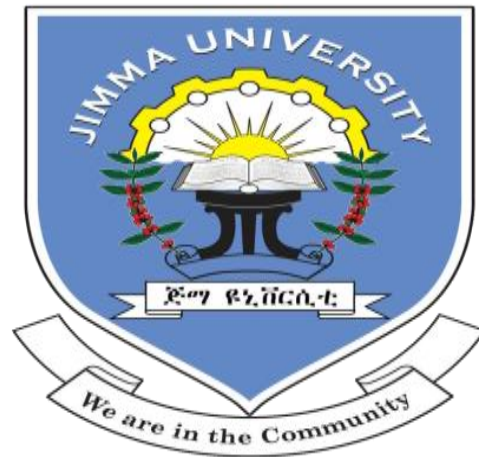RELATIONS OF EGO DEVELOPMENT AND ADJUSTMENT STATUS WITH PSYCHOLOGICAL DISTRESS AND ACADEMIC PERFORMANCES AMONG FIRST YEAR ASSOSA UNIVERSITY STUDENTS

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Relations of ego development and adjustment status with psychological distress and academic performances among first year Assosa University students.

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A Thesis

Submitted in partial fulfillment for the requirements of Master's of Arts (MA)

degree in Counseling Psychology

DECLARATION

I hereby declare that this thesis entitled "Relations of ego development and adjustment status with psychological distress and academic performances among first year Assosa University students" has been carried out by me under the supervision of Berhanu Nigussie and TeshomeTena. Further, all sources used in this thesis have carefully been cited and recognized

The thesis is original and has not been submitted for the award of the degree or diploma in any university or institution.

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Abstract

The main objective of this study was to investigate the relations of ego-development and adjustment status with psychological distress and academic performances of first year Assosa University Students (ASU). The researcher used correlational research design. Simple random sampling was used to select 374 (143 females and 231 males) students from the total target population of 1878. The researcher used percentages, mean, standard deviation, independent t-test and multiple regression for data analyses. The result of this study revealed that there was 59.6% prevalence of psychological distress among first year ASU students; psychological distress was higher among females than males (values). Sever psychological distress were prevailed 24.9%. Further, female students scored lower academic performance than males (values). Ego development, academic adjustment, emotional adjustment, homesickness, social adjustment, sex and age explained 31.9% ($R^2 = .319$, $F_{(7, 366)} = 24.558$, $p < 0.001$) of the variance of psychological distress, and 41.9% ($R^2 = .419$, $F_{(7,366)} = 37.868$, $p < 0.001$) of the variance of academic performance, respectively. In conclusion, there was a high prevalence of psychological distress among first year ASU students. Female students scored significantly higher in psychological distress and lower in academic performance. Ego development and, general adjustment status significantly associated with both psychological distress and academic performance of the students. The researcher recommends appropriate intervention or remediation (such as psychosocial supports, and academic tutorial and study skills) in psychological distress and academic performances to help the students develop healthy psychological well being and good academic competence.

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CHAPTER ONE

1. Introduction

1.1. Background

Previous researches on the overall success of university students merely focused on academic abilities. For example, mental health issues that could affect the progress of students were not considered (Miles, 2017). University students fall in the adolescence period of development; thus, they are highly exposed to several developmental changes, challenges and confusions. This developmental period is characterized by experiencing various rapid personal, mental, social, and identity challenges (Rascovar, 2015). For instance, a study conducted by Stallman (2010) in Australia University identified that very high level of psychological distress in university students; the vast majority of students (83.9%) reported elevated distress levels, which was significantly greater than the one found in the general population (29%) suggesting that university students are a very high-risk population.

Moreover, previous research conducted in Nigerian tertiary institution explained that psychological distress due to academic stress was high among study participants with medical students exhibiting greater psychological distress (Abiola, Lawal & Habib, 2015). Another study conducted by Meles et.al. (2016) on Hawassa university medical science students revealed that one-third of medical students reported to have mental distress.The prevalence of mental distress among students was found to be 40.9% (Dachew, Azale & Berhe, 2015). Mental health problems like depression and anxiety are the common problems that occur usually among university students. For example, some researchers explored that students can experience anxiety in their academic life due to personal and social factors (Vidanovicl & Andelkovic, 2006).

Whereas, new university students are confronted with the adaptation challenges of living apart from family and friends, adjusting to the academic regimen, assuming responsibility for the tasks of daily living, and developing a new array of social relationships with peers and faculty (Othman, et.al, 2013). The majority of problems female students encounter and those factors that affect female student's academic performance are personal and the other problems are caused by the university environment (Tenaw, 2018; Mersha, Bishaw & Tegegne, 2013). First year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty (Sharma, 2012).

Ego development includes developmental changes in cognitive, affective, moral, inter-personal and intrapersonal dimension of an individual's personality (Basak & Ghosh, 2008; Mirshekari, Reza, Chanaq & Mollahy, 2014). The measurement of ego development provides a useful method for identifying adolescents at risk for academic difficulty (Bursik & Martin, 2006). Also, ego development is the most significant profile of personality to explain human difference, mental health status, individual strength and social competence (Rascovar, 2015). In addition, level of ego development, can be investigated in relation to mental health status of human being if they could be exposed to negative life influences and interactions. For instance, Suchman, McMahon, DeCoste, Castiglioni and Luther (2009) confirmed that substance abuse can be related to ego development status if it is not well managed. Furthermore, ego related changes have been researched related to mental health problems (Bonnett, 2016; & Rascovar, 2015). Lack of timely ego development may lead to mental health problems like psychological distress (Suchman et.al., 2009).

Further, the university experience is different from what students experienced in high school because here they have to face more competition, deal with more academic load and maintain pace with other students in the class; they need to follow the different teaching styles as well (Bharti, 2012). As the result of these, first year university students were mainly suffering from adjustment problems to the new environment (Nakandalage, Kuruppuarachchi & Madurapperuma, 2010). Adjustment status to college students involves a variety of demands differing in kind and degree and requiring coping responses or adjustments. It is not only academics with which the students are concerned; they are equally affected by the social and emotional changes (Bharti, 2012).Academic and social experiences were intrinsically linked in the first year of study; and influenced first-year students' academic performance (Moos, 2009). Students with lower levels of academic and adjustment to college achieved less well academically than students with intermediate and higher levels of adjustment (Paramo, Tinajero & Rodriguez, 2015). In addition, high level of psychological distress among first year university students might be due to adjustment problems erupted with the exposure to an unfamiliar social environment (Nakandalage, Kuruppuarachchi, & Madurapperuma, 2010).

This study tried to identify relations of ego development and adjustment status with psychological distress and academic performance.

1.2. Statement of the problem

The issues of psychological distress and academic performance among first year university students have been well studied by previous scholars. For instance, previous researchers such as Verger et.al. (2009), Presa et.al. (2014), Jaissoria et.al. (2017), Tanga et.al. (2018) conducted their study on psychological distress among university students. Their research finding revealed that the prevalence of psychological distress was high and common among university students because of different stressors. Few researchers in Ethiopia conducted their study on the prevalence of mental distress and associated factors among undergraduate students. The findings revealed that the overall prevalence of mental distress among university students was high (Dachew et.al., 2015). These studies focused only on the prevalence of psychological distress and related factors among university student. They failed to examine how psychological distress was related to other variables, for instance, adjustment status, and ego development of first year university students. Further, Melese et.al. (2016) conduct his study on the prevalence of mental distress and associated factors among Hawassa University medical students, Southern Ethiopia. His study considered only medical students. So, it is difficult to generalize the study findings to students in other discipline.

Furthermore, only few scholars studied the relations of adjustment and other factors with academic achievements. For instance, Hussain and Lakhani (2015) conduct a study on psychological adjustment as predictor of students' academic achievement. Also, Kaljahi (2016) conduct his study on the effects of academic adjustment, social adjustment and personal-emotional adjustment of students on their academic performance. Tenaw (2018) conduct his study on factors affecting the academic performance of female students at higher education in Ethiopia. His study findings mentioned a lot of factors that affected female students' academic

performances, but it didn't show how each factor affected the students' academic performance .
Mersha, Bishaw and Tegegne (2013), and Tiruneh and Petros (2014) conduct their study on
factors affecting female students' academic achievement at Bahir Dar University. They
explained the different factors that affect female students' academic achievement; but they didn't
present how each factor statistically affected female students' academic performance.

