

ADDIS ABABA UNIVERSITY
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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

**Ego Identity Construction among Youth in
Arbaminch Town**

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2014

Addis Ababa
University
(Since 1950)



Ego Identity Construction among Youth in Arbaminch Town

A thesis

Submitted to the School of Graduate Studies

Addis Ababa University

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This Thesis is Prepared in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Developmental Psychology

Ego Identity Construction among Youth in Arbaminch Town

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ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, Dr. Yekoyealem Dessie, for his constructive comments and guidance throughout the work of this thesis, without whom it is not in its present form.

I am also very much indebted to my mother W/ro Kenubish Demeke and my wife Workinesh Nigatu, for their persistent moral and material supports rendered to me during the entire time of my study. I also thank my children Abdurahman, Hossama, Mohammed, Zakir and Zemzem for their sympathetic feeling, patience and commitment in absence of me they made to enable me complete this research project and success of the entire university study.

I thank my friends, at Arbaminch Teacher Education College, Arbaminch health Science College and Arbaminch Pol-technique College for their assistance in facilitating the data collection and moral encouragement. Also my appreciation is due for my friend in Arbaminch town who worked with me in data collection from the working youth group and the participants too for devotion of their time.

Last but not lastly would like to thank deans and the supporting administrative staff members of the three colleges for their contribution in the success of this study.

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ABSTRACT

This study was aimed at identifying the ego-identity construction of youth individual sense of commitment and exploration for identity achievement. It tries to identify the experience of these emerging adults, commitment and exploration for identity statuses. Using stratified random sampling and purposive quota sampling technique, a total of 416 (208 male and 208 female) were selected as participants from Arbaminch Town. The revised version II of OMEIS was employed as a means for data collection. Through the use of descriptive statistics, chi-square and ANOVA it was identified that the working youth was highly identity achieved(71.7%) than college students(64.3%); in ideological and interpersonal domains the college youths' results were significant while in three subdomains (occupation, philosophy of life style and dating) that the working youth results were significant. Also the one way ANOVA analysis showed that there is no variation within group identity status of the working youth (less educated and highly educated) and the three colleges' youths status (Health science, Pol-technique and Teacher Education).

CHAPTER ONE

INTRODUCTION

1.1 Background

One of the most important concepts ever investigated in psychology is identity. Perhaps it is the most important in social science too. The main reason for the interest is believed that the cultural change noticed from time to time and which is problematic to sustaining a sense of identity everyone in, and affected by. Moreover these cultural changes made identity construction and maintenance more challenging and promising. In either case, it is witnessed identity construction has changes in significant way for young people attempting to make their way into adulthood, so much so that rising identity related problems (Cote & Levine, 2002).

In most of human history, an adult identity construction was a relatively straight forward process. The middle person simply assumed and fitted into culturally approved roles that his or her parents and grandparents had themselves adopted. This situation was characteristic of the societies in the past whereas that spanned the period of human development from simple tribal through social organizations. Given their importance for human development and social adaptation, the earlier type of society are crucial in understand the emergent identity problems associated with contemporary and the current modern societies (Campbell, 2007).

As humans have attempted to adapt to recent and late modern forms of social organization, choice are replaced by obligation. Also the basis of self-definition and identity construction has become a more difficult, precarious, and solitary process for which many people are unprepared in terms of their developmentally gradual changing background. Thus the processes of an adult identity construction become different for most people, and many people

lack to develop the means for coping with a process that allows them to make choices. Even if they welcome their ability to choose, they may not be so happy with having to assume the responsibility for the outcome of their choices. This tells us at any account, identity construction was not a matter of individual choice and negotiation rather it is an obligation to be fulfilled by anyone. And problems associated with these activities were not common in each individual. For some of us, it is spurred by hopes, for others by fears. The former welcomes hope for an invigorating and playful ‘anything goes’ that set free identity from the restrictions of tradition, whereas the latter provokes fear and caution against the anomie of ‘nothing counts any more’ that intimidates to undermine the very essence of identity (Simon, 2004).

In any case, the general popularity in the notion of identity suggests that most people, irrespective of their hopes or fears, are fascinated by identity and what it does to and for themselves and others. Also, identity is thought to inspire much, if not all, of our behavior. For example, most of us approve that identity is accountable for how we feel about ourselves. Of course it is convincing that different people are thought to behave differently because of they have different identities.

And they not only behave differently to one another, but also they may go into different institutions called churches, synagogues mosques or temples because they have different religious identities as Christians, Jews or Muslims and Buddhist. At work and in the soccer stadium thousands of people in yellow shirts tries to scream louder than thousands of other people in red shirts.

The most amusing consequences in identity are that obviously involves when a majority group stigmatizes, mistreats or even annihilates a minority group. Identity is often used to praise

the one who is liked and apart the one who is disliked by the group as a result of socially desirable consequences (Sokol, 2009). Also it becomes difficult to imagine and assume identity as a means of loyalty, solidarity or social cooperation to be achieved and maintained. And there should be values in a sense of shared identity.

In fact identity is a life-long process, and people at different stages of their life face different values in their identity issues. Such differences in identity values are a result of changes with passage of time through exploration and commitment in living conditions. This change within the individual life prescribes identity as building block of the globally unified self-concept and enables a person to function with coherence self and sameness (Stryker, 1980). Moreover it results in the development of clear positive identity and involves building of self-esteem, facilitating exploration and commitment to self-definition, reducing self-discrepancies, and fostering role construction and achievement. Then it comes to amenable extrapersonal influences like environmental changes and life experiences as well as intrapersonal identity processes, including sex role, friendship, and reconsideration of intimacy.

Always human beings are learning how to live with hardship and challenging circumstances in their life. Within the effort to solve and try to solve these problems, the new unanticipated problem arises associated with the meaning of existence. It paves away to technological advancements in his effort to life and how to deal with the greater latitude of choice. This dispute of how to deal with technological advancements in terms of a set of humanistic ethics weighed heavily on Erik Erikson and his deliberations of the thorny found in many of his writings.

Erikson (1950) in his psychosocial theory of human development described Adolescence as a time for the young to explore about himself and his environment. Adolescents generally engage in a host of exploratory behaviors and activities that ultimately influence who and what they become (Erikson, 1968; Marcia, 1966). Marcia (1966) identified the four identity status which varies in their degree of experienced crisis and personal commitment, epigenetically assuming the individuals ideal move from uncommitted (diffused) through crisis (moratorium) into committed (identity achieved) stages of ego-identity construction. They two tried to formulate meaningful path for understanding of adolescents great question “identity or who am I”.

Adolescence is a time the social world expands, increase engagement beyond the family sphere to the school, the peer group, and for most young people in the workplace. It is a developmental stage characterized by rapid and extensive physical and psychosocial changes which often present developmental crises that challenge the adolescent’s coping ability. It is a time of exploration and commitment which is important for self-concept and development. It has been described as what happens when people move from a childhood position in which they are taken care of to an adult position in which they can take care of themselves and others (Marcia, 1994). It is a time of transition with a significant change in the development profile of childhood to be into adulthood.

Adolescence is the period of human development in which its ending is highly variable (Kleiber & Rickards, 1985). Also it is a period marked by the onset of puberty (Erikson, 1950), which typically occurs at eleven years of age for females and twelve years of age for males (Richards, Abell & Petersen, 1993). The adolescent period may present experiences that differ greatly in their tone, contexts and content. Some of these experiences may result in problems, demanding the youth’s resources. The pivotal impact of these experiences in adolescence is

formulating their identity in their subsequent journey of life (Tsang, Hui, & Law, 2012). The successful culmination in the process of identity construction on adolescents results in a positive sense of self and satisfaction in life (Mortimer & Call, 2001). A clear and positive identity construction that adolescents can be expected to have facilitates their future development and productive use of personal resources. In other way the problem they encounter in identity construction have an impact on their coping ability, might make them vulnerable to emotional and behavioral problems.

Identity construction is not only the central issue of Adolescents, but also emerging adults are concerned too. The demographic variability noticed in Adolescent period today demand further understanding and description on the milestones of human development. Such changes in human development show the verge for appearance of the new period what we call it “emerging adulthood” (Arnett, 2004). Moreover the culmination of Adolescence and the beginning of adulthood has changed its typical nature as a result of extended education and demographic variability.

Academics have suggested that in the recent past, the period of adolescence is being prolonged due to increasing numbers of youth seeking out post-secondary education (Kerckhoff, 2002; Larson, 2002; Mortimer & Larson, 2002). This new demand for tertiary level of education is outstanding largely as result of the higher requirement needed to obtain desirable job in the workforce.

In emerging adulthood, several types of accommodations are common, as well a variety of daily activities. People may live with their parents, with romantic partners, with friends, alone, or in a dorm. Similarly, people may work, study, be unemployed, or travel. The instability in

emerging adulthood is related to it being a time of identity exploration (Arnett, 2006). It is an emerging adult who explore identity more than the adolescents do.

Today to be an emerging adult is somewhat experiencing an excitement and uncertainty. The wide-open possibility and confusion, the new freedom and fears are among the opportunity and challenges of the emerging adults. The rise in the ages of entering marriage and parenthood, the lengthening of higher education, and prolonged job instability from the late teens through the mid- to late twenties become highly observable scenario of the emerging adults (Arnett, 2004).

The researcher, before twenty-five years ago he went to rural area for illiteracy campaign to teach adults thereby completing his secondary education. When he was there he was invited in one marriage occasion and observed that a sixteen year old boy performing his second marriage. But, now things are changed. It is impossible to marry one late alone to have a second wife in the middle-adolescence. The society sends their children to school instead of to work for them and marriage. Recent research finding tells us that, “The rapid expansion of enrollment in Ethiopia has led to a high proportion of over-age children and youth in primary school, including many pupils ages 15 to 19 and even some ages 20 to 24” (Fawcett, Hartwell & Israel, 2010: 26).

The instability in emerging adulthood is high because of exploration and commitment in identity construction. Today in Ethiopia one can speculate that the emerging adult population has hang over excitement and uncertainty feature like the youth elsewhere in the world. The cultural change, globalization, technological and infrastructural change surmounting the country has created demographical variability in the developmental pattern of the youth in the society. That is why identifying the ego- identity construction of the youth becomes the main concern of this study.

1.2 Statement of the problem

Ego identity construction, as proposed by Erikson (1959), is the major psychosocial task of Adolescence. But, it is lately noticed that it involves emerging adults too. There is a predictions, “emerging adult phase provide an opportunity for further identity development to occur (Mortimer & Larson, 2002; Arnett, 2004)”, despite there were very few number of study conducted in the area (Campbell, 2007). This study examines the ego-identity status as result of change in adolescent life to emerging adult.

Research conducted on college students (Waterman, Geary and Waterman, 1974) supported the proposed pattern of Marcia’s ontogeny. However no comparison is made among youth in college and non-college, there is a rationale that a fulltime employment might be viewed as termination of psychosocial moratorium and might stimulate the rapid movement toward identity construction while college attendance might be viewed as an extended moratorium. In addition to the assumption of highly identity achieved by working youth than college students, identifying the existing variation on ego-identity domains.

Also there is a lack of research inhabitable on working youth graduated from colleges and those who have no qualifying training in their working area. Age, gender, and level of education considered to identify variation in identity construction however physical health and appearance, intelligence, and social skills all cast significant influence on a person’s real and perceived identity (Tsang, Hui & Law, 2012). Since identity entails making decisions about certain aspects of life such as occupation, sexual preferences, ideology, life style, friendship, dating and religious

and political attitudes, in the point identification is made in emerging adults' ego-identity construction.

The research conducted locally on identity focuses on correlates of identity. They are: Mulat (2005) 'masculine gender identity construction among male Adolescent in Awuramba community', Yekoyealem (2005) 'the relationship between parenting style and identity status of secondary and preparatory school Adolescent at Debrebirhan', Zemzem (2006) 'the relationship between parental involvement and identity achievement during Adolescence', Missaye (2009) 'Identity status and sexual experience among Adolescent students in Debremarkos', Dereje (2010) 'The relationship between social identity and interpersonal relationship of Addis Ababa University students: the case of main campus' and Temesgen (2010) 'the relationship between parenting style and identity construction of preparatory school students in Addis Ababa'. The current study has no correlating concept with identity. It is mainly interested to focus on the global and domain specific understanding of the youth in the Arbaminch town. There were no similar studies conducted in Arbaminch. Also, other studies conducted in Arbaminch focus on high school students than the college and non-college educated youth.

Hence, this study attempts to investigate the ego identity construction of youth in Arbaminch town. Consequently, the researcher formulates the following questions for investigating college students and working youth ego-identity construction:

- What is the ego-identity status of youth in Arbaminch Town?
- What is the status of ego-identity domains (ideology and interpersonal) of youth in Arbaminch Town?

- Is there a significant difference in ego- identity construction status of youth in Arbaminch town with respect to gender, age and educational level?
- Is there a significant difference in ego- identity construction of youth in Arbaminch town with respect to ego-identity domains?
- Is there a significant difference in ego- identity construction within the youth in the three colleges' as well as highly educated and less-educated youth workers in Arbaminch town?

1.3 Objectives of the Study

The main objective of the study is examining identity construction of the youth —college students and working youth in Arbaminch town. Specifically this study intends to:

- Examine the ego-identity status of youth in Arbaminch Town.
- Identify differences in ego- identity construction of youth in Arbaminch town with respect to—ego-identity domains, gender age and education level.
- Determine a significant difference in ego- identity construction of youth in working and in colleges' within group status in Arbaminch Town.

1.4 Operational definitions

Ego-identity construction (status): Refers an individual's state of exploration and commitment to be achieved, foreclosure, moratorium and diffusion as measured through EOMIS-II.

Ego-identity domains: they are both ideology and interpersonal domains in which an individual shows his/her exploration and commitment to one of the status.

Identity achievement: Refers the youth perception about the establishment of a fairly firm commitment in their career and positive feeling about themselves.

Identity diffusion: Refers to the youth who have not made any firm commitment and exploration to occupational choice and who do not have positive feeling for themselves.

Identity foreclosure: Refers to the youth whose identity status is determined by parents or some others (like sex, religion, politics, occupation....)

Identity moratorium: Refers to the youth whose identity status is characterized by the presence of active exploration on various content areas but a lack of commitment.

Ideology domain: It has subdomains — occupation, religiosity, politics and philosophy of life style in which an individual experience exploration and commitment for his/her identity status.

Interpersonal domain: It has subdomains — Friendship, dating, sex role and leisure and recreation in which an individual experience exploration and commitment for his/her identity status.

In this study paper college and University are interchangeably used terminologies.

CHAPTER TWO

REVIEW OF LITERATURE

In literatures, identity has been referred by many terms including self, ego, I, and me and will here on be referred to as identity. Even if there is similarity between these definitions of identity they served us to show continuity between past, present and future, integrated behaviours in multiple areas of life, and explain one's motivation for behaviours as developing a sense of identity (Waterman, 1984).

