Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Psychosocial experiences of death penalty prisoners at Kality high security centers.

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A thesis submitted to the school of Psychology of Addis Ababa University in partial fulfillment of the requirements for the degree of Masters of Arts in Counseling Psychology.

June 2018

Addis Ababa, Ethiopia

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Advisor: Mr. Dawit Mekonen

A thesis submitted to the school of Psychology of Addis Ababa University in partial fulfillment of the requirements for the degree of Masters of Arts in Counseling Psychology.

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APPROVAL SHEET

This thesis entitled: *Psychosocial experiences of death penalty prisoners at Kality high security administrative center*, which is submitted to the College of Education and Behavioral Studies School of Psychology of AAU is to award a Degree of Master of Arts in Counseling Psychology, is the original work of Getahun Kassa Ali.

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3. External Examiner _____Signature_____Date_____

_____ Date _____

Chair of Department or Graduates program coordinator

DECLARATION

I, the undersigned, hereby declare that the thesis entitled, as Psychosocial experiences of death penalty prisoners at Kality high security administrative center is, my original work and the thesis contain no material previously published by any other person except where proper citation and acknowledgments has been made. I do further affirm that this thesis has not been presented as part of the requirements of any other academic degree. To better assurance, I signed below.

_____

Getahun Kassa Ali Date

ACKNOWLEDGEMENT

I dedicate this thesis to my brother Kennedy Ketema Mesfin. Brother, you have sacrificed too much for me to be where I am today. Your loyalty, love, financial and emotional support are greatly appreciated. This humble achievement is a direct result of the sheer pressure he put on me to succeed at all costs. He did not only take interest in my success but also made huge sacrifices to help others in need to take on education.

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Abstract

The main objective of this study was to assess the psychosocial experiences of death penalty prisoners who are in Kality high security centers by focusing on internal and external factors which influence the experience of the death prisoner. The research therefore focuses on how these factors were internalized and expressed behaviorally by the individual. To achieve this, the psychosocial perspective, which consisted of three psychological theories, was used to assess the role of both internal and external influences in the experience development of the individual.

The method of research deemed most suitable to undertake the study is the qualitative approach, and more specifically the explanatory case study method. A qualitative study was decided upon because of the limited and rare nature of the serial murder phenomenon. In Ethiopia there are a small number of incarcerated death prisoners and only two were willing to participate in the research. The researcher also believes that a qualitative study will better address the proposed research questions as well as the dearth of knowledge on the phenomenon. The case study method was selected because it accommodates the research question, it can deal with contemporary events, and multiple data sources may be used. The data for the research was obtained by using a semi-structured interview and relevant documentation concerning each of the two case studies. Five research questions were formulated to find answers to the experience development of the death penalty prisoners and their behavior. The psychosocial perspective was used to analyze the two case studies and to compile a detailed explanation for the experience development and its effect on the behaviors of each death penalty prisoners.

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CHAPTER ONE

1. Introduction

1.1. Background of the study

People may commit crime due to different reasons. In order to prevent crime a country develops its own laws based on its people's culture, religion and psychological makeup (Amnesty International, 2018). According the research conducted in both the UK and US suggested that adverse childhood psychosocial experiences may lead to future criminality and antisocial behavior. Such risk factors for future offending included low family income, delinquent or convicted family members, histories of violence, parental mental illness, poor relationships with parents, low IQ and low school attainment (Farrington, 2000 & Dallaire, 2007). This suggests that familial circumstances and relationships in childhood may have a strong influence on an individual's future and their behavior. Other research also shows that adverse childhood experiences, including directly experienced or observed violence in childhood, abuse and violence, can have an impact on future criminality and antisocial behavior (Glasser, 2001; Boswell & Wedge, 2002). Parental imprisonment before the child is aged 10 is seen to have more influence on the likelihood of antisocial behavior and delinquency than other adverse childhood experiences, including parental separation, parental death and parental hospitalization (Farrington, 2000; & Murray & Farrington, 2005). Generally speaking prior to incarceration, prisoners disproportionately experience psychological, economical and social disadvantage where violence, substance abuse, family disruption, and traumatic experiences are common (Hochstetler & forthcoming, 2013). Besides the above researchers, a significant minority of prisoners have lived in no any psychosocial experience problems at some point during their childhood (Caddle & Crisp, 1997; Dodd & Hunter, 1992).

Our world is truly in the midst of a crime wave. According to the International Centre for Prison Studies of 2013, the world prison population is rising at a higher rate than the total population. Between 1998 and 2013, the estimated world prison population has increased by 25-30%, while the world population has risen by over 20%. Crime has high and diverse costs. The direct

physical, material, mental, and emotional injury suffered by victims of crime is deplorable. Perhaps even more tragic, however, is the indirect damage to society.

In Ethiopia committing any criminal offence is against the law of the country and if a person commits a crime s/he will be punished based on the criminal code of Ethiopia. The federal prison administration and the respective branch correction offices are responsible to enforce the decision of courts. The federal prison has branches in Zeway, Robbit, Kality and Kilinto. The plan is to have a modern and functional federal prison to serve federal Prisoners and those from Addis Ababa as well as those referred to it from the states. There are 119 detention centers in the country as of 2010 with the aim of providing prisoners with correction and rehabilitation services in order to enable them become law abiding and productive citizens showing noticeable behavioral change (Ethiopian human rights commission prison report, 2012).

According to the 2015 report by World Prison Brief (WPB) and Institute for Criminal Policy Research (ICPR), in Ethiopia, the total prison population has grown by 66.9% since 2000, reaching 104,467 in 2010/2011. In Ethiopia, significant number of people committed crimes in previous time. The Central Statistics Authority (2012) reported that 197,982 recorded crimes were committed by 314,338 offenders in 2007/8 in the country (Kibur, 2013). This shows that the issue needs attentions of the psychologists to contribute their share to combat crime and criminal behavior by working on offenders and prisoners who are in confinement.

Both in Ethiopia and globally the numbers of death sentence prisoners are increasing. Information on the use of the death penalty is particularly difficult to obtain for Ethiopia (Amnesty International, 2015). Amnesty notes that this results from a general lack of government transparency and legal restrictions on the work of human rights organizations. Ethiopia reported that there were an estimated number of 123 prisoners currently under sentence of death. To date, very few studies have been conducted with death sentence prisoners and fewer again have explored the subjective experiences of these prisoners.

1.2 **Statement of the Problem**

Turvey (2002) notes a trend in society, which is its transcultural fascination with violent, predatory high crime. The numerous books and articles as well as films detailing rape and

murder highlight this trend. Mitchell (1997) states that, despite considerable media interest, death criminals have remained a subject that fails to generate much needed research. In conjunction with this Wright and Hensley (2003) point out that despite death prisoners having been reported for centuries it has received limited academic attention. Hickey (2002), who supports this viewpoint, emphasizes that much of what is claimed to be true about death prisoner is based on miss information and myth.

The current body of knowledge on death prisoner is based on research that has focused on single aspects of death prisoner. Generally this perspective is psychoanalytic in nature and focuses exclusively on an intrapsychic explanation of why individuals commit this type of murder (Pistorius, 1996).

There is a research conducted in both the UK and US that suggested that adverse childhood psychosocial experiences may lead to future criminality and antisocial behavior most of the times (Farrington, 2000 and Dallaire, 2007) and also there is a research that oppose adverse psychosocial experience may lead future criminality by supporting Childs with parents from prison experience more likely to be criminal and antisocial (Caddle & Crisp, 1997; Dodd and Hunter, 1992). Similarly, Dallaire (2007) found that adult children of prisoners were more likely to have a conviction, the transgenerational of criminality and deformation of brain structures.

Areas that need further study involve the psychosocial experience of death prisoners. As explained above, each existing research focus on aspects deemed important. An aspect that each research touch on is that pre-, peri-, and postnatal stress (e.g., Wilson & Herrnstein 1985), nutrition, and complex interactions between genes and environment of the death prisoners (Fishbein 1990). The question that remains unanswered is how and why psychosocial experience influenced the likelihood of an individual's to commit crime punishable by sentence. In other words, although existing research provide little needed information, there are still limitations.

The reason why I am interested to this topic is in order to examine the psychosocial experience of offenders with death penalty in Federal Correctional centers and I have almost more than a year experience working with offenders with death penalty in Federal Correctional centers as counselor and trainer of life skills. So in my stay with death prisoners during different counseling

service and life skills training I have seen as their present status is a direct reflections of their past psychosocial experience, therefore, I decided to study their experience and have an understanding that helps to minimize such crimes by future generation. Additional I need to how offenders with death penalty childhood and adolescence psychosocial experience look like and I will like to suggest idea if any individual have such psychosocial experience during their developmental period by saying these types of measurement should be taken in order to come up the consequence their psychosocial experience on their future life based on the data collected from the samples.

Therefore, key research questions for this study are;

1. What psychosocial experiences during childhood influence death penalty prisoners?
2. What psychosocial experiences during adolescence influence death penalty prisoners?
3. How these psychosocial experiences internalized?
4. How did these psychosocial experiences influence death penalty prisoners to develop fantasy life?
5. How this obsession in life goal is changed into the crime scene during adulthood ages?

1.3 Objectives of the study

The study has the following objectives

1.3.1 General objectives

- To assess the psychosocial experiences of death penalty prisoners during their childhood and adolescences.

1.3.2 Specific objectives

The specific objectives are;

- To find out the psychosocial experiences of death penalty prisoners during childhood.
- To find out the psychosocial experiences of death penalty prisoners during adolescence.
- To find out psychosocial experiences of death penalty prisoners during childhood and adolescences influence an individual to have his present status?

- To recommend and propose remedial measures to improve the psychosocial experiences of death prisoners during their childhood.

1.4 Significance of the study

This study has the following significances.

- The study is undertaken assuming that through investigation and study there can be a possibility of recommending family, community and schools teachers to pay attentions to psychosocial experience of their children and students in order to decrease the likelihood that children and adolescence to become prisoners
- It is hoped that the study will pave ways for other researcher who may deal with psychosocial experience of prisoners and other related area deeply.
- Finally the researcher hopes that this study will help to raise awareness of the existing problem; and help psychologists, counselors, non-governmental organizations and social workers to design new and appropriate treatment intervention program strategies.

1.5 Delimitation

This study was not being holistic in its nature which has its own boundaries. In terms of geographical area, times, populations, coverage/place; it was delimited to Federal prisoners administrative centers, Kality high security prisoners centers. In terms of study population, it was delimited to prisoner's sentenced death penalty in Kality high security center. In terms of content, it was delimited on the psychosocial experience of death penalty prisoners and in terms of study period, it was delimited from November 2017 –May 2018.

1.6 **Limitation of study**

This study had its own limitations some of the factors that had contributed to the limitation of the study were time and the secrateness of the state in Ethiopia and worldwide on death prisoner's information. Due to the failure of respondent's failure to answer with candor, results might not accurately reflect the opinions of all prisoners in death row and sentencing any individuals into

death is considered us violating rights of that person for modern forms of Democratic governments.

1.7 Operational definitions of variables

Psychological experience: Experience related to the prisoners' state of feeling, emotion, perception and motivation to change and the way of before being imprisoned.

Social experience: Experience related to prisoners' interaction and relationships during their lifetimes.

Psychosocial experience: experience related to the prisoners' during their lifetimes with their family, state of feeling, emotion and community members as a whole.

Prisons: places of detention where prisoners/ offenders are kept until they finished their confinement.

Death penalty: A sentence which put on the prisoners who commits serious crimes that is against the cultures and human in horrific ways.

Prisoner(s): is a person who is in prisoner for his actions in violating the norms and values of the rest society.

1.8 Organization of the study

The organization of the study rests on five chapters. The first chapter contains the problem and its approaches under which the background of the study, statements of the problem, significance of the study, The scope of the study, objective of the study, limitation of the study, definition of operational terms and the organization of the research.

The second chapter deals with the review of related literature. The third chapter deals with methodology .The fourth chapter deals with analysis and interpretation of the data. Finally the fifth chapter presents summary, conclusion and recommendation of the study.

CHAPTER TWO

2. Review of related literature

2.1. Theoretical perspectives

The phenomenon of mass murder is frequently labeled as “sick”, “crazy” or “psychotic” behavior. These labels offer little in the quest to understand the processes involved in the development of the behavior of the mass murderer (Bartol, 2002). This problem is further exacerbated by the absence of comprehensive theories that explain why certain individuals commit mass murder. As a result researchers are compelled to use theories originally formulated for other purposes to direct their research and in so doing gain an understanding of factors contributing to the psychosocial experience offenders that needs to commit this type of crime.
In previous Chapter it was pointed out that most studies regarding mass murder or death prisoner are undertaken from a single theoretical perspective (Hollin, 1989). Generally this perspective is psychoanalytic in nature and focuses exclusively on an intra-psychic explanation of why individuals commit this type of murder (Pistorius, 1996). Theories that are considered appropriate for this purpose are those of Erikson, Fromm and Adler.

2.2 Overview

In this chapter the researcher tried to review different books, research works and journals which have relevance to the research topic. This theoretical and empirical framework discussed in the literature helps to guide the study. In conjunction with each theory a detailed explanation will be given of how the selected aspects are incorporated to formulate the proposed psychosocial experience perspective.

Erikson’s theory is well suited to the research as it downplays biological determinism in favor of psychosocial experience factors such as conflict between children and parents, as well as the child’s interaction with the social environment. Erikson’s theory also states that development extends throughout the lifespan. The theory illustrates how the first relationships in early infancy have a significant impact on the behavioral patterns exhibited during adulthood (Roazen, 1976).

The theory thus states that human behavior and the development of the experience are not solely determined by biological influences but also by psychological and social influences.

The theory of Erich Fromm uniquely blends the theories of Freud and Marx by combining the unconscious, biological drives and repressions with the view that an individual's behavior is determined by society and the economic system (Boeree, 1997b). Fromm's theory was chosen because people are seen as social beings that are not only driven by instinctual drives. As a result individuals have to confront distinctively human problems such as feelings of isolation and discontentment, which arise from non-instinctual circumstances. Needs created by such feelings are ultimately more difficult to satisfy (Ewen, 1993 & Fromm, 1992).

Adler's individual psychology theory was selected because it emphasizes that individuals are unique, have control over their lives and can make choices that concern themselves (The Essentials of Alfred Adler's Theory, http://usd.edu/~aelverud/advcomp/adler.html). Furthermore, Adler regards childhood and infancy as periods of considerable importance (Ewen, 1993).

Facets of the theories, applicable to the study, are explained in more detail in the following sections.

2.3 Ego Theory of Erik Erikson

According to Maddi (1996:60) as well as Oltman and Emery (1995:58-59), Erikson identified developmental stages. However, unlike Freud who focuses on the internal struggles of the child and emphasises biological sexuality, marking the various stages, Erikson focuses on the psychosocial significance of each stage. In other words, the biological nature of the social tasks and the conflicts involved in meeting the demands of the external world are taken into consideration. The emphasis is not on the individual attempting to avoid conflict or the influence of biological sexuality. The focus is rather on the psychosocial significance of the conflicts and the interactions between the child and society throughout the various developmental stages (Erik Erikson (1902-1904), http://oldsci.eiu.edu/psychology/ Spencer/Erikson.html).

Erikson's theory includes the entire life-cycle and emphasises the role of social factors and internal influences in the development of the individual experience. This allows for the theory to be comprehensive and well suited for the present study.

3.2.1 Psychosocial stages of development

In the following section the six developmental stages of Erikson's theory pertinent to the study will be explained. It is important to note that the time stipulation given for each stage is not fixed and inflexible. The time frames should only be viewed as general references.

3.2.1.1 Newborn or infancy stage (1 year): Basic trust vs. Mistrust

According to Wright (1982), the first developmental stage identified by Erikson involves the development of trust or mistrust. This developmental stage occurs during roughly the first 18 months of the child's life. During the first year the infant is more helpless than he will ever be because he cannot do anything for himself (Maddi, 1996). As a result of this helplessness the mother or maternal substitute is the key figure in the child's life that has to provide for the child's every need. The effectiveness of the maternal relationship is not determined by the amount of care or affection given to the child but rather the quality of care (Wright, 1982). The quality of maternal care and the subsequent relationship influence the development of basic trust or mistrust within the child.

