

***ADULTS' VARIABILITY IN SELF ACCEPTANCE AND
PERSONAL AUTONOMY, AS A FUNCTION OF
CHRONOLOGICAL AGE, SEX AND EDUCATIONAL
ATTAINMENT***

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ATTAINMENT***

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INSTITUTE OF PSYCHOLOGY (DEVELOPMENTAL PSYCHOLOGY)

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Abstract

This study was primarily designed with the purpose of investigating the influence of chronological age, sex and educational attainment on adults' self-acceptance and personal autonomy achievements. What is the relationship between self acceptance, personal autonomy, is there a significant difference in adults self acceptance and personal autonomy as a result of their variation by sex and educational level were the major research questions that were formulated to be investigated in the study. In the study population to incorporate the sufficient number of male female well and less educated adults and to realize the satisfactory representation of these important variables to the study, disproportionate stratified random sampling technique was employed. The data was collected from 250 Hawassa university main campus academic and administrative adult staff, who attained a high school or more level education and whose age ranges between 22 and 63. A structured questionnaire consisting of 22 items that are adjusted to assess ones' self perception in comparison with others, the extent of ones' positive and negative feeling about likeable and unlikable aspects of one's personality, positive and negative attitudes about the past and present life experiences including one's accomplishment in life, in general one's ability to acknowledge both aspects of one's true self, were used to measure self acceptance. In the autonomy scale questionnaire 16 statements structured with a 5 point interval level scale were used to assess whether most behaviors of participants regardless of cultural and social influences were governed by their own genuine and thought full interest or regulated by external social pressures. In the process of investigating the influence of the above socio demographic variables on adults self acceptance and personal autonomy the mean score difference between male and female group and among the three educational level group was compared and the association between the age of respondents and their score were observed. Finally, the result indicated the existence of positive association between age and self acceptance. Unlike previously conducted researches' this study indicated a negative relationship between chronological age and personal autonomy. The finding also indicated that the extent of adults self acceptance and personal autonomy increases as they move up the educational hierarchy. In terms of gender difference the study found that there is a comparable ability between male and female adults in both self acceptance and personal autonomy dimensions. Generally, the finding highlights how some socio demographic variables affect adults self acceptance and personal autonomy. It is also insight the need for future research in particular about different dimensions of psychological and subjective well being to contribute for adults psychological health and life satisfaction enhancement.

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CHAPTER ONE

Introduction

Background of the Study

Happiness is a result of positive mental health that involves a sense of psychological well-being which goes hand in hand with a healthy sense of self (Riff and Signer, 1998). The individual concept of himself is at the core of his thinking, motivation and behavior. Human behavior in many particular context is largely determined by one's self perception. Generally, a positive attitude towards the self in all aspects of life is the most important determinant of successful life adjustment (strang, 1957; Rogers, 1959; Jahoda 1958; Jung, 1933).

The theoretically derived dimensions of positive psychological health includes not only a healthy sense of self or self acceptance but also it involves autonomy, positive relations with others, environmental mastery, purpose in life and personal growth (Riff, 1989). According to the definition of Riff and Signer (2008) self acceptance involves awareness and acknowledgement of both personal strengths and weaknesses and autonomy as it is defined by Cudd and Andreason (2007) is individuals ability to resist social pressure in ones thinking and behavior, in determining ones own life by ones own will and genuine feeling are two aspects from the basic facets of psychological well-being. The current study primarily concerned on self acceptance and autonomy development as a function of some of socio-demographic factors such as age, gender and educational level.

Social inequalities including chronological age and educational attainment that define an individual's position in the social structure influence self acceptance and autonomy as they are the dimensions of psychological well-being (Marmort et al, 1997). With regard to this conception different researchers had given emphasis in their studies to the function of age,

educational attainment, gender and other socio-demographic variability's on the dimensions of PWB that involve self acceptance and autonomy.

Ryff and Signer (2002) and Sheldon (2006) investigated the relationship between age and autonomy and they found a positive association between chronological age and psychological autonomy. In the study of Riff (1989, 1991); Ryff and Keyes (1995); Ryff and Signer (1998) including other dimensions of subjective well-being and psychological well-being individuals who possess high profiles in self acceptance and autonomy were individuals with a better educational advantage.

In terms of gender difference including mid life in United States national survey in all of the above researches variability did not observe between the two sex groups. In almost the same way Battistich et al (1982) found similar result between male and female in autonomy achievement orientation. Where as Stenberg and Silverberg (1986) as cited in Beckett (2006) indicated that unlike the above findings girls are consistently higher than boys of the same age in emotional autonomy, resistance to social pressure and subjective sense of self reliance.

As it is indicated in the above paragraphs the relationship between self acceptance, personal autonomy and the above socio demographic variability's were previously investigated by other researchers in other social and cultural settings although the researcher did not find local researches' related with the concern of the current study.

Culture shapes the structure of self concept. How people define and express their needs and what they are feeling, their relationship with their own selves depends on their cultural context (Pervin and John, 1997; Franzol, 2001). Since certain behaviors and feelings about one self develop as a result of membership in a particular society, the structure of self concept and the development of self acceptance in the previous and current study settings might not be similar. To find out how culture bears on fundamental

conception of self, in relation to others Ryff (1995) conducted scientific investigation. In her finding variability was observed in attributing positive qualities to ones' self and in self acceptance ability among peoples who are from different culture.

Autonomy also results from social construction with in the network of meaning and practice of a particular society and culture (Schneewind, 1998). According to Cudd and Andreason, (2007) persons are fundamentally social beings who develop the competency for autonomy through social interaction. The development of autonomy differs from culture to culture because different cultures value autonomy and label its manifestation differently (Ryan et al, 1997).

In Eastern cultures consulting close friends or families before making decisions, being flexible to change ones mind about decisions if others disagree, scarifying ones interest for the benefit of others is considered as a good behavior (Chirkov, 2006).

Some characteristics of an autonomous person that are highly valued in western cultures including being confident in one's opinion even if they are contrary to the general consensus, unwillingness to change one's personal decisions if others disagree, unwillingness consider the value of what others think as important and judging oneself only by values and important standards of one self , performing behaviors if it is fully chosen by one self even if the group was hindered by socially imposed laws might not be perceived as a healthy behavior in eastern social setting[chirkov'2006]. Because what we think as healthy or sick depends on our cultural context (Pervin and John, 1997).

Generally previous research findings indicated the existence of positive relationship between self acceptance, personal autonomy, educational attainment and age. In addition to this the theoretical literatures reflected that the fundamental conception of self and its structure, the ability of

attributing positive qualities to one self and the level of self acceptance, the value and manifestations of personal autonomy and the development of competency for autonomy differ from culture to culture.

This implies that adults change in self acceptance and personal autonomy is largely influenced by the value, meaning and cultural acceptability of the change, its benefit and saliency for adults' wellness and healthy life adjustment in a particular setting. Existing findings indicated that chronological age is a positive predictor of personal autonomy. If most characteristics of an autonomous person perceived as unhealthy behavior in eastern culture as it is discussed in Chirkov due to cultural variation the result might not be replicable in the present setting.

Therefore in this study a distinct relationship is expected and a special attention is given to adults' difference in self acceptance and autonomy as a function of age, gender and educational level.

1.2 Statement of the Problem

Lack of positive psychological health leads individuals to experience maladjustment, psychological distress, depression related emotions and other several serious psychiatric disorders. Different dimensions of well-being more specifically self acceptance, personal autonomy, purpose in life, positive relations with others; environmental mastery and personal growth are conceptually important issues that should be given a persistent attention to promote a healthy and adaptive human functioning. So that researches should have to explore what it means to be psychologically well, what are the components of positive mental health and what are the factors that promote such well-being.

However, the reality seems different in Ethiopian context. As it was indicated in the background of the study practical researches conducted in a local setting on these dimensions of well-being were searched even though it was not found. Based on the examination of literatures the researcher believed

that in the present setting low priority has been given to these core elements of human psychological health in the sense of the local features.

Additionally when the researcher was reviewing literatures it was observed that a big concern is highly given to childhood and adolescent developmental issues than adult development in developmental researches conducted in local setting. Adults spontaneously express what do they feel about them self and their past in different informal communications and discussions. As it could be understood from their self expression some adults feel positive about them self and their past than others. Moreover the researcher noticed well, young adults accept their ideal future self more potently than their present real self from their repeated expressions that in the future as they will become a better person in all aspects of self than now.

Experiences of the researcher in the context of theoretical and practical situations mentioned in the above have drawn attention to adults' change in self acceptance, personal autonomy and particular vulnerability to negative psychological health among adults with different age, sex and educational level.

Since there is an individual difference in positive psychological functioning, it is logical to expect that some adults might have low positive psychological health. Promoting the wellness of adults at risk of negative psychological well-being would be difficult if researchers proceed uncovering issues related with the nature of adults well-being, how it comes about as well as its implication for health and optimal functioning. Because with out practical investigation, it is difficult to afford promising directions for promoting health and to highlight important points that support some intervention mechanism preparation targeted at enhancing adult psychological well-being.

Therefore to motivate and afford some useful starting points and to provide theoretical background for future researchers, to advance the perspective of adults healthy sense of self and well-being, to provide some practical evidences for adults health promotion and prevention this study is concerned on individual differences in self acceptance and personal autonomy achievement associated with socio demographic factors, i.e., age, gender and educational attainment.

1.3. Objectives of the Study

This study is primarily proposed to investigate how chronological age, sex and educational attainment affect adults self acceptance and personal autonomy achievement.

More specifically, the study is intended to:

1. assess the existence of significant relationship between age, self acceptance and personal autonomy.
2. find out the existence of difference in self acceptance and personal autonomy between male and female adults.
3. investigate adults' variation in self acceptance and personal autonomy as a function of their educational level.

1.4. Research Questions

In order to examine the problem systematically the researcher formulated the following research questions

- What is the relationship between self acceptance, personal autonomy and chronological age?
- Is there a significant difference between male and female adults self acceptance and personal autonomy?
- Do well educated adults significantly differ in self acceptance and personal autonomy from less educated adults?

1.5. Significance of the Study

This study provides empirically based understanding of adults self acceptance and autonomy development for any interested adults, psychologists, adolescents and future researchers.

Adults who read this research can enlarge their awareness about various aspects of psychological well-being and the role of psychological health in promoting the length and quality of life including some sources of problem, ways of enhancing positive mental health and important protective factors. They can get some information about the role of age, sex and education on their personal autonomy and self acceptance.

The study also gives insight to psychologists to identify sources of difference in adults self acceptance and personal autonomy achievement. This may help them to develop an appropriate technique to enhance their clients' psychological well-being.

Adolescents who will read this research will get some insight where their future will take them on the measure of these two dimensions of psychological well being.

In addition the research finding may serve as a theoretical back ground for other researchers who are interested to investigate the area further.

1.6. Delimitation of the Study

In order to delimit the scope of the research to a manageable size Hawassa university main campus was preferred to be the research site and the study was abandoned adults who are not members in this university academic and administrative staff. The institution was selected over other organizations because the researcher believed that a large number of well educated, less educated, both young and middle aged female and male adults can be more accessible in university staffs.

To realize the adequate representation of important variables to the study, restrict sampling bias and promote samples more representative of the population the study was limited to employ a non proportional stratified random sampling technique.

In order to measure relationships between variables objectively and to compare scores of different groups quantitatively, the study was bounded to use a structured questionnaire. Because it provides a comparable data in an equal interval level scale and in terms of the number and geographical distribution of participants comparatively the instruments is inexpensive and convenient to save human, time and financial resources.

The study was limited to employ Pearson product moment correlation, independent t-test, one way analysis of variance and post- hoc multiple comparison statistical data analysis devices. The selection of these statistical data analysis devices was largely determined by the appropriateness of the technique to test each research questions.

1.7. Operational Definition

Adult: – A Hawassa University main campus administrative and academic staffs whose age is between 22 and 63 and educated at high school and more level.

Self acceptance: – refers individuals' ability of feeling positive about their past experience and life accomplishment, acknowledging both the strong and weak sides of personality.

Personal Autonomy: – indicates independence in personal decision to choose how to live, act, behave and what to do, the ability to resist families, friends and cultural influences in ones thinking.

CHAPTER TWO

Review Related Literature

In this chapter theoretical literatures and previously conducted practical research findings that are related with the major concern of the current study self-acceptance and personal autonomy development are reviewed in detail. For a better organization theories about self acceptance and personal autonomy are discussed a part under different two major sub-tops.

Definitions of self-acceptance and self-knowledge, theories about self concept and self acceptance, adults' variability in self acceptance as a function of chronological age, educational level and gender are incorporated under the first sub-topic.

The second sub-topic is contained different perspectives about the meaning of personal autonomy, theories of personal autonomy development, age, gender and educational level difference in personal autonomy achievement, practical research findings about the relationship between these independent variables and adults' personal autonomy development. The implication of theories and findings that are reviewed under each topic is summarized and presented at the end of a specific topic.