Even though, the few studies conducted in Ethiopia on the issues of psychological
distress and academic performance of tertiary level students, the studies were not comprehensive
enough. Accordingly, this study tried to examine the relations of ego development and
adjustment status with psychological distress and academic performances among first year ASU
students.

Based on the statement of the problem, this study attempted to answer the following research
questions:

1. How is the prevalence of psychological distress among first year ASU students?
2. Is there gender difference in psychological distress and academic performance among
   first year ASU students?
3. To what extent ego development and adjustment status predict psychological distress and
   academic performances of first year ASU students?

1.3. Objectives

1.3.1. General objective

The general objective of this study is to investigate the relations of ego – development and adjustment status with psychological distress and academic performances among first year Assosa University Students (ASU).

1.3.2. Specific objectives

This study addressed the following specific objectives:

1. To check the prevalence of psychological distress among first year ASU students.

2. To detect gender difference in psychological distress among first year ASU students.

3. To spot gender difference in academic performances among first year ASU students.

4. To scrutinize contributions of ego development and adjustment status to psychological distress of first year ASU students.

5. To examine the contributions of ego development and adjustment status to academic performances of first year ASU students.

1.4. Significance of the study

The findings of this study could be significant because of the need for empirical information for understanding the relation of ego development and adjustment status with psychological distress and academic performance of first year university students.

Such understanding will enable all the stakeholders; the counselors, social psychologists, social workers, and other professional can easily tackle the problems of psychological distress and low academic performances among first year university students.

Besides, findings will also be a grateful benefit to the researchers who are experts in organizing or writing articles in the research area. And the outcome of this study will assist the researchers in writing widely on issues and shows the gap for further study.

Furthermore; the results of the study if found useful; will be published in academic journals, presented in conferences, and workshops to enable a wider audience gain access to it.

1.5. Scope

This study is delimited to one university,Assosa University (ASU), because of financial constraints and related factors. There is also lack of time and manpower to address students in more than one universities.

1.6. Operational definition of key terms

Operational definitions of key terms in this study are the following:

Academic performances: in this study refers to students Commutative Grade Point Average (CGPA) scored in the first semester that was collected from university registrar offices.

Adjustment status: students ability to balance their social and emotional need during interaction with the external environment in the university (Sharama, 2016). It includes a social adjustment, academic adjustment, homesickness and emotional adjustments.

Academic adjustment: refers to how well students deal with educational demands, such as motivation to complete academic requirements, academic effort and satisfaction with the academic environment (Paramo, Tinajero, & Rodriguez, 2015)

Ego development: refers to an individual development the self, notably in relation to others, as in identifying with others, bonding with others, and identities that include versus exclude others (Wayment, & Bauer, 2008).

Emotional adjustment: refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside of school, as reflected in the individual's attitudes and behavior (Sekar & Lawrence, 2016).

Psychological distress: refers to a state of emotional suffering characterized by symptoms of lost interest; sadness; hopelessness restlessness and feeling tense (Drapeau, Marchand, & Prévost, 2012).

Homesickness: refers to psychological reaction to the absence of significant others and familiar surroundings (Kegel, 2015).

Social adjustment: refers to an individual's adaptation in social relationships with other people, both inside and outside of the university, as reflected in the individual's attitudes and behavior (Sekar & Lawrence, 2016).

CHAPTER TWO

2. Review of related literature

2.1. Psychological distress

Psychological distress is a negative state of mental health that affects both directly and indirectly, over their lifetime through connections with other adverse mental and physical health conditions. At any given point, a person can be experience elevated levels of psychological distress (Canadian Institute for Health Information, 2012). There has been increasing concern that university and college students are more vulnerable to psychological distress than the general population (as cited in Engen, 2008),college students given that distress symptoms are so prevalent during this key transitional period as students adjust to the new demands that are placed on them during their freshman year (Besser & Zeigler-Hill, 2012). There are a lot of contributing factors for mental distress. For example, a study conducted in Somali Land investigated that,female gender, lower monthly income, not having close friendships, Khat use, and not having a satisfying relationship was associated with mental distress (Hersi et.al., 2017). Social support has been shown to be a consistent protective factor in populations with high distress (CIHI, 2012), and improving resilience should be included as part of students' training (Abiola, Lawal & Habib, 2015).

2.1.1. Prevalence of psychological distress

The estimated prevalence of mental health problems was 19.2% with 67.4% reporting subsyndromal symptoms. These rates were significantly higher than the general population. Psychological distress was associated with disability and lower academic achievement (Stelman, 2010). A significant proportion of the students at the University suffer from mental distress which might have a detrimental effect on their academic performance (Hersi et.al., 2017).

Similar studies conducted in Jazan University find out that, 31% of undergraduate University students are psychologically distressed (Hakami, 2018).

2.1.2. Gender difference in psychological distress

There are significant relations between dysfunctional metacognitive beliefs and other constructs on the basis of gender (Lenzoa, Toffleb, Tripodia & Quattropania, 2016). According to Engen (2008) females report higher levels of psychological distress compared to their male counterparts. Risk and protective factors for psychological distress in first-year university students differed somewhat according to gender (Verger et.al., 2009). For too many women, experiences of self -worth, competence, autonomy, adequate income and a sense of physical, sexual and psychological safety and security, so essential to good mental health, are systematically denied (WHO, 2007).

2.2. Academic performance

The university is one of the places where a systematically organized and scientifically oriented education is offered. It is through such an organized manner that the knowledge, skill and desired attitude of the learner develop, but in a given class it is sometimes seen that there is a difference in achievement as a result of different factors that affect the academic achievement of students (Akessa & Dhufera, 2015).

Academic performance of a student can be analyzed by thinking of a student as a firm having a production function in which the output is his or her academic performance, measured in this study through the proxy college grade point average, and the inputs are composed of the things that determine academic performance (Coonrod, 2006).

2.2.1. Factors affecting students' academic performance

There are various factors inside and outside school that contribute to the quality of academic performance of students. For instance, higher level of socioeconomic status is the best indicator contributing towards the quality of students' achievement (Farq, Chaudhry, Shafiq & Berhanu, 2011). Besides, other school factors, peer factors and student factors also their contribution for students' academic performances (Farq et.al., 2011). According to Tenaw (2015) higher education remains the level of learning where females are in a less academic performance when compared to males. Problems female students encountered constituted personal, university related factors, academic factors (previous academic background) and economic factors. Other studies, conducted by Mushtaq and Khan 2012) explained that students' academic performance affected by communication, learning facilities and proper guidance. Family stress also affects the student performance and reduces the performance of the student and affects negatively the student performance. Also, there are a lot of factors that affect female students academic performances in Ethiopia. For example, studies conducted by Tesfay and Zekiros (2015) suggest that lack of adequate financial support, absence of female counselors and special tutoring programs, limited contact with University management and pervasive tension and student harassment has been the major constraints on the their academic success.

2.2.2. Gender difference in academic performance

Previous study findings revealed that there are gender differences in academic performance; females performed better than males in every subject (Wallace, 2007). Female undergraduate students outperform their male counterparts during their college years (Dayioglu & Turut-Asik, 2004). Whereas, studies conducted by Ahmad, Pervaiz, and Aleem (2015), investigated that the performance of the female students is significantly higher compared with male students on the basis

of different factors such as parental education, participation in debates, better income support, use of internet in studies, better performance in academic classes, time spent in studies other than class hours are contributors for higher performance. The study finding of Eshetu (2014) demonstrates that the proportion of male students in the upper achieving groups was significantly higher result than females and the opposite was true for lower achieving groups.

2.3.   Adjustment

Adjustment to university life is considered one of the main indicators of success in university life as it is an indicator of the student's ability to face the problems resulting from fulfilling his academic, social and emotional needs (Al-Khatib, Awamleh & Samawi, 2012). Adjustment is a kind of interaction between the individual and his or her environment. In other word adjustment is a lifelong process and can be defined as a person's interaction with his/her environment (Krishna, 2015)**.** Adjusting to college life immediately after school becomes a difficult transition for many students (Sharma, 2012).

