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**Psychological Well-being among Youth Eritrean Refugees in Ethiopia: The
Case of Hitsats Camp in Tigray National Regional State**

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**Psychological Well-being among Youth Eritrean Refugees in Ethiopia: The
Case of Hitsats Camp in Tigray National Regional State**

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List of Acronyms and Abbreviation

ANOVA:	Analysis of Variance
ARRA:	Administration for Refugee and Returnee Agency
CVT:	Centre for Victims of Torture
EPRDF:	Ethiopian People's Revolutionary Democratic Front
IOM:	International Organization for Migration
M:	Mean
MSF:	Medicines San Frontiers
NGOs:	Nongovernmental Organization
PWB:	Psychological Wellbeing
SPSS:	Statistics Packages for Social Sciences
UNHCR:	United Nation High Commissioner for Refugees
WHO:	World Health Organization

Abstract

The main objective of this study was to assess the PWB of youth Eritrean refugees' at Hitsats Eritrean refugee camp in Tigray National Regional State-Ethiopia. The study used descriptive research design. Quantitative research approach was followed to develop tools and analyze the data obtained from the study participants. Data were collected from 227 (118 male and 109 female) youth (age range 18-29) refugees and were selected through stratified random sampling technique. A standardized psychological wellbeing scale developed by Carl Ryff was used to gather the data from participants. Percentage, frequency, independent t-test and one-way ANOVA were employed to analyze the data. Using mean split technique on the psychological wellbeing scores male youth refugees were found to have a higher level of PWB. The result from independent t-test between new and old youth refugee arrivals showed that there is no significant difference in PWB between the two groups. The independent sample t-test result also revealed that in terms of gender, male youth refugees have higher score in PWB measures than female youth refugees. Results from one-way ANOVA also showed that there is a significant difference in PWB among age groups of youth refugees. The result from post hoc comparison shows a significant mean difference only between age groups 18-21 versus 26-29. According to the finding youth refugees in the age group 26-29 had greater score in PWB than those in the age group 18-21. Similar to the age groups, the one-way ANOVA revealed that statistical significant difference in educational levels of the youth refugees. The post hoc comparison of education levels indicated that \geq diploma had greater score in PWB than illiterates. Following to diploma and above, youth at Secondary school level (9th-12th) had good PWB than illiterates. Based on the present findings the researcher has concluded that there was no difference in PWB between the new and old arrival youth refugees. Whereas female youth refugees scored lower PWB score than male youth refugees, in terms of age groups the higher age youth had good PWB than the lower age youth refugees. Similarly, educated youth refugees had higher psychological wellbeing score than illiterate youth refugees. So, according to this finding the researcher infers that female youth refugee, lower age and education level group youth refugees faced lower PW.

Key Words: *Psychological well-being, Youth, Refugee*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Being refugee is not a recent phenomenon. Since the time of the Roman Empire there have been many examples of people fleeing persecution and seeking refuge and protection in other countries. Refugees flee war, internal unrest and persecution by their own governments because of their ethnic origin or their political, religious or social activities (Tribe, 2002). In the last three decades, war, famine and political struggles have caused an increase in forced migration worldwide. In 1970, there were approximately 2.5 million refugees. This number increased to 8.2 million a decade later. In 1990 the number doubled to 17 million and, recently, the global refugee population stood at 25.9 million at the end of 2018 (UNHCR, 2018).

Ethiopia has a long history of welcoming refugees into its territory. Ethiopia currently hosts the second-largest refugee population in African country, next to Uganda. It should be noted that the total population of 905,831 refugees (as of August 2018) has been pending the outcomes of a recent UNHCR led process to undertake a comprehensive level 3 registration of refugees across the country (Alemu & Freddie, 2019). Refugee demographics vary, with an estimated 420,000 South Sudanese living along the South western border, 253,000 Somali refugees are residing along the Eastern border, and 169,000 Eritrean refugees living mainly along the Northern border, and other groups living both in urban and rural areas of the country (UNHCR, 2017). Eritrea remained the ninth largest country of origin with 507,300 refugees next to Syria, Afghanistan, South Sudan, Myanmar, Somalia, Sudan, DR of the Congo and Central Africa Republic at the end of 2018, an increase from end of 2017 when this population stood at 486,200.

Most Eritrean refugees were hosted by Ethiopia (174,000) and Sudan (114,500), but many also found protection farther away, such as in Germany (55,300), Switzerland (34,100), Sweden (27,700), Norway (15,200), the Netherlands (14,900), Israel (14,500) and the United Kingdom of Great Britain and Northern Ireland (United Kingdom) (13,000), (UNHCR, 2018). According to the report of the UNHCR Eritrean refugees exodus to Ethiopia increasing from year to year. For instance, if we have seen the number of refugee's variation from 2017 to 2018 it added by 5,000. Eritrean refugees are ethnically diverse, with Eritrean largely living in Afar region (many of them already settled within permanent settlements) and other ethnic groups predominantly in the north-west of Ethiopia, in Tigray (Alemu & Freddie, 2019).

Since 2000, Ethiopia has received and hosted thousands of Eritrean refugees fleeing persecution (UNHCR, 2018). To date, Eritrean refugees account for 19.2% of the total refugee population, with 173,879 registered thus far (UNHCR, 2018). Testimonies of asylum seekers arriving from Eritrea indicate that involuntary open-ended military conscription, arbitrary arrest and detention without trial, compulsory land acquisition by the state and other systematic human rights violations by the State remain prevalent (UNHCR, 2018). The lack of appropriate services in neighboring host countries to meet the basic needs of refugees, such as food, housing, and safety, has meant that addressing mental health services has not been a priority for refugees in the region (Yalim & Kim, 2018).

Refugees who resettle in a new country face numerous struggles, including overcoming past traumas and coping with post-migration stressors, such as lack of meaningful social roles, poverty, discrimination, lack of environmental mastery, and social isolation (Good kind, 2006). The adverse mental health and psychological wellbeing consequences related to becoming a refugee e.g., the trauma of war, persecution, violence, escape, refugee camp internment, and

resettlement has been extensively documented (e.g., Carlson & Rosser-Hogan, cited in Good kind, 2006). However, this study didn't address psychological wellbeing of youth refugees. National Service in Eritrea is obligatory for those between the ages of 18 and 40 years and was originally intended to last for 18 months (consisting of 6 months of military service and an additional 12 months of development and military-related services). However, it has become open-ended and, of those who reported for the Service during the 1998-2000 border war, many still find themselves under the requirements of the Service, some seven years after they reported for duty (Assefaw, 2006).

The researcher here has worked in the Eritrean refugees' camp at Hitsats as a counselor with Medicines Sans Frontier (MSF) Holland for about two years. During that time the researcher observed most of the youth (18-29 years old) were provided with counseling service from the humanitarian organization like MSF-Holland and Centre for Victims of Torture (CVT)-Ethiopia Mental Health service centers. As well as the researcher witnessed and observed of harsh environment, lack of health service, conflict with the local communities, hopelessness and confusion with meaning of life. Hitsats is the youngest camp which has been receiving Eritrean youth refugees rather than Shimelba, May Ayni and Adi-Harush camps in this time. The reason why I selected to study the Eritrean youth refugee is that Eritrean youth accompany their life through national military service, persecution, conscription, to become refugee in harsh areas without enough facilities, sufficient mental health services and psychosocial support. Based on this, the researcher wants to study psychological wellbeing of Eritrean youth refugees at Hitsats refugee camp.

1.2. Statement of the Problem

Refugees have high rates of mental health and psychological problems as a result of conflict. Example, 5 million Syrians have been registered as refugees since the conflict started in 2011 and their mental health and psychosocial needs continue to grow as the situation at home gets more complicated. Syrian nongovernmental organizations (NGOs) and mental health professionals have been offering their support to help meet these needs. However, their needs for mental healthcare and psychosocial support are often unmet, despite the efforts of professional and humanitarian organizations (Abou-Saleh and Christodoulou, 2016).

The war on refugee crisis is a global challenge that needs a global solution (Abou-Saleh & Christodoulou, 2016). Refugees have been suffering from different kinds of mental health and social problems, psychological wellbeing although no one showed us, a specific psychological problem with the specifically ages. According to Giacco, et al., (2017); cited in Posselt, Eaton, Ferguson, Keegan & Procter, (2019) many youth refugees in transit experience harsh living conditions, difficulty in meeting basic needs, low nutrition and poor health, loss of and separation from family and social networks, an inability to engage in education or employment, instability and fear for the future, fear of deportation, reduced or no access to healthcare including formal psychological services and treatment, and hostility, racism and violence from the host community or those co-residing in refugee camps. Thus, these conditions indirectly affect the overall psychological wellbeing of youth refugees. A recent systematic review of long-term studies in Syria, the mental health of war refugees showed that at least one in five suffer from depression, PTSD or anxiety disorder, and that greater exposure to pre-migration traumatic experiences and post migration stress were the most consistent factors associated with all psychological wellbeing issues, while poor post-migration socioeconomic status was particularly

associated with depression (Bogic et al, cited in Abou-Saleh & Christodoulou, 2016). So, according to this argument the previous studies didn't clearly indicate the psychological wellbeing of youth refugees. In addition to these studies conducted in other countries focused on psychological disorders like depression and anxiety (Bogic et al, cited in Abou-Saleh & Christodoulou, 2016). Getachew (2018) noted there is no physical attack that surrounds Hitsats Eritrean refugee camp, except for the psychological wellbeing as well as the environmental barriers. However, studies which specifically determine the psychological wellbeing of youth refugees are non-existent to the knowledge of the research.

Therefore, the present study aimed to fill the gap by examining the six dimensions of psychological wellbeing (Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in life and Self-acceptance) of the Eritrean youth refugees in terms of age, gender, educational level, stay of time and status of psychological wellbeing youth refugees at Hitsats refugee camp in northern Ethiopia, Tigray National Regional State.

1.3. Research Questions

1. What is the status of psychological wellbeing of Eritrean youth refugees who are living at Hitsats camp?
2. Is there any significant difference in psychological wellbeing between new and old arrivals Eritrean youth refugees at Hitsats?
3. Is there a significant gender based difference in psychological wellbeing among Eritrean youth refugees at Hitsats camp?
4. Is there a significant age based difference in psychological wellbeing among Eritrean youth refugees at Hitsats camp?

5. Is there a significant educational level based difference in psychological wellbeing among Eritrean youth refugee at Hitsats camp?

1.4. Objectives of the Study

The general objective of the research was to assess the psychological wellbeing among Eritrean youth refugees, at Hitsats in Northern Ethiopia, Tigray National Regional State.

The above general objective would be attained through the following specific objectives.

- ✓ To identify the status of psychological wellbeing of Eritrean youth refugees who are living at Hitsats camp.
- ✓ To determine psychological wellbeing difference between the new and old arrivals of Eritrean youth refugees.
- ✓ To determine psychological wellbeing difference in terms of gender of youth refugees.
- ✓ To determine psychological wellbeing difference in terms of age of youth refugees.
- ✓ To find out psychological wellbeing difference in terms of educational level of youth refugees.

1.5. Significance of the Study

Since the war between Ethiopia and Eritrea in 1998, it has been followed by Eritrean refugees to Ethiopia. According to UNHCR (2018) Ethiopia hosted 174,000 Eritrean refugees. From this around 90,000 refugees live in Tigray National Regional State refugee camps. Most of them are children and youth. But, there are few or no researches which address the issue particularly on youth refugee's psychological wellbeing in this site. Thus, this study would have vital importance to researchers, policy developers and practitioners who work on the area.

Additionally, the finding may also guide other researchers to studying different aspects of Eritrean youth refugees in these site area and others. There are organizations which work for the psychological wellbeing of refugees (e.g. United Nations Higher Commissioner for Refugees (UNHCR), Center for Victims of Torture (CVT) and Administration for Refugee and Returnee Agency (ARRA); the finding of the research would be good input for better understanding of Eritrean youth refugees and invite other humanitarian organizations, governmental bodies like, youth affairs, health centers and others which are activating in psychological wellbeing support, psychosocial support and for mental health issues on Eritrean youth refugees .

1.6. Delimitation

In Tigray National Region State there are four Eritrean refugees' camps. These are Histsats, Mai Ayni, Adi-Harush and Shimelba. So, this study was delimited with in Eritreans youth (18-29 years) refugees at Hitsats camp only because Hitsats is the youngest and densest Eritrean youth refugees' camp than others camps. In Hitsats camp there are four zones, zone A, B, C and D. The current research was done at zone "D" and the pilot study conducted at Zone "B"

1.7. Limitation

The overall study has the following limitations:

Although the researcher here used the instrument through adapted, check reliability and some modification for this particular study it was developed in the western world and it may have its own inherent limitations. The study had conducted within limited time frame and it employed by quantitate approach only. In addition, there were rumors to made movement the refugees at that time to other camp and related to corona virus conditions the participants may have not emotional stability.

