



Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

**Psychosocial and Educational Experiences of Students from Potter
Family at Primary Schools; Soro Woreda in Focus**

Ephrem Tadesse

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By
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Abstract

The major purpose of this study was to investigate the psychosocial experiences and educational challenges of students from potter family and assesse the existed support system at primary schools of Soro woreda, Hadiya zone. Qualitative case study research design was employed. Six students from potter family, six teachers, three school directors, two supervisors and head of woreda education office participated in this study. They were selected using purposeful sampling technique. Data were obtained through semi-structure interview, observation and Focus Group Discussion. The data were analyzed based on thematic data analysis technique. The findings revealed that the traditional harmful practice of social discrimination and looking down potter family was still vivid. Hence, students from potter family were despised and undermined by their schoolmates from non-potter family. As a result, lack of self-confidence, frustration, and feeling of inferiority, feeling of hopelessness and worthlessness, and depression were manifested in the everyday lives of the students from potter family. In addition, continuous social stigma and exclusion had made their life bitter, sorrowful and full of intimidation. Some students from potter family had dropped of school. Aside from their psychosocial pain, students from potter family faced economic problems including lack of getting enough food and school materials. Moreover, they have educational problems related to child work and labor, low parent's education and perception, poor teacher- student interaction and lack of adequate social support which ultimately lead to the difficult situation. The study concluded that, students from potter group are surrounded by many alarming circumstances that made their schooling at risk. The implication was made.

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List of Acronyms

FGD	Focus Group Discussion
INT	Interview
INTSPG	Interview with Students form Potter Group
INTT	Interview with Teachers
INTSD	Interview with School Directors
MOE	Ministry of Education
UNSCO	United State of Socio- Cultural Organization
WEB	Woreda Education Bureau

CHAPTER ONE

Introduction

1.1 Background of the study

There are several occupational groups in the Horn of Africa, in particular that have long been engaged in diverse occupations like smithing, pottery production, tanning, weaving, and woodworking. These groups were generally understood and identified by scholars as completely landless, despised communities. In the past, both the dominant populations among whom these minority groups have lived and the government denied them any social, economic, or political representation or rights. No government officials paid attention to these low-caste occupational groups in Africa. Many African majority populations have kept low-caste occupational minority groups under their domination. The low-caste occupational groups took on vital responsibilities, responsibilities that they could not disregard and that they took seriously as obligatory duties. The occupational engagements of these low-caste communities, concentrating on the production of items that were essential for both agro-pastoral rural societies and urban dwellers, were considered as a vital and indispensable service (Gebresselasie, 2000).

In Ethiopia, as in other African countries, there are large numbers of low-caste occupational groups known by various names and residing in a scattered fashion in various regions. In southern Ethiopia, several ethnic or linguistic populations have minority low-caste occupational groups living among them. The majority populations have despised the occupational groups, looked on them with contempt, and brutally exploited them. Mesfin (2001) provides the account of craft workers in Shashemen. He identifies the potters as one of the occupational groups that are found at the bottom of the social structure. Hall pike (1968), in this study of the status of artisans in Konso area, Southern Ethiopia, indicated that in general, artisans are from the inferior and agriculturalists are superior. Potters are from the inferior groups and they have excluded from different social practices, like socio religious practices.

A number of scholars have studied artisan groups in southern Ethiopia. For instance, Freeman (2001) studied about the Gamo highland minorities in Southern Ethiopia; Lakew (2001) studied minorities in Konso area; Pankhurst (1999) studied about the issue of “Caste” system in southwestern Ethiopia; Arthur (1997) studied the consumers and producers of pottery around

Gamo highlands. Furthermore, Dagmawi (2005) studied the ethno-history of the marginalized minorities in Kafa zone, South West Ethiopia and Tsehai (1991) studied about gender and occupational potters in wolayta, Southern Ethiopia. Almost all these and other scholars mentioned that low- caste including potter groups throughout the country are occupational groups that have been given low status.

Potter groups are one of the social ostracized and marginalized groups who lived in Haddiya zone in different kebeles most socially and culturally ostracized section of society for centuries. The people were subjected to low status and were considered as dirty and impure because of different cultural and religious reasons. The previous study, Roman (2011) revealed that potters' school children showed less academic achievement and motivation than non-potters' children. Also, potters' school children faced stereotype and peer rejection from non-potters' children at Abuna elementary school in Hadiya zone.

This current study is aimed to investigate psychosocial experiences and educational challenges of students from potter's family and assess the existed support system and practices that put forwarded for the aforementioned students at Soro woreda primary schools in Hadiya zone.

1.2 Statements of the study

A further dimension of discrimination against minorities in Ethiopia is the case of occupational minorities. Groups, which are being stigmatized, segregated and discriminated on the basis of the particular professions traditionally assigned to them, can be found in many communities in Ethiopia. These communities are exposed to discrimination based on descent, i.e., a system of discrimination which stigmatizes individuals belonging to certain communities by the mere virtue of their descent or origination from the groups. Such exclusion of certain groups involved in trades that are essential for the very existence of the communities that discriminate against them has been a significant component of the psycho-social fabric of different communities in Ethiopia.

Minority groups of Ethiopia, who are one of the categories of cultural and environmental deprivation, usually face unique vulnerability to these rampant problems as a consequence of various factors. Although the social, political, economic and cultural, deprivations jeopardize the

well-being and welfare of the majority of the population, the problems are not equally affecting all social or ethnic groups.

Marginalization of potters and their families is common practice in most part of country (Ambaye, 1997; Dagmawi, 2005). This is because in most cases the traditional attitudes towards them are negative in their connotations. As result, potters often follow endogenous marriage system.

To more elaboration, the potter occupational minority groups are those who are culturally and environmentally deprived. As a result, they are discriminated either personally or institutionally from enjoying equal social services with others. Education is one of the social services every citizen of a nation has to get regardless of his/her ability, disability, color, sex, creed and political belief, minorities (UNESCO, 2001). This means that, nations should provide equal access and opportunity for education to their citizens. Different international conventions signed at different times (for example, world declaration of 'Education For All') also asserts this fact. However, the low status of potter (clay worker) groups had it affected not only their position but their participation in formal organizations (e.g., Ikub and Idir).

As to the education of potter groups, although significant progress has been achieved in access and coverage to primary educational status in zone, the gap is still enormous and the educational status of the potter groups remains very low. Apart from the access and coverage, children of potter family usually face complex and interwoven socio- cultural challenges while attending their education at schools in Hadiya Zone. The previous study, Roman (2011) indicated that there was potter's family students faced stereotype and peer rejection from non-potters student at school. Potters' school children showed that less academic performance and motivation. This previous study emphasized on self-esteem, depression and loneliness comparisons and educational comparison of potters' and non-potters' school children.

However, this current study, was give emphasis on detailed investigate of potter students' psychosocial experiences and educational challenges at schools and assess the existed support system for these students at primary school in Soro woreda, Hadiya zone.

To this end, the current study with the title “The psychosocial experiences and educational challenges of students’ from potter family” would be guide by the following leading research questions:-

- What are the social problems faced by students from potter family at primary schools?
- What are the psychological problems experienced by students from potter group at primary schools?
- What are the educational challenges of students from potter family in their school life at primary schools?
- What kinds of support system practices are in place to addresses the psychosocial and educational problems of students from potter family at primary schools?

The motivation of the study, although there few studies on the discrimination, social stigma and their impact on the educational status of students from potter family at societies level, these studies did not assess the psychosocial and educational challenges of children at school level. Even these some of the available literatures on pottery are from archaeological points of views. Many scholars mainly concentrate on the technical and materials aspects rather than on the pot makers themselves and their children’s psychosocial and educational problem.

Moreover, as to the investigation of the researcher, little or no research is conducted on minority groups as one category of people who have special needs. Instead, much of the researches conducted previously were geared toward addressing the problem of people with convectional disabilities which means that physical, intellectual or sensory impairments.

Therefore, Cognizant of this idea, the researcher was motivated to investigate the psychosocial experiences and educational challenges of students from potter family at primary school level.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study is to investigate the psychosocial experiences and educational challenges faced by students from potter family and assess the support system that practices put forwarded for the aforementioned students at Soro woreda primary schools.

1.3.2 Specific objectives

The specific objectives of the study included:

- Identify the social problems faced by students from potter family at primary schools.
- Explores the psychological problems experienced by students from potter family at primary schools.
- Explores the educational challenges of students from potter family in their school life at primary schools.
- Assesses and reflects on the main areas of the support system and care provided for these students in the schools.

1.4 Significance of the study

- This study is primarily believed that it is beneficial for children from potter family who are culturally and environmentally deprived by identifying their psychosocial and educational challenges and assess the existed support system at schools.
- This study could add to the existing knowledge on the psychosocial and educational challenges about students from potter family.
- It may provide information for policy makers as well as school administrators to think about the special support and intervention strategy needed for these students.
- Since these children(minority groups) are those who have special needs, it may give insight for educational policy makers as well as school administrators and teachers about psychosocial and educational challenges of those people for taking the necessary measure in their teaching learning process to improve the psychological and educational challenges of students from potter family.
- Finally, it may inspire other researchers and NGO's who are interested to undertake further study and work in the area.

1.5 Delimitation of the study

This study is aimed to explore the psychosocial experiences and educational challenges of students from potter family and assess the support system that existed at primary schools. Hence, the researcher is delimited his scope of the study to the students from potter family who are

attending their education in the second cycle (grade 5-8) of the three primary schools at Soro woreda, Hadiya Zone.

1.6 Operational Definition of terms

- ❖ **Educational challenges:** it refers to problems that are related to school attendance, late coming, repetition, and drop-out from school.
- ❖ **Psychosocial experiences:** it refers to both social and psychological factors interacting together in the lives of students from potter family; social functioning such as interpersonal relationship and social behaviors that influence psychological makeup. Psychological functioning such as self-experiences that reflect internalized and externalized behaviors.
- ❖ **Psychological problem:** refers to the emotions that related to social stigma and discrimination with minority group in a society at school.
- ❖ **Social problem:** refers to interpersonal barriers for social relations particularly in the formation of friendship, relationship and interaction with their school peers and teachers at school with minority occupational group.
- ❖ **Minority groups:** different explanations are given for the origin of minority group in different angles. However, in this study, minority states that societies give different social status based on one's occupation and therefore people engaged in certain occupations are found at bottom position in their status as a result of their occupation (freeman, 2001). Hence, a minority group means a group with low social status based on specific occupation.

CHAPTER TWO

Review of Related Literature

2.1 Basic Concept Related to Minority Group

The notion of marginalized minority groups understood in different ways depending on various contexts. As explained by Harris (1975), no universal definition of minorities can be used to immense range of stratified groups that exist in contemporary societies. It is better to develop operational explanation in relation to differing social milieus.

Hence, minorities have been variously defined by considering the nature of marginalization, or with reference to their social/cultural identity, biological features, and acquisition of power and wealth or according to occupation. Consequently, it is comprehended that minorities are definitely designated as caste or caste like groups, racial/ethnic minorities, status or occupational groups. It has been indicated that a grand theory cannot explain every minority group given that such groups have their own historical background as to who they are and why they become subordinate in relation to the host society (Dunn 2010; Freeman and Pankhurst 2001). It has been indicated that understanding minority groups has much to do with social dimension instead of numerical condition. In other words, unlike the implication of the term, what makes a section of society minority is the subordinate position it occupies in particular social system. A minority group is not necessarily a minority because they are a smaller population than the dominant group (Dunn 2010).