First year male and female students experienced transitional challenges in all the areas investigated that is; personal autonomy, social relationships, compatibility among roommates, accessing support services, feeding habits and adjustment to the academic program. (Wangeri, Wangeri & Mutweleli, 2012). Whereas, first year undergraduate students have low levels of adjustment where social, emotional and educational areas are concerned. They are expected to encounter more adjustment related problems, especially in the social and emotional context (Sharma, 2012).The underlying factors that influence students' social and academic adjustment at the University influence students' behavior which determines the adjustment at the University (Kyalo & Chumba, 2011).

2.3.1. Social adjustment

First year university students face several social problems at the university. The problems emanated from culture, separation from family, disengaging high school friends, finance, dress and food were the main themes that emerged from the study (Mudhovozi, 2012). Social adjustment as an important domain for all students' well-being is significant predictor both for life satisfaction and depression. Students who perceived themselves as well integrated in social activities, involved in satisfactory relations with others and who are in general satisfied with social aspects of the university environment are more satisfied with their overall life, while students who don't have good relations with others are more depressed (Sanja, Ivank & Ines, 2010). Social adjustment can be examined in terms of how well students function in their immediate environment, participation in social activities and their satisfaction with various social aspects of the university experience. Social adjustment may be just as important as academic adjustment (As cited in Kyalo & Chumba, 2011). Social maladjustment shows person lacks social adaptability (Sharma, 2012). Girls are flexible in nature and always taught by the family and society to be adjusted in the society and other areas of life (Rehman & Singh, 2015).

2.3.2. Emotional adjustment

First year students are less emotionally mature and thus faced difficulty in adjusting emotionally (Sharma, 2012). Unstable and Emotional maladjusted students have been found to do less well in their studies in proportion to their intelligence than students who were well balanced. (As cited in Julia & Veni, 2012). For new students it is again important to adjust themselves with social climates of the college. A major task for them is to learn to manage their feelings and to express them appropriately (Sharma, 2012). Personal adjustment and integration into social fabrics of

university environment play a role and is as important as academic factors throughout the students' life (As cited in Kyalo & Chumba, 2011).

2.3.3. Academic adjustments

For most college students, the transition to the college classroom requires an adjustment of academic habits and expectations. They often must study harder to improve their study habits. Classes may be larger, instructors have differing teaching styles, assignments are lengthier and standards are higher. Students need to learn to set and balance priorities (Julia &Veni, 2012).The students' psychological well-being depends more on academic adjustment in new environmentalexperiences than on their personal characteristics (Uguak, Elias, Uli & Suandi, 2006). Interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing academic adjustment of undergraduate students in the university (Kyalo, & Chumba, 2011).

2.3.4. Homesickness

There is a gender difference in homesickness among university students. For instance, female students were more likely to feel homesick when compared to their male counterparts. Out-of-state students were more likely to be homesick, and geographic distance has a significant impact on first-year collegestudents' feeling of homesickness (Sun, Hagedom & Zhang, 2016). Prevalence of homesickness among students and its demonstrated relationship with depression, emotions like sadness, depression and withdrawal is experienced by homesick individuals and can't be immediately relieved (Shahmohammadi & Irannejad, 2011). Separation homesickness is a widespread and common component of the first-year student experience, with 30% of students reporting high levels of separation homesickness. However, distress is not common, as few first-year students reported high levels of distress homesickness (Skyfactor, 2016).

2.3.5. Academic, social and emotional adjustment in relation to academic performance

The academic performances of the socially adjusted students differ from that of their non-adjusted counterparts based on gender (George & Ukpong, 2012). According to Sekar and Lawrence (2016) study finding, there is a significant relationship between emotional, social, educational adjustment of the high secondary school students in relation to academic achievement. There were significant differences between high achievers and low achievers in adjustment (Adhiambo, Odwar & Mildred, 2011). There was significant gender difference observed in adjustment. For instance, the male students achieved better social and academic adjustment than the female students while the adjustment of female students to urban environment was more than that of the male students (Ismail, Mahmod, Qadous & Mohamed, 2014). Through achieving adjustment to university life the students will be able to form a kind of good relationships with others in the university leading him to enhance his academic achievement (Al-khatib, Awamleh & Samawi, 2012).

2.3.6. Gender difference in adjustment status

Gender was a significant predictor of personal, emotional adjustment, indicating that the level of emotional adjustment is lower in female students than with their male peers. While, the gender of the students was not associated with either social adjustment or attachment to the institution's values and practices (Fernandez, 2017). There was no significant difference in the adjustment problems of male and female college students (Nidahi & Kermane, 2015).

2.4. Relation to adjustment status and psychological distress

From University students, one in four students will experience a mental health problem whilst in university. Thus, there might be need for studies that examine psychological disorders or

psychopathological symptoms among students in a resource poor university (Julia & Veni, 2012).

2.5. Ego development

The important functions of the ego have to mediate between the interests of the individual and the interests of others and to strike a balance between assimilating experiences into familiar knowledge structures and forging novel conceptions of the world (Wayment & Bauer, 2008). Individuals who have attained or maintained higher levels of ego development in adolescence reported more complex sharing of experiences, more collaborative conflict-resolution strategies, and greater interpersonal understanding, and their young adult peers rated them as less hostile and as more flexible (Hennighausen, Hauser, Billings, Schultz, & Allen, 2004). Ego − stage transition represents an accommodative response to specific types of life experiences and that the degree of exposure to such life experiences, as well as the perception of and response to the life experience is influenced by specific psychological characteristics (Manners & Durkin, 2000).

2.5.1. Ego development in relation to psychological distress and academic performance

Ego development is an important predictor of adolescent academic achievement (Bursik & Martin, 2006). Slow to moderate progression in ego development in most individuals that enabled them to cope more effectively. This represented an antecedent factor that promoted healthy development during the transition period (Syed, & Krenke, 2015).

2.5.2. Gender differences in ego development

Nontraditional gender role traits and ideals (masculinity for females, femininity for males) were associated with higher levels of ego development (Bursik, 1995). Males and females did not significantly differ in ego development, ego functioning or intelligence measures (Wilson, 2002).

3. Research methods

3.1. Design

The researcher used correlational research design. Because the current researcher wants to see the relations of ego development and adjustment status with psychological distress and academic performance of first year ASU.

3.2. Study Area

This study was conducted at Assosa University,located in Assosa town of Begnshangul Gumuz Regional State. It started teaching – learning program in 2011 with 1040 students in 5 faculties and 18 departments at Assosa College of Agriculture as a temporary campus. And, transferred to its own campus in September 2013. For the first time in December 2011, 445 students were graduated from the University. Next, 585 and 1249 students were graduated in July 2015 and June 2016, respectively, in the second and third graduation ceremonies of the University.

3.3. Target population

The total target population of this study was all first year ASU students of 2017/18 academic year; that was 1878 (1177 males and 701 females) first year ASU students

3.4. Sampling and Sampling techniques

The researcher used multistage sampling techniques to give equal chances for the first year Assosa University students.

3.4.1. Sampling procedure

Firstly, the researcher identified the participants in college and departments. Secondly, the researcher used this $n = N/ 1+N (e)^{2}$ Yemana (1967) statistical sample size formula (as cited in, Ajay & Micah, 2014) to determine the sample size of the study. Finally, the researcher used

simple random sampling techniques to identify students who represent the population in this study.

3.4.2. Sample size

The sample size of this study was <u>315</u>. For fear of dropouts, the researcher added a few more students, <u>374</u> (231 males and 143 females) first year ASU students, Beneath is the formula to calculate the sample size: $n = N/ 1+N (e)^2$

Where; n is calculated number of participants (Unknown)

N is total target population (1878)

e is the error (0.05)

<u>Solution</u>

$$n = N/1+N (e)^2$$

$$n = 1878/1+1878(0.05)^2$$

$$n = 1878/1+4.695$$

$$n = 1878/5.695$$

$$\mathbf{n = \underline{314.83}}$$

3.5. Data collection tools

In order to collect data, three different instruments were used. Characteristics of the each instrument, including previous validity and reliability findings were reported. Psychometric properties of the instruments were also investigated in the current study.

3.5.1. Ego Quietness Scale

A 14 items ego development scale adapted from the work of Wayment, Bauer & Sylaska (2014) the Quiet Ego Scale: used to measure compassionate self-identity. The psychometric test of ego quietness scale was .78. This scale has (five) response scale: 1 = Strongly disagree; 2 =

Somewhat disagree; 3 = Neither agree nor disagree; 4 = Somewhat agree; 5 = Strongly agree. Different scholars used this scale to measure an individual ego development. For instance, Rascovar (2015) used ego quietness scale to measure ego development during emerging adulthood. The psychometric test result of ego quietness scales shown that Cronbach alpha .822. This psychometric test results almost similar to Wayment, Bauer & Sylaska (2014) psychometric test result. Though, reliability of the data is satisfied.