2.1. Self Knowledge and Self Acceptance

We should know our selves: that is, strive to accurately perceive our own actions, motivations and feelings (Ryff & Singer 2008). Self knowledge is a knowledge a creature has of its own mental states, processes and dispositions. It is minimally the capacity for a conceptually rich awareness and hence, as it is to form second order beliefs about these capacities that can be extended to or forming beliefs about the mental states and processes of others (encyclopedia of social and Behavioral science, 2002).

Self concept and self esteem are two components of self knowledge (Smith and Mackie, 2007). Self knowledge can be directed toward private or public self aspects (Franzoi 2001, Smith and Mackie, 2007). Based on the self knowledge or consciousness of private and public self aspects a theory about one self will be developed (Smith & Mackie, 2007). Individuals develop and express their belief about their qualities as the capacity to reflect one's own capabilities and actions is uniquely human (encyclopedia of behavioral & social science, 2002). This self concept is the set of all an individuals beliefs about his or her personal qualities, the sum total of thoughts and feelings that define the self as an object (Franzo, 2001; Smith & Mackie, 2007).

People evaluate their beliefs and thoughts about their personal qualities or theories of their self. This self evaluation refers to a person registering the idea of feeling that some aspects of ones' world are good or bad, likeable or dislikeable, valuable or worthless. Self evaluation is the single most important aspect of meaning about one self. An evaluative response attached to the self is termed self esteem or self evaluation (encyclopedia of Behavioral and science, 2002). Generally; self evaluation or self-esteem is the judgment that the person makes about his/her self worth (Papalia and Olds, 2004).

Individuals know which aspects of the self are good or bad likeable or dislikeable while evaluating one self. Although all individuals are not equal in

total affirmation toward ones positive and negative aspects of the self. The ability to recognize one's good points as well as one's foibles is the central quality of self acceptance. Self-acceptance is having a positive view about one self, acknowledging and accepting the multiple parts of one self both the strong and weak sides, feeling positive about one's past (Ryff, 2002).

Self-acceptance is unconditional and free of all qualifications. It requires recognition of one's weaknesses, limitations and foibles. But this awareness does not interfere in ones' self-acceptance. Self-acceptance is crucial to a mental health. The absence of the ability to unconditionally accept one self can lead to a variety of emotional difficulties.

The importance of self acceptance and the psychological effects that could be resulted because of unhealthy sense of self was explained by different psychologists. The need to have a positive self regard is a central feature of mental health (Jahoda 1958). According to Rogers (1959) to be adjusted and fully functioning the multi faceted structure of the self that develop based on the individuals phenomenological experiences consisting of the self experienced or real self and the ideal or the kind of person the individual hopes to be or would like to be should be congruent.

Some people have a strong tendency toward unrealistic objectives and aspirations with grandiose expectations. This leads to a strong disparity between what they are and what they would like to be. Such people fail to accept them Selves (Strang, 1957). If an individual actual behavior and experience were closely aligned with his/her ideal, they could be said to approach self aspect congruence or to be adjusted or fully functioning. Such individuals experience relatively low level distress of anxiety. Because their actual experience of them selves approaches their own perceived ideals (Rogers, 1959).

The ideal self may be realistic, too low, or too high, depending up on the individuals' level of aspiration in his abilities and opportunities for self

realization. If it is too low, it may be destructive of self-esteem as the individual compares him/her self with others who have had higher aspirations and have achieved much more. If the ideal self is set in unrealistically high level he/she may experience frustration and be more subject to feelings of depression than if there were less discrepancy between the real self and the ideal self (Strang, 1957).

According to Jung (1933) the self is both the center and totality of the whole personality. Individuals strive to develop their own wholeness. The goal of life is to achieve fullness that lead to individuation through the integration of the conscious and unconscious parts of the self. According to Erikson (1982) as cited in Cavanaugh and Blanchard (2002) the basic aspects of a healthy personality will begin from the development of a sense of trust toward one self and others. These life span theories were emphasized the importance of self acceptance including ones past life. Erikson's formulation of ego integrity leads to face old age enthusiastically. This requires the task to evaluate one's life and accomplishments, making sense of them, feeling positive about ones past life and feeling that the past have been full.

The above theoreticians were emphasized on the kind of self acceptance notably richer than standard views of self-esteem. It is a kind of self evaluation that is long term and involves awareness, and acceptance of both personal strengths and weaknesses (Ryff & Singer, 2008).

According to Ryff (1991) the difference or the gap between the individuals' vision of themselves and what they thought they were or they are really like shows how much they accept themselves. Better self accepting individuals recognize their past and present real selves than their future and ideal selves. Less self accepting individuals recognize their ideal and future selves than their past and present real selves. Because they see themselves improving with age and expect to continue getting better in the future.

A less self accepting person feels dissatisfied with self, is disappointed with what occurred in past life, is troubled about certain qualities and wishes to be different than what he or she is (Ryff, 2002).

Feeling dissatisfied with the self and disappointed about one's life will lead to different psychosocial problems and will hinder individual's successful life accomplishment. Because as it was discussed in different psychologists' work individuals' ability to use their maximum potentialities and the possibility of their fully functioning in life is dependent on their positive self regard.

The theoretical perspectives implies that knowing both sides of the self and unconditionally recognizing them is the path to join a healthy life as it is one aspect of both the psychological and subjective well being. In order to be mentally healthy, adjusted and to be a fully function person in ones world self acceptance is crucial.

This indicates that understanding the nature of human self concept and self acceptance – what it is and how it comes about as well as its implication for healthy life is very important aspect. Because, it may illustrate directions to promote adult's healthy sense of the self.

2.1.1. Culture self Concept and Self Acceptance

Self concept is influenced by immediate environment to different degree (Strang, 1957). The values and beliefs of the society determine how people would see themselves. The self is not a mental construct that is located inside one's head. It is one self, a social being with the ability to engage in symbolic communication and self awareness. It does not develop in isolation, but only do so in a social context. Self is a symbol using social being who can reflect on his/her own behavior (Franzol, 2001).

According to Gardner (2004) in the development of self concept and identity individuals must take in to account not only their own views of themselves but also the views of others of society. The self concept and identify development requires passing through a complex process of judging one self as individual, in comparison with others judgments and in comparison to social norms.

Certain behaviors and feelings about one self will develop as a result of being membership in a particular society. Different aspect of personality development is highly influenced by the attitude of the members in the social group. The status of individuals, the role they should perform, the duties they should bound by and the privileges they should enjoy are also influenced by the social group. These factors influence how individual view themselves (Pervin and John, 1997).

Culture shapes the structure of self concept. Each culture has its own institutionalized and sanctioned patterns of learned behaviors, rituals and beliefs (Franzol, 2001 and Pervin & John, 1997). How people define their needs, how they express what they are feeling, their relationship with others and their relationship with their own selves depends on their cultural context (Pervin and John, 1997).

In Eastern culture the self concept consists of connection with others, and individuals are parts that can not be understood when they are separated from the collective whole. This cultural understanding of the self will stand in contrast to the westerns dominant views of the self as a unique and separate from others (Pervin and John, 1997, Vadi et al, 1997).

In addition to self concept adults self acceptance ability is also different from society to society. More self oriented aspects of well being, such as self acceptance and autonomy might have greater salience in western cultural context. The other dimensions of well-being might be of greater significance in Eastern independent cultures. Ryff (1995) was compared a socio

demographically comparable sample of midlife adults from US and South Korea. Her finding was indicated that Americans were much more likely to attribute positive qualities to them selves than were Koreans. The level of American adults' self acceptance was greater than South Korean Adults'.

2.1.2. Age, Self Concept and Self Acceptance

The development of self concept and growth in self understanding is continuous that implies a search, struggle and continual endeavor. It is a process rather than an end result (Strong, 1957).

According to stage theorists Jung (1933), Loevinger (1976), Erikson (1982) and Laboveuie – Vief (1995) as cited in Cavanaugh and Blanchard (2002) adults personality and self perception is not stable. A substantive change in adults' personal concerns definitely occurs as they age. Their self concept and the way they see themselves change with age. As they grow older they look at the world and themselves differently. Specially, ones' self perception will be changed with age.

Well-being is influenced by large forces, be it is due to biological aging or maturational processes (Ryff & Singer, 2002). Sources of adults variation in psychological well-being was meaningfully identified as a socio demographic variables including chronological age. Chronological age will define an individual's position in the social structure. Individuals' social structure that is tied to their age will influence their well-being (Ryff, Keyes and Shomotkin, 2002). This finding implies that since self-acceptance is one aspects of well-being it can increase or decrease across young adulthood through midlife to old age as a function of biological aging or maturational processes.

Some researchers was conducted studies on age difference in adults self perception and their ability to affirm both positive and negative sides of the

self. The contemporary well-being researchers based on the field of positive psychology and ego developmental theories perspective was approached well being from the perspective of gain.

With the thought that well being is a more complex issue that it can improve in late life, Ryff (1991) was compared (308) young, middle aged and old adults psychological well being. Self acceptance was one variable in which her investigation was concerned on. Her main concern was age related variation between adults' ideal vision of themselves and what they thought they were really like. She was found that older adults see themselves as closer to really being the person they wanted to become than do any other age. The finding was indicated that young and middle aged adults see themselves as improving with age and expecting to continue getting better in the future. In contrast, older adults see themselves as having remained stable over time. The result was indicated that adults self acceptance will increases with age.

Similarly Cross and Markus (1991) were investigated age difference in the construction of possible selves. Over all young adults were far more likely to have multiple possible selves and to believe more strongly that they can actually become the hoped for self and successfully avoid the feared self. By old age, though, both the number of possible selves and the strength of belief will decrease. Older adults are more likely to believe that neither the hoped for nor the feared self is under their personal control. These findings imply that older adults are more able to accept both the good and bad side of their selves than young adults.

In other studies a curvilinear relationship between age and self acceptance was found. This finding will fit well with the approach of well-being from the perspective of loss or the assumption that well-being is like physical prowess will decline as people age. Bloom (1961) conducted a research on the relationship between age and self concept. Derived self acceptance and self rejection scores were correlated with chronological age and with a self rating

of perceived age. A curvilinear relationship was found between chronological age and self acceptance. Self acceptance increases from the 20's until the 40 to 49 year period at which time there is a downward turn.

Ryff and Singer (2002) were summarized findings from multiple studies regarding participant's age, gender and socio economic status. They were documented replicable patterns of age difference in different dimensions of psychological well-being. What is apparent is the diversity of patterns by age that is, some aspects of well-being show incremental profiles, others decreamental and still others little variation with age. By using different depth scales of measurement have been obtained replicable patterns that the self acceptance tends to show little age variation.

Generally the above theoretical literatures and practical research findings revealed that individuals' beliefs, concerns and expectations will change as a result of the large forces of aging or maturational process. The way adults will perceive themselves and their ability to affirm both the strong and weak sides of themselves will show variation with their age.

2.1.3 Self Concept, Self Acceptance and Educational Attainment

Individuals will reorganize their self concept and change their own personal values across adult-hood stages. The major dynamic driving of such changes across the adult life span often may not be age dependent. But the change may be resulted from general cognitive complexity. Cognitive complexity might be results from experience gain from early to middle or late adult hood or from educational attainment (Labouvie-vief & Diehl, 1999, Stewart, 1996) cited in(Cavanaugh & Blanchard, 2002).

Educational attainment might be one determinant to the change in self perception and self acceptance. According to educational philosophers some

desirable states of mind or character trait will be best developed by an educational institution. Educational institutions can promote self determination as one desirable principle (walker, 2002).

Education will prepare individuals for the increasingly complex future they will face. It will help to become more knowledgeable, reach full potential and function competently (Santrock, 1999).

Educators will help individual's of different age to cope more effectively with their lives and improve their mental health and well-being (Santrock, 1999). If education will help people to become mentally healthy it will promotes self-acceptance directly. Because, a positive mental health that will involve a sense of psychological well-being will goes had in hand with a healthy sense of self (Ryff, 1998).

The better access to resources and opportunities in life will influence health and well-being. Educational attainment will define an individual's position in the social structure and it will influence the development of different dimensions of well-being. Individuals who possess high profiles of both subjective well-being and psychological well-being would be individuals with educational advantages (Ryff, Keyes and Shmotkin, 2002).

In Ryff and Singr's (2002) summary of findings from multiple studies considering variation in well being by age, gender and socioeconomic status replicable patterns of differences in aspects of psychological well-being regarding educational attainment was documented. Their summary was indicated that education will remain a strong predictor of psychological well-being. It was found that self acceptance will increases as one moves up the educational hierarchy.

To sum up, the theory shows that the role of education is preparing individuals for the increasingly complex future, helping to become more knowledgeable, reach full potentialities and function competently.

2.1.4. Gender, Self Concept and Self Acceptance

The socio-cultural dimension of being male or female is perceived as one demographic variable on the self concept and self acceptance of adults. Males and females define themselves in different ways. Women have their own distinct way of self evaluation. Males evaluate themselves using male imposed standard whereas females evaluate themselves using female imposed standards (Chodorow, 1989, Miller, 1986) as cited in (Santrock, 1999).

Practical researcher findings that are conducted on different dimension of adults well-being regarding sex, age and educational attainment have found variation between male and female. According to Ryff and Singer (2008) only for women self acceptance shows a little age variation. For males it shows better incremental profile with age.