1.8. Operational Definition of Terms

Psychological wellbeing: PWB is one of the wellbeing parts which contain the following components: autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance.

Refugees: Refugees who are Eritreans living at Hitsats refugee camp fleeing from their country through different reasons such as: race, religion, nationality, membership in a particular social group, or political opinion,

Youth: Youth Eritrean refugees between the age of 18 and 29 were included in this study.

New Arrivals: Eritrean youth refugees who are staying at Hitsats Eritrean refugee camp less than a year

Old Arrivals: Eritrean youth refugees who are staying at Hitsats Eritrean refugee camp one year and above.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview of the Literature

This chapter deals with the most important points which are related to the, world, African and Ethiopian refugees as well as objective of the study. The review highlights the historical definition of refugees in the view of world, African and Ethiopian. Additionally the definition of psychological wellbeing, components of psychological wellbeing, meaning and definition of refugees, status of psychological wellbeing and psychological wellbeing across new and old arrivals, gender, age difference and educational level of the youth refugees.

2.2. World Refugees

The International Organization for Migration (IOM, 2016) defines migration as: “The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, compositions and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification. It is when coercive elements either natural or man-made directly threaten people’s livelihood that migration becomes forced” IOM, (2016, p. 63).

The 1951 United Nations Convention relating to the Status of Refugees states that a refugee is a person who, ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country’ (UNHCR, 1951: Article1A (2)).

In introducing the draft of the Refugee Convention some 65 years ago, the UN's first Secretary General explained that will be characterized by the fact that the refugees will lead an independent life in the countries which have given them shelter. With the exception of the 'hard core' cases, the refugees will no longer be maintained by an international organization as they are at present. They will be integrated in the economic system of the countries of asylum and will themselves provide for their own needs and for those of their families" but yet today, and despite the fact that 148 countries have signed onto the Refugee Convention, the reality is quite the opposite. Most refugees today are not allowed to live independent lives. Most refugees are maintained by an international organization besides that most refugees are emphatically not allowed to provide for their own needs (Hathaway, 2016).

2.3. African Refugees

According to Nobel (1982) the Nilotic peoples migrated to the east and south and adapted to nomadic lives in the harsh conditions of semi-deserts. The migrations still continue, and today one can trace these groups of closely related, tall and proud animal-herding people: in the east are the Somalis of the Horn of Africa and further south, the Samburus in northern Kenya and Masais, who traverse both Kenya and Tanzania. Although, the history of refugee in Africa can't know the specific day, during some 300 years Africa was deprived of its human resources and its civilizations were destroyed or deeply perverted by the slave trade which flourished under the protection of European, American, and Arabic powers. Slave trading is one of the root causes of the instability in Africa and cannot be overlooked as a generator of the traditional African response of fleeing the home village and becoming a refugee at the mere rumor of approaching danger (Nobel, 1982).

The 1969 OAU Refugee Convention was adopted in Addis Ababa, Ethiopia and entered into force in 1974. The Convention consists of provisions specifically relevant to refugee issues in Africa, including a regional refugee definition (article I(2)), non-refoulement (article II(3)), solidarity and international co-cooperation (article II(4-5)), settlement at a distance from the frontier with the country of origin (article II(6)), a prohibition of subversive activities (article III) and voluntary repatriation (Article V). The Convention also provides for travel documents (article VI), cooperation with OAU/AU and UNHCR (article VII and VIII (1)) and an accessory non-discrimination Provision (article IV).

The refugee definition at Article I (2) is arguably the Convention's most significant contribution. It broadens the definition of a refugee so that the 'term "refugee" shall also apply to every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality. This has influenced the development of laws and policies across Africa. The Convention has also contributed to African countries' generosity in hosting large numbers of refugees (OAU, 1969).

Despite a prevailing perception that refugees mostly leave the continent, almost one-third of the world's refugees in 2018 were in Africa. The reason why Africa had a tremendous leading role in the adoption of Global Compact on Refugee and Migration and made international agreement which set out recommendations for enhancing international cooperation. The Compact also calls for empowerment of refugee women and girls and for their full participation in decision making processes. However, few AU member states have embarked on piloting a Comprehensive Refugee Responses Framework and related progressive approaches that allow for

refugees to go to school and work. It is heartening to note that at member state- level, there are progressive directions around the issue. For example Ethiopia has recently adopted a very progressive law towards integration of Refugees, making them self-reliant (AUECHO, 2019). At the end of 2018, there were 7.4 million refugees in Africa, a number that has grown ten-fold since the Convention's adoption and has more than doubled in the last decade (Abebe, Abebe & Sharpe, 2019).

2.4. Ethiopian Refugees

According to Wondewossen cited in Assefa (2019) the history of refugees in Ethiopia had dated back to 615AD when Prophet Mohammed earliest followers with his daughter Rukiya, have sought refuge in Ethiopia and their persecutors arriving from Arabia with assistances and demanded their forcible repatriation, however, King Arma of Axum having interrogated them, turning to the visiting delegation responded in a famous remark. Additionally, since the beginning of the First World War relatively some of refugees from Europe and even Asia have come to live in Ethiopia. Again the African struggle against colonialism was also another factor which drove numerous refugees to Ethiopia.

Ethiopia is the largest country which is situated in the Horn of Africa, and it is the second most populous country Sub-Saharan Africa. The country is located in northeast Africa bordering Sudan, South Sudan, Kenya, Somalia, Djibouti, and Eritrea. Due to its geographical position, as well as environmental and geo-political developments in the region, Ethiopia is likely to continue to receive asylum seekers from neighboring countries. The country has a history of receiving people displaced by cross-border movements due to droughts, conflicts, political events and civil wars in neighboring countries including Eritrea, Somalia, South Sudan and Sudan.

Moreover, the Government of Ethiopia maintains an open-door-policy and has continuously allowed humanitarian access and protection to those seeking refuge on its territory (UNHCR, 2015). Furthermore, Ethiopia is a State Party to the 1951 Convention relating to the Status of Refugees and its 1967 Protocol as well as to the 1969 OAU Convention governing the Specific Aspects of Refugee Problems in Africa. Similarly, refugee protection is provided within a framework of national laws, notably the Refugee Proclamation of 2004, and the core international human rights treaties that have been ratified by Ethiopia (Assefa, 2019).

The refugee flow to Ethiopia continued during 2018, with 36, 1351 persons seeking safety and protection within the country's borders. At the start of 2019, the nation hosted 905,8312 thousand refugees who were forced to flee their homes as a result of insecurity, political instability, military conscription, conflict, famine and other problems in their countries of origin. Ethiopia is one of the largest refugee asylum countries world-wide, and the second largest in Africa, reflecting the on-going fragility and conflict in the region. Ethiopia provides protection to refugees from some 26 countries. Among the principal factors leading to this situation are predominantly the conflict in South Sudan, the prevailing political environment in Eritrea, together with conflict and draught in Somalia. The majority of refugees in Ethiopia are located in Tigray Regional State and the four Emerging Regions of Ethiopia: Afar Regional State; Benishangul-Gumuz Regional State; Gambella Regional State; and the Somali Regional State. So, here the researcher was focused on Eritrean refugees in Tigray Regional State at Hitsats Eritrean refugee's cam, Ethiopia Country Refugee response Plan (2019).

2.5. Definition of Psychological Wellbeing

Psychological well-being refers to inter- and intra-individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth. Subjective well-being reflects dimensions of affect judgments of life satisfaction (Burns, 2016). Most frequently, within the behavioral sciences, wellbeing research is described as reflecting two broad approaches or traditions. The first approach is frequently referred to as the hedonic or subjective well-being (SWB) tradition. With roots in the third and fourth century BC, the philosophy of Aristippus and Epicurus and by the work of fellow Cyrenaics – one of the earliest Socratic schools – SWB is based on hedonic principles in which pleasure and happiness are of primary concern to the individual, irrespective of the virtuous nature of that pleasure fulfillment. Such principles were echoed centuries later by Priestley and Bentham's "greatest happiness principle" that a good society is built on individuals' attempts to maximize pleasure and self-interest. The term hedonic it is derived from the Greek word for "pleasure."

The second approach is the eudaemonic or psychological well-being (PWB) tradition. Similar to hedonia, eudaimonia has its foundations in antiquity, most notably reflected in Aristotle's treatise *Nicomachean Ethics* which was one of the first secular texts to expound on what it is to live a good life. As with hedonia, the term eudaimonia derives from the Ancient Greek for goodness or well-being and daimon for spirit. Hence, eudaimonia can be interpreted as the focus on living the good life or with a good spirit. Numerous reviews have sought to summarize and collate different well-being models within these broader contexts (Ryan and Deci 2001; Huppert et al. 2004, 2009 cited in Burns, 2016).

Similarly to the above definition, McCullough, Huebner & Laughlin, (2000) drawing on psychological well-being' is used by the researcher to reflect positive emotional and mental health, life satisfaction, affect (happiness), and coping abilities, considered in a social, political, and psychological context. To clearly and organized definition of psychological wellbeing is the theoretically derived dimensions of positive psychological health included Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life, and Personal growth (Ryff, 1989a). Theses six dimensions of psychological wellbeing stated by Ryff & Singer, (1996) as following.

2.6. Components of Psychological Wellbeing

According to Ryff and Singer (1996) the following are considering as the main components of definition and meaning of psychological wellbeing

2.6.1. Self-acceptance

This is defined as central feature of mental health as well as characteristic of self-actualization, optimal functioning and maturity. Life span theory also emphasis acceptance of one's self and past life. Thus, holding positive attitudes towards ones emerge as central characteristic of positive psychological functioning and the process of turning inward in the later years is also seen by life-span develop mentalists to give the person a sense of freedom from the norms governing everyday life (Ryff & Singer,1996).

2.6.2. Positive Relation with Others

Many of the preceding theories emphasize the importance of warm rusting, interpersonal relations, and the ability to love viewed as central component of mental health. Self-actualized are described as having strong feelings of empathy and affection for all human being and as be

capable of greater love, deeper friendship, and more complete identification with others. Warm to relating to other is posed as a criterion of maturity. Adult development stages theories also emphasize the achievement of close unions with others (intimacy) and guidance and direction of others (generativist). Thus, the importance of positive relations with other is repeatedly stressed in conceptions of psychological wellbeing (Ryff & Singer, 1996).

2.6.3. Autonomy

There is considerable emphasis in the prior literature on such qualities of as self-determination, independence, and the regulation of behavior from within. Self-actualizes are described as showing autonomous functioning and resistance to enculturation. The full functioning person is described as having an internal locus of evaluation, whereby one does not look to others for approval, but evaluates oneself by personal standards. Individuation is seen to involve a deliverance from convention, in which the person no longer clings to collective fears, believes, and law of the masses. The processes of turning inward in the later years also seen by life-span development mentalists to give the person a sense of freedom from the norms governing everyday life (Ryff & Singer, 1996).

2.6.4. Environmental Mastery

The individual's ability to choose or create environments suitable to his or her psychic conditions is defined as character of mental health. Maturity is seen to require participation in a significant sphere of activities outside one self. Life span development is described as required the ability to manipulate and control complex environments. The theories emphasize one's ability to advance in the world and change it creativity through physical or mental activities and Successful aging also emphasize the extent to which the individual takes advantage of

environment opportunities. The combined perspectives suggest that active participation in and mastery of the environment is key integrated frame work of positive psychological functioning (Ryff & Singer, 1996).

2.6.5. Purpose in Life

Mental health is defined to include beliefs that give one the feelings that there is purpose and meaning to life. The definition of maturity is also emphasis clear comprehension of life's purpose, a sense of directedness and intentionality. The life span development theories refers to a varieties of changing purposes and goals in life, such being productive and creative or achieving emotional integration in later life. Thus, one who functions and a sense of direction, all of which contribute to the feeling that life is meaningful (Ryff & Singer, 1996).

2.6.6. Personal Growth

Optimal psychological functioning requires not only that one achieve the prior characteristics, but also that one continue to develop one's potential, to grow and expand as a person. The need to actual one self and realize one's potential is central to clinical perspectives on personal growth. Openness to experience, for example, is a key characteristic of the fully functioning person. Such an individual is continually developing, rather than achieving a fixed state where in all problems is solved. Life span theories also give explicitly emphasis to continue growth and to facing new challenges to task at different period of life. Thus, continue growth and self- actualization are prominent themes in the aforementioned theories. In sum, the integration of mental health, clinical, and life span developmental theories point to multiple converging aspects of positive psychological functioning (Ryff & Singer, 1996).

On the other hand, World Health Organization (2004) states that “Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” This definition is consistent with a general definition of health, which describes health as a state consisting of the presence of well-being and not only the absence of illness or disability (World Health Organization, 1948). Similar to the above definition, Diener, (1984) described that when mental health is defined positively, well-being is an important component. Subjective well-being (SWB) – individual’s reports of their own well-being – consists of two conceptual traditions, the hedonic and the eudaimonic. The first of which equates well-being with feeling good about (i.e., positive emotions toward) one’s life, while the second with functioning well in life as an individual and a citizen. The hedonic tradition focuses on emotional well-being through the measurement of satisfaction with life and positive affect.