3.5.2. College Adjustment Test

The 19-item survey achieves this by tapping the degree to which students have experienced various thoughts and feelings about coming to college during the previous week. This test is developed by Pennebaker (1990). College adjustment test have (seven) scales 1 not at all to 7 a great deal. Psychometric test of the college adjustment test is Cronbach alpha = .79. The researcher added (six) academic adjustment test item to that of developed by Pennebaker (1990). The psychometric test result of newly developed college adjustment test is Cronbach alpha .753. This psychometric test results almost similar to the previous study. Reliability of the test is becoming satisfied.

3.5.3. Kessler Psychological Distress Scale (K10)

The Kessler Psychological Distress Scale (K10) is a simple measure of psychological distress. The K10 scale involves 10 questions about emotional states, each with a five-level response scale. The measure can be used as a brief screen to identify levels of distress.

Each item is scored from one 'none of the time' to five 'all of the time'. Scores of the 10 items are then summed, yielding a minimum score of 10 and a maximum score of 50. Low scores indicate low levels of psychological distress and high scores indicate high levels of psychological distress (Andrews & Slade, 2001). Cronbach's alpha value and Spearman-Brown

coefficient of the K10 reached 0.92, Split-Half 0.85, indicating its good internal consistency (Dadfar, Lester, Vahid, & Esfahani, 2016). The K10 psychometric test result in this study was Cronbach alpha .836. So, the reliability of the data is satisfied.

3.6. Pilot study

Pilot study was conducted on first year Jimma University student of psychology, marketing and banking, and accounting and finances. By administering tests to 48 first year students, and collecting and analyzing the data. The researcher examines the reliability of the data through pilot study. And, the content validity also assessed by experts. Though, reliability and validity of the data are satisfied.

3.7. Data collection procedure

In order to conduct the study, approval and request letters from the Jimma University College of Education and Behavioral Sciences Postgraduate Research and Community Service Directorate and Psychology Department was taken. And, these permission letters were given to Assosa University to get permission to select participants and necessary secondary data. For the randomly selected participants, using simple random sampling (lottery method), tests were distributed and accurate data were collected. For anonymity, students were told not to write their Names and ID No. on the tools.

3.8. Statistical analyses

The collected data were carefully entered into Statistical Packages for Social Sciences (SPSS) version 20 . After double checking the entered data, appropriate analyses were conducted. Accordingly, *percentages, mean and standard deviation* calculated to check the prevalence of psychological distress among first year ASU students. *Independent t – tests were employed to detect* gender difference in psychological distress and academic performance among first year

ASU students.Multiple Regressionwas conducted to examine the contributions of ego development and adjustment statusto psychological distress and academic performances, separately, of the first year ASU students.For all analyses, the significance level was set to 0.05 and all tests were two-tailed. The researcher's test assumptions of multiple regression and independent t test. And , test assumptions results were satisfied (for further see appendix B).

3.9. Ethical considerations

The researcher respects the following ethical considerations throughout the study process. The selected students were informed that participation was strictly voluntary and they could choose to withdraw from the study at any time; the identities of the respondents were kept confidential; study participants were not subjected to harm in any ways whatsoever; respect for dignities of the research participants were prioritized; protection of the privacy of research participants was ensured; and adequate level of confidentiality of the research data was also guaranteed.

CHAPTER FOUR

4. Results

4.1. Demographic characteristics of participants

The demographic characteristics of the participants have been analyzed, focusing on the variables of gender and age. As shown in Table 1 out of 374 participants 231 (61.8 %) were male, while 143 (38.2%) were female students with an average age of 19.56 years old.

Table 1: Demographic characteristics of participants

Variables	Number	Percent	Mean	Standard deviation
1. Gender				
Male	231	61.8	-	-
Female	143	38.2	-	-
2. Age	-	-	19.56	.869

4.2. Prevalence of psychological distress

The prevalence of psychological distress among first year ASU students. As it presented in table1 from 374 participants; 151 (40.4%) were labeled as well psychological well - being; 57 (15.2%) were labeled as mild psychological distress; 73 (19.5%) were labeled as those with moderate psychological distress, and the 93 (24.9%) were labeled as severe psychological distress. The average prevalence of psychological distress among the first year ASU students was 23.41with a standard deviation of 9.01.

Table 2: Frequency, percentages, mean and standard deviation of psychological distress

	Frequency	Percent	Mean	Standard deviation (SD)
Levels of psychological distress	-	-	23.41	9.01
10 – 19 well/normal	151	40.4%	-	-
20 – 24 mild	57	15.2%	-	-
25 – 29 moderate	73	19.5%	-	-
30 – 50 sever	93	24.9	-	-

4.3. Gender differences in psychological distress and academic performance

Gender difference on psychological distress and academic performance among first year ASU students. The mean, standard deviation, and *t* test score of male and female involved in the study were used to answer this research question.

Table 3: Mean, standard deviation and t – test for psychological distress and academic performance by gender

	Gender	N	Mean	SD	t	df	p-value
Psychological distress	Male	231	22.5974	8.77485	-2.234	372	.026
	Female	143	24.7273	9.25399	-2.206		
Academic performances	Male	231	2.9178	.65441	6.146	372	.000
	Feale	143	2.4994	.61905	6.227		

Note: N is umber of participants, SD is standard deviation, t is t-test value, df is degree of freedom, p-value is significance level

As it presented in Table 3 the results of independent *t* – test showed that gender seemed to have differential effects on female first year ASU students' psychological distress score. This is because, psychological distress more reported by female students than male students (*t* (372) = -

2.206, $p =. 026$). This implies that psychological distress has observed in female students than the male students.

Similarly, there is also gender difference in academic performance as it can be seen in the table 3 genders seemed to have differential effects on male first year ASU students' academic performance score or cumulative grade point average score. This is because, academic performance of first year ASU student's first semester CGPA high score more reported by male students than female students (t (372) =   6.146, $p< 0.001$).

4.4.   Ego development and adjustment status in relation to psychological distress

Ego development and adjustment status in relations to psychological distress of first year ASU students. The R, R^2, standardized coefficient (β), and t test result summary of ego development, academic adjustment, social adjustment, homesickness, emotional adjustment, sex and age in relation with psychological distress of first year ASU students were used to answer research questions.

Table 4:   Ego development, academic adjustment, social adjustment, homesickness, emotional adjustment, age, sex and psychological distress.

	R	R square	(β)	t	Sig.	F	df
Regression model	.565	.319	-	-	.000	24.558	(7,366)
Ego development	-	-	-.517	-10.559	.000	-	-
Academic adjustment	-	-	.070	1.215	.225	-	-
Social adjustment	-	-	-.171	-3.501	.001	-	-
Homesickness	-	-	-.018	-.374	.708	-	-
Emotional adjustment	-	-	.028	.558	.577	-	-
Sex	-	-	.046	1.036	.301	-	-
Age	-	-	.032	.742	.458	-	-

Note: R is regression, β is standardized coefficient beta F is F test value, t is t-test value, df is degree of freedom, Sig. is significance level

To test the statistical significance of the relation between ego development and adjustment status with psychological distress; ego development, academic adjustment, social adjustment, homesickness, emotional adjustment, sex and age were entered into the regression model as independent variables. Ego development negatively related to psychological distress (β = -.517, t (366) = -10.559, P < 0.001), academic adjustment positively related to psychological distress (β = .070, t (366) = 1.215, P = .225), social adjustment negatively related to psychological distress (β = -.171, t (366) = -3.501, P = .001), homesickness was negatively related to psychological distress (β = -.018, t (366) = -.374, P = .708), emotional adjustment was positively related to psychological distress (β = .028, t (366) = .558, P = .577), sex was positively related to psychological distress (β = .046, t (366) = 1.036, P = .301), and age was positively related to psychological distress (β = .032, t (366) = .742, P = .458).