Erikson (1968) states that basic trust is the cornerstone of the healthy experience. If the maternal relationship is severely dysfunctional, the child will not only become distrustful of the social world, but also of the people around him. This distrust will be expressed as a basic sense of mistrust in adulthood (Boeree, 1997; Maddi, 1996; Meyer, Moore & Viljoen, 1997; Roazen, 1976; Wright, 1982).

During this stage the child begins to develop the ability to successfully interact with his environment. He begins to understand how to co-ordinate his actions and in the process learns how to receive and accept what is given to him from this environment. In the same instance the mother's reaction towards the child's attempts and methods of "getting" enables the child to identify with the mother. This facilitates a positive outlook and belief in his social environment and the world outside of him. If the maternal relationship fails and the child cannot obtain what he "needs" or "wants" by regular methods, frustration sets in. The child is then likely to attempt to gain control of the situation by random actions and by forcibly interjecting himself into the situation. These actions only further add to the feelings of frustration because the mother is likely

to remove herself from the situation. Erikson (1980) states that such a situation is a model for a radical disturbance in the child's relationships with the world and towards people, especially loved ones.

The crisis during this stage is that on a physiological level the child has to learn how to deal with violent and aggressive ways of obtaining what he wants. He must learn how to keep on suckling without biting, which will cause the mother to withdraw the breast in pain or even anger. If a positive maternal relationship, where the mother instills basic trust in the child is lacking, mistrust will develop. The child will feel that he has been abandoned and deprived. This mistrust gives rise to what Erikson terms *oral sadism,* which refers to a cruel and harmful need to get or take what the individual feels he needs from others. On a psychological level the child becomes more aware of himself as a distinct person, while feelings of frustration, abandonment and deprivation add to the mistrust that has developed within him. Mistrust that develops because of the inadequacy of the maternal relationship has an important impact on the identity development of the individual. When the adolescent has to abandon his childhood, and ultimately trust that he will be recognized during adulthood as an individual with his own identity, he will be unable to do so. This inability to trust may ultimately lead to the development and formation of a negative identity because he will strive to be recognized as an individual and in the process incorporate negative identity aspects to accomplish this (Boeree, 1997; Erikson, 1968; 1980).

3.2.1.2 Early childhood stage (2 – 3 years): Autonomy vs. Shame and Doubt

During the second or early childhood stage a rapid maturation of the muscles and the child's verbalization skills occur. This enables the child to gain control over his own actions and his environment. The result is that he can move around and interact with his environment and others. Mastery and control of language and movement enables the highly dependent child to develop a sense of autonomy or independence (Erikson, 1968).

According to Erikson (1968) the entire early childhood stage becomes a "battle for autonomy". As the child's autonomy begins to develop and strengthen he begins to exhibit behavior, which indicates his growing willingness to "do things on his own". He will, for example, still show the need to be close to his mother and snuggle up against her but at the same time he will violently push her away. An important aspect during this stage is the reaction of the parents to the first

attempts at self-assertion. Beyond the singular relationship with the mother, as in the first stage, either parents or substitute caregivers now play a significant role in the child's development during this stage. Their reactions sow the seeds for the development of either a sense of autonomy or feelings of shame and doubt (Stevens, 1983).

To ensure positive development the child must be allowed to explore, interact with and manipulate his immediate environment and to act independently. In addition to his newfound abilities, the environment should also provide an atmosphere that will encourage him to take chances and not to be ridiculed should he make mistakes. The environment must also "back him up" in the sense that his environment should protect him from the estrangements, which accompany the development of autonomy. If a balance is achieved during this stage, a sense of self-control and self-esteem will develop (Boeree, 1997; Erikson, 1980; Maddi, 1996; Meyer, 1997:228; Wright, 1982:52).

During this stage the relationship between the child and the parents is severely tested. While the mother is saddled with the responsibility of teaching the child to control his developing abilities the child wants to be in control and assert his own will. If the external control exerted by the parents is too rigid the child will be robbed of the ability to gain control over his own decision-making and self-control abilities. Powerless over his own actions and outside influences, he will be forced to seek a sense of control by other means. The ever-increasing ability of the child, as Erikson (1968) states, to "hold on" or "letting go", which stems from the growing sense of autonomy, now becomes negative in that "holding on" develops into a cruel and destructive pattern of restraining or keeping. The "letting go" ability becomes a hostile letting loose of destructive forces onto the environment or against others. A sense of self-control without the loss of self-esteem is the ideal end result of the stage. From an unavoidable sense of loss of self-control and parental over control, a sense of shame and doubt develops (Erikson, 1968).

The negative side of this stage is the development of shame and doubt that holds a destructive potential. Self-doubt and shame develop when the child is not allowed by the parents or parental substitutes to explore his environment or act independently. This usually occurs when the parents are overprotective or disapproving of the child's attempts at independence. The child will become ashamed of his behavior and will be under the impression that he cannot and should not act on his own, and would consequently doubt his own abilities (Boeree, 1997 & Stevens, 1983).

According Erikson (1968) it is during this stage that the first step towards individuality and identity formation takes place. The child willingly pulls away from the mother and begins to act on his own volition. The overall contribution of this stage to identity formation is the development of the courage to become an independent individual and choose to enter into the adult world. If the individual doubts himself and feels ashamed of his own abilities, this will ultimately lead to the development and formation of a negative identity to compensate for the feelings of shame and doubt.

3.2.1.3 Play stage (3 – 5 years): Initiative vs. Guilt

The play stage is characterized by the child having to develop a sense of initiative without experiencing excessive feelings of guilt. The stage is characterized by three developments (Erikson, 1980).

The successful completion of this developmental crisis leads to the development of initiative (Erikson, 1968:115; 1980:78; Erikson's eight stages,http://psychology.about.com/library/weekly/aa091500a.htm; Wright, 1982).

Being able to move independently and more vigorously the child begins to interact more with the environment around him. His parents are no longer the only influences in his life because he begins to interact and engage in play with the rest of his family and also with other children of the same and opposite sex. His learning becomes ever more intrusive in that he forcibly enters into unknown space following his curiosity. He uses his newfound language skills to draw attention to himself. The child also starts to develop a sense of "making" or "being able to make". He thus begins to enjoy competition and the pleasure of conquest. This gives rise to the development of masculine initiative but more importantly the development of a sexual self-image, which is important for the development of his future identity (Erikson, 1968 &1980).

Erikson (1968 & 1980) argues that it is during this stage that in conjunction with the increasing locomotive powers the child's imagination also expands. He begins to develop secret fantasies, which may terrify him. He also has to deal with his growing infantile sexuality which at this stage is usually directed at the parent of the opposite sex. The child, however, realises that he will never be able to engage in any sexual activity with his mother. This gives rise to a feeling of

jealousy directed at the father who “has what he wants”. The inevitable and necessary failure to engage in a sexual relationship with his mother leads to the development of guilt and anxiety.

According to Erikson (1968; 1977; 1980) it is during this developmental phase that the child’s conscience develops, which governs his initiative. The conscience can be described as the child’s internalized set of principles, which provide evaluations of right or wrong with regard to acts either performed or contemplated. The conscience can cause severe inner fragmentation in the child as well as a lasting resentment aimed towards the parents. This resentment stems from the anger felt towards the parent who initially served as the example and executor of the child’s conscience. The behavior of the parents is measured against the child’s newly acquired conscience and they are found to be lacking and trying to get away with behavior he cannot tolerate. This supposed deficiency on the part of the parents can be the source of conflict between them and the child. The child has to find a balance between his initiative and feelings of guilt as well as the anger felt towards the parents. Erikson states that, if the child is incapable of achieving such a balance, powerful destructive drives are aroused and ultimately repressed. Wright and Hensley (2003) state that all individuals seek affection and approval from those they consider important to them. If the approval is met, both parties feel satisfied by the outcome. However, if a successful resolution is not achieved, frustration develops for those seeking approval and satisfaction. In the case of serial murderers those who caused the frustration hold a certain degree of control over them that inhibits the former from retaliating against them (Hale, 1993). These repressed drives will, at a later stage, contribute to destructive behavior the individual may exhibit when the opportunity presents itself (Castle & Hensley, 2002).

Erikson (1968 &1980) indicates that it is during this stage that people’s aggressive mind-set is anchored. This aggression stems from the conflict and frustration the child experiences throughout the stage. The contribution of this stage to identity development is that during this stage the child’s initiative must be freed and he must develop a sense of purpose. This sense of purpose will foster a belief that he can and will live up to his abilities, and that he will be able to apply his childhood dreams to an as yet unknown adult life. However, if the stage is dysfunctional, the child will not develop this self-belief, which will lead to a negative outlook and ultimately to the release of the repressed feelings of guilt and anger.

3.2.1.4 School age stage (6 – 11years): Industry vs. Inferiority

The school stage is characterized by intense curiosity and a wish to learn. In conjunction with this the child develops the capacity for industry while avoiding a sense of inferiority. During this stage the child must "tame" his imagination and dedicate himself to learning new skills, which will lead to the development of a sense of industry (Boeree, 1997a).

Erikson (1977:233) emphasizes that, although it is important for the child to learn and acquire the new skills society requires, he must still be allowed to play. He will eventually become aware that an important way in which he can gain recognition from others now is not through play but by learning, developing and exercising new skills (Boeree, 1997a; Erikson, 1977:233; Erik Erikson (1902-1994), http://oldsci.eiu.edu/psychology/ Spencer/Erikson.html; Erikson's eight stages, http://psychology.about.com/library/ weekly/ aa091500a.htm; Stevens, 1983:48; Wright, 1982:53-54).

During this stage the child moves beyond his family sphere and progresses into a broader social realm where the influence, which the immediate family has on the child, is now combined with the impact of schoolteachers and peers. School plays an important role during this stage because it is here that the child learns how to construct things and acquire new skills, which will make him a productive member of society. Intellectual stimulation and discovering the pleasure of being productive helps the child to develop competence during this stage. If too few successes are achieved on account of harsh teachers, too rigid parents or rejection by peers, the child is likely to develop a sense of inferiority(Boeree, 1997a; Erik Erikson (1902-1994), http://oldsci.eiu.edu/psychology/Spencer/Erikson.html;Erikson'seightstages,http://psychology.about.com/library/weekly/aa091500a.htm;ErikErikson's8stages,http://web.cortland.edu/edpsy.htm)

If the child fails to develop a sense of industry, a sense of inadequacy and inferiority could develop. According to Erikson (1968:124-126; 1977:233-234; 1980:91-93) the development of feelings of inferiority may be caused by an ineffective resolution of the developmental crises of the preceding stages. For example, if family life did not prepare the child adequately for adjusting to school, he may be unable to interact appropriately with fellow pupils and teachers. The child might not trust the new skills he has to acquire, if he is not accepted for who he is by

his teachers and peers. Another important aspect that influences the development of feelings of inferiority is how the wider society reacts to him. The child may find out that the colour of his skin or the background of his parents, rather than his abilities, determines his value as an adult. This causes feelings of aggravation to emerge as well as feelings of inferiority.

Most individuals view and measure their value in society in terms of "I am what I can learn to make work". If the child believes that his abilities are inadequate and inferior, it will have a negative influence on his identity development, specifically how he sees himself and how he believes others will view him (Erikson, 1968:127-128).

3.2.1.5 Adolescence stage (12 – 18 years): Identity vs. Role confusion

Erikson (1980:98) regards this stage as particularly important because the child has to contend with the re-emergence of latent sexual impulses, genital maturity and inner turmoil. He is also confronted with the need to make a decision as to who he is and what he will become. His childhood environment is replaced by a seemingly hostile society. It is during this stage that the child has to re-evaluate his view of himself. He will also become obsessed with how significant others perceive him. It is also the time when sexuality re-emerges and an attempt is made to find "oneself". Support for this is found in others' acknowledgement of him as a person and his sexuality. He has to develop a new sense of an "inner self" that is stable and consistent with how he believes society and others see him. In the search for this new "inner self" the child has to re-fight many of the developmental battles of previous stages, even those that he has successfully completed. If the adolescent successfully deals with the earlier conflicts he will be ready for the identity crisis that he must face during this stage. If the child successfully resolves the conflict, he will develop a strong identity, which will lead him into adulthood (Erikson, 1968:128; 1977:235; 1980:99; Erik Erikson's 8 stages, http://web.cortland.edu/ edpsy.html; Erikson's eight stages, http://psychology.about.com/library/weekly/ aa091500a.htm; Ewen, 1993:252; Maddi, 1996:63; Stevens, 1983:49-50; Wright, 1982:73;). If the child successfully resolves the crisis he will emerge with a strong identity ready to plan for the future. The development of a stable identity allows the child to know who he is and how he fits in with the rest of society. The development of a positive identity requires of him to take what he has learned about life and himself and mould it into a cohesive self-image.

The danger of this stage is what Erikson refers to as identity or role confusion, which leads to the development of a lasting identity crisis. Erikson (1968:129) explains it best by quoting Arthur Millar (*Death of a Salesman)*: "I just can't take hold, mom, I can't take hold of some kind of life." If he does not resolve the crisis, the adolescent will sink into confusion, unable to make decisions and choices especially those concerned with settling on a profession, sexual orientation and his role in life in general (Boeree, 1997a: Erikson, 1968:131; Erikson's eight stages http://psychology.about.com/library/weekly/ aa091500a.htm). Erikson gives considerable attention to the subject of identity development, identity confusion and the identity crisis. (This will be explained in more detail later in the section.)

3.2.1.6 Young adulthood (18 – 35 years): Intimacy vs. Isolation

Erikson (1980:100) segments adult life into three broad phases, namely young adulthood, middle adulthood and late adulthood. The first phase, young adulthood, follows close on the heels of the identity development stage. In this study only the young adulthood stage will be discussed because in most serial murder cases the serial murderer is incarcerated by the time he reaches middle or late adulthood.

In this stage the most important events are forming love relationships, and the ability and willingness to become intimate with another person. According to Erikson (Erikson's eight stages, http://psychology.about.com/library/weekly/aa091500a.htm) an individual is not developmentally complete until he is capable of intimacy.

During this period the newly acquired sense of identity must be risked in order to achieve a close relationship with others. It is only after a reasonable sense of identity has been established that real intimacy is possible with other people (Erikson, 1980:101; Ewen, 1993:254). According to Erikson (1968:135) sexual intimacy is only part of real intimacy because sexual intimacy precedes the capacity to develop true and mutual psychosocial intimacy with another person, therefore being intimate with someone in friendship and an erotic relationship.

The young adult who is not sure of his identity shies away from such relationships until he becomes more self-confident, which enables him to seek out such encounters. Intimacy is the ability to become close to someone as a lover, as a friend and as an active participant in society.

Erikson (1977:238) indicates that a satisfactory sexual relationship and genuine psychosocial intimacy make sex less obsessive, overcompensating less necessary and sadistic feelings of control unnecessary. Intimacy can be achieved because the youth has a clear sense of who he is, and he no longer fears "losing himself". If a young adult does not achieve such intimate relations with others he is likely to begin to isolate himself from others completely.

The maladaptive development during this stage is distantiation, which is the motivation for isolating and even destroying those who seem dangerous to the individual. This means that because the individual fears intimacy, he is willing to destroy anyone and anything to compensate for his own loneliness (Boeree, 1997a; Davis & Clifton, 1995; Erikson, 1968:135-136; 1977:237; 1980:101; Erikson's eight stages http://psychology.about.com/library/weekly/aa091500a.htm).

3.2.2 Identity

Identity is a concept, which is central to Erikson's theory, as he believes that it fulfills a vital role in every human being (Stevens, 1983:59). For the purpose of this study the process of identity development is important in that identity represents a unique facet of the personality structure.

Identity is a subjective state of an invigorating sameness and continuity. In an attempt to describe this state Erikson (Stevens, 1983) quotes a passage from a letter written by William James (although James uses the term character instead of identity) stating the following:

A man's character is discernible in the mental or moral attitude in which, when it came upon him, he felt himself most deeply and intensely active and alive. At such moments there is a voice inside which speaks and says: 'This is the real me'! (p. 60)

A person's identity can be described as the continuous, internal, subjective concept of himself as an individual. According to Erikson (Ewen, 1993:240-241; Roazen, 1976:24-25) this complex inner state consists of a meaningful and un fragmented view of the inner self. This perception includes a sense of consistency in not only the individual's life but also a consistency and sameness between how the individual views himself and how others see him.

