FACTORS AFFECTING WORKERS TO PARTICIPATE IN SOCIAL GROUP AND BENEFIT OF PARTICIPATION: THE CASE OF ADAMA POLY-TECHNIC COLLEGE, EAST SHOA ZONE, ETHIOPIA

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A RESEARCH PAPER SUBMITTED TO ADAMA SCEINCE AND TECHNOLOGY UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN SOCIAL PSYCHOLOGY

JUNE 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

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ABSTRACT

The objective of this study was to assess self-enhancement of workers to participate in social group and its benefits among workers of Adama Poly-Technic College. A total of 120 workers, 100 for quantitative and 20 for focus group discussion were included in this study. Questionnaire was used to collect quantitative data while FGD was used for qualitative data. Descriptive statistics was used to analyze quantitative data and qualitative data were used to triangulate quantitative information. The study provides information on socio-demographic and economic characteristics that affect social group participation. On the other hand the study also assesses financial, material, idea and psycho- social benefit of social group participation. It is descriptive because the general socio-economic characteristics of the study group were described by sex, age group, income, level of education, family size, religion, ethnic group, etc. The study used qualitative method too to collect additional information on self enhancement of workers in social group. Since respondents are employees with similar socio demographic characteristics, that is, all are educated, participating in social group differ by income level and whether worker is house hold head. Workers are enhanced to participate in social group because of financial benefit, material and idea support from social group, diversified income from social group like income generating works, saving account and social help during mourning and ceremonies. The benefits were financial loan with minimum interest, saving, material and idea support during morning and ceremonies, social and psychological support during emergencies and diversifying income through Income Generating Activities. Because of improved income, families' expenditures was increased in basic need expense titles. In conclusion, workers who had better income and family head participate more and social group participation benefited financially and psycho-socially. The study depicted material, financial and psycho-social benefit of social group involvement of workers, for this reason it is recommended for workers to participate in social group.

Key words: *Social group, workers, Adama town*

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ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome

ASTU – Adama Science and Technology University

FGD – Focus Group Discussion

HIV – Human Immune Virus

IGA – Income Generating Activity

ROSCA – Rotating Saving and Credit Association

ACKNOWLEDGEMENTS

First of all, I give thanks to God, He granted me the health, the ability, the zeal, and the courage to complete my study.

I would like to thank my advisor Gezahegn Gurmu (PhD) for his intensive guidance and valuable comments which makes possible the ways towards finishing this thesis.

I wish to express my deepest gratitude to my family for their tireless help to participate in this program and for their continuous support during all my study.

Finally, I want to acknowledge study participants for their patience and support to provide data for this study.

Chapter One

Introduction

1.1. Background of the study

This study focuses on factors affecting workers participation in social group benefit of participation among workers of Adama Polytechnic College. Identifying material, financial, social and psychological benefit of social group participation in the study setting is helpful for other workers to participate in social group available and the need to create social self-support groups.

Self enhancement is a desire to magnify positive aspect of self-conception while distancing oneself from negative feedback and information. Self enhancement motive is driven by a fundamental need to maximize feeling of self-worth; to feel good about one self. This pursuit of a positive self-construct is an active undertaking as individuals are quite selective in their interpretations of their surrounding (Brown; Sedikides and Gregg, 2007). There is a correlation between self-enhancement and self-esteem, thus those individuals who enhance themselves tend to be more positively contented. Overly positive views are also correlated with better acuity in social setting. Individuals displaying self-esteem fare better in settings of social interaction and increase productivity. Self enhancement facilitates intellectually creative functioning, increase motivation, persistence and performance. It is thought that self-enhancement can facilitate intellectually creative participation of social groups for the benefit of individual and other group members (Brown, and Taylor, 2007).

In the context of social group involvement, individuals motivated to involve in social group for different kinds of benefit. Friends and other group member in the social group share innovative idea and feedback which benefit individual as well as the group as a whole. Not only idea, but also social and financial benefits are many. Financial, material and social help were among the benefit of social group involvement (Busby, Holman and Niehuis; 2009).

Culture is among potent moderator of self-enhancement. It is claimed that Eastern (e.g., Chinese, Japanese) self-enhance less overall than Westerners (e.g., Americans, Europeans) and that in some senses and ways do not self-enhance at all (Heine & Hamamura; 2007). This alleged difference in mental make-up is one of many attributed to the divergent cultural traditions characterizing the West and East. The issue has evoked considerable controversy (Sedikides et al., 2003). Although the degree of overt self-enhancement may differ between cultures, trait self-enhancement (e.g., self-esteem) nonetheless shows the same pattern of correlations with other personality traits across all cultures (Schmitt & Allik, 2005). Moreover, average levels of self-esteem invariably lie above theoretical scale midpoint. In addition to culture, genes account for substantial variance in levels of self-esteem (Neiss, Sedikides, & Stevenson, 2006). On the other hand, implicit self-esteem, reflected in the automatic and involuntary positive evaluation of stimuli that denote or connote the self (e.g., one's name, personal pronouns), characterizes Easterners and Westerners equally (Yamaguchi et al., 2007).

This implies that, at a primitive level of mental operation beyond the reach of social desirability, the pleasant scent of self consistently perfumes nearby objects. Several specific sites in the brain have been identified as sub-serving self-enhancement dynamics (Heatherton, Krendl, Macrae, & Kelley, 2007). Thus, the ego seems to have a locatable physical substratum. Finally, researchers have constructed several plausible models, some evidentially supported, implicating self-enhancement, in one way or another, as a useful evolutionary adaptation. These include self-enhancement as an energizing principle (Sedikides & Skowronski, 2000), as an index of social value (Leary & Baumeister, 2000), or as a defense against mortality (Pyszczynski, Greenberg, Arndt,& Schimel, 2004). For all these reasons, self-enhancement can be considered a cornerstone of human psychology.