Therefore, a sociological minority is not necessarily a numerical minority; it may include any group that is subnormal with respect to a dominant group in terms of social status, education, employment, wealth and power. In this case, minority is viewed as tantamount with inferior and dominant implies the majority.

In the search for the defining features of a minority group, various sociologists and Anthropologists (Harris 1975; Zander, 1983; Schafer, 1993) noted that they mainly experience discrimination, relegation, segregation and so forth, by the dominant groups. They have cultural or physical marks, which are shared by members and distinguish them from the majority.

Moreover, their membership is through ascribed at birth and endogamy is typical. In accordance with such characteristics, William (1964) defines:

“Minorities rather are any culturally or physically distinctive and self-conscious social aggregates with hereditary membership and high degree of endogamy, which are subject to political or economic or social discrimination by a dominant segment of an environing political society.”

However, it has to be noted that minority groups differ among themselves as well as from each other especially in the nature of their social relationship to the dominant groups, in their relation to the situation and symbols of differentiations. In addition, the creation of minority groups and the formation of majority-minority relationship have been accomplished in different ways. Therefore, the emphasis should be given to how a group is assigned to minority status in order to understand its position and prospects in society, the essence of marginalization and its social organization.

Different explanations are given for the origin of minority groups. The first explanation asserts that minority groups are the remains of an earlier ethnic group where the newer ones combine their own values with their ancestors and come to better advancement. On the contrary, minority groups stick to the older value and tradition hence, become backward (Freeman, 2001 as cited in Ahmed, 2009). The other explanation states that people give different social status based on one's occupation and therefore people engaged in certain occupation are found at bottom position in their status as a result of their occupation.

From the above explanations it could be clearly seen that term 'minority' does not necessarily refer to being small in number. It could be viewed from different angles. This means, minority group in a given situation may refer to a group with less power compared to the majority. In other place, a minority group may mean a group with low social status.

2.2 Occupational Minorities in Ethiopia

In Ethiopia, the term 'minority' is used to refer to two kinds of ethnic groups: endogenous or exogenous groups. Endogenous minorities are those ethnic groups that have traditionally lived in the territory of a region. Exogenous minorities are ethnic groups that have migrated to the region in the recent past and are endogenous in another region (Van der Beken, 2007). According to the

current federal system, introduced in 1991, these minorities rarely have political representation in decision making in their respective constituencies, for they are perceived as either insignificant or outsiders.

The minorities in this study are the occupational minorities. According to Dea (2007), they are hardly considered as a distinct ethnic group in the territory they share with the rest of the population. This is due to the federal system which considers language as the main tool for recognizing a particular ethnic group as distinct (Pausewang and Zewde, 2002; Gebreselassie, 2003; Haile, 1996). The occupational minorities, on the other hand, speak the same language as the population with whom they live (Freeman and Pankhurst, 2003; Pausewang and Zewde, 2003; Haaland, Haaland and Dea, 2004).

Traditionally, these minorities are called ‘hunters’ or ‘occupational castes’, and they live in all regions across the country. Some of them are the Watta among the Oromo, the Weyto among the Amhara, the Fuga or Mana among the Gurage, the Manjo among the Kaffa, the Kwegu among the Mursi/Bodi, the Hadicho among the Sidama, and the Mijan and Yibir among the Somali (Freeman and Pankrust, 2003). The majority of the minorities are confined to southern Ethiopia particularly in the central and western parts. Clapham (1975:73) termed the region, a region of ‘minorities’.

As argued by many scholars, it is predominantly the occupational specification which distinguishes occupational minorities from the rest of the population (Pankhurst, 1999; Dea, 1997; Gebreselassie, 2003; Freeman and Pankhurst, 2003). Their occupation as hunters, tanners, pottery producers, smiths, weavers and wood workers shaped their culture and way of life as well as their interaction with the dominant groups. Their occupations are different from that of the rest of the population who largely depends on traditional farming. Scholars have debated widely how the groups developed their unique occupations. So far, no single explanation has been given as to whether the marginalized occupational groups belong to the original inhabitants, or are migrants or groups from within the population that specialized in a non-farming occupation (Pankhurst, 1999).

Lewis (1962) attributes the phenomenon to the beliefs held among Ethiopians that any group that deviates culturally or physically from the rest of the population is at the fate of being segregated and not welcomed (Ibid:504). Nonetheless, their occupations have been vital for the daily living

of the whole society. As Freeman and Pankhurst (2003:1) state *‘these people play an important role in the society among whom they live, and yet they have such a low status that many of them are considered to be ‘not real people’ by the majority around them.’* Their products are still very crucial for the larger community, since pottery is essential for processing food and carrying water; leather products are used for sleeping mats, storing and transporting grain; and cotton cloth is essential for clothing in the areas where the minority lives (Ibid).

Even Levine (1974:56) goes on to label the persistent social marginalization and segregation of the minorities as a *‘pan-Ethiopian social phenomenon’*. Although there is no agreement, there are scholars who consider some form of the phenomenon as related to an Asian caste system (Pankhurst, 1999). The notion of pollution associated mainly to food taboos and evil eyes, strict social ostracism, such as endogamy rules, as well as occupation specifications epitomize the relationship between dominant farmers and marginalized craft workers (Ibid).

It has been argued that unjustified myths existing for generations among dominant farmers have perpetuated the marginalization of the occupational groups. The representation of marginalized groups in mythology varies from situations where they share kinship with the rest of the society to instances where they are seen more as associated with nature and the wild, and even, in extreme cases, having descended from union with animals (Gebreselassie, 2003; Haaland, 2004; Lewis, 1962; Pausewang and Zewde 2002). Nonetheless, as Pankhurst (1999:503) argues the overall context of relations between occupational minorities and dominant groups is *‘structured clearly by political, social and economic marginalization’*. Pankhurst and Freeman (2003) document that these people are not allowed to own any productive assets such as land; they do not participate in politics even in local assemblies, and they are not allowed to take part in any social events, are prohibited from entering farmers' houses, have separate seating at weddings and funerals, are restricted from joining associations and have separate burial places.

As the degree of marginalization varies over time and space, Pankhurst (1999) argues that the combined factors of migration, urbanization and religious conversion, first to the Ethiopian Orthodox Christianity, then Islam, and, more recently, to the Protestant Church, have slowly improved the relations between the minority and the dominant groups. But this change is small scale and hence is not geared to overhauling the social hierarchy. As Dea (2007) states, the minorities are still marginalized and deprived from access to important sources of power and

wealth. Political, social and economic structures are still shaped in such a way as to systematically exclude the marginalized groups (Ibid).

2.3 Diversity issues in schools

As (Gay, 2000; Hawley & Jackson, 1995) discussed that cultural, ethnic, and language diversity provide the nation and the schools with rich opportunities to incorporate diverse perspectives, issues, and characteristics into the nation and the schools in order to strengthen both. Similarly (Hawley, Hultgren, & Abrams, 1996) founded that schools can be thought of as collections of opportunities to learn. A good school maximizes the learning experiences of students. One might judge the fairness of educational opportunity by comparing the learning opportunities students' have within and across schools.

Johnson (1989) stated that pluralism and diversity among individuals creates an opportunity, but like all opportunities, there are potentially either positive or negative outcomes. Diversity among students can result in increased achievement and productivity, creative problem solving, growth in cognitive and moral reasoning, increased perspective-taking, ability, improved, relationships, and general sophistication in interacting and working with peers from a variety of cultural and ethnic backgrounds. Or, diversity among students can lead to negative outcomes. Diversity can result in lower achievement, closed-minded rejection of new information, increased egocentrism, and negative relationships characterized by hostility, rejection, divisiveness, bullying, stereotyping, prejudice, and racism. Once diverse students are brought together in the same school, whether the diversity results in positive or negative outcomes depends largely on whether learning situations are structured competitively, individualistically, or cooperatively. Each type of interdependence teaches a set of values and creates patterns of interaction that result in diversity being valued or rejected.

Once the relationship is established, the next question becomes "why?" The social judgments individuals make about each other increase or decrease the liking they feel towards each other. Such social judgments are the result of either a process of acceptance or a process of rejection (Johnson, 1989). The process of acceptance is based on the individuals promoting mutual goal accomplishment as a result of their perceived positive interdependence. The promoted interaction tends to result in frequent, accurate, and open communication; accurate understanding of each

other's perspective; inducibility; differentiated, dynamic, and realistic views of each other; high self-esteem; success and productivity; and expectations for positive and productive future interaction.

The process of rejection results from oppositional or no interaction based on perceptions of negative or no interdependence. Both lead to no and inaccurate communication, egocentrism, resistance to influence, monopolistic, stereotyped, and static views of others; low self-esteem, failure, and expectations of distasteful and unpleasant interaction with others. The processes of acceptance and rejection are self-perpetuating. Any part of the process tends to elicit all the other parts of the process. (Benet, 1995)

Personal ego-strength, self-confidence, independence, and autonomy are all promoted by being involved in cooperative efforts with caring people, who are committed to each other's success and well-being, and who respect each other as separate and unique individuals. When individuals work together to complete assignments, they interact (mastering social skills and competencies), they promote each other's success (gaining self-worth), and they form personal as well as professional relationships (creating the basis for healthy social development). Individuals' psychological adjustment and health tend to increase when schools are dominated by cooperative efforts. The more individuals work cooperatively with others, the more they see themselves as worthwhile and as having value, the greater their productivity, the greater their acceptance and support of others, and the more autonomous and independent they tend to be. A positive self-identity is developed basically within supportive, caring, cooperative relationships while a negative self-identity is developed within competitive, rejecting, or uncaring relationships. Children who are isolated usually develop the most self-rejecting identities. Cooperative experiences are not a luxury. They are an absolute necessity for the healthy social and psychological development of individuals who can function independently. (Deutsch, 1993)

According to Banks (1983), the goals and purposes of education in a diverse environment is to teach learners to recognize, accept and appreciate cultural, ethnic, social-class, religious, socioeconomic and gender differences. Similarly (Hernandez ,1989) discusses the respective of education in a diverse setting are recognition of the social, political and economic realities that individuals experience in culturally, ethnically diverse and complex human encounters and the

importance of culture, race, sex, ethnicity, religion, socioeconomic status and exceptionalities in education process.

In addition, Banks (1988) also suggested that it is important to understand three concepts of diversity in education; especially educator's concept of the term determines a program's direction and issues. First, it is a product, in which there is emphasis on the study of ethnicity, for example, the contributions or characteristic of an ethnic group. Because this view addresses teaching about different ethnic and cultural groups, this concept may be described as ethnic studies. Second, it emphasizes the role of oppression and atonement or compensation for past injustices. Dealing primarily with targeted, oppressed groups (and possible solutions to their problems), this view considers diversified educations to be a concern only of minorities.

The third, perception views a diverse educational environment as a teaching process and individuals aspects such as product and entitlement. It extends even further than these two aspects of culture as a separate entity from ethnicity. It emphasizes the intrinsic aspects of diversity in education recognizes the entitlement aspect in the belief that to obtain to what one is entitled includes both a fair system and an equal chance to acquire social and academic skills. It incorporates the product view that an adequate understanding of present conditions, as well as general human behavior, comes about with knowledge of historical facts.

Hernandez (1989) also stated that a diverse educational environment has two primary goals; first development of students' knowledge skills and attitudes necessary for living in ethnically (culturally) diverse environments and second by application by educators of insights regarding the impact of socio cultural factors on teaching and learning to maximizing academic achievements and personal and social development of students.