In his view the identity can never be described as an achievement because it is dynamic and evolves during the individual's lifetime, both as a function of personal experiences and because of the individual's perception of the reactions of others towards him. Erikson (Ewen, 1993:241) states that a healthy identity is a vital need for every human being and that deprivation of an identity can under particular conditions lead to murder.

3.2.2.1 Identity development

As illustrated in the section (which covers the developmental stages and the developmental task of each stage) adolescence is the stage where the individual has to develop a sense of identity. This will lead him into adulthood (Eriks Erikson's 8 stages, http://web.cortland.edu/edpsy.html). It is during this period, when the final identity development takes place, that the youth must construct a central perspective and direction as well as a working unity out of the remnants of his childhood (Roazen, 1976:89).

According to Erikson (1977:250) one of the questions raised when trying to describe and explain the identity development of the individual is whether the identity is the combination of the earlier identifications during childhood or is it a mere additional integrated set of identifications.

The integration, which takes place during adolescence, is much more than simply combining the childhood identifications. If all the childhood identifications were added up they would not add up to a functioning personality (Erikson, 1977:235). According to Erikson (1968:158; 1980:121) this mechanism of identification has limited usefulness. Children at different stages identify with those "parts" of individuals, which most affect them at that given point in time. These "parts" are favoured not because they are socially acceptable behaviour but because of the fascination the child has with them, whether it be in fantasy or reality. The final identity is much more than identifying with any single specific aspect of individuals of the past. It is all the significant identifications made by the child integrated into a functioning whole but, more importantly, the final identity alters these identifications in order to form a unique and reasonably coherent whole of all the various identifications (Erikson, 1980:120-121).

The development of the identity rests in particular on three processes: *introjection, identification* and *identity formation.* These three processes allow the ego to grow in strength and subsequently

interact in a more experienced manner with the models presented to the child. The three processes also allow the ego to combine and configure all the different identities or selves the individual experiences during childhood.

• **Introjection**

Introjection (incorporating another's image) prepares the ego for future identifications. It is dependent on the integration of the satisfactory mutual relationship between the mother and child. The basis is provided by the introjections of the infantile period when the young child internalizes the behavior and demands of the parents and other key figures, thus establishing inner representations of them (Stevens, 1983:63)**.**

• **Identification**

The process of identification builds on childhood *introjections.* As the child grows older, he or she begins to identify with people who are significant to him. This process of identification depends on a meaningful and trustworthy family structure, which provides and presents a hierarchy of roles to the child. In so doing the child adopts the characteristics and attitudes of the people who assume a significant role in his life. It is during this period that multiple identifications (projected selves or tentative identities) develop (Erikson, 1968:159-161; 1980:121-122).

• **Identity formation**

Identity formation begins where the usefulness of *identification* ends. It involves an increasing self-awareness and conscious exploration of the self. The formation of the identity begins when the child becomes more aware of his newfound abilities and limitations. Identity formation arises out of the selective rejection and mutual integration of all the multiple childhood identifications and their absorption into a new configuration. The new configuration (identity) is dependant on how society identifies the young individual as someone, as a unique and useful member of society.

Erikson (1980:122) states that identity development neither ends nor begins with the end of adolescence. It is, however, during the time of adolescence when the process of development changes. Up to the adolescent stage, development consisted mostly of what was done to the child, for example, the parents' reaction towards the child. From adolescence onward, development consists mostly on the actions of the individual and his reaction to the world (Eriks Erikson (1902-1994), http://oldsci.eiu.edu/psychology/ Spencer/Erikson.html).

The first six developmental stages identified by Erikson are instrumental in the development of the individual's identity and subsequent personality formation. Adolescence is the time the individual has to find and assemble all the converging identity elements of childhood. If estrangement occurs during this stage, the child will experience what Erikson calls an *identity crisis.*

3.2.2.2 Identity crisis

The identity crisis or role confusion involves the opposite of a firm and functioning identity. The youth feels uncertain about his role in society and has little or no sense of where he is headed. Feelings of inner fragmentation are experienced and a split in his self-image can occur (Boeree, 1997a; Ewen, 1993:241; Roazen, 1976:90).

The identity crisis is a culmination of all the developmental tasks, which preceded adolescence. Although the identity crisis culminates during adolescence identity formation begins as early as infancy with the positive recognition of the child by the mother figure or significant others (Ewen, 1993:241). If the individual successfully completes a task, it will contribute to the ego's strength and ability to form and maintain the individual's sense of identity. Thus each stage that precedes adolescence contributes in some way to the formation of an adequate and satisfying identity or to the identity crisis. From each of the four crises or tasks a remnant has been retained that contributes to the formation of the identity (Erikson, 1968:128-130; 1980:96; Wright, 1982:76-77):

i. The first stage (infancy) contributes to basic trust in oneself as well as trusting others but most importantly, to the ability and willingness to trust in new ideas. The individual will look enthusiastically to people and ideas, which his environment provides for him in adulthood.

However, at the same time during adolescence the individual may be afraid of exhibiting overly trusting behavior and may then express this fear by becoming extremely cynical and distrustful.

ii. From the second stage (early childhood) autonomy has been achieved, which leads to the child wanting to be defined by what he can accomplish on his own. Autonomy also leads to a desire to make a free choice of alliances and a profession from opportunities presented by the environment in adulthood. Simultaneously the child experiences increased fear of being forced into activities that could result in ridicule as this would lead to the development of self-doubt. This could cause maladjustment in the child. He could act foolishly in front of his peers out of his own free will rather than being forced or coerced into activities, which he might be ashamed of doing.

iii. The third stage (play stage) gives rise to unlimited imagination. This enables the child to seek out imaginative people and tasks. The child is willing to put his trust in adults who he believes will give his imagination and his aspirations scope. At the same time the child will vigorously object to limitations placed on his self-image and imagination by the adults. He will also aggressively settle any feelings of shame and guilt because of his excessive ambition caused by his growing imagination.

iv. The fourth stage (school age stage) gives rise to the desire to make something work and to make it work well. The child learns that there is a sense of pleasure derived from not only planning something but also from executing that plan. This stage is also important because it is the stage where the child begins to think about what he will do when he is older. The choice of an occupation during adulthood is not merely one of remunerations and status, but rather one of meaningfulness. Some young people would rather not work at all than be forced into a promising career that, despite offering them success, is meaningless and would evoke a sense of dissatisfaction in them.

During each stage of development the successful completion of each accompanying crisis leads to the development of qualities, which contribute to the eventual ego strength of the individual. It is this ego strength, which enables the formation of a stable and “strong” identity. It is during the adolescent stage that the ego has to assemble all the elements of the preceding stages into a

functioning unit. If the ego is not strong enough, the individual will severely suffer from a confusion of roles. It is also during this stage that the adolescent is defenseless against the impact of previously malignant disturbances experienced during each developmental stage. If the ego is unable to cope successfully with the disturbances, this will ultimately give rise to the identity crisis (Erikson, 1968:163-164; 1977:212; Wright, 1982:43).

According to Erikson (1968:123; 1980:97) the inability to settle on an occupational identity is extremely disturbing to young people. Lacking a sense of occupational identity may be expressed in the form of contempt and hostility towards the roles offered to them by immediate family or society. In an attempt to maintain a sense of identity the adolescent might begin to over identify with a group identity or with a specific individual within a group. This could occur to the point where an almost complete loss of individuality is shown in that the individual will act on the group's will and not his own. In other words, the individual will reject his need for an identity of his own. Another way to maintain a sense of identity could be achieved by destructive means. Erikson (Stevens, 1983:65-67) describes this destructive attempt of the individual to maintain a sense of identity as negative identification, which ultimately leads to the development of a negative identity. The negative identity consists of the negative elements the individual rejected and repressed throughout his development. These elements consist of all the identifications, which during the various developmental stages were presented to the individual as extremely undesirable but also most real (Erikson, 1968:172-175; 1980:139-141). These negative identity elements are always present in the unconscious and find expression in dreams and fantasy behavior: "Every person carries around a self that he had to repress, which remains very important in later life because that is the one he or she usually projects out onto a group" (Stevens, 1983:67).

If the outcome of the identity crisis is the formation of a negative identity, it could result in malicious attempts to retain some form of mastery over a situation where the positive identity elements are of no more use. The rationale for such a choice can be best explained in the following statement of a young man: "At least in the gutter I am a genius" (Erikson, 1980:143).

The individual is much more willing to incorporate the negative identity because it is easier than struggling to maintain a sense of reality by conforming to acceptable roles, which he knows are unattainable with his limited abilities (Erikson, 1968:176; 1980:142).

3.3 The Theory of Erich Fromm

Fromm (1950:30) believes that humans are inextricably tied to nature and the animal kingdom by their instinctual drives. In this regard he says: "Man is an anomaly … the freak of the universe". He However, their superior intellect sets them apart from nature and the animal kingdom and thus produces a sense of isolation (Ewen, 1993:186). In this regard it is important to note that Fromm distinguishes between animal and human nature. Animal nature can be described as opportunistic functioning, aimed at survival. Human nature on the other hand can be described, as appropriate functioning that is not driven by instinctual needs or desires. The basic characteristic of human nature is the ability to know and differentiate oneself from nature and other objects. Once endowed with such knowledge, individuality develops and the individual will experience his own individual feelings, thoughts, freedom and responsibility.

According to Fromm (1941:12) the key problem is the individual's relatedness towards the world. As the individual emerges from a state of oneness with the natural world to an awareness of himself as a separate entity and equipped with a sense of individuality, feelings of isolation, alienation and separateness arise. Freedom or individuality stemming from human nature is difficult to cope with. Although it can lead to great accomplishments, the fear of isolation and loneliness may force the individual to forgo his intellectual achievements (Boeree, 1997b; Hall & Lindzey, 1978; Maddi, 1996:145-146).

In the next section Fromm's family types will be explained in detail. This is important because the way an individual escapes from his freedom is related to the nature of the family in which he was raised.

3.3.1 Family

Fromm outlines two kinds of unproductive family types (Boeree, 1997b; Maddi, 1996:152-153):

• **Symbiotic families**

In the symbiotic family some members are dominated to such an extent by other members of the family that the personalities they develop are merely a reflection of the dominating figures' wishes. The parents thus "swallow up" the child and the child's personality is a mere reflection of the parents' or caregivers' wishes. In such a family the authoritarian mechanism for the escape from freedom is incorporated. This mechanism develops because in traditional society everyone has someone above and below him or her. In this social hierarchy people learn how to dominate and be submissive.

• **Withdrawing families**

The primary characteristic of the withdrawing family is that the parents are very demanding of their children who are expected to live up to the high standards they set. Punishment is not just a mere "slap against the head" or "a few on the bottom". Instead punishment is a formal affair, cold-blooded and mostly done for "your own good". For example, excessive punishment could be given just to prove a point. Alternatively guilt and the withdrawal of affection are also used as a form of punishment. Fromm (Boeree, 1997b) states that this extremely strict family type encourages the destructive escape from freedom, which is internalised until circumstances allow its release.

The mechanisms of escaping from freedom, which develop because of the influence of the specific family structure, are as follows:

3.3.1.1 Mechanisms of escape from freedom

The mechanisms of escape are psychological in nature. They illustrate what is going on in the individual who attempts to escape from feelings of loneliness and powerlessness.

The mechanisms of escape are tied to the family types within which the child is raised as is illustrated above (Boeree, 1997b; Ewen, 1993:193-195; Fromm, 1941:136-182).

• **Authoritarianism**

This form of escape involves giving up one's own independence, one's individuality and in the process fusing with someone or something outside oneself. This is done to acquire the strength one is lacking. There are two ways to approach this state. One is to submit to the power of another - to let another individual overwhelm you completely in every aspect. The other way is to become an authority figure oneself, who strives to dominate others. The individual could rationalize "I rule over you because I know what is best for you" or he could incorporate a more aggressive rationalization, namely "I have been hurt by others and my wish is to hurt them". The extreme forms of authoritarianism can be classified as acts of either masochism or sadism.

• **Destructiveness**

The destructive mechanism is not an active or passive interaction between two or more individuals, but rather a complete annihilation of the object. Some individuals respond to a painful existence by in a sense eliminating themselves. Other individuals respond by striking out against the world or objects. The destructive mechanism is aimed at escaping one's own powerlessness by destroying whatever the individual deems painful.

Fromm (1941:180) argues that there are two kinds of destructiveness. The first type of destructiveness results from specific situations. In essence it is the reaction to attack. This type of destructiveness is a lingering tendency within the person. If there is no objective reason to express the destructiveness, the individual's own self will become the object, which has to be destroyed. The second type or source of destructiveness is anxiety and the thwarting of life. Any attack on vital interests (material or emotional) creates anxiety. The most common reaction to such feelings of anxiety and destructive tendencies is to respond with destructiveness. Anxiety could be "represented" in a particular situation by a specific person in which case the destructiveness will be directed at the specific individual. Other forms of anxiety can be found in situations where the individual feels that his life is threatened or he feels isolated and powerless because he believes that he is being blocked in realizing his emotional and intellectual potential. The resulting destructive tendencies are thus directed at the blockages of the individual's potential.

In the following section Fromm's theory on personality development as well as the personality types and orientations are discussed.

3.3.2 Personality types

The character types identified by Fromm (Maddi, 1996:148) consist of four non-productive types and one productive type. The non-productive classifications are the receptive, exploitative, hoarding and marketing orientation. Fromm views the productive orientation as the ideal personality type.

The orientations or personality types comprise sets of interrelated traits. He argues that these traits underlie behavior and that specific traits can be deduced from the observable behavior of the individual. He also postulates that the traits constitute forces, which although powerful, are largely unconscious and unknown to the individual. Thus the fundamental core of the personality is not one single trait but the organization of different traits (Maddi, 1996:147).

For the purpose of the study only three of the non-productive types will be explained, as well as the productive type, to show what Fromm viewed as a healthy personality (Boeree, 1997b; Hall & Lindzey, 1978:172; Maddi, 1996:148-151).

• **Non-productive types**

 Receptive orientation

An individual with a receptive orientation feels that all good comes from a source outside of him thus anything the individual wants, be it something material, love, affection or pleasure, can be received from an outside source. Individuals with the receptive orientation expect to get what they need. This orientation is associated with the symbiotic family where the children are "swallowed" up by the parents. Individuals who exhibit the receptive orientation are often parasitical and unprincipled.

 Exploitative orientation

This orientation, like the receptive orientation, has at its core the premise that the source of all good can be found outside oneself. However, the difference between the two orientations is that the exploitative type does not expect to receive, but rather takes whatever he wants by force. Individuals exhibiting this feature are egocentric, conceited, rash, arrogant, aggressive and exploitative.

 Hoarding orientation

The hoarding orientation is different from the exploitative and receptive orientation in that the individual who exhibits this orientation has little faith in anything new, which the world outside gives him. Such an individual derives a sense of security and enjoyment from accumulating things, which he believes, will give him security. This type of individual is possessive in that he views the world as possessions and potential possessions. Everything is something that can be kept within a "protective" wall. Even love is viewed as a possession. Individuals who demonstrate the hoarding orientation are suspicious, cold and obsessive.

• **Productive type (healthy type)**

 Productive orientation

Fromm (Boeree, 1997b) states that the productive orientation refers to the fundamental attitude of a mode of relatedness towards the entire human experience. The productive type of person does not shy away from his biological and social nature. He welcomes a sense of responsibility and freedom. Productiveness is the ability to use one's powers to realise the potential of humans. The individual experiences himself as related to the world even though he is separate from nature. He is "at home" with being who and what he is.

The final aspect of Fromm's theory to be discussed is his views on human destructiveness.

3.3.3 Human destructiveness

Fromm (Boeree, 1997b) has always been interested in trying to understand the really evil people of this world; not just the individuals who are sick, confused or mislead, but the individuals who with full consciousness of their acts perform them anyway.