Theories of positive illusions suggest that individuals form overly positive perceptions of their status benefited themselves as well as the group member involved in. Individuals are likely to maintain their belongingness in a group due to self-enhancement factors like psycho-social support, financial and material benefit. Moreover, enhancement in social group was associated with social acceptance (Kenny & La Voie, 1984).

There are a variety of strategies that people can use to enhance their sense of personal worth. For example, they can downplay skills that they lack or they can criticize others to seem better by comparison. These strategies are successful, in that people tend to think of themselves as having more positive qualities and fewer negative qualities than others. Although self-enhancement is seen in people with low self-esteem as well as with high self-esteem, these two groups tend to use different strategies. People who already have high esteem enhance their self-concept directly, by processing new information in a biased way. People with low self-esteem use more indirect strategies, for example by avoiding situations in which their negative qualities will be noticeable (Macionis, Gerber, Hare, 1962)

A social group exhibits some degree of social cohesion and is more than a simple collection or aggregate of individuals, such as people waiting at a bus stop, or people waiting in a line. Characteristics shared by members of a group may include interests, values, representations, ethnic or social background, and kinship ties. Kinship ties being a social bond based on common ancestry, marriage, or adoption. In a similar vein, some researchers consider the defining characteristic of a group as social_interaction. Social psychologist define a social unit as a number of individuals interacting with each other with respect to common motives and goals, an accepted division of labor (i.e. roles), established status (social rank, dominance), accepted norms and values with reference to matters relevant to the group, development of accepted sanctions (praise and punishment) if and when norms were respected or violated (Kundi 1999; Beauregard, Keith ; Dunning, David 1998)

1.2. Statement of the Problem

The benefit of self-enhancement of workers in social affair is crucial to understand their work motivation. It is important to improve the economy and social support of workers through introducing self-help group development. There is limited research based evidence about workers self-enhancement to participate in social affair.

Research on self-evaluation demonstrates that people tend to see themselves in an overly positive light (Sedikides & Gregg, 2008) across a wide range of domains, and this self-enhancement often confers psychological benefit (Swann, Chang-Schneider, & McClarty, 2007). Areas that demonstrate self-enhancement include driving ability and perceived likelihood of experiencing a car accident (Harr´e, Foster, &O'Neill, 2005), cancer risk (Weinstein, Marcus, & Moser, 2005), and even beliefs about possessing a self-enhancement bias (Pronin, Gilovich, & Ross, 2004). Self-enhancement, which can be viewed as a cultural universal (Sedikides, Gaertner, & Toguchi, 2003), is robust to different methods of assessment (Guenther & Alicke, 2010).

Self-enhancement can occur by either self-advancing or self-protecting purpose that is either by enhancing the positivity of one's self-concept, or by reducing the negativity of one's self-concept. Self-protection appears to be the stronger of the two motives, given that avoiding negativity is of greater importance than encouraging positivity. However, as with all motivations, there are differences between individuals. For example, people with higher self-esteem appear to favor self-advancement, whereas people with lower self-esteem tend to self-protect. This highlights the role of risk: to not defend oneself against negativity in favor of self-promotion offers the potential for losses, whereas whilst one may not gain outright from self-protection, one does not incur the negativity either. People high in self-esteem tend to be greater risk takers and therefore opt for the more risky strategy of self-advancement, whereas those low in self-esteem and risk-taking hedge their bets with self-protection. Therefore, workers of different organizations are motivated to involve in different social group either to protect or to advance benefits obtained from social groups (Baumeister.R.F et.al, 2001).

Self-enhancement can be influenced by a variety of motives and thus can be coordinated with both positive and negative outcomes. Positive outcome that benefit social group members like income improvement and other support or negative impact social group support motivate for self enhancement to participate in social group. Self-enhancement is taken to mean rendering more positive judgments of oneself for favorable outcomes (Chang E.C, 2007). Studies showed that self-enhancement has been shown to have strong positive links with good mental health. Self-enhancing can also have social costs. Whilst promoting resilience amongst survivors of terrorist attacks, those who self-enhanced were rated as having social adaptation and honesty by friends and family (Bonann G.A, et.al, 2005).

A number of scholars suggest that among the positive motivations to social group participation are important relationships that help partners to feel understood, experience a sense of similarity, overlook one another's faults and maximize each other's strengths, and motivate them to improve their individual behaviors and attitudes. Relationship stability and expectations for change improved while peoples work in group (Murray et al., 2003).

Although past research has documented evidence of about social group involvement advantages, in the study area specifically there is no study conducted to identify factors affecting social group participation among government employees. The study used both quantitative and qualitative methods enhancement of workers in social group participation. Individual as well as organizational factors of social group involvement were explored. Generally, the study address methodological gap by involving two methods, variable gap by using both personal and organizational variables and geographic information gap by providing information for the study area where there is no previous study.

1.3. Basic Research questions

This study aimed to address the following research questions.

i. What are material and financial benefit of social group participation
ii. What are the social and psychological benefits of social group participation?

1.4. Objectives of the study

1.4.1. General Objective

To assess self enhancement of workers to participate in social group and Psycho-social benefits of social group participation among Adama Poly Technic College workers, 2016

1.4.2. Specific Objectives

i. To assess material and financial benefits of workers participation of social group

ii. To assess Psycho-social benefits of workers from social group participation

1.5. Delimitation of the study

The scope of the study is delimited to Adama Poly Technic College staffs. The study participants representative of specific institute. It cannot be generalized to other broader population (external validity), is not available. In addition to this, as the study failed to include the political, as well as the religious aspects of social groups' participation.