2.4 Psychosocial issues

2.4.1 Social Rejection and discrimination

According to Karen (2003) explained that, most children who are rejected by their peers display one or more of the following behavior patterns; low rates of pro-social behavior, e.g. talking turns, shaking, high rates of aggressive or disruptive behavior, high rates of social anxiety, depression, loneliness.. Depending on the norms of the peer group, sometimes even minor

differences among children lead to rejection or neglect. For example the tribal children (the most disadvantaged groups in India) fail to maintain better friendship not only with the children of own groups, but also with the non- tribal group of children. The major problem that tribal children face in forming friendships is that their interaction opportunities are constrained.

According to Coie (1990) and La Greca et al; (1988) children who are rejected by their peers experience more adjustment problems than their will-accepted peers. Their interpretation of specific rejection experiences, children also differ in the extent to which they are accurate in the assessment of their more global social status. This self- awareness may moderate the relation between poor status and adjustment such that children who characteristically dwell on negative peer interactions experience more emotional suffering, than children who employ a more 'Teflon- like' approach to daily rejection experiences. Results from Kester et.al;(1999) indicated that although increased depression over time perceived rejection did perceived rejection moderated the relation between initial peer rejection and depression such that an increase in peer rejection was associated with depression only for children with high levels of perceived rejection. Children who did not view themselves as rejected did not become depressed despite the negative views their peers held of them.

A large body of literature like Asher (1990) and Rubin (1988) supports the premise that peer rejection is stressful, and that rejected children experience their social worlds as less satisfying than their better accepted classmates. Some researches like Asher and Cassidy, (1992) suggested that children who are rejected and discriminated by their peers in school report significantly more loneliness and distress in their social interactions at school than average accepted and popular children.

2.4.1.1 Loneliness

Medora and Woodward (1986) defined it as a response to the absence of an adequate positive relationship to persons, places, or things. Peplum and Perlman(1982) referred to loneliness is one of the most pervasive of human experiences, yet it is very difficult to loneliness as the psychological state that results from discrepancies between one's desire and one's actual relationships. According to Rook (1988), loneliness is defined as an enduring condition of emotional distress that arises when a person feels estranged from, misunderstood, or rejected by others and/or lacks appropriate social partners for desired activities, particularly activities that

provide a sense of social integration and opportunities for emotional intimacy. By highlighting the lack of meaningful interaction; Once a specific relationship has been established or repaired loneliness vanishes, although the lonely individual may not in fact be in a position to establish the wished for relationship through his or her own efforts.

The experience of loneliness is often accompanied by boredom and aimlessness. Everyday tasks and routines may lose their meaning and the lonely individual may blame him-self or herself for his or her “weakness.” Moreover, the lonely individual may find that others respond to his or her loneliness with irritation and a lack of empathy, a situation which may then lead to further isolation. In order to acquire a more direct assessment of loneliness to them report no their feelings. These subjective experiences provide information about how children feel about themselves and their relationships with peers.

Asher et.al, (1984) developed a 24 item self-report measure of loneliness which has been tested on populations of children from third through sixth grade. More than 10% of the children indicated feelings of loneliness and dissatisfaction in social situations.

Luftig (1987) tested the scale on second, fourth-fifth, and sixth grad students and found mean loneliness rates ranging from approximately 10% to 18%. Lower grade children (second and fourth) had higher levels of loneliness. On individual items (“I feel alone,” “I feel left out of things,” “I am lonely,” and “I don’t have any one to play with”) he found that approximately 22% of second graders, 20% of fourth graders, and 22% of sixth graders indicated strong agreement. Difference in the mean scores might be attributed to differences in the sample population. Nevertheless, the rates of loneliness in children suggest the critical importance of this topic. These studies suggest that a significant proportion of children feel lonely or isolated to some extent at school.

Children who are rejected by their peers in school report some of the highest degrees of loneliness. Children are rejected for a variety of reasons ranging from being aggressive with peers, having difficulty communicating their needs and desires, misinterpreting intentions and cues of other children, rejecting areas on, and ignoring other, to being disruptive. Children who are rejected by their peers are at a greater risk for personal and school adjustment, and report low levels of self- esteem. Some children may benefit by receiving direct intervention within the school setting.

Ramsey (1991) stated that Children who feel lonely often experience poor peer relationships and therefore express more loneliness than peers with friends. They often feel excluded—a feeling that can be damaging to their self-esteem.

Thus, in the present study, loneliness is construed as a human response to having had and lost a certain type of relationship. It is a situation in which the need for contact and tenderness are frustrated (Fromm-Reichmann, 1959). It can be such a frightening and painful experience that an individual may feel driven to reestablish communication with others without concern for the interpersonal consequences.

2.4.1.2 Stereotypes

A stereotype is a generalization about a person/group of persons. We develop stereotypes when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations. In the absence of the “total” picture stereotypes in many cases allow us to fill in the blanks. Our society often innocently creates and perpetuates stereotypes, but these stereotypes often lead to unfair discrimination and persecution when the stereotype is unfavorable.

Stereotyping is the process of describing a certain segment of society using general descriptions and labels, without assessing the merits of the individual within that segment. Examples of stereotypes include the idea that all blondes are dumb or all English people like tea. These sorts of value judgments are never helpful as they result in misconceptions and prejudice. Stereotyping amongst teens in schools is especially detrimental as it can force developing individuals into the wrong social conformity or career path as they attempt to achieve what society expects for them.

Stereotypes also evolve out of fear of persons from minority groups. For example, many people have the view of a person with mental illness as someone who is violence-prone this conflicts with statistical data, which indicate that persons with mental illness tend to be no more prone to violate than the general population perhaps the few but well-publicized, isolated cases of mentally ill persons going on rampages have planted the seed of this myth about these persons This may be how some stereotypes developed in the first place a series of isolated behaviors by a member of a group which was unfairly generalized to be viewed as a character of all members of that group.

Stereotyping causes real harm to people. It harms the physical and mental well-being of the minorities being labeled. It should be obvious that wrongly labeling people is harmful. Anyone who's ever been called a "dunce," "weakling," or "slut" can attest to that. The hurt feelings last long after the source is gone. People often remember the pain of name-calling all their lives in (Linville et, al.1986). If you're called something often enough, you tend to internalize feelings of worthlessness. That mental anguish can cause physical impairment is extremely well-documented. You also tend to "act out" to defy your tormentors, which can lead to rejection or punishment. So bad "feelings" can have both physical and social consequent.

2.4.1.3 Peer Acceptance

Indeed, research documents the ramifications of peer acceptance children who obtain acceptance from classmates tend to have higher grades and achievement ,better school adjustment, and less self-reported loneliness) than rejected children as seen in(Asher and wheeler, 1985). Furthermore, prolonged rejection tends to be associated with a variety of negative out comes like dropping out of school thus given the know ledge of the far-reaching consequences of peer rejection, it would make sense to learn more about its early correlates. For example, researchers know that children who are rejected early in the schooling process tend to have poor grades many years later in school as stated by (Green, et, al, 1980).

To be accepted by peers, children must be noticed by them. Researchers have noted that some children fade into relative obscurity among their classmates these children are not disliked; they just do not attract their classmate's attentions researchers label these children as "neglected" occupying positions on the periphery of social activity neglected children do not appear to have the some opportunities that accepted children do. However the experiences of neglected children have themselves largely been neglected in educational research as seen from (Morris et.al, 1995)

Some researchers like Comb et.al, (1993) have founded that neglected children face the same adjustment and intellectual problem as rejected children. As Leary & Downs, (1995) generally defined, peer acceptance refers to the degree to which a child is liked by members of the group, usually classmates. Peer acceptance is a measure of the collective tendency of the group to include or exclude a particular child, any one child's opinion of another focal child is not of particular interest. Children who are accepted are regarded positively by most members of that

group. Poorly accepted children, on the other hand, are disliked by a majority of their peers and are excluded.

Peer acceptance and relationships are important to children's social and emotional development and to their development of self-esteem. Peer acceptance, especially friendships, provides a wide range of learning and development opportunities for children. These include companionship, recreation, social skills, participating in group problem solving, and managing competition and conflict. They also allow for self-exploration, emotional growth, and moral and ethical development

2.4.2 Psychological functioning

Children as result of poor social functioning may develop psychological problems. Problems of self-esteem, social anxiety and depression are among major ones.

2.4.2.1 Self-esteem

As Copper (2009)describes self-esteem is the way individuals think and feel about themselves and how well they do things that are important to them. In children, self-esteem is shaped by what they think and feel about themselves. Their self-esteem is highest when they see themselves as approximating their "ideal" self, the person they would like to be. Children who have high self-esteem in which they have an easier time handling the conflicts, resisting negative pressures, and making friends. They laugh and smile more and have a generally optimistic view of the world and their life.

Children with low self-esteem have a difficult time dealing with problems, are overly self-critical, and can become passive, withdrawn, and depressed. They may hesitate to try new things, may speak negatively about themselves, are easily frustrated, and often see temporary problems as permanent conditions. They are Pessimistic about themselves and their life.

Leary (1995) defines that Self-esteem is the individuals think and feel about themselves and how well they do things that are important to them. In children self-esteem is shaped by what they think and feel about themselves. Their self-esteem is highest when they see themselves as approximating their “ideal” self-wake forest university has suggested that the main purpose of self-esteem is to monitor social relations and defect social rejection.

Gvindo (2002) has formulated a definition of self-esteem as the attitudinal, evaluative component of the self: the affective judgment placed on the self-concept consisting of feelings of worth and acceptance, which are developed and maintained as a consequence of awareness of competence, sense of achievement, and feedback from the external world. According to self-esteem in turn may be dispelled through the individual's confidence levels, overall contentment, and motivations for new experiences and challenges, In the context of education therefore, the student's construct of the self may have important implications on the learning experience.

The study by (Lawrence, 1996) stated that low self-esteem may be exhibited through several operations by the child for example avoidance, i.e. a student with low self-esteem may adopt the attitude that with no attempt there can be no failure, compensation, i.e. a student with low self-esteem may exhibit boastful and arrogant behavior to cover an underlying inferiority complex resistance i.e. the student will try to maintain the self-concept and resist change even if this may be benefit. Increasingly, students of low self-esteem are likely to offer the greatest resistance, so as to minimize risk.

2.4.2.2 Depression

It is generally defined as a persistent experience of a sad or irritable mood as well as a loss of the ability to experience pleasure in nearly all activities. It can also include a range of other symptoms such as change in appetite, disrupted sleep patterns, increased or diminished activity level, impaired attention and concentration, and markedly decreased feelings of self-worth. Children and youth with depression cannot just snap out of it on their own. If left untreated, depression can lead to school failure, conduct disorder and delinquency, or even suicide. Research indicates that the onset of depression is occurring earlier in life than in past decades and often coexists with other mental health problems such as chronic anxiety and disruptive behavior disorders (NASP, 2000).

As U.S (2000) stated that depression affects people in many different ways and can cause a wide variety of physical, psychological and social symptoms these are; mild, in which there is some impact on daily life moderate, in which there is significant impact on daily life and Severe, in which activities of daily life are nearly impossible.

2.5 Determinants of Education

A huge number of empirical studies exist on factors that hamper the enrolment and attainment of children in education in different parts of the world. They highlight an ongoing debate on whether household (demand) or school (supply) factors are most important in determining children's enrolment. This distinction is applied to the following review of relevant studies related to the developing world, particularly Sub-Saharan Africa

2.5.1 Economic Status

There are also studies which emphasize the economic status of parents as the most decisive factor influencing parents' decisions on schooling. Poverty at the household level, which is partially expressed in terms of low income and low occupational status, highly alters parents' tendency towards sending a child to school. Using the household as the unit of analysis, studies show how the poor have been denied of access to education (Burney and Irfan, 1995; Awaleh, 2007; Björkmany, 2005). Poverty at the national level also often leads to reduced government expenditure for education. This often leaves much of the burden to parents or communities in general, which is a problem for the poor. Using demographic and health survey data from 35 countries in Asia, Africa and Latin America, Filmer and Pritchett (1998) stated that, to a large extent, it is the poor who is excluded from school participation due to poverty and social disadvantage.