According to (Riff & Singer, 2002) those persons with more education will show higher profile of well being, with the result being particularly strong for women. Females self acceptance strongly will rise up as their hierarchy of educational attainment moves up than do males (Ryff and Singer, 2002).

2.2. Personal Autonomy

People will develop relationships with individuals who are living with them. Some of their behaviors might be determined by peoples who are living with them. Even though some aspects of personality are other determined some are self determined (Roeger, 2002). A tendency to engage in an autonomous action is to perform a particular behavior whose origin is inside the self but not determined or regulated by others (Cudd and Anderson, 2005). Autonomous actions are free actions. Free actions are determined by certain

types of causes that are present in the conscious mental life of the person including beliefs, emotions and reasons (Roger, 2002).

One's autonomy depends on one's reasons for a particular behavior. According to self-determination theoreticians Ryan & Deci (2000) the reasons that motivate individual's behavior will occupy different positions in a continuum of autonomy. External motivation will regulate a behavior that is performed to get reward and avoid punishment. Interjected motivation will regulate a behavior that is elicited to get approval and to avoid guilt. If the behavior is performed because it is important for one self the motivation will be identified. An integrated motivation will regulate a behavior that is performed because the behavior gives a good sense to the person.

Being autonomous is usually taken to mean being self-governing in one way or another. An autonomous state is one in which a person wills genuinely his own (encyclopedia of behavioral and social science, 2001). If the person is prevented from doing what he would otherwise intend or if he/she is coerced to doing what he/she would not otherwise want or desire to do, he or she is not acting autonomously (Cudd and Anderson, 2005). It is a status in which the person is or feels capable to independent and effective functioning in a variety of life domains ranging from basic activities of daily living to complex decision processes (encyclopedia of behavioral and social science, 2001).

Autonomy involves choosing and living according to standards or values that are, in some plausible sense, one's 'own'. A plausible sense of ownership involves at least two dimensions. First some one must reflect in autonomy conferring manner on the particular choices he/she make and the standards or values by which he/she will be guided. Second the reflection by itself must be relatively free of those varieties of interferences that impede the achievement of autonomy (Cudd & Andreason, 2005). It requires the ability to resist social pressures, being independent in decision making to

choose where, how with home to live one's life and what cultural practices to exercise (Chirkov, 2006).

Individuals' personal autonomy is some thing best defined by reference to moral autonomy. Moral autonomy has to do with what one regards either as morally required or as morally permissible. It involves choosing and living according to rules that one considers to be morally binding. Personal autonomy involves acting and living according to ones' own choices, values and identity within the constraints of what one regards as morally permissible (Cudd & Anderreason, 2007).

Even though different authors was defined the concept of autonomy in different ways both definitions directly or indirectly was stated that being autonomous is the ability to govern one's own behavior with ones' genuine will and thought full choice rather than being coerced by external forces. The consequence of a specific behavior could be reward or punishment, or it could result guilty feeling or provides others approval or the behavior might not be interesting but its' out come could be important. However, since its source is out of the true self and not thoughtfully considered and fully chosen by the person himself the action is not autonomous.

Hence: in the current study a special focus should be given to how much individuals perform actions and behave in a particular way because it makes good sense to them selves than because it is a good quality in the social group or it is approvable by near connected individuals.

2.2.1. Theories of Autonomy Development

Different assumptions and explanations have been given about autonomy development, its functional role and realization.

The major controversy was whether autonomy development is a part of human nature that is dictated by the genetic blue print or it is learned from

environmental experiences. Human universal approach assumes autonomy or a tendency to ward autonomous actions, as a part of human nature and that all people as members of the human species, are predisposed to exercise and practice this powerful capacity under favorable condition (Chirkov, 2006).

Where as the social constructionist model was argued that persons are fundamentally social being who will develop the competency for autonomy through social interaction with other person (Chlrokov, 2006). Relational or inter subjective account of autonomy that stem from constructionists model was explained that an autonomous action is determined by ones' moral value. But personal moral values would be developed in a context of meanings, as it is constituted by the social group (Cudd and Andereason 2007).

The proponents of liberal rationalism theory were argued that personal moral values and socially constructed moral values are not similar. All social conventions may not be practiced by all members with ones inner will and thought full choice. Ones autonomy depends on the exercise of ones reason in which one is aware of rules as alterable conventions which structure ones social life, subjecting them to reflection and criticism in the light of principles (Walker, 2002).

According to the procedural account of autonomy personal autonomy is realized by the light sort of reflective self understanding or internal coherence along with an absence of undue coercion or manipulation by others. Autonomy involves choosing and living according to standards or values that are in some plausible sense, one's own. A plausible sense of "own ness" involves at last two dimensions. First some one must reflect in autonomy – conferring manner on the particular choices she/he will be guided. Second the reflection it self must be relatively free of those varieties of interference that are impede the achievement of autonomy where as coercion as such does do so (Cudd and Anderson, 2007).

As to the question of the nature and identification of the self in the liberal rationalists theory of personal autonomy the self who owns and rules in the autonomous life, is located in the reflective powers of the individual, as opposed to what ever might seem to fix identity prior to rational reflection (Walker, 2002).

Although Callans (1994) and Avirams (1995) cited in Walker (2002) theory of voluntaries were believed that the self desires to be innate and organized by the autonomous person into a rational Pattern and life plan desire is socially embedded, if not determined; but for both of then what is constitutive of the self precedes rational reflection.

The self determination theory of human motivation that was developed by American psychologist Edward Deci and Richard Ryan was defined autonomy as a universal psychological need that constitutes the motivational basics of human nature. Autonomy is a tendency of human beings to execute their behaviors willingly and to fully endorse the actions in which they are engaged. Autonomous actions are self determined actions those require the identification of the self from the non self, both with in and out side the human person (Deci & Riyan 2000).

Autonomous behaviors and actions will be realized by ones inner will, authentic desires of the self and are guided by ones' moral value. This idea was accepted by many theoreticians. The debate was whether the authentic desires and personal values of the self are innate and they should not be shaped by environment or it is acquired and socially constructed.

According to Walker (2002) some socially constructed moral values might be morally permissible by the individual and some others might not. The characteristics of others can be taken on and assimilated in to the self. The

idea that authentic desires of the self are innate can be half true; there is no reason that desires can not be authentically acquired. Autonomy is not only a matter of following one's own desires, but of freely accepting the disciplines of the principles of reasons, which include moral principles transcendentally deduced from the nature of reason it self. All authentic desires are might not be socially embedded. Some authentic desires might be innately unique to each of us.

In terms of its functional value and the benefit from autonomous actions culture-relativist approach was emphasized that the function and benefit from autonomy depends on the cultural experience of the society. In some societies being less autonomous, controlled and exposed to authoritarian ruling may be associated both with behavioral satisfaction and with more behavioral out comes (Chirkov, 2006).

The human universals model argues that the functional role of autonomy and autonomy support is universal for all people. The more people experience autonomy support, the better their psychological health (Sheldon and et al, 2005). As autonomy is a part of human nature providing opportunities for people to exercise this ability make them happy and fully functioning (Chirkov, 2006). The importance of autonomy is also explained in different other theories of personality development including Eriksson's lifespan model of ego-identity, Loevenger's stage model of ego development, Roger's humanistic model of the fully functioning person and Maslows Hierarchy of motivational need (Cavanaugh and Blanchard, 2002, Popalia and Olds, 2004, Santrolk, 1999).

Since it is common a nature nurture debate in all aspects of human development, no matter the competence for autonomous actions is a part of human nature or it is constituted through experience. People have their own authentic desires of the self to live by ones' inner will that will be guided by ones' moral value. The debate is whether this authentic desire and personal moral value of the self is inherent that should not be modified or it is

learned and acquired as it is socially constructed. Some authentic desires emanate from the characteristics of one's own self even though some authentic desires of the self can be authentically acquired through the process of freely accepting the descriptions of principles of reasons. If the idea of some authentic desires are socially embedded and some are innately unique to each of us has an acceptability the competence for autonomy development will be the combination of the large forces of nature and environment. What ever the predetermining source both theoretical models believe the existence of variation in autonomy development due to the society way of nurturing. This implies that there will be distinct characteristics in autonomy development from setting to setting depending on various socio demographic factors.

2.2.2. Culture and Autonomy Achievement

Even though there was a contradiction about the predominant source of autonomy development and about the commonality and variability of personal autonomy achievement's functional role in different cultures, both models were agreed on the influence of environmental and social factors on personal autonomy development.

According to self determination theory autonomy is a psychological need for all human being. But if it is not nurtured in an appropriate way human functioning will be thwarted. There is a fundamental organismic tendency towards self regulation, which includes a propensity toward self determination or autonomy and organismic integration. However these self regulatory propensities can flourish only when particular conditions are met. These particular conditions are basic psychological needs support, the support that the social environment provides for the gratification of the needs for autonomy (Chrikov, 2002).

The relational or inter subjective account of autonomy is also emphasizes on the role of socialization and culture on autonomy development. According to

this model one's reflective capacities and very identities are always partly constituted by communal traditions and norms that can not be put entirely into question without at the same time voiding one's very capacities to reflect.

Someone who becomes more autonomous concerning some traditions, authority, view or value in her/his life does not stop depending on other persons' relationships, nor does she/he evade her/his own necessarily social history of personal development (Cudd and Andreason, 2005).

Different cultures may value autonomy and label its manifestations differently; as a result the level of autonomy support may vary (Chirkov, 2002). The major cultural distinction from psychological perspectives has been discussed in terms of allocentrism – paying primary attention to the needs of a group and ideocentrism – paying more attention to one's own needs than to the need of others (Mann & et al 1985).

The ability of society to support autonomy and to provide the condition for accomplishing people's own values and goals is not equal (Chirkov, 2002). Some societies will place importance on harmony, intimacy, sacrifice for the group, interdependence and cooperation, whereas other cultures will emphasize self-reliance, independence and possibly (Mann and et al 1985).

In order to investigate the role of autonomy support in promoting psychological well-being in different cultures Chirkov and Ryan (2001) and Chirkov et al (2005) conducted two studies in countries that historically have been known as relatively authoritarian and controlling toward their people (Brazil and Russia) and countries that are relatively liberal and egalitarian (Canada and the US).

In both two studies the level of autonomy support was different from culture to culture. The level of autonomy support in the Russian sample was lower than in the US sample. Brazilian also has shown that their social context is

more controlling in comparison to Canadian. This shows will indicates that there is cultural variability in autonomy support.

Many of the conceptual frame works that are underlying the multidimensional model of well-being was emphasized on the importance of autonomy the qualities such as self determination, independence, and the regulation of behaviors. Maslow (1968) was defined self actualizes as individuals who have resistance to enculturation. According to Rogers (1959) the fully functioning person has an internal locus of evaluation whereby one does not look to other for approval but evaluates himself by personal standards. Individuation was also described as it is involving a deliverance from convention in which one no longer belongs to the collective beliefs, fears, and laws of the masses (Jung 1933).

As it was discussed in the above the importance of personal autonomy achievement was illustrated by different psychologists as one basic dimension of positive psychological health. But according to Riff & Singer, (2008) its importance is culture dependent. This aspect of well-being (autonomy) is undoubtedly the most western of all of the other dimensions of psychological well-being.

Literature shows that an autonomous action or a behavior that will be performed in autonomous state in which a persons will is genuinely his own and thoughtfully chosen, may not be valued equally by all society in different cultures. Autonomy will develop according to the society's value and support. Idiocentric culture that will pay primary attention to ones own needs strongly supports autonomy whereas allocentric culture that will pay primary attention to the needs of others encourages scarifying ones interest to the interest of others rather than autonomy.

2.2.3. Age and Autonomy

According to self determination theory there is a fundamental human tendency towards self regulation which includes a propensity toward self determination or an organismic integration. Self regulation is ideally described as a process through which an individual can continue to grow, maintain integrity and experience well ness (Chirkov, 2006). According to Walker (2002) more over the self grows and changes throughout life in a self-determined fashion. If individuals continue to grow, maintain integrity and change the self in a self determined fashion it is logical to expect a direct relationship between autonomy and age.

Autonomy seems a worthy construct to employ in order to assess the maturity and quality of personality functioning. Based on this reasoning and the optimistic humanistic and ego-developmental perspectives Sheldon, Marko and Kasser (2006) hypothesized that chronological age would be positively associated with psychological autonomy.

In order to verify their hypothesis Sheldon and et al was conducted a cross sectional research. Their participants were 336 adults. They were compared students and parents' autonomy score. Finally it was found that parents of college students reported greater autonomy than their children. They also had higher level of positive affect lower level of negative affect than their children. In the retrospective test parents were reported more autonomy now compared to their own former selves. They were concluded that autonomy will increase with chronological age.

Similarly, Ryff (1991) was argued the researchers approach that well-being from the perspective of loss or the assumption that well-being like physical prowess will decline as people age. She was considered that well-being is a more complex issue and that it can improves in late life. Ryff was administered numerous self report scales that measure the six dimensions

of psychological well being, self acceptance, autonomy, purpose in life, positive relation with others, environmental mastery and personal growth. She was used a cross-sectional design and young, middle aged and older adults group was compared. Her finding was revealed that autonomy will increase with age.