1.6. Significance of the study

Identifying factors affecting participation in social group and benefits of participation for workers help to recommend about the importance of social group participation. Help workers to understand material, financial, social and psychological benefits of participating in social groups like Ikub, Idir, and other similar groups. Because in poor countries like ours where multidimensional factors affect workers participation in social group, identifying the benefits of social group participation is important to plan and to take appropriate measure to improve group participation for self-help.

Finding from the study was expected to help to recognize the problem, and to draw relevant recommendations which may be helpful in the effort to intervene the lack of social group participation. Furthermore, it can be used as baseline information for further research for researchers.

1.7. Operational Definitions of terms

For the purpose of understanding, some of the words and phrases that need clarification were operationally defined as follows.

Social group: social group is a collection of individuals characterized by having common interests, values, representations, ethnic or social background, and kinship ties for one or more benefits.

Empowerment: is the subject of much intellectual discourse and analysis. For the purposes of this study, the conceptual framework used by the United Nations is taken as a helpful definition to empowerment. Empowerment 'is the processes by which peoples take control and ownership of their lives through expansion of their choices' (United Nations, 2001). It is an enhancement that can take place at a hierarchy of different levels – individual, household, community, and societal – and is facilitated by providing encouraging factors (e.g., exposure to new activities, which can build capacities) and removing inhibiting factors (e.g., lack of resources and skills).

Iddir: In this study, Iddir refers to a community burial and support association rendering financial and labor support services during mourning to families who lost their relatives (death).

Ikub: is the name of an indigenous Rotating Savings and Credit Association in Ethiopia. It is an association through which people pool equal amount of savings on a regular basis and gives it to a member through rotating lot or draw, until the last member gets what he/she has saved. It is one of the popular mutual support schemes, which is often formed by people affiliated to one another.

Self-help: For the purpose of this study, the definition given by Kropp and Suran (2002) is believed to be the most comprehensive, as it explains that self-help group (SHG) is an informal association of 15 to 20 people, mostly women, from the poorer section of the village community; whereby they are organized, owned, operated, and controlled by the members, based on solidarity, reciprocity, common interest, and resource pooling. Facilitators for Change Ethiopia (2003) also defined SHG as a group of likeminded poor women in a community with common objectives of working together for their economic, social, and community development

Psycho-social benefits: are benefits from social group participation. Psychological support during mourning and other losses as well as avoiding loneliness during emergency are social benefits obtained from social group participation

Chapter Two
Literature review

2.1. The Concept of self-enhancement

Individual's thoughts, feelings and believes were very salient to what's in people's mind, people tend to feel themselves more important and unique than others and tend to exaggerate their self-importance. According to Alicke and Guenther's (2011) summary, such self-importance could influence an individual's social judgment from four aspects. First of all, individuals would refer to their own self-concept to construe their inference and understanding of others' action in social life. Secondly, individuals tended to evaluate and interpret other's behavior according to their personal standards of acceptability or propriety. Third, individuals would projected their own beliefs, preferences, emotions and values onto others when they made judgments. Fourthly, individuals would distort the information they accepted from others' actions from social comparison to construe their own self-concepts, which made their self-concept more consistent with their definitions based on previous experience (Alicke and Guenther's, 2011).

Social identity theory focuses on discussing the nature and extent of the cognitive processes that occur during judgments of the in group/out group. These social arrangements are represented by belief structures individuals possess about the nature of inter-group relations and the best ways to achieve or maintain positive distinctiveness (i.e., that our group is better than their group). These structures have a number of different elements such as beliefs about the social status of one's group, beliefs about the stability of this status, its legitimacy, and the permeability of group boundaries. It is theorized that these belief structures are arranged in order to generate positive distinctiveness between groups. This arrangement has the result of the in-group being evaluated positively, and by virtue of being a group member the individual, resulting in increases in the integrity of the person's self-image and a boost to their self-esteem (Hogg, 2007).

Although both self-enhancement and self-protection are part of an overarching desire to feel good about the self, there are important differences. Self-enhancement operates routinely, to regulate the positivity of the self-concept, whereas self-protection for the most part operates situation, in response to threats to the self-concept. Thus, self-enhancement focuses on attaining, maximizing, and regulating positive self-views, whereas self-protection focuses on avoiding, minimizing, and repairing negative self-views. It is often difficult to tease apart the two self-motives empirically, partly because a given behavior (e.g., self-handicapping) can reflect either self-enhancement (e.g., maximizing credit for success) or self-protection (e.g., minimizing blame for failure; Tice, 1991). Given this and the two motives' common purpose, we discuss them together (Alicke & Sedikides, 2009).

Self-enhancement and self-protection are prevalent and pervasive motives, which often take precedence over other long-term goals (e.g., academic achievement; Crocker & Park, 2003) and can impact self-views across cultures (Sedikides, Gaertner, & Toguchi, 2003; Sheldon, Elliot, Kim, & Kasser, 2001; Yamaguchi et al., 2007). Sedikides and Skowronski (1997, 2000) proposed that the motives to self-enhance and self-protect may have served an adaptive evolutionary function. Given the pervasiveness, habitual occurrence, and breadth of self-enhancement and self-protection, the motives warrant further investigation (Alicke, 1999; Alicke & Sedikides, 2009).

2.2. Social Affairs/Groups Involvement

The concept of social groups gained significance, especially in 1976 when experimenting with micro-credit and women self-help Groups (SHG). The strategy made a quiet revolution in Bangladesh in poverty eradication by empowering poor women. Self Help Groups are small informal associations created for the purpose of enabling members to reap economic benefit out of mutual help, solidarity, and joint responsibility. The benefits include mobilization of savings and credit facilities as a pursuit of group enterprise activities. The group-based approach not only enables the poor to accumulate capital by way of small savings, but it also helps them to get access to formal credit facilities. These groups by way of joint liability enable the poor to overcome the problem of collateral security. Thus frees them from the clutches of moneylenders (Shylendra, 1998).