2.5.2 Child Labor and work

The issues of child labour is motivated by its detrimental impacts on the physical, mental, and psychological development of the labour child, it hinders on their educational performance or stamina to focus on their education (Ravallion, and wodon, 2000; Bhalotha,2003). A number of factors are responsible for the high incidence of child labour in developing countries, many studies have shown that there is direct relationship between the poverty and poverty-related factors and child labour (Arends-Kuenning and Amin, 2004; Awaleh, 2007). In order to highlight the extent of economic (low income) factors, a number of empirical studies have been conducted in an effort to examine the effectiveness of stimulation programmes, such as, stipends, to parents to send their children to school. Studies conducted in Bangladesh, (Arends-Kuenning and Amin, 2004; Wodon and Ravallion, 1999), using longitudinal data before and after introducing

monetary incentives to rural households, revealed an increment in child attendance. It also reduced the incidence of child agricultural labor in the rural areas studied. However, it was also noted that intrinsic incentives were important to bring all children to school and continue their studies. Handa (2002), using national household surveys in rural Mozambique, however, found that literacy campaigns that highlight the value of education are more significant than income interventions for parents' decisions to send their children to school.

As the families have to face difficulties arising from economic hardship, it directly affects and has a long term implications on the status of children. In such a dire economic reality the children invariably become the first casualties in that they have to contribute their share of labour so that their families can afford the two square meals a day. Using primary school data from Uganda, Björkman (2005) found that income shocks in a household have negative and highly significant effects on children's enrolment in primary schools, particularly for girls. As Levison and Moe (1998) documented, household chores are the main deterring factor for girls in rural Peru. Poverty adversely affects girls' schooling along with negative cultural beliefs (Filmer, 1999; Arif et al., 1999).

The prevalence of child labour is among the highest in the world (Admassie and Bedi, 2003). The extent of child labour participation in rural areas is very high due to the nature of the livelihood. Besides, it is attributed to the fact that parents, particularly in the rural areas, view their children in Ethiopia as an investment in terms of assuring the livelihoods of their families (CSA, 2001; Abebe and Kjørholt, 2009). According to Admassie and Bedi (2003), using rural household data from peasant associations, children have household and farm responsibilities as early as at the age of four years and on average contribute 29-30 hours of labour per week in the rural areas surveyed. This trend manifests in low school attendance.

2.5.3 Parent's Education

Parents' educational status seems to play an important role in determining children's schooling (Sathar and Lloyd, 1994; Parikh and Sadoulet, 2005; Ilon and Moock, 1991). Parents with particular levels of education or literacy acquisition seem to acknowledge the value of education for their children and are determined to keep their children in school. The importance of mothers' education is particularly important notably for the education of girls. Based on survey data from 2,500 rural households, Ilon and Moock (1991) indicated that mothers' education has a

positive effect on children's school participation in lower income households in Peru. In Kenya, using a welfare monitoring survey, Deolalikar (1997) found that the effect of mother's education on primary school enrolment in the poorest quintile is two to three times larger than that of father's education. Similar studies conducted by Moe and Levison (1998), Rose and Al-Samarrai (2001), and Sathar and Lloyd (1994) underlined the substantial influence of mothers' education on sending children, particularly girls to school. In addition to parental education, Vijverberg and Plug (2003), using longitudinal survey data, indicated that children inherit interest and ability to be in school from their educated parents.

2.5.4 Perception of Education of parents'

Empirical studies show that low perceptions of the value of education substantially hinder the schooling of children in most rural parts of the country (Roschanski, 2007; Weir, 2010). According to the World Bank (2005:135), *'[...]a plausible barrier to schooling of children may simply be the fact that parents themselves have not been to school and have no idea what schooling can do for their children'*.

Several reports have indicated that the existence of low awareness and perceived low utility of education among the rural population is the main factor for under-enrolment, particularly in the rural areas of the country (Shibeshi, 2005; MoE, 2006). This might be because rural areas of the country have been out of reach for any kind of educational facilities or schools for many decades in the past. Even today, not all areas of the country have schools, in particular in remote and pastoral communities.

CHAPTER THREE

Research Methods

3.1 Research design

Kit chin and Tate (2000) define methodology as a coherent set of rules and procedures which can be used to investigate a phenomenon or situation. Methodology focuses on how research should be conducted by using appropriate techniques and methods, in order to achieve the intended goals. The choice of methodology to carry out a given research largely depends on the purpose of the research, the research questions that will be asked and the type of information gathered.

As the major focus of my study is with children, research with children is associated with qualitative research (Kit chin& Tate, 2000). Qualitative research is empirical research where the data are not in the form of numerical. Qualitative research normally looks for patterns of interrelationship between many categories rather than the sharply delineated relationship between a limited set of them (Punch, 1998).

In addition, qualitative methods permit inquiry into selected issues in great depth with careful attention to details, context and nuance that data collection need not be constrained by predetermined analysis categories and contributes to the potential breath of qualitative inquiry. Also, it is difficult to full understand the experiences of another person by using quantitative methods. The design issue is how much time and effort we are willing to invest in trying to increase our understanding about persons experiences (Patton, 2002). In this research the researcher employed qualitative case study research design to better and depth understand the psychosocial experiences and educational challenges of students from potter family at primary school.

Yin (2009) indicates that a case study is used when there is a need to understand a real-life phenomenon in depth, including important contextual conditions of the phenomenon. In other words, the case study method allows for retaining the holistic and meaningful characteristics of real-life events and to study how people act and interact within their natural setting. For that reason, case studies often favor qualitative methods because they are considered particularly important to generate the intensive, detailed examinations of a case (Bryman, 2008; Yin 2009).

This study aimed at investigate the psychosocial and educational experiences of students from potter family and assess the existed support system to these students at school.

Bearing this in mind, the researcher preferred and employed case study design, which enable the inquirer to have depth understanding about the psychosocial and educational experiences from the standpoint of potter family. That is, social and psychological experiences and educational challenges of these students involved in education and the support system that existed of school community and stalk holders about these students from potter family who are attending their education at primary school.

3.2 Study site

The site for my study, i.e. Soro woreda, is located in Hadiya administrative zone, within Southern Nations, Nationalities and Peoples' Region (SNNPR) and it is one of the 11 woredas in the zone which is bordered in the South by the Kambata Tembaro zone, in the Southwest by Dawro Zone, in the West by the Omo River which separates it from Oromia region, on the North by the Gombora woreda, in the Northeast by Limo woreda, and in the Southeast by Duna woreda. The administrative center of Soro woreda is Gimbichu. It has 46 kebeles and two towns.

Based on the 2007 census conducted by the CSA, this woreda had a total population of 188, 858, of whom 94, 364 are men and 94, 495 are women; 16, 885 or 8.94% of its population are urban dwellers.

The 1994 national Census reported four largest ethnic groups in Soro woreda were; the Haddiya (89.57), the Kambata (1.67), the Timbaro (1.49) and the Amhara (1.23); all other ethnic groups made up 6.04% of the population.

The livelihood is predominantly farming. The food crops are maize, *enset*, sweet potatoes, taro, *teff* and yams. Although all income groups sell crops to some extent, no one makes as much as half of the annual earnings from this. It is livestock and butter sales that bring the biggest portion of cash to the better-off and middle groups. On the other hand, the butter sales bring in some 20 per cent of the annual cash earnings of the poor and very poor, and this is made possible by the system of caring for the stock of richer owners in return for a share of the milk. The very poor also gain their income from selling firewood, collected grasses and pot products (USAID, 2006).

According to the woreda educational expert, the woreda seems to show an increase in enrolment due to an increase in the number of primary schools. According to Soro Woreda Education Office Annual Statistics Abstract (2013/14), there are totally 36 (including primary cycle, grade 1-4 and second cycle, grade 5-8) primary government schools in Soro woreda.

For this particular study, Soro woreda was taken as a research site purposively for several reasons. First, both social groups' minority and dominant, live there. Second, I am from Gimbichu, the administrative capital of the woreda and grew up witnessing the interaction between the two groups. This triggered me to study these particular groups.

3.3 Participants and Sampling Techniques

In line with the qualitative approach of this study, researcher used the purposeful sampling technique for selection of three primary schools. These were: Fate Gimbichu primary school (1-8), Jajura primary school (1-8), and Banera primary school (1-8). The criterion for selecting these primary schools was high concentration of potter groups live around these kebeles and their children also learn at these schools relatively compared to other primary school in woreda.

The Participants of this study included six students from potter's group, 6 teachers, 3 school directors and 2 supervisors who were all purposely selected from the three primary schools; and also included head of education office at Soro woreda in Hadiya zone. Qualitative inquiry typical includes samples that are small in scale and purposely selected. Patton (2002) stated that relevance of purposive sampling as *"the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which can learn a great deal about the issues central importance to the purpose of the inquiry"* (p.230). Therefore, the study encompasses small number of information-rich participants for in-depth study.

Though there are different strategies for purposely selecting information-rich cases, this study used criterion sampling strategy to review and the cases that meet some predetermined criterion of importance. Therefore, the participants who met the following preset criteria were selected:

- ❖ All children were from potter family, who are attending their education at three selected Primary schools in Soro woreda; the grade level from second cycle of primary education (5-8) which relative for a long period of time and this because the researcher assumed

that these students would understand purpose of the study, express themselves in depth, and become cooperative.

The criteria for selecting of teachers, school directors, supervisors and head of Woreda Education Bureau were:

- ❖ Primary schools teachers: these are six teachers who have been teaching at three selected primary schools in Soro woreda for a long period of time and believe to have a more information, rich experience of teaching these children and considerable interaction with these students. Hence, they are expected to provide ample information on the psychological, social, and educational situations of these children at schools.
- ❖ Directors of Schools: the Directors of the three selected Primary schools are another source of data. Accordingly, they are asked and provide information concerning the existed support system and the ways of reduce the problems in the schools for students from potter family.
- ❖ Supervisors: 2 supervisors of the schools from Woreda education office included as source of data who are provide information on issues pertaining to the support strategy for the aforementioned peoples particularly in that schools and the woreda in general.
- ❖ Woreda education office head: another source of data in this study that is provided information on issues pertaining to the support strategy for the aforementioned students as woreda in general.

At this point, it should be made clear that, all participants such as teachers, directors, supervisors and Head of Woreda Education Bureau were from non-potter family. This was because unfortunately, the researcher never found any potter family in the schools and education office.

As a result, the major sources of the data were 6 students from potter family, their 6 teachers, 3 directors, 2 supervisors and Head of woreda education office who were purposely selected based on above criterion. In total, there were 18 participants. From these purposely selected participants, students, teachers and school directors were individually interviewed; and teachers, directors, supervisors and head of woreda education office were participated in Focus Group Discussion.