The results of the multiple regression model have shown that first year ASU students' ego development, social adjustment, academic adjustment, homesickness, emotional adjustment, sex and age accounted for 31.9%, of the variance of their psychological distress (R^2 = .311, $F_{(4, 369)}$ = 41.729, p < 0.001). The other 68.9% variation of psychological distress explained by other factors. This implies that, a 31.1 % variation in psychological distress in first year ASU students as the result of the model, but the model doesn't explain 68.1% variation in psychological distress among first year ASU students independently.

4.5.   Ego development and adjustment status in relation to academic performances

To what extent ego development and adjustment status predict academic performances of first year ASU students? The R square, standardized coefficient ($\boldsymbol{\beta}$), t - test, degree of freedom and F result summery. By entering ego development, academic adjustment, social adjustment,

homesickness, emotional adjustment, sex and age as independent variables to the regression model.

Table 5: Regression model of ego development, adjustment status and academic adjustment with academic performances SPSS result summery

	R	R square	β	t	P value.	F	df
Regression model	**.647**	**.419**	**-**	**-**	**.000**	**37.868**	**(7,366)**
Ego development	-	-	.174	3.852	.000	-	-
Academic adjustment	-	-	.216	4.069	.000	-	-
Social adjustment	-	-	.341	7.538	.000	-	-
Homesickness	-	-	-.039	-.888	.374	-	-
Emotional adjustment	-	-	.055	1.190	.235	-	-
Sex	-	-	-.204	-.4993	.000	-	-
Age	-	-	-.029	-.732	.464	-	-

Note: R is regression, β is standardized coefficient beta F is F- test value, t is t-test value, df is degree of freedom, p value is significance level

To test statistical significances of the relation between ego development, academic adjustment, adjustment status with academic performance; ego development, academic adjustment, social adjustment, homesickness, emotional adjustment, sex and age were entered as independent variables into regression model. Ego development positively related to academic performance (β =.174, t (366) = 3.852, P < 0.001), academic adjustment positively related to academic performance (β = .216, t (366) = 4.069, P< 0.001), social adjustment positively related to academic performance (β = .341, t (366) = 7.538, P< 0.001), homesickness negatively related to academic performance, (β = -.039, t (366) = -.888, P = .374), emotional adjustment positively

related to academic performance (β = .055, t (366) = 1.190, P = .235), sex negatively related to academic performance (β = -.204, t (366) = -.4993, P< .001), and age negatively related to academic performance (β = -.029, t (366) = -.732, P = .464)

From the findings, as it presented in Table 5 it is clear that first year ASU students' ego development, social adjustment, academic adjustment, homesickness, emotional adjustment, sex, and age accounted for 41.9 % of the variance of their academic performance (R^2 = .419, $F_{(7,366)}$ = 37.368, p < 0.001). Whereas, the other 58.1 % of the variance of first year ASU students' academic performance explained by other factors. This indicates that 41.9% variation of academic performances of first year ASU students explained by this model. Yet, 58.1% variation of academic performance of first year ASU students has not explained by this model independently.

CHAPTER FIVE

5. Discussions

The purpose of this study was to investigate the relations of ego – development and adjustment status with psychological distress and academic performances of first year university students aiming to develop an integrating understanding of how the academic performance and psychological distress of first year university students influenced by their ego-development and adjustment status.

The prevalence of psychological distress among first year ASU students was reported that 59.6% has psychological distress. Where, 15.2 % were reported mild psychological distress, 19.5% were reported moderate psychological distress, and 24.9% were reported severe psychological distress. A similar study conducted in different countries revealed that psychological distress is a central problem with university students. For instance, a related study conducted in India denotes that psychological distress among college students are common and associated with numerous negative correlates (Jaisoorya et.al., 2017), and the vast majority of Australia university students were reported elevated psychological distress levels (Stallman, 2010). Similarly, students in Pakistan University are at risk of developmental, psychological distress (Kumar, Shaheen, Rasool, & Shafi, 2016). The prevalence of psychological distress is a central problem of University students found in all over the world. For example, a study conducted in Europe and North America revealed that in the mid-range of prevalence observed in university student populations (Verger et.al, 2009). Whereas, study findings that were conducted in China, indicated that 40.7% of University students was reported psychological distress and common among university students (Tang, Byrne, & Qin, 2018). So, high prevalence of psychological distress highlights the need for a multilevel approach to the

promotion of wellbeing in university students (Stallman, 2010). These high levels of psychological distress among first year university students might be due to adjustment problems erupted with the exposure to an unfamiliar social environment. (Nakandalage, Kuruppuarachchi, & Madurapperuma, 2010). In addition, previous study conducted in Ethiopia, support this study finding. For instance, one-third of medical students were found to have mental distress (Melese et.al., 2016). The prevalence of mental distress among the students was found to be relatively high (Tariku, Zerihun, Bisrat, Adissu, & Jini, 2017; Dachew et.al., 2015;). One fifth of the students was found to be mentally distressed (Dessie et.al., 2013). Nearly half of the students had mental health disorders (Getachew, &Tekle, 2018).

There was a gender difference in psychological distress. The finding of this study was revealed that psychological distresses significantly more reported in female first year ASU students than male students. This study finding is consistent with previous study findings. For instance, similar studies conducted by Engen (2008), and Nurullah (2010) suggested that females reported more psychological distress than males. Because, women had higher psychological discomfort scores and higher absorption and dedication scores compared with men (Cristina et.al., 2014). Emotional socialization and self-salience suggest that the outcomes of the stress process depend upon gender and would predict that stressors increase distress more for women than for men (Elliott, 2013). This was as the result of 'internalizing' problems (in which distress is directed inwards) are more common among female than male, who are more likely to exhibit 'externalizing' problems (that manifest through 'acting out') (Hamblin, 2016). Also, for too many women, experiences of self -worth, competence, autonomy, adequate income and a sense of physical, sexual and psychological safety and security, so essential to good mental health, are systematically denied (Afifi, 2007).

Similar with psychological distress, there was a significant gender difference among first year ASU student's first year first semester academic performance, high CGPA score more reported by male than female. Consistent to this study finding Eshetu (2014) demonstrate that the proportion of male students in the upper achieving groups was significantly higher result than females and the opposite was true for lower achieving groups. The other study conducted by Tasisa and Tafesse (2013) revealed that female students are less academic achiever than male students in colleges of teachers' education. In contrary to these findings, different study conducted in western country revealed that there is no significant difference between male and female in academic performances (Sarkar & Banik, 2017). Whereas, studies conducted by Ahmad, Pervaiz, and Aleem (2015), investigated that the performance of the female students is significantly higher compared with male students on the basis of different factors such as parental education, participation in debates, better income support, use of internet in studies, better performance in academic classes, time spent in studies other than class hours are contributors for higher performance. But, in Ethiopia, female students score low academic performance than male this is because of different factors. For instance, studies conducted by Tenaw (2018), his findings revealed that there were a number of on-campus and off-campus factors caused for the low academic performance of female students in higher education when compared with males. These could be included under personal, university, academic and economic related factors. The majority of problems female students encounter and those factors that affect female students' academic performance are personal and the other problems are caused by the university environment (Mersha, Bishaw & Tegegne, 2013). Individual and social factors are related to students' level of academic achievement and level of motivation for learning (Maric Sakac, 2014). Also, difficulties adjusting to campus life styles affect female

students' academic performance (Jemal, 2012). In addition, according to Asfaw (2012) his literature on "gender inequalities in tertiary education in Ethiopia" clarifies that females may have less ability to apply adaptive competencies during academic transitions than males. Because, where females compares with males, females facing with self – reliance problems, learning style, social and language skill, and lack of problem solving skill. Female less performs in academic performances might be the influence of such factors.