In SHGs, the joint liability not only improves group members' accessibility to credit, but also creates mechanisms like peer monitoring leading to better loan recoveries (Stiglitz, 1993). Some of the basic characteristics of SHGs, like the small size of the membership and the homogeneity of the composition, brings about cohesiveness and effective participation of members in the functioning of the group (Fernandez, 1994). It is further explained that SHGs created on the above lines of functioning have been able to reach the poor effectively, especially women, and help them obtain easy access to facilities like savings and credit, which is empowering.

Moreover, a study conducted by Puhazhendhi and Satyasai (2001) revealed some critical elements for the successful formation and functioning of groups. These elements include a voluntary nature of the group, small size and the homogeneity of membership. SHGs are described as being transparent (openness) with a participatory decision-making process, and the capacity to facilitate a quick use of funds for micro-enterprise creation. Regular meetings of the members also foster meaningful relationships for the members of the SHGS. The groups are a platform for discussion for other issues than savings and credit; the topics of gender and social problems also are highlighted.

2.3. Benefit of Social Affair Involvement

Social groups were known for long period in the history of Ethiopia. Though it has been challenging to review documented studies related to the organizational structure and rules, several studies have been conducted by social scientists, and financial institutions, and agencies, which emphasize the benefit of social group on empowerment, economic benefit and social change in different countries. Accordingly, in an effort to gather pertinent data on social group and the benefit of involvement in social group such scientific studies should be documented and further studies should be augmented for evidence to use such group as empowering and beneficial organization if the community.

2.4. The Empowering Aspect of Social Group/Affair Involvement

As it was explained earlier, empowerment is a process of acquiring the ability to make strategic life choices in a context where this ability has previously been denied. As stated by Kabeer (2001), the ability to define one's goals and act upon them, awareness of gendered power structures, self-esteem, and self-confidence are the core elements of empowerment. Various studies have shown that self-help groups intermediated by micro credit have been shown to have positive effects on women, with some of these impacts also having a ripple effect. Zaman (2001), studied the impact of self-help micro credit schemes in Bangladesh. Findings revealed that through asset creation, SHGs have played valuable roles in reducing the vulnerability of the poor, bring a balance to income and consumption, provision of emergency assistance, and empowering and emboldening women by giving them control over assets and increased self-esteem and knowledge.

Several recent assessment studies have also generally reported positive impacts of SHGs. Mayrada (2002) maintained that SHGs are viable alternatives to achieve the objectives of rural development and to involve community participation in all rural development programs. The paper further explained that the SHG is a feasible organizational setup to disburse micro credit to poor women for the purpose of making them entrepreneurs and encouraging them to enter into other entrepreneurial activities. The women led SHGs have successfully demonstrated how to mobilize and manage thrift, appraise credit needs, maintain linkages with banks and enforce financial self-discipline. The author further states that SHGs enhance the equality of the status of women as participants, decision-makers and beneficiaries in the democratic, economic, social, and cultural spheres of life; and encourages them to take active part in the socio-economic progress of the society.

Ranadive (2004) stated that experiences from the developing countries show that improvements in women's education, health, employment opportunities, and social participation contributes to economic growth in developing economies. He further elaborates that investment in women not only benefits women themselves, but also has relatively high social returns reflected in an improvement in their children's welfare and a reduction of fertility, poverty and gender bias. This fact shows that women focused development strategies like SHGs have both social and economic return if they are handled wisely.

Chapter 3
Methods and Material

3.1. Research setting and period

This study was conducted in Adama town of Eastern Shoa Zone, Oromia Regional State. It is located 99 km in South-East of Addis Ababa on the high way and railway to Djibouti. It one of most populated towns next to the capital Addis Ababa. Since the town is found in the transport corridor of the country it is among known marker center in the country. Being an administrative capital of the East Shoa Zone, the town is where various offices of zonal and district governmental and non-governmental organizations are situated. As per the information gathered from the City Council Office, the town has 18 kebeles and its population is estimated to be 527,200. Unemployment, low family income, poor housing conditions, poor access to basic facilities, disempowerment, etc., are some of the major challenges of the residents. There are many higher education Colleges, one University which is Adama Science and Technology University and other Colleges including Adama Poly Technic College. Adama Poly-Technic College is found in Adama town. The College had 86 teaching and 48 administrative staffs. This study was conducted from February to May, 2015 in Adama Poly Technic College.

3.2. Research design

Exploratory and descriptive design was used to answer the objective of this stud. It is descriptive because the general socio-economic characteristics of the study group were described by sex, age group, source and size of income, level of education, and family size, religion, ethnic group, etc. The study is exploratory as it investigates material, financial and psycho-social benefits of social group participation among workers of Adama Poly Technic College. Data was collected using questionnaire and focus group discussion. Frequency distribution and percentages were used to summarize finding. Focus group discussion was used to triangulate data collected by questionnaire method.

3.3. Population

3.3.1. **Source population:** the source population of this study was all staffs Adama Poly-technique College. There are 134 total staff of whom 98 male and 36 female.

3.3.2. **Study population:** staffs who were working for more than six month were included because other staffs who had been working may not stabilized and had no adequate information to participate in social groups.