Table 3.1: *Background information of students from potter family*

Participant	Gender	Age	Grade level	School name	Family's background			
					Educational status		Religion	Residence/kebele
					Father	Mother		
1	Male	16	7 th	Fate Gimbichu primary	Uneducated	Uneducated	Protestant	Odda
2	Male	19	5 th	Fate Gimbichu primary	Uneducated	Uneducated	Protestant	Odda
3	Female	14	5 th	Jajura primary school	8 th	Uneducated	Catholic	Jajura
4	Male	19	8 th	Jajura primary school	Uneducated	Uneducated	Traditional	Jajura
5	Female	16	6 th	Banera primary school	Uneducated	Uneducated	Traditional	Banera
6	Male	17	7 th	Banera primary school	Uneducated	Uneducated	Traditional	Banera

Table.3.2: *Background information of Teachers and directors*

Participant	Position	Gender	Qualification	Experience in year	School name
1	Teacher	Male	Diploma	12	Fate Gimbichu primary school
2	Teacher	Female	Diploma	8	Fate Gimbichu primary school
3	Director	Female	Degree	4	Fate Gimbichu primary school
4	Teacher	Male	Degree	6	Jajura primary school
5	Teacher	Female	Diploma	9	Jajura primary school
6	Director	Male	Degree	6	Jajura primary school
7	Teacher	Male	Diploma	5	Banera primary school
8	Teacher	Female	Diploma	8	Banera primary school
9	Director	Male	Degree	4	Banera primary school

Table 3.3: *Background information of participants from woreda education office*

Participant	Position	Gender	Qualification	Experiences
1	Supervisor	Male	Degree	10
2	Supervisor	Male	Degree	8
3	Head of woreda education office	Male	Degree	4

3.4 Data collection instruments

For the purpose of this study, I employed interview, observation and Focus Group Discussion as instruments of data collection which help me to answer the research questions (Creswell, 2003). This multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective program. By using a combination of interview, observation, and Focus Group Discussion the researcher is able to use different data sources to validate and cross-check findings. The use of combination of data type's increases validity as the strength of one approach can compensate for the weakness of another (Bogdan & Biklen, 1998; Marshal & Rossman, 1999).

3.4.1 Interview

The researcher interviewed participants to find out from them things we cannot observe directly, such as people's experiences, feeling, thought and intention. The researcher has to ask people questions about those experiences, feeling, thought and intention. The purpose of interviewing is, to allow as entering into the other person's perspectives. Qualitative interview starts with the assumption that the perspective of others are meaningful, knowledgeable, and able to made explicit (Patton, 2002; Dawson, 2002).

In this study, the interview guide employed was semi-structured and open ended questions. This interview guide was prepared by researcher and it has been used after the advisor approved. Patton (2002) explained the advantages of using this type of interview as it makes sure that the interviewer has carefully decided how the best to use the limited time available in an interview situation. In addition, it helps the researcher produces an interview guide questions or issues with in which the interviewer is free to explore, probe, and ask question that will elucidate and illuminate that particular subject.

The semi-structured interview guides were prepared by the researcher for students from potter family, their teachers and school directors, based on the intention to investigate the psychosocial experiences and educational challenges of students from potter family and assess support system for these students in the school settings.

Accordingly, the interview items for the students revolved around social, psychological and educational problems and experience. The interview items for the teachers focused on their students' psychological, social and academic competence such as peer relationships, participation, attendance, achievement, and existing support system and related issues. The interview items for the school directors including overall existing support system about students' psychosocial and educational problems, and related issues.

Interview was conducted in 'Haddiyisa' Language for students; a local language spoken in the Hadiya zone. Respondents found much easier to answer in their language. I too felt easier to communicate in the same language with students because it was my local language; and in Amharic for teachers and school directors.

The use of local language with children helped me to gather more information and bring the respondents even more closely and friendly to me. My major aim was to assure that students are feeling comfortable with me during an interview so that they feel free to talk with me (Kavle, 1996). As the interview proceeded, I found students more close and open in the conversation which was very important to fulfill the goal of my research work. Before starting the formal interview, I gave my basic introduction explaining who I was, where do I come from and what is the main purpose of my field work. When the responses were contradictory with one related with another, I tried to make the questions clearer and simple so that children could understand and response in a better way.

After finishing interview with children, my task was to interview their teachers and school directors. I believed that teachers and directors have closer look at the problem of children from potter's groups. They stay with school children for the whole day during school hours and are aware of most of the conditions children face in the process of psychosocial and educational problems. I felt much easier to introduce myself and start interviewing them because they were already known to me.

3.4.2 Observation

When observation is used in qualitative research, it usually consists of detailed notation of activities, events, and contexts surrounding the events and activities (Best & Kahn, 2001; Creswell, 2003). Direct personal contacts with participants and observation of the setting have

the advantages. The first advantages that the researcher was better understand and capture the context with in which people interact. Second, firsthand experience with a setting and the people in the setting allowed an inquire to be open, discovery oriented, and inductive because by being on site the observer has less need to rely on prior conceptualizations of the setting whether those prior conceptualization are from written documents or visual reports. Third strength of observational field work was that the inquirer has the opportunity to see things that may routinely escaped awareness among the people in the setting (Dawson, 2002; Patton, 2002).

In addition, Venn Blerk (2006) stated children sometimes are less confident in speaking during interview as compared to adults and observation is useful in understanding respondent's life through interaction and understanding them, (Apentik and Parpart, 2006).

Taking in account the above strength of observation, I was used observation data collection instrument to get detailed notation of activities, events, and situation surrounding them and in addition with intention to cross- check the congruence of the data obtained from the students from potter's groups and their teachers through the interview.

My observation focused on students' from potter peer interaction and relationships with students non- potter family, participation in and out of class activities; sit, play, and interact with students from non-potter family in and out classes, happiness and smile, cooperation, lonely, shows aggressive behavior, and related issues in classroom and field at school compound. The type of observation in this study was participant observation because it allowed the researcher to interact with participants. To carry out the observation, I adapted observation protocol from (Dawson, 2002) which was as appendix E.

After identifying the section of students, I started the observation process. I used different times for my observation schedule for three primary schools. At morning I used to start observing children from 8:00 am to 10:00 am as children already enter the class; and 10:15 am up to 10:45 am students in break. In the noon, I started at 1:00 pm until 5:00 pm. I wrote notes in my note book what I was observing otherwise it is difficult to memorize and document the data later.

Observation is the basis of all good research. Observation may be structured or unstructured and is vital for understanding the context of data, as well as for writing an interesting and believable research report (Ennew et. al. 2009). I collected the relevant data using more unstructured

observation and less participant observation. The research site was also familiar to me because I belonged to the same area where I grew up. It helped me as I did not require much time to understand the contextual phenomenon including culture, society and behavior.

3.4.3 Focus Group Discussion

Focus Group Discussion(FGD) was found to be useful for exploring issues in groups, where attention to group dynamic and to discussion content allows participants to interact and co-create the research data (Nelson, 2009).

Therefore, the FGD was undertaken for two major reasons: first; to cross- check and supplement the information gathered through interview regarding their psychosocial and educational challenges and second, to assess existing provision of support system put forwarded for those students from potter's group in woreda.

The FGD guide contains a list of guiding questions that were developed by the researcher, based on the objectives of the study. The group participants were into one group which composed of teachers, school directors/ vices, supervisors and one woreda education office head. These participants were chosen with intention to collect data on psychosocial and educational problems of students from potter family at schools.

The FGD was conducted through Amharic language and facilitated by the researcher and cooperation of woreda education office and undertaken in woreda education office, which was chosen for their convenience. The sessions took up to three hours. The discussion was tape recorded and other key information was noted in a notebook.

3.5 Data Analysis

The researcher decided to use thematic analysis because it is the best way to analyze current study as it analyzes informants' talk about their experiences (Mahler, 1998; Spradely 1979, Taylor & Bogdan 1984).

According to Braun and Clarke, 'thematic analysis is identifying, analyzing patterns (themes) within data.' This process organizes and describes our data in a very systematic way and in rich detail. It also further interprets various aspects of the research topic. A theme refers to a specific

pattern found in the data in which one is interested (Braun & Clarke, 2006) Data analysis started with transcribing and translating interview records followed by coding, and then by categorizing. The data were categorized into different but interrelated factors

In order to classify and simplify the qualitative data gathered from the different informants, a coding scheme was developed. Hence, each quote in findings and data discussion chapters are followed by a code referring to the origin of the quote. For instance, quotes from student from potter's group are coded [INTSPG-02/03/2015; 9:00am], referring to the interview with student from potter's group followed by the date and time. Other keys are: interview, INT; focus group discussion, FGD; student from potter's group, SPG; teacher, TR; school director, D; supervisor, S; head of Woreda Education office, H; and O.P, for personal observation.

3.6 Ethical Consideration

While conducting research particularly with children, ethics is an important issue that researchers are supposed to deal with (Young & Barrett, 2001). Morrow (2008:51) states that *ethics in research is related to the application of the system of moral principles to prevent harming or wronging others, to be good, respectful and fair*. Conducting research with minority group of children needs serious ethical considerations which have to be taken into account. It includes consent, confidentiality and anonymity.

Dealing with sensitive topics presents a number of ethical issues for the researcher to resolve prior to commencing a study. Signed evidence of informed consent was not necessary in this study. The approval by the WEB was sufficient. However, oral consent was essential, and participants were instructed on their right to withdraw or decline to answer a question prior to data collection.

Anonymity was guaranteed and confidentiality adhered to particularly with respect to sensitive issues. While the real names of children are not given, the education officials and schools allowed me to use the title of their positions but not their real names.

The fact that I am from the area where the study was conducted meant that I had to take precautions to avoid possible biases. Particularly, even though I am not from the minority group, I have sympathy for them since I strongly support principles of fairness and equality of

opportunity. I was accepted by the minority group due to the fact that I went there to study their problem of exclusion from the group to which I, myself, belong.

This could potentially have overtaken my role as a researcher and the ethics I am supposed to follow. However, I counter balanced this by using the same methodology and raising the same issues with both groups to understand the reality on the ground (Bryman, 2008).

3.7 Validity and Reliability

Validity and reliability are concepts that are generally associated with quantitative research. In qualitative research, they relate to concepts, such as trustworthiness, authenticity and dependability (Bryman, 2008; Patton, 2002; Creswell, 1994; Brock-Utne, 1996). Accordingly, validity would refer to trustworthiness, providing a fair and balanced account of the experience of the participants (Bryman, 2008). As described by Patton (2000), validity in qualitative research depends on a variety of factors, ranging from how information rich the selected cases are to the capability of qualitative researchers.

Being a native to the area of study, Soro woreda, and was a respected teacher and social worker in the area, enhanced the chance of trust and openness and that people would sense that I was not going to do them any harm. Rather, I encountered much praise and admiration for the fact that I wanted to understand their particular situation. As Toma (2000), as cited in Marshal and Rossman (2006) argued ‘closeness to the people and phenomenon through intense interactions provide subjective understanding that can greatly increase the quality of qualitative data.’ Detailed descriptions from the researcher’s immersion and authentic experiences in the social world of the informants yield quality and validity to the study. In this field research, the involvement of the researcher helped to gather quality data from informants.

In order to avoid possible bias, triangulation was used in terms of methods, type and number of participants. Triangulation has often been used as a way of treating validity in qualitative research (Brock-Utne, 1996; Patton, 2002). As described by Tellis (1997), case studies are designed to bring out details from the viewpoint of the participants by using multiple sources of data. On the other hand, Patton (2002) describes how one can attain triangulation in qualitative research by combining both interviews and observations, mixing different types of purposeful samples. It is often said that studies that use only one method are more vulnerable to errors

which could potentially lead to questioning of their findings, as opposed to studies that use multiple methods (Patton, 2002). The latter could provide information from multiple sources which could be used to cross-check validity. In this study, focus group and semi-structured interviews with multiple informants have been used to ensure validity through triangulation, and personal observations have been used to corroborate the interview findings.

