



Effect of University Education on the Development of Life Skills: The Case of Social Work and Sociology Undergraduate Students in Addis Ababa University

By

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A Thesis submitted to the Department of Curriculum and Teachers Professional Development Studies

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts (Adult Education and Life Long Learning Programme)

**Addis Ababa University
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Addis Ababa University
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This is to certify that, the thesis prepared by Kaleab Pawlos entitled "Effect of university education on development of life skills: the case of social work and sociology undergraduate students in Addis Ababa University," and submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Adult Education and Life Long Learning Program complies with the regulation of the University and meets the accepted standards with respect to originality and quality signed by the examining committee.

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List of Abbreviations and Acronyms

AAC&U	Association of American Colleges and Universities
ACPA	American College Personnel Association
NASPA	National Association of Student Personnel Administrators
4H	Heart, Hand, Head, and Health
EYSC	Engaging Youth Serving Community
LSE	Life Skills Education
SLT	Social Learning Theory
SPSS	Statistical Product and Service Solutions
TLS	Targeting Life Skills
TM	Trade Mark
UIE	University of Illinois Extension
WHO	World Health Organization
MYS	Methodist Youth Services
DSW	Deutsch Stiftung Weltbevoeakerung
MoWYCA	Ministry of Women, Youth and Children Affairs
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund

Abstract

Effect of University Education on the Development of Life Skills: The Case of Social Work and Sociology Undergraduate Students in Addis Ababa University

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This research was intended to study the effect of university education on the development of students' life skills. Research survey, direct interviews and focus group discussions were carried out with selected first year and graduating class Social Work and Sociology Department students at Addis Ababa University. Of the 258 total target students, 28 students from each department were invited to complete the survey questionnaire and 16 other students were interviewed using structured questions. Moreover, two separate Focus Group Discussions were held with ten students from each department. The effect of university education on students' life skills was assessed in terms of students' level of study and study programs. The students were assessed for their status with respect to decision making, respect, accepting difference, self-responsibility, healthy lifestyle choices and communication skills. Based on the findings of the present study, the current university education had little effect on the life skills assessed. The investigator has come up with a recommendation that further studies should be done on the status of students with respect to life skills at a national level so that life skills interventions such as education programs and trainings will be designed for the future.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Aparna and Raakhee (2011) stated that life skills education is a value added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps students to understand their self and to assess their skills, abilities and areas of development. It also helps to get along with other people and adjust with their environment and making responsible decision.

The researchers further claimed that the objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning need for all individuals. Various skills like decision making, self-responsibility, communication, intellectual capacity, respect, accepting difference, healthy life style choice, etc. extend their maximum level, if they are practiced effectively. Universities need to create life skill education as the cornerstone of various youth programmes and an integral part of formal education process. Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable pattern of life styles particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skills and abilities as a part of development.

FDRE (2002) clearly described the role of higher education as follows: education that aims at meeting the country's demand for professionals and researchers who are capable of generating new ideas and playing leadership roles in various spheres of endeavor. In addition to providing educational and training programs, higher education in Ethiopia also serves as an institution for

resenting alternative solutions for tackling the various problems faced, and for producing new ideas that may expedite the country's socio-economic development and democratization processes. This strategy and program clearly stipulate education and research to take the center stage in the education system of higher education. Education for developing countries like Ethiopia is the first important tool of achieving accelerated development for the well being of people. But the curriculum should be designed to the context of the country and should be relevant to the economy. This concern has been indicated in the April 1994 education and training policy. The policy defined education and clearly explained the need to integrate knowledge, skill and attitude to enable individuals make all-rounded participation in the development process (TGE, 1994).

According to federal democratic republic government Ethiopia, education and training policy, 1994 education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people (FDRGE education and training policy, 1994). It is to achieve these ends that higher education has been developed. These are common principles, recognized in

most of the cases. To varying degrees, these principles provide the philosophical framework within which institutions of higher education operate in order to cultivate the cognitive, creative, productive and appreciative potentials of citizens by appropriately relating education to environment and societal needs are needed to be given due emphasis.

The ability to make connections among disparate elements of information and meaningfully synthesize concepts has been heralded as a necessary skill for success in the knowledge economy of the twenty-first century. There have been an increasing number of calls in American society for college and university graduates to possess this ability to make connections among life experiences, academic studies, and their accumulated knowledge, and from one context to another (AAC&U, 2002; AAC&U & Carnegie Foundation, 2004; ACPA, 1994; ACPA & NASPA, 2004; Joint Task Force on Student Learning, 1998; U.S. Department of Labor, 1991). In *Powerful Partnerships: A Shared Responsibility for Learning*, the Joint Task Force on Student Learning (1998), a commission assembled by three national higher education associations suggested three categories of integrated learning, stating learning is fundamentally about making and maintaining connections (1) biologically through neural networks, (2) mentally among concepts, ideas, and meanings, and (3) experientially through interaction between the mind and the environment, self and other, generality and context, deliberation and action.

1.2. Statement of the Problem

Hendricks (1998) defined life skills as "those competencies that assist people in functioning well in the environments in which they live." It plays indispensable role in successful transition of youths to adulthood (Norman and Jordan, 2012). It is believed that any youth development programs shall equip its program participants to develop life skill and

successfully interact with their respective environment.

A longitudinal study conducted by Richard et al. (2013) indicated that 4-H youth are two times likely to contribute for their communities, critically active, participate in science and make healthier life choices. Another online survey conducted by Land-grant University educators (2011) had evaluated 4H's (heart, hand, head, and health)Engaging Youth, Serving Community (EYSC) first year programme and they found that rural youths across the U.S who participated in the program had built positive relationships with both peers and adults as they developed important life skills . A study by Sengupta et al. (2012) indicated that perceptions related to high level of life skill are positively associated with perceptions about the essence of human rights. Yet, the study also highlights to consider other psychological and socio cultural factors to shape the behavior of individuals to respect the right of him/her and others.

Abebe Assefa (2006) examined the relationship between age, sex, religion, location, ethnicity, department, academic performance and administrative region on the one hand and elements of life skill on the other hand. The study revealed that sex, age, student's grade, location and ethnicity had an effect on various elements of life skill. Abiy Tedla (2014) attempted to contribute for the knowledge base of social work practice with youth by analyzing the effect of different types of youth development programs, personal characteristics and political affiliations on life skill development of targeted youths.

MoWYCA and UNICEF (2013) also evaluated the impact of life skills training in all region of Ethiopia on five main areas namely assertiveness, dialogue management, decision making, empathy and self esteem. The study showed that major progress among program participants was observed in all areas of life skills at the time of the evaluation. DSW (2011) examined

life skills via gender lenses and the results of the study revealed that girls in the club have developed positive experience related to life skills and self-esteem. According to the finding of this study, the training program helped girls in developing whole personality and in enabling them to generate income for themselves and their family

Most of the studies mentioned above focused on the importance of life skills and their contribution to prevent youths from risky behavior, improve their academic performance, promoting human rights and so on. Moreover, almost all studies except the one conducted by Abebe Asefa (2006) just evaluated the impact of the training and failed to study possible contributing variables influencing in due course of developing life skill & to identify most important influencing body for life skill acquisition. The present study aimed to investigate the effect of university education on development of life skills of students in selected departments at Addis Ababa University.

Life skills education (LSE) is delivering significant individual changes and relevant knowledge, skills and attitudes among learners, both in the thematic risk areas and psychosocial skills. Teachers' and students' perceptions and observations are often use to evidence changing attitudes, especially in relationships, and parents' comments on changing behaviors and attitudes are included in some cases. Positive outcomes of LSE may include but not limited to improved knowledge about HIV and AIDS, particularly methods of transmission; changes in attitude towards marginalized groups; shift in perceptions and stereotypes about girls and boys; improvements in personal hygiene; reduction in peer pressures and societal influences on unhealthy behaviors; increased learner confidence; improved relationships with family; positive impact on teachers, particularly increased assertiveness and self-confidence; increased

participation; and increased awareness of the environment and how to care for the world around them (UNICEF 2012).

Merits of life skills education in the development of these life skills in students are very significant to make them deal with the internal and external issues. Life skill based education is an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors (UNICEF, 2011b). Life skill education does not take place in a vacuum, and the ultimate expression of life skills and positive behavior is greatly influenced by the environment in which individuals live, learn and act (UNICEF, 2011a). Life skill based education promotes the learning abilities of students by developing healthy behavior, interpersonal relationship and mental well being. Hence it should start before or during the adolescent period, right before the negative patterns of behaviors being established (WHO, 1994).