Fromm (1973:24-26) identifies two distinct types of aggression or destructiveness, namely benign-defensive and malignant aggression. The first type of aggression or destructiveness that humans share with animals is defensive aggression. It is a programmed impulse to attack or flee when a vital interest is threatened. Defensive aggression ensures the survival of the individual. The second type, malignant aggression, is exclusively found in the human species and has no constructive purpose, as its satisfaction is lustful and completely self-serving. The two types of aggression, defensive and malignant, are rooted in man's instincts and his character or personality (Ewen, 1993:188).

3.3.3.1 Benign aggression

Defensive aggression (Fromm, 1973:251-252) is inherent in both the human and animal brain and serves as a defense against threats. If human aggression were at the same levels as that of animals, human society would be more or less non-violent. This is not the case. Throughout history, records of extraordinary destructiveness and cruelty can be found. Destructiveness and cruelty cause man to feel a sense of intense satisfaction. Fromm (1973:251) lists several forms of defensive aggression; however, for the purpose of the study, only the applicable forms of aggression will be explained.

- **Narcissism and aggression**

Fromm (1973:271) states that one of the most important sources of defensive aggression is the wounding of narcissism. Narcissism can be described as a grandiose sense of self-importance. To this person his body, needs, feelings, thoughts and everything pertaining to him are experienced as special and deserving of special treatment. Everyone and everything that does not form part of the person is only accorded marginal recognition and is viewed as unimportant (Fromm, 1973:272; Kaplan & Sadock, 1998:788-789).

Often the narcissistic person finds a sense of security in his own subjective conviction of his perfection, superiority and extraordinary qualities. The individual has to hold on to the narcissistic self-image in order to achieve self-worth as well as the development of an identity based on the self-image. This means that, if the narcissistic self-image is threatened the individual feels threatened and reacts with extreme anger and rage (Fromm, 1973:271-273).

• **Instrumental aggression**

The aim of instrumental aggression is to obtain that which is necessary or desirable. The objective is not destruction. Aggression is only used as an instrument for realizing the real aim. The ambiguity between the terms necessary and desirable could create problems. Necessary is easily described as it relates to the unquestionable biological needs of the individual. Desirable can be described as anything that a person wants. However, desire is not restricted to what a person wants but also includes greed and never being satisfied. In this case instrumental aggression is mostly destructive (Fromm, 1973: 280-283).

3.3.3.2 Malignant aggression

Unlike benign aggression, which is part of the evolutionary heritage of both animals and humans, malignant aggression is specifically human and not derived from animal instinct. What is unique to man is that he can be driven by impulses to kill and torture and experience lust when committing it. Human beings are the only animals that can be killers and destroyers of their own species without any rational gain. Fromm (1973:294-305) describes this as malignant destructive aggression and he believes that it is rooted in human nature and integrated into the human being's character.

Fromm (1973:361) postulates that destructiveness could appear in two forms, namely as spontaneous destructiveness and destructiveness inherent in the character structure. Spontaneous destructiveness refers to an outburst of dormant but necessarily repressed destructive impulses activated by extraordinary circumstances. Destructive tendencies rooted in the character structure are permanent although not always expressed. These tendencies are often seen as a lingering presence of destructive traits in the character of the individual.

Fromm (1973:362-369) characterizes two types of spontaneous forms of destructiveness.

• **Vengeful destructiveness**

This type of destructiveness is a spontaneous and intense reaction to suffering inflicted upon a person. It differs from defensive aggression in that it occurs after the damage has been done and is thus not in defense of the individual. Secondly it is of much greater intensity and is often cruel, lustful and insatiable. Vengeful destructiveness is a constantly present trait in an individual's character.

• **Ecstatic destructiveness**

The individual who is aware of his powerlessness and separateness from the world attempts to overcome this burden by trying to reach a state of ecstasy and in the process regain a sense of unity within himself and with his environment. There are positive and negative ways to achieve a sense of ecstasy. The negative forms are hateful and destructive in nature.

Fromm identifies two destructive character types where the destructiveness is a central aspect in the character of the individual.

• **Sadistic character type**

Sadism is the desire to inflict pain by being sexually or physically or psychologically abusive. It is also characterized by the desire for complete and absolute control over another human being. In this case the individual becomes a mere object to the person showing the sadistic behavior (Fromm, 1992:96-101; Kaplan & Sadock, 1998:795). The individual's character traits are expressed in the sexual behavior he exhibits, as it is the least learned and patterned behavior of the individual. The sadistic character, the intense desire to control, hurt and humiliate, is thus inherent to the individual and central to his personality (Fromm, 1973:373-376).

An important element of sadism is that, in his attempt to compensate for his own submissiveness and cowardice the sadist transforms himself into someone who has power and control. He may

kill and torture his victims while still feeling like an empty lifeless and powerless shell (Fromm, 1973:384-389).

Fromm (1973:395-396) believes that identifying the factors conducive to the development of sadism is a complicated task at the best of times. There are no simple relationships between the environment and the sadistic character. The reason for this is that both internal as well as external factors influence the sadistic character. Individual factors include all the conditions that lead to the child growing up feeling empty and powerless. It is important to note that a non-sadistic child may become a sadistic adolescent or adult if new and intense circumstances occur.

• **Necrophilic character type**

The term necrophilia has traditionally been applied to two kinds of conditions, namely sexual necrophilia where the individual has a deep desire to have sexual intercourse or sexual contact with a dead body. The second type is non-sexual necrophilia where the desire is to handle or be near to and/or gaze at corpses and even to dismember the bodies (Fromm, 1973:433). Necrophilia is described by Kaplan and Sadock (1998:706) as the obsession to achieve sexual gratification from cadavers.

Necrophilia can be seen as a character rooted passion. The necrophilia character is characterized by the passionate attraction to all that is dead, decayed, putrid and sickly. It is also the desire to transform that which is alive into something un-alive. It is simply the desire to destroy for the sake of destruction.

3.4 The Theory of Alfred Adler

Adler (Boeree, 1997c) believes that a single drive or motivation, the desire to strive for perfection or superiority, is the motivation behind human behavior. He also emphasizes the uniqueness and indivisibility of every human personality. At the same time he does not discard the social element, as he believes that the individual only becomes an individual within a social context. In fact, he refers to the social element as “all-important” (Ewen, 1993:127). One of the major features of Adler’s theory, which sets it apart from other theories, is its emphasis on the distinctiveness of an individual’s personality. Each individual’s personality is uniquely made up

of motives, traits, interests and values specific to the individual. Every act of the individual is a reflection of his own distinctive motivations and character traits unique to his personality (Alfred Adler (1870-1937), http://oldsci.eiu.edu/psychology/Spencer/Adler.html; Hall & Lindzey, 1978:159-160).

Although Adler made several contributions to the field of psychology, only selected aspects of his theory will be used in this research. In the following section Adler's observations on feelings of inferiority and the development of an inferiority complex as well as how the individual compensates for perceived shortcomings will be explained. Adler's view on the development of a specific style of life, as well as how development is influenced by the family atmosphere and family constellation, will also be explored.

3.4.1 Feelings of inferiority

Adler distinguishes between two types of inferiority, namely organ inferiority and feelings of inferiority.

Organ inferiority points to a feeling of inferiority arising from any actual physical handicaps. It applies to any organ that is developmentally retarded or stunted. It can be anything from small hands to a heart murmur. Adler later broadened the concept to include any feelings of inferiority, which arise from individually felt psychological or social disabilities. More people have feelings of inferiority than organ inferiorities and unlike organ inferiorities, individuals learn to believe that they are inferior to others or that they are incomplete and imperfect.

Adler (1969:75) argues that feelings of inferiority can be divided into normal feelings of inferiority and abnormal feelings of inferiority. Everybody, to some degree, has feelings of inferiority. These feelings drive human beings to better themselves and are the motivation behind all their accomplishments. Abnormal feelings arise when the individual's inferiority feeling intensifies to such a degree that he believes that he will never be able to overcome and compensate for the weakness (The essentials of Alfred Adler's theory, http://usd.edu/ ~aelverud/advcomp/adler.html).

• **Compensation**

Adler (Ansbacher & Ansbacher, 1958:46-47) states that in reaction to organ inferiorities and feelings of inferiority most people respond with compensation, that is, the attempt to make up for the real or perceived deficiencies. Inferior organs can be strengthened or overdeveloped. Psychologically, individuals can compensate by developing certain skills or personality types. The danger arises when the individual reaches the point where in striving for compensation he will not be satisfied with a simple restoration of power but will overcompensate in order to shift the balance of power to his favour (Adler, 1969:69-75).

An important aspect associated with compensation is the concept of *fictional finalism*. Individuals orientate themselves according to a fixed point, which is artificially created and does not really exist. This concept is necessary for the individual to deal more effectively with reality. It is an ideal impossible to realize but, nonetheless very real to the individual and a source of motivation that enables him to orientate himself in his chaotic existence. The individual's behavior is aimed at attaining his fictional goal. Adler believes that it is impossible to understand an individual if one does not understand the person's fictional finalism (Ansbacher & Ansbacher, 1958:22-53, 76-89, 114-119; Boeree, 1997c; Hall & Lindzey, 1978:160-161; Maddi, 1996:126; Meyer et al., 1997:141).

3.4.2 Style of life

The style of life can be seen as the "blueprint" according to which the individual's personality functions - it is the whole that commands the parts. Everyone has a style of life but no two individuals' "styles" are similar. The style of life is the result of the individual striving for perfection or superiority within the context of living. It is also influenced by the imagined or real feelings of inferiority as well as the family atmosphere. According to Adler it is the unique mode of adjustment, which characterizes the particular personality. He also states that the style of life is most notably aimed at achieving the individual's self selected goals (fictional finalism).

Adler identifies four distinct styles of life, which develop according to each specific individual's situation. For the purpose of the research only two of the four styles will be explored.

• **Passive destructive type**

Passive destructiveness does not mean inertia or doing nothing but is indicative of an individual who is antisocial and is characterized by passive aggressiveness and traits such as laziness. This passive destructiveness involves a resolute unwillingness to take responsibility for one's own problems or for solving these problems and instead others are blamed.

• **Active destructive type**

Individuals with this type of lifestyle strive for the fulfillment of self-centered goals - goals that can be to the detriment of society. Unlike the passive destructive type, the active type is willing to pursue their goals actively. Such individuals are characterized by a need for power as well as antisocial behavior (Ansbacher & Ansbacher, 1958:172; Boeree, 1997c; Ewen, 1993:132,137; Hall & Lindzey, 1978:164-165; Maddi, 1996:128-130; Meyer et al., 1997:144-145).

3.4.3 Family atmosphere

Adler postulates that adult life styles and personality are influenced by the family atmosphere and constellation or structure.

• **Family atmosphere**

Adler (Boeree, 1997c) links the development of faulty life styles to faulty childhood conditions. In this regard he identifies two distinct conditions, which influence the development of the individual's specific life style, namely neglect and pampering.

 Neglect

Neglect refers to a family atmosphere where the child never knew love and tenderness. This atmosphere is seen where the normal tenderness of parents towards their children is not discernible. The child learns inferiority because he is shown and told that he is of no value and that the world is entirely cold and unsympathetic. The attitude of the child becomes so fixed that he may never be able to recognize love or tenderness, largely because his instincts for tenderness and love have never developed properly. The child learns selfishness because he is taught not to

trust anyone. The individual may see life as the enemy and may express his feelings through suspiciousness, stubbornness and isolation. In the words of Shakespeare's Richard III: "Since I cannot prove a lover, I am determined to prove a villain" (Ewen, 1993:134).

- **Pampering**

Pampering a child is potentially the most serious of all parental errors. In this case the child is taught that he can take without giving and that his wishes are everyone's command. The pampered child grows up expecting society to conform to his self-centered wishes. However, the pampered child fails in two ways: firstly he does not learn how to do anything for himself and discovers that he is indeed inferior. Secondly, he does not learn to function in any way other than by giving commands and orders, which leads to others responding negatively towards him. Once the child has discovered that he is in fact inferior he will try to overcome his inferiorities destructively (Adler, 1969:33-38, 149- 154; Boeree, 1997c; Ewen, 1993:132-137; Hall & Lindzey, 1978:167-168; Maddi, 1996:128-129).

3.5 Psychosocial Perspective Structure

The premise of the proposed psychosocial perspective is that the experience development of an individual is not influenced by internal factors alone but also by external factors. The aim of the perspective is to focus on internal as well as external factors in order to give a more complete description of the psychosocial experience. The perspective consists of a combination of the selected aspects of the above psychological theories, which will form the theoretical foundation of the perspective.

Each individual develops his own unique and distinctive life experience, which enables him to function within society. This experience is characterised by distinctive and unique behaviours that are exhibited in everyday situations. The experience also develops within a specific social setting, which influences its development. The design of the perspective is structured in such a way that it covers the entire development of the individual and also focuses on the internal and external factors that influence the psychosocial experience development of an individuals. The perspective can also be employed in examining the behaviour of individuals and from the observations a experience profile can be compiled.

The individual's psychosocial experience does not merely evolve as a result of the influence of internal factors but also because of the influences of the family and various external factors. This is the basic premise of the perspective and the reason why Erikson's developmental stages, Fromm's family types and Adler's family atmosphere are included in the perspective.

Erikson's developmental stages cover both the family and the environmental influences, while Fromm and Adler's views are added to give a more detailed explanation of how the family structure and atmosphere influence the development of the individuals experience. This also offers an explanation of what the end result (behaviour) will be.

Inherent in all humans is the drive for superiority and perfection. This in a sense is forced on humans due to their individuality and their freedom. The drive for superiority and perfection as well as the feelings of alienation and inferiority influence the development of the individual. It also influences how and what type of experience develops. Experience development can be explained as a process of development, which is aimed at forming a coherent and functioning experience. This enables the individual to function within society. This experience need not be acceptable or ideal according to the greater society. It must and should, however, be functional for the individual.

The developmental processes thus lead to the establishment of the experience, which is not necessarily ideal or perfect. A crisis could influence the experience formation of the individual. Crises result from the individual feeling lost and alienated, which in turn forces him to face all of the earlier unresolved childhood conflicts. Feelings of inferiority that were repressed also surface and cause even more strain and confusion in the individual. In reaction to this compensation occurs and the mechanisms of escaping from freedom, are laid, because no individual wants to feel inferior. The process leads to the individual fashioning and settling on a negative identity. The individual thus develops non-productive experience or life meaning, such as the hoarding, exploitative or receptive orientations. The individual may also become authoritarian in nature or destructive, and this could either lead to the development of a passive or an active destructive style of life.

Human destructiveness results when an individual overcompensates for an inferior experience. Fromm (1973:361-396) divides the resulting aggression into two main groups, benign and malignant aggression, each with its own types of aggressive behavior. It is the resulting behavior that is focused upon and will be used to compile the experience profile of the individual using the psychosocial perspective.

3.6 Summary of the review

As stated in Chapter 1 the aim of the research is to demonstrate that psychosocial experience reflects criminal behaviors. The focus is to develop a perspective using a combination of theories which focuses on the influences of both internal and external factors on the experience development of the murderer. In other words, if a researcher understands how and why an individual's experience developed, he or she will have an insight as to why a specific behavior was exhibited. It is thus important to understand how the experience of an individual develops and what factors influence development and how this occurs.

In this regard the psychosocial perspective, which consists of an integration of relevant aspects of three psychological theories, will enable the researcher to compile a more precise and comprehensive overview of the experience development of the individual. Erikson's theory will be used to indicate what factors and incidents during the entire development of the individual influenced the experience development. In regard to murder the FBI (Newton, 2000:34) found that most murderers experienced some form of dysfunction during their childhood, for example, the child was exposed to some form of abuse or the parental figures failed to serve as positive role models.

The theories of Fromm and Adler will be used to illustrate what influence the family atmosphere has on the development as well as the behavioral and experience which developed because of the family atmosphere. Research done by members of the FBI (Schechter & Everitt, 1997:51) found that murderers grew up in unstable families characterized by some form of mental or physical abuse.

The perspective is also constructed in such a way that linkages can be made between the observable behavior of an individual and the underlying psychological experience and subsequently used to compile a behavioral profile of the individual.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

Due to the uniqueness of the phenomenon of death prisoner and because the research population is largely inaccessible, only two respondents were selected for the purpose of the research. Incarcerated death prisoners are also not always willing to participate in research. In view of the above, and because the researcher believes that, because of the in-depth and comprehensive nature of the qualitative measurement, the research questions listed in Chapter 1 was be more thoroughly answered by means of a qualitative design. The qualitative method focuses on natural settings in which human behavior occurs and where it focuses on the events such as perceptions and experiences of study participants (Creswell, 2009).