This study finding revealed that, variation of psychological distress of first year ASU students was explained by their level of ego development and adjustment status. Ego development and social adjustment of first year ASU students were significantly negatively related to psychological distress, and sex and age were non – significant in relation to psychological distress. This study finding is consistent with previous study finding conducted by Rascovar (2015) ego development is negatively correlated with psychological distress or unwanted feelings. As the result of adjustment difficulties relating to the new university environment, students faced with psychological distress and sleeping difficulties (Biasi, et.al., 2018). High prevalence of psychological distress among first-year University students due to adjustment problems erupted with the exposure to an unfamiliar social environment (Nakandalage, Kuruppuarachchi, and Madurapperuma, 2010). People's perception of having available emotional supports or positive social interaction opportunities was associated with experiencing improvements in distress levels (CIHI, 2012). Also, high levels of psychological distress associated with lower quality of life, low social support, high neuroticism, and high behavioral inhibition (Connor, 2004). Sex was non – significant relation to psychological distress (Thygesen, Saevareid, Lindstrom, & Knut, 2009). Specific risk factors seem to vary across gender and across age group, but the effect of this differential exposure on psychological distress

is unclear (Drapeau, Marchand & Prevost, 2012). In contrary, with the previous study, this study finding revealed that academic adjustment, homesickness, and emotional adjustment have non-significant in relation to psychological distress. The difference could be attributed to the socioeconomic, cultural and environmental factors. For instance, homesickness relating to adjustment difficulties (i.e. disliking the university) only had an indirect effect on students' sleep difficulties, through its effect on students' psychological distress (Biasi, Mallia, Russo, Menozzi, Cerutti &Violani, 2018). Most people suffer from homesickness at some point in their lives at university, and feelings of sadness and distress can vary in severity and may manifest themselves in different ways (Etchells, 2015), and homesickness has a negative effects on psychological wellbeing (Kegel, 2009). Quality of student college adjustment has an effect in explanation of students' psychological distress (Dessie, Ebrahim & Awoke, 2014).

This study finding revealed that, variation of academic performances of first year ASU students explained by ego development and adjustment status. From the regression model, ego development, social adjustment, academic adjustment and sex are statistically significant in relation to academic performances. By supporting this study finding, previous research conducted by Bursik and Martin (2006) revealed that ego development is an important predictor of academic achievement. Study findings of Menozzi, Cerutti and Violani (2017), indicated that there are crucial role of academic adjustment in predicting achievement in university. Academic adjustment has a positive, strong and significant effect on their academic performance (Kaljahi, 2016). Students with lower levels of academic and institutional adjustment to college achieved less well academically than students with intermediate and higher levels of adjustment (Paramo, Tinajero, & Rodriguez, 2015). Social adjustment and academic adjustment are consistent predictors of academic performance among college students (China, 2015). The more a student

can adjust with the environment the more he/she becomes mentally healthy, and a positive effect on the student's education (Bhakta, 2016). Consistent to the previous study, homesickness and age were negative relationship coefficient with academic performance. Yet, homesickness and age were statistically non - significant in related to academic performance. Previous studies conducted by Baba, Aliata and Patrick (2013) explain that age does not significantly contribute to academic performance of university students. Younger students perform better than mature students (Ehiabhi & Ayo, 2016). And homesickness has non – significant relationship with academic performance (Kaljahi, 2016). Whereas, in contrary to previous studies emotional adjustment was non – significant relationship with academic performance. The difference could be attributed to the socioeconomic, cultural and environmental factors. Emotional adjustment and social support are most relevant to academic achievement (Dadarigashti, Amoopour, & Akbari, 2016). Students emotional adjustment also important variables for predicting their academic achievement (Hussain, & Lakhani, 2016). First year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty (Sharma, 2012).

6. Conclusion and recommendations

6.1.   Conclusion

Based on this study finding the researcher conclude that ego development and social adjustment were negatively related and significant contributor variables to psychological distress of first year ASU students. In addition, ego development, academic adjustment, and social adjustment were positively related and significant contributor variables to the academic performance of first year ASU students. There was a high (more than average) the prevalence of psychological distress among first year ASU students. Gender appeared to have differential effects on psychological distress and academic performance.

6.2.   Recommendations

Based on the findings, the researcher recommended the following major issues

- ✓ ASU ought to provide appropriate intervention (including psychosocial supports) in psychological distress to help the students develop healthy psychological well being.

- ✓ ASU ought to provide appropriate intervention for female students (including academic tutoring, and study skills) in academic performances to help the students to score good academic competence.

- ✓ ASU needs to organize advanced and equipped counseling and guidance center to tackle the students' psychological and academic problems.

- ✓ ASU could give advanced orientation for first year students before they start teaching – learning program to socialize the students to their learning environment. In addition, senior students may be organized induction training and mentoring to socialize as well as share their experiances for first year students in the beginning of the academic year.

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Appendices

Appendix A: Scales or tests

<div align="center">

Jimma University

College of Education and Behavioral Sciences

Department of Psychology

<u>Informed Consent</u>

</div>

My name is Getahun Tadesse, I am counseling psychology postgraduate student in Jimma University, now I am conducting my thesis on the title of *"Relations of ego development and adjustment status with psychological stress and academic performance: among first year Assosa University students"* for the partial fulfillment of MA in counseling psychology. The main objective this study is "to investigate the relations of ego – development and adjustment status with psychological distress and academic performance of first year students". If you would like to participate in this study, we will now complete the consent process. Please read this information about the study and ask any questions. At this time I would also like to ask your permission. Getting the information from the participant used for the academic study purpose only and confidentiality of the participant is protected. If you would still like to participate in the study after you have read the consent form, please sign and date the last page of each form.

Please ask me any questions that you have throughout the time I am here. If you have any additional questions at a later time you may email or call me through the following address:

E – Mail: gechpsycho03@gmail.com

Cell phone: +251-922-188-740

Ego Maturity Scale

Instructions: Below there are lists of statements that may or may not describe you. Please read each of the item below and then rate how much you agree or disagree with each.

*መመሪያ:*ከዚህ በታች የተጠቀሱት ሐሳቦች እርስዎን ሊገልፁም ላይገልፁም ይችላሉ። አባክዎትን አንብበው ከተሰጡት አማራጮች የእርስዎን አቋም ይግለፁ።

Response Scale:	የምላሽመለኪያዎች
Circle 1 = if you strongly disagree.	ሐሳቡን በጣም የማይስማሙ ከሆነ '**1'ን** ያክብቡ
Circle 2 = if you somewhat disagree.	ሐሳቡን የማይስማሙ ከሆነ '**2'ን** ያክብቡ
Circle 3 = if you neither agree nor disagree.	ሐሳቡ ምንም አይነት ስሜት የማይሰጠዎት ከሆነ '**3'ን** ያክብቡ
Circle 4 = if you somewhat agree	ሐሳቡን የሚስማሙበት ከሆነ '**4'ን** ያክብቡ
Circle 5 = if you strongly agree.	ሐሳቡን በጣም የሚስማሙበት ከሆነ '**5'ን** ያክብቡ

N<u>o.</u>	List of statements	Response Scales				
1	I think it is important to have new experiences that challenge how I think about myself and the world. አራሴን እና በዙሪዬ ያሉትን የማይባቸው አዳዲስ ገጠመኞች እንዲኖረኝ ያስፈልጋል።	1	2	3	4	5
2	I find myself doing things without paying much attention. የማከናውናቸውን ድርጊቶች ምንም ትኩረት ሳልሰጥ አደርጋቸዋለሁ።	1	2	3	4	5
3	I feel a connection to all living things. ከሁሉም ፍጥረት ጋር ትስስር እንዳለኝ ይሰማኛል።	1	2	3	4	5
4	Before criticizing somebody, I try to imagine how I would feel if I were in their place. አንድን ሰው ከመውቀሴ በፊት እኔ በዛ ሰው ቦታ ብሆን የሚሰማኝን ስሜት ምን ሊሆን እንደሚችል ለመገመት እሞክራለሁ።	1	2	3	4	5
5	For me, life has been a continuous process of learning, changing, and growth. ለኔ ህይወት : የመማር የለውጥና የእድገት የማያቀዋርጥ ሂደት ነው።	1	2	3	4	5
6	I do jobs or tasks automatically, without being aware of what I'm doing.	1	2	3	4	5

	ስራዎችን ወይም ተግባራትን እየሰራሁ መሆኔንም ሳላውቅ አከናውናለሁ፡፡					
7	I feel a connection with strangers.

ከእንግዳ/ ከማላውቃቸው ሰዎች ጋር ግንኙነት እንዳለኝ ይሰማኛል፡፡ | 1 | 2 | 3 | 4 | 5 |
| 8 | When I'm upset at someone, I usually try to put myself in his or her shoes for a while.

በሌላ ሰው ላይ ስናደድ እኔ በዛ ሰው ቦታ ብሆን ብዬ አስባለሁ፡፡ | 1 | 2 | 3 | 4 | 5 |
| 9 | I have the sense that I have developed a lot as a person over time.

እንደ ሰው ከጊዜ ወደ ጊዜ ብዙ እየተሻሻልኩ እንደሆን ይሰማኛል፡፡ | 1 | 2 | 3 | 4 | 5 |
| 10 | I rush through activities without being really attentive to them.