An adolescent who is mentally and emotionally fit can deal effectively with the negative influences that he/she may have to face in the day to day life. The academic subject content can be dealt by any teacher and even a good student can learn it himself/herself. But this does not guarantee a meaningful and balanced life. There are instances that all of us know, where an academically brilliant student may miserably fail in the real life. The divorce rate among executives in multinational companies because of several job related reasons and the suicides committed by students because of a mere scolding of parent or teacher or because of failure in an examination can be attributed to lack of life skills competency. Majority of our new generation lacks ability for critical and creative thinking and proper decision making. They cannot control their emotions. One among the many causes of the increasing cases of hyper

tension and other life style diseases could be the inability to manage the stress, which is a part and parcel of the present job sphere. A student in the adolescent age, if provided with life skills-based education, he/she acquires mastery in life skills by the time they pass out from our higher education institutions. This will help them to deal effectively with the 'storm and stress' associated with adolescent period as well as they will be empowered to deal with any kinds of issues they may have to face in their future life.

1.3. Objectives of the Study

1.3.1. General Objective

This research was intended to assess the effect of university education on development of life skills of selected undergraduate students at Addis Ababa University.

1.3.2. Specific Objectives

- To investigate the effect of university education on the decision making, communication, respect, self-responsibility, accepting difference, and health life style choice skills.
- To identify major life skills challenges experienced by university students and suggest alternatives enabling university student cope up with identified major life skill gaps.
- To suggest possible recommendations for improving the life skills of university students.

1.4. Research Questions

- What effects does university education have on the students' decision making, communication, respect, self-responsibility, accepting difference, and health life style choice skills?
- What are the challenges experienced by university students?
- What should be done to enable students to cope up with these challenges?

1.5. Significance of the Study

Since this study focused on various elements of life skill, its findings are believed to help in devising practical policies, strategies and skill development programs that can fit with the actual need of the target area. The findings of this study helps to understand the interplay between types of students' development selected elements of life skill. It will hopefully help universities identify and develop programs that will assist student improve their social and academic performance as they negotiate the university life. The study will also become a guiding framework for practitioner in designing and implementing their programs and interventions on the area of student development in general and life skill development in particular. Moreover, conducting research on the area of students is all about designing better future. This study can be used as a resource material for others who wish to replicate the model and conduct similar study on life skills on the rest of college students or departments in higher education institutions in Ethiopia.

1.6. Delimitation of the Study

To evaluate the effect of university education on life skills in a single attempt is an intricate task. For this reason, the dependant variables of this study were limited to only six elements of life skills among 35 components of life skills developed by Hendricks (UIE, 1999). Moreover, the study covered only two departments which are the social work and sociology undergraduate programmes in Addis Ababa University.

1.7. Limitations of the Study

The time for conducting this case study was too short and there was also limited finance to accomplish it successfully. This along with other factors prevented the researcher from covering

several elements of life skills and departments. Lack of locally published materials on life skills was also one of the major challenges during this study. As a consequence, the literature review part of this study was limited to the review of major policy and program documents of Ethiopia that gives special focus on issues related with capacity building and life-skill development.

1.8. Definition of Terms

- Life skills: Hendricks (1998) defined life skill as "those competencies that assist people in functioning well in the environments in which they live" (Norman and Jordan, 2012).
- Decision making refers to choosing among several alternatives (UIE, 1999).
- Communication skill is the process of exchange of thoughts, information, or messages between individuals using speech, writing, gestures, and artistic expression (UIE, 1999).
- Accepting differences in this research refers to recognize and welcome factors that separate or distinguish one person from another (UIE, 1999).
- Healthy lifestyle choices in this study defined as selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury (UIE, 1999).
- Self-responsibility is defined as taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong (UIE, 1999).
- Respect refers to demonstrating regard for the dignity, worth, and autonomy of all persons (UIE, 1999).

1.9. Organization of the Study

This study was organized in five chapters. The first chapter deals with the problem and its approach. The second chapter addresses review of literature related to the topic under study. In chapter three, the methodology employed to gather, interpret and analyzed data was presented. The fourth chapter deals with the analysis and interpretation of data. The last chapter, Chapter 5, presents the conclusions and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Overview of Life Skills

Webster's New Millennium™ Dictionary of English (October 30, 2007) defines life skills as the ability to cope with stresses and challenges of daily life, especially skills in communication and literacy, decision-making, occupational requirements, problem-solving, time management and planning. A life skill has been defined by the World Health Organization (WHO, 1996) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They represent the psychosocial skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. WHO also explains the importance of life skills by stating, practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be.

The life skills described above are dealt with herein as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: defining the problem; thinking of all the different kinds of solutions to the problem; weighing up the advantages and disadvantages of each; choosing the most appropriate solution and planning how to realize it. Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some societies, so gender issues will arise in identifying the nature of life skills for psychosocial competence. The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general

terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures. Life skill problems such as the capacity of students to make decisions, wise use of resources, interact with others, accept differences, lead others, choose healthy lifestyle and take initiatives/self-responsibility are still problematic and found to be difficult for organizations to solve easily. Some associate this problem, as failure of educational institutions in designing holistic curriculum while others relate it in the nutshell to the culture that individuals has been socialized. In his article "Crafting an Organizational Culture: Herb's Hand at Southwest Airlines" Campbell (1992, p. 51) points out an important statement saying: We can train people to do things where professional skills are concerned. But there is one capability we do not have and that is to change a person's attitude. So, we prefer an unskilled person with a good attitude rather than a highly skilled person with a bad attitude. This statement capitalizes how elements of life skills are important to shape organizational goal and how good people are appreciated and students are on lookout for them.

In this regard, experience showed that some aspect of success in life is rooted in cultural values and beliefs. For that reason, culture has been taken as a prime explanatory variable when formal or informal discussions and arguments about the success or failure of an individual, community or organization have been made. Schein (1992) defined culture as "a set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings, and to some degree, their overt behavior." Still there are arguments why significant differences are observed among individuals having similar or different cultural background to function competently in everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life

skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. 4H model of targeting life skill by Hendricks (1998) defines life skills as those competencies that assist people in functioning well in the environments in which they live (Norman and Jordan, 2012). The meaning of Life skill throughout this study connote this definition.

2.2. Historical Background

It is a decisive stepping stone to see the historical development of life skills education to introduce oneself with the issue. According to Wood et al. (2012), the history of life skills education is dated back to 1986 Ottawa Charter for Health Promotion, which mentions life skill under the rubric of personal skills that supports personal and social development. This links “life skills” with responsible personal decision-making and the capacity to make appropriate behavioral choices for a healthier life. In line with this another scholars namely Boler & Aggleton (2004) has linked the development of life skill with HIV/AIDS as follows. In the two decades since HIV/AIDS was first identified, some very distinct schools of thought have emerged in the area of sexuality and relationships. One of the issues under dispute is based on the extent to which an individual has control over his/her actions and the extent to which this control is ‘rational’ which we call them rationalist on the one hand and those who advocate the idea that human action is influenced more by underlying economic, social, and cultural structures on the other hand. In reality, most academics are not as extreme as this dichotomy suggests, but tend to lean strongly towards one camp or the other.

The concept of providing life skill training has also been linked with psychology which is manifested in the perception of focusing to correct psychological disorders and more

specifically to occupational psychology in an effort to pin out qualities of successful leaders (Boler & Aggleton, 2004). In due course of the emergency and development of life skill, categorization and elements of life skill were one of the areas where dispute were prevailed. Academic and humanitarian institutions come up with their own categorization and classification. Initially, WHO has acknowledged five major areas of life skill that are universal to all cultural settings which are decision-making and problem-solving, creative thinking and critical thinking, communication and interpersonal skills; self-awareness and empathy; and coping with emotions and coping with stress (Wood et al., 2012).

Another categorization in educational setting to advance successful development of children has identified five core groups of social and emotional competencies namely self- awareness, self management, social awareness, relationship skills and responsible decision- making. Early childhood professional has also classified psycho-social skills as pre-academic skills, motor & physical skills, self-expression, language skills and social skills (John Wood et al., 2012). However, in an attempt to make life skills acceptable to governments and communities, the term began to encompass an ever-increasing level of generic skills, leading to the claim that skills as diverse and complex as communicating, listening carefully, income-generating or empathy-building would reduce HIV infection (Boler & Aggleton, 2004). Even though, one can find a range of categorization of life skill, there is no definite list of life skill. Besides, these skills are intangible and it is difficult to measure these concepts as there is no indicators and assessment tools to do so (John Wood et al., 2012). However, Hendricks has developed exhaustive elements of life skill (Norman and Jordan, 2012) and UIE has developed scale for fourteen elements to measure the concept (UIE, 1999).

2.3. Understanding the Importance of Life Skills

Young people can develop life skills, provided they have the awareness to understand what is required of them and they are motivated to develop it themselves (Jones & Lavalley, 2009). Students must believe that they have skills and qualities that are of value in other settings (Danish et al., 1993). Self-responsibility and taking the initiative to learn and practice life skills are important characteristics for student's success. Student must feel engaged through the entire process in order to understand the importance of how these life skills are learned and in what context they can be executed (Danish et al., 1993; Larson, 2000; Papacharisis et al., 2005). The desire to participate in an activity and being invested in it helps to make the experience intrinsically motivating, challenging, and important enough to warrant the expenditure of time and effort (Petitpas et al., 2005).

2.4. Life Skills in Education

WHO is currently promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents.

