CHAPTER – I

INTRODUCTION
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1.1 A GENERAL BACKGROUND OF ETHIOPIA

The ancient north-east African nation Ethiopia lies in the east horn of Africa. It is one of the oldest African States of human habitation on earth and covers a total area of 1,183,998 square kilometers. It lies between the equator and the Tropic of cancer. It is bordered by Sudan in the West, Kenya in the South, Ereteria in the north, Somalia and Djibouti in the east.

Ethiopia was once the states along the Red Sea coast and the location along the Red Sea coast made the country a bridge between Africa, the Arab World and the Indian Ocean, and therefore, it has become a cross road of various cultures and civilizations. The wide range of altitudes produce variations in climatic conditions which encourage agricultural and live stock developments. Some 85 to 90 percent of the people still live in rural communities, farming or raising cattle.

Ethiopia has natural resources with rich fertile soil, abundant water resources with a pleasant climate. It is also rich in animal, fish and mineral resources. However, it remained one of the most backward countries in the world for these natural resources were not used to the fullest. The rugged terrains and deep valleys deter the spread of technological development.

ADDIS ABABA

Addis Ababa the capital city of Ethiopia, founded by Emperor Menilek in 1887. With a population of more than two million people. It is located approximately at the geographical center of the country on 9.02 degrees
latitude north of the equator and 38.44 degrees longitude last of Greenwich. It has an average altitude of 2408 meters above sea level and ranges between 3000 meters in the north on top of the Entoto mountain to 2200 meters in its southern fringes and rambles pleasantly across many wooded hill sides and gullies cut through with fast flowing streams. Its temperature is generally cool owing to its high altitude. It is more than 21000 hectares in area. Addis Ababa is not only the political capital but also the economic and social nerve-centre of Ethiopia.

1.2 EDUCATION IN ETHIOPIA

Religious education was introduced in Ethiopia soon after the introduction of Christianity in the fourth century. The churches and the Mosques were the seats of learning. Many religious educational institutions were established. As to Abraham (1990) academic learning and teaching in Ethiopia is said to have begun with the introduction of Christianity into the country. With the spread of Churches and monasteries from the northern part of the country to the Central and Southern parts; a substantial amount of religious literatures were translated from Greek and Arabic to Geez.

According to Tekeste (1990) modern public education made a modest entry in the history of the country only in the beginning of the century with the establishment of Minilik II school in 1908. This was followed by the establishment of Teferi Mekonen school in 1925. Pankurst (1962) asserts that the imposition of the special education tax was the indicator for the beginning of the national education. From 1926 onwards, the government had a separate budget for education. According to Tekeste (1990), Haile Selassie’s (the then Emperor of Ethiopia - 1924 - 1974) ideas concerning the objectives of education were, no doubt, derived from the Swedish and
American Missionary Schools with their emphasis on loyalty to the king and the nation.

Before the Italian occupation of Ethiopia in 1930, there were eight primary schools in Addis Ababa and a total of 14 schools in the provinces. Besides these, there were several missionary schools. According to (Tekeste, 1990). In the history of Ethiopian education, the period from 1935 to 1941 was considered as a “dark age”. The brief Italian occupation during that period seriously disrupted the educational system that had just begun to emerge. Government schools were either closed down or were requisitioned for military purposes.

The government was practically engaged in the expansion of the education system starting from 1942 until 1955. According to Jandy (1948) the second highest item in the national budget was allotted for education and the Emperor had no keener interest in any functional unit of the government than in the Ministry of Education. 1946 onward the number of schools began to increase at a rapid speed. The government recognized education as the right of the people. It took several measures to spread education in the country. However, until 1966, the education system functioned without curriculum guidelines and relevant text books (Maaza, 1966).

Ethiopian school system at present is 8-4-4 primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training secondary education will be of four years duration, consisting of two years of general secondary education which will enable students identity their interests for further education. The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare
them adequately for higher education at diploma, first degree and graduate levels, will be research oriented.

Financial responsibility lies mainly with the government to the extent, financial support will be up to the completion of general secondary education and related training with increased cost-sharing at higher levels of education and training. Mechanisms will be created for students to cover their educational expenses through service or payment after graduation (Ministry of Education 1994).