2.7. The Concept Refugees and Status of Psychological Wellbeing Youth Refugees

The 1951 United Nations Convention relating to the Status of Refugees states that a refugee is a person who, ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country’ (UNHCR, 1951: Article 1A (2)).

Once recognized under the Convention, refugees have different rights to health, welfare and social services depending on the policies and resources of the host country concerned. Many organizations do not collect specific data on youth, a third (33%) of the population of displaced individuals is thought to be between the ages of 10 and 24; over half (51%) are under 18

(UNHCR & Global Partnership for Education, 2016). Refugee youth aged 15 to 24 years comprise approximately 35% of the total refugee population (UNHCR, 2016). Evans, Lo Forte and McAslan Fraser (2013) call refugee youth the “invisible” population. A disturbing number of refugee youth are orphans or travelling alone, thus, they are very vulnerable to exploitation (UNHCR, 2015). Refugees are those who flee their country to seek refuge in another country because of wars or racial, religious, or political persecution. Unlike immigrants, who voluntarily migrate to a host country, refugees are usually forced to leave their home countries with little preparation, assistance, or personal resources (Cohon, 1981). Most youth refugees suffer from losses of personal property, family ties, personal relationships, income, status, and identity (Timberlake & Cook, 1984).

Unsanitary conditions and traumatic events, such as deaths of family members, separation from kin, starvation, rape, violence, and insanity, during the process of migration and in refugee camps physically and psychologically damage them, not only when these events occur, but also later in the form of post-traumatic stress disorders or other mental illnesses. Because of these harsh conditions, as well as cultural differences and prejudice in a host society, refugees’ adaptation to a host society is difficult. Marshall, et al., (2016) summarized at his study like this Refugee youth mental health needs to consider their contextual continuum in assessing refugee mental health and in planning for supports. Mental health challenges that refugee youth experience can be linked to hardships experienced along the journey to the resettlement country or to difficulties associated with the settlement experience itself. In addition to the difficulties that adversely affect young refugees’ mental health, they also must confront barriers that may prevent them from accessing mental health services.

Refugees arriving in Australia face not only the stresses of migration related to sudden changes in language and culture, but they must also contend with a past that is often filled with extremely traumatic and psychological wellbeing experiences. It is not surprising then, that the health literature concerning refugees tends to focus on the stress of adapting to new environments as well as the additional stress of dealing with past events (Brough, M., Gorman, D., Ramirez, E., & Westoby, P. 2003). Psychological wellbeing screening in Serbia shows that 79% of refugees should be treated as vulnerable in regards to not mastering new environment; make relationship with others, personal growth and others personal mental health problems that are need psychological assistance and support. They are faced with different daily challenges including language barriers, unresolved legal status, not having a work permit, limited access to social and medical services etc. UNHCR, (2019)

2.8. Psychological Wellbeing among New and Old Arrival Refugees

Many young refugees face severe adversity before, during, and after resettlement so higher rates of mental health problems among this population would not be surprising. However, it has been found that about 80% of newcomer youth report good or excellent mental health (Pottie, Dahal, Hanvey & Marcotte, 2015). According that ideas the new arrivals are have good psychological wellbeing rather than the late comers and it's accompanied this statement "serves as a testament to the resilience of these young people, many of whom have faced traumatic losses and hardships over a long period of time". Rousseau, Pottie, Thombs, Munoz & Jurcik, (2011) stated a significant portion of these youth do experience mental health challenges. The rate of mood disorders among newcomer youth is 10.9%. Similarly, 11% of refugee youth are diagnosed with PTSD. Refugees' mental wellbeing relates to the extent to which they perceive the resettlement country as accepting because such as factors are common with youth refugees,

racial, ethnic, gender-based, religious, class-based, and employment-based discrimination all impact mental health (Yakushko et al., 2008).

One example of this is the inter-relatedness of peer discrimination, low self-esteem, depression, and PTSD (Sujoldzic, Peternel, Kulenovic & Terzic, 2006). These things are may affected to self-accept and self-growth. In this situation considered the factors of the aggravating for the psychological and mental health with new arrivals. To that condition somehow strengthen the present study explores the mental health of humanitarian entrants from Burmese refugee backgrounds recently arrived in Australia, as well as the contributions of gender, pre-migration trauma and post-migration living difficulties in predicting psychological well-being (Schweitzer, et al., 2001). Gerritsen, et al., (2006) argued that most published studies focus on those newly arrived or within 2-3 years of arrival, and consistently report a high prevalence of mental health conditions during the early settlement phase. This find indicates that the new arrival or no longer stay at the refugees camps have negative psychological wellbeing. Uniquely, a study from a Swedish context showed that rates of suicide are significantly higher for first-generation immigrants than for the native-born population, and that the suicide rate remains higher than average for second-generation immigrant individuals and children adopted from foreign countries (Hjern & Allebeck, 2002). Additionally, Mollica, et al., (2001) stated that the emotional wellbeing of refugees appears to be influenced not only by pre-migration traumas and the post-migration adjustment experience but also by the bio psychosocial setting within which the participant exists. The Eritrean caseload comprised 173,879 individuals at the end of the year, with 14,567 new arrivals received within the Tigray and Afar Regions.

2.9. Demographic Characteristics and Psychological Wellbeing of Refugees

Demographic characteristics also show some differential effects for wellbeing and ill-being. Women have substantially higher rates of symptoms (or diagnosis) of common mental disorders such as anxiety and depression than men, but the effect of gender is much less clear when it comes to mental well-being. Most large surveys showed little evidence of gender differences (Donovan & Halpern, 2002). Some showed higher scores for men (e.g. Stephens, Dulberg & Joubert, 1999), while others showed higher scores for women on some sub-scales such as those assessing social functioning (e.g. Huppert, Walters, Day & Elliott, 1989; Ryff & Singer, 1998b). Therefore, the studies showed controversial results.

Eritrean refugees have a higher percentage of men who are in military age (over 31 percent combined adults and youth aged 15-24) and since 2002, hundreds of thousands of young men and women have been fleeing the country to seek asylum first in Sudan and Ethiopia and subsequently in the rest of the world (Kibreab, 2013). UNHCR, 2010 cited in Feseha & Gerbaba, (2012) stated that recent experiences showed that violence against women is the most common problem among women in refugee camps. It is a complex problem that cannot be attributed to a single cause but to a diverse set of factors, including demographic, socioeconomic and cultural ones attributing for the psychological wellbeing.

According to Article 8, Proc. No. 82/1995, on National Service (NS), ‘all Eritrean citizens meaning men and women youth from the age of 18 to 40 years have the compulsory duty of performing Active National Service’. NS consists of six months’ military training and 12 months ‘of active military service and development tasks in military forces for a total of 18 months. However, the overwhelming majority were forced to remain in the NS/ and at Warsai-Yikealo

Development Campaign (WYDC) far beyond the required 18 months before they fled the country. On the average, the respondents have served for 5.8 years, Kibreab, (2013).

2.9.1. Psychological Wellbeing and Gender Difference

Gendered differences are established, the literature tends to draw on gendered Observations developed on nonimmigrant youth boys tend to externalize while girls tend to internalize problems (Leadbeater et al., 1999). This issue again studied by Zambrana and Sliva-Palacios (1989) gender differences in stress among Mexican immigrant adolescents, found that immigrant girls had statistically significant higher stress levels than boys. More specifically, the girls tended to report more stress about issues related to family loss (leaving family and friends back) and change (moving from one neighborhood to another). Here, Akhter, (2015) argue the psychological wellbeing happened in gender differences do exist because of biological and psychological differences. The level of satisfaction with life among males and females can differ. When these differences interact with organizational environment or situations they can lead to different outcomes. The differences could be because of comfortable and better personal/family life, good interpersonal relationships (both in workplace and outside), effective communications skills and also certain other factors like more leniency towards female employees, better facilities, lower expectations and ambitions than the male employees.

All people are equal but not identical, and the possible differences between people need to be considered in order to empower all individuals to achieve self-actualization and to fulfill their potential (thereby promoting optimal psychological well-being), whilst being offered equal opportunities. Current studies on the existence of gender differences, including those related to psychological well-being reflect contradictory result and a distinct lack of consensus (Ryff &

Singer, 1998). Due to those differences, Inglehart (2002) finds that in almost every society, men have higher incomes, more prestigious jobs and more authority than women--all links with relatively high levels of subjective well-being. So women show low level of happiness than men.

Research supports that men and women have similar levels of happiness and overall life satisfaction. Gender related differences on psychological well-being supports the notion that males tend to score higher on psychological well-being indicators in comparison to females. In a study by Carmel, it was found that women scored lower than men on psychological indicators of well-being (as cited in Carmel & Nigavekar, 2007).

2.9.2. Psychological Wellbeing and Age Difference

Different well-being definitions may lead to quite different understandings of how well-being is related to age and aging processes. In relation to changes in well-being with age, there has been a paradox of sorts. Despite consistent findings relating to decreased physiological and cognitive capacity in later life, older adults are generally satisfied with their lives. However, the capacity to describe and explain well-being trajectories across later adulthood is impacted by a number of factors. Issues of operational definition have previously been identified as factors that may moderate our understanding of well-being processes in late life (Burns, 2016). Youth refugees most of in the world are unemployed. Warr and Jackson (1984) examined British unemployed males between the ages of 16 and 64 years (using age cohorts of 16-19, 20-29, 30-39, 40-49, 50-59 and 60-64 years) and found that the middle-aged reported more financial strain and poorer psychological wellbeing. Follow-up studies at 9 months (Warr & Jackson, 1985) and 2 years (Warr & Jackson, 1987) found that there was greater psychological deterioration for the men aged between 20 and 59 than those younger or older. Similarity to that the association

between age and mental well-being is also complex. Large surveys using single-item measures of well-being (e.g. overall rating of life satisfaction) usually find a U-shaped relationship with age: younger and older people tend to have higher well-being scores than the middle aged, although there may be a decline in well-being among the very old (e.g. Blanchflower & Oswald, 2008; Clark & Oswald, 1994).

2.9.3. Psychological Wellbeing and Educational Level of Youth Refugees

Philosophers of all times have cited the satisfactions of intellectual are comprehension. Especially in the enlightenment the benefits of education for a fuller and happier life were necessary. Rousseau for example maintained that a proper intellectual education of the child is the basis of his future happiness. This belief is still in force nowadays. Continued school attendance and good marks are generally thought to further the chances for later psychological well-being (Veenhoven & Bakker, 1977). But later according to Veenhoven & Bakker, (1977) study states that the relation between level of education and psychological wellbeing is negative. Surprisingly, the higher educated appear to score lower on all five indicators of psychological well-being. Additionally, Veenhoven & Bakker, (1977) argued that Well-being is hampered rather than furthered by school, education because the studied show that in all age groups and in all socio-economic levels, school education is consistently negatively related to indicators of psychological well-being. Only the variable of social mobility produces some differences in the elaboration. This analysis indicted that education is most strongly associated with unhappiness in young adults who experienced downward social mobility.

Turashvili and Japaridze (2012) stated that academic success is regarded as human being major life achievement and key goal of life. During their academic career, students face various

responsibilities and challenges and this could be the main reason and primary source of their psychological wellbeing. In the majority of cases adolescents and youths are able to handle the difficulties which they face; however, in the number of cases these challenges may have a serious impact on the young person's psychological well-being.

2.10. Psychological Wellbeing and Environmental Conditions

Refugees are those who flee their country to seek refuge in another country because of wars or racial, religious, or political persecution. Unlike immigrants, who voluntarily migrate to a host country, refugees are usually forced to leave their home countries with little preparation, assistance, or personal resources (Cohon, 1981). Most refugees suffer from losses of personal property, family ties, personal relationships, income, status, and identity (Timberlake & Cook, 1984). Most of the refugees live in hard condition environment. Eritrean refugees have been living in Ethiopia; Tigray regional State at Hitsats is more than 32 degree cent grade. High levels of time spent in the home, the home environment is a potential force for both enhancing and limiting psychological well-being (Oswald, et al., 2009). The physical home environment has been found to have both direct and indirect effects on mental health among various populations (Evans et al., 2003).) Reviewed the literature on housing and mental health and found that housing type, floor level of dwelling, housing quality, and overall quality of the housing environment were correlated with psychological well-being indicators. Among these findings, floor level of the residence, neighborhood deterioration, and crowding acted as moderators between demographic and neighborhood characteristics and psychological well-being (Evans, et al. 2003 as cited in Marie, 2016).