Thus, this review section of the study is organized in a way that it begins to discuss conceptual and theoretical issues of ego- identity construction (mainly using psychosocial theory of ego- identity, Marcia's paradigm and Arnett's conceptions), perspectives on identity, domains of identity construction, college and work environment in identity construction, locally conducted research on identity and summary and implication on reviewed studies.

2.1 Theoretical issues in identity development

There are five models on identity studying in human development process — including Erikson's psychosocial model, Blos' Individuation model, Kolberg's Cognitive Development model, Loevinger's Ego Development model, and Kegan's Constructive-Developmental model (Kroger, 1989). Each of these models, focus in studying gradually how identity construction in different milestone of human development is seen as a process of formulating one's identity and distinguish between the self and other (Lavoie, 1994). Despite the failure to take the environment into consideration and lack of using appropriate research methodology in the studies of ego identity construction (Kroger, 2000), Erikson's approach attained wider acceptance in identity researches (Lavoie, 1994). Our current study of ego identity construction originates from the

work of Erikson (1959) and Marcia (1966) as well as Arnett (2000) theorization of extended adolescence (emerging adulthood).

Erikson's psychosocial theory

Erikson's (1968) developed a theory focusing on eight psychosocial stages of human development covering the life span, the development of identity, and the methods that reach beyond the structured psychoanalytic setting used with adults. These three contributions of him served as an orientation to the theory of psychosocial human development. In his theory, Erikson (1968) described as "a moralist, artist, and intellectual trying to deal with a culture that has begun to lose its power as an instrument for fulfilling the potential and the aspirations of the individual who live within it" (Bruner, 1987: 8).

In the psychosocial view of human development, physical maturation has personal and social repercussions. It assumes that maturation brings a new skill, opens up new possibilities for an individual. Also it increases society's demands on him. Moreover it helps him when he needs something from society how to find and handle it through maturation. And it creates a "fit" between an individual and his culture. Then he evolves agreed-upon ways of society to meet his new needs in each step of his maturation.

These include parental care, schools, social organizations, occupations, a set of values, and so on. Erikson speaks it in a "cog wheeling" of life cycles, as when adults' needs to become caretakers coincide with the young's needs for caretaking. In other words, he states that each individual is in a life cycle of a "community of life cycles" (Erikson, 1959: 121). And an individual is surrounded by others who are also passing through various stages. While the culture, over many generations, has adapted itself to the needs of individual, each individual in turn adapts

himself to the culture, as when a new social relation adjusts to a bewildering new set of experiences.

Since the needs of one generation may vary from other institutions prove adequate meet desires. Industrialization, urbanization, immigration, the depression, and the civil rights movement brought changes in what individual needed to be taught in order to develop a healthy personality at their time in history.

There is movement through a set of psychosocial “crises” or issues as the child matures, and there is an expansion of his radius of significant relations. Other dimensions include the translation into the child’s terms of certain elements of social order or structure and the progression through a set of psychosocial modalities or ways of “being” and interacting in society. Put succinctly, the child has inborn laws of development “which create a succession of potentialities for significant interaction with those who tend him” (Erikson, 1968: 52).

Identity versus identity confusion is Erikson’s fifth psychosocial stage which defines time of adolescence years. Adolescents try to find out who they are, what they are all about, and where they are going in life. They are confronted with many new roles and adult status (such as vocation and romantic). Adolescents need to be allowed to explore different paths to attain a healthy identity. In other way the inadequate exploration of adolescent different roles and disability to carve out a positive future path, result on him confused identity construction.

Erikson (1968) described identity resolutions set the social-cognitive structure of individuality. He viewed identity as a life-long process, and emphasized that the process has its normative crisis in adolescence. In searching for a meaningful sense of self adolescents are confronted with the task of increased cognitive capacities, physical maturation, and the imminence of taking an adult role in society.

Identity is thought existing in some form from birth. Individuals develop an identity through the adaptation of early childhood experience and the modification of these experiences into a coherent whole. As result there is a newly established identity within the individual as well as in the individual's interpretation of others. This exploration of various identities and its culmination on commitment to one final identity and that final identity has results of "a subjective sense of an invigorating sameness and continuity" (Erikson, 1968:19) which is a typical mark of adolescent period. Identity construction includes concedes with an increasingly matured cognitive ability which serves to organize and integrate information gathered from personal experiences. It is mentioned the progression of an individual to more mature identity correspond with matured cognitive abilities (Adam, 1998). Moreover, as to Erikson (1968) recognized it constitute the two distinct components of identity construction— ego-identity and self-identity. By ego-identity he refers commitments to work, ideological values associated with politics, religion, philosophy of life style, and so forth.

Marcia Identity theory

Erikson's (1950) bipolar categorization of identity versus identity confusion provided limited information regarding the resolution of an individual's identity conflict. Marcia (1966) paved a way for greater specificity regarding the individuals' identity construction. As Neo-Eriksonian framework for identity study Marcia's conceptualization of identity status has been widely used in identity construction and development research (Balistreri, Bush-Rossnagel, Geisinger, 1995). Like Erikson in his paradigm of identity studies Marcia give a due emphasis to the constructs of crisis and commitment. As Marcia, suggests the degree of crisis and commitment experienced by an individual would indicate the level of his ability to resolve

identity construction task. It is through this intersection of crisis and commitment as to Marcia the four identity types or status constructed with varying degrees of exploratory behavior and commitment. These statuses are: (1) identity achievement, (2) identity moratorium, (3) identity foreclosure, and (4) identity diffusion.

1. Identity achieved

It indicates an individual firm commitment to set values and goals on his crisis. The values like high levels of achievement motivation and self-esteem are a typical character shown in a personality features (Orlofsky, 1978). Moreover high level of ego development and ego development scheme identified (Loevinger, 1976; Berzonsky & Adams, 1999).

2. Moratorium

It is actively exploring alternatives, but not yet made firm commitment. Moratoriums are more in self-exploration and prepared to undertake tasks in a self-directed manner without needing to look to others for reassurance and emotional support. They demonstrate the ability to reflect on diverse information in an analytical manner.

3. Foreclosure

Individuals find their identity through the adoption of parental (or others') standards and values without examining the nature, quality, or personal fit of such commitments. They are not open to new experiences (Clancy & Dollinger, 1993). Also they are the most likely to make errors in judgment because of reduced attention (Read, Adams, & Dobson, 1984).

4. Diffusion

An individual's neither exploring nor feeling the compulsion to find a self-defined identity. They are wherever circumstances push them. Their social cognitive style is marked by

procrastination and defensive avoidance of issues, as well as reliance on an external locus of control.

Individuals who reached at the identity achievement status have examined for alternative identities and have made a commitment to one final identity. In identity construction the most common way of development is from foreclosure to moratorium and then to achievement (Lavoie, 1994), however there exists other patterns of construction which is acknowledged (Adams & Fitch, 1982; McIntosh, Metz, Youniss, 2005; Waterman, 1982). In this case Erikson's (1950, 1968) model assumes that identity construction is only progress forward while Marcia's (1966) in his model indicates regression from advanced status to a less advanced status is possible. In Adams and Fitch's (1982) study of college students, over 10 percent of students regressed in their identity status over a one year period. Similar regression patterns also have been identified among high school students (McIntosh, Metz, Youniss, 2005); however, among college students, stability or positive advancement of identity status is most likely to occur (Adams & Fitch, 1982). Understanding the sequencing of identity statuses is important to the complete understanding of identity construction and development, yet simply knowing the pattern does not explain what happens during the transition between statuses (Lavoie, 1994).

Arnett's theory on Emerging Adulthood

Erikson (1950) proposed that identity construction was primarily a task for adolescence. However, Erikson (1968) suggests that given conditions in advanced industrialized economies, some individuals would undergo a "prolonged adolescence." More recent theorists, most notably Arnett, have argued that Erikson's "prolonged adolescence" has become the normal developmental course for most individuals in Western developed economies. Arnett (2000, 2004)

argues that emerging adulthood is a distinct developmental stage in which later identity exploration and construction follows demographic shifts toward extended periods of higher education, later commitment to a career track, later marriage, and later entry into parenthood. Schwartz, Cote, and Arnett (2005: 204) state that emerging adulthood “represents an extension of Erikson’s psychosocial moratorium, the period during which youth are free to explore identity alternatives without having to assume permanent adult commitments”. There is a consensus a key changes in identity construction are take place in emerging adulthood or later than in adolescence (Cote, 2009; Juang & Syed, 2010; Kroger, 2007; Luyckx et.al, 2008). Study showed that preceding high school to few years of college the number of individuals who achieved identity increases while the diffused decreases (Waterman, 1985, 1999).

The college upperclassmen are more likely to be identity achieved than college freshmen or high school students. These developmental changes are especially true for vocational choice, in terms of religious beliefs and political ideology. Also fewer college students reach the identity-achieved status where as a substantial number of them are characterized by foreclosure and diffusion. Increased complexity in the reasoning skills of college students combined with a wide range of new experiences that highlight contrasts between home and college and between themselves and others to stimulate them to reach a higher level of integrating various dimensions of their identity (Phinney, 2008). Thus, the timing of identity development may depend on the particular dimension involved.

The college student participants in this study are squarely in the developmental stage of emerging adulthood, and thus identity exploration and construction should, according to theory, be a currently ongoing task for them.

2.2 Perspectives on the process of Identity Development

Identity Formation: Discovery versus Creation

Much debate has occurred with respect to the process by which identities are formed and developed (Waterman, 1984). The two plausible methods by which an individual's identity formed are — discovery and creation (Waterman, 1984). The discovery method supports the existence of a true self (Waterman, 1984). It is through the process of identity formation, an individual comes to discover the true self by examining talents, abilities, and personal experiences, as well as relying on intuition to explore a small range of possible identities. In contrast, the creation method suggests that there is no true self but rather an infinite number of identities that can be developed (Waterman, 1984). Identity formation involves experimentation with a wide variety of identities, receiving feedback from others, and consciously deciding on an identity based feedback as well as internal responses. As the final outcome of both discovery and creation is a commitment to an identity, each method seems to be equally effective in achieving the goal. Also there is suggestion that individuals may choose the method they prefer in the formation of their identity (Waterman, 1984).

Identity status formed

Identity construction has been hypothesized that it occurs through the three processes — individuation, identification, and integration (Kleiber, 1999; Mannell & Kleiber, 1997). Erikson (1968) acknowledged that identification and integration in the construction of identity. It is more recently, individuation identified as to assists adolescents in defining themselves as unique individuals (Mannell & Kleiber, 1997) and results in a growing sense of autonomy (Josselson, 1980). It maintains the uniqueness of the individual while identification provides them a sense of

belongingness and connectedness to others (Kleiber, 1999; Mannell & Kleiber, 1997). Identity construction to happen successfully the two distinct aspects of identity must be combined into a coherent whole through the process of integration. Then the integrated various aspects of an individual's identity are organized to form a unified sense of self (Kleiber, 1999). Also it implies a sense of difference from others, particularly their parents (Josselson, 1980).

Dimensions of Identity status

Identity is not a uni-dimensional construct but it is rather composed of multiple facets. Erikson (1968) acknowledged the existence of several components of identity including an ego dimension, a personal dimension, and a social dimension. Ego identity refers to a continuity of personality. *Personal identity* refers to one's goals, values, and beliefs (Schwartz, 2001). Personal identity is often studied in content domains such as political preference (Schildkraut, 2005), occupational choice (Porfeli & Skorikov, 2010), moral standards (Hardy & Carlo, 2005), sexual and dating styles (Worthington, Navarro, Savoy, & Hampton, 2008), and family relationships (Scabini & Manzi, 2011); which differentiates an individual from others. In a social identity an individual's relationships with others (Cote & Levine, 2002) as well as identification with groups (e.g., family, neighborhood, workplace), roles (e.g., mother, doctor), and conditions (e.g., race, sexuality), and the significance placed on membership of these social groups (Kleiber, 1999; Tajfel, 1981) maintained.

Some academics have maintained the integrity of these three distinct elements of identities (Cote & Levine, 2002); others only acknowledge the existence of personal and social identity (Dimanche & Samdahl, 1994; Kivel & Kleiber, 2000; Kleiber, 1999). Recent conceptualizations of personal and social identity may have been modified to include aspects of ego identity. In particular, personal identity now seems to include both personal and ego identity dimensions.

Researchers investigated the importance placed on both personal and social identity in describing one's self. Babbitt and Burbach (1990) identified a significant trend in identifying the self in terms of personal identity rather than social identity. The pattern represented a substantial change from the recent past when social identities were more important. Among college students in the 1950s, only 30 percent described themselves primarily by their personal identity, compared to 80 to 90 percent in the 1980s (Babbitt & Burbach, 1990). Female college students as well as students who were married or divorced placed slightly less emphasis on personal identity and tended to focus on their social identity more than males and single college students (Babbitt & Burbach, 1990).

Gender Differences in Identity status

Questions remain regarding gender differences in identity construction. While some research suggests that men may develop their identities at a faster rate than women (Adams & Fitch, 1982; McIntosh, Metz, Youniss, 2005), while other studies have found no difference in the rate of identity constructions (Shaw, Kleiber, Caldwell, 1995). Even if some studies mention that men and women follow the same pattern of identity construction (Streitmatter, 1993), some others suggest that this developmental pattern may differ for women (Adams & Fitch, 1982). In this case the academics argue that the tools currently used to measure identity for women do not accurately assess the ways in which female identity development occurs (Gilligan, 1982).

In the study of college students, both genders were equally experienced positive development of identity, yet females had a higher tendency to remain stable in their identity construction while males were slightly or more likely to regress (Adams & Fitch, 1982). Also the finding of Missaye (2009) and Temesgen (2010) in their study of secondary school students

described that there is no significant difference in male and female identity construction however there is slight variations observed in females' status.

Age of identity status construction

Although Erikson (1950) indicates that identity construction occurs during adolescence, it is unclear exactly at what age this event takes place. Marcia (1980) described that a 12 year old males found in foreclosure and identity diffusion statuses, while 18 year individuals begin the transition into moratorium and identity achievement statuses and 21 year most individuals are classified as identity achieved. Stark and Traxler (1974) found that youth 21 to 24 years had significantly more developed identities than youth 17 to 20 years. Also Arnett (2004) mentioned that identity construction continue well beyond the high school years.

As study of Meliman (as cited in Meuss, 1996) indicated in the 24 years more than half (56%) individuals were identity achieved while 12%, 8% and 24% were found to be in identity moratorium, foreclosure and diffused status respectively. Yekoyealem (2005), Missaye (2009) and Temesgen (2010) in their study of secondary and preparatory school students mentioned with an increase in age and grade level of adolescents, there is an increase in the number of identity achieved and moratoriums at same time with an increase in age and grade level there is a decrease in identity foreclosures and diffused.

Moreover Marcia (1993) mentioned that a move from less advanced to higher identity status (achievement and moratorium) is the function of age and psychological maturity. As individuals move in different year levels, the proportion of identity diffused subjects' declines whereas the proportion of those individuals who achieved their identity increases (Matteson, 1975; Marcia cited in Meuss, 1996: 61).