This implies that there is an age related change in autonomy development. Autonomy development in all cultures might not be similar. In some societies individuals are expected to act according to socially constituted moral values when they grow older. If the values and goals are predetermined by the society to be adjusted with the social environment individuals might be act more according to the social expectation with age and maturity. Unless the socially constituted moral values and goals can be morally permissible to the person and authentically assimilated in the persons own genuine desires to act willingly, the person is coerced by the social group. It means autonomy is decreasing with age.

2.2.4. Gender and Autonomy Achievement

People's belief about the appropriate characteristics for men and women will reflect the shared cultural beliefs and stereotypes of masculinity and femininity. Across a wide range women are traditionally described as weaker, less active, more concerned with affiliation, more nurturing and differential. Men are regarded as stronger, more active, and higher in autonomy, achievement and aggression (Cavanough and Blanchard, 2002).

The achievement of autonomy depends on the particular people socialization process (Cudd & Andreason, 2000). Females may not evaluate themselves by their own inner standards. They are also likely to believe other people's evaluation of their performance and abilities than men are. This responsiveness also might be due to women's greater social responsiveness or to low confidence but it may also be due to women's tendency to accept the feedback from others as more informative than men do (Cudd and

Andreassen, 2006). This might also be because girls link intimacy to identity while boys are more prone to link identity to role and ideas of autonomy (Giligan, 1982) as cited in (Beckett, 2006).

Different cultures were associated autonomy with other masculine-defined traits such as independence and outspokenness. Social inter activeness traits are also popularly considered as feminine trait in different cultures. Thus popular gender stereotypes have associated autonomy with men but not with women. Because of gender difference in socialization autonomy might be actually occur less often in women than in men. As it is documented by different researchers, male socialization is still promoting autonomy competency more effectively than does female socialization. Overall, men have had far greater opportunities than women to act and live autonomously (Cudd and Andreassen, 2005).

Based on these theoretical perspectives due to the difference in male and female socialization and gender stereotyped social support for autonomy competence males are expected to express more autonomy than females. But some practical researches have shown unforeseen result.

Victor and et al (1982) was examined gender differences in orientations toward autonomous and social achievement with a particular emphasis on the social bases and correlates of a concern over social achievement. Examination of the correlates of autonomy achievement orientation is similarly expressed in males and females. There were considerable sex differences in the expression of an orientation toward social achievement. Social achievement orientation was associated with concerns over social approval and responsiveness to social influences among males, but was generally unrelated to factors among females.

Literature indicated that male and female socialization is different in effectively promoting autonomy competency. Individuals who are predisposed to exercise and practice autonomy under favorable condition

and who are not provided with this condition might not be equal in autonomy competency.

2.2.5. Autonomy and Educational Attainment

Meeting the needs for self determination as an educational aim was strongly supported by educational philosophers. According to Walker (2002) economic propensity, political stability and family harmony are likely best served by a population of human individuals capable of spontaneous self expression, independence of thoughts and autonomous decision making. Therefore education should pursue the development of autonomy. Unless people are becoming more self determined and capable of communicating their views and knowledge, education will have largely failed to deliver.

In addition to this, social inequality or better advantages to access different resources and opportunities in life will influence well-being. Individuals' position in the social structure can be defined by their educational attainment (Ryff, Keyes and Shmotkin, 2002). Education is one variable from the socio-demographic correlates of different dimensions of well being (Ryff and Singer, 2008). This implies that since autonomy is one dimension of psychological well-being it could be influenced by ones' educational advantages.

In Ryff's and Singer's (2002) practical investigation of the variation in well-being by age, gender and socio economic status that was indexed primarily by level of education repeatedly education was remained a strong predictor of psychological well-being. Both well educated male and female adults have shown more autonomy than less educated adults.

In the current setting as a result of their educational attainment well educated people could have a better foreign language skill. Due to their communication skill and the differential access to various resources and technologies well educated people might be more vulnerable to the influence

of ideocentric cultural thinking than less educated people. This indirectly indicates that individuals' educational level can be one determinant in autonomy development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

In this study a correlational research design was used. The reason why this research design was chosen for this study largely depends on the research questions the study is intended to address and the suitability of the design to achieve the principal objectives of the study. The current study is primarily concerned with the association between dependent variables (self-acceptance, autonomy) and independent variables (age, gender and educational level). In order to investigate associations between variables as they exist naturally in the world a correlational research design is better appropriate.

3.2. Target Population

Hawassa university main campus was the study site. Academic and administrative staffs of the university were sources of the data. The university is found in southern region of Hawassa town. It is located to Menaharia sub-city 01 Kebele around Southern Nation Nationalities and Peoples Supreme Court. Target populations of the study about which the result would be generalized are all Hawassa University main campus academic and administrative staffs except those their educational level is less than high school and their age is less than 22. The population was constituted 1945 between the age range of 22 and 63 male and female adults those attained a high school, college diploma, vocational training diploma or certificate, first degree, second degree and more level education.

The total population consists of 1349 (69.4%) male and 596(30.6%) female staff members. The population distribution in terms of educational attainment shows that 180(9.25%) male and 153(7.85%) female a total of 333(17.1%) adults are educated at high school level while the other 590(30.3%) of the university staff constituted 320(16.4%) male and

270(13.88%) female adults those attained either a college diploma or a vocational training certificate and diploma. The remaining more than one in two or 1022(52.49%) of the total population is covered by first degree and more level educated adults. In this educational level group 849(43.6%) male and 173(8.89%) female administrative and academic staff members were incorporated.

3.3. Sampling Procedure

The total sample size was 280. A disproportionate stratified random sampling technique was used and samples drawn from the target population. Initially administrative staff according to the similarity of the position they held [their job assignment], academic staff based on their department classified in to different groups and only some groups was selected randomly.

In order to insure the satisfactory representation of important variables to the study or to incorporate a sufficient number of male, female, well educated, less educated, young and middle aged adults in the sample stratifying the target population into different groups was needed.

Due to this reason based on the data that was obtained from the university human resource management office about the population characteristics or the academic and administrative staffs distribution in terms of sex educational level and job assignment at the initial step male and female staff stratified into two. Later both male and female staff classified in to three according to their educational attainment. Staff those attained a high school education, who attained a certificate or diploma course after high school and those educated at first degree or more level were categorized in three different groups.

To restrict sampling bias and to promote samples more representative of the population a random sampling technique was employed and participants were selected from both sex and education level groups .43[15.36%] a high

school level educated, 43[15.36%]vocational training and college diploma attained,44[15.71%]first degree or more holders a total of 130[46.43%]female and from each educational level groups 50[17.865]a total of 150[53.57%]male respondents were randomly selected from 1349[69.45]male and 596[30.6%]female a total of 1945 staff members.

3.4. Data Collection Instrument

In this study self reported measurement scale was used to measure self acceptance and personal autonomy. The major data collection instrument used by the researcher was a structured questionnaire with different scale items adapted from Ryffs psychological well-being and developed by the researcher. A structured questionnaire with a scale of 22 items was used to measure self acceptance. Similarly a structured questionnaire with a scale of 16 items was employed to collect data about personal autonomy.

The number of participants was relatively large. In addition to this participants were located in different blocks, departments, offices, laboratories, ICT rooms and in different areas of the university compound. Because of these two reasons the researcher preferred to use a questionnaire. Because questionnaire is comparatively convenient and inexpensive.

Secondly, the study was aimed to compare different sex, age and educational level group adults self acceptance and personal autonomy. In order to implement these objectives the instrument should provide uniform information which assures the comparability of data. A predetermined set of questions that restrict respondents to use the same wording and the same point rating scale provides comparable information from each participant. Based on these ideas the researcher employed a structured questionnaire.

3.5. Variables Treated in the Study

Behaviors that are measured in this study or dependent variables of the study are self acceptance and autonomy. Age, gender and educational level are independent variables which are introduced on the dependent variables to determine whether they affect the dependent variables and to assess either their influence is significant or not.

A 5 point interval self reported measurement scale that ranges between 1 and 5 was used to assess dependent variables (self-acceptance and autonomy). From dependent variables sex difference (male and female groups) was assessed categorically as they are naturally occurred at a nominal level scale while age variation was measured at an interval level beginning from age 22 to 63. Respondents who attained a high school education including those dropped out from high school, those who took trainings and a two or more year diploma courses after completing a high school, a three or more year degree course attained participants categorized in to three in unequal magnitude of classification to measure educational level.

3.6. Procedures in Tools Development

Ryff's (1989) PWB scale was the base for the development of the present instrument. The scale was maintained standing on the original idea of Ryff's scale and on the bases of theories, literatures and previous research findings conducted on the area. To consider relevant variables, or areas those regarded as overlooked and should be covered by the instrument, the researcher developed 32 new items and incorporated in the original instrument.

Ryff's scale was developed to measure six-dimensions of psychological well-being including self acceptance and autonomy. The original scale maintained 54 statements with 6 point numerical scale. Eighteen

statements were intended to measure self acceptance and autonomy. The scale lasted for a longer time and it was developed to be used for peoples from other environmental setting. As a result of this the content of some statements might not be relevant to the current research setting and it might be less applicable to the present condition. Therefore making an assessment in stead of taking it as a whole was compulsory. To implement this, after the inclusion of new items in the process of construct validity and reliability test some items those assessed to be irrelevant to the present setting took aside and some other statements were modified.

The self acceptance scale comprised of a list of negative and positive possible statements that express feelings and attitudes about ones own strong and weak sides of personality, present and past life and ones' self accomplishment in life with a predetermined responses of 5 different levels of agreements. Generally, the content of each item was adjusted to assess ones perception in comparison with others, attitude about ones' self, feelings about different parts of the self and the ability to acknowledge one's past and present real self including the unlikeable sides of one's life. Respondents were required to judge and report their own feelings and attitude in terms of the above issues by using a 5 point numerical scale (1-strongly agree, 2- agree, 3- neither agree nor disagree, 4-disagree, 5-strongly disagree).

Similarly, the autonomy scale also provides a number of possible behavior measuring statements to be rated by participants with a 5 point interval level rating scale that ranges from 1-strongly agree to 5-strongly disagree. All items in autonomy scale were intended to measure how much participants act and live according to their own will and thoughtful choice rather than being governed by social and any other external pressures. Through each statement it was mainly tried to assess whether activities and behaviors of participants are more governed by external or interjected, identified or integrated motivation of those which occupy different positions in a continuum of autonomy.

A. Construct Validity

Based on the above sources at the initial period 30 statements with 5 point scale for self acceptance and 20 items with 5 point numerical scale for autonomy were developed. Expertise judgment was used to assess whether the tool measures the intended behavior. In order to insure the construct validity of the instrument all 50 statements were presented to 8 professionals in suitable areas to preserve their judgment as to how each statement is appropriate to assess the construct aimed to be measured in the study. The expertise judgment was made by professionals or instructors and post graduate students from psychology department in Addis Ababa University.

A list of statements comprised of a mixed self acceptance and autonomy measuring items were prepared. Depending on the given operational definitions of the term self-acceptance and autonomy evaluators were asked to separate each statement whether it measures self acceptance, autonomy or neither self acceptance nor autonomy. Besides, the experts were also required to provide their comments with regard to items to be included and over looked areas.

Based on the expertise judgment 4 statements from self-acceptance scale 2 statements from autonomy scales which have got less than 60% were discarded. The remaining statements which have got 60% and above agreement of the judges was selected for the pilot study. At this stage the construct validity of the scale was established. Preceding the pilot study the tasks that came straight after the assessment of content validity were the translation of instruments.

B. Translation of the Instrument

The instruments were originally prepared in English language. To keep away a language problem and to make the items of the scale clear and

understandable to participants the questionnaire was translated into an Amharic version. In the process of translating the instrument one MA student from psychology department, another MA student from language department and the researcher her self were involved.

First the original instrument was translated into Amharic version by the researcher. To check up whether the translated questionnaire is equivalent with the original one or not another psychology department M.A student translated back the Amharic version of the instrument into English version. The researcher and another M.A student from language department searched the existence of any disparity in ideas between the original and the translated instruments before the pilot study was conducted.

C. Reliability Test

In order to insure the items of the scale and the questionnaire to be understood by the participants, to determine chronbach alpha reliability level of the scale items, to decide the sequence of administration and to determine the administration time pilot study was conducted.

The data for the pilot study was collected from 50 randomly selected adults including administrative staffs, academic staffs and post graduate students in Addis Ababa University. After the data collection Chronbach alpha-item reliability of the self acceptance and autonomy scales were computed to find out inter item consistency of both scales.

Out of 26 self acceptances measuring items 4 items which has less contribution to the final correlation were eliminated. From autonomy scale 2 less contributing items to the total correlation were eliminated.

Finally, 16 autonomy measuring items with inter-item consistency reliability of alpha 0.822 and 22 self acceptance measuring items with inter item consistency reliability of alpha 0.744 were left for the main study.