3.4. Sample size and sampling technique

3.4.1. Sample size

The numbers of both teaching and supportive staffs in Adama Poly-Technic College are 134. But, those who were in this College for at least six month and included in this study are 120. Those who did not work for less than six month are excluded from the study because of the reasons mentioned in the 'study population' definition. Therefore, sample size of 100 was considered to collect for quantitative data. In order to substantiate quantitative data, qualitative data was collected. For qualitative data, two focus group discussions (FGD) were held with another twenty (20) respondents divided into two FGD teams who were purposely selected by the researcher.

3.4.2. Sampling techniques

The sampling frame of Adama Poly technic College workers include those workers who were employed before six month by the time the data is collected. Since the total number of staffs was not large enough to sample, all staffs who were employed to Adama Poly Technic College were included except those who had experience of less than six months. Twenty staffs working in social groups like Ikub and Idir leaders as well as those involved in social group were included for focus group discussion. The other 100 staffs were included for quantitative method.

3.5. Data collection instruments

One of the methods used to collect data was questionnaire which was used to collect quantitative data from 100 staffs. The questionnaire assesses quantitative information like socio-demographic variables and family history pertinent to social group involvement. Benefits obtained from social group involvement also collected by questionnaire. Focus group discussions guide was used to collect qualitative data from twenty staffs that were social group member and involve in social group leadership.

Questionnaire

The questionnaire contained items of socio-demographic information, family history and the benefit of social group involvement. Questionnaire were distributed to 100 workers of the Adama Poly Technic College. This is to collect pertinent quantitative data from the respondents regarding their demographic condition, employment situation, monthly income, members' involvement in social affairs like Ikub, Idir, savings and expenditures pattern, other social participation and the benefit they had acquired of the participation, their decision making power in family affairs, and problems they might face during their involvement in the Social affair. Moreover, social affair documents saving and loan accounts, Ikub and Idir were reviewed to complement information obtained from the individuals.

Focus Group Discussion (FGD) guide

In this study, a FGD was used to collect qualitative data. Accordingly an open ended focus group discussion guide was used to strengthen data collected by questionnaire method. It was used to collect data on respondents' self-evaluation motives to participate in social group as well as the psycho-social benefits of social group participation.

3.6. Data collection Procedures

Two Psychologists who had their first degree are selected to collect data. After they trained on questionnaire and FGD guide they started to collect data. The provide questionnaire to staffs selected for quantitative method after they convince on the importance of the study. They also collect data by FGD guide. They divide into two groups those 20 staffs selected for qualitative method. They conduct one FGD at a time. One of the data collector raise questions for the participants and the other write down the ideas of participant. Then they compile immediately so that they remember participant idea. The principal investigator supervised the overall data collection procedure.

3.7. Data Processing and Analysis

The primary step in analyzing quantitative data was checking the questionnaire for consistency and errors. The quantitative data collected in this way was tabulated according to their frequency and percentage. The qualitative data collected by means of focus group discussion was changed into complete narratives. In addition to these, all recorded information and hand written notes taken during focus group discussion was triangulated for discussion to supplement quantitative analysis. Simple statistical technique (percentage) was used to describe the socio-demographic characteristics of the participants.

3.8. Ethical considerations

In the process of the study, the following ethical issues were considered. In order to obtain an informed consent from the respondents, the purpose of the study was explained clearly. Members and leaders of the social group were asked to give their informed consent orally before filling out the questionnaire or participating in any discussion. They were told (promised) that information obtained from the respondents will be kept confidential. Necessary efforts were made so that the languages in the data collection tools were considered to be in line with the culture, religion and the comprehending level of the respondents.

Chapter four

4.1. Finding of the study

Two types of data were collected to address the objective of the study. Quantitative data which was collected from 100 Adama Poly Technic College staffs. The second type of data was qualitative data collected by FGD from twenty (20) staffs that work on social help groups like Iddir, Ikub, etc.

4.1.1. Socio-demographic characteristics of the respondents

Socio-demographic variables like sex, age, level of education, religion, ethnicity and marital status information were described as follows:

As per the information obtained from respondents, there is no criterion to be a member of self-help group like Iddir, Ikub and other self-help groups of the College. It is the individual's motive/enhancement which determines involvement in self-help social group. As to the socio demographic information, the higher proportion 77(64.6%) of the study participant were in the age group of 26-35 years while 25(20.8%) are between age 36 to 45 years. Concerning the sex distribution of the respondents, male respondents account for 88(73.3%) of the respondents. Ninety nine (82.5%) of the respondents were married. More than half 68(56.6%) of the respondent were Orthodox religion followers. The majority 86(71.7%) of the respondents were Oromo. Regarding the educational status of the respondents, 74(61.7%) of the participants had first degree or above while 37(30.8%) of the participants had Diploma. The summary of the Sociodemographic characteristics of the study participants were indicated in Table 1.

Table 1: **Socio-demographic characteristics of study participants, Adama Poly-technic College, January 2016**

Variable		**Frequency**	**Percept**
Age group	≤ 25	9	7.5
	26-35	77	64.2
	36-45	25	20.8
	≥ 46	9	7.5
Sex	Male	88	73.3
	Female	32	26.7
Marital status	Single	12	10
	Married	99	82.5
	Divorced	9	7.5
Religion	Orthodox	68	56.7
	Muslim	31	25.8
	Protestant	14	11.7
	Others	7	5.8
Ethnicity	Oromo	86	71.7
	Amhara	26	21.7
	Others	8	6.6
Educational status	Elementary	3	2.5
	High school	6	5.0
	Diploma	37	30.8
	Degree and above	74	61.7

4.1.2. Family size and other characteristics of Participants

It is evident that an average family size and family member's age category influence the enhancement of workers in social groups' involvement like Idir, Ikub and the like. The greater the family size and the more the family members are dependent; the family head may not involve in social affair like Ikub. But, he/she involve in social groups like Idir because of the more probability of problems like death which need the support of the large society for such event. As shown in the Table 2, higher proportion 82(68.3%) of the respondents had family size of 4 to 6 members. Of families who had 4 to 6 family size, 46(38.3%) of them had children below 18 years of age.