Life skills for psychosocial competence need to be distinguished from other important skills that we hope young people will acquire as they grow up, such as reading, numeracy, technical and practical "livelihood" skills. These and other skills are usually recognized as abilities that young people should learn, either in schools, at home or in their communities. Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young people. For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programs designed to effect changes in environmental and social factors which influence the health and development of young people (1997; WHO, 1999).

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the social learning theory (SLT) developed by Bandura (1977). In SLT, learning is considered to be an active acquisition, processing and structuring of experiences. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The students may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations -

actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

Life skills have already been taught in many schools around the world. Some initiatives are in use in just a few schools, whilst in other countries, life skills programs have been introduced in a large proportion of schools, and for different age groups. In some countries, there are several important life skills initiatives, originating in different groups in the country, e.g. non-governmental organizations, education authorities, and religious groups. The ultimate goals associated with life skills programming are to provide tools and transferable skills for student-athletes that can be applied to situations they face, expose them to ideas and concepts associated with success in careers, relationships and life in general and guide them in the intricacies of the transition between school and the world that follows. Life skills education helps to build positives, strengths, and potentials rather than focusing on weaknesses, limitations and deficits. Besides, life skills development is a way to move young person's towards behaviors that are found appropriate to meeting developmental expectations, cultural contexts and social norms. It is essential components of healthy development, and the skills that define a resilient child. Life skill then helps youths to establish effective nexus to life and engage themselves in a life-long process of self- development and protect themselves from obsolesce. 4-H model of targeting life skill by Hendricks (1998) defines life skills as those competencies that assist people in functioning well in the environments in which they live (Norman and Jordan, 2012).The meaning of Life skill throughout this study connote this definition.

2.5. Theoretical Framework

Ethiopia's higher education program is targeted to expand the undergraduate intake capacity of all higher education institutions in the country. For this reason, the intake capacities of the existing universities are improved and new universities are opened. As a result, new undergraduate programs are launched in different regions of the country. However, it hardly gives adequate attention to areas of life skill development program in the university system. Accordingly, looking at some career and life skill theories might be important to have a clear picture of about life skill development.

Career Development Theory: People who develop program and curricula for youth in the western world are in the business of providing educational opportunities through which the young can gain information and develop skills most needed (Hendricks, 1998). Herr *et al.* (1993) noted that student development is a subject of the broader perspective included in the term human development. When applied to college populations, the term student development is directed to facilitating student maturation in areas deemed to be related to behavioral "end points" or goals that could be expected in university educated persons and to which student personnel programs, including career services, should be directed. They further discuss the need to figure out the area of emphasis to undertake student development activities in the university. To this end, they quoted King and Fields' (1980) classic analysis of a variety of perspective on student development. They point to four areas of emphasis that reflect a verity of skills, abilities, and general concepts that focus on specific goals of development as expressed by various university students development theorists (Herr *et al.*, 1993). These emphasis areas include: intellectual development, identity development, interpersonal development, and value development.

Intellectual development: Emphasizes a person's capacities as a thinker and as a learner, including the process by which a person gathers information, synthesizes it to create new meaning, and evaluates its merit and potential.

Identity development: Focuses on the development of one's sense of self; discovering who you are and identifying the type of person you would like to become.

Interpersonal development: Emphasizes one's interactions with other people, how these interactions affect oneself and others, and how a person can learn to interact with others more effectively and beneficially and.

Value development: Focuses on the formation of moral and ethical principles to guide one's life, the way a person defines his or her own role in society in terms of one's social ideals.

Out of these critical areas of emphasis, only the intellectual development has been given more attention at Addis Ababa University program. The rest three have been overlooked but as noted previously their contribution to the development of skilled manpower is equally important.

Life Skill Development Theory: The later three emphasis areas of university student development that is identity development, interpersonal development and value development are more related with the theory of life skills development. Life skills are not distinct categories rather they describe a range of skills important for successful living and can be contextualized based on the person or group of people that are targeted to be addressed in a given program. Some programs focus on the life skills needed by adolescents; others target adult populations. Life skill categories vary depending upon the needs of the target population (Hendricks, 1998).

According to Hendricks (1998), youth development is a process of mental, physical, and

social growth during which young people prepare to live a productive and satisfying life within the customs and regulations of society. Hendricks defines life skills as skills that help an individual to be successful in living a productive and satisfying life. He developed the Targeting Life Skills (TLS) model.



Figure 1: Targeting Life Skills Model

Studies in the US indicate that the 4-H program is viewed as influential in life skill development of children. According to Reck (1951), 4-H didn't start at any one time or place, but has developed according to needs of people. As interest grew in helping rural youth, the public schools took a leading part. Educators took action by introducing farm and home topics (often called nature studies) in many courses during the late 19th and early 20th centuries. 4-H Youth

Development Programs are designed to develop youth into confident, competent, and caring citizens. In 4-H, youth develops skills in social interaction, learning, and personal development. Life skills are an important component of 4-H Youth Development Programs. These skills allow individuals to respond to situations they experience in life and are applicable in more than one setting (Ferrari *et al.*, 2004). According to Smith (1998) the life skills models illustrate 4-H and Extension responses to the need to prepare youth for whatever profession they choose later in life. 4-H is dedicated to educating youth in future work life skills to prepare them to choose and follow their desired careers. 4-H is also dedicated to helping schools, businesses, and families give youth the foundation they need to succeed.

System Theory: System theory also explains the relationship between the person and the environment. There are conditions when individuals impacted the environment and the environment causes observable change in the behavior of individuals. According to Compton *et al.* (2005), system theory shifts attention from linear cause-and effect relationship to the person-and situation as an interested whole. This theory has less interested in whether the environment causes the person to behave in a particular manner or the person affects the environment in a certain way. It views the person as an integral part of his or her total life situation. The person-in-situation is a whole in which the person and the situation are both cause and effect in a complex set of relationships. System theory meets the requirement of this life skill development research design and is taken as one of the important models of analysis for findings. This model assumes the need for an intervention program in the university that focuses on changing the behavior of the students on the one hand, and adjusting the university system to meet student expectations on the other.

2.6. National Life Skills Framework for Young People in Ethiopia

One of the ministry offices which are in charge of youth related issue is Ministry of Youth and Sport (MYS). The Minister has given an attention for life skill development and endorsed national life skills framework in 2008. The document highlights the unlimited number of social evils encountered by youth in their day to day life and the contribution of life skill education in tackling these problems (MYS, 2008). Moreover, the framework has taken UNICEF definition of life skill as the major package of life skill program. Besides, it is underlined that any life skill program shall create an opportunity to practice and experience it in day to day life (MYS, 2008).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Site

Addis Ababa University was established in 1950 E.C and it is the oldest and acknowledged to be the most renowned institution for higher education in the country. The university has been producing qualified students in various fields of studies for over fifty years. However, the fact that there has been no organized information system for life skills development program designed to assist students in gaining appropriate life skills before their graduation has been affecting the success. The study focused on Addis Ababa University's Main campus and targeted first year and graduate year undergraduate students from the Department of social work and sociology.

3.2. Data Sources and Research Design

Since information generated from a single data gathering tool is usually misleading and incomplete, using different data gathering tools gives the researcher an opportunity to triangulate information and validate the results. Accordingly, the study employs a quantitative survey, interviews with key informants and Focus Group Discussions. The study focused on Addis Ababa University's Main Campus and targets were first year and graduating class undergraduate students from the department of social work and sociology. These two departments were selected purposively because they are believed to have better understanding of life skills than students in other programs. To get the real meaning of some of the research questions, two focus group discussions with the students of the target departments was held and structured questionnaire was prepared and used to collect first-hand information from target undergraduate students. The questions were coded to get valid and reliable data and their by facilitate data analysis. The interview was administered in Amharic language at Addis Ababa University, main

campus, with 16 students from sociology and social work programs. Each interview lasted for perhaps 30 minutes. Then, the information obtained from the respondents was analyzed thoroughly by compiling answers with similar ideas. Secondary sources such as published and unpublished journals, research papers, local policy documents, programs and relevant books on the subject of study were used as supporting documents.

3.3. Sampling Techniques and Sample Size

Multistage mixed sampling was used to get the survey respondents. To determine the survey sample, student lists from each department were used. Since the number of female students in the two departments are less than the number of male students, stratified and simple random sampling technique were used to avoid the risk of misrepresentation of women in the sample and to give equal chance for each gender to be represented. Thus, stratification of samples by department and then by gender was used. Depending on the size of student population, the number of students representing each department and gender group was determined. However, the sample students were randomly picked using random table of numbers. Hence, simple random sampling was the final technique of sample selection. Of the 258 total target student in the two departments, 22.5% of students were surveyed. The sample size was 56 students including 28 students from the department of sociology and 28 students from the department of social work. The number of students from each department included in the sample was made equal because the total numbers of students in each department were nearly equal. When the sample is disaggregated by sex, 32 male and 24 female students were included from the two departments. The other 16 students were interviewed for their knowledge about life skills with eight students selected randomly from each department. Four students from each year were

participated in the interview. In addition, two focus group discussions were held with ten students from each department. The focus group consisted of six male and four female students.