As Pumariega, Rothe and Pumariega (2005) stated that the process of cultural transition is being recognized to be as much a psychological process as a sociological one, with significant

implications for the mental health of immigrants. Environmental mastery refers to an individual's ability to choose or create an environment suitable to his or her psychic conditions. Maturity is seen to participate in a significant sphere of activity outside of self. Environmental mastery is also described that as the ability to manipulate and control complex environments. It is also one's ability to advance in the world and change it creatively through physical or mental activities (Ryff, 1998).

2.11. The Conceptual Framework of Youth Refugees

The Conceptual Framework used for this study depends on the assumption that the psychological wellbeing of youth refugees in the refugee camp experience depends on an individual is defined with respect to four cores socio-demographic characteristics: sex, age, stay of time and level of the education youth refugees. When refugees move to other country, affected their PWB based on their demographic characteristics. For example, Schools are one of the first and most influential service systems for young refugees of PWB. There is a burgeoning interest in developing school-based refugee PWB services, in part to reduce stigma and increase treatment access for these youth refugees (Kia-Keating & Ellis, 2007).

Youth refugees' women and girls can be exposed to PWB problems related to their gender, their cultural and socio-economic position, and their legal status. This means that they may be less likely than men and boys to be able to exercise their rights, and therefore that specific action in favor of women and girls may be necessary to ensure that they can enjoy wellbeing and assistance on an equal basis with men and boys (UNHCR, 2006).

Related to age, younger and older people tend to have higher well-being scores than the middle aged, although there may be a decline in well-being among the very old (e.g.

Blanchflower & Oswald, 2008; Clark & Oswald, 1994). Therefore, the four domains which influencing the youth refugees of PWB are illustrated as follows:

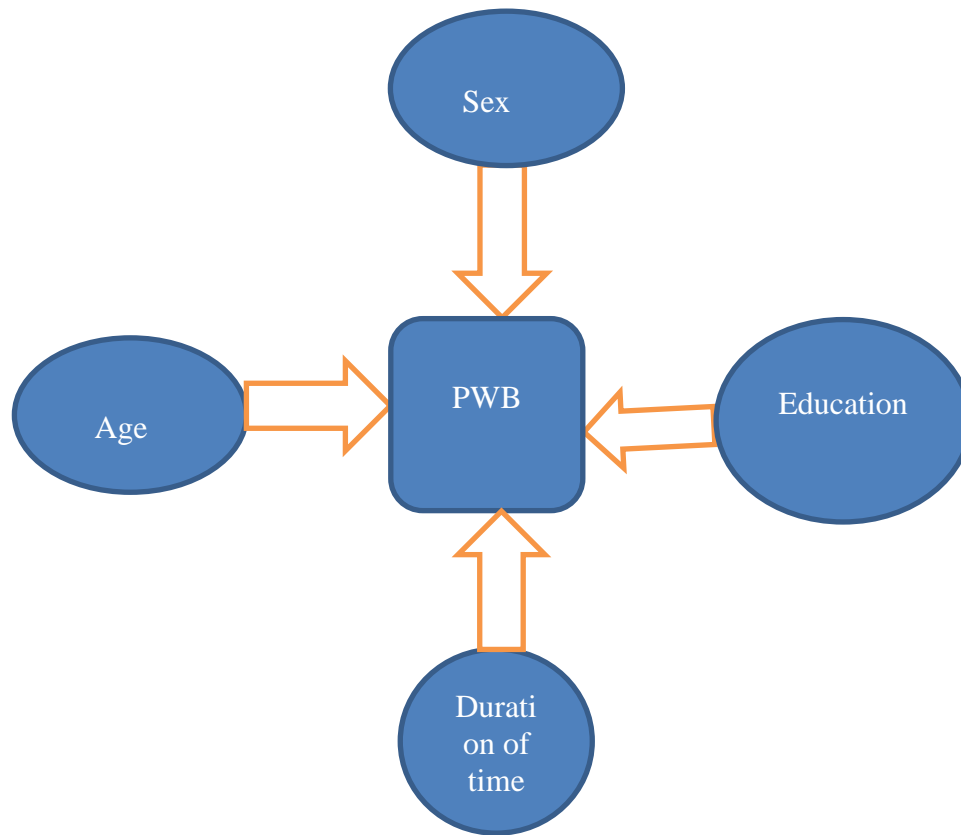


Figure 1: Socio-demographic influencing of PWB

CHAPTER THREE: RESEARCH METHODS

3.1. Study Design

In this study the researcher used quantitative research approach. Quantitative approach is useful to respond to research questions requiring numerical data and it involves a numeric or statistical approach to research design (Williams, 2007). According to Leedy and Ormrod, (2001) descriptive research design is a basic research method that examines the situation, as it exists in its current state. Accordingly, the quantitative approach and the descriptive research design seem to be appropriate for this study's objectives. Descriptive research design involves identification of attributes of a particular phenomenon based on self-completion questionnaires and help to provide answers to the questions of who, what, when, where, and how associated with a particular research problem (Leedy and Ormrod, 2001). Thus, the researcher used quantitative approach and descriptive design. So, the psychological wellbeing variables of the youth refugees are tapped by administering a psychological wellbeing scale prepared in a form of questionnaires which mainly is adopted from Ryff (1989a) but also added demographic variables.

3.2. Study Setting

This study is conducted in northern Ethiopia, Tigray National Regional State in one of the Eritrean refugee's camps, Hitsats. Hitsats is one of the four Eritrean refugee camps located in Tigray National Regional State in northern part of Ethiopia. The camp is located in Hitsats Kebele in Asgede Tsimbila Woreda under Shire Zone Coordination office which is about 1,130 km north of Addis Ababa. Established in May 2013, it is the newest of all Eritrean refugee

camps in Tigray National Regional State. The area is extremely hot and arid. With its straight rows of concrete block houses, covered with zinc roofs, the camp emerged in the surrounding countryside as well as the near the small town of Hitsats. The total area of the camp covers approximately 2,104,000 m² (210.4 ha). Part of the research focuses on newly arrived Eritrean refugees. So, Hitsats was recommended as a camp which has currently accommodated a large number of newly arrived refugees from Eritrea. In addition to this, unlike the other Eritrean refugee camps in the region, which seem relatively stable, there is high onward mobility from Hitsats refugees camp (Getachew, 2018). People socialize around coffee ceremony, which involves roasting raw coffee beans which takes on average 3-4 hours as one should traditionally drink three cups of freshly brewed coffee in order not to offend the host.

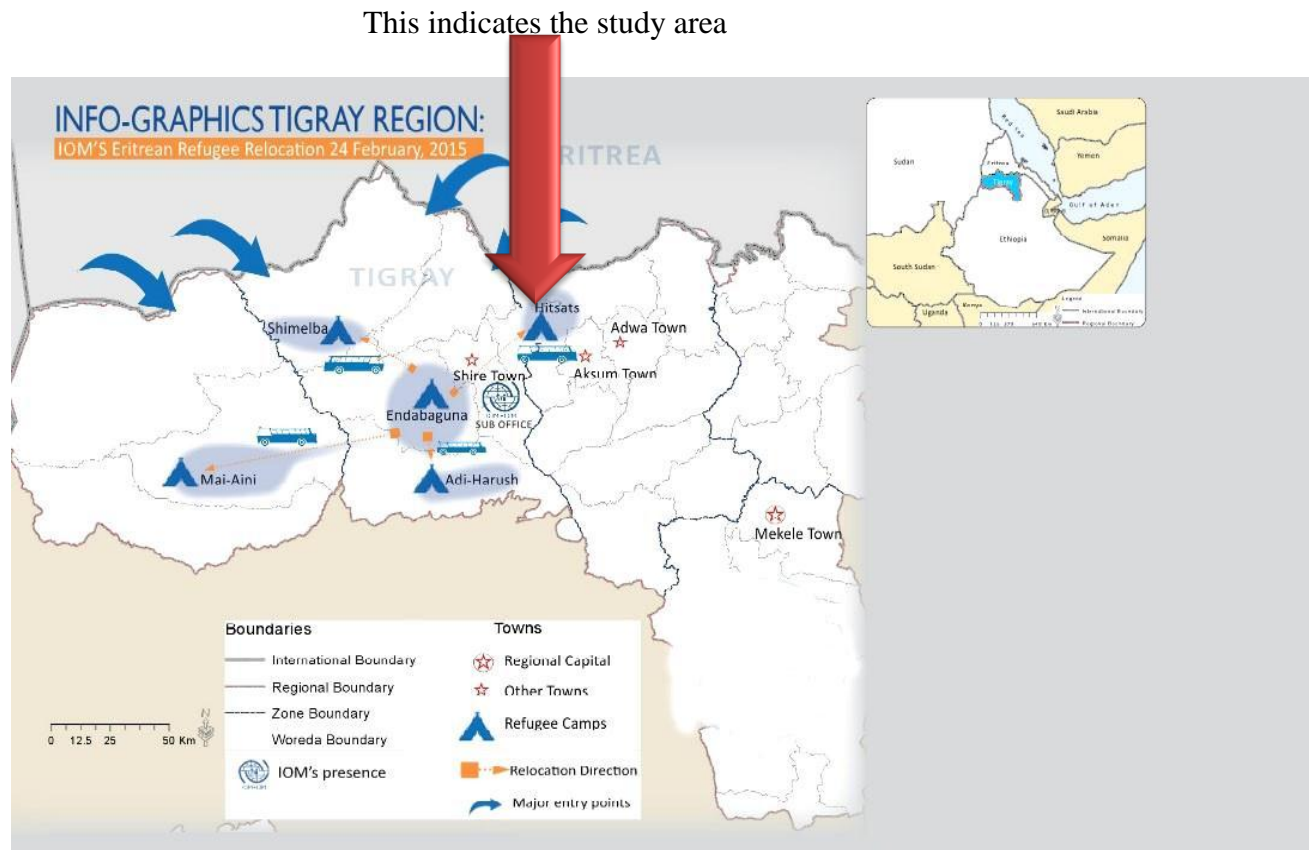


Figure 2: Map of the study area: adapted from IOM (2015)

3.3. Study Population

The populations of this study are all registered youth (age 18 to 29) who are living at Hitsats Eritrean refugee camp. At Hitsats refugee camp there are four zones. These are A, B, C and D zones. According to UNHCR and ARRA, (2018) the registered refugees are placed into three categories of age. One is under 18, second is 18-59 and the third is above 60 years. The meaning of youth has different definitions in different countries. For instance, youth in India 15-35; Nigeria 18-35; Djibouti 16-30 and Ethiopia 15-29, EPRDF, (2004). However, refugees aged between 15-17 years were not included because it was not allowed to conduct any study among these minors. Therefore, Eritrean youth refugee participants' in this study age was limited to between 18 and 29.

3.4. Sample and Sampling Technique

The study used probability sampling technique, because the probability sampling technique gives nearly equal chance for all participants. Specifically, the researcher used stratified random sampling technique. The rationale for using stratified sampling technique is considered stratum and layers of the participants. So, it can help the researcher to get more accurate representative sample (Best & Kahn, 2006) and to make more accurate inferences about a population (Peck, Olsen, & Devore, 2010). Therefore, in this thesis the researcher selected zone "D" through simple random sampling from the four zones at Hitsats refugee camp, that means, Zone A, B, C, and D. Based on ARRA food distribution monthly report of February 2020 shows that the total population of Zone "D" is 554.

Therefore, the total participants are 554 of which males are 289 and females are 265. The stratum of the sample considered was based on their sex, age, level of education and duration of

stay of participants in the refugee camp. The researcher used Krejcie and Morgan's (1970) formula in order to determine the sample size of the total participants.

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where,

S= required sample size.

X^2 = the table value of the chi-square for 1 degree of freedom at the desired confidence level (3.841).

N= the population size.

P= the population proportion (assumed to be 0.5 since this would provide the maximum sample size).

d= the degree of accuracy expressed as a proportion (.05).

Thus, the sample size for this study was decided by using the above formula.

$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$. Therefore,

$$S = \frac{3.841 \times 554 \times 0.5(1-0.5)}{.05^2 (554-1) + 3.841 \times 0.5 (1-0.5)}$$

$$\text{➤ } 531.9785 / 2.34275$$

$$\text{➤ } 227.0743$$

Hence, according to Krejcie and Morgan (1970) a sample size of 227 would be a representative of a population 554 with a 95% Confidence level. In addition, one should have to anticipate the non-response questionnaires while determining the sample size of the study. Therefore, the sample size in the present study with a reserve of non- response questionnaires (5%) added was a total of 238 participants.

The strata were made based on, sex, age, level of education and duration stay. The size of the stratum is determined using proportionate: Stratified random sampling formula, $n_h = N_h \times n / N$

n_h = sample size for h th stratum,

N_h = population size for h th stratum,

n = total sample size

N = population size

As it is mentioned in the above, the population size (N) = 554 and total sample

Size with non-response (n) = 238.