Reliability, on the other hand, refers to the replicability of the findings in another setting (Bryman, 2008; Creswell, 1994) underlining the internal and external consistency of the study. Sometimes, the context-bound nature of qualitative research appears to challenge the applicability of the concept (Ibid; Brock-Utne, 1996). However, reliability in field research like this one depends on the researcher's insight, awareness, suspicions and questions (Neuman, 2000). Specifically, it has to do with the subjectivity and context of both the researcher and the interviewees. This hampers the full applicability of the concept, for instance the behavior or response of the members would not be the same across contexts.

The other aspect of reliability regards the extent to which the findings can be generalized. It is not the intent of qualitative research to provide statistical generalization across the population, but rather to provide a unique interpretation of the phenomena and, as described by Yin (1994), to arrive at analytic generalization. However, as described by Freeman and Pankhurst (2003) and others, such as Dea (2007), the degree of interaction between the two groups in this study and the situation of minorities in the country is presumably the same. Therefore, since the context is likely to be the same elsewhere in the region, there is a probability that the findings can be generalized.

CHAPTER FOUR

Findings

In this chapter, main findings of the study are presented under major themes and subthemes that were basically related to the issues raised in the research questions and those emerged during the data analysis.

4.1 Psychosocial experiences and Consequences

4.1.1 Social problems

The most prominent one is that the students from potter family were socially challenged. Everyday social interaction of these students was strained, the participants reported that they received negative responses of students from non-potter and community, in turn had negative effect on them. Teachers and school directors reported that, the students from potter family have been challenged by social stigma and discrimination at school. Students from non-potter family did not allow students from potter family to sit along with them in classroom, to play and go with them. Even, students from non-potter did not cooperate in different activities like group discussion and group assignment. Also, students from non-potter refused to shake their hand, and to share materials. In relation to this, a physical education teacher for grade 6th students, she said that;

In my physical education period in field; when I gave a direction to students to put hand on the shoulder in front of other student, all students refused to shake hand on one student. He is from potter family. I tried to create awareness, but no one wanted listen me. [INTTR-2/3/2015; 3:00am]

Also, when asked the students from potter family to tell about their experience on social stigma and discrimination by non-potter peers; In this case, almost all interviewee of students from potter's group have experienced that they are socially discriminated and rejected by their non-potter schoolmate' at school. However, when students from potter family join the school for the first time, things were pretty good since small children in grade one do not know evil acts as mocking on students from potter family. Rather, the situation becomes upside-down gradually

as they go to the upper grades. In this regard, a grade 6 student said the following during interview;

When I was in grade one, I used to play, share materials and study together with non-potter students of my class. Even we shared and ate banana and sugarcane with others. They were innocent. But, when we grew up, they knew that I am from potter families. Since then, they distanced themselves away from me. Now, I sit alone in a broken chair. No one is willing to sit and play with me. [INTSPG-02/3/2015, 3:00 AM]

Similarly, a grade 7 student and aged 17, he remembered the situation when he came first and gradually the situation is changed; he said;

When I first came here, I came across with a non- potter family student who was very hospitable and introduced me the school compound. We used to play together, and even I wore his cloths. In the meantime, he heard that I am from potter family and immediately turned his face off.[INTSPG-05/3/2015, 3:00AM]

The interview and Focus Group discussion revealed that the formation of friendship and relation with students from non-potter family in and out of the school was difficult to potter family of students. The students from potter family need to form friendship and relationship with non-potter peers. However, it was reported that, non- potter community students did not wants to form friendship and relationships with them. The participants described the generally relationship with non-potter peers at school had very slim and full of negative reaction with the non-potter community students at the school. With regard to friendship formation, students from potter family reported that, they had never formed friendship with non-potter community students in his school life though they were in need of it. Because of students of non-potter are always nagging, teasing and looking down them. Mentioned above the continuous mistreatment and rejection, in this case, it was difficult to form friendship with non-potter students' in and out of school, also they are not allowed to play, eat and study along with his non-potter schoolmates. In relation to this, a grade 6th student replied that;

I like to play and study and talk to my non- potter family classmates. However, this is unthinkable. In break time, I used to discuss with potter family friends about our problems related to social stigma and discrimination. [INTSPG-02/3/2015, 2:30 AM]

Similarly, a grade 6th student said;

I have no friend. My only friends are those who have the same condition with me. I feel easy to tell my problem for potter family students because we have the same condition. [INTSPG-02/3/2015; 9:00PM]

However, concerned the social stigma and discrimination of potter group of students, and their formation of friendship and relationship the argument is pointed from FGD as following:

Not only the non-potter's students discriminate them, but the potter family of students themselves did not try to tackle the problem and create smooth relationship with non-potter peers. In steady they ask the school administrator to arrange separate classes for them. [FGDTDSH- 18/3/2015]

When asked interviewees about the reason for social stigma and discrimination of these students at school, the source of peer rejection and discrimination; the Focus Group Discussion and interview participants explained that it is due to the harmful traditional practices of society notion towards potter family, those groups still social discriminated and looked down by the community. In addition, the other reason for discrimination of potters is poor socially, economically, and politically. So, people from non-potter gave low status and consider them not capable of fulfilling basic necessities for them and their children. Therefore, their students are coming to school without keeping hygiene, i.e., they did not change and cleaned their clothes. So, schoolmates from non-potter family discriminated them, refused to sit, play and eat together with them. They are considered as impure. Concerned to this, grade 6th student stated his experience that has encountered of harsh treatment there. He narrated the followings;

Four years ago, while we were coming to school, two non- potter community schoolmates call his name said, 'your impure and bad perfume, No one sits with in class.' As a result of his humiliating action, one of my best friends was forced to drop out. [INTSPG-03/3/2015; 9:00 pm]

4.1.2 Psychological problems

The interview, observation and FGD revealed that these students from potter family showed the behaviors of the lack of confident to reflect their problems to their teacher and school directors.

They did not aspire to answer the question and participate in group discussion, debates, and classroom activities. They always preferred saliences. Because they thought that non-potter classmates may laugh and tease them. Also, sometimes, they tried to hide their identity because they fear social stigma and peer rejection. From my interview with teachers and school directors, during school entry, students from potter family come too late for registration. Even they need the support of the other especial their parents unless they may be came to school registration. In relation to this, one participant from interviewees of the teachers, said as the following:

During registration they come late relatively to other students. Even they fear for ask registration. Therefore, they do not come alone by confident, but with their parents together. [INTTR-9/3/2015; 9:00pm]

Another interviewee of teacher said;

If they do not take text books, they do not ask me teacher I do not take text books. But, they ask me through their parents. They lack confident to speak their problems.]INTTR-11/3/2015; 3:00am]

From my observation and interview, non-potter students degrade and looked down students from potter family at schools. As result, these students from potter family had irritated and worried the situation existing at the school and in society; and they feel inferiority and hates their life to the extent that they wishes if they were not created. Accordingly, a grade 6 student said the following;

Sometimes, I wish I was not born; to die is even better than to be in this condition because no one is willing to be with me. I cannot play, study and talk to any non- potter students. What is the point living? When I am alone and depress.[INTSPG-2/3/2015;9:00PM]

Similarly, a grade 7th student, she reported that, since students from non-potter in and out of school down her, she got worry and sometime asked herself such questions as ‘Am I a subhuman creature? Why do they degrade me? She described this event in hadiyagna (mother tanguage) saying ‘manch betiinse hofahu luwi yokkoka labisommo’ which means ‘I feel as if I lack some human character.’ [INTSPG-2/3/2015; 3:00am]

As consequences of the continuous rejection and exclusion from non- potter schoolmates, students from non-potter family in which they had seriously threatened his image hence, lives with feeling of the worthlessness. When asked these students about the vision after schooling, however, almost all they are replied in desperate and hopelessness manner that they do not even sure of successfully completing school life with circumference. In relation to this, one participant of students said;

First, you have to look at our way of life. What do we have? We are not treated as humans here! We have no equal right with others. Second, what is the future after my graduating? As far as I know, I have not seen any one from our group assuming government office or being hired by the government. INTSPG-3/3/2015; 8:30am]

However, when asked what we would like to be in the future of all the difficulties are removed, he said;

If things are conducive, I would like to be chief administrate of the zone for bringing justice and equality for the marginalized minorities.”INTSPG-3/3/2015; 8:30am]

4.2 Educational challenges

The educational problems of students from potter group were another major variable in this study. Hence, this educational problem refers to the problems that are related to school late coming, absenteeism, repetition, and dropout of these students from potter group. There are several factors responsible for these educational problems such as late coming, absenteeism, repletion, and drop out of students. For instance, these problems which can be associated to the family household income and poverty, parent’s education and perception, the burden of children combining work and schooling, physical and social distance of school, teacher and school administrator- student interaction, and support system for these students at school.

4.2.1 Family household income and poverty

Household income particularly directed to parents plays the major role either to continue children’s schooling or to keep them out of school. Household income includes money generated by parents to feed themselves and their children for every purpose including the cost of

education as an important factor for children's wellbeing. Children's schooling includes both upfront and hidden cost.

The interview and focus group discussion indicated that the potters did not own productive assets, land or cattle. Because they are considered as impure in society, they are not allowed to produce anything edible for the market. It is an established practice that they are not engage in farming or animal breeding. Almost all their income generation depends on production of pottery, a little are participate in small vocational skill like wood work for other persons. This has left them with only one economic activity, pottery production, which has to be done every day. Socio-cultural participation of potter group in the society is very limited, as result the most potter's family are low income. In this serious economic problem, many of potter family of students were unable to get enough food, cloth and school materials hence, the students were forced to absent, repeat and dropout from schools. A grade 5 student said that;

Our family is large, my parent's income so small that could not afford to meet our needs related school and feeding. Because of this reason, I was drop out the school for three years, to work other persons. [INTSPG-5/3/2015; 9:00AM]

Similarly, aged 16 and grade 6th student expressed that;

I am first daughter to my parent; they have seven children next to me. My parent can not cover our school learning materials. So, sometimes, I make pots by myself and take them to the market for sale with my mother. From the money, I have buy clothes and school materials; and give some money to my family. To do this, sometimes I absent a class. Even I repeated in grade 5th last year. [INTTSPG-2/3/2015; 3:00 AM]

The discussion with FGD revealed, however, another argument about the economic situation of the potters because of, what was seen as, their extravagant behavior. As indicated during the discussion:

They make money and they spend all in one night, they do not consider that there is a tomorrow. It is they who always get drunk. Look at other people [farmers] they seldom do like that. Look at their [potters'] homes; we [farmers] do not even let our cattle live like that. They sleep on bush and grass. And the thing is, they know they will get money

again tomorrow, because they alone have that skill which no one else can take over.
[FGDTDSH- 18/3/2015]

4.2.2 Child Work and Labor

My interview and focus group discussion revealed that the whole family, including children, is engaged in the process of making pots and baking jar because the sole income generating means for potters is making and selling pots in the market. Therefore, they have to make as many pots as possible to make enough money for a living. Virtually every day they are preoccupied with making pots. Their work requires extensive labor, starting from bringing inputs, such as clay soil, and firewood from far away, to taking products to the market. Their children are their backbone. Children do the work with them so that they can make enough money every market day. As many pots as possible are needed for each market day to generate as much income as possible; the whole family, including children, take part. It includes collecting firewood from far away forests, bringing clay soil, and carrying the finished products to the market for sale.