2.3 Domains of identity construction

Identity has been measured as both a global and domain specific construct. Domains vary in their importance between individuals as well as within an individual across time (Kleiber, 1999). Some domains are more salient to an individual's identity than others (Kleiber, 1999). As domains increase in salience, the domain becomes more important to define identity. Studies have shown that incongruence exists between the various identity domains (Goossens, 2001).

Various life areas have sometimes been sorted into two— ideological and interpersonal (Goossens, 2001; Grotevant & Adams, 1984). Ideological life areas often involve occupation, religion, politics, and values, whereas interpersonal life areas may involve relationships with friends, family, and romantic partners, as well as gender roles (Balistreri, Busch-Rossnagel, & Geisinger, 1995). The details of these individuals' life areas (domains) are presented as follows:

Occupation

There is a transient and tentative explorations of adolescence and the more serious and identity-focused explorations of emerging adulthood. Miller and Budd (1999) observed significant differences between male and female students of different age groups for many occupations. Also Patton and Creed (2007) noted that adolescent students generally held higher occupational aspirations than expectations, and male students were more likely to choose professional occupations than female students. Similarly Aisenbrey and Brückner (2008) found that women were less likely than men realized their occupational aspirations and their occupational choices were deeply guarded by a gendered system of vocational professional training. Also, Josselson, (1996) found that women rarely view their work as center for their identity construction.

In emerging adulthood, work experiences become more focused on laying the groundwork for an adult occupation. In exploring various work possibilities and in exploring the educational possibilities that will prepare them for work, emerging adults explore identity issues as well. As they try out different jobs or college majors, emerging adults learn more about themselves. They learn more about their abilities and interests. Just as important, they learn what kinds of work they are not good at or do not want to do.

Religious

Though religion has not received adequate attention in psychological theory, its importance is evidenced by Josselson's (1987). Hunsberger, Pratt and Pancer (2001) investigated links between high school and university students' efforts to deal with religious issues and identity development. They found that identity achieved in adolescence as both belief-confirming and belief threatening consultation in dealing with their religious doubts. Garbarino (1999) noted that religion would seem an important solution to the experience of meaninglessness.

In her study on woman and spirituality Josselson's (1987), more than one-half of her interviewees place part on importance of social and religious issues than political or occupational matters on their identity. Moreover she mentioned that women also experience connection through spirituality.

Researchers have found that adolescent girls are more religious than adolescent boys (King & Roeser, 2009). A study conducted on 13- to 17-year-old girls revealed that they are more likely to attend religious services, religion shaped their daily lives, participate in religious youth groups, pray more alone, and feel closer (Smith & Denton, 2005). Also analysis of the World Values Survey of 18- to 24-year-olds revealed that emerging adults in less developed countries were more likely to be religious than their counterparts in more developed countries (Lippman & Keith,

2006). For example, it ranges from a low of 0 in Japan to 93 percent in Nigeria, and belief in God ranges from a low of 40 percent in Sweden to a high of 100 percent in Pakistan.

Political

Opportunities to explore civic activity and identity clearly matter in high school and even earlier. But the 20s may now be the pivotal decade for providing civic opportunities and making civic commitments. The 20s and 30s has simply taken adolescents to develop into active citizens. Which is consistent with a political life-cycle model and holds that political engagement increases as one's life becomes stable.

The delay in young adult civic participation is a growing social-class divide between the college and non-college educated— and especially between high school dropouts and those with college degrees. Most opportunities for civic learning are reserved for students enrolled in school or college (Flanagan, Levine & Settersten, 2007).

In any event, voting is a particularly important political act not only in its own right, but because it is highly correlated with many other forms of engagement. Young adults with college experience were more engaged than their counterparts who had never attended college. In civic participation, it seems especially imperative to create opportunities for civic engagement of the working class and disadvantaged youth. In this respect there are few or not at all institutional settings for getting recruited into civic activity or for developing civic skills and habits (Flanagan, Levine & Settersten, 2007).

Philosophy of life style

Identity theorists (Waterman & Archer, 1994) have noted that individuals' identity structures may co-vary with goals, values, and beliefs. With an exponential increase in the amount of consideration that young people must give to their future plans for love, work, and parenthood.

A high quality of it has been placed on figuring out who one is and where one's life is directed. Also different ideologies represent socially shared but competing philosophies of life and how it should be lived (and how society should be governed), it stands to reason that different ideologies should both elicit and express at least somewhat different social, cognitive, and motivational styles or inclinations on the part of their advocates (Jost, 2006).

Traditionally, the transition to adulthood has been defined on the basis of five key experiences— leaving home, completing school, entering the workforce, getting married, and having children (Flanagan, Levine & Settersten, 2007). On those five markers alone, the last few decades have brought enormous change. These changes are particularly striking for young adults who have some college experience versus those who have never attended college. Since the early adult years are important in making decisions about the direction of their own lives and their roles in society.

Friendship

Sullivan (1953) was the most influential theorist to discuss about the importance of adolescent friendships. He mentioned that friends are increasingly important in meeting social needs. The connection to friendship is most influential to identity during exploration. They provide a context outside of the family for checking beliefs and assumptions as the separation and individuation process proceeds.

Friends share a number of overt features with romantic relationships. Both entail affiliated characteristics, such as mutual co-construction of the relationship, companionship, and intimacy (Furman, 1999; Furman & Wehner, 1994). The social skills acquired in friendships would be expected to carry over to romantic relationships. Finding in an investigation on intimate friendship with opposite sex indicated that intimacy increased with age. And females had more

intimate relationships with opposite-sex friends when compared to males (Sharabany et al., 1981). Moreover it is mentioned that females as compared with males engage in about twice as many intimate discussions with friends (Youniss & Smollar, 1985), more competent at displaying emotional support (Buhrmester, Furman, Wittenberg, & Reis, 1988), and define intimacy in terms of openness and communication as opposed to sexual and physical interaction (Paul & White, 1990).

Dating

Dating and romantic involvements are new social experiences at this time (Collins, 2003; Furman et al., 1999). With age, dating becomes increasingly acceptable and expected, and involves a series of new demands, decisions, expectations and behaviors that require an extension of adolescents' social skills. Values, religious beliefs, and traditions often dictate the age at which dating begins (Collins, Welsh, & Furman, 2009). Dating can be a form of recreation, a source of status, a setting for learning about close relationships, as well as a way of finding a mate. Adolescents spend considerable time either dating or thinking about dating (Collins, Welsh, & Furman, 2009).

Cooper and Grotevant (1987) reported that late adolescent females were more highly committed to their conceptions of dating relationships than males. Yet, Furman and Buhrmester (1992) reported that romantic relationships are supportive relationships for both males and females during the university years, and it is unclear to assume sex variances in intimacy reflect sex difference in dating goals.

Sex Role

Some scholars have suggested that biological factors influence one's gender construction. Marcia (1993:107) pointed out that "being a biological male or female is less important in

understanding adult relationships than one's beliefs and values about their maleness and femaleness". These beliefs about gender orientation may be directly related to the degree to which parents adhere to gender schema. It varies along a continuum from traditional views of family to more egalitarian views (Peplau, Hill, & Rubin, 1993).

Vocational identity and sex role identity were expected to be quite salient during emerging adulthood. Sex differences have been reported when exploration and commitment in sex role identity were examined (Archer, 1989). Sex role identity construction reflected explorations and commitment to personal beliefs about sex roles, primarily within the family and parenting domains.

Female identity development revolves around who she can be in relation to others. Specifically, she faces the issue of what it means to be a woman in society and in relation to others. Moreover, her sense of self is contingent upon her successfully resolving issues of connecting with others in way that satisfy herself as well as those in her communal context (Archer, 1993).

In contrast, male identity development rests on the capacity to master and handle nonsocial realities, in which his talents and interests are directed toward achieving a sense of personal competence (Archer, 1993; Skoe & Marcia, 1991). Archer (1993) noted that male identity development is a matter of separating oneself for action to defend against domination by others. Additionally a second prominent difference between male and female identity construction he mentioned is that due to the sociocultural expectations of women (balancing occupation and care giving), identity development become a longer process for females compared to males (Marcia, 1980).

Leisure and Identity

Associations between leisure and identity have been identified, yet the directionality of this relationship remains unclear. While some academics believe that leisure participation leads to identity development (Barber et al., 2005; Dworkin et al., 2003; Haggard & Williams, 1991; Kleiber, 1999; Mannell & Kleiber, 1997; Shaw, Kleiber, Caldwell, 1995), others suggest that it is plausible. That is one's identity influences the leisure pursuits in which he participates (Dimanche & Samdahl, 1994). Moreover they suggested that identity influences the choice of leisure participation whereas leisure participation also provides feedback to the self and others, thereby influencing identity.

Also Leisure provides a context in which individuals are able to affirm their identity (Mannell & Kleiber, 1997). Through leisure participation, individuals are able to affirm their identity to themselves (Haggard & Williams, 1991, 1992) as well as express it to others (Barber et al., 2005). For example, sporting activities enable participants to experiment with whether being an athlete is a comfortable identity for them and also allows them to demonstrate to others that they are an athlete (Eccles et al., 2003). This provides participants with feedback both from within as well as from others and enables them to use this feedback during the identity construction process (Waterman, 1984).

2.4 College and working environment in identity construction

College environment:

People are continually changing and developing, especially between ages of 18 and 22 – the age period when college is most commonly attended. As college has become a part of the transition to adulthood for an increasing number of young people, it is both appropriate and timely to reexamine and reevaluate the impact of this experience on those who participate in it.

Often, college offers the structure and flexibility to students so that they can explore who they are and what possibilities are available to them. This made college students an ideal sample for studying identity development since many of them are actively engaged in identity exploration and commitment. Also their representation of a wide range of identity statuses and experiences, made them more observable at this important stage of human development (Schwartz et al., 2011).

Nevertheless, several decades of literature on college effects have explored the ways in which college might fulfill its promise of stimulating forms of human development, a few studies have begun to investigate identity during the academic moratorium of university (Adams & Munro, 1977; Berman et al., 2006; Hofer et al., 2006; Lounsbury, Huffstetler, Leong & Gibson, 2005).

Results of a study conducted by Berman et al., (2006) indicated that university students are more likely to have an identity achievement status than high school students. This suggests that the moratorium period does exist and that college and university students may still be developing their identity during their post-adolescent life. Erikson (1968) considered college students to experience an institutionalized moratorium, in that college provides a context for exploration before moving into adult roles and making identity commitments.

It is the time they have for exposure to the diverse new ideas and people in the university environment, as well as at the point of having to make identity-defining decisions such as choosing a college major or considering important adult life options, some time prior to university completion. On choosing a college major it is identified that there is no relationship found between major field of study and identity status (Clancey, 1984). In contrary, studying nursing and elementary education majors and women's studies students Sweeney (1984) reported nursing

and elementary education majors as scoring higher on total identity than women's studies students. However closer examination of the sample found that nursing and elementary education students were more homogeneous in career aspirations while the students in the women's studies courses represented a variety of majors.

Work environment:

Many youth in their late teens and twenties likewise find themselves continuing in jobs much the same as those they had while in high school. Indeed, low-end service work has become naturalized as an extended rite of passage for youth. Whole segments of service sector employment are widely stereotyped and easily identifiable as being appropriately "youth" forms of work. Working youth have been confined to low-end service work in large part through their being explicitly excluded, both institutionally and ideologically, from higher wage and higher status occupations.

The long history of youth in service has produced — and itself been reproduced by — a constellation of beliefs and practices that today lead many adults and youth alike to see the contemporary concentration of working youth in lowed service work as being natural, inevitable and altogether unremarkable: for this, after all, is what young people do and have always done.

Educational expansion, spurred by the shift from an industrial to a postindustrial society, has had a tremendous impact on both the nature and scope of youth work. It was usual that youth either went to school or into the workforce. Nowadays even in the United States, most youth, whether they are at the high school or post-high school level, combine both schooling and employment (Greenberger and Steinberg 1986).

In this regard the finding of the studies showed that individuals who enter the work force directly after high school have a higher likelihood of having an identity achievement status compared to individuals who attend college and university (Adams & Munro, 1977).

2.5 Local research

As it is mentioned in chapter one above there are six research reports conducted on identity statuses. In this section all of the reports are reviewed considering their sample size, instrumentation used and findings achieved.

Mulate (2005) using 43 sample adolescents of age range 15 to 22 years conducted a qualitative study on 'masculine gender identity construction among male Adolescent in Awuramba community' and achieved in the finding that the adolescents in Awuramba community are cooperative, nurturing, assertive, loyal, obedient, genuine, honest and hardworking. Moreover they are refraining from reflecting behaviors like being aggressive (both in verbal and violent mean), insulting others, showing dominance, show power and sense of authority, driven by sexual desires, adultery, practicing polygamy, rape, extramarital and premarital sex (phallic masculinity characteristics); competing, struggling, combating, striving for glory (warrior masculinity characteristics); discriminating others by sex and religion (structural masculinity characteristics); and stealing, chewing chat, lying, and fail to keep one's words.

Also they have no sense of labor division on biological sex. And they perceive no sex role identity except observing difference between male and female is name identities and wearing styles. The Awuramba community has a value to be internalized by male adolescents and the adolescents are not pre-occupied with their bodily characteristics. In terms of marriage the

Awuramba adolescents are provided with opportunity to select their mate without anyone interference autonomously.

Yekoyealem Desie (2005) conducted a study on “the relationship between parenting style and identity status on secondary and preparatory school adolescent in Hailemariam- Mamo school students of Debre-Birhan” formulating a research question to investigate whether ‘parenting style is related to identity status or not’, identifying ‘existence of relationship between parents education level, family structure and identity statuses’, and relations of ‘grade level and gender difference on adolescents identity statuses.

Through stratified random sampling technique selecting 400 (200 male and 200 female) students from grade 9, 10, 11 and 12 (100 students from each grade, 50 male and 50 female) using self-reporting questionnaire (EOMIS-II revised and parenting style questions set) achieved on the result, ‘the authoritative parents perceived as the most prevalent parenting style’, ‘sex, grade level and parenting style showed significant correlation with each category of identity status while parenting education and family structure has none significant relations’. Moreover, ‘there is a positive and significant relationship between the four (diffusion, moratorium, foreclosure, achievement) identity status, and the correlate between diffused to achieved status revealed significant negative relationship.

Zemzem (2006) taking 120 (54 male and 66 female) in the age range of 17 to 22 years freshman private medical college students using self-generated questionnaire conducted a study on ‘the relationship between parental involvement and identity achievement during Adolescence’ and come in the finding that there is a statistically significant difference in identity achievement as result of parental involvement. Moreover, the mean difference between moderate and high

parental involvement showed significance while the mean difference between moderate and low parental involvement show no significances.

Also her finding shows us that there is a significant difference in identity achievement because of sex difference. The father educational level and adolescents identity status correlated significantly where as it fails to correlate with mothers' educational level. The large number of female adolescents (46.8%) seen as identity achieved, 22.6% of them showing diffused, 19.4% of them were found in moratorium and the rest 4.3% were identity foreclosed.