A data source found from ARRA Zone “D” and its block leaders (Goitom G/medhin and Bahta Haile, 2020) has shown that, in terms of Sex: there are 289 Males and 265 Females. In terms of Age: those in the age range 18-21 are 184, those from 22-25 years are 201 and those from 26-29 are 169. Additionally, in terms of duration of stay those who stayed less than a year are 256 and those who stayed one year and above are 298. In terms of their level of education: illiterates are 108, those at primary level (1st-8th) are 145, those at secondary school level (9th-12th) are 160 and those at diploma and above level are 149. Using the formula, the sample size for h th stratum (n_h) in terms of sex for male is 118 and for female is 109, in terms of age: from those between 18-21 it is 76 for those in the age range, 22-25 is 82 and for those in the age range 26-29 is 69. In terms of duration of stay for those less than a year is 105 and for those above one year are 122. When we see level of education the participants’ proportion according to the formula is 45 illiterates, 59 for primary level (1st-8th), for secondary (9th-12th) 65 and for diploma and above it is 58. Summary of the formula for proportional size is: $n_h = N_h \times n / N$ is presented below:

Table 1: *Summary of demographics of the Target Population and Samples*

Variables	Categories	N (population)	Total	n (sample)	Total
Sex	Male	289		118	
	Female	265	554	109	227
Age	18-21	184		76	
	22-25	201	554	82	227
Duration of Stay	26-29	169		69	
	Less than a year	256		105	
Level Education	1 year and above	298	554	122	227
	Illiterates	108		45	
	Primary school (1 st -8 th) school	145		59	
	Secondary school (9 th -12 th) school	160	554	65	227
	Diploma and above	141		58	

3.5. Data Collection Tools

In this study, the researcher used questionnaire in order to collect the primary data directly from the participants of this study. The questionnaire had two parts those were demographical information and psychological wellbeing items.

Demographical information: The first part of the questionnaire consisted of items on the demographic characteristics of research participants such as items regarding the youth refugee's age, gender, and education level and duration of stay. The second relates to psychological wellbeing items.

Psychological wellbeing instrument: The Ryff Psychological well-being instrument was developed in 1989a. The original version consisted of 120 theoretically defined. Currently, there are various reduced versions of this instrument (84, 54, 42, and 18 items), translated into at least 18 different languages. In this study the middle version of 42 items was used. The rationale to use this version because, it is clearer and contains all of the necessary sense of psychological wellbeing elements than the oldest 84 and 54 versions and the latest shortest one. The Ryff's psychological wellbeing scale contained a series of questions reflecting the six dimensions of psychological well-being. The dimensions are Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The reliability and validity of the Scale of Psychological wellbeing was assessed using a sample of 321 participants by Ryff (1989a). She reported the following internal consistency reliability coefficients: 0.86 for autonomy, 0.90 for environmental mastery, and 0.87 for personal growth, 0.91 for positive relationships with others, 0.90 for purpose in life, and 0.93 for self-acceptance. The Test-retest reliability was assessed using a subset of the sample, 117 people, over six weeks; coefficients ranged from 0.81 to 0.85. In another study, the internal consistency reliability coefficients were 0.78 for autonomy, 0.77 for environmental mastery, 0.74 for personal growth, 0.83 for positive relationships with others, 0.76 for purpose in life, and 0.79 for self-acceptance. The Test-retest reliability coefficients, over eight weeks, ranged from 0.74 to 0.84, Cenkseven, (2004). So, the researcher decided to use this instrument because it has good reliability and validity and the instrument was translated to Tigrigna and validated on Eritrean refugees' languages and cultures by language professionals.

Scoring Instruction:

1. Recode negatively phrased items: # 3, 6, 8, 9,11,12,15,17,18,21,23,24,27, 29, 31, 32, 38, 40 and 41. (i.e., if the score is 6 in one of these items, the reversed score is 1; if 5, the reversed score is 2 and so on...)
2. Add together the final degree of agreement in the 6 dimensions:
 - a. **Autonomy:** items 1, 2,3,4,5, 6, 7
 - b. **Environmental Mastery:** items 8, 9, 10, 11,12,13,14
 - c. **Personal Growth:** items 15, 16, 17, 18,19,20,21
 - d. **Positive Relations:** items: 22,23,24,25,26,27,28
 - e. **Purpose in Life: items:** 29,30,31,32,33,34,35
 - f. **Self-Acceptance:** items 36,37,38,39,40,41,42

3.6. Pilot Study

There is little published guidance concerning how large a pilot study should be. The general guideline, for example (Hertzog, 2008) suggests using 10% of the sample required for a pilot study of the participants of the full study. Similarly, Lackey & Wingate as cited in Hertzog, (2008) also recommended using 10% of the final study sample size for pilot study, in this case 23. But the researcher thought that for better representation it is fine to take more sample. Therefore, the researcher conducted a pilot study at Hitsats-Zone “B” with 37 Eritreans refugees’ in order to validate and reliable adopt the psychological wellbeing instruments from Ryff (1989a). The piloting helps to gain reliable and validate items. The reliability and validity of the instrument and its subscales are already presented in table 2. So, I have presented the internal consistency of the instrument and its subscales Cronbach’s alpha here:

Table 2: *Summary Cronbach's Alpha (α) of PWB and its subscales*

PWB and its subscales	No of Items	Cronbach's Alpha(α)
1. Autonomy Items	7	0.848
2. Environmental Mastery Items	7	0.820
3. Personal Growth Items	7	0.712
4. Positive Relation Items	7	0.678
5. Purpose in Life Items	7	0.729
6. Self-Acceptance Items	7	0.710
7. Psychological wellbeing Items	42	0.702

As the table indicates, the Cronbach's Alpha coefficient of Psychological wellbeing (PWB) implies that internal consistency of the items is 0.702 which indicates acceptable reliability.

3.7. Data Collection Procedures

After permission was received from the study site that is Shire main office of ARRA, particularly Hitsats sub office of ARRA, the researcher recruited 4 assistants from Zone "D" of which two were block leaders of Eritrean refugees. Then the researcher made a verbal agreement on 28 February/2020 about the per diem of Fee, when and where would be the training and orientations. In addition, the researcher provided training about the purpose of the study for the assistants and made an orientation on where, when, from whom and how to administer and how to respond the items of the scales by participants. The training and orientation was provided in Tigrigna language because the assistants and participants first language is Tigrigna.

Data were collected from February 29 to March 6. Out of the total (238) number of questionnaires distributed, 227 were returned with a response rate of 96 %. All of the returned questionnaires were properly filled and ready for SPSS version 24 analysis.

3.8. Data Analysis

After data were collected, the items were coded in a suitable manner for data analysis using Statistical Package for Social Sciences (SPSS) version 24 which is used to code and analyze the data collected using the questionnaire which has scales. Before analyzing the data, the researcher checked for its normality through SPSS version-24. Then,

- Descriptive statistical measures (frequency, percentage, mean scores and standard deviation) were employed to describe the demographic background of study participants
- Independent sample t-test was used to compare psychological wellbeing mean difference between males and females as well as new arrival and old arrival youth refugees.
- One-way ANOVA was employed to examine psychological wellbeing of the participants' of in terms of educational level and age groups.

3.9. Ethical considerations

The researcher requested letters of cooperation from the School of Psychology, College of Education and Behavioral Studies, at Addis Ababa University. After I got the support letter I went to ARRA Shire office and I explained briefly the objective of the study to the officials. After I got permission from ARRA Shire office I went to Hitsats sub office of ARRA. I met the officials of ARRA Shire office and I once again explained my purpose and the objectives of the study. Then, after I got the permission I recruited assistants based on the information given from the organization. Then, I provided training and orientation for assistants about the purpose of the study. They informed participants the purpose of study, confidentiality of the information they give and their right to leave at any stage if they felt uncomfortable.

Furthermore, it was also made clear that participation is based on willingness. No material benefit will be gained as a result of participation in the study. Maximum effort was done to ensure participants' privacy, security and confidentiality of information.

CHAPTER FOUR: RESULTS

4.1. Demographic Characteristics of the Youth Refugees

The demographic information of the participants includes gender, age, duration of stay and level of education.

Table 3: *Demographic Information of the Participants N=227*

Variable	Category	N	(%)
Gender	Male	118	52
	Female	109	48
Age	18-21	76	33.5
	22-25	82	36.1
	26-29	69	30.4
Duration of time stay	Less than a year	105	46.3
	1 year and above	122	53.7
Level of education	Illiterates	45	19.8
	Primary(1 st -8 th) school	59	26
	Secondary(9 th -12 th) school	66	28.6
	Diploma &above	58	25.6

As it is indicated in the table 3 above out of 227 respondents, 118 (52%) were male and 109 (48%) were female. Those in the age group from 18-22 were 76 (33.5%), those from 22-25 were 82 (36.1%) and those from 26-29 were 69 (30.4%). In terms of duration of time from 227 a little less than half, that is 105 (46.3%) lived less than a year and 122 (53.7%) lived a year and above. When we see participants' education level from 227 of them 45 (19.8%) were illiterate, 59 (26%) were primary (1st-8th) school, 66 (28.6) were secondary (9th-12th) school and 58 (25.6) were diploma and above.

Table 4: *Reliability of the sub-scales and total scale of the PWB of youth refugees*

Sub scales	No of Items	Cronback's Alpha(α)
1. Autonomy Items	7	0.893
2. Environmental Mastery Items	7	0.880
3. Personal Growth Items	7	0.849
4. Positive Relation Items	7	0.872
5. Purpose in Life Items	7	0.803
6. Self-Acceptance Items	7	0.797
Total Psychological wellbeing Items	42	0.858

As table 4 indicates the reliability of the sub scales and the total psychological wellbeing scale which is from the final respondents of the questionnaire. Accordingly, the sub scales reliability is Autonomy Items' 0.893, Environmental Mastery Items is 0.880, Personal Growth Items 0.849, Positive Relation Items 0.872, Purpose in Life Items 0.803 and Self-Acceptance Items 0.797. Therefore, all subscales are acceptable according to Cronback's -Alpha (α) level. Accordingly, the scale of psychological wellbeing revealed that the reliability of the total scale is 0.858 and this is a very good reliability.

4.2. The status of PWB of Eritrean Youth Refugees

This is the first research question of the study which assesses the status of psychological wellbeing of youth refugees who are living at Hitsats refugee camp. To answer this question, percentage value and frequency count was used. The level of psychological wellbeing as high and low was determined by mean split. Since the PWB scale of this study was a 6 point scale, the expected mean is found by: $1+2+3+4+5+6$ divided by $6= 3.5$, this means that 3.5 times the number of items in each scale gives the expected mean for each subscales and 3.5 times the

number of items of the total scale gives the expected mean of the total scale. Therefore, the expected mean score for each subscale is 24.5 and the expected mean score for total PWB is 147. So, those participants who scored above the expected mean are considered as they had a high level of PWB and those who scored below the expected mean are considered as they had a low level of PWB. The result is indicated in the following table.

Table 5: *Summary result of the status of PWB of youth refugees*

PWB subscales	Youth refugees											
	High						Low					
	Male		Female		Total	Male		Female		Total		
	N	%	N	%	N	%	N	%	N	%	N	%
Autonomy Items	89	75.42	65	59.63	154	67.84	29	24.58	44	40.36	73	32.15
Environmental Mastery Items	66	55.93	49	44.95	115	50.66	52	44.06	60	55.04	112	49.33
Personal Growth Items	93	77.81	84	77.06	177	77.97	25	2.18	25	22.93	50	22.02
Positive Relation Items	81	68.64	62	56.88	143	62.99	37	31.35	47	43.11	84	37.00
Purpose in Life Items	94	79.66	76	69.72	170	74.88	24	20.33	33	30.27	57	25.11
Self-Acceptance Items	82	69.49	73	66.97	155	68.28	36	30.50	36	33.02	72	31.71
Total PWB scale	90	76.27	67	61.46	157	68.72	28	23.72	42	38.53	71	31.27

As indicated in table 5 above, 154 (67.84%) of youth refugees scored high level of autonomy, out of the total number of participants, 89 (75.42%) were males, and 65(59.63%) of them were females. And 73 (32.15%) of youth refugees scored a low level of autonomy, out of them 29(24.58%) were males and 44(40.36%) were females. This indicates that male respondents had higher level of autonomy than their female counter parts.

Related to environmental mastery, 115 (50.66%) of the respondents had scored high level of environmental mastery, out of them 66 (55.93%) were males, 49 (44.95%) were females. In this subscale almost half of youth refugees (49.33%) scored below the expected mean of which 52 (44.06%) were males and 60 (55.06%) were females. This indicated that, although half of the

youth refugees had a strong sense of environmental mastery and competence to manage their environment males were slightly better than females in this component.

In the subscale of personal growth 177 (77.79%) youth refugees scored a high level of PWB, out of which 93 (78.81%) were males, and 84 (77.06%) were females 50 (22.02%) youth refugees scored a lower state of personal growth, of which 25 (21.18%) were males and 25 (22.3%) were females. In this subscale it is also observed that youth refugee males were better in a sense of continued and sustainable personal development than their female counterpart.