This Domestic and skill form of labor or work created pressure on a children's school schedule. Children who combine both school and work had negative effect on school attendance. Works increased irregularity at school and often children failed their exams which significantly decreased children's interest in schooling.

In relation to this, a student aged 16 and grade 6th. She shared her experience when she asked about she attend class regularly and she has enough time to study and to do homework at home, she replied that the following:

Always, I miss a class. I could not attend school regularly. I haven't enough time to study and to do homework. Because, I have to help my mother in market days by carrying pots and sell it. Also, I have to collect fire wood, fetch water, do households chores and even I go to with my mother to carry clay soil. [INTSPG- 2/3/2015; 3:00am]

Similarly, another participant, aged 19 and grade 7th students that he remembered his experience that was happened in lower grade;

Before going to school, I woke up early in the morning and go to the forest, collect firewood, fetch water and go to school. Unless I do this, I do not get enough food, school

materials and cloths. Therefore, always late and sometimes miss a class. [INTSPG-02/03/2015; 9:00PM]

Due to heavy work load, it became extremely difficult to focus in studies. As a result, students might failed exams and were compelled to repeat the same grade. Even if the students pass exams, they got poor grades. This leads them to left off the school.

4.2.3 Parent's education and perception

The interview and focus group discussion revealed that almost all potter parents did not want their children focus on education, instead they advised and taught the skill to pass on their legacy [the skill we as parents received from own grandparents]. In some way, they develop a sense of independence and at the age of fourteen or fifteen years, they get married within their own group. This is due to the endogamy rule which means that they can only marry from within their own group. A student aged 15 and grade 5th. He stated;

My parents want me to acquire the skill of making pots; they told me that this is who I am. Of course that is what I see now. It is good also because I have money now. I can buy my own clothes and give some money to my family. [INTSPG- 05/03/2015; 9:00pm]

In relation to this, a teacher said;

I think, Their participation in the production process is not only to pass on their legacy [the skill we as parents received from own grandparents] but, what future do they have if they do not take this seriously at an early age. It is their future livelihood; they have to be good at it. [INTDR- 15/03/2015; 5:00am]

On the other hand, the potter parents did not trust that the existing system would ensure that their children get a job after completing a certain level of study. The rationale for parents to teach the skill of making pots to their children to some degree emanated from fear that if their children learn other things, e.g. through schooling, they would probably end up with nothing. During the interview with teacher when asked how family motivated to student to learn regularly. He shared his experience that encountered complain by the potter families. He explained such way;

Potter parents said, look, we have never seen anyone from our community who has a job and was welcomed. So given this fact on the ground, they said what is the guarantee that

our children get a job after finishing school? We think that would not happen. It is better for our children to keep making pots. [INTTTR-11/03/2015; 10:30 PM]

4.2.4 Teacher - Student interaction

The interview and focus group discussion stated that though students from potter family faced rejection and exclusion from their non-potter community peers, however, teacher-student interaction was found to be at better position compared to peers interaction. Some non-potter community teachers still treat potter family students differently. When asked the students how your teachers treat you in classroom, concerning to this, a grade 7th student replied as the following;

Most teachers treat us equal; however, there are some careless non-potter community teachers who tend to show similar reaction like that of non-potter family students. [INTSPG-05/03/2015; 3:00am]

Similarly, a grade 8th student said;

To tell the truth, much problem is from the students however, some teachers also show indifference for our psychosocial problems. [INTSPG- 03/30/2015; 9:00pm]

4.3 Nature of school support system

The focus group discussion and interview stated, as a result of a social, psychological and education factors student from potter family failed exams, they become frustrated with lack of achievement of quality education and end up alienated, and also experiences of exclusion leading to repetition of students in the same grade and eventual dropout from schools. When asked the students from potter's group about concerning the existing support system provide from the school and teachers to address their problems. The interviewees had reported that there was not any support both from the school and teachers. However, they asserted the fact that very few teachers started to help and encourage potter family' students by provide moral support as individually. In relation to this, a grade 6th student said;

Few teachers and directors encourage and support us in classroom by giving text book individually. Though, it is not well organized. [INTSPG-02/3/2015; 3:00am]

Similarly, a teacher replied as the following:

When I gave group activities to students, I arrange and assign students in group. Otherwise, other students exclude potter's student. Even he is absent a classes continuously, I go to until his home and discuss with parents. [INTTR-13/3/2015; 4:00am]

From my interview with teacher and school directors, they added that regarding the school, the school teachers including the director encouraged the students to come to school continuously. Even after starting their education, the potters' students were absent or may dropout from the school. The teachers went to their home and advised to continue and their education.

But, there is a vast gap between the need of students of potter family and support given from the school.

A school director said that;

As the school and teachers, we give more attention and provide support for students with disabilities and orphan. In this direction, still, I do not see any more support in organized way. [INTDR-14/3/2015; 3:30am]

Similarly, speaking on the existing gap, a grade 7th student said;

See, the school for example, give exercise book and pen for those students who are orphans. However, they do not give us these materials. We are not given similar attention. [INTSPG-03/3/2015; 9:00pm]

CHAPTER FIVE

Discussion

In the previous section, an attempt was made to present the findings of the study under major themes and various sub themes. Therefore, this chapter focused on discussing the major research themes through the figuring out possible patterns of behavior and discussed findings related with relevant literature and theories where necessary. These are majors: socio- demographic status of students from potter's group, psychosocial problems and consequences, responses of the educational challenges and existed support system.

5.1 Socio demographic status of students from potter family

A total of 6 students, 4 male and 2 female were sampled from potter family for field work of study from second cycle of primary education (grades 5th- 8th) at three primary schools in Soroworeda. The findings of this study revealed that, the age of these students ranged from 14 to 19 years which is above the legal age standard for the given grade level.

Most students from potter family were from extended families whose numbers of family members were eight or more than eight. Parents with more siblings have larger problems to fulfill every need they wish regarding time and other resources on each individual child. Majority of the child respondents were either elder sons or daughters as compared to younger ones. Younger siblings are more likely to stay in school than the older ones especially in larger and poorer families because older children are more responsible for household activities and chores and/or contribute to the household income by earning some extra money to fulfill family needs and desires (Estudillo et. al. 2009).

5.2 Psychosocial experiences and Consequences

5.2.1 Social Problems

The finding of this study discovered that, centuries old harmful traditional practice of discriminating and looking down of potter family is still vivid hence, the psychosocial well-being of potter family students was seriously jeopardized. The fact that students potter family are the central targets of social stigma and discrimination, their social relationships with students non-potter family was found to be very slim and ostracized reaction. This in turn made them to have a

feeling of isolation and intimidation. In addition to this, the rejection of students from potter family to shake hands, play, share materials and eat along with students from non-potter once again made their life with pang of sorrow and bitterness. One of the participants of student; *'Four years ago, while we were coming to school, two non- potter community schoolmates call his name said, 'your impure and bad perfume, No one sits with in class.'* As a result of his humiliating action, one of my best friends was forced to drop out. [INTSPG- 03/3/2015; 9:00 pm]

Concurrently, in this study it has been found that all interviewee of the students were found to be without any friend whom they talk, play and share materials from schoolmates of non-potter family. With regard to friendship formation, most of students from potter family difficult and almost no opportunity to form friendship with students from non-potter family. In this regard, one explained; *'I have no friend. My only friends are those who have the same condition with me. I feel easy to tell my problem for potter family students because we have the same condition.'* [INTSPG-02/3/2015; 9:00PM] This finding was in line with study by Demoz (2007) that, more than 95% of students of minority ethnic groups (Manjo) in primary schools of kaffa zone were found to be lonely or without friends.

The fact that students from potter family are victim of continuous exclusion and rejection by their schoolmates from non-potter family had put its own adversely effect on their academic participation. Concerning this, as suggested by Coleman (1988) social networks and social interaction that facilitates educational attainment, especially in term of achieving education. In addition, Johnson (1990), noted that, positive interaction with peers can foster children's social skill and thereby reduce their future disclosed that, students' attendance and school participation are enhance by creation of classroom atmospheres characterized by diverse and positive peers relation.

However, the findings of this study showed that early school experiences of students from potter family on forming friendship with their classmates from non-potter family were found to be golden time. It was discovered that almost all cases were used to form friendship while they were at lower grades though later on it became fragile. Concerning to this, a student was very emotional, and stated that; *'When I was at grade one, I used to play, share materials and study students from non-potter family. Even we shared and eat banana and sugarcane. They are*

innocent. But, when we grew up, they knew that I am a potter family. Since then they distance themselves away from me. Now, I sit alone in broken chair. Non one is willing to sit and play with me. '[INTSPG-2/3/2015; 3:00am]

Lack of social support was another major problems faced by potter's family students. In relation to this one participant, she remembered her experience and said; *'Last year while we were in a classroom, suddenly, I get serious abdominal cramp. Then, the teacher ordered the class to take me home. However, nobody was willing to take me home.'* [INTSPG-2/3/20015; 3:00am]

5.2.2 Psychological problems

Another major the findings of this study showed that, apart from their impaired social life and consequences of rejection and exclusion, students from potter family often face psychological problems which make their condition more burdensome and unbearable. Low self-confidence, poor self-esteem, frustration, and anxiety and depression were major psychological problems faced by students from potter family. This finding collaborated with previous study, Roman (2011) stated that potter school children showed the lack of self-esteem, loneliness, and depression relative compared with other students at Abuna elementary school, Hadiya zone.

According to Balogun (1995), psychological depression involves mood swing, anger, anxiety, distress, and withdraw. This sometimes affects people who suffer from a devastating damage or loss of valuable possession. This is one of the cases of students manifested in some extent; their state of depression leading to feeling of inferiority should not be surprising. The fact that the students from potter family are despised and underrated by their peers from non-potter family often made them to hide identity because of fear of discrimination. One of the participant, he is underrated and degraded by non-potter family students which had seriously threatened his image hence, lives with feeling of the worthlessness, narrated; *'Sometimes, I wish I was not born, to die is even better than to be in this condition because no one is willing to be with me. I cannot play, study and talk to any non- potter students. What is the point living? When I am alone and depress.'* [INTSPG-2/3/2015; 9:00PM] In relation to this, another participant of students, as a result, she feels despair most of the time. She also reported that, since people in and out of school down her, she got worried and sometime asked herself such questions as *'Am I a subhuman creature? Why do they degrade me?'* she described this event in hadiyagna (mother tangle)

saying “*manch betiinse hofahu luwi yokkoka labisommo*” which means “*I feel as if I lack some human character*”.

This lead them to desperate and hopelessness manner that, they do not even sure of successfully completing school life with circumference. In relation to this, one participant of students said; *‘First, you have to look at our way of life. What do we have? We are not treated as humans here! We have no equal right with others. Second, what is the future after my graduating? As far as I know, I have not seen any one from our group assuming government office or being hired by the government.’ INTSPG-3/3/2015; 8:30am]*

This finding collaborated with literature, Asher (1990) and Rubin (1988) supports the premise that peer rejection is stressful, and that rejected children experience their social worlds as less satisfying than their better accepted classmates; Asher and Cassidy, (1992) suggested that children who are rejected and discriminated by their peers in school report significantly more loneliness and distress in their social interactions at school than average accepted and popular children.

The data obtained from FGD also revealed that, students of potter family often tried to hide their identity; because they perceived inferiority by harmful traditional practices society give a negative notion.

Self- esteem is the degree of self- evaluation that an individual place himself or her at any given time. It is learned from others attach to us (Balougun, 1995). An individual who reports a low level of confidence, co-enthusiasm and evaluation of him/herself is said to have a low or poor self-esteem. In line with this idea, the findings of this study confirm that, those reactions forwarded to students from potter family by their non-potter family peers often made them perceive themselves as worthless or useless in education process.