ተገቢውን ትኩረት ሳልሰጥ በችኮላ ወደ ድርጊቶች አገባለሁ፡፡ | 1 | 2 | 3 | 4 | 5 |
| 11 | I sometimes find it difficult to see things from another person's point of view.

አንዳንዴ ነገሮችን በሌላ ሰው ቦታ ሆኜ ማየት ይከብደኛል፡፡ | 1 | 2 | 3 | 4 | 5 |
| 12 | I feel a connection to people of other races/ethnicity.

ከሌላ ሰው ዘር (ብሄር) ጋር ግንኙነት እንዳለኝ ይሰማኛል፡፡ | 1 | 2 | 3 | 4 | 5 |
| 13 | I try to look at everybody's side of a disagreement before I make a decision.

ውሳኔ ከመስጠቴ በፊት እያንዳንዱ ሰው የተቃወመበትን/ ያልተስማማበትን ነጥብ ለማየት እሞክራለሁ፡፡ | 1 | 2 | 3 | 4 | 5 |
| 14 | When I think about it, I haven't really improved much as a person over the years.

ለአመታት እራሴን ስመለከት ብዙ እንዳልተሻሻልኩ አስባለሁ፡፡ | 1 | 2 | 3 | 4 | 5 |

College Adjustment Test

Instructions: Below there are lists of statements that may or may not describe you. Please read each of the items below and then rate how much you agree or disagree with each by circling a number.

መመሪያ:- እርስዎን ሊገልፁ የሚችሉ ወይም የማይችሉ አረፍተ ነገሮች ከዚህ በታች ተሰጥተዋል። በጥንቃቄ ካነበባችሁ በኋላ በደረጃ እነደተቀመጡ የእርስዎን ሐሳብ የሚያርፍበትን የሃሳብ ቦታ በመምረጥ ይተባበሩ።

1	2	3	4	5	6	7
Not at all			Somewhat			A great deal
በጭራሽ አልስማማም			በመጠኑ እስማማለሁ			በጣም እስማማለሁ

No.	List of statements	Response Scales						
1.	Missed your friends from high school. የሁለተኛ ደረጃ ትምህርት ቤት ጓደኞችሽ/ህን አጥተሃል/ ተለይተሃል::	1	2	3	4	5	6	7
2.	Missed your home. ቤትሽ/ህን ተለይተሻል/ሃል::	1	2	3	4	5	6	7
3.	Missed your parents and other family members. ወላጆሽ/ህን እና ሌሎች የቤተሰብ አባላትን ተለይተሻ/ሃል::	1	2	3	4	5	6	7
4.	Worried about how you will perform academically at the university. በዩኒቨርስቲ በትምህርትሽ/ህ እንዴት ውጤታማ መሆን እንዳለብሽ/ህ ያስጨነቀሽ/ሃል::	1	2	3	4	5	6	7
5.	Worried about love or intimate relationships with others. ከሌሎች ጋር ስላለኝ የፍቅርና በጣም የቀረበ ግንኙነት ያስጨንቀሻ/ሃል::	1	2	3	4	5	6	7
6.	Worried about the way you look. ስለቁመናሽ/ህ ትጨነቃለሽ/ህ::	1	2	3	4	5	6	7

7.	Worried about the impression you make on others.	1	2	3	4	5	6	7
	ስለ ሌሎች ያለሽ/ህ አመለካከት ያስጨንቅሻ/ሃል::							
8.	Worried about being in university in general.	1	2	3	4	5	6	7
	በአጠቃላይ ዩኒቨርስቲ ውስጥ በመሆንሽ/ህ ትጨነቂያለሽ/ህ::							
9.	Liked your classes.	1	2	3	4	5	6	7
	የመማሪያ ክፍሎችሽ/ህን እና የክፍል ጓደኞችሽ/ህን ትወጃቸዋለሽ/ ትወዳቸዋለህ::							
10.	Liked your roommate(s).	1	2	3	4	5	6	7
	የምኝታ ክፍል ጓደኞችሽ/ህን ትወጃቸዋለሽ/ ትወዳቸዋለህ::							
11.	Liked being away from your parents.	1	2	3	4	5	6	7
	ከቤተሰብሽ/ህ በመራቅሽ/ህ ደስተኛነሽ/ህ::							
12.	Liked your social life.	1	2	3	4	5	6	7
	በዩኒቨርስቲ ያለሽ/ህን ማህበራዊ ህይወት ትወጅዋለሽ/ ትወደዋለህ::							
13.	Liked university in general.	1	2	3	4	5	6	7
	በአጠቃላይ ያለሽበትን/ ያለህበትን ዩኒቨርስቲ ትወጅዋለሽ/ ትወደዋለህ::							
14.	Felt angry.	1	2	3	4	5	6	7
	በዩኒቨርስቲ ባለው ሁኔታ የንዴት ስሜት ተሰምቶሻ/ሃል::							
15.	Felt lonely.	1	2	3	4	5	6	7
	በዩኒቨርስቲ የብቸኝነት ስሜት ተሰምቶሻ/ሃል::							
16.	Felt anxious or nervous.	1	2	3	4	5	6	7
	በዩኒቨርስቲ ውስጥ የመፍራት/ መረበሽ ስሜት ተሰምቶሻ/ሃል::							
17.	Felt depressed.	1	2	3	4	5	6	7
	በዩኒቨርስቲ ውስጥ የድብርት/ መደበት ስሜት ተሰምቶሻ/ሃል::							
18.	Felt optimistic about your future at university.	1	2	3	4	5	6	7
	ስለ ወደፊት ዩኒቨርስቲ ቆይታሽ/ህ ስታስቢ/ብ በጎ (ጥሩ) ነገር ይሰማሻ/ሃል::							

19.	Felt good about yourself.	1	2	3	4	5	6	7
	ስለራስሽ/ህ ጥሩ (መልካም) ነገር ይሰማሻ/ሃል::							
20.	Faced some problems in some courses.	1	2	3	4	5	6	7
	በአንዳንድ የትምህርት አይነቶች ላይ አንዳንድ ችግሮች ገጥመውሻ/ሃል::							
21.	Followed your teacher's instructions.	1	2	3	4	5	6	7
	የመምህርሽ/ህን ትዕዛዛት ትከተያለሽ/ህ::							
22.	Visited university library regularly.	1	2	3	4	5	6	7
	የዩኒቨርስቲውን ቤተ - መፃህፍት በመደበኛነት ትጠቀሚያለሽ/ህ::							
23.	Enjoy writing notes in the lecture.	1	2	3	4	5	6	7
	ከፍል ውስጥ ስትማሪ/ር ማስታወሻ መያዝ ደስ ይልሻ/ሃል::							
24.	Satisfied with university courses.	1	2	3	4	5	6	7
	በምትማሪያቸው/ በምትማራቸው የዩኒቨርስቲው ትምህርት አይነቶች ትረካለሽ/ህ::							
25.	Obtaining the grade is the most important thing to me.	1	2	3	4	5	6	7
	ጥሩ ውጤት ማግኘትሽ/ህ እጅግ በጣም አስፈላጊ ነው::							

Kessler Psychological Distress Scale (K10)

Instruction: Below there are list of questions concern how you have been feeling over the past 30 days (4 weeks). Please read each list of questions properly and give accurate answer by circling an alternative response in front of each question that best represents how you have been feeling.