Regarding the subscale of positive relation, 143 (62.99%) youth refugees reported a high level of PWB out of those 81 (68.64%) were males, 62 (56.88%) were females and 84 (37%) youth refugees were found to score a lower state of positive relation, out of them 37 (31.35%) were males and 47 (43.11%) were females. In this component of PWB the majority (62.99%) of youth refugees scored above the expected mean and male youth refugees were found to have higher level of positive relation than their female counterparts.

The subscale of purpose in life, as it is clearly indicated in the above table, 170 (74.88) youth refugees had reported high level of PWB in this particular component, of which 94 (79.66%) were males and 76 (69.72%) were females and 57 (25.1%) youth refugees scored a low level of PWB out of those 24 (20.33%) were males and 33 (30.27%) were females. In this dimension majority (74.88) of youth refugees scored above the expected mean and male youth refugees have better meaningful life and a sense of directedness than their females counterparts.

The final component of PWB is self-acceptance. In this scale 155 (68.28%) youth refugees scored high level of wellbeing. Out of them 82 (69.49%) were males, 73 (66.97%) were females. And 82 (31.71%) reported a low level of wellbeing in this component, out of them 36 (30.5%)

were males and 36 (33.02%) were females. In this construct youth refugees' males were also found to have better sense of self-acceptance than females.

In the total measure of PWB, majority (69.19%) reported a high state of PWB and 30.83% reported a low level of PWB. Out of the total youth refugees who scored high in the overall wellbeing, majority (76.27%) of them were males. This means male youth refugees enjoyed a better sense of PWB than female youth refugees.

4.3. PWB difference between New and Old Arrival Eritrean Youth Refugees

The second research question of the study was to determine whether there is difference in PWB between new and old arrival of Eritrean youth refugees. To undertake the result independent sample t-test was employed.

Table 6: *Independent sample t-test of PWB between new and old arrival youth refugees*

Variable	Category	Mean	SD	t-value	df	Sig (2-tailed)
The youths Duration of time stay	New arrivals	27.165	3.588	0.905	225	0.366
	Old arrivals	26.713	3.885			

$p > 0.05$; PWB=Psychological wellbeing\

As it is indicated in table 6 above, an independent sample t-test was employed to compare mean difference between new arrival youth refugees ($M=27.165$, $SD=3.588$) and old arrival youth refugees ($M=26.713$, $SD=3.885$). Hence, the result revealed that there is no statistically significant difference $t(225) = 0.905$, $p > 0.05$, between new and old arrival youth refugees. This means that there is no significant difference in psychological wellbeing between new and old arrival Eritrean youths at Hitsats camp.

4.4. Psychological Wellbeing difference in terms of Gender of Youth Refugees

The third research question of the study was to compare whether there is difference in psychological wellbeing between male and female Eritrean youth refugees. To see the result independent sample t-test was employed. The result is clearly shown in table 6 below.

Table 7: *Independent sample t-test of PWB between new and old arrival youth refugees*

Variable	Category	Mean	SD	t-value	df	Sig (2 tailed)
Sex	Male youths	27.683	3.903	3.250	225	0.001
	Female youths	26.097	3.405			

$p < 0.05$; PWB=Psychological wellbeing

As it is indicated in the above table, an independent sample t-test was used to compare mean difference between male youths ($M=27.683$ $SD=3.903$) and female youths ($M=26.097$ $SD=3.405$). Thus, the result showed that there is statistically significant difference $t(227) = 3.250$, $p < 0.05$, between the male and female youth. This means that males Eritrean youths who were living at Hitsats refugee camp had greater psychological wellbeing than their female counterparts.

4.5. PWB difference in terms of Age groups of the Youth Refugees

Table 8 below shows the descriptive statistics of the different age categories of youth refugees' including their mean and standard deviation scores. In table 8, one-way ANOVA was employed to check up if there is statistical difference among the three age groups.

Table 8: *Descriptive statistic of PWB scores in terms age groups of respondents*

Variable	Category	N	Mean	SD
Age	18-21	76	26.078	3.198
	22-25	82	26.973	3.850
	26-29	69	27.789	4.027
	Total	227	26.922	3.749

As it is indicated in table 8, the mean score of 26-29 age group ($M=27.789$, $SD=4.027$) is higher than the two other age groups 22-25 ($M= 26.973$, $SD=3.850$) and 18-21 ($M=26.078$, $SD=3.198$). On the other hand the mean of those in the age group 22-25 ($M= 26.973$, $SD=3.850$) is greater than those in the age group 18-21 ($M=26.078$, $SD=3.198$).

Table 9: *Descriptive statistic of PWB scores in terms age groups of respondents*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	106.203	2	53.102	3.873	.022
Within Groups	3071.200	224	13.711		
Total	3177.403	226			

As table 9 above showed, the computed one-way ANOVA implied that there is statistically significant difference in psychological wellbeing $F(2, 224) = 3.873$, $p < 0.05$ among the different age groups youth refugees. Though the computed one-way ANOVA vividly showed the presence of significant difference among the three age groups, it does not specifically indicate where the exact variation is found among the groups. Thus, Tukey HSD post-Hoc comparison was performed to show which group is responsible for the difference. The result is indicated in table 10 below

Table 10: *Tukey HSD post hoc comparison in PWB among youth in different age groups*

Dependent variable	Independent variable		Mean difference (I-J)	Sig.
	(I)	(J)		
PWB	18-21	22-25	-.89463	.285
		26-29	-1.71091*	.016
	22-25	18-28	.89463	.285
		26-29	-.81628	.369
	26-29	18-21	1.71091*	.016
		22-25	.81628	.369

As the result of the post hoc test in table 10 shows a statistically significant difference (mean difference= 1.710, $P < .05$) was found among age groups 18-21 ($M=26.078$, $SD=3.198$) and those between age 26-29 ($M=27.789$, $SD=4.027$). However, no statistical difference was found between age group 18-21 ($M=26.078$, $SD=3.198$) and those from 22-25 ($M= 26.973$, $SD=3.850$); as well as age group youths 22-25 ($M= 26.973$, $SD=3.850$) and age group 26-29 ($M=27.789$, $SD=4.027$). As the mean values show the youth refugees in the age group 26-29 had greater psychological wellbeing than those in the age group of 18-21.

4.6. PWB difference in terms of Educational level of Youth Refugees

Table 11 shows the descriptive statistics of educational level of youth refugees. Mean and standard deviation scores of the four educational level groups are clearly stated. Following this, one-way ANOVA was used to check up if there is statistical difference among the four educational levels groups in PWB.

Table 11: *Descriptive statistic of PWB scores across education levels of respondents*

Variable	Category	N	Mean	SD
Educational levels	Illiterates	45	25.396	3.292
	Primary (1 st -8 th) schools	59	27.016	3.879
	Secondary (9 th -12 th) Schools	65	27.251	3.501
	Diploma and above	58	27.640	3.975
	Total	227	26.922	3.749

As it is indicated in table 11, the mean score of diploma and above youth refugees ($M=27.640$, $SD=3.975$) is the highest followed by those at Secondary (9th -12th) school level ($M=27.251$, $SD=3.501$). The mean for the primary- (1st -8th) school level ($M=27.016$, $SD=3.879$) is slightly lower than the above two. For those illiterates the mean is the lowest ($M= 25.396$, $SD=3.292$).

Table 12: *Difference in PWB among educational levels of the youth refugees groups*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	142.297	3	47.432	3.485	.017
Within Groups	3035.106	223	13.610		
Total	3177.403	226			

As table 12 shows above, the computed one-way ANOVA implied that-there is statistically significant difference in psychological wellbeing $F(3, 223) = 3.485$, $p < 0.05$ among educational level of the youth of refugee. Those at diploma and above level ($M=27.640$, $SD=3.975$) have the highest compared to the rest. Illiterates have the least (Mean= 25.396, $SD=3.292$) in PWB score. Though the computed one-way ANOVA showed the presence a statistically significant

difference among the educational levels, it does not imply where the exact variation among the educational level of groups came from. Therefore, Tukey HSD post-Hoc comparison was performed to show which group is responsible for the difference. The result is indicated in the table below:

Table 13: *Tukey HSD post hoc comparison among youth in different educational levels in terms their PWB*

Dependent variable	Independent variable	Mean difference(I-J)	Sig.	
	Educational levels (I) (J)			
PWB	Illiterates	Primary(1 st -8 th) school	-1.62065	.121
		Secondary(9 th -12 th) school	-1.85499*	.049
		Diploma and above	-2.24451**	.013
	Primary(1 st -8 th) school	Illiterates	1.62065	.121
		Secondary(9 th -12 th) school	-.23433	.985
		Diploma and above	-.62386	.797
	Secondary (9 th -12 th) school	Illiterates	1.85499*	.049
		Primary(1 st -8 th) School	.23433	.985
		≥ diploma	-.38952	.937
	≥ diploma school	Illiterates	2.24451*	.013
		Primary(1 st -8 th) School	.62386	.797
		Secondary(9 th -12 th)	.38952	.937

As the result of the post hoc test in table 13 indicates there is a statistically significant difference in psychological wellbeing (mean difference= 2.244, $P < .05$) between youth refugees whose educational level is diploma and above with ($M=27.640$, $SD=3.975$ compared to those who are illiterate ($M= 25.396$, $SD=3.292$). Those at secondary (9th-12th) school level ($M=27.251$, $SD=3.501$) also have statistically significant mean difference with illiterates ($M=25.396$, $SD=3.292$). However, no statistical difference was found in the mean those in the primary (1st-8th) school level ($M=27.016$, $SD=3.879$) and illiterates. Thus, the above result indicated that in terms of the level of education youth refugees who are \geq diploma had greater psychological

wellbeing score than illiterates. Following those at diploma and above level those at secondary (9th-12th) level have the next high psychological wellbeing which is significantly greater than illiterates. However, no statistically difference was found among the other educational levels i.e., among those at primary (1st-8th) school level, secondary school level (9th-12th) and those with education level of diploma and above.

CHAPTER 5: DISCUSSION

5.1. The status of PWB of Eritrean Youth Refugees

The study had determined the status of psychological wellbeing of youth refugees Eritrean who are living at Hitsats camp. The result showed that 157 (69.19%) scored a high status of PWB and 70 (30.83%) reported a low level of PWB. So this indicated that more than half of the participants had high status of psychological wellbeing. The finding again showed that male youth refugees (76.27%) had higher level of PWB than their female counterpart (61.46%). However, some findings indicate opposite to this. For example, psychological wellbeing screening in Serbia shows that 79% of refugees should be threatened a vulnerable in regards to not mastering new environment; make relationship with others, personal growth and others personal mental health problems that need psychological assistance and support. They are faced with different daily challenges including language barriers, unresolved legal status, not having a work permit, limited access to social and medical services etc. (UNHCR, 2019). Refugees arriving in Australia face not only the stresses of migration related to sudden changes in language and culture, but they must also contend with a past that is often filled with extremely traumatic and psychological wellbeing experiences. It is not surprising then, that the health literature concerning refugees tends to focus on the stress of adapting to new environments as well as the additional stress of dealing with past events (Brough, M., Gorman, D., Ramirez, E., & Westoby, P. 2003).

5.2. PWB difference between New and Old Arrival Youths Refugees

The study had determined psychological wellbeing difference of new and old arrival youth refugees. The result indicated that there is no statistically significant difference $t(225) = 0.905$, $p > 0.05$, between new arrival youth refugees and those old arrival youth refugees. This means

that there is not statistically significant difference in psychological wellbeing between new and old arrival youth refugees. However, some findings showed the opposite. For example Pottie, Dahal, Hanvey & Marcotte (2015) in Canadian Collaboration for Immigrant and Refugee Health found that about 80% of newcomer youth reported good or excellent mental health showing that new arrivals have good psychological wellbeing compared to those who come earlier. Rousseau, Pottie, Thombs, Munoz & Jurcik, (2011) indicated that significant portion of earlier arrival youth do experience mental health challenges. Gerritsen, et al., (2006) in Afghan, Iranian and Somali studied refugees argued that most published studies focus on those newly arrived (those within 2-3 years of arrival) and consistently report a high prevalence of mental health conditions during the early settlement phase. This found indicates that the new arrival or those who have not stayed longer at the refugee camps have lower psychological wellbeing.