3.7. Procedure of Data Collection

Based on the data obtained from the university human resource management office about the staff members' educational level and their job assignment the data was collected in different days from different educational level group respondents who are in different positions.

Before collecting the data respondents were briefed about the purpose of the questionnaire and tried to assure them the confidentiality of the information they provide. Besides, they were informed about how much the precision and reliability of the information they provide is critical to the effectiveness of the study. Then; they were told to be rated out of 5 agreement levels (1-strongly agree, 2-agree 3- neither agree no disagree 4-disagree 5-strongly disagree) to what extent do they agree on a given list of possible statements, what they feel applies better to their own feeling and attitude.

The researcher reminds respondents to check whether they filled personal information before collecting the questionnaire. Finally, before the session was over the researcher thanked all respondents for their unreserved cooperation and timely response.

3.8. Methods of Data Analysis

In order to find out the relationship between age, self acceptance and autonomy Pearson's product moment correlation coefficient was computed. Pearson's r-is selected to check the correlation because:

- i. Both the dependent and independent variables are at interval level.
- ii. In behavioral science research, Pearson r-is the most widely used methods of analysis.

To see whether there is a significant gender difference in self acceptance and autonomy independent t-test comparison of means was selected over the other statistical techniques because:

- i. To find out differences between two groups, two samples of t-test is appropriate.
- ii. The selection of samples for male group was in no way influenced the selection of samples for female groups[the male and female groups are not in a paired design].

To look at the variation in self acceptance and autonomy among the three educational group level one way analysis of variance was computed. Because:

- i. Analysis of variance is an appropriate technique that could be used to identify difference among more than two independent sample groups.

After the analysis of variance test indicated the existence of variation among the three educational level groups self acceptance and autonomy mean scores, post-hoc multiple comparison test was made. The researcher selected this statistical method because:

- i. Unlike analysis of variance multiple comparison test can clearly pins point where differences are and which groups are different from the other.

CHAPTER FOUR

RESULTS OF THE STUDY AND DISCUSSION

Based on the objectives of the study information about the dependent and independent variables is gathered and presented in this chapter. The detail of the data that was obtained through the data gathering tools summarized and presented in a form of tables. After the statistical summary of the data interpretations and analysis are made. Generally the analysis of the statistical summary of results and discussions are presented in two major parts.

Results of the study are presented in four different sections in the first major part of the chapter. Under the topic of respondents demographic characteristics the frequency distribution of participants by sex, educational level and their coverage from the total sample size in percent including the standard deviation and mean age of the two sex groups are presented.

In the other sections, findings from Pearson product moment correlation test, in dependent samples t-test, one way analysis of variance and post-hoc multiple comparison tests are incorporated. The result of this statistical tests are designed to assess the relationship between age, self acceptance and autonomy, sex difference in self acceptance and personal autonomy, variability in self-acceptance and autonomy among the three educational level group adults. In addition to this descriptive statistics of the self acceptance and personal autonomy tests, the standard deviation and mean scores of male and female adults are presented in the third section of analysis.

In the second part of the chapter the study findings that were analyzed in the first part are explained in line with the existing literatures and research findings. Generally, with regard to each research questions analysis and discussions are made based on results that are statistically summarized and presented in tables.

4.1. RESULTS OF THE STUDY

4.1.1. Demographic Characteristics

Table 1: Distribution of Respondents by sex

	Sex	Frequency	Percent	Valid percent	Cumulative percent
Valid	Female	113	45.2	45.2	45.2
	Male	137	54.8	54.8	100.0
	Total	250	100.0	100.0	

Initially the questionnaire was distributed to those randomly selected 280 male and female adults. A complete data was received from 113 (45.2%) female and 137(54.8%) male of 250 total participants. The remaining 11 adults returned incomplete data. The rest 19 adults did not return back the questionnaire at all.

Table 2: Mean and standard deviation for male and female Respondents' age

Sex	N	Mean age	Std- Deviation
Female	113	33.30	11.710
Male	137	34.79	11.862
Total	250	34.36	11.113

The age of respondents was range between 22 and 63. The mean age of the total study population was 34.36 with the standard deviation of 11.113. Female participant's group average age was 33.30 with the standard deviation of 11.710. The average age for the male participants was 34.79 while the standard deviation of their age was 11.862. The males' group mean age is larger than females group only by 0.38. Their average age difference is less than half a year. The standard deviation of female

respondents' age was also slightly larger than the age of males' group standard deviation.

Table 3: Distribution of Respondents' by Educational Level

Educational level	Frequency	Percent	Valid percent	Cumulative percent
High school	73	29.2	29.2	29.2
vocational training and college diploma	88	35.2	35.2	64.4
First degree and more	89	35.6	35.6	100.0
Total	250	100.0	100.0	

As it is displayed in table 3 above the distribution of participants according to their educational level 73(29.2%) respondents are adults those educated at a high-school level while the other 88(35.2%) adults attained a one or two year certificate or diploma courses after they complete a high school education. The last 35.6% of the total study population distribution in terms of educational level was covered by 89 adults those obtained a qualification of first degree and more.

Table 4: Distribution of respondents' by Educational level and sex

		Educational level						Total	
		High school		Vocational Training and college diploma		First degree or more			
		Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Gender	Female	31	12.4	40	16	42	16.8	113	45.2
	Male	42	16.8	48	19.2	47	18.8	137	54.8
Total		73	29.2	88	35.2	89	35.6	250	100

Table 4 indicates that out of 113 (46.43%) female respondents 31(12.4%) adults were attained only a high school education while 40(16.8%) female participants were educated a two year diploma course or less than two year courses after high school. The other 42(16.8%) female respondents were completed a three or more than three year degree courses. The rest 137[64.8%] part of participants' distribution by educational attainment and sex was constituted 42[16.8%]a high school education attained,48[19.2%]a certificate or diploma course attained and 47[18.8%]first degree or more holder male respondents.

4.1.2. The Relationship between Age, Self Acceptance and Autonomy

In order to investigate the existence of significant relationship between adults' chronological age and their ability of self acceptance and personal autonomy achievement, Pearson product moment correlation test was computed as it is displayed below in the table.

Table 5: Correlation between Age, Self Acceptance and Autonomy

Correlation			
Variables	Age	Self acceptance	Autonomy
Age	-		
Self acceptance	.12(*)	-	
Autonomy	-.513(**)	.152(*)	-

* $P < 0.05$

** $P < 0.01$

The inter correlation matrix displayed in the table 5 shows a significant association between age and self acceptance, age and autonomy and between self acceptance and autonomy. The correlation between age and self acceptance is significant and positive ($r=0.12$) and ($p < 0.050$). As it is determined by Pearson product moment correlation coefficient participants' age and their score for self acceptance test increases together. In other words as respondent's chronological age increases their self acceptance test score also will increase.

The correlation between age and autonomy is significant ($r = -0.513$) and ($p < 0.01$). The association between these two variables is very strong and negative. Their negative correlation reveals that when the age increase

adults score for personal autonomy test will decrease. It is evident from the table that with age adults personal autonomy test score will go down noticeably.

4.1.3. Gender Difference in Self Acceptance and Autonomy

In order to investigate gender difference in self acceptance and personal autonomy female and male participants' standard deviation and mean score for the self acceptance and autonomy test was computed. In addition to this independent t-test was employed and the mean difference of the two groups was compared to assess whether the two sex groups average score difference is significant or not.

4.1.3.1. Gender Difference in self Acceptance

Table 6: Mean and Standard Deviation for Male and Female Self Acceptance test Score

Sex	Number of participants	Mean score	Standard deviation
Female	113	71.78	10.335
Male	137	78.87	9.391

Table 6 show that the male respondents mean score is 72.87 and their standard deviation is 9.391. Females group average score is 71.78 with the standard deviation of 10.335. The group statistics indicated that male respondents' average score for the self acceptance scale is larger than by 1.089 than female respondents average score. Even if the group statistics indicated that there is a slight difference in the mean score and standard deviation of the two groups it wouldn't provide sufficient information to conclude that there is a significant difference in self acceptance between male and female groups.

Looking at the distribution of all possible differences between sample mean from the two independent group help to conclude reasonably whether or not there is a significant difference between male and female. Independent t-test comparison of means computed to look at the distribution of all possible differences between sample mean from the two independent groups as it is presented in table 7

Table: 7 independent t-test of self acceptance by sex(N=250)

Mean score difference	t	Df	Significant (2 tailed)
1.089	0.809	248	0.419

As it is displayed in table 7 the calculated value of t is (0.809) the critical table value of t (1.96) is larger than the calculated t value. The observed significance level (0.419) is larger than (0.05). ($t=0.089$, $df=248$, $p>0.05$). The result revealed that there is no a significant difference in self acceptance between the male and female adults' means score for the self acceptance test score.

4.1.3.2. Gender Difference in Personal Autonomy

Table 8: Mean and Standard Deviation for Male and Female Autonomy test score

Sex	Number of participants	Mean score	Standard deviation
Female	113	50.22	9.102
Male	137	52.48	8.871

The mean score that was obtained by male group for the autonomy measuring test was 52.48 with the standard deviation of 8.871. The other sex groups mean score was 50.22 while the standard deviation is 9.102. Male respondents on average 2.26 score large than female respondents mean score for autonomy test.

Table 9: independent t-test of autonomy by sex (N=250)

Mean score difference	T	Df	Significant (2 tailed)
2.261	1.819	248	0.070

$P > 0.05$

In the process of investigating how significant the difference between this two groups the independent t-test result was indicated that the calculated value of t is (1.819). The critical value of t (1.96) is larger than the calculated value of t.

The observed significance level (0.070) or the probability level is greater than (0.05). (t=1.819, df=248, $p > 0.05$).the statistical result of the independent t-test of autonomy by sex implies that the possible difference between the sample means from the two independent group is insignificant.

4.1.4. Adults' Variability in Self Acceptance and Autonomy

As a Function of Educational Attainment

The data that was generated by the self acceptance and autonomy scale measures was facilitated to determine the existence of variation among adults in the three categories of educational level. The ANOVA table clearly

shows difference in self acceptance and autonomy across the three educational level groups (high school, college and vocational training diploma or certificate, first degree and more).

Table 10: Analysis of Variance test for self acceptance and Autonomy by educational level

		Sum of squares	df	mean	F	Sig.
Self acceptance	Between groups	632.750	2	316.375	3.452	0.033
	With in groups	22639.074	247	91.656		
	Total	23271.824	249			
Autonomy	Between groups	1853.702	2	926.851	12.561	0.000
	With in groups	18225.198	247	73.786		
	Total	20078.900	249			

P<0.05

The self acceptance test mean score of the three educational group level groups have been compared with one way analysis of variance at alpha(0.05)and (3, 247 degrees of freedom).as indicated in table 10 above, the result of ANOVA shows there is a significant difference in self acceptance among the three educational level groups[F(2,247)=3.452, P<0.05]. The result implies that the mean score difference among samples from the three educational level group is significant.

The personal autonomy test mean score of the three educational level groups is also compared with one way analysis of variance at alpha (0.050) and (3,247) degrees of freedom. The result of analysis of variance test for autonomy by sex is indicated [F(2,247)=12.561,p<0.05] implies that there is a significant difference in personal autonomy test score among the three educational level groups.

As it is indicated under table 10 A statistically significant F ratio that was discussed in the above analysis indicates that it appears likely that all

participants grouped at different educational level self acceptance and autonomy scores are unequal. It didn't indicate which groups are different from the other. Multiple comparison procedures were used to pin point exactly where the differences are.

Table 11: Post-hoc comparison for the mean difference in self-acceptance and autonomy of high school, vocational and college diploma, first degree and more educational level group adults

Dependent variables	(I) educational level	(J) educational level	Mean difference (I-J)	Sig.
Self Acceptance	High-school	Voc. and college Diploma	-1.959	.636
		Degree and more	-2.578	.715
	Voc. and college diploma	High-school	1.959	.636
		Degree and more	-3.537*	.034
	Degree and more	High-school	1.578	.715
		Voc. and college Diploma	3.537*	.034
Autonomy	High-school	Voc. and college dip.	-2.197	.493
		Degree & more	-6.927*	.000
	Voc. & college diploma	High-school	2.197	.493
		Degree and more	-4.729*	.001
	Degree and more	High-school	6.927*	.000
		Voc. & college diploma	4.729*	.001

* P<0.05

In order to locate the point where the significant F lies Scheffe's multiple comparison of means was employed. The difference in self acceptance score between the group is shown in the column labeled mean difference. Pairs of means that are significantly different from each other marked with asterisk and their observed significance level is less than (0.05).

In the first three rows the three educational level group mean difference for the self acceptance score was compared with each other. As it is shown in table ten the result of post-hoc multiple comparison test there is a significant mean difference in self acceptance mean score between degree and more educational level group and vocational or college diploma and certificate group. Except the pairs of mean difference between these two educational level groups the other groups mean score difference for the self acceptance test is not significant.

This implies that degree and more educational level groups self acceptance score is significantly larger than the vocational and college diploma group.

Under the last three rows of the table in the comparison of groups for the other dependent variable personal autonomy, the high school group with degree and more group mean difference (-6.972) is significant since the observed significance level(0.00) is less than (0.05). The degree and more educational level group and vocational or college diploma groups pairs of mean difference (4.729) is also significant at the probability level of (0.001).