Missaye (2009), taking 341(230 male and 111 female) secondary and preparatory as well as second year university students using EOMIS-II revised and self-generated questionnaire made a study on 'Identity status and sexual experience among Adolescent students in Debreworkos'. The study result showed that the identity status is not significantly related to sex; however, the proportion of female students was slightly higher than that of male students in the diffusion and foreclosure status while in moratorium male groups are somewhat higher than their female counter part.

As if the identity status was significantly related to age, there is a significant difference among diffused, foreclosures, moratorium and achieved status groups. As age increases the proportion of identity diffusion and foreclosures students decrease while in the case of moratorium and achievement status concomitantly identity status and age increases.

The students who were lacking commitment (diffused and moratorium identity status) had relatively short period of sexual relationships than those students having commitment (achievement and foreclosed identity status). Also there is a significant difference in the number of sexual partners among participants in diffusion, foreclosure, moratorium and achieved identity.

Moreover it is noticed that there exists a significant difference in sexual involvement between identity achieved male and female participants with respect to age.

Also Dereje (2010) employing 338 (225 male and 113 female) third and fourth year university students using Aspects of Identity Questionnaire (AIQ-IV) and Interpersonal Relationship Scale adopted made a study on ‘The relationship between social identity and interpersonal relationship of Addis Ababa University students: the case of main campus’ achieved on the finding that the correlation between identity (predictor variables) and interpersonal relationship (criterion variable) showed significant relationship. Out of the three predicting variables (gender, ethnicity and religion) ethnic identity had a larger effect on interpersonal relationship than the other two variables. The mean score difference in interpersonal relationship among the respondents with high and low level of gender identity is statistically significant. Again the mean score of high level of ethnic identity in the interpersonal relationship is significantly greater of low ethnic identity. And the mean score for interpersonal relationship among the students with high and low religious identity is found statistically significant.

Temesgen (2010) conducted a study on ‘the relationship between parenting style and identity construction of preparatory school students in Addis Ababa’ using 200 (104 male and 96 female) samples employing perceived parenting style scale and EOMIS-II revised come into the finding that the authoritative parenting style is the most observed style while the authoritarian parenting style is the least one. The correlation between parental educational background and parenting style (predicting variables) showed significant relationship with identity construction (outcome variable). Also there is a positive and significant relationship between the two low levels of identity status (diffusion and foreclosure), and the two high levels of identity status (achievement and moratorium).

The adolescent who perceived their parents as authoritative scored better on identity achievement than adolescents from the other kind of parenting styles. Adolescents from neglectful parents are scored high in identity diffused status. Moreover adolescents whose parents completed high school and higher education scoring the highest mean in identity achievement measures than those whose parents are illiterate or had only received elementary school education. There is no significant difference among male and female mean score on the identity except for the moratorium status.

2.6 Conceptualization of identity construction

There are two assumptions in an individual identity construction — discovery versus creation. In this study it is assumed that an individual's discovers their identity through the process of exploration his/her talents, abilities and personal experiences which leads them to a certain commitment in life. Here it seems that the creationist view fail to address an individual effort in his identity construction which the discoverers assume. As to Erikson and Marcia identity is epigenetically constructed or gifted for an individual as a result of his maturity. However they assume identity is biologically constructed, their view in crisis, exploration and commitment side them with discoverers view.

More over Arnet in his theory of the newly identified milestone of human development gives credit to the discoverers view of identity construction. He mentions that identity is lately constructed through an individual personal experience and commitment.

2.7 Summary and implications

A psychosocial theory of Erik Erikson (1968) has fascinated many academics into the study

on identity. A productive form of research on identity construction and development has emerged during the past several decades by Marcia's (1966) operationalization of Erikson's (1968) portrayal of identity construction. Marcia used to describe identity interns of the four statuses (i.e., diffusion, moratorium, foreclosure and achievement). His description paved away for further investigation and interpretation of identity.

Several studies on identity have been conducted using the Marcia's four statuses including the exploration and commitment in adolescents' identity construction. The identity status of adolescents and their academic achievement, sexual relationship, sexual behavior, parenting style, vocational choice and the like are some of the themes covered in identity research.

The instrumentation on how to measure identity, the individual characteristics and the quality described in individual behavior are the main concern of the study. Its significance and implication in human development, behavior construction, interpersonal relation, and occupational, political and ideological development are the most seriously considered once.

Also different group of individuals are investigated in their identity construction even if the main attention lies on adolescents. The lesbian, politician, clergy, students' in school and out of school, college and university students, the young adult, the older age group, the working group of people are few of the focuses of identity research areas.

In all these studies identity manifests a change in multifaceted, sequential and predictable nature over time, in an individual life. Each of these changes are observed, measured and recorded with in the life of individual. It is with this intension the current study on ego identity construction in youth conducted.

They are the group of people neither adolescent nor adult. As an adolescent they are no

more dependent in their family, they have their own income and as an adult they lack being engaged, and lack to take an adult role. Currently this group of individuals is identified as an emerging adult and indicates the appearance of new milestone in human development as Arnett (2000) mentioned.

They are the main focus of research at the mean time and this study too. An emerging adult hood is a time in which further identity exploration and commitments are taken. That is why current study engaged in identifying the ego-identity construction of youth in Arbaminch town.

In the research tradition, the implication of consulting review of literature , among others, is to examine the current knowledge and gaps between researches done before and a research underway. And furthermore, it helps an investigator to have a deep knowledge on the topic researched.

Accordingly, an attempt has been made to review local and non-local references. The reviewing work showed that the researches locally carried out are focuses on the area of identity correlates. Even the one which is done in the area, abroad, almost four decade back— by Adams and Munro (1977) are obsolete and has some points to be investigated. Thus it is timely to conducting this research in an emerging adult' ego identity constructs.

CHAPTER THREE

METHODS

The design, population, sampling, procedures of construction and validation of tools, administer, and scoring and data analysis are discussed in this section.

3.1 Design

It is a correlation design which focuses on the similarity and differentiations of ego-identity construction in the two groups' youth (college and working).

3.2 Study Sites

This study was conducted on youth (college and working) in Arbaminch Town which is 505Km away from Addis Ababa. Arbaminch is the largest town in Gamo Gofa Zone and the second Town in Southern Nation and Nationality Peoples Region (SNNPR). In Arbaminch there are three government colleges (Teacher Education College, Health Science College and Poly-technique College). The Colleges train the young who finished their Secondary education and fulfill the requirement of Federal and Regional Educational bureau for college entrance.

There are different reasons to make this study in Arbaminch town. The first is that the researcher has personal relation with some of staff members at Health Science College and Poly-technique College, and he is the staff member of Teacher Education College thus, it is easy to access the appropriate information regarding the study. Secondly it is obvious that most researchers are interested to conduct their research in Addis Ababa as result of many barriers like finance, mediating person, language and others are easily managed. But, taking all those challenges and opportunity into consideration the researcher chose Arbaminch to conduct this study there.

3.3 Population

Youth (Emerging adult) is an individual whose age between 17 to 29 years and who is not married, and engaged in exploration and commitment to an adult life. Mostly these groups of individual are found in higher educational settings (college and university) and on working activities. Thus, the population of this study was taken from the college and youth working in Arbaminch Town. They are male and female Government College students of Health Science, Teacher Education, and Poly-technique found in Arbamich and male and female working youth between ages 17 to 29 who is not married and found in the Arbaminch town.

3.4 Sample size and sampling technique

The researcher has used a combination of probabilistic and non- probabilistic sampling techniques. Whereas stratified random sampling technique is used in the case of college students to select from the three colleges; purposive sampling technique has been similarly employed for the selection of the working youth.

The stratification of college students has made on sex, and their year of college study (education level or class in college). The objective ground of the study urged to consider equal number participants in terms of sex and qualification (educated and uneducated) in the working youth group to employ purpose quota sampling technique.

The researcher walked around the community to find eligible working youth participant whose age between 17 to 29 years, not married and working (not in school) in regular school time. They asked for their willingness to participate in the study being oriented the purpose of the study. They were sixty.

There were 4500 students in the three colleges — Health Science College 700 students, Teacher Education College 2000 students, and Poly-technique College 1800 students. The total sample size of the three colleges’ participants is 356 students— from Health Science College 56 students, Teacher Education College 162 students, and Poly-technique College 138 students using Bartlett, Kotrlik & Higgins (2001) sample determination technique for survey study. Sixty (60) working youth from the working youth population selected purposively to be participants in the study through discussion with the advisor.

Out of the total participant in the study four hundred sixteen (416), fifty percent are female (178 from college and 30 from working youth). Moreover, fifty percent of the working youth participants are less educated workers.

Table 1

College and working youth participants

	<u>First year students</u>		<u>Second year students</u>		<u>Third year students</u>		Total
	Female	Male	Female	Male	Female	Male	
College students							
Health Science	18	18	7	7	3	3	56
Poly technique	28	28	33	33	8	8	138
Teacher Education	30	30	22	22	29	29	162
Total	76	76	62	62	40	40	356
Working youth							
Less educated*	15	15					30
Highly education**	15	15					30
Total	30	30					60

* Secondary school and below. ** Certificate, diploma and above.

The college student has an opportunity to participate in every research projects conducted in the three colleges. The students' are participating in research projects always voluntarily –this is also evident in this research project too. There is no compensation (in terms of extra credit points offered) and also there is no paid money as compendium for participation in this research project. Some of the less educated working youth group lacks an experience to participate in research. Thus the researcher used his effort to get information from those in low level of reading skill by reading questions and responding for their questions in self-reporting scale.

The students and the working youth who participated in this research project asked to give their consent orally. They are told to quit participation as long as they need not to participate.

3.5 Tools

The instrument used for data collection is Extended Objective Measure of Ego-identity Status (EOMIS-II revised) which is originally developed by Bennion and Adams as cited in Adams (1998) and used by other local researchers (Yekoyealem, 2005; Missaye, 2009 and Temesgen, 2010). It has 64 items made in Likert like scale. The sixty-four items are used to assess the presence or absence of exploration and commitment with in the area of occupation, religion, politics, life styles, recreation choice, friendship, dating and gender roles. The assessment was made to categorize the respondents into different identity status groups (foreclosure, diffusion, moratorium and achievement).

For the purpose of clarity and simplicity, 64 items are grouped into different identity status subscales. Each of the four identity status (foreclosure, diffusion, moratorium and achievement) has 16 items in which participants were requested to respond on a six points (1=strongly disagree

to 6= strongly agree). Thus, the score of a participant on each identity status subscale could range from 16 (minimum) to 96 (maximum) score.

3.6 Procedure

3.6.1 Construction

The tool used to identify the identity construction of youth in the four areas of identity statuses is the Extended Objective Measure of Ego-identity Status (EOMIS-II revised) developed by Bennion and Adams. The Amharic version of this measuring scale is used by other local researchers (Yekoyealem, 2005; Missaye, 2009 and Temesgen, 2010) to collect the data. These researchers administered the tool that contains sixty-four items with and without categorizing the items into subscales on each of the four identity types, however in this study the sixty four items are classified into the four subscales that separately measure each identity status. Hence, each identity status subscale contains sixteen items.

3.6.2 Scoring

Grouping respondents into a single identity status was made based on their raw score on each identity status subscale 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 subscales. For example, if a person scores highest on foreclosure subscale, 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 subscales. In such cases, person is placed into the less advanced status. 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 item should be categorized under diffusion status for diffusion is less advanced than foreclosure.

In this study there are fifteen participants who scored the same in two identity statuses and they were categorized under a single status based on the advancement of the status. In such a manner, all the 416 participants are grouped into foreclosure (n=43), diffusion (n=20), moratorium (n=81) and achievement (n=272) identity status.

3.6.3 Validation (pilot Testing)

Though the selected instrument has already been standardized, and its reliability and validity has been established by the authors, the time, environment and situation under which they were standardized were different from the environment, and situation here in Ethiopia. Thus, pilot study was believed to be important to check the reliability of the instrument in Ethiopian context. Moreover the piloting is conducted to get lesson thereby making certain amendments prior to administrating the instrument for the main study. Thus totally 60, 30 participants were selected for pilot test from the three colleges and 30 participants were selected from the working youth who was not included in the main study.

Thus the result of the pilot study is presented as follow:

Table 2

Reliability indices

Domain	Cronbach's Alpha				No of Items
	Achievement	Moratorium	Foreclosure	Diffusion	
Ideology	.62	.75	.75	.62	32
Interpersonal	.60	.58	.80	.64	32

Bennion & Adams as cited in Adams (1998) on 106 college students obtained Cronbach alphas ranged from .62 to .75 on the ideological subscales and .58 to .80 on the interpersonal subscales. Also Perosa, Perosa & Tam (1996) on 164 undergraduate female students aged 18-25 years obtained Cronbach alphas ranged from .61 to .91 with average reliability estimate of .79.

However OMEIS early validation samples of individuals as young as 14 and as old as 56 years of age, the ideal range of its application age is between 13 and 30 years. And it is similar with case of this study the assumed age of students and working youth which is between 17-29 years.

3.6.4 Administration

Initially orientation is given to assistant data collectors on how to handle questions that may be raised from the respondents. In addition, a brief explanation is provided to respondents about the instruction of the tools and confidentiality of their information. After that the researcher with the help of teachers, academic vice deans arrange conditions made the college participants feel free while giving responses. Finally, the questionnaires were distributed to the respondents in free classroom setting.

3.6.5 Analysis

In order to analyze the data, different statistical techniques such as mean, standard deviation percentage, chi-square and one way ANOVA are computed using SPSS version 20. Percentages are used to analyze demographic characteristics of respondents and identity achievement across domains ego-identity construction. The one way ANOVA is used to compare within group identity achievement status of the working youth with respect to educational level (high or less

educated). In addition, the chi-square analysis is used to identify the significance of difference in age and gender, education level to identify the ego-identity statuses. Independent sample t- test also used to identify the significance among college students and working youth.

Moreover chi-square test is computed to check significant difference in the mean difference of college students and working youth in the four areas of identity status (foreclosure, diffusion, moratorium and achievement). Alpha level of 0.05 is determined for all significant tests.

CHAPTER FOUR

RESULTS

This section of the study focuses on the presentation of the finding of the study. It contains the demographic characteristics of the participants, the findings in the statuses of identity construction, the finding across the domains of identity construction status, the significance level of identity construction and finally treats the identity construction within the group of the youth, among the three colleges' youths, and highly educated and less educated group of the working youth.

4.1 Demographic background of participants

In this section the demographic characteristics of the participants' were presented. In the study process the demographic characteristics gender, age and year of college study (educational level) information were collected from the participants'. Thus, the following table, Table 3 is used to describe this demographic character of the participants.

Table 3

Respondents' demographic characteristics

Youth group	<u>Gender</u>		<u>Age (in years)</u>		
	<u>Male</u>	<u>Female</u>	<u>17 to 21</u>	<u>22 to 25</u>	<u>26 to 29</u>
	No. %	No. %	No. %	No. %	No. %
College	178 (50)	178 (50)	261 (73.3)	88 (24.7)	7 (2)
1 st year	152 (42.7)				
2 nd year	124 (34.8)				
3 rd year	80 (22.5)				
Working	30 (50)	30 (50)	17 (28.3)	22 (36.7)	21(35.5)
Less educated workers	30* (50)				
Highly educated workers	30** (50)				

* Secondary school and below. ** Certificate, diploma and above.