5.3. PWB difference between Male and Female Youth Refugees

Related to psychological wellbeing difference between male and female youth refugees, this study found a significant difference between the two genders. Thus, male youth refugees were found to have a higher psychological wellbeing than their female counterparts. This finding is supported by current studies on the existence of gender differences; including those related to psychological well-being which reflect contradictory result and a distinct lack of consensus (Ryff & Singer, 1998). Due to those differences, Inglehart (2002) argued that in almost every society, men have higher incomes, more prestigious jobs and more authority than women. Men also have all links with relatively high levels of subjective well-being. So women show low level of happiness than men. Gender related differences on psychological well-being supports the notion that males tend to score higher on psychological well-being indicators in comparison to females. In a study by Carmel (2007) it was found that women scored lower than men on psychological

indicators of well-being (as cited in Carmel & Nigavekar 2007). Zambrana and Sliva-Palacios (1989) also noted gender differences in stress among Mexican immigrant youths and they found that immigrant girls had statistically significant higher stress levels than boys. More specifically, the girls tended to report more stress about issues related to family loss (leaving family and friends back) and change (moving from one neighborhood to another). Additionally, Akhter, (2015) argued that the psychological wellbeing happened in gender differences due to existence of biological and psychological differences.

5.4. Psychological Wellbeing difference in terms of Age of Youth Refugees

With regarding to age difference of the youth refugees the present study revealed that there is significance difference in psychological wellbeing. The result indicated that youth refugees in the group over twenty-six years had greater psychological wellbeing than those less than twenty. This finding is similar to what has been stated by Blanch flower & Oswald, (2008); Clark & Oswald, (1994) who indicated that, younger and older people tend to have higher well-being scores than the middle aged refugees, although there may be a decline in well-being among the very old. Counter to that Warr & Jackson, (1987) argued that there was greater psychological wellbeing deterioration for the men aged between 20 and 59 than those younger or older.

5.5. PWB difference in Educational level of Youth Refugees

Regarding educational level of the youth refugees the present study revealed that there is significance difference in psychological wellbeing. Those who are illiterate have the least psychological wellbeing score compared to other educational level youth refugees. Those youth refugees at diploma and above level have better psychological wellbeing than illiterates. Following to diploma and above, Secondary (9th-12th) school level youth refugees have a good psychological wellbeing than illiterates. Veenhoven and Bakker (1977) assumed that continued

school attendance and good marks are generally thought to further the chances for later psychological well-being; however, their researches indicated that the relation between level of education and psychological wellbeing is negative. So, Veenhoven, and Bakker, (1977) concluded that Well-being is hampered rather than furthered by school and education.

Turashvili, and Japaridze (2012) stated that during their academic career, students face various responsibilities and challenges and this could be the main reason and primary source of their psychological wellbeing. In the majority of cases adolescents and youths are able to handle the difficulties which they face; however, in the number of cases these challenges may have a serious impact on the young person's psychological well-being.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The general objective of this study was to investigate the psychological wellbeing among youth Eritrean refugees of Hitsats refugees' camp in Tigray National Regional State-Ethiopia. The study followed descriptive research design and used quantitative research method to answer the research questions stated in the introduction section of the study. The participants of the study were 227 of which 118 are male and 109 are female youth refugees. They were selected from zone "D" Hitsats refugees' camp. Zone "D" was selected through random sampling and all available participants' youth refugees were selected using stratified sample technique. Hereafter demographic questionnaire and Ryff's psychological wellbeing scale were administered and completed by youth refugees. To analyze the data gained in the study frequency, percentage, independent sample t-test and one-way ANOVA were used. Therefore, the following main findings were found in the study.

Mean split was used to determine the psychological wellbeing status of youth refugees and the result showed that 157 (69.19%) of the participants reported a high status of PWB and 70 (30.83%) were reported a low level of PWB. Male youth refugees (76.27%) scored higher level of PWB than their females counterparts (61.46%).

The result of the computed t-test indicated that there was no statistically significant difference between new arrival youth refugees and old arrivals youth refugees in psychological wellbeing. Whereas related to gender male youth refugees reported higher scored in PWB than female youth refugees.

One-way ANOVA was used to compare the psychological wellbeing of age groups and educational levels of the youth refugees. The computed one-way ANOVA shows that there is a statistically significant difference in psychological wellbeing between the age group of youth refugees accordingly those in the age range 26-29 (Mean=27.789, SD=4.027) had greater psychological wellbeing than those in the age group of 18-21. However, no statistically significant difference was found among other groups i.e., age groups of youth refugees 18-21 and 22-25, as well as those in the age group 22-25 and 26-29.

6.2. Conclusion

The study purposed assessing the psychological wellbeing of the Eritrean youth refugees at Hitsats refugee camp. Based on the findings of this study, the researcher made the following conclusions and their conforming implies:

- More than half (69.19%) of the participants reported a high state of PWB and 30.83% of the participants reported a low level of PWB. This means two-thirds of the refugees had a better psychological wellbeing. Majority (76.27%) of male youth refugees scored a higher level of PWB than females (61.46%). This implies male youth refugees enjoyed a better level of PWB than youth female refugees.
- There was no statistical psychological wellbeing difference between new and old arrival youth refugees. This implies the psychological wellbeing is not associated to the status of being newcomer or staying longer among youth refugees so there is no difference based on the years of stay at the refugee camp.

- In terms of gender, male youth refugees reported higher score in PWB than female youth refugees. This indicates that females youth refugees are exposed to poor PWB for different factors at refugee camps.
- The youth refugees in the age group 26-29 had greater psychological wellbeing than those in the age 18-21. However, no difference was found among youth refugees in the age group 18-21 and 22-25. This implies that youth refugees in the higher age category have better psychological wellbeing score than those youth refugees in the lower age group. On the other hand, the lower age group youth refugees seem to be more exposed to a poor state of psychological wellbeing.
- Youth refugees who had \geq diploma level of education and those at secondary (9th-12th) school level had greater psychological wellbeing score than illiterate youth refugees. But there is no statistically significant difference in psychological wellbeing between primary level and illiterate.

6.3. Recommendations

Based on the findings of the study the researcher has promoted the following recommendations. It is clear that the youth refugees face a lot of challenges especially, the female, illiterates and below twenty years youth refugees, such as emotional instabilities, psychological problems, loss of family, friends, and rapes, lack of supply food, water and some conflicts with in themselves and the local people and the refugees camp Hitsats itself hardship area and it has its own influence in psychological wellbeing of the youth refugees.

The current study showed that females, illiterates and under twenty years youth refugees had lower level of psychological wellbeing. It is therefore recommended that concerned bodies make

detailed assessment of those female, illiterates and under twenty year's refugees and provide psychosocial support accordingly. Besides of this, a greater focus is needed on identifying and designing suitable intervention programs especially at organizations working with refugees. To this end, the researcher forwards the following recommendations:

- The researcher recommends that the concerned bodies like ARRA, UNHCR and others organizations, should hire professionals' and invite academic institutions, humanitarian organizations to establish psychosocial centers for female and under twenty years youth refugees and employ professional counselors or psychologists and other related fields at Hitsats camp.
- It is also recommended that youth refuges needed psychological wellbeing assessment for female, under twenty years and illiterates youth refugees. Because psychological wellbeing assessment is one part of psychosocial support and help youth refugees who face different kind of psychological wellbeing problems so that they could help access the youth refugees easily.
- I also recommended providing psychosocial and emotional support kind of trainings to the under twenty, females and illiterates youth refugees themselves and other guardians have awareness about the impact refuging itself has on psychological wellbeing.
- The researcher also recommends to concerned agencies, like UNHCR, ARRA, UNICEF and other to apply effective youth refugees' polices and strategies to enhance the lives of refugees and working with humanitarian organizations about the psychological wellbeing and psychosocial support for those females and illiterates of youth refugees.

- Besides the researcher recommends for future researchers to conduct a study in this area related to the refuging impact on females and on those with low educational level youth refugees and provide psychosocial support for them.
- Since the present study is a quantitative one, future researchers are recommended to use both qualitative and quantitative methods for a better understanding of youth refugees' psychological wellbeing.

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Appendix I

Addis Ababa University

College of Education and Behavioral studies

School of Psychology

Dear participant of this study, the purpose of this questionnaire is to gather information regarding to psychological wellbeing of Eritrean youth refugee who are living at Hitsats. This questionnaire has two parts: The first part of the questionnaire contained demographic questions about the respondents and the second part has questions that assess Psychological wellbeing of the respondents. The information you provide has a very important input in the direction and completion of this study, so please try to be honest, and trustful. There is no one to judge you, because there is not right or wrong answer for the questions. The information will be kept confidential and be only applied for the study.

Please note that, in order to keep the confidentiality you are not required to write your name and address in any part of this paper.

Thank you again for your kind cooperation!!

Part I: Demographic information

Direction: In this section, you are required to provide the information about you which is useful to the study. Therefore, indicate your answer by **making** (√) in the given boxes.

1. Sex:

Male Female

2. Age:

18-21 years old 22-25 years old 6-29 years old

3. Education level:

Illiterate Primary school Secondary School Diploma and above

4. How long you living at Hitsats Camp?

Less than 2 years 2 years and above

Part II: Psychological Well-Being Scales

The following 42 questions are designed to measure your psychological wellbeing. Please be informed that all the items are to be rated on six point scale (**Strongly disagree, Disagree, Disagree lightly, Agree Slightly, Agree and Strong Agree**). So you are supposed to show to what extent you agree on each item on space provided on right side of each item **through making a tick mark (√)**.

No	Items	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
	Autonomy Items						
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2	My decisions are not usually influenced by what everyone else is doing						
3	I tend to worry about what other people think of me						
4	I tend to be slightly influenced by people with strong opinions						
5	I have confidence in my opinions, even if they are contrary to the general consensus.						
6	It's difficult for me to voice my own opinions on controversial matters						
7	I judge myself by what I think is important, not by the values of what others think is important						
	Environmental Mastery Items						
1	In ge Generally, I feel I am in charge of the situation in which I live.						
2	The demands of everyday life often get me down						
3	I do not fit very well with the people and the community around me.						
4	I am quite good at managing the many responsibilities of my daily life						
5	I often feel overwhelmed by my responsibilities						
6	I have difficulty arranging my life in a way that is satisfying to me						
7	I have been able to build a home and a lifestyle for myself that is much to my liking						
	Personal Growth Items						
1	I am not interested in activities that will expand my horizons.						
2	I think it is important to have new experiences that challenge how you think about yourself and the world						

	Items						
3	When I think about it, I haven't really improved much as a person over the years						
4	I do not enjoy being in new situations that require me to change my old familiar ways of doing things						
5	I have the sense that I have developed a lot as a person over time						
6	For me, life has been a continuous process of learning, changing, and growth						
7	I gave up trying to make big improvements or changes in my life a long time ago						
	Positive Relations Items						
1	Most people see me as loving and affectionate.						
2	Maintaining close relationships has been difficult and frustrating for me						
3	I often feel lonely because I have few close friends with whom to share my concerns						
4	I enjoy personal and mutual conversations with family members or friends.						
5	People would describe me as a giving person, willing to share my time with others						
6	I have not experienced many warm and trusting relationships with others						
7	I know that I can trust my friends, and they know they can trust me						
	Purpose in Life						
1	I live life one day at a time and don't really think about the future						
2	I have a sense of direction and purpose in life						
3	My daily activities often seem trivial and unimportant to me						
4	I don't have a good sense of what it is I'm trying to accomplish in life						
5	I enjoy making plans for the future and working to make them a reality						
6	I sometimes feel as if I've done all there is to do in life.						
7	Some people wander aimlessly through life, but I am not one of them						

	Self-Acceptance						
1	When I look at the story of my life, I am pleased with how things have turned out						
2	In general, I feel confident and positive about myself						
3	I feel like many of the people I know have gotten more out of life than I have.						
4	I like most aspects of my personality						
5	In many ways, I feel disappointed about my achievements in life						
6	My attitude about myself is probably not as positive as most people feel about themselves						
7	When I compare myself to friends and acquaintances, it makes me feel good about who I am						

Appendix II

የንብርሲቲ አዲስ አበባ

ኮሌጅ መጽናዕቲ ትምህርትን ስነ-ባህርን

ቤት ትምህርቲ ሳይኮሎጂ

ዝኸበርካ/ኪ ተሳታፊይ/ሬት ናይዚ መጽናዕቲ ዕላማ ናይ'ዚ መሕትት ሓበሬታ ብዛዕባ ስነ-አእምሮዊ ጥዕና መንእሰያት ኤርትራውያ ስደተኛታት ነበርቲ ሕጻጽ ንምእካብ እዩ። እዚ መሕትት ክልተ ክፋላት አለዉዎ። እቲ ቀዳማይ ክፋል ሓበሬታ ስነ-ህዝቢ ተሳተፍቲ ዝሓዘ ኮይኑ እቲ ካልኣይ ክፋል ድማ ኩነታት ስነ-አእምሮዊ ጥዕና ናይዞም ኤርትራውያን መንእሰያት ዝድህስስ እዩ። እዚ ካባኻ/ኺ እንረኽቦ ሓበሬታ ድማ ነዚ መጽናዕቲ'ዚ ንምዝዛምን ንምእንፋትን ኣዝዩ ኣገዳሲ ኣበርክቶ ስለዘለዎ ብዝተኻእለካ/ኪ መጠን ቅንዕን እሙንን ሓበሬታ ክትህቡኒ እላቦ። ነዞም ሕቶታት ክትምልስ/ሲ እንከለኻ/ኺ ቅኑዕ ወይ ግጉይ ዝብሃል መልሲ ስለዘልዩል ፍርዲ ዝህብ ኣካል ከምዘዩል ክሕብረካ/ኪ እፈቱ። እትህቡኒ ሓበሬታ ሚስጢራውነቱ ዝተዓቀበ ኮይኑ ነዚ መጽናዕቲ'ዚ ጥራይ ዝዓለመ ኣገልግሎት አለዎ።

ምስጢራውነት መንነትኩም ንምዕቃብ ድማ፡ ብኽብረትኩም ስምኩም ኮነ ኣድራሻኹም ኣብ ዝኾነ ክፋል ናይዚ ወረቐት ኣይትጽሓፉ።

ንተሳተፎኻ/ኺ ደጊመ ልባዊ ምስጋናይ የቕርብ!