The following sections describes and discuses each of the research method used to undertake this study: research design, research setting, participants, sampling criteria, sample size determination and sampling procedures, data collection instruments (tools), instrument development and translation procedures, data collection procedures, method of data analysis and ethical issues.

3.2. Research Design

Research design, according to Welman(2009:46), is best described as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation. Qualitative research is a research design which focuses on natural settings where human behavior or events occur where it focuses on the perceptions and experiences of participants (Creswell, 2009). Qualitative research is interested in the depth of the data rather than wideness and supplemented by detail descriptions of events to in depth understanding (Hanna, 2014). In qualitative research the researcher is the primary instrument of data collection and focuses on understanding how things occur in a particular setting (Creswell, 2009). In the case of this research the researcher had a chance to work in the place and his personal experience contributed to the positive understanding of the setting and the problem. The choice of

qualitative research design is influenced by the nature of the problem and the place of the study. In the case of correction center incorporating large sample is difficult because of the nature of prisons. The sophisticated nature and security issues limits to access large number of prisoners. Yin (1989:13) points out that when the questions of “how” and “why” are posed, or when the researcher has little or no control over the events, or if the focus of the research is on a contemporary phenomenon within a real life context, the case study research method should be the preferred method of research. These factors make the case study appropriate for the study of death prisoner. Yin’s (1989) explanatory case study method is selected for the purpose of the research because it allows the investigation to retain the meaningful characteristics of the real-life event.

The research problem will determine the methods and procedures: the types of measurement, the sampling, the data collection and the data analysis to be employed for the proposed research (Zikmund, 2010). The research is explanatory. Explanatory research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation and it is useful where it is not possible to test and measure the large number of samples needed (Afari, 2011).

3.2 Study Area

The studies were conducted in Federal correctional administrative centers, especially at Kality high security prisons correctional center. Kality high security Prison found in Addis Ababa is one of the several federal prisons of Ethiopia. Commonly referred to as a gulag, it serves as the main prison of the country. It is 11 km south of central Addis Ababa, in Akaky Kaliti, the southernmost sub city of the nation's capital.

The original prison compound is a makeshift structure that was built after 1991 when the Derg regime fell and was not intended as a prison. Most of the structures built by 2004 had been built by prisoners by their own means and with help from NGOs.

Around 2012, the prison held approximately 8,000 inmates. In 2009 Human Rights League of the Horn of Africa report described overcrowding in the prison with hundreds of inmates being held in single, poorly ventilated cells. They reported that individuals were exposed to

tuberculosis, fleas, lice, that there was a lack of sanitation, that water for drinking and washing was insufficient, that inmates had to sleep on cold, concrete floors, and that access to medical care was nearly absent. They also reported that "complaints against all these human rights violations being severely punishable

3.3 Participants

The research was conducted in Federal correctional administrative centers, especially at Kality high security prisons correctional center and the target participants are the prisoners that are in death penalty.

The unit of analysis for this research is an individual convicted of murder who fulfills the operational definition of death prisoner. Two cases were used for the purpose of the research, which according to Yin (1989:31) is known as a multiple case study. The “case” being studied in the research is the “event” or phenomenon of death prisoner, specifically the psychosocial experience of the death prisoner. In the current research multiple case studies were employed to study the phenomenon of death prisoner. Due to the varied nature of death prisoner each individual case contributes unique information for the findings. It is important to note that only two case studies could be obtained to form part of the research. This is due to the following reasons:

- ✓ Death prisoner is a rare phenomenon and respondents are not willing to participate in it.
- ✓ Permission had to be obtained from the Department of Correctional Services and from the identified research participants. At the time this study was conducted only two respondents agreed to participate in the research. The study is conducted only on male prisoners whose ages are 27 and 56 respectively. Both of them are stayed in prisons for 12 and above 23 on death role waiting their executions.

3.4 Sampling techniques

The researcher used purposeful sampling techniques to select participants. Purposive sampling is used because the participants should be individuals who are in death row and the researcher believed that they are useful in answering the questions raised by the researcher and can provide

the desired information. The samples for this study will be selected purposively in order to have relevant data for the study and constituted the sample. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

For case study research, I would not include more than 2 case studies in a single study. This is because the selected 2 samples provide ample opportunity to identify themes of the cases as well as conduct cross-case theme analysis. Additionally the two samples constitute significant gabs of age, experience, life philosophy and motivations for committing crimes. Sampling of research participants in qualitative research is described as purposive, meaning there is far less emphasis on generalizing from sample to population and greater attention to a sample "purposely" selected for its potential to yield insight from its illuminative and rich information sources (Patton, 2002).

3.5 Data collection instruments

The required data were collected through an interview, observation and document analysis. In addition to document review, interview and observation were also made with offender with death penalty. The most common sources of qualitative data include interviews, observations, and documents (Patton, 2002), none of which can be "crunched" easily by statistical software.

For the current study on death penalty, two death prisoner cases were used to obtain the desired information. Yin (1989) states that data collection for case studies may be based on six different sources of evidence; documentation, archival records, interviews, direct observations, participant-observation and physical arte facts. Not all of the sources of evidence need be used in a case study research design. In this study documentary evidence, participant observations and interviews were used to collect the data.

3.5.1 Primary data

Major source of primary data and infomation were collected from offenders with death penalty through interview and personal observation. I used semi structured open ended interview and it contains: background information, relationships with family and friends, educational

performance and etc. The interview takes from 55 second up to 3 hours for 15 days at counselor's bureau.

3.5.2 Secondary data

All accessible relevant documents concerning offenders with death penalty such as profiles and records such as crime scene of the prisoners were used. The methodologies employed in this paper are relevant information gathered from primary and secondary data sources.

3.6 Procedures for collecting data

As I have mentioned earlier, I have information on how to get permission in order to do research in Kality high security prisoner's correctional center since when I was staff member, I had been managing the activities of researchers. So first I have to get paper from Addis Ababa University School of Psychology that show us I am student of schools by indicating my titles of research to start my study and discussed with the concerned delegated person to the prison office.

The first step that the researcher or I was done it showing the legal letter to the official of the institution and getting permission to collect data then giving an introduction to the sample of the respondents about himself and his objectives and get their willingness to answer the interview. Finally, the researcher gives introduction about how the sample gives their true response to his interview and I discussed my research interview with selected samples with adequate time by motivating the samples to give their detailed explanations of raised interview. I conducted the interview sessions with my samples at zone one counselors Bureau. Finally by I thank them and leave the situation.

3.7 Method of data analysis

The goal of qualitative data analysis is to uncover emerging themes, patterns, concepts, insights, and understandings (Patton, 2002). The data collected from interview were clearly provided in detail where as the data gathered through observation data can be analyzed with the strong and weak side of the prisoners in relation to their experience. Here, the Descriptive method of data analysis uses exhaustively so as clarify the data or information of offenders with death penalty.

Qualitative data analysis often follows a general inductive approach (as opposed to a hypothetical-deductive one) in the sense that explicit theories are not imposed on the data in a test of a specific hypothesis. The type of analysis of these data can be a holistic analysis of the entire case or an embedded analysis of a specific aspect of the case (Yin, 2003).

During the interview the researcher took detail notes in Amharic. Then the note taken from the interviewees were translated into English without changing the original meanings and ideas. Then it was transcribed. After this, the data was coded into easily retrievable sections by giving a code to each interview. Then it was categorized and organized based on interview questions then thematic contents were formulated based on the research questions and presented by narratives (Lucey and Luff, 2009). I have selected the themes of my research because during my interview sessions with samples, most of the times the 2 sample reply that us their current status is the direct implications of those theme during their childhood or adolescence periods.

1.8 Ethical issues

While conducting this research asking interview and taking notes was the formal procedure. In the process of data collection all participants of this research were informed about the purposes of the research, the time it takes to participate in the study and issues of confidentiality before the process of the interview proceeds. The researcher informed the participants of the study that their participation in the research is based on their consent. The researcher developed an informed consent form and participants signed after the researcher read to them. This form acknowledged the participants' rights protection during the data collection process. Some elements of the consent form included: identification of the researcher, indication of how the participants are selected, identification of the purpose of the research, identification of the benefits for participating, identification of the level and type of participant involvement, guarantee of confidentiality of the participant, assurance that the participant can withdraw if they fill unsecure. Participants were told that there is no need of telling their names to the researcher in order to ensure confidentiality and during the data analysis and interpretation process the researcher will protect the anonymity, roles and incidents of individuals who participate in the study.

CHAPTER FOUR

Findings of the Study

4. Results of the case study

In the following section, the factors which influenced the psychosocial experience **MR D [1]** were explored. An overview is of his life history, the influence of parental figures on his experience, the family atmosphere within which he grew up and the role the social environment played on his psychosocial experience is presented in details.

The psychosocial experience perspectives were applied to the case study at the end of the chapter to show the validity of the proposed perspective.

CASE STUDY 1: MR D[1]

4.1 CIMINAL RECORD: DEATH PRISONER

MR D[1] was arrested and charged on mass murder of his three family members at the same time in the place around Keben, specifically around German embassy while he was feeding his hens in hens-coop or hen-house. So he was convicted for three of the murders and sentenced to death. These horrible and brutal incidence of mass murder happened within a fraction of seconds by starting killing of his step-mother Childs then his step-mother and finally his step-mother husband in the means of self defense while his step-mother Child first start attacking him when they miss understanding with her in conversation about the ownership of the daily incomes of their taxi. After he did what he has done on his family, he went to Addis Ababa crimes investigations center and gave his hands to the center policy officers by admitting his crimes. In most of our interview or on his written documents he said Adam life was deformed by female from Edan genet and the same is true on my life *"set hiwotan ablashew, lezi eko new hulame setochi axifewoch nachew yamile"* They thought me bad things , I applied those learned bad experience on them and sentenced death by female judge Even if she died before I killed after two weeks she judged me, but still I alive. For your surprise I cried over their when I was sentenced to death in the court and I expressed my adverse experience of my past life because those creatures, but nobody in court sessions had gave me their hear that is why I say my life was

expired *“ hiwota bsetoch tezera, taboka andihum damo bsetochi tagager setochum balute” finshed ok.*

4.1.2 Developmental Background

In the following section, an overview of MR D1 life history is given.

4.1.2.1 Life history

MR D1, born in 1977 was the second child of a father working as business man and a mother who was house wife. Because his mother died at the age of three and his father never married another women until he and his older brother becomes young Child at the age of 4 and 5 respectively. Although MR D1 and his older brother berefit their mother early in their life, their father gave them the required love and affections until he died.

When he and his brother becomes 4 and 5 years old respectively, his father decided to marry wife that support him and his child because he decided us their age is the exact age to face real life challenges with slight support of him and his new wife. In the beginning life was good with their step mother, her Child and their father start his business in a new ways by crossing from one town to the others one in order to keep resource for his child as well as his business results was very productive which makes their father rich within three years of his work so their family becomes happy and joyful even if our father was busy, have no time for us and most of the times not live with us because our step mother give us what we need on times with love and affections. MR D1 said I remembered the last joy and happiness we had with our full family members when my father return from his usual business for << the New Year>> by buying for three of us clothes and holiday sheep. After we celebrate our new years with him in above mentioned way for three weeks our father returned to his usual works by leaving us to other town, but it was his corpse returned for me he said resawu new yetemelesew”. He said that he was dead by car accidents and his funeral program is done without autopsy. Immediately after we have performed our father’s funeral program, our family mood is completely changed into what we had never imagined before while our father was with us and our step mother start to say both of me and my older brother us “***gefi ”*** you have killed both of your mother and father and are you going to kill me as your mam and dad. As time goes on our step mother bad reactions on us becomes multi

faced by changing its dimensions torturing us in our child ages or *Beza bachekla edimachin.* In additions she started to use to use day and night ugly word of "gefi." I and my older brother have tolerated even if our step mother and her child actions on us was inhumane on daily by isolating us from our father house and the rest of the community members by saying "*gefi*" and by giving our foods like dog. I feel good when I go to school even if I was not successful on my education and failed on most subjects as well ranks last out of my class because I become afraid of torture word of "*gefi* and inhumane care, fetching water and relationships. One day my step mother order me to bring water from river, then I bring by ***jarikan/ plastic container/*** not water, but it was soils that I put in and she becomes too much angry on me and hit me in bad ways that last up to know and I had never forgotten it because of that I hate my step mother and the rest of peoples around me including you that is way they punished me with death penalty. Even if I have been treated in such way and not become successful my education, I become a good hooligan, policy officers and finally I formed bad relationships with girls I have in my life up to such horrible incidence happen on me and kill them as means of self defense by assuming that this world was my, but is wasn't my, even if I forgot what they have done me. I never blame anyone in my life because it is my misfortune

4.1.2.2 Influence of the Events during the Developmental Stages and the Family Atmosphere on Psychosocial Experience

According to Erikson (1968) each developmental stage plays an important role in psychosocial experience because specific developmental tasks have to be faced and overcome. Every specific developmental task contributes either a positive or negative aspect that will be incorporated into the individuals' psychosocial experience. Each stage is also characterized by significant relationships and interactions, which have an effect on how these tasks will be handled. Relationships with the mother or mother substitute, and the father or father substitute are important for individual's life. Other important influential factors are the parental interactions, family atmosphere, the school, the neighborhoods and the peer group. So based on my research finding two of my samples are the direct result of their either childhood or adolescences psychosocial experience.

4.1.2.3 Significant relationships during each developmental stage

The significant relationships and the influence they have on each development stage will be explored in the following section.

4.1.2.4 Early childhood stage

Erikson (1968) states that it is during the early childhood stage, when the child is allowed to move around freely and manipulate his environment, that a sense of autonomy and independence is developed. During this stage both parents, as well as their mode of interaction, have a significant influence on the development of the individual. If the child is prevented from acting independently he is likely to develop feelings of shame and doubt, which could remain with him throughout his life. In MR D1's case his parents were not constantly present during his development especially his mother died early of his life and even if his father have times with him up to his age of 13 and his step mother had to fill the void left by their absence.

After MR D1 was left only with his step mother because of his father death, she start treating him in inhumane way and she tortured him with a very bad word of *gefi* and you will going kill us because of your destiny. *She say I will rush out you of these house because your destiny is killing that is why you had killed your lovely mam and dad and the same is true way me and the rest society treat you like inhumane*. So he developed negative attitudes for the rest of the community and see them us his negative viewers.

4.1.2.5 Play stage

Erikson (1968 and1980) emphasizes that during this stage the child should be allowed to develop a sense of initiative without experiencing excessive feelings of guilt. The child should have the freedom to experiment with new ideas. This helps the child to develop the belief that he has the ability to "make things" on his own. The child's growing mobility allows him to interact more freely with his immediate environment and his family. His immediate family must show acceptance of his newfound curiosity and growing imagination and encourage him to try out his ideas. They must not be excessively critical or unwarranted feelings of guilt may develop that may influence the child's self-belief. This self-belief will have a positive impact on his self-image causing a sense of purpose and belief that he is able to develop his own abilities. If the

child is not allowed to develop a sense of purpose, feelings of guilt are likely to arise that may eventually lead to experiencing intense feelings of anger and frustration.

The role of the basic family is of great importance during this stage. In the case of MR D1's development his basic family primarily consisted of his father for short time and his step mother for long times, while he had very bad memory and inhumane treatments from his step mother which cause him to see his step mother and the rest community bad for him because of his killer destiny. His step mother was the dominant figure during his development.

According to Fromm (Boeree, 1997), this type of family atmosphere can be described as a symbiotic family because it is characterized by one member of the family being controlled by another family member. The child's behavior is merely a reflection of the parents' or caregiver's wishes. This causes the child to develop what Fromm (1941) describes as the authoritarian method of escape from his reality. This method of escape enables the child to compensate for his lack of control by adopting an authority figure role in an attempt to compensate for his lack of control over his own life destiny.