The numbers of the participants in both genders are equal. The majority of youth from colleges are first year (freshman) students while the least number of them belong to third years. Ninety- eight percent of the youth from colleges were in the age group 17 to 25 years. While the majority (72.2%) of the working youth belongs to age 22 to 29 years.

4.2 Ego identity construction status of participants

The following table presents the identity status of the youth (college and working) participants.

Table 4

The youth status of identity construction

The four status	College students		Working Youth	
	Frequency	%	Frequency	%
Identity achieved	229	64.3	43	71.7
Identity moratorium	73	20.	58	13.3
Identity fore closed	38	10.7	5	8.3
Identity diffused	16	4.5	4	6.7
Total	356	100	60	100

Almost two third of the college youth identity achieves while three fourth of the working youth achieving. In the other three status (foreclosure, diffusion and moratorium) one third of the college and one fourth of the working youth specified. This variation may be assumed as result of their majority age group variation as seen from table 3 above.

4.3 Ego identity construction of participants by domains

In this section the status of the participants' ego-identity construction further investigated in terms of each domain and sub domains.

Ideological

The ideological domains of the ego-identity construction have four subdomains (occupation, religion, politics and life style). The participants' status in the ideological domain and subdomains are presented as follow using mean and standard deviation (SD) with t test.

Table 5

Ideology subdomain ego-identity status of participants' (N=416)

Subdomains	Mean (SD)	t	df	p
Occupation	30.62 (6.25)	2.176	414	0.030*
Religion	22.83 (7.02)	0.075	414	0.941*
Politics	27.28 (7.03)	0.516	414	0.606*
Life style	28.32 (6.64)	-0.017	414	0.986*

*Significant at $p < 0.05$

In the ideological sub-domain the college and working youth showed significant variation only in occupation subdomain. In the rest other three subdomain of ideology their variation was insignificant. More over in the next table the entire ideology result identified.

Table 6

Ideological domain ego-identity status of participants' (N=416)

	Mean (SD)	t	df	p
Ideology	109.05 (20.64)	.852	414	.935*

*Insignificant at $p < 0.05$

The mean result of the college and working youth is 109.05 and it has a $t = 0.852$, $df = 414$, $p = 0.935$ which shows insignificance (since $p = 0.935 > 0.05$). The insignificance in the mean result of their ideology tells us that the two group of the youth developed similarly ideological status in their exploration and commitment.

Interpersonal

In interpersonal domains of ego-identity construction, also find four subdomains (friendship, dating, sex role and recreation). The participants' ego-identity status in the interpersonal domain and subdomains are presented as follow using mean and standard deviation (SD) with t test.

Table 7

Interpersonal sub-domain ego-identity status of participants' (N=416)

Sub-domain	Mean (SD)	t	df	p
Friendship	27.7 (6.67)	-1.112	414	.267*
Dating	26.77 (7.20)	.246	414	.806*
Sex role	28.17 (6.33)	1.193	414	.234*
Recreation	28.25 (6.42)	.341	414	.733*

* In significant at $p < 0.05$

In the interpersonal sub-domain the youth showed insignificant variation among them in any of the subdomains. The next table attempts to identify weather entirely the interpersonal domain creates variation among the youths or not.

Table 8

Interpersonal domain ego-identity status of participants'

	Mean (SD)	t	df	p
Interpersonal domain	110.88 (21.78)	.025	414	.980*

* In significant at $p < 0.05$

The mean result of the youth in interpersonal domain 110.88 and it has $t = .025$, $df = 414$, $p = 0.98$ shows insignificance (since $p = 0.98 > 0.05$). It implies that there is no variation among the college and working youth in their interpersonal relationships.

4.4 Ego Identity Status and demographic background of Participants

This section tries further to investigate the ego-identity status construction of the participants' with respect to their demographic characteristics— gender, age and educational level (class of study in college).

Youth from College

As it described above the demographic characteristics of college students are gender, age and their class of study in college. They are computed using frequency, percent and Chi-square. The following table, Table 9 presents the results of the computation.

Table 9

Demographic characteristics and ego-identity status for college youth

Demographic characters	<u>Identity statuses</u>				df	χ^2
	<u>Achieved</u>	<u>Moratorium</u>	<u>Foreclosure</u>	<u>Diffused</u>		
	Fre. (%)	Fre. (%)	Fre. (%)	Fre. (%)		
Sex						
Male	119 (66.9)	36 (20.2)	18 (10.1)	5 (2.8)		
Female	110 (61.8)	37 (20.8)	20 (11.2)	11 (6.2)	3	2.27*
Age						
17 to 21 years	168 (64.4)	51 (19.5)	31 (11.9)	11 (4.2)		
22 to 25 years	60 (68.2)	18 (20.5)	7 (8)	3 (3.4)	6	18.65**
26 to 29 years	1 (14.3)	4 (57.1)	0 (0)	2 (28.6)		
Year of college study						
First year	97 (63.8)	33 (21.7)	13 (8.6)	9 (5.9)		
Second year	73 (58.9)	25 (20.2)	2 (1.6)	24 (19.4)	6	21.5*
Third year	59 (73.8)	15 (18.8)	1 (1.2)	5 (6.2)		

* Significant at $p < 0.005$ ** In significant at $p < 0.05$

As the result in Table 9 above shows males are highly achieved than the females. In other way proportionally the females showed high result in moratorium, foreclosure and diffusion than males. The chi-square test result of gender and identity status showed that there is a significant difference between male and female college students in ego-identity construction.

One the other hand, the age group 22 to 25 years highly achieved whereas 26 to 29 years the least achieved. Also the group 26 to 29 year's percent is high in the status of moratorium and

diffusion. The chi-square test result of age and identity status showed that there is insignificant difference between the three age groups of college students in ego-identity construction.

In terms of their class of study in college, the third year students outnumbered than the first and second year students in ego-identity achievement status. The first year students showed higher status in moratorium and foreclosure than that of the second and third year students. It is only in the status of diffusion the second year's outnumbered the first and third year students. The chi-square test result of college students' gender and class of study in college showed significant difference.

Working youth

Similarly as it is described above the demographic characteristics of the working youth are gender, age and level of education. The findings are computed using the frequency, percent and Chi-square. The following Table presents the results of the computation.

Table 10

Demographic characteristics and identity status for working youth

Demographic characters	<u>Identity statuses</u>				df	χ^2
	<u>Achieved</u> Fre. (%)	<u>Moratorium</u> Fre. (%)	<u>Foreclosure</u> Fre. (%)	<u>Diffused</u> Fre. (%)		
Sex						
Male	19 (63.3)	6 (20)	2 (6.7)	3 (10)		
Female	24 (80)	2 (6.7)	3 (10)	1 (3.3)	3	3.78*
Age						
17 to 21 years	13 (76.5)	1 (5.9)	3 (17.6)	0 (0)		
22 to 25 years	16 (72.7)	4 (18.2)	1 (4.5)	1 (4.5)	6	6.82*
26 to 29 years	14 (66.7)	3 (14.3)	1 (4.8)	3 (14.3)		
Level of education						
Highly educated	22 (73.3)	5 (16.7)	2 (6.7)	1 (3.3)		
Less educated	21 (70)	3 (10)	3 (10)	3 (10)	3	1.72*

*In significant at p<0.05

The result in Table 10 shows that females are highly achieved than the males. Also in moratorium and diffusion males outnumber females where as in foreclosure females outnumber males. Moreover the chi-square test result in gender and identity showed that there is insignificant difference between male and female working youth groups.

One the other hand, the age group 17 to 21 years highly achieved whereas 26 to 29 years are the least achieved. Also the age group 26 to 29 year outnumbers in moratorium and diffusion status, and 17 to 21 years outnumber in foreclosure. In this respect the chi-square showed insignificant difference in age and ego-identity status of working youth.

In terms of their educational level, highly educated working youth outnumbers in identity achievement and moratorium whereas in foreclosure and diffusion status less educated outnumbers one another. The chi-square result showed the insignificant difference existing in educational level of the working youth group ego-identity construction.

4.5 Ego-identity status domains and demographic background of Participants

More over at this level the study needs to compute the demographic characteristic of both groups of youth (college students and working youth) are whether it is a true point of variability in the domain of ego-identity construction as well as set up implications on the domains and subdomains in ego-identity status.

Youth from College

Here in this section the demographic characteristics of college students' are treated with respect to the subdomains of ego-identity construction in Table 11 and 12. The first, Table 11 deals about ideological subdomain and Table 12 deals about interpersonal subdomains.

Table 11

Demographic characteristics and ideology domain for college youth

Demographic characters	<u>Ideological Domains (mean)</u>					<i>df</i>	χ^2
	Occupation	Religion	Politics	Life style			
Sex							

Male	30.71	22.89	27.32	28.73		
Female	30.99	22.71	27.38	27.95	66	107.89*
Age						
17 to 21 years	30.65	23.48	27.51	28.63		
22 to 25 years	31.70	20.83	26.8	27.62	132	190.19*
26 to 29 years	27.71	22.29	28.43	26.57		
Year of college study						
First year	29.13	22.73	26.28	27.34		
Second year	31.77	23.4	7.98	28.62	132	201.20*
Third year	32.69	22.03	28.39	29.8		

*Significant at $p < 0.001$

The mean result of college youth ideological subdomains are very closer to one another in both male and female in occupational, religious and political domains. It is the life style subdomain shows slight variation based on gender. The 17 to 21 years old take the upper hand in religious and philosophy of life style form ideological subdomains whereas 22 to 25 years takes upper hand in occupational subdomain and 26 to 29 takes upper hand in political subdomains. Moreover the third year students in the subdomain of occupation, politics and philosophy of life style outnumbered while second year students' show the upper hand in religious subdomain.

Generally third year students showed high value in ideological domain than the other (first and second year). The test of significance showed that age, gender and class of study in college revealed a significant difference.

Table 12

Demographic characteristics and interpersonal domain for college youth

Demographic characters	Interpersonal Domains (mean)				df	χ^2
	Friendship	Dating	Sex role	Recreation		
Sex						
Male	27.96	27.13	28.81	28.63		
Female	27.09	26.28	27.75	27.92	72	109.0**
Age						

17 to 21 years	28.07	27.13	28.72	29.16		
22 to 25 years	26.38	25.59	27.44	26.01	144	258.27*
26 to 29 years	21.57	24.71	22.43	23.71		
Year of college study						
First year	26.97	26.51	28.31	28.30		
Second year	28.15	27.34	27.85	27.83	144	232.07*
Third year	27.95	26.10	28.89	28.91		

* Significant at $p < 0.001$

** Significant at $p < 0.005$

In the mean result of college youth interpersonal subdomains (friendship, dating, and sex role and leisure and recreation) males are slightly better than the females. With respect to age, 17 to 21 and 22 to 25 years are outnumbered respectively. Moreover, in terms of class of study in college second and third years take the upper hand in friendship and dating subdomains while third and first years take the upper hand in sex role and leisure and recreation subdomains.

Generally in the overall status of interpersonal subdomains the male, 17 to 21 years, and second year students showed high values. The result of chi-square verified that gender statistically significant, age and year of college study has significant difference on interpersonal subdomains.

Working youth

In this section the working youth demographic characteristics are treated with respect to the subdomains of ego-identity construction in two Tables (13 and 14). The first, Table 13 deals about ideological subdomain and Table 14 deals about their interpersonal subdomains.

Table 13

Demographic characteristics and ideology domain for working youth

Demographic characters	<u>Ideological Domains (mean)</u>				df	χ^2
	Occupation	Religion	Politics	Lifestyle		
Sex						
Male	29.33	23.00	26.57	26.93		
Female	28.5	23.40	26.97	29.30	39	44.48*
Age						

17 to 21 years	29.06	23.59	25.65	27.35		
22 to 25 years	27.82	22.86	27.82	29.18	78	82.72*
26 to 29 years	29.95	23.24	26.57	27.62		
Level of education						
Highly educated	27.97	22.60	25.93	27.37		
Less educated	29.87	23.80	27.60	28.87	39	40.48*

* In significant at $p < 0.05$

Table 13 describes that in the mean result of ideological subdomains males in occupational status females in philosophy of life style status outnumber one another. In religious and political subdomains they are proportionate. Also 17 to 21 and 26 to 29 years are showed slight variations. They take the upper hand in occupational and religious subdomains when in 22 to 25 years old taking the upper hand in political and philosophy of life style subdomains. The less educated working youth showed the upper hand in all the ideological subdomains of ego-identity status than their counterpart.

Generally, the overall description of demographic character and ideological subdomain of working youth group result shows no variation. Also chi-square test showed that there exists insignificant difference between demographic character and ideological subdomain.

Table 14

Demographic characteristics and interpersonal domain for working youth

Demographic characters	Interpersonal Domains (mean)				df	χ^2
	Friendship	Dating	Sex role	Recreation		
Sex						
Male	27.7	27.00	27.27	26.87		
Female	29.07	27.03	27.23	28.83	36	29.0*
Age						
17 to 21 years	27.00	26.71	26.88	29.29		
22 to 25 years	27.86	26.45	27.59	27.91	72	80.23*
26 to 29 years	30.05	27.86	27.19	26.62		

Level of education

Highly educated	26.07	25.53	26.6	27.97		
Less educated	30.70	28.5	27.9	27.73	36	32.0*

*In Significant at $p < 0.05$

In their mean result females showed high value on interpersonal ego-identity status subdomains of friendship, and leisure and recreation. In terms of aged 26 to 29 years showed slightly higher value in the three interpersonal subdomains (friendship, dating and sex role). In other way, those who are less educated showed upper hand on their counterpart in the subdomain friendship, dating and sex role.

Generally the overall status of interpersonal domains tells us that the female, the elderly and less educated working youth has slightly better ego-identity construction. In the contrary the chi-square describes that there is insignificant variations between demographic character and interpersonal subdomains.

4.6 Status of identity construction within and between the groups

The section evaluate the ego-identity construction particularly within each group of adolescents in terms of variation in their educational level for working youth, in the field of their study for college students and finally the variation within the two main emerging adult groups (college students and working youth). For the analysis of the information one way ANOVA is used.

Ego-identity construction among youth

As it is mentioned in the background and statement of the study, identifying the difference of ego-identity construction among the youth based on the recommendation of previous studies. Thus, the two target group of the youth in this study (college and working) discovered the difference in their ego-identity construction. To meet the purpose the independent sample t test is used and the result presented in the table below.

Table 15

The t- test result among the youth

	t	df	Sig.
Among youth	.498	414	.619*

*In significant at $p < 0.05$

It is the prime interest of this research work to identify the ego-identity construction of among the youth. In fact the result in table 4 above indicates there is a variation in ego identity status of the youth. The percentage of working youth (71.7) surpasses the college students (64.3). But, it here in independent t test justified that this variation is not significant however some precondition are not fulfilled sufficiently.