Table 2: Family size and family age group of study participants, Adama Poly Technic College, January 2016.

Family size			**Age category of the respondent's children**					
			Family who have no children		**Family who had children <18 years**		**Family who had children≥18 years**	
Family size	**Frequency**	**%**	**Frequency**	**%**	**Frequency**	**%**	**Frequency**	**%**
1-3	30	25	4	3.3	26	21.6	2	1.6
4-6	82	68.3	3	2.5	46	38.3	12	10
≥7	8	6.4	5	4.2	2	1.6	2	1.6
Total	120	100	15	10	74	61.5	16	13.2

4.1.3. The role of the respondent in the family

It is evident that the family leadership is the role of the man or shared responsibility with the woman in the context of our country. In an effort to identify the head of the family of the respondents, data is collected and summarized in Table 3. Since the study participants are educated compared to the total population, family leadership responsibility is shared. This helps them to have enhanced involvement in self-help groups whether the worker is male or female.

As it is depicted in the Table 3, 67.5% of the respondents' families' are headed by male and female shared responsibility; and in families of 23.3% of the respondents, household leadership solely remained as the responsibility of the man. Women were head for 9.2% of the respondent's family.

Table 3: **The role of study participants in the family, Adama Poly Technic College, January 2016**

Responsibility of household members		Number	Percent
Family head	Shared responsibility	81	67.5
	Male	28	23.3
	Female	11	9.2
	Total	120	100

4.1.4. Employment Characteristics and social group involvement

The majority of the workers are regular employees. In this study, 88.3% of the respondents were regular employees. Of regular employees, more than half (53.3%) were involved (member) at list in one of the social groups (Ikub, Idir, saving group). This is may be because of regular and sustained income they earn which enables them to pay for long duration. But contract employees may not stay for long and also lack of regular income to pay in social groups, so it implies that they may hesitate to pay for social group participation. May be that is why only 28% (4 out of 14 contract workers) of contract workers participate in social group.

Table 4: The employment characteristics and social group involvement of study participants, Adama Poly-Technic College, January 2016

Characteristics of employment	Involved in social groups (number /percent)		Not Evolved in social (number/percent)		Total	
	Number	%	Number	%	Number	%
Regular Employment	64	53.3	42	35.0	106	88.3
Contract employment	4	3.3	10	8.3	14	11.7
Total	**68**	**56.7**	**52**	**43.3**	**120**	**100**

4.1.5. Monthly income of respondents and Saving Pattern

Change in the family's amount of the average monthly income as a result of involvement in social groups is one of the variables that should be examined in this study. Based on the response of the social group members under the study, data regarding the average monthly income of the family who were involved and that were not involved in social groups were different. The detail of the income distribution and involvement in self-help groups is given in table 5 below.

Table 5: Monthly income and social group involvement, Adama poly-Technic College, January 2016

Monthly income (birr)	Involve in social groups (number /percent)		Not involved in social group (number/percent)		Total	
	Number	%	Number	%	Number	%
<500	8	6.7	12	10.0	**20**	16.6
500-1000	11	9.2	18	15.0	**29**	24.2
1001-1500	13	10.8	10	8.3	**23**	19.2
1501-2000	16	13.3	8	6.7	**24**	20.0
>2000	20	16.6	4	3.3	**24**	20.0

4.1.6. Saving pattern among those involved in social group

Another important point to be considered in an effort to assess the impact of social group involvement was to learn about the saving pattern of the respondents. It is obvious that savings, when it comes to the situation of the poor, is a 'sacrificial savings' where its purpose is mainly securing the future. With regard to the poor, the main sources of savings were curtailing expenditures even on basic necessities and saving from income. Finding showed there is an increasing trend in the saving patterns of the respondents. As shown in Table 6, the majority of the respondents involved in social groups have better saving practice.

Table 6: Saving pattern of study participants Adama poly-Technic College, January 2016

Saving practice	Involved in social group		Not involved in social groups	
	Number	%	Number	%
Yes	50	41.6	8	6.6
No	12	10.0	44	36.6
Total	68	51.6	52	43.2

4.1.7. Expenditure Practice to Fulfill Basic Need

Increase or decrease in the families' expenditure is one of the indicators of the impact of social group involvement on the life of the respondents. The characteristics distribution of families' expenditure before and after involvement in social groups, shown in Table 7, those families' expenditures increased in almost all types of expense titles. Sixty percent (60.3%) of the respondents stated that their family's average monthly food expense has increased; and 17.6% reported that there is no change in their family's food expenditure. Few respondents (10.3%) revealed that a decrease in families' expenditure for food. Clothing expenditure similarly increased among 51.5% of respondents involved in social groups while 32.4% reported there is no change in families' clothing expenditure. Utility and other expenditure were increased in a similar fashion.

These respondents elaborated that an increased families' expenditure is explained by an increased family's capacity to buy items and partially an increased cost of items in the market due to inflation. The respondents also added that unpredictable service cost increase on utilities such as electric power and water was another cause for the increased families' expenditure.