3.4. Ethical Consideration

Ethical issues were addressed well in this study following the necessary procedures. To ensure privacy, there wasn't any name or other symbols on the instrument that can be an indicative of the specific respondent for the final user as well as for the researcher. In order to ensure confidentiality, all the data collected in due course of conducting this research were used only for its purpose. The finding of this research was released in aggregated form and individual responses were not disseminated for the public. Moreover, in all stage of the data collection phase, respondent's right to self determination was respected. Data was collected only by informing the purpose of the study and getting written consent of the respondents.

3.6. Data Analysis

The survey informants' responses were analysed using SPSS version 20 to see the frequency of the responses. The responses were analysed separately for each survey question. The results from direct interview and focus group discussion survey results were duly considered and discussed in the result section of this study. The information obtained from the interview respondents was qualitatively analyzed by compiling answers for questions with similar codes.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1. Characteristics of the Respondents

The survey respondents consisted of 32 males and 24 females. The majority of the students (91.1%) were between 18 to 24 years of age and one student (1.8%) and the remaining four students (7.1%) were between 30 to 35 and 25 to 30 years of age, respectively. With respect to department and students' study year, 28 students from each department and study year were participated in this survey. These characteristics of the respondents are summarized in Table 1.

Table 1: Characteristics of the respondents

Sex	Frequency	Percent
M	32	57.1
F	24	42.9
Total	56	100.0
Age	Frequency	Percent
18-24	51	91.1
25-30	4	7.1
31-35	1	1.8
Total	56	100.0
Study year	Frequency	Percent
First year	28	50.0
Graduating class	28	50.0
Total	56	100.0
Department	Frequency	Percent
Sociology	28	50.0
Social work	28	50.0
Total	56	100.0

4.2. Survey Results

4.2.1. General Decision Making Skills

The researcher assessed the decision making ability of the students through a survey questionnaire. The majority of informants (62.5%) responded that they list alternatives before they make a decision about their life (Table 2) and about 37.5 percent of the students responded that they do not list options before making a decision. About 83.9 percent of the students envisage about the possible consequence of their decisions; however, most students (53.6%) reported that they do not evaluate their decisions once they make it. From this result, one can understand that the students are good at decision making.

Table 2: Decision making

List options before making a decision		
Response	Frequency	Percent
Yes	35	62.5
No	21	37.5
Total	56	100.0
Think about what might happen because of your decision beforehand		
Response	Frequency	Percent
Yes	47	83.9
No	9	16.1
Total	56	100.0
Evaluate your decisions after you make them		
Response	Frequency	Percent
Yes	26	46.4
No	30	53.6
Total	56	100.0

4.2.2. Influence of Student Level on Decision Making Skills

The researcher attempted to see the influence of study year on the decision making skills of the students. As presented in Table 2, graduating year students (71.4%) list options before they make

decision than did first year students (53.6%). Majority of graduating class students (89.3%) also reported that they foresee what might happen due to the decision they make. However, most students did not evaluate their decisions irrespective of their study year. In general, the present study indicated that graduating class students had obtained some skills related to decision making during their study time in university.

Table 3: Decision making by level of students

List options before making a decision					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	15	53.6	13	46.4	100.0
Graduating c.	20	71.4	8	28.6	100.0
Think about what might happen because of your decision beforehand					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	22	78.6	6	21.4	100.0
Graduating c.	25	89.3	3	10.7	100.0
Evaluate your decisions after you make them					
Year	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	10	35.7	18	64.3	100.0
Graduating c.	12	42.9	16	57.1	100.0

4.2.3. Influence of Study Programme on Decision making Skills

Study programme seemed to affect the decision making skills of students (Table 4). For instance, 71.4 percent of sociology students reported that they list alternatives before making decision, but only 53.6 percent of social work students reported they did listing options. Large number of sociology students (85.7%) also reported they anticipate the consequences of the decisions they make, which is slightly higher than did social work students (82.1%). However, most students in both programs did not evaluate the decision they make. This result indicated that the sociology program a little bit helped students to gain decision making skills than did social work.

Table 4: Decision making by study programme

List options before making a decision					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	20	71.4	8	28.6	100.0
Social work	15	53.6	13	46.4	100.0
Think about what might happen because of your decision beforehand					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	24	85.7	4	14.3	100.0
Social work	23	82.1	5	17.9	100.0
Evaluate your decisions after you make them					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	10	35.7	18	64.3	100.0
Social work	12	42.9	16	57.1	100.0

4.2.4. Communication Skills

The students were also assessed about their communication skills. Most students (78.6%) answered that they listen carefully to and understand what others say and about 94.6 percent of students responded that they state easily and clearly what they feel, think, and wish to express (Table 5). Large number of students (83.9%) also answered that they can settle disagreements in ways that are not hurtful to other people. However, some students (7.1% and 5.4%, respectively) still had a problem with listening and understanding what others speak and with expressing their own feelings and thoughts. Communication skills are a very important part in the whole quality of university students and their development level will directly affect a person's all round development. Communication skills are also necessary for interpersonal relations among university students and instructors.

Table 5: Communication skills

Listen carefully to and understand what others say		
Response	Frequency	Percent
Yes	44	78.6
No	12	21.4
Total	56	100.0

State your thoughts, feelings, and ideas easily and clearly		
Response	Frequency	Percent
Yes	53	94.6
No	3	5.4
Total	56	100.0

Try to settle disagreements in ways that are not hurtful to others		
Response	Frequency	Percent
Yes	47	83.9
No	9	16.1
Total	56	100.0

4.2.5. Influence of Student Level on Communication Skills

According to this finding, the level of students was identified as one factor affecting the communication skills of students. About 85.7 percent of graduating class students reported that they can listen carefully and understand what others say which was higher than did first year students (71.4%). Great number of graduates answered that they easily express their ideas and settle disagreements in ways that are not hurtful to others (Table 6). This result showed that as the time goes by in university students acquire some communication skills.

Table 6: Communication skills by level of students

Listen carefully to and understand what others say					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	20	71.4	8	28.6	100.0
Graduating c.	24	85.7	4	14.3	100.0
State your thoughts, feelings, and ideas easily and clearly					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	21	75.0	7	25.0	100.0
Graduating c.	26	92.9	2	7.1	100.0
Try to settle disagreements in ways that are not hurtful to others					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	18	64.3	10	35.7	100.0
Graduating c.	21	75.0	7	25.0	100.0

4.2.6. Influence of Study Program on Communication Skills

The impact of study program on the students' communication skills was also observed in this study. About 67.9 percent of sociology students and 89.3 percent of social work students reported that they listen to and understand what others say. On the other hand, 78.6 percent of sociology students and 89.3 percent of social work students replied that they can express what they feel and intend to explain to others. As presented in Table 7, social work students better listen to and understand what people speak, express their thoughts, as well as settle disagreements than did sociology students. This reflected the appropriateness of the nature of the courses that the social work students had taken over the study time.

Table 7: Communication skills by study programme

Listen carefully to and understand what others say					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	19	67.9	9	32.1	100.0
Social work	25	89.3	3	10.7	100.0
State your thoughts, feelings, and ideas easily and clearly					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	22	78.6	6	21.4	100.0
Social work	25	89.3	3	10.7	100.0
Try to settle disagreements in ways that are not hurtful to others					
Study program	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	18	64.3	10	35.7	100.0
Social work	21	75.0	7	25.0	100.0

4.2.7. Accepting Differences

The informants of this survey were good at treating people with different background and thoughts. Around 80.4 percent of the students responded that they treat those people who are different in background from them with respect and also establish good relationships with them, but 11 students (19.6%) answered that they did not so (Table 8). In addition, 92.9 percent of the informants responded that they respect the opinions of other people in spite of their status and also assure that they are important for that specific purpose of discussion.

Table 8: Accepting differences

Treat those people who are different from you with respect and maintain good relationship with them		
Response	Frequency	Percent
Yes	45	80.4
No	11	19.6
Total	56	100.0
Respect the opinions of others and assure them that they are important for that particular point of discussion		
Response	Frequency	Percent
Yes	52	92.9
No	4	7.1
Total	56	100.0

4.2.8. Influence of Student Level on Accepting Difference Skills

Large number of graduating class students (85.7%) responded that they treat those who have different background with respect and establish smooth relationships with them than did first year students (75.0%). However, equal number of first year (92.9%) and graduating class students (92.9%) answered that they respect the opinions of others and assure them as if they are essential (Table 9). This result indicated that new students joining university face difficulty in getting along with students with different ethnic background within short time than did graduates who had been exposed to diversity throughout their stay at university.