ቀዳማይ ክፋል፡ ሓበሬታ ስነ-ሕዝቢ

መምርሒ፡ ኣብዚ ክፋልዚ ነዚ መጽናዕቲ ኣገዳሲ ዝኾነ ነጻኻ/ኺ ዝምልከት ክትህበኒ/ብኒ ብትሕትና እሓትት። ስለዚ ነቲ ዝመረጽካዮ/ኪዮ መልሲ ኣብቲ ተዋሂቡ ዘሎ ሳንዱቕ ነዚ

ምልክት (✓) ኣስፍር/ሪ።

1. ጾታ :

ተባዕታይ ኣንስታይ

2. ዕድመ :

ካብ 18 ክሳብ 21 ዓመት ካብ 22 ክሳብ 25 ዓመት ካብ 26-29 ዓመት

3. ደረጃ ትምህርቲ :

ምጽሓፍን ምንባብን ኣይክእልን ቀዳማይ ደረጃ (1ይ-8ይ ክፍሊ)

ካልኣይ ደረጃ (9ይ - 12 ክፍሊ) ዲፕሎማን ልዕልኡን

4. ኣብ መዓሰከር ስደተተኛታት ሕጻጽ ንክንደይ ግዜ ጸኒሕካ/ኪ?

ትሕቲ ክልተ ዓመት 2 ዓመትን ልዕልኡን

ካልኣይ ክፋል፡ ኩነታት ስነ-አእምሮአዊ ጥዕና ዝምልከቱ መምዘኒታት

እዞም ስዲቦም ዘለው 42 ሙሉእ ሓሳባት ብዛዕባ ኩነታት ስነ-አእምሮ-ዊ ጥዕና ተሳተፍቲ ንምዕቃን ዝተዳለው እዮም። ብኸብረትኩም ንነፍሲ ወከፍ ሙሉእ ሓሳባት በዞም ዝስዕቡ 6 መምዘኒ ነጥብታት ማለት (ኣዝዮ ኣይሰማምዓሉን፣ ኣይሰማምዓሉን፣ ቁሩብ ኣይሰማምዓሉን፣ ቁሩብ እሰማምዓሉ፣ እሰማምዓሉ፣ ኣዝዮ እሰማምዓሉ) እናበልኩም ናይ ገዛእ ርእሰኹም ዓቕን ስነ-አእምሮ ጥዕና ኣቐምጡ። ነዚ ዓቕን ንምቕማጥ ንነፍሲ ወከፍ ሙሉእ ሓሳባት ማዓረ ክንደይ ከምትሰማምዕሉም ብናይ እርማት ምልክት (v) ብምግባር መልስኹም ኣቐምጡ።

ተ/ቁ	ሙሉእ ሓሳባት(Statements)	ፈላጊ ምዃን	ፈላጊ ምዃን	ፈላጊ ምዃን	ፈላጊ ምዃን	ፈላጊ ምዃን	ፈላጊ ምዃን
ርእሰ ምሕደራ ዝምልከቱ ሙሉእ ሓሳባት (Autonomy Items)							
1	ዋላ እውን ሓሳባተይ ካብ ናይ መብዛሕተኡም ሰባት ሓሳብ ዝጸረፍ እንተዝኾነ ሓሳባተይ ንምግላጽ ኣይስከፍን።						
2	ውሳኔታተይ መብዛሕተኡ ግዜ ካልኣት ብዝገበርዎም ነገራት ኣይፀለውን።						
3	ሰባት ብዛዕባይ እንታይ ይሓስቡ ይኾኑ ኢሎ ይሻቕል እየ።						
4	ብርቱዕ ሓሳብ ብዘለዎም ሰባት ብቀሊሉ ይጽሉ እየ።						
5	ዋላ እውን ሓሳባተይ መብዛሕተኡም ሰባት ካብ ዝሰማምዕሉም ሓሳባት ዝተፈለዩ እንተዝኾኑ ብሓሳባተይ ይተኣማመን እየ።						
6	ኣብ ኣክራሽርቲ ጉዳይት ሓሳብይ ንምግላፅ ይፅገም እየ።						
7	ኣነ ንነብሰይ ዝገምግማ ካልኣት ሰባት ኣገዳሲ ኢሎም ዝኣመኑሎም መትከላትን እምነታትን ዘይኮነስ ኣነ ንዓይ ኣገደስቲዮም ኢሎ ዝኣመንኩሎም መትከላትዮም።						
ከባብያዊ ቁጽጽር ዝምልከቱ ሙሉእ ሓሳባት (Environmental Mastery Items)							
1	ብሓፈሻ እቲ ዝነበረሉ ከባቢ ዝተቐጽጸርክዎ ኮይኑ ይስመዐኒ።						
2	መዓልታዊ ጠለባት ናብራ ንዓይ በዳህቲ እየም።						
3	ኣብ ከባብያይ ምስ ዘለው ሰባትን ማሕበረሰብን ብሓሳብ ንክነብር ብቐፅ ሰብ ኣይኮንኩን።						
4	ዕለታዊ መነባብርይ ንምምራሕ ንዘለውኒ ብዙሓት ሓሳናነታት ኣብ ምክያድ ብጣዕሚ ንፉዕ እየ።						
5	መብዛሕተኡ ግዜ ኣብ ሂወት ብዘለውኒ ሓሳናነታት ምክንያት ዓቕሊይ ይጸበኒ።						
6	ዕግበት ዘለዎ ሂወት ንክመርሕ እጽገም እየ።						
7	ንዓይ ዝሰማምዓኒ ቤትን መንገዲ ሂወትን ሃይዲ ኣለኹ ።						
ዉልቃዊ ዕብዮት ዝምልከቱ ሙሉእ ሓሳባት(Personal Growth Items)							
1	ኣድማሳዊ ፍልጠተይ ኣብ ዘስፍሑ ንጥፈታት ንክሳተፍ ድልዮት የበለይን።						
2	ብዛዕባ ገዛእ-ርእሰይን ዓለምን ከመይ ከምእትሓስብ በዳህቲ ዝኾኑ ሓደስቲ ተመክሮታት ምህላዎም ኣገዳስነት ኣለዎ ኢሎ እሓስብ።						

ተ/ቁ	ሙሉ እሴት ሐሳባት (Statements)	የሰው ልምድ ላይ የሚገኝ	ሌላ	የሰው ልምድ ላይ የሚገኝ	ሌላ	ሌላ	ሌላ
3	ብዛዕባ እቶም ዝሓለፉ ዓመታት ክሓስብ እንክለኹ ከም ሰብ ብዙሕ ምምሕያሽ ከምዘይገበርኩ ከይኑ ይስምዓኒ።						
4	ቅድሚ ሕጂ ንዝነበሩኒ ንቡራት ልምድታታይ ክቕይር ዝገብሩኒ ሓደሽቲ ኩነታት ምስ ዘጋጥሙኒ ደስ ኣይብለኒን።						
5	ንዝሓለፈ እዋን ተመሊሰ ክርእዮ እንክለኹ ከም ሰብ ብዙሓት ምዕባለታት ከምዘርእኹ ከይኑ ይስመዓኒ።						
6	ንዓይ ሂወት ማለት ቀጻሊ ዝኾነ ናይ ትምህርቲ፣ ለውጥን ዕብየትን መስርሕ እዩ።						
7	ብዛዕባ ምምጻእ ዓበይቲ ለውጥታትን ምምሕያሻትን ኣብ ሂወተይ ቅድሚ ብዙሕ ዓመታት ኣቢለ ተስፋ ቆሪፀ እዩ።						
ኣወንታዊ ዝምድና ዝምልከቱ ሙሉ እሴት ሐሳባት (Positive Relation Items)							
1	መብዛሕትኦም ሰባት ተፈታውን ተፈቃርን ከምዝኾንኩ ገይርም እዩም ዝርእዩኒ።						
2	ጥቡቕ ዝኾነ ዝምድናን ምሕዝነትን ምፍጣር ንዓይ ኣጸጋምን በዳህን እዩ።						
3	ሐሳባተይ ከካፍሎም ዝክእል ናይ ቀረባ መሓዙት ብዙሕ ስለዘዩይ መብዛሕትኦ ጊዜ ብሕታውነት ይስመዓኒ።						
4	ምስ ኣባላት ስድራይ ይኹን መሓዙተይ ብዛዕባ ውልቃውን ሓበራውን ዛዕባታት ምዝታይ የሓጉሰኒ።						
5	ሰባት ንዓይ ሕያዋይን ግዜይ ንካልኣት ዘካፍልን ሰብ ከምዝኾንኩ ገይርም ይገልጹኒ።						
6	ምስ ሰባት ምትእምማንን ፍቕርን ዝተመልኦ ርክብ ገይረ ኣይፈልጥን።						
7	ኣነ መሓዙተይ ከምዝኣምኖም ይፈልጥ እዩ ንሳቶም እውን ከምዝኣምኖም ይፈልጡ እዮም።						
ዕላማታት ሂወት ዝምልከቱ ሙሉ እሴት ሐሳባት (Purpose in Life Items)							
1	ኣነ ዝግደስ ብዛዕባ ሎማዓንቲ ዝነበር ሂወት እምበር ብዛዕባ መጻኢ ሂወት ክሓስብ ኣይደልን።						
2	ኣብ ሂወተይ ንጹር ዝኾነ ኣንፈትን ዕላማን ኣለኒ።						
3	መብዛሕትኦም ዕለታዊ ንጥፈታታይ ንዓይ ትርጉም ዘየብሎም ኮይኖም እዮም ዝስሙዑኒ።						
4	ኣብ ሂወተይ ክዕውቶም ብዛዕባ ዝፍትኖም ዘልኹ ነገራት ብዙሕ ጽቡቕ ስምዒት የብለይን።						
5	ንቐጻሊ ሂወተይ ዝኾኑ መዳባት ምውጻእን ግብራዊ ንክኾኑ ምስራሕን የሕጉሰኒ።						
6	ሓድ ሓደ ግዜ ኣብ ሂወተይ ክሰርሖም ዝግብኡኒ ኩሎም ነገራት ከም ዝሰራሕኹዎም ኮይኑ ይስመዓኒ።						
7	ሓደ ሓደ ሰባት ኣብ ሂወቶም ብዘይ ገለ ዕላማ እዮም ዝጓዙ ኣነ ግን ከምኦም ኣይኮንኩን።						
ነበሰ-ተቐባልነት ዝምልከቱ ሙሉ እሴት ሐሳባት (self-Acceptance Items)							
1	ታሪኽ ሂወተይ ንድሕሪት ምልስ ኢለ ክርእዮ እንክለኹ ነገራት ከመይ ከምዝተለወጡ ክሓስብ ክለኹ የሓጉሰኒ።						
2	ብሓፈሻ ብዛዕባ ነብሰይ ኣወንታውነትን ርእሰ ምትእምማንን እዩ ዝስመዓኒ።						
3	መብዛሕትኦም ኣነ ዝፈልገዎ ሰባት ኣብ ሂወት ካባይ ዝሓሸ ነገር ከምዝረኽቡ ኮይኑ ይስመዓኒ።						
4	መብዛሕትኦም መግለጺታት ስብእናይ/መንነተይ ይፈትዎም እዮ።						
5	ብዝተፈለለየ መንገዲ፣ ኣብ ሂወተይ ብዘመዝገብኩዎም ውዕኢታት ይሓርቑ እዮ።						
6	ብዛዕባ ነብሰይ ዘለኒ ርድኢት ምናልባሽ መብዛሕትኦም ሰባት ንነብሶም ከምዘለዎም ርድኢት ኣወንታዊ ኣይኮነን።						
7	ነብሰይ ምስ ማሓዙተይ ከነጻጽራ እንክለኹ ብዛዕባ ኣነ መን ምዃነይ ጽቡቕ ስምዒት ክስመዓኒ ይገብረኒ።						