Unlike his nature, his step mother and society showed hardly any active interest in his development. In this regard he points out that both his step mother and the community around abandoned him, "*by seeing him as gefi or killer*." According to Adler (1969) his parents' behavior constitutes a neglecting family atmosphere. Such an atmosphere is characterized by the failure of the parents to show the child any love or tenderness and treating him in bad ways. Instead their behavior causes the child to develop feelings of selfishness and distrust, while responding to life as the enemy.

4.1.2.6 School age stage

During this stage the child must develop a capacity for industry while avoiding feelings of inferiority (Erikson, 1977). In this regard Erikson (1980) points out that the child moves into a broader social sphere resulting in the combination of the influence of the immediate family with the influence of schoolteachers and peers. If the child fails to develop a sense of industry during this stage because of parents who are too rigid, school teachers who are too harsh or peers who are rejecting, feelings of inferiority and inadequacy will most likely develop (Erikson, 1968;

1977; 1980). According to Adler (1969), everyone to some degree experiences some form of inferiority. These feelings can be either normal or abnormal. Normal feelings of inferiority inspire human beings to better themselves, whereas abnormal feelings of inferiority cause the individual to believe that he will never be able to overcome or compensate for his perceived weaknesses. MR D [1] claims that he enjoyed school and even if he failed a subject: "*temert bet sehadi selam yesamangle menem enkuwan temariwochi gare takelkiya machawate befram* " or *even if I afraid of to join my age groups because of their negative view toward me*. Feelings of being disliked, unhappiness and loneliness had a negative influence on his self-image and led to him contemplating suicide and have plan for revenge including his step mother.

4.1.2.7 Adolescence

Erikson(1968; 1977; 1980) views adolescence as an important phase during the individual's development. It is during this stage that the child has to decide who he is and what he is going to do with his life. Furthermore, this stage is characterized by the child coming to terms with many, if not all, of the developmental tasks of the previous stages. If the developmental tasks have been handled in such a way that a positive outcome has been assured it will enable the child to emerge with a strong and stable identity, which is acceptable according to societal norms. If this is not the case, the child will most likely be unable to settle on an identity and may develop an identity crisis that could result in identity confusion. Erikson (Stevens, 1983) believes that a child will do anything to resolve his identity crisis and to maintain a sense of identity. In some instances the child will over-identify with a group and incorporate their identity traits. A more destructive means of maintaining a sense of identity is to incorporate all the negative elements he experienced during his development into a functioning negative identity. A negative identity allows the child more freedom to be his own person because he no longer has to struggle to conform to acceptable norms.

Following the death of his lovely father and being dominated by his step mother bad child times with offence word of *gefi,* MR D1 dropped out of school and began to think as his near families and peoples around are as they are bad so he start revenge plan with older brother. The negative identity is an attempt by the individual to compensate and retain a sense of mastery of a situation in which he has none in life and by assuming us they are rejected Child by their family and

peoples around. Compensation occurs when the individual attempts to "*make up*" for his perceived inferiority. An important aspect associated with compensation is the concept of fictional finalism. This means that an individual modifies his behavior to achieve a fictional goal, which he believes will enable him to compensate for his perceived inferiority (Adler, 1969). In MR D [1] case his fictional self-image was his desire to be seen as a "*to be best revenger for what his step mother and peoples around did on him and his older brother."* that is why he formed gangster groups in his age of adolescence then to policy officers.

4.1.2.8 Young adulthood

According the Erikson (1968; 1977; 1980) this stage is characterized by the wish of the individual to sustain a meaningful relationship with a partner. In this regard Erikson (Erikson's Eight Stages) believes that an individual is not experientially complete if he is unable to become intimate with another person. The newly acquired identity must therefore be risked to form a close relationship with others. If the individual's identity is fragile and weak, he will be unlikely to "risk" entering into a relationship with another for fear of rejection. To compensate for his lack of a close relationship he would be inclined to develop hostility towards others, especially those whom he perceives as a threat to himself. In the case of MR D1 he attempted to form intimate relationships, which were successful to some extent, but his own actions caused the relationships to end 7 years before he becomes death prisoner. In this regard MR D1 states: I started to remember what my step mother and other peoples did on me while I was a kid and started kicking my wife day and night finally big miss-understanding happen between my step-mother children and husbands. So finally on those last days of my inhumane actions I had had very bad vivid memory of my childhood and adolescence so that is why I did what I have done in my step-mother, step-mother child and her husband's in response of what her mother (my step mother) did on me and my brother while we are kids.

4.1.2.9 Application of the Psychosocial Perspective

As indicated in Chapter 3 the psychosocial perspective is made up of three psychological theories, namely those of Erikson, Fromm and Adler. The aim of the perspective is to "map" the psychosocial experience of the mass murderer by applying the integrated aspects of the three theories.

4.1.2.10 Psychosocial Experience

In the following section the distinct influences of each developmental stage will be integrated to explain the psychosocial experience of MR D [1].

MR D[1]'s social experience is characterized by an intense desire for social isolations from others and his negative self images as he was *gefi* or killer. His social isolation experience development was focused on establishing a self-image that others would react negatively and would be consistent with the ideals his step mother had instilled in him. His step mother's actions caused a lasting feeling of mistrust to develop. Not only did he distrust others, but more importantly, he developed a sense of distrust in his own abilities, destiny and developed the sense of valueless. This distrust in his own abilities or destiny would later contribute to the creation of a fictional self-image he believed would enable him to achieve everything he never could previously. His rejections by peoples around him and children's of his schools lead him to experience feelings of inferiority as well as his growing sense of anger and hostility towards those who are around him. MR D[1]'s contacts with his age groups were characterized by rejection and being subjected to inconsistent and consideration of *gefi*. This contributed to his growing feelings of shame and self-doubt.

Feelings of mistrust, shame, doubt and inferiority were further augmented by several external influences. The most significant of these were the actions and behaviors of his peers while he was at school. He felt neglected and left out and believed that his peers saw him as weak, insignificant and curse for society. In a sense he was convinced that they regarded him as "beneath" them. The resulting feelings of shame, doubt, inferiority and mistrust added to his growing sense of anger and frustration (Erikson, 1968; 1977; 1980).

His feelings of self-doubt and worthlessness caused MR D[1] to create a fictional self-image and incorporate it into his feeling, actions and experience. This led to the development of certain unique psychosocial experience and behavioral patterns, which he made part of his life in order to protect the illusion he had created. These experience or behaviors were expressed in the form of the excessive aggressive behavior and destructiveness, which he exhibited later during adulthood, especially towards his victims.

4.2 Case Study 2: Mr D [2]

In the following section, the factors which influenced the psychosocial experience MR D [2] were explored. An overview is of his life history, the influence of parental figures on his experience, the family atmosphere within which he grew up and the role the social environment played on his psychosocial experience is presented in details.

The psychosocial experience perspective will be applied to the case study at the end of the chapter to show the validity of the proposed perspective.

4.2.1 Criminal Record: Death Prisoner

Although MR D [2]was suspect of murdering 10 men he was only charged with 7 counts of murder, 2 counts of rape and 3 count of attempted murder for which he was given a death penalty sentence. MR D [2] was a hired killer of high profiles person in Addis Ababa and its surrounding areas including one Derge officials, businessman and prostitutes during the night times. This all incidence was happened while he is searching his father's killer in Addis Ababa and because of his friendship relationships with known killers and bank robbers in Addis Ababa finally who is sentenced death without court visit and still have unfinished court case. He said I traveled from Debre Birhan to Addis Ababa to kill my father's killer when I was 17 years, but this horrible murder on my family happened while I was in my mother womb/ stomach it means before 17 years back. I returned my father bloods/ revenged after 20 years of his death in cruel and horrible ways of killing my father killer and his first born young boy, I his statement "yezan kane bhiwot lamjemariya geza tadestku yabatem atente bselam teng"

4.2.2 Developmental Background

An overview of MR D2's life history will be provided in the following section.

4.2.2.1 Life history

MR D [2] was born in 1970 at Amhara regions specifically, Debre Birhan city from my mother called Kelem kebede and father Ademsu Yebaletal. My life from the beginning was very bad and horrible because I lost my father while I was in my mother womb/ stomach/. My mother toled me all day and night as my father was killed and our home was burned with fire by other persons

because of revenge. I have only two sisters and I was the last for my mother and father as I grew up living with my mom and my sisters up to my age of 17. While I was with my family, they give me what they can to make me fit and grow fast in order to repels my father blood. My mother all time calls me by saying *yena anbessa, yena deme melash antane kasu balewold norro yabaten dame man yemelse naber esay tollo tollo edige beleleng telang naber*. At the first I have no any sense about what my mother tell me day and night (yena deme melash tollo tollo edige baleleng) , but when I grow older I start making sense my mother word. I remember one day, my mother told me in details by crying what happened to my father and home then after I started to think about it while I was 12 years old. *She said to me currently your father killer is living in Addis Ababa after he has killed your father and my husband ok so your life goal should be killing your father killer.*

When me and my sister becomes 15 and 17 age respectively, my sister traveled to Addis Ababa and she told me you will come after I settle in Addis Ababa to kill our father's killer. This was our mother long plan to kill our father's killer by searching him in Addis Ababa even if it was not easy to find him in Addis. So my mother gave what she had in her hand to my sister to travel to Addis and crate good conditions for me in order to kill our father killer. She settled in Addis after one and half years of up and down life and come to Debre Birhan to take me to Addis Ababa.

I remember at that day our mother gives us her last blessing and she said *gizaw ahune new lejocha, bertu ena yabatachun gadayi gadilachu, yabatachun gadayi tabakalu, yenatachunem emba abessu alechi damo ateterateru egezihaberm yerdachiwale alechin.* From Debre Birhan to Addis Ababa is 120 km distance and it takes 2 hours of travel, we reach to Addis around 8 AM and for me every things what I seen in Addis was new. MR D [2] said up to six month I was in house, for me it was confusing because I have no information about my father's killer residence place, his present conditions, but I have only his picture on my hand and some money and I start to think day and night how to accomplish my life goal. In short periods of times my sister has done a good home for my mother in Debre Birhan city and I was surprised. For the last one year I was in home and play with my sister up to 2 PM goes to her work and she return from her work every morning with money in hand. Us times go start to go around Addis in day and night times and find friends that help me achieving my life goals. I did what I have done on my father killer

and his young sons at my last age 20 and it was the day that I feel brave and happy. In order to achieve our goals; my sister become what she couldn't to be , I meet persons that was killer in Addis and form friendship with them and travel around Addis day and night. He said I was paid a lot of money during my job of killing prescribed person by my boss based on the interest of any person who has money to do it.

4.2.3 Influence of the Events during the Developmental Stages and the Family Atmosphere on experience Development

Erikson (1968) stresses that each developmental stage is characterized by a significant developmental task that each individual must complete. Failure to complete the task successfully will have an adverse effect on the psychosocial experience of the individual. During each stage there are significant relationships and interactions, which could either positively or negatively, influence the outcome of each task. These relationships include the maternal and paternal relationship (mother or mother substitute and father or father substitute). Also of significance are the interactions in the family, the family atmosphere, school, and neighborhoods.

4.3.1 Significant relationships during each developmental stage

In the following section the significant relationships and the influence they have on the psychosocial experience of the individuals.

4.3.1.1 Newborn or infancy stage

The newborn stage is characterized by the necessity for the child to develop a lasting sense of trust. During this stage the maternal relationship is important because it directly influences the development of trust the child will show in other relationships. If the relationship between the mother and child is strong, the child will develop a trust in others and in his own abilities. If the relationship is dysfunctional, the child develops a basic distrust of others as well as in him (Erikson, 1968). The effect of this is the development of "oral sadism" (Erikson, 1980). This involves a cruel and harmful desire to take what he wants and this might remain with the individual throughout his entire development. The dysfunctional maternal relationship will inevitably set the stage for a radical disturbance in the other relationships the child might have later during his life. MR D [2] saw his mother as the only mother in home not like other children

have father in home and she was strong mother: "*My mother was a struggling woman. She struggled to the extent that she can with my older sister*". She gave more than what she and my sister can to raise me and I become us you see me physically fit person to accomplish my life goal.

4.3.1.2 Early childhood stage

During the early childhood stage the child must be allowed to explore, manipulate and interact with his environment on his own. If he accomplishes this he will develop a sense of autonomy and independence (Erikson, 1968). If the child is not allowed to develop a sense of independence or autonomy, intense feelings of shame and doubt are likely to develop that could stay with the child throughout his life (Erikson, 1980). The child must be allowed to act on his imagination and not be punished for his growing curiosity during this stage. The significant influence on the development of the child comes from both parents as well as the quality of their relationship. If the parents do not create an atmosphere where the child feels free to act on his own or to explore his environment, he will be inclined to experience shame and powerlessness. MR D [2] grew up witnessing his mother and sister constantly working hard to raise him in strong and physically fit person: "both of them call me yenga deme melash tollo tollo edegi balelene yilunge naber, *they give more they can and I get what I need on time and my mother say to me it is our duty to raise you and make you ready to kill your father your father killer"*. H said in my vivid memory I remember how cruel incidence was happen on my parents especially on my father and how my mother and sister survived from that horrible incidence because they are female meaning that it is shame to kill girls in our culture and I survived because I was in my womb. *My name is Deme melash meaning that I am the one who is going to kills our father killer so I feel happiness for what I did and to accomplish my life with slight support of my friends in Addis.*

4.3.1.3 Play stage

The play stage is characterized by allowing the child to develop a lasting sense of initiative without experiencing excessive feelings of shame and guilt (Erikson, 1980). During this stage the child must learn to achieve a balance between his eagerness for new experiences and the need to control his impulses. The child must be allowed to have new experiences and in the process begin to learn how to "make things" on his own. It is during this stage that the entire family, and

not the parental figures alone have a significant influence on the development of the individual. This is due to the child's increased mobility, which allows him to freely enter a broader social sphere. His immediate family must be encouraging in that they should accept his growing curiosity and they must be consistent in their discipline. If they are overly critical and dismissive of his new ideas it will give rise to feelings of guilt, shame and doubt. According to Adler (Ansbacher & Ansbacher, 1958), if a child grows up in a family atmosphere characterized by neglect, it is unlikely that he will be able to recognize true love or affection. This is the result of never having been exposed to love or affection. Consequently he fails to develop the capacity to receive or give affection or love to anyone. The child will subsequently be inclined to become selfish and view life as the enemy. The child will also develop a particular style of life. According to Adler (Boeree, 1997) the active destructive style of life is characterized by an active pursuit of the goals the individual has set for himself. The exploitative orientation, according to Fromm (Boeree, 1997) is when the individual believes that everything good comes from outside himself and he is willing to take what he wants by force (see Chapter 3).

MR D [2] grew up in a family consisting of his mother and his sister only. In general the family got along fairly well and they had any problems. The only problem was his father case of death and their house burning things that happen before his birth and the social ideas about child born in those kinds of family: *" I was given the name of Deme melash in order to kill my father killer and clean my mother tear. Even if people like you and other who life in Addis Ababa consider my family case us problem for me, but I never consider and see it us my life goal."* All times my mother and sister talk to me they feel us their king and the solver of their life problems and that is why they call me Deme melash: "I remember one time. Uh, mammy told me in details what happen on my parents when I was in my womb with great anger and tear. So then after my life goal is directed us my parents wish and in my early age I become physically fit and strong person. Us times goes I start to believe 100 % us I have physically strong and going to kill my father killer searching in Addis. You have met me here after the all my physical fitteness and strengths had diminished, but my past physical fitteness and strength was because of my mother and sister day and night effort." I have strong believe on my parents word, my physical fitteness and on me us I can to do what I wish by force if not by killing them us my father.

4.3.1.4 School age stage

Erikson (1977) postulates that the school age stage is that period in an individual's life where he has to develop a sense of industry, while avoiding feelings of inferiority. During this stage the child moves out of the "family bubble" and becomes involved in the broader social sphere. During this stage the individual's immediate family is no longer the only influence on his development. Teachers and peers now also play a significant role (Erikson, 1980). If the development of the child's sense of industry is hampered during this stage by rejecting peers, callous schoolteachers and overbearing parents, feelings of inferiority and inadequacy will develop (Erikson, 1968). According to Adler (1969) everyone, to some extent, experiences feelings of inferiority. These "normal" feelings of inferiority serve as the motivation that inspires individuals to better themselves. Abnormal feelings of inferiority, however, could become so intense that the individual may begin to believe that there is no way to overcome or to compensate for his real or perceived inferiorities. In this instance the individual will over-compensate to achieve a semblance of normality in his life. According to Adler (1969) the individual will create a fictional ideal, which he believes will be better than the reality he has to face every day. The person will modify his behavior and do whatever he has to in order to achieve this fictional ideal.