*መመሪያ:-*ከዚህ በታች ባለፉት 30 ቀናት (አራት ሳምንታት) ምን ስሜት እንደተሰማዎት የሚጠይቁ ጥያቄዎች ተዘርዝረዋል፡፡ እባክዎን ጥያቄውን በተገቢው ሁኔታ ካነበቡ በኋላ ስለ እርስዎ ስሜት ትክክለኛውን ከጥያቀው ትይዩ ያሉትን ምላሽ ያክብቡ፡፡

Response Scales	የምላሽመለኪያዎች
Circle 1: if your response is **none of the time.**	የተባለው ስሜት በየትኛውም ጊዜ ያልተሰማዎት ከሆነ '**1**' ያክብቡ
Circle 2: if your response is **a little of the time.**	የተባለው ስሜት ለጥቂት ጊዜ ከተሰማዎት '**2**' ያክብቡ
Circle 3: if your response is **some of the time.**	የተባለው ስሜት አንዳንድ ጊዜ ከተሰማዎት '**3**' ያክብቡ
Circle 4: if your response is **most of the time.**	የተባለው ስሜት አብዛኛውን ጊዜ ከተሰማዎት '**4**' ያክብቡ
Circle 5: if your response is **all of the time.**	የተባለው ስሜት ሁል ጊዜ ከተሰማዎት '**5**' ያክብቡ

No.	List of questions	Rating scales				
1.	In the past 4 weeks, about how often did you feel tired out for no good reason? ባለፉት አራት ሳምንታት ያለ ምንም አጥጋቢ ምክንያት ለምን ያህል ጊዜ የድካም ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
2.	In the past 4 weeks, about how often did you feel nervous? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ የመረበሽ ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
3.	In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ ምንም ነገር ሊያበርደው የማይችል የመረበሽና የፍርሃት ስሜት	1	2	3	4	5

	ተሰምቶሻ/ሃል?					
4.	In the past 4 weeks, about how often did you feel hopeless? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ ተስፋ የመቁረጥ ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
5.	In the past 4 weeks, about how often did you feel restless or fidgety? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ የመቀበጥበጥ ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
6.	In the past 4 weeks, about how often did you feel so restless you could not sit still? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ በማያቋርጥ የመቅበጥበጥ (እረፍት የሚነሳ) ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
7.	In the past 4 weeks, about how often did you feel depressed? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ የመደበር (መደበት) ስሜት ተሰምቶሻ/ሃል?	1	2	3	4	5
8.	In the past 4 weeks, about how often did you feel that everything was an effort? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ ሁሉም ነገር ከንቱ ድካም እንደሆነ ተሰምቶሻ/ሃል?	1	2	3	4	5
9.	In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ በማይበርድ የማዘን ስሜት ውስጥ ቆይተሻ/ሃል?	1	2	3	4	5
10.	In the past 4 weeks, about how often did you feel worthless? ባለፉት አራት ሳምንታት ለምን ያህል ጊዜ የዋጋ ቢስነት ስሜት ተሰምቶሻ/ሃል	1	2	3	4	5

Academic Performance

1. Your first semester CGPA (self - report)	
2. Your Academic performance (self - report)	1. Low 2. Average 3. High
3. First Semester CGPA (Registrar)	

<u>Demographic information of participants</u>

College	
Department	
Id No.	
Sex	
Age	
Ethnicity	
Signature	

Thank You for Participation!!!

Appendix B: SPSS outputs

Histogram
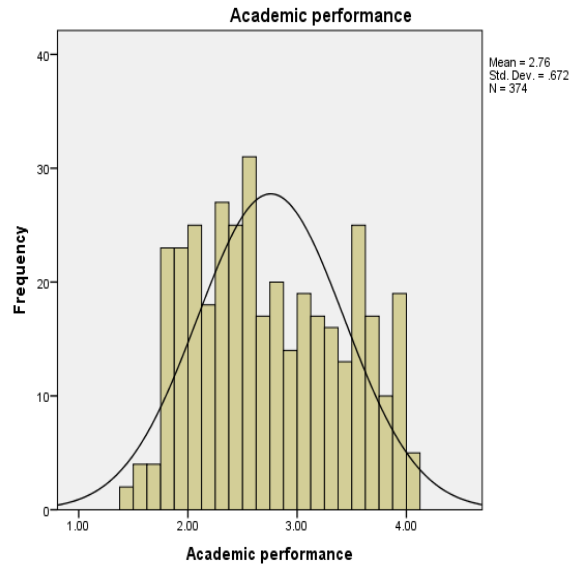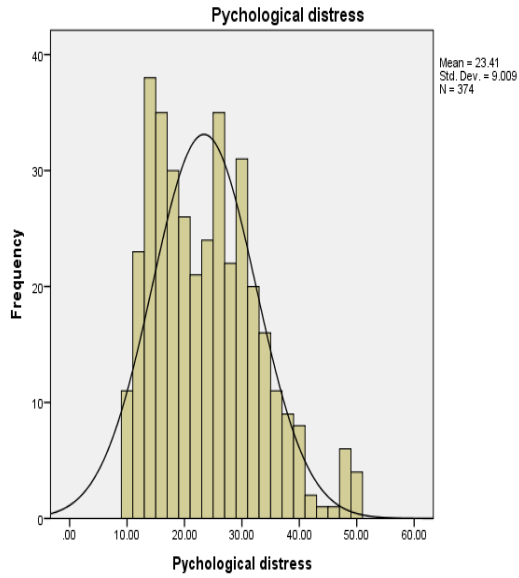
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Psychological distress	Based on Mean	.004	1	372	.949
	Based on Median	.034	1	372	.855
	Based on Median and with adjusted df	.034	1	369.820	.855
	Based on trimmed mean	.019	1	372	.891
Academic performance	Based on Mean	3.442	1	372	.064
	Based on Median	4.206	1	372	.041
	Based on Median and with adjusted df	4.206	1	359.973	.041
	Based on trimmed mean	3.913	1	372	.049

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT CGPA
  /METHOD=ENTER EMS AGE AAT HST EAT SAT SEX.
```

Regression

[DataSet1] D:\descktop file\new enterd data.sav

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Sex, Emotional adjustment, Age, Social adjustment , Home sickness , Ego development, Academic adjustment[b]	.	Enter

a. Dependent Variable: Academic performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647[a]	.419	.408	.51716

a. Predictors: (Constant), Sex, Emotional adjustment, Age, Social

adjustment , Home sickness , Ego development, Academic adjustment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.553	7	10.079	37.686	.000[b]
	Residual	97.887	366	.267		
	Total	168.440	373			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Sex, Emotional adjustment, Age, Social adjustment , Home sickness ,
Ego development, Academic adjustment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.031	.663		1.556	.121
	Ego development	.015	.004	.174	3.852	.000
	Age	-.023	.031	-.029	-.732	.464
	Academic adjustment	.021	.005	.216	4.069	.000
	Home sickness	-.004	.004	-.039	-.888	.375
	Emotional adjustment	.011	.009	.055	1.190	.235
	Social adjustment	.041	.005	.341	7.538	.000
	Sex	-.282	.057	-.204	-4.993	.000

a. Dependent Variable: Academic performance

Regression

[DataSet1] D:\descktop file\new enterd data.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Sex, Emotional adjustment, Age, Social adjustment , Home sickness , Ego development, Academic adjustment^b	.	Enter

a. Dependent Variable: Pychological distress

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565^a	.319	.306	7.50265

a. Predictors: (Constant), Sex, Emotional adjustment, Age, Social

adjustment , Home sickness , Ego development, Academic adjustment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9668.549	7	1381.221	24.538	.000^b
1	Residual	20602.039	366	56.290		
	Total	30270.588	373			

a. Dependent Variable: Pychological distress

b. Predictors: (Constant), Sex, Emotional adjustment, Age, Social adjustment , Home sickness ,

Ego development, Academic adjustment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	49.055	9.615		5.102	.000
	Ego development	-.604	.057	-.517	-10.559	.000
	Age	.335	.451	.032	.742	.458
	Academic adjustment	.092	.076	.070	1.215	.225
1	Home sickness	-.024	.065	-.018	-.374	.708
	Emotional adjustment	.073	.132	.028	.558	.577
	Social adjustment	-.275	.079	-.171	-3.501	.001
	Sex	.849	.820	.046	1.036	.301

a. Dependent Variable: Pychological distress

```
T-TEST GROUPS=SEX(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=PDS CGPA
  /CRITERIA=CI(.95).
```

T-Test

[DataSet1] D:\descktop file\new enterd data.sav

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Pychological distress	Male	231	22.5974	8.77485	.57734
	Female	143	24.7273	9.25399	.77386
Academic performance	Male	231	2.9187	.65441	.04306
	Female	143	2.4994	.61905	.05177

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pychological distress	Equal variances assumed	.004	.949	-2.234	372	.026	-2.12987	.95347	-4.00474	-.25500
	Equal variances not assumed			-2.206	288.824	.028	-2.12987	.96550	-4.03017	-.22957
Academic performance	Equal variances assumed	3.442	.064	6.146	372	.000	.41926	.06822	.28511	.55341
	Equal variances not assumed			6.227	313.727	.000	.41926	.06733	.28678	.55174