4.2. DISCUSSION

4.2.1. The Relationship between Age, Self-acceptance and Autonomy

The present study's finding about the association between age and self-acceptance indicated that with age a substantive change occurs in adult self acceptance. The analysis made based on the inter-correlation between this two dependent and independent variables was clearly indicated that age is a positive predictor of self-acceptances.

In the study population individuals' ability to accept both sides of ones' self, to recognize the present real self including ones' unlikable life experiences and the worthless sides of ones' personality become better when the age increase. The data obtained in this study about age and self-acceptance support the existential conceptions of psychological maturity (May, 1980).

The current finding indicated that feeling positive about the brightest and darkest parts of one's past, recognizing one's real self with ones' foibles rather than denying the true self to be the hoped for self will develop more due to aging or maturational process. This implies that adults expect to continue getting better in the future and they want to change their past and present self due to their strong wish to be their ideal self more when they are young enough. This result goes in line with that of Markus (1991) and Ryff (1991) that young adults are far more likely to believe more strongly that they can actually become the hoped for self while older adults see themselves as they are close to really being the person they have to become than do any other age.

The positive association between self acceptance and chronological age supports the contemporary well-being researchers Carstensen and Charles

(1999); Ryff and Singer (2002); and with in the field of positive psychology Diener and Lucas (1999) premise that with chronological age there is a normative positive change in personality. In addition to this the result goes in line with the optimistic assumptions of Eriksson's, Loeveniger's and Roger's theories of life long personality development.

Investigating the existence of relationship between age and autonomy was the other focus of this study. Similarly, personal autonomy was significantly correlated with chronological age. In the present study population the relationship between these two variables is negative. Pearson's product moment correlation result indicated that personal autonomy will decrease down as the age increases.

The result implies that with biological aging a tendency to engage more in behaviors whose origin is in side the self and the ability of living according to ones' own plausible sense of standards or values will become less. The ability to resist social pressure, independence in decision making to choose where, how, with whom to live one's own life, what cultural practices to exercise in general terms the ability to behave or act in a particular way only if it makes a good sense of one self will decrease with maturational processes.

The data obtained in this study about age and autonomy relationship is not in agreement with Ryff (1991), Ryff and Singer (2002) and Sheldon (2006) finding that chronological age is positively associated with psychological autonomy. This might be due to the difference between the research settings. In western culture the place where both these previous researches conducted, living in ones' own way, governing one's own behavior only by ones' genuine interest perceived as a good personality quality. If autonomy is highly valued in the society it is unquestionable that the provision of conditions for the gratification of autonomy competency and the support for autonomy would be high. Chirkov (2005) investigated in his research and

was found that the ability of the society to support autonomy and to provide condition for accomplishing people's own values and goals is not equal.

In the current study setting a mature adult is expected to take care of others, help friends, families, relatives and the society. It is not only if it makes a good sense to him, even when he has to sacrifice his own genuine interest. Consulting others before making choice in ones' life, being willing to change one's mind about decisions if others disagree can be considered as a positive personality qualities that develop more with age and maturity.

Since autonomy would flourish only if it is nurtured well and the functional value and the psychological benefit from autonomous actions depends on the cultural experience of the society, it is normal to find variation in autonomy development with in different societies. The result supports the relational account of autonomy development that culture and socialization play the main role on the development of autonomy (Cudd and Andreason, 2007).

Being independent in decision making rather than sharing ideas and consulting with near connected individuals, being confident in ones' opinions even if they are contrary to the consensus of the majority can be stated as strong sides of an autonomous person. Behaving in ones' own way and personal choice regardless of social pressures or cultural influences and the above indicators of individuals personal autonomy achievement might not have the same meaning and positive out come always in all social and cultural contexts including the current study setting. Because, as Schneewind (1998) discussed it autonomy is a moral value which results from social construction with in the network of meaning and practice of a particular society and culture.

In our society instead of standing alone in ones principles, thinking or acting more like those around and trying to fit in with others have a better

benefit for a better social adjustment. With age when people endeavor to avoid behaviors that are worthless to their life adjustment and nurture the worthwhile one if being less autonomous is a worthwhile behavior, with maturity it can decrease. The change might not be perceived as negative in that specific society. Because if values and goals are predetermined by the society, the better people are adjusted to their social environment the better should be their well-being (Oshi et al, 1999).

Millers' (1999) view that depending on the societies norm being less autonomous can be associated with more adaptive behavioral out comes is supportive to the above idea. The finding also suggests Cross and Markus (1999); Markus and Kitayama (2003) and Miller (2003) that autonomy is dependent on the nature of self which is also predetermined by societal forces.

4.2.2. Gender Difference in self acceptance and Autonomy

To find out gender difference in self acceptance and autonomy this study compared a sample of male adults to a sample of female adults. In the comparison of male and female groups the independent t-test result indicated that there is no significant difference in self acceptance between male and female respondents.

Male and female adults may define themselves differently. The ways they evaluate themselves, the standard they use to evaluate them selves and their special concern when they evaluate themselves might be different. Because of these their special vulnerability might differ or the influence of deferent variables on their self acceptance might not be equal. Ryff and Singer (2002 & 2008)finding indicated that with age males self acceptance show more incremental profile than females while females self acceptance strongly rise up as their hierarchy of educational attainment moves up than do males.

Regardless of the influence of age, educational level, ways of evaluation, standards and major concerns while self evaluation the current study result implies that men and women self acceptance ability is not different. in their The two sex groups have a comparable ability in acceptance of one's limitation and weaknesses as it is part of one's personality, in feeling positive about one's present and past self including good and bad sides, in recognizing one's past experiences even if it had ups and downs. Controlling the influence of other variables Ryff (1989, 1991); Ryff and Keyes (1995); Ryff and Singer (1998); found a consistent result with the present finding.

The independent samples t-test of autonomy by sex is also indicated the same result with the t-test of self acceptance by sex. The result revealed that there is no difference between male and female adults in self determination, resistance to social and cultural pressures in ones' thinking and ways of life. The finding is not in agreement with Gilligan (1982) that girls' link intimacy to identity while boys are more prone to link identity to role and ideas of autonomy. As it is discussed in the previous sections the ability of the society in providing conditions for autonomous functioning, the value and support for personal autonomy achievement determine the development of individuals' competence for autonomy.

Different cultures might not provide equal support and conditions for males and females autonomous functioning. As social interactiveness is mainly considered as feminine trait in some cultures autonomy also can be associated with some masculine defined traits. Due to the society's belief about the appropriate characteristics for men and women what is reflected as a shared cultural beliefs and stereotypes of masculinity and femininity men adults can be more autonomous than female adults as it is explained by Gilligan. This idea is in line with Cudd and Andreason (2005) that autonomy might occur less often in women than in men because men have had far greater opportunities than women to act and live autonomously.

But, it does not imply that males are naturally autonomous than females. Meaning, if female socialization promote autonomy competency more effectively than does male socialization undoubtedly females can express more autonomy than males. The finding of Stenberg & Silverberberg (1986) cited in Beckett (2006) suggests the above idea.

If the above idea is convincing as it is obtained in this study in some contexts gender difference in personal autonomy might not be expressed. This finding is consistent with Victor and et al (1982). in addition to this the present finding is in agreement with Ryff (1989, 1991); Ryff and Keyes (1995); Ryff and Singer (1998).

4.2.3. Adults Difference in self Acceptance and Autonomy as A Function of Educational Attainment

Educational attainment was the other socio demographic variable that was assessed in this study. In order to investigate whether or not there is a difference in self-acceptance and autonomy of adults' those were classified in the three educational level groups compared each other.

The data obtained from the ANOVA test indicated that there is a difference in self acceptance and autonomy among adults at different educational level. In the investigation of which group is different from the other, the multiple comparison test pointed that adults who are educated at first degree or more level accept themselves better than those groups at the college and vocational levels.

In comparison with less educated people well educated people have a better access to resources and opportunities in life especially, employees in different institutions. As the educational level of adults increase their professionalism on their particular job also improves. With the improvement of their qualification and skill the role they will play in the society will become significant. The improvement of their access to resources and

opportunities, the standard and significance of their contribution to the well-being and development of the society has its own role on their feeling about themselves.

The respect the society provides to different adults in the social group varies according to adults' position in the group structure that is primarily predetermined by educational level. In addition to this a cognitive complexity that results from educational attainment can provide individuals a better ability to analyze and believe that since all human beings are not perfect I have some limitations and foibles.

Due to this and other reasons the satisfaction of well educated people about what they have accomplished in life, their feeling about them selves as a person of worth, their ability to recognize their own weak sides can be better than those adults who are less educated. This result goes in line with Ryff and Singer (2008); Ryff and Singer (2002).

The post-hoc multiple comparison of means also indicated that well educated male and female adults are better in governing ones' own behaviors by ones' own inner feeling and in living ones' life in ones' own way than adults who attained less education. Experiences from educational institutions and education by it self can promote personal autonomy. Walker'[2002]premise that education promotes the need for self determination, independency of thoughts and the true spontaneous self expression suggests the current research findings.

Well educated adults have a better awareness about various issues. They can understand better that rules which structure their social life are alterable conventions..Some social conventions might be contrary to the inner will and thoughtful choice of some members of the society. If social conventions are against their genuine interest educated adults can criticized and subject them to reflections than less educated adults.

In addition to this, educated adult have a language skill and a better opportunity to access information through reading materials, movies and other sources about other society's culture and way of life. Well educated people tend to be more vulnerable to the influence of western societies ideology and way of life than less educated adults.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The recent study primarily has raised issues about self-acceptance and personal autonomy development that conceptually considered as important to individuals psychological well-being.

Knowing one self is the base to the accurate perception of ones' actions, motivations and feelings. Coming straight after self understanding, the ability to recognize ones true self including the dark sides of the self, acceptance of ones good and bad life experiences or over all positive self regard is the core quality of mental health. It is a characteristic of the optimally functioning matured individuals or self actualizes.

Even if its salience might be culture dependent, self determination and having an internal locus of evaluation or personal autonomy is the other aspect of wellness.

Bearing in mind the importance of self acceptance and personal autonomy achievement for healthy human functioning the study was intended to investigate how adults self acceptance and personal autonomy development influenced by chronological age, educational level and sex differences. The study was examined whether there is relation ship between self acceptance, personal autonomy, chronological age and whether there is difference in self acceptance and personal autonomy among adult's in different educational level groups and between the two sex groups.

A Hawassa university main campus administrative and academic staff those their age is more than 22 and educated at high school and more level were the sampling population of the study. A non proportional stratified random

sampling was the specific sampling technique that was used for sample selection. According to their educational level male and female adults classified in to three categories and 280 male and female adults were randomly selected from each educational level group.

To collect the data a five point interval level self acceptance and personal autonomy scale questionnaire was used. Before the collection of the data pilot study and expert judgment was implemented to check the reliability and validity of instruments. A complete data that was received from 250 adults was facilitated and Pearson product moment correlation test, independent t- test, analysis of variance and post-hoc multiple comparison of means were computed to analyze the effect of age, sex and educational attainment on self acceptance and personal autonomy.

This study provides insight in to the extent of adults' ability in self acceptance and autonomy at different age, sex and educational level. As the statistical result was indicated many of less educated and young adults in the study was reflected low level of self acceptance. Adults with very less ability to accept themselves are at risk for several serious psychiatric disorders. Lack of positive self regard leads to experience mal-adjustment, psychological distress likely expressed in the form of anxiety, defensiveness, depression related emotions such as dissatisfaction and sadness.

The finding also shows that older adults and less educated adults are less autonomous in comparison with well educated and younger adults. Obviously, the reason for why adults become less autonomous as their age increase is a complicated issue that requires further investigation. In the society the functional value of personal autonomy in life adjustment and the support that the social environment provides for autonomy competence might be less.

The psychological benefit of personal autonomy achievement might be the central feature of psychological well- being for all human being. As the age

increases adults might be thwart their need for autonomy if the society was coerced them to accept that unless they fit in with the society they couldn't become well adjusted in life. If the functional value of autonomy is universal for all individuals, adults might be suffer when they become less autonomous because the social group is thwarting them from fulfilling their need for one basic component of their mental health.

But, the benefit from personal autonomy for psychological and subjective well-being might be culture dependent. If ones' psychological well-being is dependent on ones' adjustment in life and social environment, being less autonomous might not result negative out come on ones' psychological well-being. In other words if adults became less autonomous because they were associated it with behavioral satisfaction, with a cumulative effect of their maturity or with more adaptive behavioral outcomes its decline with age could be positive personality change.

I think issues and ideas that go around the topic of self acceptance and personal autonomy is very wide that require detail and cyclical investigation. Possibly, special importance should be placed up on well-being and life adjustment as a whole, to counter act so much emphasis on weak and worthless parts of ones' self and possibilities of in adjustment in life.

