም (kissing)

መተሻሽት (Worm up) ሌላ ካለ _____

3. ከምን ያህል ለሰዎች ጋር ከግብረ ስጋ ግንኙነት ወይም ከወሲብ ውጭ በሆኑ ነገርግን ስሜትን የሚያረኩ ድርጊቶች ፈፅመህ/ህ ታውቃለህ/ቂያለሽ? _____

4. በደንብ ከማታውቀው/ቂው ሰው ጋር ከግብረ ስጋ ግንኙነት ወይም ከወሲብ ውጭ በሆኑ ነገር ግን ስሜትን የሚያረኩ ድርጊቶች ፈፅመህ/ህ ታውቃለህ/ቂያለሽ?

አዎ የለም ሌላ ካለ _____

5. ለአንድ ጊዜ ብቻ ከግብረ ስጋ ግንኙነት ወይም ከወሲብ ውጭ በሆኑ ነገርግን ስሜትን የሚያረኩ ድርጊቶች ፈፅመህ/ህ ታውቃለህ/ቂያለሽ?

አዎ የለም ሌላ ካለ _____

6. ለምን ያህል ጊዜ ከግብረ ስጋ ግንኙነትን ወይም ከወሲብ ውጭ በሆኑ ነገር ግን ስሜትን የሚያረኩ ድርጊቶች ፈፅመህ/ህ ታውቃለህ/ቂያለሽ?

- ለ _____ ቀናት
- ለ _____ ወራት
- ለ _____ አመታት

Declaration

I, undersigned, declare that this thesis is my original work and that all sources of material used for this thesis have been duly acknowledged.

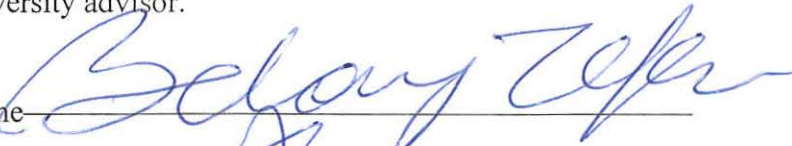
Name Missaye Mislatic

Signature 

Place A.A.U

Date of submission 03/07/2009

I, undersigned, declare that this thesis has been submitted for examination with any approval as a university advisor.

Name 

Signature 

Place A.A.U

Date 03/07/2009