Table 9: Accepting differences by level of students

Treat those people who are different from you with respect and maintain good relationship with them					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	21	75.0	7	25.0	100.0
Graduating c.	24	85.7	4	14.3	100.0
Respect the opinions of others and assure them that they are important for that particular point of discussion					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	26	92.9	2	7.1	100.0
Graduating c.	26	92.9	2	7.1	100.0

4.2.9. Influence of Study Program on Accepting Difference Skills

The study program of the students affected the skills required to accept differences to some extent. As presented in Table 10, about 82.1% of sociology students and 78.6% of social work students responded that they treat those people who are different from them with respect. On the other hand, several social work students answered that they respect the opinions of others and reassure them that their ideas are important, but only about 89.3% of social work students reported they do the same. Generally, sociology students are better in treating and respecting students with different background than did social work students; however, social work students were better in respecting the opinions of other students.

Table 10: Accepting differences by study programme

Treat those people who are different from you with respect and maintain good relationship with them					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	23	82.1	5	17.9	100.0
Social work	22	78.6	6	21.4	100.0
Respect the opinions of others and assure them that they are important for that particular point of discussion					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	25	89.3	3	10.7	100.0
Social work	27	96.4	1	3.6	100.0

4.2.10. Healthy Lifestyle Choices

Skills related to healthy lifestyle choices are one of the overlooked skills in the era of postmodernism. It is known that our life is a set of choices. If these choices are repeated over a period of time, the consequences or the reward will become major in our life. In this research, the investigator had assessed the students' skills related to healthy lifestyle choices. As shown in the

table right below, 53.6% of the students choose activities that promote physical health and well being and 46.4% of the informants responded that they do not choose these rewarding activities. About 76.8% of students answered they abstain from bad behaviours such as unsafe sex, chewing chat, smoking cigarette and so on. However, 23.2% of the students are still suffering from addiction to the above-mentioned behaviours. Most students (85.7%) also responded that they manage stress in ways that would not result in worse things.

Table 11: Healthy lifestyle choices

Choose activities that promote physical health and well being		
Response	Frequency	Percent
Yes	30	53.6
No	26	46.4
Total	56	100.0
Abstain from unsafe sex, chewing chat, smoking cigarette or other bad behaviours		
Response	Frequency	Percent
Yes	43	76.8
No	13	23.2
Total	56	100.0
Manage stress positively in your life		
Response	Frequency	Percent
Yes	48	85.7
No	8	14.3
Total	56	100.0

4.2.11. Influence of Students' Level on Healthy Lifestyle Skills

The level of students seemed to influence the skills related to healthy lifestyle choices. First year students were found to be good at choosing activities that promote physical health and at managing stress as well (60.7% and 92.9%, respectively). On the other hand, large proportion of graduating class students (78.6%) and slightly smaller number of first year students (75.0%) answered that they abstain from unsafe sex and other bad behaviours (Table 12). The reason for the observed differences in abstinence from unsafe sex and other distressing behaviours is the fact that graduating class students are more aware of the consequences of these behaviours than

did first year students. First year students were better in health promoting activities than graduating class students because graduating class students have more work load than did first year students which poses more stress and challenges to them.

Table 12: Healthy lifestyle choices by level of students

Choose activities that promote physical health and well being					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	17	60.7	11	39.3	100.0
Graduating c.	13	46.4	15	53.6	100.0
Abstain from unsafe sex, chewing chat, smoking cigarette or other bad behaviours					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	21	75.0	7	25.0	100.0
Graduating c.	22	78.6	6	21.4	100.0
Manage stress positively in your life					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	26	92.9	2	7.1	100.0
Graduating .c	22	78.6	6	21.4	100.0

4.2.12. Influence of Study Programme on Healthy Lifestyle Choice Skills

Higher numbers of sociology students (57.1%) than social work students (50.0%) responded that they choose activities that promote general health and well being. However, several social work students answered that they refrain from bad behaviours (82.1%) and also manage stress in positive ways (78.6%). This result indicated that no matter which programme they joined university students are poor in choosing activities that promote health (Table 13).

Table 13: Healthy lifestyle choices by study programme

Choose activities that promote physical health and well being					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	16	57.1	12	42.9	100.0
Social work	14	50.0	14	50.0	100.0
Abstain from unsafe sex, chewing chat, smoking cigarette or other bad behaviours					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	20	71.4	8	28.6	100.0
Social work	23	82.1	5	17.9	100.0
Manage stress positively in your life					
Study program	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	26	92.9	2	7.1	100.0
Social work	22	78.6	6	21.4	100.0

4.2.13. Self-responsibility

Another life skills element assessed in this study was self-responsibility. About 78.6% of the students answered that they take their responsibility and 85.7% of the students responded that they understand that it is important to possess persistent commitment when it comes to self-responsibility (Table 14). Generally, the informants of the survey were aware of their duty to take personal responsibilities and to decide their actions on their own. Skills related to self-responsibility helps students to enable students to make important decisions about their learning and other activities. In addition, they help students to perceive that they, rather than the teacher, are responsible for managing their own learning and life.

Table 14: Self-responsibility

Always do what is right on your own and with a group		
Response	Frequency	Percent
Yes	44	78.6
No	12	21.4
Total	56	100.0
Understand that it is important to follow through with commitment when it comes to self-responsibility		
Response	Frequency	Percent
Yes	48	85.7
No	8	14.3
Total	56	100.0

4.2.14. Influence of Students' Level on Self-Responsibility

The influence of students' level of study on self-responsibility was seen in this study. Table 15 shows that graduating class students (82.1%) take their responsibility than did first year students (75.0%) and also they far better understand that it is important to follow through with commitment when self-responsibility is concerned. This indicates that university students get some skills necessary to handle personal and community affairs in the course of the study year.

Table 15: Self-responsibility by level of students

Always do what is right on your own and with a group					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	21	75.0	7	25.0	100.0
Graduating c.	23	82.1	5	17.9	100.0
Understand that it is important to follow through with commitment when it comes to self-responsibility					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	22	78.6	6	21.4	100.0
Graduating c.	26	92.9	2	7.1	100.0

4.2.15. Influence of Study Programme on Self-Responsibility

As presented in Table 16, 82.1% of social work and 75.0% of sociology students reported that they take responsibility for what is expected of them. About 92.9% of social work students also answered that they show commitment to fulfill their responsibility; however, slightly a small number of sociology students (78.6%) reported they did as well.

Table 16: Self-responsibility by study programme

Always do what is right on your own and with a group					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	21	75.0	7	25.0	100.0
Social work	23	82.1	5	17.9	100.0
Understand that it is important to follow through with commitment when it comes to self-responsibility					
Study programme	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	22	78.6	6	21.4	100.0
Social work	26	92.9	2	7.1	100.0

4.2.16. Respect

Respect is one of the life skills that are required by the society from university graduates. As presented in Table 17, 75.0 % of students reported that they treat other people in polite and courteous way and 25.0% answered they didn't. About 89.3% of the students responded that they say only positive things about others whenever they speak about them and also 73.2% of students answered they deal peacefully with wrongs against them.

Table 17: Respect

Treat others in polite and courteous way		
Response	Frequency	Percent
Yes	42	75.0
No	14	25.0
Total	56	100.0
Say only positive things about others unless they do wrong		
Response	Frequency	Percent
Yes	50	89.3
No	6	10.7
Total	56	100.0
Deal peacefully with wrongs against you		
Response	Frequency	Percent
Yes	41	73.2
No	15	26.8
Total	56	100.0

4.2.17. Influence of the Students' Level of on Respect

In this study, the level of students had a little influence on the skills related to respect. Graduating class students were relatively good at treating people with politeness and courteous manner than did first year students. Most graduating class students (92.9%) answered that they say only positive things about others unless they did wrong apparently and about 85.7% of first year students reported they did as well. The number of first year students (64.3%) who answered they deal peacefully with wrongs against them were also fewer than graduating class students (82.1%). Table 18 shows the effect of level of students on skills relating to respect.

Table 18: Respect by level of students

Treat others in polite and courteous way					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	20	71.4	8	28.6	100.0
Graduating c.	22	78.6	6	21.4	100.0
Say only positive things about others unless they do wrong					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	24	85.7	4	14.3	100.0
Graduating c.	26	92.9	2	7.1	100.0
Deal peacefully with wrongs against you					
Student level	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
First year	18	64.3	10	35.7	100.0
Graduating c.	23	82.1	5	17.9	100.0

4.2.19. Influence of Study Program on Respect Skills

The effect of study program on skills relating to respect was little observed in this study. Equal proportion of sociology and social work students responded that they treat people in polite and courteous ways (Table 19). On the other hand, 92.9% of social work students answered that they say only positive things about other people except they did something wrong and fewer number of sociology students (85.7%) reported they did as well. However, fewer number of social work students (67.9%) than sociology students (78.6%) responded that they deal peacefully with wrongs against them.