In this study a static, single point in time assessment is applied to the cross-sectional age comparison. It is impossible to ascertain whether the observed age difference in self acceptance and personal autonomy reflect the maturational and accommodative life course process or alternatively, none changing differences between age cohorts. In addition to this, self report measures of self acceptance and autonomy that was used to data collection may in part reflect bias. Participants might fall greater prey to a tendency to enhance their self acceptance and personal autonomy level through rating what they want to feel and to be than to rate truly what they feel and they are. Future research could use non-self report measures of self acceptance and autonomy such as, peer and family reports or other implicit assessment

methodologies. This may assure that the results are not due to a self serving bias which afflicts some adults more than other adults.

5.2. Conclusion

As it was previously mentioned, investigating the relationship between age, self acceptance and autonomy, identifying the existence of variability among adults as a function of their educational attainment and sex difference were the basic concerns of this study.

Findings that was obtained in the implementation of the main objectives of this study was clearly indicated the relationship between self acceptance, autonomy and the above socio-demographic variability's.

Based on the summary of findings made above the researcher draws the following conclusions:

1. The result of the present study shows that there is a strong relationship between chronological age, self-acceptance and personal autonomy.
2. The findings also indicate that Individuals' ability to affirm both the negative and positive sides of ones personality, feeling positive bout ones past will increase due to aging or maturational process.
3. It is found out that as the age increases personal autonomy will decrease.
4. The result also reveals that there is no difference in self acceptance and personal autonomy achievement between male and female adults.
5. It is also found out that an educational attainment is a strong predictor of self acceptance and personal autonomy. Adults with a more educational advantages are better in self acceptance and personal autonomy achievement in contrast to adults those attained less educational advantage

Generally, biological aging or maturational processes and social structural influence related with educational attainment affects adults' self acceptance and personal autonomy. The development of personal autonomy depends on socially constructed meanings of autonomy and the practice of a particular society and culture.

5.3. Recommendation

Maladjustment, anxiety, defensiveness, depression related emotions such as, dissatisfaction and sandiness are consequents from low level of psychological wellness. Therefore, adults persistently should have to use their maximum effort to promote healthy and adaptive sides of their functioning. Generally the following points suggested to adults those with a special vulnerability to the risk of this problem, to counselors, government organs and researchers.

- It is recommended that adults should understand at the early years of their adult life they are more vulnerable to experience negative sense of self than the later years. With regard to the influence of age on their positive psychological health they should try to replace the time they spent on criticizing their personality, present and past experiences with the more positive aspects of their personality and life experiences
- Young adults should aware their future self is a cumulative effect of their past and present efforts or experiences and they should avoid a grandiose and unrealistic expectation from their future. They should decide to make this time to accept the natural real self instead of drastically trying to be the hoped for ideal self.
- It is recommended that both adolescents and adults should know that education has a positive influence on the development of healthy sense of self, on flourishing an internal locus of control and they should use their potential efforts and opportunities to advance their education.

- It is suggested that government organs should consider the role of education on adults' positive psychological health and should promote better provision of educational advantages including in-service further educational opportunities for adults.
- It is recommended for councilors that they should help adults to enhance their awareness about sources of problems in psychological health or ways in which they undermine and prematurely curtail their own experiences of the positive. They should help them to exercise some protective factors of negative psychological health.
- Even though the major constructs considered in this study self acceptance and autonomy and the other dimensions of psychological well-being are potential areas of research, these variables are very much overlooked in our context. Therefore, further researches are needed to be conducted.

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Appendices

Appendix-1

Questionnaire that was prepared to maintain the construct validity of the scale items

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This questionnaire is prepared to measure adults' variability in self Acceptance and personal autonomy as a function of their age, sex and educational attainment.

Dear expertise, in order to maintain the construct validity of the scale you are asked to give your expertise judgment whether the items of the scale measure the intended construct appropriately or not. You are also required to give your comments if you observe some disregarded areas, unclear ideas, repetitions and other suggestions about the items of the scale.

The operational definition of the term self acceptance and personal autonomy is given above the list of the items. Based on the operational definition of terms please, thick mark (✓) under the given column and indicate what you think whether the item measures self acceptance or personal autonomy and neither the item measures self acceptance and personal autonomy . Write your comments, indications and suggestions in the space provided at the end of the questionnaire.

THANK YOU FOR YOUR COOPERATION!!

Self-acceptance:-having a positive view about ones personality and life, acknowledging both the strong and weak sides of the self and feeling positive about ones past experiences or past life.

Personal autonomy:-being able to resist social and external pressures in ones' own life, living ones' life according to ones' choices and genuine will and governing ones' behavior with ones' inner thoughtful interest.

No	Items of the scale	Self acceptanc e	Personal autonom y	Neither self acceptance nor personal autonomy
1	I help others (family, friends and relatives) only if it makes good sense to me.			
2	My decisions are not usually influenced by what every one else is doing			
3	I have confidence in my opinions even if they are contrary to the general consensus.			
4	When I compare my self to friends and acquaintances it makes me feel good about who I am			
5	I feel like many of the people I know have gotten more out of life than I have.			
6	In general I feel confident and positive about my self			
7	My attitude about my self is probably not as positive as most people feel about them selves			
8	I don't have many people who want to listen when I need to talk.			
9	I have the sense that I have developed a lot as a person over time.			
10	I do not want to try new ways of doing things my life is fine the way it is.			
11	I made mistake in the past, but I feel that in all every thing has worked out for the best.			
12	In many ways, I feel disappointed about my achievement in life.			
13	The past had its ups and downs, but in general, I wouldn't want to change it.			
14	When I look at the story of my life I am pleased with how things have turned out.			
15	I like most parts of my personality.			
16	I recognize my own limitations and foibles since it is one part of my own self.			
17	I tend to worry about what other people think of me.			

18	I often change my mind about decisions if my family and friends disagree.			
19	I am not afraid to voice my opinions even when they are in oppositions to the opinions of most people			
20	Being happy with my self is important to me than having others approve of me.			
21	I tend to be influenced by people with strong opinions.			
22	Given the opportunity, there are many things about my self that I would change.			
23	For the most part, I am proud of who I am and the life I lead.			
24	I envy many people for the life's they lead.			
25	Many days I wake up feeling discouraged about how I have lived my life			
26	I find it satisfying to think about what I have accomplished in life			
27	Every one has their weaknesses, but I seem to have more than my share.			
28	People rarely talk to me into doing things I don't want to do			
29	Sometimes I change the way I act or think to be more like those around me.			
30	In general I feel that I continue to learn more about my self			
31	I am concerned about how other people evaluate the choice I have made in my life.			
32	I feel that I am a person of worth on an equal plane with others.			
33	I believe that most parts of my self will improve with age and I will continue getting better than now.			
34	I usually worry about the worthless and unlikable parts of my self.			
35	I worry always about how I will develop certain personality qualities.			
36	I feel good when I think of what I have done in the past and what I hope to do in the future.			
37	I do what would please my family even if I detest that activity			
38	I would respect decisions made by groups society even I don't agree with. If I wouldn't I think it would be come difficult to live with the social group.			
39	I take care of others even when I have to sacrifice what I want because it is a good quality in the society.			

Appendix 2

Cronbach's alpha inter item consistency reliability result of self acceptance scale items

No.	Questions	Corrected item total correlation
1	When I compare my self to friends and acquaintances it makes me feel good about who I am	0.860
2	I feel like many of the people I know have gotten more out of life than I have.	0.672
3	In general I feel confident and positive about my self	0.039
4	My attitude about my self is probably not as positive as most people feel about them selves	0.286
5	I made mistake in the past, but I feel that in all every thing has worked out for the best.	0.213
6	In many ways, I feel disappointed about my achievement in life.	0.253
7	The past had its ups and downs, but in general, I wouldn't want to change it.	0.288
8	When I look at the story of my life I am pleased with how things have turned out.	-0.516
9	I like most parts of my personality.	-0.099
10	I recognize my own limitations and foibles since it is one part of my own self.	0.370
11	I wish I were some one with different personality	0.445
12	I feel that my past life have been full.	0.441
13	If there were the chance, I feel that I would change most parts of my past experiences.	0.697
14	I don't feel very normal about my self, but I want to feel normal.	0.293
15	I feel that I am a person of worth on an equal plane with others.	0.050
16	I believe that most parts of my self will improve with age and I will continue getting better than now.	0.026

17	I usually worry about the worthless and unlikable parts of my self.	0.299
18	I worry always about how I will develop certain personality qualities.	0.608
19	I feel good when I think of what I have done in the past and what I hope to do in the future.	0.229
20	In general I feel that I continue to learn more about my self	0.027
21	Given the opportunity, there are many things about my self that I would change.	0.860
22	For the most part, I am proud of who I am and the life I lead.	-0.432
23	I envy many people for the life's they lead.	0.500
24	Many days I wake up feeling discouraged about how I have lived my life	-0.256
25	I find it satisfying to think about what I have accomplished in life	0.195
26	Every one has their weaknesses, but I seem to have more than my share.	0.605

Cronbach's alpha	Cronbach's alpha based on standardize items	N of items
.747	.721	26

Appendix 3

Cronbatch's alpha inter item consistency reliability result of autonomy scale items

No.	Item	Corrected item correlation
1	I help others (family, friends and relatives) only if it makes good sense to me.	0.183
2	My decisions are not usually influenced by what every one else is doing	0.183
3	I have confidence in my opinions even if they are contrary to the general consensus.	0.311
4	I tend to worry about what other people think of me.	0.421
5	I often change my mind about decisions if my family and friends disagree.	0.464
6	I am not afraid to voice my opinions even when they are in oppositions to the opinions of most people	0.822
7	Being happy with my self is important to me than having others approve of me.	0.373
8	I tend to be influenced by people with strong opinions.	0.822
9	I judge my self by what I think is important, not by the values of what others think is important	0.132
10	I live too much by other people's standards	-0.055
11	I do what would please my family even if I detest that activity	0.635
12	I would respect decisions made by groups society even I don't agree with. If I wouldn't I think it would be come difficult to live with the social group.	0.822
13	I take care of others even when I have to sacrifice what I want because it is a good quality in the society.	0.393
14	It is more important to me to 'fit in' with others than to stand alone on my principles.	0.595
15	I am not a kind of person who gives in to social pressures to think or act in certain ways.	0.261
16	I am concerned about how other people evaluate the choice I have made in my life.	0.518
17	People rarely talk to me into doing things I don't want to do	0.040
18	Sometimes I change the way I act or think to be more like those around me.	-0.079

Cronbatch's alpha	Cronbatch's alpha based on standardized items	N items
.822	.820	18

Appendix 4
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
INSTITUTE OF PSYCHOLOGY

QUESTIONNAIRE

The purpose of this questionnaire is to assess information about adults self acceptance and autonomy development.

The questionnaire is to be filled in by young, middle aged and older adults.

Right at the outset, the investigator would like to assure you that your responses will be used only for research purposes and will be kept confidential.

The precision of the information you provide is highly valuable and critical for the effectiveness of this research undertaking. Thus, since the quality and success of this study depend on the validity and reliability of the information to be attained, you are kindly requested to provide your genuine response to each item of the questionnaire.

Thank you, in advance for your cooperation and timely responses.

No need to write your name

PART I. PERSONAL INFORMATION

Age

Gender: Male ☐ Female ☐

Educational level

From grade 9 to 12 high school education ☐ certificate and ☐ diploma

1st degree and above holder ☐

PART II. SELF ACCEPTATION SCALE

This section of the questionnaire prepared to assess the ability of adult in self acceptance

Direction:- some possible statements are listed below. Please read each statements separately and state the level of your agreement in a five point scale (1-strongly agree, 2- agree 3- neither agree nor disagree 4- disagree, 5- strongly disagree). Of course there is no right or wrong answer for any statement. So, don't spend a lot of time on any one item to find the correct answer. The best answer to each statement is the one you feel applies to you. Please read each items and respond as more appropriately as to your own behaviors (characteristics) and feelings.

Self Acceptance Scales

No.	Questions	Strongly agree	Agree	Neither agree Nor disagree	Disagree	Strongly disagree
1	When I compare my self to friends and acquaintances it makes me feel good about who I am					
2	I feel like many of the people I know have gotten more out of life than I have.					
3	My attitude about my self is probably not as positive as most people feel about them selves					
4	I made mistake in the past, but I feel that in all every thing has worked out for the best.					
5	In many ways, I feel disappointed about my achievement in life.					
6	The past had its ups and downs, but in general, I wouldn't want to change it.					
7	When I look at the story of my life I am pleased with how things have turned out.					
8	I like most parts of my personality.					
9	I recognize my own limitations and foibles since it is one part of my own self.					
10	I wish I were some one with different personality					
11	I feel that my past life have been full.					
12	If there were the chance, I feel that I would change most parts of my past experiences.					
13	I don't feel very normal about my self, but I want to feel normal.					
14	I usually worry about the worthless and unlikable parts of my self.					
15	I worry always about how I will develop certain personality qualities.					
16	I feel good when I think of what I have done in the past and what I hope to do in the future.					

17	Given the opportunity, there are many things about my self that I would change.					
18	For the most part, I am proud of who I am and the life I lead.					
19	I envy many people for the life's they lead.					
20	Many days I wake up feeling discouraged about how I have lived my life					
21	I find it satisfying to think about what I have accomplished in life					
22	Every one has their weaknesses, but I seem to have more than my share.					