Table 7: Respondent's expenditure pattern among those involved in social groups and those who are not involved, Adama poly-Technic College, January 2016

Respondents expenditure pattern among those involved in social self-help groups		**Number**	**Percent**
Expenditure on food	Increased	41	60.3
	Same as before	12	17.6
	Decreased	7	10.3
	Do not know	8	11.8
	Total	**68**	**100**
Expenditure on clothing	Increased	35	51.5
	Same as before	22	32.4
	Decreased	5	7.4
	Do not know	6	8.7
	Total	**68**	**100**
Expenditure on utilities (water, electricity, taxi, ...)	Increased	47	69.1
	Same as before	14	20.6
	Decreased	3	4.4
	Do not know	4	5.9
	Total	**68**	**100**
Expenditure on health and education	Increased	40	58.8
	Same as before	21	30.9
	Decreased	0	0.0
	Do not know	7	10.3
	Total	**68**	**100**

4.1.8. Involvement in Income Generation Activities (IGAs) among workers involved in social groups

Respondents who were involved in social groups had better practice of one or more kind of IGAs to maximize their income. As shown in the table below, 55.9% of respondents involved in social groups increased their income; and 32.4% created additional new income to maximize their primary income. Concerning saving account practice, more than half, 52.9% of them increased their saving capacity. As it is clearly portrayed in the table, involvement in social groups benefits and improves the income of participants which intern improve life of individuals.

Table 8: Involvement of participants in income generating activity, Adama poly-Technic College, January 2016

Involvement in Income Generation Activities	Number	%
Created additional new income	22	32.4
Upgrade the existing income	38	55.9
Provide group entrepreneurship skill	10	14.7
Provide individual entrepreneurship skill	12	17.6
Did you increase your income	18	26.5
Improved HH economic status/livelihood	20	29.4
Increased saving capacity	36	52.9

4.1.9. Result of Focus group discussion

This data gathering method was chosen as it was believed to be good in eliciting data on Psycho-social benefit of social group participation. The finding of focus group discussion was summarized hereunder.

The findings of the focus group discussion showed that workers enhanced their participation in social groups because of observation/experience/ others benefited from social group. Social group leaders and members' advocacy and information about the financial and psycho-social benefits like staff saving and loan (loan with minimum interest than banks) were other enhancing factors for social group participation.

As the finding of the quantitative method indicated there are Psycho-social benefits of social group involvement. FGD participants explained improved income had psych-social benefits like improved confidence to help family for basic needs and social help during mourning and other ceremonies like marriage. There is increasing pattern in the family's amount of the average monthly income as a result of involvement in social groups. This is because IGA creation and/or improved saving practice among individuals involved in social group. Saving practice also showed increasing trend among respondents who were involved in social groups of College workers microfinance group. The FGD elucidated that respondents stated that their family's average monthly expenditure on food, clothing and other utilities like water, electricity and the like had increased among respondents who were evolved in the social group. These increased financial and material benefit improved their confidence in the social life. Improved expenditure improves social related expenditures.

4.2. Summary of the Findings

In this study, enhancement and psycho-social benefits of social groups involvement was assessed. It was found that involvement in the Social group has many benefits to the members and the summary of some of the salient findings was summarized as follows,

Benefit of social group member and leaders advocacy/information about social group involvement was enhancers of social group involvement. Financial benefit and benefit of income generating activity involvement was enhancers of social group involvement. Mourning and other emergencies need Psycho-social help in one or other way, and these situations are other enhancement factor to be involved in social group like Idir.

Quantitative and qualitative findings showed there were financial and Psycho-social benefits of social group involvement. It has been summarized that the involvement in social group in one or other ways was useful for employees. Financial benefits like improved saving, opportunities like IGA involvement for better income and loan with minimum interest was opportunities to create additional income activities. Improved monthly expenditure to fulfill the basic needs of the individual and the family was the other benefit of social group involvement.

The members meet weekly or monthly to discuss about saving, income generating group and other benefit of the social group. As most of the employees were educated, the responsibility of leading the families is shared among men and women. The average family size of the respondents' families' was 3-4, in most households.

After being involved in Social group, the respondents' families' expenditure for basic need like family food, clothing, utilities, and children's education has increased. In addition, respondents reported that member's savings increased.

Social group involvement had also Psycho-social benefit like decreasing lonely ness during mourning and psychological rehabilitation during emergencies as well as social help during different ceremonies. Material and financial help also depend on individual social participation.

4.3. Conclusion

In conclusion, social group involvement of workers was increasing from time to time. The need for financial benefits like saving, IGA and loan with minimum interest compared to others help them to participate in social group. Social help like material, financial, decreasing loneliness during mourning and ceremonies were psycho-social benefits which motivate workers to participate in social group

As to socio-demographic and economic characteristics of the participants, those who had better salary and educational status (degree and above) and who were head of family head had better involvement in social group. This means, those who had income more than basic need had better involvement, as well those who had family involve themselves in social groups like Idir because of risk of death and other emergencies. Generally, workers background characteristics, family characteristics and other contextual factors were reasons for self enhancement to participate in social group.

4.4. Recommendation

Employees have to involve in social groups to benefit more. Psychological morale and experience obtained from others as well as the financial support obtained from others help employees to improve their quality of life. So, social groups are self-helping groups in different organizations. The following recommendation are drawn from the finding

1. Social organizations like Ikub, idir and saving need to advocate the benefits of those social organization so that individual participate in social group

2. Social group members have to advocate the financial, psychological and social benefits for their staffs

3. Having written material about social group benefit give sense of organized and reliable. So, it is recommended for social organizations to have written document about them.

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Annex I: Questionnaire

Adama Science and Technology University

Department of Psychology

Introduction: Hello, my name is ___________ and I am working as a data collector in this study. I would like to inform you that I am going to have a short discussion concerning this study. Before we go to our discussion, I will ask you to listen carefully to what I am going to read to you about the purpose and general condition of the study and tell me whether you agree or disagree to participate in this study. As part of this study we are collecting information self enhancement facto**rs** to participate in social affair.