Table 19: Respect by study programme

Treat others in polite and courteous ways					
Study program	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	21	75.0	7	25.0	100.0
Social work	21	75.0	7	25.0	100.0
Say only positive things about others unless they do wrong					
Study program	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	24	85.7	4	14.3	100.0
Social work	26	92.9	2	7.1	100.0
Deal peacefully with wrongs against you					
Study program	Response				Total
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Sociology	22	78.6	6	21.4	100.0
Social work	19	67.9	9	32.1	100.0

4.3. Interview Result

4.3.1. Decision Making Skills

The informants of this interview were asked to reflect their experience about whether university students make appropriate decisions about their life. Most of the respondents reported that there are only few students which make proper decisions about their learning and life. Here are some of the conceptions from the interview:

- I do list options before making decision about my life and learning. Personally, I make decisions by exhaustively evaluating all possible alternatives and anticipate the consequences that might result due to my decision
- I do not think that I am good at decision making especially regarding my university education. To be honest, I am desperate of my future job and I do not care about my learning at university. For this reason, I do not list options and evaluate the associated

consequences in advance of decision making. I believe that I come to this world and also live by chance.

- I believe that the decisions that I make today will determine my future life. However, frankly, I do not search for alternatives before making decisions. I usually find myself in bad mood because of my decisions that I make with no or little attention.

The respondents of the interview mentioned some reasons that lead students to make uninformed decisions. The first reason was that many students are desperate of their future employments and thus are not optimistic. This also pushes students to focus not on their learning, but rather on establishing unnecessary relationships with opposite sex or on chasing after bad behaviours such as chewing chat, using drugs and so on. The second reason stressed by the informants was that most students are apathetic or lack interest in learning related-activities. One of the respondents said that most students attend class or go to library not because they know the benefit of such activities but because they see other students doing so.

The last reason was that some students are being lead by their overwhelming desires and emotions. This makes them to draw attention away from academic stuffs and to consider learning as something needed for killing time, which is a precious time but seemed to them as if it is a time that deserves to be wasted. These kinds of students have a motto " Enjoy university life" which causes them to put learning aside and to see university life as something indispensable that cannot be regained once passed. The main cause for this problem is unsurprisingly natural adolescence. Adolescence is often described, as an exciting transitory phase in the human life cycle but is perhaps the most challenging stage as well. This is a time when adolescents evolve into adults with newly discovered independence and renewed responsibilities. They are

constantly in search of their own new identity and in discovering things that pleases most. Therefore, university education should interfere at this critical stage to alter the way they search for these stuffs.

4.3.2. Communication Skills

The informants of this interview were also asked if the university is striving to equip students with good communication skills. Almost all participants of this interview responded that the university has no care about students' communication skills. They had a unanimous agreement that though most programmes have the course entitled communicative English in their curriculum, they do not design the content of the course in a way that helps students to improve their communication skills. They added that they are being given a lot of assignments to write a term paper and present before their peers and staffs; however, they have no time for preparation because of the short time given and continuous assessment which causes them to focus not on skill development, but on getting good marks. It is surprising and a bit disturbing that university students do not have communication skills even required for interacting with their teacher and also leave university without them. This problem has a vicious cycle in universities and in the society. When graduates with poor communication skills become hired in a university, there will be no doubt that they produce poor communicators. Here are some of the responses of the interview respondents:

- I do not think I have good communication skills. I usually face difficulty in expressing my thoughts and feelings with my instructors. Even though I did not understand the topic of discussion, I do not ask my teacher to explain it.

- I have poor communication skills and I think this problem resulted due to the way I learned English at high school, which was characterized by limited involvement of students in learning activities. I also believe that most university students are exhibiting similar quality.

4.3.3. Accepting Difference

To assess skills related to accepting difference, the informants were asked whether university students recognize the identity of others and accept them as they are or not. Then they answered that most students accept difference and get along one another with peace. However, the rationale behind accepting difference was really amazing. They reasoned that they were there only for learning, not for understanding the culture and values of others, but only for learning. However, the actual purpose for attending university education should not merely be learning. Students should learn how to live with diverse people having different culture, religion, ethnicity and values. Accepting difference must be beyond respecting each other because of what brought them there was education. It would rather be enjoying and exchanging the norms, values, and culture of one another so that a society with a common sense will be created. Although the informants generally demonstrate the students skills related to accepting difference as poor, they did not cover that they are improving when students go through study year. Hereafter are some of the responses obtained from the participants of the interview.

- I accept difference and can easily live with students from different background. I should have to value other students' culture, religion and nationality as long as they show respect for mine.

- I accept people with different background as if they are similar with me and get along with them with ease.
- I accept difference because what brought us here was education. As far as I need job for the betterment of my future life, I need to live with students in spite of their background.

4.3.4. Healthy Life Style Choices

The informants of this interview were also asked if university students choose healthy lifestyles that promote physical health and general well-being. Most participants responded that several students make proper choices about their life and that not few in number make uninformed choices. According to the information obtained from the respondents, the majority of students did not do physical exercise that helps them remain fit and healthy. On the other hand, most students who were free from any sort of addiction before they joined university get mired into the mud of smoking, chewing chat, alcohol, illicit drugs and unsafe sex within the first year of study. The main factors mentioned by the informants were lack of awareness and pressure from peers. There is a bad perception among university students that chewing chat and using sedative drugs are considered as modernity. The worst problem these kinds of students encounter is not only the sufferings from the negative effects of these terrible habits, but also the subsequent leave of university. As the students did not get sufficient skills relating to healthy lifestyles in universities the likelihood of getting into such a habit after graduation is also high. Some shortcomings such as lack of finance may suppress the desire to get into bad habits during study time. However, when the students get employed and start earning money they can begin doing such harmful stuffs in the morn of graduation. Here are some of the conceptions from the interview:

- I do not do physical exercise, but I choose some lifestyles such as healthy diet and abstinence from bad behaviours. I handle stress in positive ways than opting for hurtful ways of managing it.
- I do physical exercise occasionally. I also refrain from bad behaviours such as chewing chat, unsafe sex and smoking cigarette and manage stress in positive ways.
- I do not do physical exercise since I joined Addis Ababa University. I found myself addicted to chewing chat immediately after joining university because most students in my dormitory came from chat chewing regions. In addition, I started smoking cigarette in the second year of my study.
- I do not care about healthy lifestyles. I do what my friends do here in university. Generally, I think I do not choose healthy lifestyles.

4.3.5. Self-Responsibility

The informants of this interview were also asked whether university students show readiness to accept personal responsibilities or not. Most informants witnessed that the majority of students are willing to take responsibility for their own actions and choices, but still few students look for scapegoats. For instance, some of the informants mentioned that there are some students who blame their teachers for their unsatisfactory grades even if the teacher treated them in fair way. They added saying some students do not read and get prepared for exams and presentations. Instead, they invest most of their time on chewing chat and on indulging themselves into other activities. But at the end of the day it is most probably their instructor or the university who carries all the blame for their failure. Hereafter are some of the responses given by the respondents during the direct interview.

- I take my own responsibility whenever I am supposed to. But I cannot deny that I sometimes blame others for my own failures.
- I always accept my responsibility and show persistent effort to achieve my task.

4.3.6. Respect

The last but by no means the least question the informants asked were about respect. The interview participants answered that more than half of university students try to honor themselves and others through their words and actions. The informants also added that few students do not treat every person including their teachers with dignity and courtesy. They said that these kinds of students sit somewhere even inside the university and make fun of female students by teasing maliciously. University students should be considerate or thoughtful about the feelings, wishes, rights, traditions, and belongings of others. Some students do not value their teachers because they wear the same jeans or they eat the same food and at the same time they do not respect other students because they seemed to be lower in status. But respect should not be based on status and belongings. It would rather be given to every single individual on this earth because they are human beings and are in need of it.

- I respect other students and my teachers irrespective of their academic status and background.
- I show respect only for those who deserve to be respected. I mean I respect those who show respect for me and others, but I do not respect those who demand it but are not worthy of it because of being selfish and disrespectful.

- I respect some students and instructors. However, I sometimes tease female students together with my friends. In Addis Ababa University, making fun of others especially female students is now becoming part of our culture.

4.4. Focus Group Discussion Result

The participants of focus group discussion provided their opinions and experiences on topics such as definition of life skills, the current status of university students with respect to life skills, university programs that are already in place to improve life skills, suggestible activities for future advancement of student's life skills and stakeholders. The participants defined life skills as a set of basic skills required to live a life full of success and enjoyment. According to the informants, life skills are required for students to face the demands of real life found in this world that undergoes significant transition and changes. They are required by students to assert their identity and to grow into caring and responsible adults which are the future of their nation. These life skills are believed to be acquired through learning and practice and are subject to social and cultural factors.

The focus group participants believed to a great extent that the status of students with respect to life skills is under question because the university is not working to equip students with sufficient skills. Along this point they also mentioned some activities which are now in place at Addis Ababa University to help students improve their life skills. They said that much work is being done regarding gender development, HIV/AIDS education, and reproductive health. However, they stressed constantly that these activities are insignificant given the vast number of the challenges university students are facing today. The informants agreed that university should be a formidable institution for a life skills intervention and also hinted that university curriculum

should be designed for each program while taking life skills in to consideration. Students should acquire life skills as a major part of their formal education through properly designed programs. Moreover, they believe that university education should emphasise not only on academics but also the mental well-being of students to make it a positive place of learning. A university is believed to be crucial in building or undermining life competencies. Therefore, life skills programs have to be comprehensive. In other words, they should involve lecturers and professors. University lecturers and professors should be committed to help students to improve their life skills and they should act as mentors as well. In this manner, university can act as a safety net, protecting students from hazards which affect their education, developmental and psychosocial well-being and future hope of their country.