Ego-identity construction among the three colleges' students

As mentioned above the college youth vary in their field of study and the campus they are associated to it. To identify that it may have an impact in their identity construction and indicate something which questionable appears for further investigation the assumption set by this research report writer to compare the identity construction of the students in the three colleges.

Table 16

One way ANOVA test result among three colleges' youth

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.398	2	1.699	1.759	.174*
Within Groups	340.880	353	.966		
Total	344.278	355			

*In significant at $p < 0.05$

The one-way ANOVA test made to compare the significant difference in the ego identity construction among the three colleges students revealed that $F(2,353) = 1.759$ at $p = .174$. Since its $p > .05$ there exists insignificant relationship among the three colleges students ego-identity construction status. In other word we are meaning that the variation of colleges teaching area has nothing to do with ego identity construction status.

Ego-identity construction among highly educated and less educated working youth

As it is mentioned in the background and statement of the study, identifying the difference of ego-identity construction within the working group is the recommendation of previous studies. Thus, in this research work one of the main attention paid area in the ego-identity construction of college students and working youth is investigating the fact existing between the highly educated working youth and less educated working youth.

Table 17

One way ANOVA result among less and highly educated working youth

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.417	1	.417	.460	.500*
Within Groups	52.567	58	.906		
Total	52.983	59			

* In significant at $p < 0.05$

As it is observed from the table above, the one-way ANOVA result tells us that $F(1, 58)$ is equal to .46 at $p = .5$ which is greater from 0.05 and it is clearly said that there is no variation between the two groups. Since $p > .05$ it is insignificant, that means there is no difference in ego-identity construction among those who are highly educated and those who are less educated.

CHAPTER FIVE

DISCUSSIONS

In this section the result reported in chapter 4 are interpreted and discussed in the light of the purposes of this study. Accordingly, the result on the ego-identity status of youth (in college and work), the status of ego-identity domains of youth (college students and working), the difference in ego- identity construction of youth (college students and working) with respect to gender, age and educational level, the difference in ego- identity construction of youth (college students and working) with respect to demographic characteristics and ego-identity construction domains, and the difference in ego- identity construction of youth (college students and working), among the three colleges students and highly educated and less-educated working youth are discussed.

5.1 The ego-identity status of youth (College and working)

Emerging adulthood is time in which exploration and commitment on identity is high. The college students and the working youth are an emerging adult who engaged in exploration and commitment of their ego- identity status. Increased complexity in their reasoning skills, the wider range of new experiences they have develop between home and college pledge them to highly integrate various dimensions of the ego-identity (Phinney, 2008). In other way the concreteness of working environment and experience has something to contribute for the ego identity construction too. The current finding in this respect shows us that the majority (71.7%) of the working youths ego-identity achieved and almost two-third (64.3%) the college students are identity achieved. Arnett (2006) describes that the youth freely explore the identity alternatives without assuming permanent adult commitments. In fact in earlier study an emerging adult 24 years old more than half (56%) identity achieved (Meuss, 1996) however, Adams & Munro (1977) mentioned those

who entered the work force directly after high school have a higher achievement status compared to individuals who attend college. But in the researchers assumption it is the college students who were expected to achieve highly than their counterpart.

Marcia (1966) described that a considerable amount of youth found in the status of moratorium. Interestingly Marcia's description of moratorium status holds true to the current findings of the study on ego-identity construction. In which 20.5% of college students and 13.3% of the working youth are found in the state of identity moratorium status. Waterman (1985, 1999) described that during the college years and late adolescence the number of individuals identity achieved and moratorium increases. A study conducted on both moratorium and identity achieved emerging adult women showed their ability to integrate and analyze information in contrast to other identity groups (Read, Adams, & Dobson, 1984). Both identity-achievement and moratorium status students engaged highly in self-exploration on ego- identity construction (Berzonsky and Kuk, 2000) in contrast to the finding of Adams & Munro (1977) and in current study college students surpass working youth.

The foreclosed, along with the diffused, are most likely share the absolute certainty, find their identity through the adoption of parental (or others') standards and values without examining the nature, quality, or personal fit of commitments (Boyes & Chandler, 1992). In these two lower states of ego-identity construction (foreclosure and diffusion) there is a decrease in number of individuals attained the status. The current study result shows the same trend in the statuses with Waterman (1985, 1999), Adams & Munro (1977). The finding looks more similar with that of Adams & Munro (1977). In fact Yekoyealem (2005), Missaye (2009) and Temesgen (2010) in their finding mentioned that an increase in age has reduced number in the two lower identity

statuses construction. In this study there is a variation in a maximum number of age categories among college students (17 to 25 years) and working youths (22 to 29 years).

5.2 The status of ego-identity domains of youth

Identifying the individuals' statuses of ego-identity urges concomitantly to consider the dimension on which individuals constructed his/her personal and social identity. That is why the domains of ego-identity construction take a prominent place in this study of identity status.

Most of the identity theorists believe that occupation has a great implication in the ego-identity construction. In ego-identity construction Erikson (1968) viewed commitment to work and ideological values associated with politics, religion, philosophy of living, and so forth. In exploring various work possibilities an emerging adults explore identity issues as well (Josselson, 1996; Adam and Munro, 1977). The current finding in this respect showed that there is a significant difference among the youth (college and working). In all identity literature it is identified that work and occupational value show significant result on the emerging adults' identity construction. Waterman (1993) Adam and Munro (1977) described in emerging adults life social pressure from parent, friend and other sources left a side and an individual tries to think what he want to be occupationally. The result of the current study also verifies this commitment for occupation of emerging adults is significant.

Religiosity is the other aspect of ideological identity construction viewed by Erikson. Josselson (1987) mentioned that a social and religious issue has significant importance in emerging adults' identity construction than their political or occupational matters. Though Josselson (1987) mentioned the significance of religiosity in identity construction, the current finding in the religious subdomain showed insignificant difference among the youth (college and

working). It is very rarely that late adolescents and adults tell some of their past crisis in religiosity (Marcia and Archer, 1993). Also it is noticed that there exists a link in high school and university students' effort variation to deal on religious identity (Hunsberger, Pratt and Pancer, 2001). In other way the study on World Value Survey of 18 to 24 years old emerging adult showed that religiosity is highly attached to economic and cultural background of the individuals (Lippman & Keith, 2006).

Erikson (1968) argued that in adolescents there exists a role confusion and involves a shift in beliefs and values from one's parent toward self-chosen ideologies in exploring politics. The existing literature describe the fact as the young adult civic emotion is a growing social-class divide between the college- and non-college educated— and especially between high school dropouts and those with college degrees. The current study result on political identity construction signifies that there is insignificant difference among college and working youth. Flanagan, Levine & Settersten (2007) in this regard mentions that the opportunity for civic learning was reserved to students in school or college than their counter part out of school. There were few institutional settings for the working youth to be engaged in civic activity for developing civic skills and habits.

The other subdomain in ideological category of ego-identity construction is the philosophical life style of an individual. With an exponential increase in the amount of consideration that young people gives to their future plan for love, work, and parenthood, a top priority has been set on figuring out who one is and where one's life is headed. In the current finding in the philosophical lifestyle subdomain of ego-identity construction the youth showed insignificant difference. However, no variations are noticed among the youth, the existing finding in the issue confirms that the situations are particularly striking for young adults who have some

college experience versus those who have never attended college. Of course the current finding lack to describe the level of commitment and exploration is absent or at low level. But, one thing is clear from our everyday experience that in an early life of adult people through practice and education work on the opportunities to engage in own life direction and roles in the society.

The interpersonal process of ego-identity domain focuses on the construction of the self within many socially possible expressions or opinions. The processes center on communion and connectedness with others. The differentiation and integration of an individual in interpersonal process is critically important for his healthy development (Erikson, 1968; Grotevant & Cooper, 1986). A high degree of differentiation which results in extreme uniqueness of an individual is met with a lack of acceptance by, and communion with, others. While low interpersonal integration of an individual marginalizes him to the periphery of a life system.

In friendship interpersonal relation in current study, the youth showed insignificant difference (invariability in their friendship perception). The importance of friendship in meeting social needs is unquestionable (Sullivan, 1953). The social skills acquired through friendships would be expected to carry over to romantic relationships. The connection in friendship is most influential to identity exploration. Friends provide stability and support in a highly fluid and mobile work and social context.

The emerging adults especially spend considerable time either dating or thinking about dating (Collins, Welsh, & Furman, 2009). For them it is a form of recreation, a source of status, a setting for learning about close relationships, as well as a way of finding a mate. In the current study on ego-identity construction subdomain of dating the youth showed insignificant difference. The romantic relationships are the most or one of the most supportive relationships for both (males and females) youth during the university years (Furman and Buhrmester 1992). Of course

the values, religious beliefs, and traditions dictate an individual's beginning of dating. In freedom allowed to dating, whether dating is to be guarded by adults or parents, and the roles of males and females in dating affects the status in their dating. In Ethiopian culture the society looks restrictive (Missaye, 2009) and dating is not an easy task for the young— females.

The beliefs about gender orientation were directly related to the degree to which parents adhere to gender schema. Vocational identity and sex role identity were expected to be quite salient during emerging adulthood (Archer, 1989). In sex role subdomain of interpersonal relationship of ego identity construction the college and working youth showed still insignificant difference. Researchers have suggested that identity development is constructed primarily through the relationships in which one has engaged (Marcia, 1993). Sex role identity primarily constructed through family and parenting relations and stretch to personal exploration and commitment. Also they confirm to us it could be varying in continuum from traditional views of family to more egalitarian (Peplau, Hill, & Rubin, 1993). Clearly mentioned Females identity construction revolves around who she can be in relation to others. While male identity construction rests on the capacity to master and handle nonsocial realities, in which his talents and interests are directed toward achieving a sense of personal competence (Archer, 1993; Skoe & Marcia, 1991).

Leisure and recreation activities are one of providing a context in affirm identity construction (Mannell & Kleiber, 1997). Through leisure participation, individuals are able to explore their identity to themselves (Haggard & Williams, 1991, 1992) as well as express their identity to others (Barber et al., 2005). The current finding in leisure and recreation subdomain of interpersonal relationship of ego identity construction, the youth showed insignificant difference. Bosma (1985) found that school, occupation, leisure activities, friendship, and parents were among the most important topics of emerging adults' identity exploration and commitment. The

debate over paid work and leisure describes that working for paid undermines success in good school-related work and leisure activities as well as encouraging bad leisure practice among the youth. Critics on the youth work argue that intensively employed adolescents have less time for leisure active and they are engaged in bad leisure activities. Generally from the discussion in the section it is identified both ideological and interpersonal domains and subdomains showed insignificant difference except occupation.

5.3 The ego- identity construction of youth with respect to gender, age and educational level

It is important to note that many of these demographic characteristics are truly independent; that is, a portion of identity seems to be related to factors which are beyond the control of the individual. College education and work is related to both personal (ideological) and social (interpersonal) as well as overall identity.

The gender of college students and working youth didn't show any significant difference in type of their identity commitment and exploration. Similarly, Archer's (1993) conducted a study on 160 individuals and confirmed that there is no significant gender difference in identity status. Moreover he mentioned that male and female emerging adults go through the four identity status in a similar fashion or pattern. In other study, Shaw, Kleiber, Caldwell (1995), Streitmatter (1993) described that they found no difference in the rate of identity constructions in male and females when Meuss (1996) states that the similarity between males and females is more pronounced than the differences in timing and type of identity status. In addition, Waterman (1993) explained that both male and females emerging adults undergo comparable experiences of exploration and commitments.

Though, there is insignificant difference in gender identity, there were little variations in the proportion of male and female students in each identity category in both college students and working youth groups. The proportion of female college students was slightly higher than male students in the diffusion and foreclosure identity status while for working youth group males were slightly diffused than females and females were slightly foreclosed than males. On the other hand, in the moratorium status, the proportion of male college students was slightly less than their female counter parts. In working youth group the moratorium status of males' proportionally greater than that of the females. In other way the proportion of male and female who have achieved their identity among college students were comparable and in the working youth too.

The gender identity variation observed in the status attributed to cultural influences (Waterman, 1993). 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 southern part of the country influences females more than males to accept the values, beliefs and goals prescribed by the society. This is a typical feature of foreclosed identity. That is why the proportion of female students found higher than male students on the foreclosure and diffused 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 working youth than female working youth in the moratorium group. But the slight difference observed among college students moratorium status may confirm to us females had a higher tendency to remain stable in their identity construction while males were slightly or more likely to regress as Adams & Fitch (1982) mentioned.

Unlike the other identity status groups, almost equivalent or comparable proportion of male and female students was found in the achievement status. Waterman (1993) and Meuss (1996) mentioned that comparable gender distribution in identity status groups.

The college students' age variation showed statistically significant difference among them. In working youth it is found insignificant difference ($\chi^2=6.82$, $df = 6$, $p=0.35$ since $p=0.35>0.05$) as result of their age group variations. Earlier it is mentioned 71.7% of the working youth found in the age group of 22 to 29 years. But, studies verified that 21 to 24 years had significantly more developed identities than youth in ages of early 20's (Stark and Traxler, 1974). Moreover, Matteson (1975), Marcia cited in Meuss (1996: 61) stated that as individuals move in different years levels, the proportion of identity diffused subjects' declines whereas the proportion of those individuals who achieved their identity increases.

In contrary the majority (73.3%) of the college students found in the age group 17 to 21 years. As to Marcia (1980) describes this age bracket is however critically important time for identity construction for adolescents, in his different work he addressed that the significance of the function of age and psychological maturity is unforgettable issue (Marcia, 1993) in ego-identity construction. With respect to their age however the majority of college students found in identity achievement and moratorium status, their number decreases in diffusion and foreclosure status and it is true in the working youth group too. It is mentioned in the finding of different scholars (Marcia as cited in Meuss, 1966:627; Marcia, 1993; Yekoyealem, 2005; Missaye, 2009 and Temesgen, 2010) as age increases the increment of moratorium and achievement status individuals and on the contrary a decrement in diffusion and foreclosure identity status as age increases. Hence identity construction has perceived variation in terms of age or psychological maturity.

The third demographic characteristics of the participants taken in to consideration in the study result are the level of their education. For college students their year of college study and for working youth they are highly educated (qualified worker) or less educated (experience based worker).

There is statistically significant difference in identity construction of college students year of study in college, on other way when the highly educated or less educated working youth showed insignificant difference ($\chi^2=1.72$, $df = 3$, $p=0.63$ since $p=0.63>0.05$). Berman et.al., (2006) indicated that university students are more likely to have an identity achievement status than high school students. More over research conducted on effect of college showed that it encourages ego-strength and identity statuses in fulfilling its promise on stimulating human development (Adams, Ryan, & Keating, 2000). People are continually changing. As Phinney (2008) describes an increase in complexity of reasoning skills of college students combined with a wide range of new experiences that highlight contrasts between home and college and between themselves and others, stimulates them to reach a higher level of integrating various dimensions of their identity. On the other way Waterman (1985, 1999) found that the years preceding high school through the last few years of college, the number of individuals who are identity achieved increases, whereas the number who are identity diffused decreases.