Confidentiality: I may ask you some personal questions that some people find difficult to answer. Your answers are completely confidential. Your name and household members will not be written on this form, and will never be used in connection with any of the information you tell me. You do not have to answer any questions that you do not want to answer, and you may end this interview at any time you want to. However, your honest answers to these questions will help us better understand the benefit of the involving in social affair, that all of you are benefiting from, and your genuine response will be used to create better enhancing ways in social affair programs. I would greatly appreciate your help in responding to this study. The study will take about an hour to ask the questions. Are you willing to discuss with me? (If No, thank them for their time and explain that you cannot interview them)

1. GENERAL INFORMATION

A. PERSONAL DATA

1.1. Questionnaire code ________________ Date of interview: _________

1.2. Address: Kebele: _______ House NO. ________

1.3. Age: ________

1.4. Sex: ____________

1.5. Educational status: ______________

1.6. Religion: ____________________________

1.7. Ethnicity ____________________________

1.7. Marital Status: _________________________

1.8. If married, number of children: _______________

1.9. Age group of children: Below 18 __________ above 18 __________

2. FAMILY DATA

2.1. Total number of family: ___________

2.2. Who is the head of your family: ________________________

2.3. Activity status of your children: Small children, school going, or working children

3. ABOUT YOURSELF

3.1. Regular Employment: ___________________________

3.2 .Contract employment: ________________________________

3.3. Approximate monthly income: _______________ Birr

3.4. Who take decisions in your family? _____________________________

3. Household facilities

3.1. Do you own or rent this house? If rented, from whom and how much is paid monthly? ____

3.2. How many rooms are in your house? What is the condition of your house? ____

3.3. From where do you get water? Is it potable? How much you pay for it monthly? ____

3.4. Do you have electric power in your house? If yes, how much is your monthly expenditure for it? ____

3.5. Do you have toilet facility in your house? If no, where do you use for toilet? ____________

____

4. Involvement in Income Generation Activities (IGAs):

4.1. Does the social group you involved in introduce new IGAs to its members? If yes, what are they? ____

4.2. Up-scales the existing IGAs _________________________________

4.3. Provides group entrepreneurship skill ____________________________

4.5. Provides individual entrepreneurship skill ______________________________

4.6. Did you participate in any training organized by the social group? ___________________

4.7. If yes to any one of the above, what benefit did you get out of it? And did this helped you increase in production ____

4.8. As a result of the skills provided, did you able to increase in income __________________

4.9. How do you explain the change ____

5. Household Economic status and livelihood

5.1. What is/are the source/s of family income? ___________________________

5.2. How many household members contribute to the family income? ____________

5.3. Estimated average monthly income of the household earned by all members of the household ____

5.4. Current estimated average monthly income of the household earned by all members of the household: ____

5.5. Is there change in income due to involvement in social group __________________________

5.6. Is there an increase in savings capacity due to this ___________________________________

6. Change on socio-economic status after involvement in social group

6.1. Same

6.1.1 Literacy/Education ____________ ____________ _____________

6.1.2 Asset building ____________ ______________ ______________

6.1.3 Family income _______________ _____________ ____________

6.1.4 Skills development ____________ ___________ ______________

6.1.5 Awareness on HIV/AIDS and other diseases __________ _________ _______

6.1.6 Awareness on family planning ______________ ____________ ___________

6.1.7 Others (specify) ____

6.2. Increased ____________

6.3. Decreased _______________

7. TRAINING AND EXPERIENCE

7.1. Since you joined the social group, have you ever received trainings? _______________

7.2. If yes, Type training you has taken?

Capacity building Skill development marketing linkages Micro enterprise development

Literacy HIV/AIDS Family planning Others (Specify) ___________________

8. YOUR SUGGESTIONS FOR IMPROVING THE OF SOCIAL GROUP PERFORMANCE

9. Information of saving pattern (document review)

____

____

____

Thank You.

Annex II: Focus group discussion Guide

Adama Science and Technology University
Department of Psychology

Focus group discussion guide

Information regarding the respondent families' Economic status and livelihood

1. What is/are the source/s of family income? _______________________

2. How do you explain change in your family income?

3. Since you join Social group, had there been any increase in your income?

4. Since you join social group, had there been any increase in saving capacity?

6. How the situations changed? (if there is any change) ________________________

Respondents Empowerment

7. Do you participate in decision-making at –

7.1. Household level (e.g., children's education, health, and family income expenditure, various forms of abuses (Probe for detail explanation)

7.2. Community level – In Social affairs, cluster meetings, village meetings, community works, social evils (e.g., various kinds of abuses, violence)

8. Is there any difference between your levels of participation before & after you get involved in the social group? _________________________

9. What community development activities did your social group initiated? (e.g. literacy, health awareness, education for children, housing, etc)?

10. Are you benefited from any of them? How? _____________________________________

____

11. Does the Social group you involve in

11.1. Introduces new IGAs to its members? If yes, what are they?

11.2. Provides individual and group entrepreneurship skill

11.3. Did you participate in any one of these trainings?

11.4. If yes to any one of the above, what benefit did you get out of it? And did this help you increase in production and income?

11.5. How do you explain the change?

Declaration of Investigator

I, the undersigned Investigator, declare that this Research thesis is my original work in partial fulfillment of the requirement for the degree of Master of Arts in social psychology.

Name and signature of Investigator:	**Signatures**	**Date**
_________________	________________	___________

Date of Submission: ______________________________

Declaration of Advisors

I, the undersigned Advisor, declare that this Research thesis is our original work in partial fulfillment of the requirement for the degree of Master of Arts in social psychology

Name and signature of Advisors:	**Signatures**	**Date**
__________________	_________________	_____________