THE NATIONAL EDUCATIONAL OBJECTIVE

It is known that our country’s education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society’s needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student’s knowledge, cognitive abilities and behavioral change to adequately enrich problem-solving ability and attitude, are some of the major problems of our educational system. Thus, the government considers the following to be the salient objectives of its education system.

1. Develop the physical and mental potential and the problem-solving capacity of individuals of expanding education and in particular by providing basic education for all.

2. Bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.

3. Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.
4. Bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development, and dissemination of science and technology in society.

5. Cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs (Ministry of Education 1994).

1.3 ADOLESCENTS

In many parts of the world as a whole, adolescents constitute a large proportion of the population. In many developing countries over 50 percent of the population is under the age of 20. These adolescents are living in a rapidly changing world, faced with many pressures, from a lack of employment opportunities to the difficulties arising from the changing structure of the family and the community and the breaking down of traditional systems of support and preparation for adult life. The pace of development is more noticeable and faster in the Urban than in the Suburb and rural areas. Parents feel lost in the new environment and this creates special problems. They and their children may need outside assistance to integrate them into different approach of life.

In the light of these, in 1984 population survey the rate of unemployment is 1.2% of the total population in Ethiopia which is quiet large as compared to the other developing countries. The rate is higher in the urban society and among the literate ones.

The magnitude is estimated to be more frustrating because of the current private and competitive economic system in the country. More over the rate of out of school adolescents are higher in the urban and suburb areas due to in migration of rural educated people to seek job in and outside
the region. On top of this, out of school adolescents on the whole have poor adjustment in all spheres of life, academic, emotional, creative or aesthetic and social. Adjustment controls a balance between the individual and the demands of the environment. When there is lack of adjustment many problems arise as of submissiveness leading to feelings of inferiority, loneliness, shyness, lack of self-confidence and initiative; backwardness in studies etc. Thus, out of school adolescents are characterized by these, as all adolescents are not lucky enough to have the loving care of both the parents.

According to Scarborough (1981) the adolescence years are the best decades of life and no age is so responsive to all the best and wisest adult endeavor. Although, it is in the high school that the adolescents personality takes refined shape and gets knowledgeable and there on depends his whole future career. On one hand the society have a problem of controlling the adolescents frequent hostile behavior and on the other hand helping to ease the path to his future career and independence. Almost all societies, past and present, have regarded adolescence as a critical phase of growth and have shown at least a degree of anxiety about how to keep the vitality of youth within bounds and direct it towards taking up the responsibilities of adult life (Hemings, 1960). The problems do not operate separately. It is the combined influence of these and other forces in the adolescent’s environment. Studies demonstrate that school problems loom larger in the lives of adolescents and the consequence of these problems apparently hook adolescents into unhealthy, damaging relationship. Therefore, it should be considered as an important moral barometer of society in connection with the wellness and cognitive aspects of adolescent in various fields of life. As viewed by Shaffer and Shaben (1956) parents determine that the behavior of their children by both direct and indirect influences, the latter being less well organized but more important. However, almost all indicators suggest that the problem will
only increase when adolescents, in their struggle for identity can not tolerate family interference or domination. Thus, if we are to understand adolescent development, we must eventually be able to sort out the effects and the interactions among adolescents. Hence, the present study is significant in view of the fact that the variables of study has not been investigated so far in Ethiopia. The study evidently is of pioneering nature, therefore, the present research problem is an effort to study Intelligence, locus of control and well-being of adolescents in Addis Ababa, Ethiopia.

1.4 STATEMENT OF THE PROBLEM

The problem under investigation may be stated as “A study of Intelligence, Locus-of-Control and well-being of adolescents in Addis Ababa, Ethiopia.”

1.5 OPERATIONAL DEFINITION OF THE TERMS USED

The operational definitions of the terms used in the statement of the problem and as they are used in the present study are given below:

1.5.1 ADOLESCENTS

According to Jersild (1957) “Adolescence is the span of years during which boys and girls move from child-hood to adult-hood mentally, emotionally, Socially and Physically” For the purpose of the present problem adolescents of the age group 13 to 18 years have been taken.

1.5.2 INTELLIGENCE

Intelligence has been operationally defined as the ability to think and reason out in abstract terms and to deal with complex problems and is
indicated by the total raw scores in the Raven’s Standard Progressive Matrices Test.