Another important point raised by the participants concerning activities that should be done to improve students' life skills was that primary and secondary schools should also work to equip students with significant life skills. They recommended that life skills intervention must be applied at different levels as necessary as possible. Some participants thought that it is better to teach life skills courses for primary and secondary school children in the same way as they learn civics and ethical education. Civics and ethical education is necessary to produce responsible citizens who are more aware of their rights and duties. However, the importance of life skills education in helping students to value the culture and principles of their society in particular and their nation in general is far more rewarding than civics and ethical education per se. Here, it is important to ensure the status of students graduating from high schools before blaming higher education institutions when they became incompetent during their employment. Higher education institutions are mandated with the mission to produce competent professionals. However, it is important to note that higher education institutions only help students to add some

more skills on what they have acquired during their primary and secondary schooling than helping students to start developing new life skills. Therefore, primary and secondary schools should at least integrate life skills training into their formal teaching-learning activities. Life skills education should involve short trainings. Life skills education and training programs help university students to refrain from substance misuse (Botvin et al., 1980; Wenzel et al., 2009), bad sexual behaviours (Magnani et al., 2005; Lou et al., 2008), and violent activities (Beatrix, 1990).

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Life skills are essentially those activities that help to promote mental well-being and competence in young people as they face the realities of life. Developing life skills helps university students translate knowledge, attitude and values into healthy behaviors that improve their lives in general. In this study, the investigator attempted to see the effect of university education on the development of life skills of students. Based on the findings of this study, one can conclude that the current university education has a little impact on students' life skills. Graduating class students were found to be better in almost all of the elements of life skills assessed during the survey. However, the difference observed did not necessarily indicate the adequacy of university education and programs in helping students improve life skills required to resist bad habits and to choose healthy lifestyles that promote mental well-being and health.

The direct interview and focus group discussions enabled the researcher to get insights into the unrevealed problems present in Addis Ababa University. Even though the majority of students were fairly good at most of the assessed life skills elements, the interview and focus group discussion results indicated that there is a significant problem that needs much work to be done on the account of the universities, schools, students and the society at large. The major issues mentioned by the informants were lack of life skills education and programs and also inappropriate curriculum that has little or nothing to do with promoting students' life skills. The participants addressed that the existing programs are outdated and are mainly focused on reduction activities by overlooking the needs to take proactive measures which are required by the current challenges that university students encounter in everyday life. In conclusion, university students need a good place for learning and enhancement of their life skills.

5.2. Recommendation

Students have within themselves relatively boundless potential for developing positive and realistic life skills. This potential should be recognized by societies, institutions, and governmental policy makers in order that the students realize this potential. Many of the successes and failures that university students have experienced in many areas of life are closely related to the way they have learned to view themselves and their relationships with others. The learning activities and the societal values and principles all play an important role towards the overall development of students' life skills. Therefore, school-based and community-based life skills interventions should be designed using a conceptual framework developed based on an extensive research. Life skills interventions should also be sector-specific in a sense meaning that they should be designed in a way that helps to improve particular set of skills; for instance, such as knowledge-based, attitude-based, value-based, healthy lifestyle-based, etc. School-based interventions may include establishing and/or strengthening clubs such as drug free club, anti-HIV/AIDS club, language club, nutrition club, and et cetera and developing life skills-sensitive curriculum and programs. Life skills education must also be part of school-based approach. On the other hand, community-based activities may include creating awareness among the community and eradicating drug, chat and alcohol premises and dance halls (night clubs) around schools and universities. Life skills are acknowledged to be important but there has been little actual research on this topic with university students. Therefore, further studies should be done on life skills education and trainings at university wide and national levels.

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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION: ADULT EDUCATION AND
LIFELONG LEARNING PROGRAM**

Appendices

Appendix A: English Version of Survey Questionnaire

Dear respondent,

I want your help during my thesis. I am adult education and lifelong learning program graduate student at Addis Ababa University and currently conducting my research on 'Effect of University Education on Development of Life Skills. The objective of this survey is to gather information on life skills related to decision making, communication, life style choice, respect, accepting difference and self-responsibility. Your responses are very appreciated and only used for the above purpose. So please respond the questions as honestly as possible. Finally, I would like to thank you very much in advance for your willingness, time and valued responses.

General instruction

- There is no need of writing your name on the questionnaire.
- Put the tick mark (✓) for your response on the space provided.
- In case you want to add comment use the space provided for that purpose.

Part I. Respondent's personal information

Respondent's code number: _____

Location/Address: _____ Date: _____

Sex Male Female

Age 18-24 year s 25-30 years 31-35 years 36-40 years

Year First year Graduating class

Department Sociology Social work

Part II. Main survey questions about life skills

1. Do you list options before you make decision?

A. Yes

B. No

2. Do you think about what might happen because of your decision beforehand?

A. Yes

B. No

3. Do you evaluate your decisions after you make them?

A. Yes

B. No

4. Do you listen to and understand carefully what others say?

A. Yes

B. No

5. Do you state your thoughts, feelings and ideas clearly?

A. Yes

B. No

6. Do you try to settle disagreements in ways that are not hurtful to others?

A. Yes

B. No

7. Do you treat those people who are different from you with respect and maintain good relationships with them?

A. Yes

B. No

8. Do you respect the opinions of others and assure them that they are important for that particular point of discussion?

A. Yes

B. No

9. Do you choose activities that promote physical health and well-being?

A. Yes

B. No

10. Do you abstain from unsafe sex, chewing chat, smoking cigarette or other bad behaviours?

A. Yes

B. No

11. Do you manage stress positively in your life?

A. Yes

B. No

12. Do you always do what is right on your own and with a group?

A. Yes

B. No

13. Do you understand that it is important to follow through with commitment when it comes to self-responsibility?

A. Yes

B. No

14. Do you treat others in polite and courteous way?

A. Yes

B. No

15. Do you say only positive things about others unless they did wrong?

A. Yes

B. No

16. Do you deal peacefully with wrongs against you?

A. Yes

B. No

Thank you very much for finishing this survey questionnaire successfully!

በአዲስ አበባ ዩኒቨርሲቲ
ሥነ ትምህርት ኮሌጅ
የሥርዓተ ትምህርትና የመምህራን ሙያ ማሰራጨት ትምህርት ክፍል
የጎልማሳና የዕድሜ ልክ ተምህር

Appendix B: Amharic Version of Survey Questionnaire

ውድ የመጠይቅ ተሳታፊ

በመጀመሪያ የተከበረ ሰላምታዬን እያቀረብኩ እኔ በአዲስ አበባ ዩኒቨርሲቲ የጎልማሳና የዕድሜ ልክ ተምህር የድህረ-ምረቃ ተማሪ ሲሆን በአሁኑ ጊዜ የዩኒቨርሲቲ ትምህርት በተማሪዎች የሕይወት ክህሎት ላይ ያለውን ተጽእኖ በተመለከተ ጥናት እያደረኩ ስሆን በዚህ መጠይቅ መሠርት መረጃ እንድትሞሉልኝ በትህትና እጠይቃለሁ ። የዚህ መጠይቅ ዋና ዓላማ ወሳኝ ማድረግ በተመለከተ፣ የንግግር ችሎታ፣ የኑሮ ዘይቤ ምርጫ በተመለከተ፣ መከባበርና መቻቻልን በተመለከተ፣ ልዩነቶችን መቀበል፣ ሃላፊነትን መውሰድና ሌሎች ክህሎቶች ክህሎቶች ጋር በተገናኙ ጉዳዮች ላይ መረጃ መሰብሰብ ነው። ስለዚህ የእናንተ ምላሽ በጣም አስፈላጊና ለጥናት ዓላማ ብቻ የሚወልድ መሆኑን እየሳወቅኩ የሚቀጠሉትን ጥያቄዎችን በአግባቡ እንዲትመልሱልኝ በድጋሜ በትህትና እጠይቃለሁ ። በቅድምያ ለትብብራችሁ ከልብ አመሰግናለሁ!

ማሳሰቢያ

- በዚህ መጠይቅ ላይ ሥም መጻፍ አያስፈልግም።
- ምላሾችን በተሰጡ ቦታዎች ላይ የእርማት (✓) ምልክት በማድረግ ይግለጹ።
- ተጨማሪ አስተያየት ወይንም ሀሳብ ካለዎት በተሰጠው ቦታ ላይ አሳጥረው እንዲጽፉ በአክብሮት እጠይቃለሁ።

ክፍል I: የመጠይቅ ተሳታፊ የግል መረጃ

የተሳታፊው መለያ ቁጥር: _____ አድራሻ: _____ ቀን: _____

ጾታ: ወንድ ሴት

ዕድሜ: ከ18-24 ዓመት ከ25-30 ዓመት ከ31-35 ዓመት መ. ከ36-40 ዓመት

የተማሪው ዓመት: የአንደኛ ዓመት ተማሪ ተመራቂ ተማሪ

ት/ት ክፍል: ሀ. የማህበረሰብ ጥናት (sociology) የማህበራዊ ሥራ ጥናት (Social work)

ክፍል 2: በሕይወት ክህሎቶች ዙሪያ የጥናት ጥያቄዎች

1. ወሳኝ ከማድረግ በፊት አማራጮችን በዘርዘረ ታስቀምጣለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

2. በምትወስነው ውሳኔህ ምክንያት ምን ሊከሰት እንደምችል አስቀድመ ታስብበታልህ/ሽ?