Even if there is insignificant difference in the ego-identity status of highly educated and less educated working youth still there is a slight variation in their status of achievement. It is the highly educated working youth who is showing the better achievement in the four identity statuses. In this regard Adams & Munro (1977) mentions the likelihood of identity construction is high in youth who join the working force than the college students. But, here we found that there

is no any significant variation in ego-identity status construction in terms of educational level among the working youth.

5.4 The ego- identity construction of youth with respect to demographic characteristics and ego-identity domains

The status of identity domains with respect to demographic characteristics of the participants is the core issue to be discussed. The gender variation of the college students in terms of their ideological ego identity domain showed statistically significant difference. Emerging adult students generally held higher occupational aspirations than expectations (Adam and Munro, 1977, Marcia, 1966) male students were more likely to choose professional occupations than were female students (Patton and Creed, 2007). But in the current finding females occupational commitment is higher than their male counterpart. The prominent variation between male and female identity development is that because of sociocultural outlooks of women — balancing occupation and care giving (Marcia, 1980). Occupationally females seem better in exploration and commitment even if on overall ideological status male surpasses females. Also studies suggest that men are more advanced in their identity development than women (Adams & Fitch, 1982; McIntosh, Metz, Youniss, 2005).

Gender variation in interpersonal ego identity domain of college students showed statistically significant difference ($\chi^2=109.0$, $df= 72$, $p=0.000$). During exploration, dating or thinking about dating verifies gender difference showed in identity (Collins, Welsh, & Furman, 2009). Gilligan (1982) has argued that past identity measurement tools are inadequate in assessing the identities of women, as women's identity focuses highly on social networks.

When considered age as a demographic character for college students and compute the variation on ideological and interpersonal domain, they showed statistically significant difference

within the three age groups. The 20s are pivotal time for providing civic opportunities and making civic commitments. Arnett (2000, 2004) argues the lion's share of identity exploration and construction occurs in 20s and 30s.

Also their grade level variation in college students resulted in statistically significant difference on their ideological domain. Waterman (1984) described that college upperclassmen are more likely to be identity achieved than college freshmen or high school students. Their interpersonal domain in their grade level variation, commitment and exploration in the current study showed statistically significant difference.

In other way the demographic character of the working youth in the ideological ego identity construction domains showed insignificant difference ($\chi^2=44.48$, $df= 39$, $p=0.252$) among male and female participants. Gender also was highly associated with levels of identity. Although no differences existed with respect to personal identity, female participants consistently reported higher levels of social and overall identity than male participants. In their interpersonal ego identity domains showed insignificant difference ($\chi^2=29.0$, $df= 36$, $p=0.790$) as a result of participants gender variation. This pattern is consistent with much of the previous research that suggests men and women display equal rates of identity development (Shaw, Kleiber, Caldwell, 1995).

Using age as a demographic characteristics in computing variation on ideological domain of the working youth, insignificant difference ($\chi^2=82.72$, $df= 78$, $p=0.336$) within the three age groups participants noticed. Similarly there was insignificant difference ($\chi^2=80.23$, $df= 72$, $p=0.237$) in interpersonal domain of ego identity construction. These findings are inconsistent with identity increases as age increases, and likely as a result of gaining larger amounts of knowledge and familiarity about one's self.

The variation in educational level of the working youth in their working area used as a demographic character and showed insignificant difference ($\chi^2=40.48$, $df= 39$, $p=0.405$) and ($\chi^2=32. 0$, $df= 36$, $p=0.659$) among those highly educated and less educated participants in ideological and interpersonal domain respectively. The surprising fact in this finding is that those who are highly educated (having diploma) and less educated (working without any qualifying training) have no variation in identity construction. This result promised the researcher to assume identity is achieved epigenetically in emerging adult life and on ward.

5.5 The ego- identity construction among youth, the three college's youth and highly-educated and less-educated working youth

Finally in the testing of significance of within and between groups in the three cases (i.e., college students, working youth, and among college students and working youth) the study result showed insignificance. For the working youth in higher level of education their level education has yet made no variation in their identity construction. Similarly for college students the college they are studying (or major area) has nothing to do in their identity construction. Also it is investigated identity status has no relationship with field (major) of study (Clancey, 1984). There are also a contradictory result (Sweeney, 1984) mentions nursing and elementary education majors scoring high on identity status than women's study students. Even if it is so, the closer examination of the sample showed that nursing and elementary education students were more homogeneous in career aspirations and the students in the women's study courses represented a variety of majors.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

Large sample size of respondents is desirable however it is impossible to make in this study for working youth group due to lack of time, inadequacy of finance. More over some of the working youth are illiterate and at low level of education (elementary school) thus, it was difficult for them to fill the self-reporting questions personally. Lack of information concerning the working youth in the town from respective office is another problem countered during the study.

Though there are challenges and difficulties mentioned above the researcher in his investigation on ego-identity construction of the youth in Arbaminch Town achieved at the following conclusion.

- ❖ As the result mention in the status of ego identity construction of the youth in Arbaminch Town, the working youth percentage is high than that of the college youth.
- ❖ In both ideological and interpersonal domains there is no significant variation noticed among the two (college and working) groups of youth. Also the mean result of ideological and interpersonal subdomains showed no any significant difference except in the occupational sub domain noticed a significant variation.
- ❖ With respect to demographic character and ego identity construction status of the youth the significant variation found within the college youth than the working. Similarly the demographic character and ego identity construction domain and subdomain showed significant variation in college youth than the working.
- ❖ In between and within the group ego identity construction no any significant difference noticed.

6.2 Recommendation

In line with the conclusions stated above, the following recommendations were suggested.

1. Through their studies in colleges individuals have an opportunity to develop understanding on topics strongly related to their lifestyle, including recreation and leisure, health, and occupation. Perhaps the working youths lack such an experience helping them and enhance their development of identity. Thus, the governmental and non- governmental institution working with youth development in zone and the town should consider the working youth in their programs to increase their level of exploration and commitment in healthy leisure activities, educational as well as political and ideological activities.
2. There should be career orientation and guidance centers for the young in the school, community as well as social settings outside school. The civic right teaching centers too. Also it is advised to attach the academic activities with working environment and practical life skill courses.
3. Participants enrolled in colleges are reported for higher personal, social and overall ego-identity construction, likely as a result of having created stronger relationships and social networks within the college setting. Perhaps the working youth too needs similar settings to be maintained and their social networks should be expanded. Since it has creating an opportunity to share and explore their identity and develop the value as well as commitment for their ego-identity construction.
4. In each work setting there should be personal, social and cultural inconstruction sharing networks need to be built. These social networks within the work setting increase the individual personal and institutional development. Concomitantly benefits the working youth

and others in forming social relationship and exploring the possibility for further ego-identity construction and commitment in their future life and career.

5. In future study there must be a consideration made in the professional area of working youth involved and the impact in their level of exploration and commitment in their ego-identity construction.
6. The form and quality of the commitments were not examined in the present study but significant differences were observed in the proposed rate of ontogeny toward ego-identity construction between the two groups. Future research might consider these differences, specifying the psychosocial structure of commitment between these two groups of emerging adults in their progress toward ego-identity construction.

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Appendix A: English-questionnaire

Adams (1998): EOMEIS-2 (Revision)

Response Scale: 1 = strongly disagree 2 = moderately disagree 3 = disagree
 4 = agree 5 = moderately agree 6 =strongly agree

N o	Identity Achievement Item	1	2	3	4	5	6
1	Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in.						
2	There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on.						
3	Based on past experiences, I've chosen the type of dating relationship I want now.						
4	A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.						
5	After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective.						
6	I've chosen one or more recreational activities to engage in regularly from lots of things and I'm 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've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me.						
9	I've thought my political beliefs through and realize I can agree with some and no other aspects of what my parents believe.						
10	I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.						
11	I've 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 not I know exactly how I want it to happen for me.						
15	I've 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.						

Response Scale: 1 = strongly disagree 2 = moderately disagree 3 = disagree
 4 = agree 5 = moderately agree 6 =strongly agree

No	Identity Moratorium Item	1	2	3	4	5	6
1	There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me.						
2	I'm still trying to decide how capable I am as a person and what work will be right for me.						
3	There's so many ways to divide responsibilities in marriage, I'm trying to decide what will work for me.						
4	I'm looking for an acceptable perspective for my own "life style", but haven't really found it yet.						
5	While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify one I can truly enjoy.						
6	I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.						
7	I'm trying out different types of dating relation -ships. I just haven't decided what is best for me.						
8	There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.						
9	Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.						
10	In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self-exploration.						
11	I've been thinking about the roles that husbands and wives play a lot these days, and I'm trying to make a final decision.						
12	My preferences about dating are still in the process of developing. I haven't fully decided yet.						
13	I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.						
14	I've been experiencing a variety of recreational activities in hope of finding one or more I can really enjoy for some time to come.						
15	I just can't decide what to do for an occupation. There are so many possibilities.						
16	I really don't know what kind of friend is best for me. I'm trying to figure out exactly what friendship means to me.						

Response Scale: 1 = strongly disagree 2 = moderately disagree 3 = disagree
 4 = agree 5 = moderately agree 6 =strongly agree

No	Identity Foreclosure Item	1	2	3	4	5	6
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.						
2	I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted.						
3	My parents know what's best for me in terms of how to choose my friends.						
4	I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.						
5	My ideas about men's and women's roles have come right for 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've 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've never really questioned my religion. If it's 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 had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.						

Response Scale: 1 = strongly disagree 2 = moderately disagree 3 = disagree
 4 = agree 5 = moderately agree 6 =strongly agree

No	Identity Diffusion Item	1	2	3	4	5	6
1	I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along.						
2	When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look.						
3	There's no single "life style" which appeals to me more than another.						
4	I sometimes join in recreational activities when asked, but I rarely try anything on my own.						
5	I haven't really thought about a "dating style." I'm not too concerned whether I date or not.						
6	I don't give religion much thought and it doesn't bother me one way or the other.						
7	I haven't really considered politics. It just doesn't excite me much.						
8	I've never really seriously considered men's and women's roles in marriage. It just doesn't seem to concern me.						
9	I don't think about dating much. I just kind of take it as it comes.						
10	I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available.						
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 I 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 viewpoint 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.						

Appendix B Amharic-questionnaire

መጠይቅ

መመሪያ 1፤ ከዚህ ቀጥሎ የአንተን/ሼን አጠቃላይ መረጃ በሚመለከት ጥያቄዎች ቀርበዋል። ለእያንዳንዱ ጥያቄ ተገቢውን

መረጃ በመክብብ መልስ ስጥ/ጭ።

ጾታ፡ ሀ/ ወንድ

ለ / ሴት

እድሜ፡ ሀ/ ከ 17 እስከ 21 ዓመት

ለ/ ከ 22 እስከ 25 ዓመት

ሐ / ከ 26 እስከ 29 ዓመት

የትምህርት ደረጃ፡ ሀ/ ማንበብ እና መጻፍ የማልችል

ለ/ አንድኛ ደረጃ

ሐ/ ሁለተኛ ደረጃ

መ/ ኮሌጅ/ዩኒቨርሲቲ ፣ 1ኛ ዓመት ተማሪ 2ኛ ዓመት ተማሪ 3ኛ ዓመት ተማሪ

ሠ/ ኮሌጅ/ዩኒቨርሲቲ ምሩቅ

መመሪያ 2፤ የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ማንነትህን/ሽን ይገልጻል የምትለውን/ይውን የስምምነት

ደረጃህን/ሽን መልስ የያዘውን ቁጥር በመክብብ መልስ/ሽ። አንድም ጥያቄ መልስ ሳትሰጥ/ጭ እንዳታልፍ/ፊ።

1 = እጅግ በጣም አልሰማማም 2 = በጣም አልሰማማም 3 = አልሰማማም 4 = እስማማለሁ

5 = በጣም እስማማለሁ 6 = እጅግ በጣም እስማማለሁ

ተቁ	Achievment item	1	2	3	4	5	6
1	ለመለየት ጊዜ ቢወስድብኝም ምን ዓይነት ሥራ ለእኔ እንድሚሰማማኝ በእርገጠኝነት አውቂያለሁ	1	2	3	4	5	6
2	ወደፊት ስለሚኖረኝ የሥራ መስክ ምርጫ ብዙ ጊዜ ቢፈጁብኝም አሁን በእርግጠኝነት ትክክልኛውን ምርጫዬን በመያዝ ላይ እገኛለሁ	1	2	3	4	5	6
3	እያንዳንዱ ሰው የራሱ የሆነ ሃይማኖት አለው፤እኔም የራሴ ሃይማኖት ምን ሊሆን እንደሚችል ደጋግሜ አስቤበታለሁ	1	2	3	4	5	6
4	ስለ ሃይማኖት ብዙ እና ተከታታይ ጥያቄዎችን በማንሳት ከመረመርኩ በኋላ አሁን በምን ማመን እንዳለብኝ ተገንዝቢያለሁ	1	2	3	4	5	6
5	ነገሮች ሁሉ በፍጥነት ስለሚቀያየሩ ስለ ፖለቲካ ፍጹም እርግጠኛ መሆን አልችልም፤ነገር ግን ስለራሴ ፖለቲካዊ አቋም እምነት ማወቅ አስፈላጊ እንደሆነ አስባለሁ	1	2	3	4	5	6
6	ፖለቲካዊ እምነቴን ሳስበው በተወሰነ ነጥቦች ከወላጆቼ ጋር ስሰማማ በተወሰኑት	1	2	3	4	5	6