MR D [2] had no education in his life: *he said to me what can I do with education it wasn't my parents business and the same is true for me."* Every day my mother and sister struggle to make me physically strong and inform me us my father was killed by other strong and cruel person. I had educations after I become prisoners and us you see in my writing there is spelling error, but never feel anger and regrets. *"I have no any friends and relationships with other peoples around us, but I know us they appreciate my physical appearance and believe me us I will kill my father killer so all society call me Deme melash."That made me to accept my parent day and night word us my life goal is to kill my father killer so I tried all my best to achieve it."*

4.3.1.5 Adolescence

Adolescence is the time in the individual's life when he has to contend with the re-emergence of many of the developmental tasks of the previous stages. The child has to take all of the experiences and the eventual outcomes of the developmental tasks of each stage and incorporate

them into a functioning identity that will take him into adulthood (Erikson, 1968; 1977; 1980). If the child has experienced any dysfunction during a single stage or during all of the stages it could have a negative influence on the development of his identity. The inevitable result is a sense of identity confusion. If identity confusion occurs he will endeavour to achieve a semblance of a stable identity. To achieve this, the child could over-identify with a group and incorporate their collective identity as his own. The other more destructive method of compensating for a loss of identity is when the child incorporates the negative experiences of his development and integrates them into a negative identity (Erikson, 1968). The negative identity in general is more alluring to the child. It allows him to accomplish the goals he had set for himself, goals that he would otherwise not be able to achieve.

For MR D [2] his adolescence is the time when he traveled from his birth place of Debre Birhan to Addis Ababa and started to live with his older sister. My sister come Addis Ababa to crate conducive environments and make easy my life goals since she have some vivid memory of our father killer than me expect have his pictures on my hands. What I see in Addis Ababa was new and totally confusing for me: *after I came to Addis Ababa I started to see my father killer photo days and night and I become obsessed with my life goal." So to bring my life goal into actions we have traveled from Debre Birhan to Addia Ababa, Kotebe to Saries and finally from Saries to Meganaga and I meditated with me on the ways how to kill him for almost 6 months.*

4.3.1.6 Young adulthood

Young adulthood is characterized by the formation of love relationships and the willingness and ability to become intimate with another person (Erikson's eight stages, http://psychology.about.com/library/weekly/aa091500a.htm). To achieve a close relationship with another individual the person must be willing to "risk" his newly established identity. If the identity is not strong enough, the individual might not be willing to engage in any real shared intimacy with another person. If this is the case the individual could isolate himself and develop a willingness to destroy anything and anyone who he believes is a threat to his fragile self-image. Erikson (1977) states that if the relationship is truly satisfactory in every facet, it will make sex less obvious and the need for sadistic control unnecessary.

Us I mentioned before we have changed three houses in Addis Ababa and traveled from our home land to Addis Ababa to accomplish my life goal: “I have only my mother word and my father killer photo in hand, but have no clue how to accomplish it.” Finally after we have rented our house around Megananga then I started fully to move the all night around Addis Ababa especially those selected place for my life goals holding his photo. Exactly at my early age of 19 in the midnight I meet my friends called Dawit Diriba while he is searching one business man to kill. He was energetic, strong person I ever meet in my life and he nominated me for his work because he was impressed and engrossed by my physical appearance, but he asked me why I was lonely and move during night times? I told all of my background and my final life goals, but I have no idea why I told, but I guess I was hungry to talk about it and then he promised me in order to find my father killer with a months if he is in Addis if and only if I am abide by the rule and order him by fully accepting bosseness (leader) of Dawit for their groups and work done by the groups. Well us times go our friendship becomes strong and I start working with him works like hanging, menance, plunder and killing person based his commands ,but it may be his needs or other person request(order) presented to him. So we have done a lot of work with him and start enjoying our life in day by working our job in night times. I totally submitted myself to my leader and work while never forgetting my life goal, but only believing us I am on the right track and achieve it with support of my boss because it was easy task for him since he was expert in the areas of killing any persons with only photo support based on the request from business man. “One day while we are having our lunch my boss have told me us he have surprise for me and ask me if I gave him my life goal to him in order to kill my father killer then unconsciously I shouted him and quarreled with him.” After my boss see my reactions about his actions and believe that us I will never permit him to do it he gave me my photo with one additional photo of searched person first born male photo and I that time I feel happy: I feel us I was in the heaven and see in my dreams us all of my parents proud of me especially I see while my mother cry and she said to my father even if I have no power to do it your only male soon do it, she said please take me to your side and rest in peace because I and all of your family done our life goal.”

In the next day I have seen his house with two of my friends and in the mid night I have done my 20 years life goals with 2 hours with no support of my friends only observing me in distance if there is any uncontrolled situations while I am accomplishing 20 years of goal and I did it with

no problem us I wish. “Well after 2 years of what I have done on my father killer, accomplish life goal and enjoy happy life in day I got arrested for murder, robbery and suspect of rape.”

1.9 Application of the Psychosocial Perspective

MR D [2] saw his mother as the only mother in home not like other children have father in home and she was strong mother: “*My mother was a struggling woman. She struggled to the extent that she can with my older sister*”. She gave more than what she and my sister can to raise me and I become us you see me physically fit person to accomplish my life goal.

MR D [2] grew up witnessing his mother and sister constantly working hard to raise him in strong and physically fit person: “both of them call me yenga deme melash tollo tollo edegi balelene yilunge naber, *they give more they can and I get what I need on time and my mother say to me it is our duty to raise you and make you ready to kill your father your father killer”*. H said in my vivid memory I remember how cruel incidence was happen on my parents especially on my father and how my mother and sister survived from that horrible incidence because they are female meaning that it is shame to kill girls in our culture and I survived because I was in my womb. *My name is Deme melash meaning that I am the one who is going to kills our father killer so I feel happiness for what I did and to accomplish my life with slight support of my friends in Addis.*

CHAPTER FIVE

5. Discussion

The focus of the research was to develop a theoretical perspective incorporating three psychological theories, which focuses on the external as well as the internal factors that influence the development of the individual's psychosocial experience. Five research questions were formulated in order to make sure that the information gathered were relevant and would ensure that the goal of the research could be achieved. In this chapter it will be shown to what extents to the research questions were answered.

5.1 Research Questions

In the following section the accuracy of the answers to the five (5) research questions were highlighted.

1. What psychosocial experience during childhood influence death penalty prisoners?

• MR D [1]

MRD [1's] childhood after his father death was characterized by his step mother and peoples around him reject and use of offence word such as gefi. His step mother and community peoples considered him us I was gefi because during his early times his lose his mam and at the age of 13 also he loses his lovely father. As a result of these daily based torture words of gefi and inhuman treatment he had he considered himself us he was misfortune. An incident that had a significant effect on him was the death of his father, his step mother and other community members' use of the word gefi in daily base so that he sat alone during his childhoods because he was ashamed and believed that other saw him as being worthless.

• MR D [2]

The most distinguishing feature of MRD 1 was especial care and support provided for him from his mother and sister in order to make him physically and mentally ready for his life goals seated for him. Even if his mother and sister work on him and tell him day and night what happen on

his father while he was kid, he has no meaning for it up to one day, I remember my mother tell me in details by crying what happen on my father and home so then after I start think about it while I was 12 years old. *She said to me currently your father killer is live in Addis Ababa after he has killed your father and my husband ok so your life goal should be killing your father killer.*

Another significant incident was what he saw and observes on his age groups children and society around him and expectation they have from him us he will definitely kill his father killer because he is the truly crowned child with a name of Dem melashi.

Finally he said at my childhood, I totally submitted myself to the life goal seated for me by my parents and peoples around and I start to feel us I am Dem melashi for my family because of the horrible incidents happen on family and meaning of my family give it including peoples around.

2. What psychosocial experience during adolescence influence death penalty prisoners?

• MR D [1]

MR D 1 early adolescence time was characterized by death of his lovely father and drop out of his from his schools even if he feels free during his school and fail in most subjects on his education. This caused him to create a fictional self-image that he projected to the world us he was rejected and undermined Childs so he developed negative. All of the above incidents that strengthened his conviction that he would never attain the recognition he desired through conventional or he will never changes his step mother and peoples around rejection so his desire to be seen as a "to be best revenge for what his step mother and peoples around did on him and his older brother." That is why he formed gangster groups in his age of adolescence then to policy officers finally criminalized with such incidents in his life.

• MR D [2]

The incidents, which had the most significant influence on the experience of MRD 2 during adolescence, were his daily flash back about his parents and society around name Dem melashi and accessibility of his father killer photo on his hand like priest have bible have on their hand in order to achieve his life goals that is why he become obsesses with his life goal and stick to it. He said *to bring my life goal into actions we have traveled from Debre Birhan to Addia Ababa,*

Kotebe to Saries and finally from Saries to Meganaga and I meditated with me on the ways how to kill him for almost 6 months.

3. How this psychosocial experience internalized?

• MR D [1]

The torture word of his step-mother and peoples who know their family caused MRD 1 to feel social isolation and instilled lasting feeling of mistrust to develop. Not only did he distrust others, but more importantly, he developed a sense of distrust in his own abilities, destiny and developed the sense of valueless. This distrust in his own abilities or destiny would later contribute to the creation of a fictional self-image he believed would enable him to achieve everything he never could previously. His rejections by peoples around him and children's of his schools lead him to experience of feelings of inferiority as well as his growing sense of anger and hostility towards those who are around him. All of the above experience happens on MRD 1, their exaggerated reaction toward prohibited him from acting independently and caused feelings of shame and doubt to develop (Erikson, 1968). The reactions of his peers towards him and his perception of what he believed they thought of him while he was still at school caused the development of intense feelings of inferiority that further added to his growing feelings of self-doubt. All of these factors lead to a fragmentation of MRD 1 self-image and his self-belief. With the death of his lovely father MRD 1 fell into a downward spiral, this eventually resulted in his incarceration.

• MR D [2]

MR D 2 development was influenced by an atmosphere of case and support given by his mother and only sister that enable him physically and mentally strong person for life goal expected from him. I and my family believe that us I was the only solution for my family blood related problem that is why all of my friends in Addis help me and when I found my father killer address with the help of my boss, *I feel us I was in the heaven and see in my dreams us all of my parents proud of me especially I see while my mother cry and she said to my father even if I have no power to do it your only male soon do it, she said please take me to your side and rest in peace because I and all of your family done our life goal."*

In the next day I have seen his house with two of my friends and in the mid night I have done my 20 years life goals with 2 hours with no support of my friends only observing me in distance if there is any uncontrolled situations while I am accomplishing 20 years of goal and I did it with no problem us I wish. "Well after 2 years of what I have done on my father killer, accomplish life goal and enjoy happy life in day I got arrested for murder, robbery and suspect of rape."

4. How did these psychosocial experience influence death penalty prisoners to develop fantasy life?

• MR D [1]

MR D 1 fantasy life consisted of the fictional self-image he had created. His fictional self-image developed largely because of the feelings of social isolation, self-doubt and inferiority he experienced during his development. He realized that he could not achieve the goals he had set for himself like others persons unless he uses his power to achieve it. Subsequently, he created a fictional self-image, which would allow him to accomplish his goals and achieve his desire to be recognized as a "strong man with excessive aggressive behavior and destructiveness in actions".

The actions and use of offensive word used by his families and peoples around had significant contributions for his fictional self image or fictional finalism development in his early in life and he had lived his fantasy in his all life as part of his life, which is results us he to be criminal and sentenced into death penalty.

• MR D [2]

The formation of MRD 2 fantasy can be seen as in his attempt at accomplishing his life goal (killing of his father killer searching in Addis) with full of courage and interest. His fantasy was his attempt at killing his father killer or using power in every situations where he believe it is necessary and he could obtain the type of recognitions and satisfactions he desired (Ressler et al.,1992). His exaggerated need for recognitions and satisfactions developed because of the family atmosphere and societies in which he grew up. Starting from his early life he had experience of to use power in order to control a situation he needs to control and these his believe also acknowledged by society in which he grew up because his father killer killed his

father because he was person with full of power to do it and his father was weak during that horrible incident so MRD 2 wanted to fulfill bi living out his fantasies.

5. How this fantasy life goal of death prisoners' is changed into the crime scene during adulthood ages?

• MR D [1]

The crime scene behavior of MR D [1] is indicative of an individual who is unorganized, incident driven and unexpected in his actions. Support for this comes from his crime scene that he have done on his victims when he exposed to a situation that triggers him to revenge his family in a means of self defense. After this he report the situations to the policy us it was incidence and he said I killed them while I am defending myself from them.

The excessive use of force as well as the action he have taken on victims in a means of self defense is indicative of the anger he had them, a revenge he had taken on them and frustration he formed on them, which surfaced when the opportunity presented. Such opportunities arose when he felt someone in some way was threatening his fictional self-image and in the process exposing his inferiority and the same adverse experience will happens on him. MR D [1] equated his response with "teaching the victim a lesson and to be seen us best revenges for what his step mother and her child as well as peoples around did on him and his older brother". It can be hypothesized that his aim was to let them experience the same shame and pain he experienced throughout his development.

• MR D [2]

MR D [2]'s crime scene and information collected on victims indicates us it was crime performed by individual who is motivated for revenge so it was performed with great care and well structured crime to kill the victim. The lack of evidence to reach on criminals and miss of any clue about the individuals who performed the crime was also additionally the indicative of us the crime was performed by the individuals who had long plan to do it and us it also performed by the individuals who had same experience before.

Because of these MR D [2] performed his life goal within a fractions of second in horrible and bad ways so us to make his parents and peoples who knows him proud of him as well as in order to be called us he was the truly named of Dem melashi in the community where he had been.

The all this horrible crime was happen on victims in a situation that was comfortable for MR D [2] and the inverse was true for victims because it was a revenge that had been planned for almost 20 years after the first crime had happen even if the victims family had history heroes since they were have no any ideas about it. *"It is best states in our cultural proverb of yewaga birssa yetwega ayersame."*

Finally MR D [2]'s needs were fulfilled and still he has been seen in his community us he was a good child of his family and his families call him yena anbessa or my lion while they visit him at prison. In his statement *"yezan kane bhiwot lamjemariya geza tadestku yabatem atente bselam tengahu enatame satimote lejuwa endasbachiw honya mayat chalchi enam badesta endalkasach negranyalechi "*

CHAPTER SIX

6. Summary, Conclusions and Recommendations

6.1 Summary

The aim of the research was to determine whether or not an individual's behavior reflects his experience. The focus of the research was to develop a perspective using a combination of theories, which focused on the influences of both internal and external factors on the experience of the death penalty prisoners.

MR D [1] fictional self-image developed as a result of factors such us intensive use of gefi word by seeing him as gefi or killer and social isolation from the community in the whole specifically his family and his rejections by his age groups in schools which he considered us it was the mirror of the whole toward him, which influenced his experience. Generally MR D [1] was considered by families and peoples around him us he was insignificant and curse for society including for him because he lost his lovely family early in his life and that is why I say my life was expired hiwota bsetoch tezera, taboka andihum damo bsetochi tagager setochum balute, finshed ok.

He developed his fictional self image in order to protect him from the actions of the world towards him that is why he desire to be seen as a "to be best revenging for what his step mother and peoples around did on him and his older brother." that is why he formed gangster groups in his age of adolescence then to policy officers. His fear was that his fictional self-image would be exposed and that his social isolation and inferiority would be revealed to the world. As indicated in Chapter 4, he reacted violently and aggressively to protect his fictional self-image and in the process to protect himself from the feelings of shame and doubt associated with his feelings of inferiority and socially rejected individuals. The frustration and anger that surfaced on account of threats to his fictional self-image were expressed in the excessive violence, aggressive behavior and destructiveness directed towards his victims as well as the physical torture to which he exposed them.