1.5.3 LOCUS-OF-CONTROL

Locus-of-control has been operationally defined as to how an individual perceives himself or herself in relation to his or her actions, interactions, experiences and outcomes and is indicated by Rotters Internal-External Scale.

1.5.4 WELL-BEING

Well-being has been operationally defined as the subjective feeling of contentment, happiness, satisfaction with life’s experience, and of one’s role in the World of work, sense of achievement, utility, belongingness and absence of distress dissatisfaction or, worry and is indicated by Verma (1989) in PGI well-being scale.

1.6 OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view.

1. To study the intelligence of adolescents from urban, suburb and out of school adolescents from sector area.

2. To study the locus of control of adolescents from urban, suburb and out of school adolescents from sector area.

2.1 To study internally controlled and externally controlled adolescents from urban area in respect of intelligence and well-being.

2.2 To study internally controlled and externally controlled adolescents from suburb area in respect of intelligence and well-being.

2.3 To study internally controlled and externally controlled adolescents from sector area in respect of intelligence and well-being.
3. To study well-being of adolescents from urban, suburb and out of school adolescents from sector area.

4 a. To compare the school going boys and girls from urban area in respect of intelligence, locus-of-control and well-being.

4 b. To compare the school going boys and girls from suburb area in respect of intelligence, locus-of-control and well-being.

4 c. To compare the out of school boys and girls from sector area in respect of intelligence, locus-of-control and well-being.

5. To study the relationship among intelligence, locus-of-control and well-being.

1.7 HYPOTHESES

1. There will exist significant difference in level of intelligence between urban and suburb adolescents and out of school adolescents from sector area.

2. There will exist significant difference in respect of locus-of-control between urban and suburb adolescents and out of school adolescents from sector area.

2.1 There will exist significant differences between internally controlled and externally controlled adolescents from urban area in respect of intelligence, and well-being.

2.2 There will exist significant differences between internally controlled and externally controlled suburb area adolescents in respect of intelligence and well-being.

2.3 There will exist significant differences between internally controlled and externally controlled out of school adolescents from sector area in respect of intelligence and well-being.

3. There will exist significant differences in level of well-being between urban and suburb area adolescents and out of school adolescents from sector area.
4a. There will exist significant differences between school going boys and girls from urban area in respect of intelligence, locus-of-control and well-being.

4b. There will exist significant differences between school going boys and girls from suburb area in respect of intelligence, locus-of-control and well-being.

4c. There will exist significant differences between out of school boys and girls from sector area in respect of intelligence, locus-of-control and well-being.

5. There will exist a positive relationship among intelligence, locus-of-control and well-being.

1.8 DELIMITATIONS OF THE STUDY

The present study is delimited with regard to the following aspects.

1. The study is confined to school going urban and suburb adolescents and out of school adolescents from sector area in Addis Ababa, Ethiopia.

2. The study is delimited to adolescents of the age group 13-18 years only.

3. 300 from urban, 150 from suburb school going adolescents and 150 out of school adolescents from sector area will be considered for the present study.

4. The study is delimited to variables of intelligence, locus-of-control and well-being.

1.9 SIGNIFICANCE OF THE STUDY

The society to which the adolescent must now adjust himself is far from stable. Thus, the adolescents on the whole experience discomforting and confusion. As to Lvella(1970) modern technology has progressed very
rapidly in the last 50 years, and man has not always been able to keep pace. The world has changed fast and drastically, and the traditional values that once influenced behavior have been more or less lost. There has not been enough time for the development of values based upon modern attitudes, knowledge, and needs.

In the light of these, one area which is now receiving high priority in Ethiopia is the development of adolescents. This group of people which constitute about 50% of the population of Ethiopia has in the past received least attention in all aspects of life and has therefore, been poorly prepared for future. Thus, efforts to improve the development of adolescents is not only humanitarian in nature but is also a necessary step towards national development.

This study will therefore, prove to be a significant in Ethiopia as it will highlight those factors that have adverse effect on adolescents. Since, this area is unexplored, it will be of practical value with regard to relevance to our country teachers, educators, counsellors, researchers, Mental health professionals, community workers, voluntary organizations and youth themselves. This salient need initiated the investigator to work in this area.