	ደግሞ ከወላጆቹ እምነት እለያለሁ						
7	ከቡዙ ጊዜ ሀሳብ በኃላ ለእኔ በጣም ትክክለኛ የአኗኗር ስልት የምለውን ስለ ያዘኩ ይህን አመለካከቴን ማንም ያስቀይረኛል ብዬ አላምንም	1	2	3	4	5	6
8	ራሴን አጥብቄ ከመረመርኩ በኃላ ምን ዓይነት የህይወት ስልት መከተል እንዳለብኝ ግልፅና ቁርጥ ያለ አቋም ይካለሁ	1	2	3	4	5	6
9	ለጓደኝነት ብዙ ምክንያቶች ቢኖሩም እኔ ግን የቅርብ ጓደኛዬን የምመርጠው በአንዳንድ እሴቶችና መቀራረብ ላይ ተመስርቼ ራሴ በምወስናቸው መመዘኛዎች ነው	1	2	3	4	5	6
10	ሰፊ የጓደኝነት ግኑኝነት ልምድ ስለነበረኝ አሁን ስለ ጓደኝነት ምን መወሰን እንዳለብኝ ግልፅ ሀሳብ አለኝ	1	2	3	4	5	6
11	ካለኝ ልምድ በመነሳት አሁን የምፈልገውን ዓይነት የፍቅር ጓደኛ ግንኙነት መርጫለሁ	1	2	3	4	5	6
12	ከተለያዩ ሰዎች ጋር የፍቅር ቀጠሮዎችን አድርጌያለሁ፤ ስለ ራሴም ያልተጻፈ የፍቅር ቀጠሮ ህግም ግንዛቤ አለኝ፤ ማንን መቅጠር እንዳለብኝም ጭምር	1	2	3	4	5	6
13	በትዳር ውስጥ ስለሚኖረው የባልና የሚሰት ሚና የተወሰነ ጊዜ ወስጄ ከአሰብኩበት በኃላ ለእኔ ወደፊት የበለጠ የሚሰራውን ወስኛለሁ	1	2	3	4	5	6
14	የትዳር ጓደኞቻችን የቤተሰብ ኃላፊነትን የሚወስኑባቸው የተለያዩ መንገዶች አሉ፤ ለእኔ እንዴት እንደሚወስኑ ባይገባኝም ብዙ ዓይነት የሚወስኑባቸው ዘዴዎችን እንዳሉ አስባለሁ	1	2	3	4	5	6
15	በቋሚነት የምሳተፍባቸውን አንድ እና ከአንድ በላይ የሆኑ የመዝናኛ መንገዶችን ከቡዙዎች መካከል መርጫለሁ፤ በምርጫዬም ረክቼበታለሁ	1	2	3	4	5	6
16	ከቡዙ የተያዩ የመዝናኛ መንገዶች ፍለጋ በኃላ አሁን አንድ እና ከአንድ በላይ የሚሆኑ የመዝናኛ ዜዴ ሊኖሩኝ ችለዋል፤ በግሌና ከጓደኞቼ ጋር ነው የማሳልፋቸውም	1	2	3	4	5	6

መመሪያ 3፤ የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦህ/ሽ ማንነትህን/ሽን ይገልጻል የምትለውን/ይውን የስምምነት

ደረጃህን/ሽን መልስ የያዘውን ቁጥር በመክብብ መልስ/ሽ። አንድም ጥያቄ መልስ ሳትሰጥ/ጭ እንዳታልፍ/ፊ።

1 = እጅግ በጣም አልሰማማም 2 = በጣም አልሰማማም 3 = አልሰማማም 4 = እስማማለሁ

5 = በጣም እስማማለሁ 6 = እጅግ በጣም እስማማለሁ

ተቁ	Moratorium item	1	2	3	4	5	6
1	ያለኝ ችሎታ እና ለእኔ ተስማሚ የሆነው የሥራ መስክ የትኛው እንደሆነ ለመወሰን እየሞከርኩ ነው	1	2	3	4	5	6

2	ብዙ ዓይነት አማራጮች ስላሉ ለወደፊቱ የሚሆኑትን የሥራ መስክ ለመወሰን አልቻልኩም	1	2	3	4	5	6
3	ሃይማኖት ለእኔ ምን ማለት እንደሆነ በእርግጠኛነት መናገር አልቻልኩም፤ ከአንድ ውሳኔ ላይ ለመድረስ ብፈልግም እስካሁን ግን አልደረስኩም	1	2	3	4	5	6
4	በአሁኑ ሰዓት ሃይማኖት ለእኔ ግልጽ አይደለም፤ ስለሆነም ትክክልና ትክክል ያልሆነውን ለመለየት ሀሳቤ ይቀያየራል	1	2	3	4	5	6
5	የተለያዩ የፖለቲካ ፓርቲዎችና አስተሳሰቦች ቢኖሩም ሁሉንም ለይቼ እስከማውቅ ድረስ የትኛውን መከተል እንዳለብኝ አልወሰንኩም	1	2	3	4	5	6
6	ስለ ፖለቲካዊ እምነቴ ለጊዜው ግልፅ አቋም ባይኖረኝም አቋሜን ለመለየት ግን በሙከራ ላይ ነኝ	1	2	3	4	5	6
7	ህይወቴን እንዴት መምራት እንዳለብኝ ተገቢውን መንግድ እየፈልኩ ቢሆንም እስከ አሁን ግን ትክክለኛውን መንገድ አላገኘሁም	1	2	3	4	5	6
8	ተቀባይነት ያለው የህይወት አቅጣጫ በመፈለግ ረገድ ራሴ ከማደርጋቸው ሙከራዎች በተጨማሪ ከሌሎች ሰዎች ጋርም በርካታ ውይይቶችን እያካሄድኩ ነው	1	2	3	4	5	6
9	በርካታ የተለያዩ ሰዎች ቢኖሩም፤ ለእኔ የሚስማሙኝን ትክክለኛ ዳደሮች ለማግኘት ያሉኝን አማራጮች እየመረምርኩ ነው	1	2	3	4	5	6
10	ዳደኝነት ማለት ምን ማለት እንደሆነ ለማወቅ ገና በጥረት ላይ ስለሆንኩ፤ በእርግጥ የትኛው ዳደኛ ለእኔ ጥሩ እንደሆነ አላውቅም	1	2	3	4	5	6
11	የተለያዩ የፍቅር ግንኙነት ቀጠሮዎችን ብሞክርም ለእኔ ጥሩ የሆነውን ግን እስካሁን አልወሰንኩም	1	2	3	4	5	6
12	በፍቅር ግንኙነት ቀጠሮ ላይ ያለኝ ፍላጎት በማደግ ላይ ስለሆነ ሙሉ በሙሉ ምንም ዓይነት ውሳኔ ላይ አልደረስኩም	1	2	3	4	5	6
13	በትዳር ውስጥ ሰዎች ኃላፊነትን የሚጋሩባቸው ብዙ ዓይነት መንገዶች ቢኖሩም፤ ለእኔም የትኛው እንደሚሰራ ለመወሰን እየሞከርኩ ነው	1	2	3	4	5	6
14	በዚህ ዘመን ዋነኛው የባልና የሚስት ሚና ምን ሊሆኑ እንደሚገባቸው ካሰብኩ በኋላ የራሴ የመጨረሻ ውሳኔ ላይ ለመድረስ በመሞከር ላይ ነኝ	1	2	3	4	5	6
15	ምንም እንኳ በቋሚነት የምከውነው የመዝናኛ እንቅስቃሴ ባይኖረኝም፤ የምፈልገውን እስካገኝ ብዙ ዓይነት የረፍት ጊዜ ማሳለፊያዎችን በመሞከር ላይ ነኝ	1	2	3	4	5	6
16	የሚስማማኝንና የሚሆኑኝን መዝናኛ ለመምረጥ ስል ብዙና የተለያዩ የመዝናኛ ዓይነቶችን ሞክሬአለሁ	1	2	3	4	5	6

መመሪያ 4፤ የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ማንነትህን/ሽን ይገልጻል የምትለውን/ይውን የስምምነት

ደረጃህን/ሽን መልስ የያዘውን ቁጥር በመክበብ መልስ/ሽ። አንድም ጥያቄ መልስ ሳትሰጥ/ጭ እንዳታልፍ/ፊ።

- 1 = እጅግ በጣም አልስማማም 2 = በጣም አልስማማም 3 = አልስማማም 4 = እስማማለሁ
 5 = በጣም እስማማለሁ 6 = እጅግ በጣም እስማማለሁ

ተቁ	Foreclosure items	1	2	3	4	5	6
1	ስለ ተለያዩ የሥራ መስኮች ባስብም ወላጆቼ የሚፈለጉትን የሥራ መስክ መያዜ ግን የማይቀር ነው	1	2	3	4	5	6
2	ወደፊት ምን መሥራት እንዳለብኝ ወላጆቼ ቀድመው ስለወሰኑ የነሱን እቅድ እከተላለሁ	1	2	3	4	5	6
3	ቤቴሰቦቼ የሚያምኑበትን ሃይማኖት እከተላለሁ፤ ይህንንም ለምን ብዬ ጠይቄ አላውቅም	1	2	3	4	5	6
4	ለወላጆቼ ትክክል የሆነ ሃይማኖት ለእኔም ትክክል መሆን አለበት ብዬ ስለማምን ስለምከተለው ሃይማኖት ምንጊዘም ተጠራጥሬ አላውቅም	1	2	3	4	5	6
5	ፖለቲካዊ ተሳትፎዬ ከወላጆቼ የተልዩ አይደለም፤ እነሱ የሚያደርጉትን አደርጋለሁ በምርጫና በመሳሰሉ ነገሮች	1	2	3	4	5	6
6	ስለ ፅንሰን ማቋረጥ (ማስወገድ) እና ተመሳሳይ ሁኔታዎች ላይ ያሉኝ አስተሳሰቦች ሁሉ የራሳቸው የሆነ ፖለቲካዊና ሥነምግባራዊ ምክንያቶች አሏቸው፤ እኔም ሁልጊዜ እንዳሉ ተቀብያቸው እኖራለሁ	1	2	3	4	5	6
7	ኑሮን እንዴት ለመምራት እንደምችል ያለኝን አመለካከት የተማርኩት ከወላጆቼ ነው	1	2	3	4	5	6
8	ወላጆቼ ስለህይወት ያላቸው አመለካከት ለእኔ ስለሚስማማኝ ሌላ ተጨማሪ ነገር ማሰብ አልፈልግም	1	2	3	4	5	6
9	ጓደኞቼን እንዴት መምረጥ እንዳለብኝ የበለጠ የሚያውቁልኝ ወላጆቼ ናቸው	1	2	3	4	5	6
10	ጓደኛ የማደርጋቸው በቤተሰቦቼ ዘንድ ተቀባይነት ያላቸውን ብቻ ነው	1	2	3	4	5	6
11	ከቤት በመውጣት መንቀሳቀስ የምፈቀድልኝ በፍቅር ግንኙነትና ወላጆቼ ቀጠሮ ሊይዝ/ልትይዝ ይችላል/ትችላለች ብለው ከሚጠብቁት ሰው ጋር ነው	1	2	3	4	5	6
12	በወላጆቼ ተቀባይነት ያላቸውን ሰዎች ብቻ ነው በቀጠሮ የምገናኛቸው	1	2	3	4	5	6
13	ስለወንዶችና ስለሴቶች ሚና በተመለከተ ያለኝ ግንዛቤ ከቤተሰቦች ጋር አንድ ዓይነት ነው፤ ለእነርሱም የሚሰራው ለእኔም ይሰራል	1	2	3	4	5	6
14	ስለ ወንዶችና ሴቶች ሚና ያለኝን አስተሳሰብ የወስድኩት ከወላጆቼና ከቤተሰቦቼ ስለሆነ ከዚህ ላይ ተጨማሪ መፈለግ አስፈላጊ አይመስለኝም	1	2	3	4	5	6
15	ቤተሰቦቼ በሚዘናኑበት የመዝናኛ ዓይነት እዝናና ሌሎች ስጥቆ የተለየ የመዝናኛ መንገድ ፈልጎ አላውቅም	1	2	3	4	5	6
16	ሁሉም የመዝናኛ ምርጫዎቼ ከወላጆቼ ያገኛቸው እንጂ በራሴ ሌሎችን ሞክራ አላውቅም	1	2	3	4	5	6

መመሪያ 5፤ የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ማንነትህን/ሽን ይገልጻል የምትለውን/ይውን የስምምነት

ደረጃህን/ሽን መልስ የያዘውን ቁጥር በመክበብ መልስ/ሽ። አንድም ጥያቄ መልስ ሳትሰጥ/ጭ እንዳታልፍ/ፊ።

- 1 = እጅግ በጣም አልስማማም 2 = በጣም አልስማማም 3 = አልስማማም 4 = እስማማለሁ
 5 = በጣም እስማማለሁ 6 = እጅግ በጣም እስማማለሁ

ተቁ	Diffusion items						
1	እስከ አሁን የምፈልገውን የሥራ መስክ አል መረጥኩም ፤ የተሻለ እስከሚገኝ ድረስ ያገኝሁትን እስራለሁ	1	2	3	4	5	6
2	ለእኔ የሚስማማኝን ትክክለኛ ሥራ ለመፈለግ ፍላጎት የለኝም፤ ማነኛውም ሥራ ለእኔ ይሆናል፤ የተገኝውንም የምሰራ ይመስለኛል	1	2	3	4	5	6
3	ሃይማኖትን በተመለከተ የሚስማማኝ አላገኝሁም፤ መፈለግ ያለብኝም መስሎ አይስማኝም	1	2	3	4	5	6
4	ለሃይማኖት ብዙም ትኩረት አልሰጥም፤ ባመልክም ባላመልክም ግድየለኝም	1	2	3	4	5	6
5	ብዙም ስለማያስደስተኝ ለፖለቲካ ትኩረት ሰጥቼ አላውቅም	1	2	3	4	5	6
6	በአንድ ወይም በሌላ መልኩ ፖለቲካዊ አቋሜን ለመወሰን የሚያስችል ተሳትፎ ኖሮኝ አያውቅም	1	2	3	4	5	6
7	ከሁሉም የበለጠ የሚስማማ አንድ የአደጋ ስልት የለኝም	1	2	3	4	5	6
8	ጠቅለል ባለመልኩ ጥሩ ህይወት እየኖርኩ ነኝ ብዬ ስለምገምት ለህይወት ለየት ያለ አመለካከት የለኝም	1	2	3	4	5	6
9	የቅርብ እና እውነተኛ የሚለው ጓደኛ የለኝም፤ አሁንም ለመፈለግ አላሰብኩም	1	2	3	4	5	6
10	ከማነኛውም ሰው ጋር ያለኝ ቀረቤታ ተመጣጣኝ ስለሆነ የቅርብ ጓደኞች የሉኝም	1	2	3	4	5	6
11	ስለ ፍቅር ቀጠሮ መንገድ አሰቤ አላውቅም፤ ቀጠርኩም አልቀጠርኩም ብዙ አያሳስብኝም	1	2	3	4	5	6
12	ስለ ፍቅር ቀጠሮ ብዙም ሀሰቤ አላውቅም፤ ሁኔታው ሲከሰት ከመቀበል በስተቀር	1	2	3	4	5	6
13	የሚመለከተኝ ስለማይመስለኝ በትዳር ህይወት የባልና የሚስት ሚና ምን ሊሆን እንደሚችል ትኩረት ሰጥቼ አሰቤበት አላውቅም	1	2	3	4	5	6
14	ስለወንዶችና ሴቶች ሚና የተለያዩ አስተሳሰቦች ቢኖሩም እኔን ግን ብዙም አሳስቦኝ አያውቅም	1	2	3	4	5	6
15	አንዳንድ ጥያቄዎች ሲቀርቡልኝ በመዝናኛ እንቅስቃሴዎች ላይ እሳተፋለሁ እንጂ በራሴ ብዙም ሙከራ አላደረኩም	1	2	3	4	5	6
16	በረፍት ጊዜዬ በምሰራው ነገር ብደሰትም ሁልጊዜም ልዝናናበት የምችልበት የመዝናኛ መንገድ በረፍት ጊዜዬ በምሰራው ነገር ብቻ ምስሎ አይታየኝም	1	2	3	4	5	6

አመሰግናለሁ

Declaration

I, the undersigned, declare that this thesis is my original work and had not been presented for a degree in any other university. All sources of in construction used for this thesis have been duly acknowledged.

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Date: May 26, 2014