PART III. SELF AUTONOMY SCALE

The following part of the questionnaire intended to collect information about adults autonomy development.

Direction: pleas read the given item separately then try to think and understand the content of each statement separately. Based on your self perception select the best answer to each statement that you think applies to you. Use the five point scale (1- strongly agree, 2- agree, 3- Neither agree nor disagree, 4- disagree, 5- strongly disagree) and thick mark (✓) in the respective spaces.

No.	Item	Strongly	Agree	Neither agree Nor disagree	Disagree	Strongly disagree
1	I help others (family, friends and relatives) only if it makes good sense to me.					
2	My decisions are not usually influenced by what every one else is doing					
3	I have confidence in my opinions even if they are contrary to the general consensus.					
4	I tend to worry about what other people think of me.					
5	I often change my mind about decisions if my family and friends disagree.					
6	I am not afraid to voice my opinions even when they are in oppositions to the opinions of most people					
7	Being happy with my self is important to me than having others approve of me.					
8	I tend to be influenced by people with strong opinions.					

9	I live too much by other people's standards					
10	I do what would please my family even if I detest that activity					
11	I would respect decisions made by groups society even I don't agree with. If I wouldn't I think it would be come difficult to live with the social group.					
12	I take care of others even when I have to sacrifice what I want because it is a good quality in the society.					
13	It is more important to me to 'fit in' with others than to stand alone on my principles.					
14	I am not a kind of person who gives in to social pressures to think or act in certain ways.					
15	I am concerned about how other people evaluate the choice I have made in my life.					
16	Sometimes I change the way I act or think to be more like those around me.					

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መጠይቅ

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ከሁሉ በማስቀደም አጥኚዎ ከእርስዎ የሚገኘው መረጃ ለጥናቱ አላማ ብቻ እንደሚውልና ምስጢርነቱ እንደሚጠበቅ ልታረጋግጥልዎ ትወዳለች።

እርስዎ የሚሰጡት መረጃ ግልፅነት እየተካሄደ ላለው ለዚህ ጥናት መሳካት ከፍተኛ ጠቀሜታና ወሳኝነት አለው። እንግዲህ የጥናቱ ብቁነት እና ውጤታማነት በሚገኘው መረጃ ተገቢነት እና ተአማኒነት የሚወሰን እስከ ሆነ ድረስ ለእያንዳንዱ የመጠይቁ ርዕስ ነገር ከልብ የመነጨ እውነተኛ ምላሽዎን እንዲሰጡ በትህትና ተጠይቀዋል።

በቅድሚያ ስለትብብርዎ እና ስለሰጡን ፈጣን ምላሽ እናመሰግናለን!!

ስምዎን መግለፅ አያስፈልግዎትም።

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እድሜ

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ክፍል ሁለት፡- የእራስን መቀበል መለኪያ ጥያቄዎች

ይህ የመጠይቅ ክፍል የአዋቂዎችን ራስን የመቀበል ችሎታ ለመለካት የተዘጋጀ ነው።

መመሪያ፡- ከዚህ በታች የተወሰኑ ሊሆኑ ይችላሉ ተብለው የሚታሰቡ እውነታዎች አመለካከቶች፣ ስሜቶች እና ባህሪያት የተንፀባረቀባቸው አባባሎች ተዘርዝረዋል። እባክዎን እያንዳንዱን አባባል በተናጥል ያንብቡ እና በባለ አምስት ነጥብ መለኪያው (1 - በጣም እስማማለሁ፣ 2- እስማማለሁ፣ 3- እስማማለሁም አልስማማምም 4- አልስማማም፣ 5- በጣም አልስማማም) በመጠቀም የስምምነት ደረጃዎን ይጠቁሙ። በርግጥ ለየትኛውም አባባል ትክክለኛም ሆነ የተሳሳተ መልስ የለም። ስለዚህ ለየትኛውም አባባል ትክክለኛመልስ በመፈለግ ጊዜዎን አያጥፉ። ለእያንዳንዱ አባባል የበለጠ መልስ ሊሆን የሚችለው አንዱ የተሻለ ለርሶ እንደሚሰራ የሚሰማዎት ብቻ ነው። እባክዎን እያንዳንዱን አባባል ያንብቡና እንደራስዎ ባህሪያት (ጠባያት) እና ስሜቶች በጣም ተገቢ የሆነውን ምላሽ ይስጡ።

ተ.ቁ	ጥያቄ	1	2	3	4	5
		በጣም እስማማለሁ	እስማማለሁ	አልስማማምም እስማማለሁም	አልስማማም	በጣም አልስማማም
1	ራሴን ከጓደኞቼና ከማውቃቸው ሠዎች ጋር ማነባፀር በማንነቴ ጥሩ ስሜት እንዲሰማኝ ያደረገኛል					
2	እኔ ካገኘሁት ይልቅ የማውቃቸው አብዛኛዎቹ ሠዎች ከህይወት የላቀ ነገር እንዳገኙ ይሰማኛል።					
3	ስለራሴ ያለኝ አመለካከት አብዛኛዎቹ ሌሎች ሠዎች ስለራሳቸው እንደሚሰማቸው ያለ መልካም ስሜት ላይሆን ይችላል።					
4	ባለፈው ወቅት ስህተት ፈፅሜያለሁ፣ የሆነው ሆኖ በጥቅሉ ሁሉም ነገር የተደረገው ለበጎ እንደሆነ ይሰማኛል።					
5	በብዙ መልኩ በህይወቴ ያተረፍኩትን ሳስብ					

	ቅሬታ ይሰማኛል።					
6	ያለፈው ጊዜ የራሱ የሆነ ውጣ ውረዶች ነበሩት፤ ብቻ ግን ባጠቃላይ ልሰውጠው አልፈልግም					
7	የህይወት ታሪኬን ባጤንኩት ጊዜ ነገሮች እንዴት እንደዚህ እንደተቀሰበሱ እና እንዳለፉ ሳስብ እደሰታለሁ።					
8	አብዛኛውን የስብእናየን (የባህሪየን) ገፅታ (ሁኔታ) አወደዋለሁ።					
9	የማንነቴ አንድ አካል እስከሆኑ ድረስ ድክመቶቼንና እንክፍቼን አቀበላቸዋለሁ።					
10	አንድ ሌላ አይነት ሰብዕና ያለው የሆነ ሰው መሆን አመኛለሁ።					
11	ያለፈው ህይወቴ ምሉዕ እንደሆነ ይሰማኛል።					
12	እድሉ ቢኖር አብዛኞቼን ያለፉ ተሞክሮቼን እቀይራቸው እንደነበረ ይሰማኛል።					
13	ዘወትር እርባናቢስ ስለሆኑትና ተወዳጅ ስላልሆኑት የእኔነቴ ክፍሎች እጨነቃለሁ።					
14	ሁልጊዜ እንዴት የራሴን አንዳንድ ጥሩ የሰብዕና ጐኖች ማበልፀግ (ማሳደግ) እንደምችል እጨነቃለሁ።					
15	ሠርቼ ያለፍኩትን እና ወደፊት እሰረዋለሁ ብዬ ተስፋ የማደረገውን ሳስብ ጥሩ ስሜት ይሰማኛል።					
16	ባጠቃላይ ስለራሴ የበለጠ ማወቄን እንደምቀጥል ይሰማኛል።					
17	አጋጣሚው ቢሰጥ ብዙ ስለራሴ የምለውጣቸው ነገሮች እንዳሉ ይሰማኛል።					
18	በብዙ ገፅታው በማንነቴ እና በምመራው ህይወት ኩራት ይሰማኛል።					
19	ያሳለፋኩትን ህይወቴን ገፅታ ባሰብኩ ቁጥር የመደበት ስሜት ይሰማኛል።					
20	ከህይወት ያተረፍኩትን ነገር ማሰብ እርካታን የሚያጐናፅፍ ሆኖ አግኝቼዋለሁ።					
21	ሰዎች በሚመሩት ህይወት እቀናለሁ።					
22	እያንዳንዱ ሰው የራሱ ድክመቶች አሉበት የሆነው ሆኖ እኔ ግን ልጋራው ከሚገባኝ በላይ ድክመቶች እንዳሉብኝ ይሰማኛል።					

ክፍል ሁለት፡- በራስ መመራት መቻልን መለኪያ ጥያቄዎች

የሚከተለው የመጠይቅ ክፍል የአዋቂዎችን በራስ መመራት መቻል እድገትን የተመለከተ መረጃ ለመስብሰብ ታልሞ የቀረበ ነው።

መመሪያ፦ እባክዎን የቀረቡትን አባባሎች በተናጠል ያንብቡ እናም ስለእያንዳንዱ ጥያቄ ይዘት ለማሰብና ለመረዳት ይሞክሩ። በግል የራስ ግንዛቤዎ (ምልክታዎ) ላይ በመመርኮዝ አርስዎን በተመለከተ የበለጠ ተግባራዊነት እንዳለው የሚያስቡትን በመምረጥ ለእያንዳንዱ አባባል ምላሽ ይሰጡ። ባለ አምስት ነጥብ መለኪያው (1-በጣም እስማማለሁ፣ 2- እስማማለሁ 3- አልስማማምም እስማማለሁም፣ 4- አልስማማም፣ 5- በጣም አልስማማም) በመጠቀም በተሠጠው ቦታ ውስጥ ምልክት (✓) ያድርጉ።

ተ.ቁ	ጥያቄ	1	2	3	4	5
		በጣም እስማማለሁ	እስማማለሁ	አልስማማምም እስማማለሁም	አልስማማም	በጣም አልስማማም
1	ሌሎችን (ቤተሰቤን፣ ጓደኞቼን እና ዘመዶቼን) የምረዳው መርዳቴ ጥሩ ስሜት እንዲሰማኝ ካደረገ ብቻ ነው።					
2	ከአጠቃላይ ስምመነቶች ጋር የሚፃረሩ እንኳን ቢሆኑ በራሴ እመለካከቶች እና አስተሳሰቦች እተማመናለሁ።					
3	ውሳኔዎቼ ሌላ ማንኛውም አካል ከሚያደርጋቸው ተፅዕኖዎች ነፃ ናቸው።					
4	ሌሎች ሠዎች ስለኔ ባላቸው አስተሳሰብ ምክንያት ለጭንቀት እዳረጋለሁ።					
5	ብዙ ጊዜ ቤተሰቦቼና ጓደኞቼ ከተቃወሙ የውሳኔ ሀሳቤን እቀይራለሁ።					
6	ከአብዛኛው ህዝብ (ሠው) አመለካከት (አስተያየት) የተቃረኑ እንኳን ቢሆኑ አመለካከቶቼን (አስተያየቶቼን) መሠገዘር አያስፈራኝም።					
7	ለኔ በሌሎች ተቀባይነትን ከማትረፍ ይልቅ በራሴ ደስተኛ መሆን ይጠቅመኛል።					
8	ግትር (ጠንካራ) አመለካከት ባላቸው ሰዎች ተፅዕኖ ስር እወድቃለሁ።					
9	የሌሎች ሠዎችን የስነ ስርዐት መስፈርት በጣም የተከተለ ኑሮ ነው የምኖረው።					

10	ቤተሰቤን የሚያስደስት ተግባር እፈፅማለሁ ምንም እንኳን ድርጊቱ ለራሴ የሚያስጠላኝ ቢሆንም፡፡					
11	በቡድን ወይም በማህበር የተካሄዱ ውሳኔዎችን ከጣስኩ ከማህበረሰቡ ጋር መኖር አስቸጋሪ እንደሚሆንብኝ ስለማስብ ውሳኔዎቼ ባያስማሙኝ እንኳን አከብራቸዋለሁ፡፡					
12	ፍላጎቴን መስዋዕት ማድረግ እንኳን ቢኖርብኝ ክፍሬ ለሌሎች እንክብካቤ አደርጋለሁ ምክንያቱም ይህ በማህበረሰቡ የጥሩነት መለኪያ ነው፡፡					
13	የራሴን መርህ ተከትሎ ብቻዬን በአጭር ከምፀና ከሌሎች ጋር ብገጥም የበለጠ ይጠቅመኛል፡፡					
14	በተወሰነ መንገድ እንዳስብ ወይም እንድንቀሳቀስ ለማህበረሰብ ግፊቶች እጅ የምሰጥ አይነት ሠው አይደለሁም፡፡					
15	በህይወቴ ውስጥ ያደረግኳቸውን ምርጫዎች ሌሎች ሠዎች እንዴት ይገመግሟቸው ይሆን የሚለው ያስጨንቀኛል፡፡					
16	አንዳንድ ጊዜ የምንቀሳቀስበትን ወይም የማስብበትን መንገድ በዙሪያዬ ካሉት ሰዎች ጋር በጣም እንዲመሳሰል እለውጠዋለሁ፡፡					

DECLARATION

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

Name: Aster Birru

Signature: 

Date of submission: July 13, 2010

This thesis has been submitted for examination with my approval as a university advisor.

Name: Dame Abera, Ato

Signature: _____

Date: _____

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