ሀ. አዎን

ለ. አይደለም

3. አንዴ ከወሰንክ በኋላ የውሳኔህን ትክክለኛነት ትገመግማለህ?

ሀ. አዎን

ለ. አይደለም

4. ሌሎች ሰዎች የምናገሩትን በትክክል ታዳምጣለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

5. አመለካከትህን፣ ስሜትህንና ሀሳብህን በግልጽ ሌሎች መናገርና ማስረዳት ትችላለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

6. አለመግባባቶችን ሌሎችን በማይጎዱ መንገዶች ለመፍታት ጥረት ታደርጋለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

7. በአመለካከታቸው ልዩ የሆኑ ሰዎችን በአክብሮት ትቀበላችኋለህ/ሽ ወዳጅነትንም ከእነርሱ ጋር

ታደርጋለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

8. የሌሎችን ሀሳብ ታከብራለህ/ሽ በተጨማሪም የአነርሱ ሀሳብ ጠቃም እንደሆነ ትገልጽላችኋለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

9. ተክሌ ሰውነትንና ጤናን የሚያሻሽሉ እንቅስቃሴዎችን ታደረጋለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

10. ከጥንቃቄ ከጎደለው ወሰብ፣ ጫትን ከመቃም፣ ስጋራን ከማጨስና ከሌሎች አላስፈላጊ ባህርያቶች ራስህ/ሽን ትጠብቃለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

11. ጭንቀትን ወይንም ድብርትን በአውንታው መልኩ ለመቅረፍ ትሞክራለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

12. ትክክል የሆኑ ነገሮችን በግልህ ወይንም ከሌሎች ጋር ለማድረግ ትተጋለህ?

ሀ. አዎን

ለ. አይደለም

13. ሃላፍነትን ለመወጣት ራስን በመስጠት ያለመታከት መፈጸም ወይንም መተግበር እንዳለብህ/ሽ ትረዳለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

14. ሌሎችን በትህትናና ሰብዓዊነት በሞላበት አክብሮት ትቀርባችኋለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

15. ትክክል ያለሆነ ነገር ካላደረጉ በስተቀር ስለ ሌሎች በጎ የሆነውን ብቻ ትናገራለሁ/ሽ?

ሀ. አዎን

ለ. አይደለም

16. ክፈትን ከሚያስቡብህ/ሽ ወይም ከሚያደርጉብህ/ሽ ጋር ጉዳዩን በሰላም ትጨርሳለህ/ሽ?

ሀ. አዎን

ለ. አይደለም

መጠየቁን በስኬት ሞልተው ስለጨረሱ ክልቤ አመሰግናለሁ!

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Appendix C: English Version of the Interview Questions

Part I. Respondent's personal information

Respondent's code number: _____

Location/Address: _____ Date: _____

Sex Male Female

Age 18-24 years 25-30 years 31-35 years 36-40 years

Year First year Graduating class

Department Sociology Social work

Part II. Interview questions

1. Do you think university students make sound decisions about their learning and life?

2. Do you believe that the university is striving to equip students with good communication skills? _____

3. Do university students accept differences and give due respect for each other?

4. Do university students choose healthy life styles and refrain from bad behaviors that might otherwise harm them?

5. Do you think university students are willing to take responsibility for their own affairs and others?

6. Do university students respect the opinions of one another and deal with wrongs against them in harmless ways?

7. Do you think university education has added to the stock of your life skills? How?

8. Do you have other general comments you would like to add regarding life skills?

በአዲስ አበባ ዩኒቨርሲቲ
ሥነ ትምህርት ኮሌጅ
የሥርዓተ ትምህርትና የመምህራን መያያዣ ማሰራጨት ትምህርት-ክፍል
የጎልማሳና የዕድሜ ልክ ተምህር

Appendix D: Amharic Version of Interview Questions

የቃለ-መጠይቅ መጠይቅ

ክፍል I: የመጠይቁ ተሳታፊ የግል መረጃ

የተሳታፊው መለያ ቁጥር: _____ አድራሻ: _____ ቀን: _____

ጾታ: ወንድ ሴት

ዕድሜ: ከ18-24 ዓመት ከ25-30 ዓመት ከ31-35 ዓመት ከ36-40 ዓመት

የተማሪው ዓመት: አንደኛ ዓመት ተማሪ ተመራቂ ዓመት

ት/ት ክፍል: የማህበረሰብ ጥናት (sociology) የማህበራዊ ሥራ ጥናት (Social work)

ክፍል 2: የቃለ-መጠይቅ ጥያቄዎች

1. የዩኒቨርሲቲ ተማሪዎች ስለ ትምህርታቸውና ስለ ሕይወታቸው ትክክለኛ የሆኑ ወሳኔዎችን ያደርጋሉ ብለህ/ሽ ታስባለህ/ሽ?

2. ዩኒቨርሲቲው የተማሪዎችን የንግግር ክህሎትን እንዲያዳብሩ ይሰራል ብለህ ታምናለህ? ለምሳሌ ምን ዓይነት ስራዎችን ይሰራል?

3. የዩኒቨርሲቲ ተማሪዎች ልዩነቶችን ተቀብለው እርስ በርሳቸው ተገቢውን ክብር ይሰጣሉ?

4. የዩኒቨርሲቲ ተማሪዎች ጤናማ የሕይወት ዘይቤዎችን በመምረጥ ራሳቸውን ከተለያዩ አላስፈላጊ ባህርያቶች ይጠብቃሉ ብለህ/ሽ ታስባለህ/ሽ?

5. የዩኒቨርሲቲ ተማሪዎች ስለ ራሳቸውና ስለ ሌሎች ጉዳዮች ሃላፍነትን ለመውሰድ ዝግጁ ናቸው ብለህ/ሽ ታስባለህ/ሽ?

6. የዩኒቨርሲቲ ተማሪዎች የሌሎችን ሀሳቦች ያከብራሉ በተጨማሪም አንዳንድ ችግሮችን ራሳቸውንና ሌሎችን በማይጎዳ መንገድ ይፈታሉ ብለህ/ሽ ታስባለህ/ሽ?

7. ዩኒቨርሲቲ ትምህርት የተማሪዎችን የህይወት ክህሎቶች ይጨምራል ብለህ/ሽ ታስባለህ/ሽ?

8. ተጨማሪ አስተያየት መስጠት ካለዎት ከዚህ በታች ባለው ክፍት ቦታ መጻፍ ይችላሉ።

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Appendix E: Guideline for Focus Group Discussions in English

The participants of the focus group discussion had provided their information on the following topics.

- * What are life skills?
- * What is the current status of students with respect to life skills?
- * What is the impact of university education on students' life skills?
- * Are there university programs that are already in place to improve students' life skills?
- * What should be done to better improve students' life skills?
- * What are the responsible bodies to shape students attitude about life skills?

በአዲስ አበባ ዩኒቨርሲቲ
ሥነ ትምህርት ኮሌጅ
የሥርዓተ ትምህርትና የመምህራን ሙያ ማሰራጨት ትምህርት ክፍል
የጎልማሳና የዕድሜ ልክ ተምህር

Appendix F: Guideline for Focus Group Discussion in Amharic

የዚህ ወይይት ተሳታፊዎች በሚከተሉት ነጥቦች ላይ ይወያያሉ፡-

- * የሕይወት ክህሎቶች ምንድናቸው?
- * በአሁኑ ጊዜ የተማሪዎች የሕይወት ክህሎት በምን ደረጃ ላይ ይገኛል ብለው ያምናሉ?
- * የዩኒቨርሲቲ ትምህርት በተማሪዎች ክህሎት ላይ ያለው ተጽእኖ ምንድነው?
- * በዚህ ጉዳይ ላይ በዩኒቨርሲቲው በኩል እስከ አሁን የተሰሩ ስራዎች ምን ምንድናቸው?
- * የተማሪዎችን የሕይወት ክህሎት ለማሻሻል ወደ ፊት ምን መሰራት አለበት ብለው ያምናሉ?
- * ሃላፍትነት የሚጣልባቸው ባለድርሻ አካላት እነ ማን ናቸው?

Declaration

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

Candidate: **Kaleab Pawlos** **Signature** _____ **date** _____

This thesis has been submitted for examination with my approval as a University adviser. In addition, I declare that this thesis is the original work of my student and has been done under my supervision.

Advisor: **Dr. Amare Asgedom** **Signature** _____ **date** _____