In most of our interview or on his written documents he said Adam life was deformed by female from Edan genet and the same is true on my life set hiwotan ablashew, lezi eko new hulame

setochi axifewoch nachew yamile. They teach me bad experience, I applied those learned bad experience on them and sentence death by female judge Even if she died before I was killed after two weeks she judged me, but still I alive. For your surprise I cried over their when I had sentenced death in the court and I expressed my adverse experience of my past life because those creatures, but nobody in court sessions had gave me their hear that is why I say my life was expired hiwota bsetoch tezera, taboka andihum damo bsetochi tagager setochum balute" finshed ok.

MR D [2] up bringing was characterized by care and support provided for him from his mother and sister in order to make him physically and mentally ready for his life goals seated for him. Most of the times in our interview he said: My mother was a struggling woman. She struggled to the extent that she can with my older sister. She gave me more than what she and my sister can to raise me and that is why I become us you see me physically fit person to accomplish my life goal. Additionally my mother all time calls me by saying yena anbessa, yena deme melash antane kasu balewold norro yabaten dame man yemelse naber esay tollo tollo edige beleleng telang naber. At the first I have no any sense about what my mother tell me day and night (yena deme melash tollo tollo edige baleleng) , but when I am growing older I start making sense about my mother word. I remember one day, my mother tell me in details by crying what happen on my father and home so then after I started to think about it while I was 12 years old. She said to me currently your father killer is live in Addis Ababa after he has killed your father and my husband ok so your life goal should be killing your father killer. My name is Deme melash meaning that I am the one who is going to kills our father killer so I feel happiness for what I did and to accomplish my life with slight support of my friends in Addis. In order to achieve our goals; my sister become what she couldn't to be , I meet persons that was killer in Addis and form friendship with them and travel around Addis day and night and tried all my best to achieve it.

Finally I become obsessed with my life goal. So in order to bring my life goal into actions we have traveled from Debre Birhan to Addia Ababa, Kotebe to Saries and finally from Saries to Meganaga and I meditated with me on the ways how to kill him for almost 6 months. That is why accomplish my life goal with no problem within a fractions of a second because it was done after I become expert in areas of killing peoples with great care and enjoy happiness in life.

After what I have done on my father killer I feel us I was in the heaven and see in my dreams us all of my parents proud of me especially I see while my mother cry and she said to my father even if I have no power to do it your only male soon do it, she said please take me to your side and rest in peace because I and all of your family done our life goal.

According to Yin (1989), the findings of the explanatory case study method can be generalized to a theory even though a limited number of case studies are used. Therefore the researcher proposes that the psychosocial perspective could be used to explain the experience of other death penalty prisoners. The reason for this is that the perspective is made up of three psychological theories that focus on both the internal and the external factors influencing individual's experience. This is contrary to other theories and perspectives because although they incorporate and mention several aspects they, only focus on a single aspect or factors believed to be most influential. In both cases it is evident that the respondents' behavior or actions reflects their past experience in life that I considered us psychosocial experience of death penalty prisoners.

6.2 Conclusion

The focus of the research was to develop a theoretical perspective that would allow for a more comprehensive experience profile to be developed when applied to the observable behavior of the death penalty prisoners. The perspective is made up of three psychological theories that focus on the internal and the external influences that could influence experience. This sets the perspective apart from other research in that it focuses on multiple aspects of the experience of the death penalty prisoners.

The application of the psychosocial perspective in Chapters 5 to the two case studies illustrates that it successfully "mapped" the experience of the death penalty prisoners. Furthermore it offers an explanation of the motivation behind the specific behavior of the criminals. Similarly the three psychological theories also provided answers to the five research questions posed in Chapter 1. The research shows that in each case unique influencing factors shaped the psychosocial experience of those criminals. Although the two cases differ from each other in many respects, the perspective can be used to reveal detailed explanations of each individual case's psychosocial experience.

The research shows that the research participants, like most other individuals, are motivated to revenge others as a result of one is because of his life experience and the other one is because of father death and cultural views of his family and community around him. Simultaneously they try to overcome and compensate for feelings of inferiority that have developed in the course of their lives. In order to achieve this, each individual incorporates a specific style of life that will allow them to realize the ideal or goal they have set for themselves.

The style of life the individual settles on is influenced by the incidents they experienced during their development as well as the family atmosphere in which they were raised. Any form of dysfunction experienced during the developmental stages or caused by the family atmosphere will have an adverse effect on the future experience (life) of the individual. In the case of death prisoners the dysfunction of the experience they had in life and its negative effects on the individual are reflected in their specific hopelessness, aggressive and destructive behavior directed towards the world and the individuals around him.

The researcher is of the opinion that the psychosocial experience can be employed to compile a more comprehensive and accurate behavioral profile of the death prisoners. Such a behavioral profile could assist the authorities in recognizing and apprehending death prisoners and also help any concerned individuals to protect person with those experience not to be prisoners as well as curse to the community in the whole. The psychosocial experience would also contribute to the available body of knowledge regarding the elusive phenomenon of death prisoner.

6.3 Recommendations

During the course of the study the researcher identified several features of death prisoner that need to be addressed by further research. The most significant aspect is the lack of empirical research on the general characteristics of Ethiopian death prisoners. It is proposed that research should be undertaken to identify the general characteristics of Ethiopian death prisoners since there are 123 death prisoners Ethiopia, but it is conducted only by 2 cases as samples for the research. The findings of such a study, in conjunction with other research conducted on Ethiopian death prisoners, should then be used to form a database. Such a data base would add to the available information in regard to death prisoner and assist researchers who wish to

undertake further research in the field. The data base would also assist law enforcement agencies by providing a valuable source of information with regard to behavioral patterns and characteristics in any future attempts to apprehend death prisoners.

Another aspect, which came to the core during the research, is that other research that is done on death prisoner might encounter a problem regarding time constraints. Although this was not the case in this study the researcher recommends that to ensure that the data gathered in further studies are sufficient to substantiate the findings, a proper time schedule should be set out in order to ensure that enough time is spent with the respondents.

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Appendixes1: (English Version Interview)

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

SEMI-STRUCTURED INTERVIEW SCHEDULE

Dear Respondents,

My name is Getahun Kassa and I am a student at Addis Ababa University, College of Education and Behavioral Studies School of Psychology. I am conducting a research entitled: The psychosocial experience of death penalty prisoners in Kality high security prisoner center, as part of fulfillment for the Maters program in counseling psychology and to show possible recommendations for the challenges investigated by the study. The information I would like to collect from you is purely for academic purposes and will therefore not be used for any other purpose. So, you are therefore kindly requested to participate in this research. Your confidentiality is assured.

Thank you for your cooperation

SEMI-STRUCTURED INTERVIEW SCHEDULE

A. BIOGRAPHICAL BACKGROUND

- What is your date of birth?
- Where were you born?

B. RELATIONSHIP WITH MOTHER

- Who did you grow up with?
- Tell me about your mother/mother substitute (caregivers e.g.).
- Please describe your relationship with your mother.
- Would you describe your relationship with her?
- What is your most vivid memory of your mother?

C. RELATIONSHIP WITH FATHER

- Please tell me about your father.

 How would you describe your relationship with him?

 Was he around while you were growing up?

 What is the most vivid memory about your father?/ father substitute?

D. PARENTS' RELATIONSHIP

 Please tell me about the relationship between your parents or parental substitutes.

 Did you ever see them arguing or having fights? (If yes, what was the nature of the conflict and what lead to the conflict?

E. FAMILY CONSTELLATION AND RELATIONSHIP

 Tell me about your other family members. How many brothers and sisters do you have?

 What was your birth position in the family (e.g. only child second child)?

 Please describe your relationship with your siblings? (e.g. Were you close? Did you get along? Did you ever have fights?).

 Who was the most important person to you while you were a child? (e.g. Who did you look up to? Who was your role model?)

F. EDUCATIONAL BACKGROUND

 Please tell me about your educational background (e.g. how did you do in school? Did you enjoy school? What is the highest grade you achieved?)

 Describe the relationships you had at school (e.g. With your teachers and peers?) Were you outgoing or a loner at school?

 In what group activities did you participate?

G. DEVELOPMENTAL INFORMATION

 Please tell me what you remember about growing up?

 While growing up were you harshly and/or unfairly punished? Who meted out the punishment?

 While you were growing up was there something about yourself that you didn't like? (e.g. physically and/or emotionally)

 What do you remember most vividly about growing up (e.g. neglected, insecure, bewildered, alienated, cared for, happy)?

H. INTERPERSONAL RELATIONSHIPS

 Did you ever have any real close relationships? Were you ever married?

 Describe the nature of the relationships you had while growing up.

- Describe your adult relationships.
- Did you ever love someone? (If yes who if no why do you think not)?

I. PERSONAL INFORMATION

- Could you tell me more about yourself than we have already covered?
- Is there anything about people that you don't like?
- How do you feel when you are around people?
- How would you describe your past and present relationship with others?

APENDEXES 2: (Amharic Version Interview)

አዲስ አበባ ዩኒቨርሲቲ

ትምህርትና ባህርይ ጥናት ኮሌጅ

የሳይኮሎጂ ት/ቤት

ውድ መረጃ ሰጪዎች

ጌታሁን ካሳ እባላለሁ በአዲስ አበባ ዩኒቨርሲቲ ትምህርትና ባህርይ ጥናት ኮሌጅ የሳይኮሎጂ ት/ቤት ተማሪ ስሆን ይህንን መጠይቅ ያዘጋጀሁት በቃሊቲ ከፍተኛ ጥበቃ ማ/ቤት ያሉ የሞት ፍርደኞችን የስነ-ማህበራዊ ልምድ እና የነሱ ልምድ ዉጤት በሚል ርእስ ለሁለተኛ ዲግሪ ማሟያ ፕሮግራም ጥናት ለማዘጋጀትና በጥናቱ ለታዩ ችግሮች የመፍትሄ ሃሳቦችን ለማሳየት ነው፡፡ በዚህም መሰረት ከመጠይቁ የሚገኙት ምላሾች የሚውሉት ለትምህርታዊ ተግባር ብቻ መሆኑን እያሳወኩ መላሾች ለምታደርጉት ትብብር ከፍተኛ ምስጋናየን አቀርባለሁ፡፡

የደንበኛ መለያ ስም (ኮድ) ……

ለተሳትፎዎት አመሰግናለሁ!

1. **የሂይወት ታሪክ**

   የትውልድ ቀን ---------- **ወር**----------**ዓ.ም**.----------

2. **ከወላጅ እናት/አሳዳጊ እናት ጋር ያለው/የነበረው ግንኙነት**

   2.1 **ከማን ጋር እንዳደጉ ይግለፁ**?----------

   2.2 2.2 **ስለ ወላጅ/አሳዳጊ እናትዎት ምን የሚናገሩት ነገር አለ**?----------

   2.3 2.3 **ከወላጅ/አሳዳጊ እናትዎት ጋር ያለዎት/የነበረዎት ግንኙነት እንዴት ነበር አለ**? -----
   ----

2.4 2.4 በዋናነት ስለ ወላጅ/አሳዳጊ እናትዎት ምን የሚናገሩት ነገር ይኖራል አለ? ----------
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3. ከወላጅ/አሳዳጊ አባት ጋር ያለው/የነበረው ግንኙነት

3.1 ስለ ወላጅ/አሳዳጊ አባትዎት ምን የሚናገሩት ነገር አለ አለ? ----------

3.2 ከወላጅ/አሳዳጊ አባት ጋር የነበረዎት ግንኙነት እንዴት ነበር አለ? ----------

3.3 ከወላጅ/አሳዳጊ አባትዎት ጋር ነው ያደጉት? ----------

3.4 በዋናነት ስለ ወላጅ/አሳዳጊ አባትዎት የሚያስታውሱት ነገር ምንድን ነው? ----------

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4. የወላጆች/አሳዳጊዎችን የእርስ በእርስ ግንኙነትን በተመለከተ

4.1 በወላጆችህ/አሣዳጊዎችህ መካከል ያለው/የነበረው ግንኙነት ምን ይመስላል? ----------

4.2 በወላጆችህ/አሳዳጊዎችህ መካከል ፀብና ጭቅጭቅ ነበርን፣ ከነበረ የፀቡና ጭቅጭቁ አይነትና መነሻ ምንድን ነበር? ----------
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5. የቤተሰብ ሁኔታ

5.1 **ስለሌሎች የቤተሰብ አባሎችዎት የሚያውቁት ነገር ምንድን ነው**? ----------

5.2 **በቤተሰባችሁ ውስጥ ምን ያህል ወንድሞችና እህቶች አለዎት/ነበርዎት**? ----------
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5.3 **እርስዎ ለወላጆችዎ ስንተኛ ልጅ ነዎት**?----------

5.4 **እርስዎ ከወንድሞችዎ/እህቶችዎ ጋር የነበርዎት ግንኙነት ምን ይመስል ነበር**? ----------
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5.4.1 **ከወንድሞችዎና እህቶችዎ ጋር ትቀራረቡ ነበር**?.....

5.4.2 **ከወንድሞችዎና እህቶችዎ ጋር ይጣሉ ነበር**?.....

5.5 **በልጅነትዎ በጣም የሚወዱት ሰው ማን ነበር፣ ማንን ይከተሉ ነበር፣ ማንን ለመሆን ይመኙ ነበር**?----------
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6. የትምህርት ሁኔታ

6.1 **የትምህርትዎት ሁኔታ እንዴት ነበር**? ----------

6.2 **የትምህርት ቤት ቆይታዎት እንዴት ነበር**? ----------

6.3 **ትምህርትዎትን ይወዱ ነበር**? ----------

6.4 **ከፍተኛ ውጤት ያስመዘገቡበት የትምህርት አይነት ምንድን ነው**? ----------

6.5 **አሁን ያለበት የትምህርት ደረጃ**?----------

6.6 **በት/ቤት ቆይታዎት ከመምህራን ጋር የነበርዎት ግንኙነት ምን ይመስል**? ----------
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6.7 **በት/ቤት ቆይታዎ ከጓደኞዎ ጋር የነበርዎት ቆይታ ምን ይመስል ነበር**? ----------
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6.8 **በት/ቤት ቆይታዎት በምን አይነት የቡድን እንቅስቃሴ ይሳተፉ**? ----------

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7. የአስተዳደግ ሁኔታ

7.1 **ስለአስተዳደግዎት ምን የሚያስታውሱት ነገር**? ----------

7.2 **በልጅነዎት ጊዜ በአስከፊ ሁኔታ የተቀጡበት ጊዘ አለ**? ----------

7.3 **ይህ አስከፊ ቅጣት የተፈፀመብዎት በማን ነው**? ----------

7.4 በልጅነትዎት እርስዎ ስለእርስዎ የሚጠሉት ምን ነገር ነበር(ለምሳሌ ከሰውነትህ ክፍሎች፣ ከምታሳየው ፀባይህ ሊሆን ይችላል)? ----------
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7.5 ስለአስተዳደግህ በጣም የምታስታውሰው ነገር ምንድን ነው(ለምሳሌ ቸልተኝነት፣ ደስተኛነት፣ ተስፋ ቢስነት፣ ፍቅር፣ ወዘተ.)አለ? ----------
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8. ከሌሎች ሰዎች ጋር የነበርዎት/ያልዎት ግንኙነት

8.1 ከሌሎች ሰዎች ጋር ጥብቅ ግንኙነት አለዎት? ----------

8.2 ጋብቻ መስርተው ነበር? ----------

8.3 ልጆች ወልደዋል? ----------

8.4ከሌሎች ሰዎች ጋር የነበርዎትን ግንኙነት በዝርዝር ለመግለጽ ይችላሉ? ----------

8.5በጣም የሚወዱት ሰው ነበር/አለ? ----------

8.6ማናቸው?----------

8.7በጣም የሚወዱት ሰው ካልነበረዎት ምክንያቱ ምንድን ነው? ----------

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9. የግል ሁኔታ

9.1ከላይ ከተጠቀሱት ውጪ ስለራስዎት ሊጨመር ይገባል የሚሉት ነገር ካለ ይዘርዝሩ?---

9.2ከሰዎች የሚጠሉት ነገሮች ምን ምን ናቸው? ----------

9.3በፊትና አሁን ከሰዎች ጋር ያለዎትን ግንኙነት እንዴት ያዩታል? ----------

9.4ሰዎች አጠገብዎ ሲሆኑ ምን ይሰማዎል ?----------

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