In relation to this, one participant from interviewees of the teachers said as the following: *‘If they do not take text books, they do not ask me teacher I do not take text books. But, I ask them and give text book. They lack confident to speak their problems.’ [INTTR- 11/3/2015; 3:00am]* Also, another teacher said collaborates to above ideas, he is hadiyyisa language teachers, he said concerned with condition of classroom. He states as following: *‘When during class discussion, debate and argue time, they do not aspire speak, answer the question and to debate with other*

students. When you look at them in class, they do not laugh; talk with other, and always they salience. Even, you do not see their facials smile relative compare with other students.' [INTTR-12/3/2015; 9:00pm]

This finding is somehow collaborated with study of minority ethnic groups(Manjo) of students, Demoz (2007) that majority of primary school students of Minority Manjo ethnic groups (85.64) rated them to have low self-confidence.

5.3 Educational challenges

The students' late coming, absenteeism, repetition, and drop out from School has become a serious problem in many places around the world (Young & Chavez, 2002), especially in low income countries like Ethiopia. According to Lewin & Sabates (2002), although large number of children has started primary school than ever before the rate at which children absenteeism, repetition, and drop out from school had remained high in poorer countries. Demands (households) and supply (school factors), are rooted in cultural and contextual realities which make the situation different (Sabates, et al., 2010). However, there are variables of factors which play major role of educational challenges of these students. I will be drawing from these variables which responsible for educational problems of students from potter's group at Soro woreda primary schools.

5.3.1 Low Family Household Income and Poverty

Household income can be calculated through poverty measures. Families with higher income do not face poverty whereas households with lower income are at higher risk of poverty. Major recent attempts to conceptualize poverty have focused on a multi-dimensional model which includes 'absolute' poverty at its main and further expands to include opportunities to access good quality services as well as the indicators that point to a person's ability to participate fully in the society (Noble et. al. 2007).

Household income particularly directed to parents plays the major role either to continue children's schooling or to keep them out of school. Household income includes money generated by parents to feed themselves and their children for every purpose including the cost of education as an important factor for children's wellbeing. Children's schooling includes both

upfront and hidden cost. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school (Hunt, 2008).

The findings of this study revealed that socio-cultural disadvantaged of potter's group in society restricted their opportunities of economic development. For centuries, the sole source of incomes still depends on production of pot and sells it. As reason of this, many families of potter group challenged to meet their children's needs required for schooling. One of the interviewees of student, she said;

I am first daughter to my parent; they have seven children next to me. My parent can not cover our school learning materials. So, sometimes, I make pots by myself and take them to the market for sale with my mother. From the money, I have buy clothes and school materials; and give some money to my family. To do this, sometimes I absent a class. Even I repeated in grade 5th [INTTSPG-2/3/2015; 3:00 AM].

Another participant of student, he narrated;

Our family is large, my parent's income so small that could not afford to meet our needs related school and feeding. Because of this reason, I was drop out the school for three years, to work other persons. [INTSPG-5/3/2015; 9:00AM]

The findings of this study clearly showed that, due to their curtailed economic condition all of the cases were found to be engaged in different rigorous income generating activities from making pots and selling pots, sometimes from woodwork. Apart from running to win their daily bread, most of the cases children were found to be excessively engaged in different process of making pots and baking the jar such as fetching water, carrying clay soil, collecting firewood and sale of pots. This in turn creates a big hindrance allowing the little or no time for studying their academic subjects. The data obtained from FGD also revealed that, the economic capacity of potter family is very low because of their subsistence way of life, hence, unable to feed themselves let alone sending their children to school. Supporting this, Traversie (2000) stated that, poor families cannot afford the physical needs and school materials for their children. Therefore, they urge their children to plough, trade or deal with other income generating activities. These parents are not volunteer and do not have the capacity to cover expenses for papers, pencils and other necessary school materials especially, if their children spend their time

only in school activities. This in turn creates negative impact on the degree of assistance and encouragement for the success of students. Therefore, the family incomes represent important resource that can influence a child's academic aspirations and success. "The great socio-economic resources present in a home, the better the academic performance and school completion rates of students" (Israeli & Beaulieu, 2004: 37). The findings of this study were in line with studies of the Lange (1998) and Tesfaye (2006) that economic problems is one of the major threats for the education of potter occupational groups. I assumed that if the family lack of socio-economic resources, it becomes difficult for parents to give continuation to children's schooling. Therefore, unless some measure is taken to ameliorate their economic problem, the education of these children remains at risk.

5.3.2 Child Work and Labor

For families living on extreme poverty, with very few resources to fall back on, such a postponement may jeopardize their ability to meet their basic needs. Children are most likely to start work at an early age, initially in the form of expenditure saving and subsequently in income generating activities as a beginning in sharing the burden of their own costs of living. The intergenerational contract in poorer families requires children to shoulder some of the responsibility of meeting the basic needs of the family and in turn gave them some say in the running of the household (Kabeer et. al. 2003).

Children belonging to poorer and larger families tend to work inside or outside homes. The sustainability of poorer household families depends on the labour and money children contribute by engaging themselves in those works where they receive money (Abebe, 2007).

The findings of this study, the sole income generating means for potter family is making and selling pots in the market. The whole family, including children, is engaged in the process of making pots and baking jar. It includes collecting firewood from far away forests, bringing clay soil, and carrying the finished products to the market for sale. As one participant stated; *'I make pots by myself and take them to the market for sale. From the money, I buy clothes and give some money to my family.'* [INTSPG- 03/3/2015; 3:00am]

The findings of this study also revealed that, in this reason, these students miss their classes and they have not enough time do their homework and study. As results, they have low achievement

relatively compares with other children. Sometimes, it exposed to repeat a grade and dropout the school. Virtually every day they are preoccupied with making pots. As one participant's said, in the interview: *'Before going to school, I woke up early in the morning and go to the forest, collect firewood, fetch water and go to school. Unless I do this, I do not get enough food, school materials and cloths. Therefore, always late and sometimes miss a class.'* [INTSPG- 02/03/2015; 9:00PM]

In relation to this finding, the issues of child work and labour is motivated by its detrimental impacts on the physical, mental, and psychological development of the labour child, it hinders on their educational performance or stamina to focus on their education (Ravallion, and wodon, 2000; Bhalotha, 2003).

5.3.3 Poor Parent's Education and Perception

Parents' educational status seems to play an important role in determining children's schooling (Sathar and Lloyd, 1994; Parikh and Sadoulet, 2005; Ilon and Moock, 1991). Parents with particular levels of education or literacy acquisition seem to acknowledge the value of education for their children and are determined to keep their children in school. The importance of mothers' education is particularly important notably for the education of girls.

Empirical studies show that low perceptions of the value of education substantially hinder the schooling of children in most rural parts of the country (Roschanski, 2007; Weir, 2010). According to the World Bank (2005:135), '...a plausible barrier to schooling of children may simply be the fact that parents themselves have not been to school and have no idea what schooling can do for their children'. Several reports have indicated that the existence of low awareness and perceived low utility of education among the rural population is the main factor for under-enrolment, particularly in the rural areas of the country (Shibeshi, 2005; MoE, 2006).

The findings of this study revealed that parents of potter group do not believe that existing system would ensure that their children get a job after completing a certain level of study. They complain the teachers and directors when they ask to send their students to the schooling. In relation to this, a teacher shared his experience that encountered complain by the potter families. He explained; *'They said, look, we have never seen anyone from our community who has a job and was welcomed. So given this fact on the ground, what is the guarantee that our children get*

a job after finishing school? We think that would not happen. It is better for our children to keep making pots.’ [INTTR-11/03/2015; 10:30 PM]

Hence, they teach the occupational skills to children at age seven, rather than to stay in school. They think, in some way, their children develop a sense of independence at the age fourteen or seventeen, and get married; acquiring skill help as income generating way for future livelihoods. Therefore, potter parents did not give attention for their students’ education and not aspiration their children to focus on education.

5.3.4 Poor Teacher- Student Interaction

Teachers’ stereotyped views, negative attitudes and low expectations are some of the factors affecting the ethnic minority students’ educational attainment. Teachers’ negative attitudes may lead to less favorable treatment and less communication with their students. This makes students have low academic motivation and self-esteem. The Consequences underachieve in their educational attainment (Foster, 1992). Several local teachers admitted that some teachers show biased behaviors towards these students. This was expressed in class interactions. Teachers paid less attention to ethnic minority students. They required the students to sit silently in the class without giving them any attention. These abandoned students gradually felt disgusted with school, hardly participated in the class activities, got poor educational performance, felt being discriminated and eventually drop out.

Similarly, teachers’ support, friendliness and facilitation of cooperative, academically engaging and task oriented ethos in classrooms are associated with improved affect and cognitive outcomes for students (Wubbels et.al, 1991). Furthermore, it was stated that student achievement is enhanced through high expectation for students and with classroom climate characterized by encouragement and support of teachers (Bernard, 1991).

Though all participants of this study face rejection and exclusion from their non-potter’s community peers, in this study, however, teacher student interaction was found to be at better position compared to peers interaction. The fact that the low status of potter’s group is associated with supernatural power, some non-potter’s community teachers still treats potter’s family students differently. Concerning this, one of the participants, student said; *‘Most teachers treat us equal; however, there are some careless non-potter’s community teachers who tend to show*

similar reaction like that of non-potter's community students'[INTSPG-05/3/2015; 3:00am]
Another participant, collaborated the above idea, he in this word and said; *'To tell the truth, much problem is from the students however, some teachers also show indifference for our psychosocial problems.'*[INTSPG- 03/3/2015; 9:00pm]

5.4 Nature of school support system

As far as the special care and support system in the school is concerned, students of potter occupational minority groups were found to the “miss” and “forgotten” children at the school. Concurrently, the findings of this study clearly showed that all of the participants were not provided with any kinds of support from the school hence, the psychosocial, educational and economic problems of these students were still hovering around their lives. Therefore, unless some intervention mechanism is taken, the education of these students remains at risk threatening their school life.

Although the current study revealed that there is a vast gap between the need of these students and the special support provided from the school, out of six participants, only two they reported that few attempt of supporting potter's family students are flourishing on the part of some teachers at least psychologically. However, the stigma and discrimination directed from non-potter's community students was still visible. Likewise, intervention practices aimed at enhancing the deteriorated economic condition of these children remained loosely treated. Concerning the existing intervention practice aimed at addressing the psychosocial and educational problems of potter's family students, the FGD data revealed that there is no any planed and organized support available for these children. However, it was found taken the initiatives as its routine activity and work towards the problems of potter's family students along with the woreda education bureau and concerned others.

CHAPTER SIX

Summary, Conclusion and Recommendation

6.1 Summary

The main aim of this study was to investigate the psychosocial experiences and educational challenges of students from potter family and assesses existed support system that practices forwarded for the aforementioned students at Soro woreda primary schools in Hadiya zone. To this end, the following leading question formulated;

- What are the social problems faced by students from potter family at primary schools?
- What are the psychological problems experienced by students from potter family at primary schools?
- What are the educational challenges of students from potter family in their school life at primary schools?
- What kinds of support system that are practice are in places to address the psychosocial and educational problems of these students from potter family at primary schools?

In order to achieve the objectives this study, the researcher had employed a qualitative case study research design. This study was carried out three primary schools at Soro woreda in Hadiya zone. The three primary schools were selected purposefully. Six students from potter family, six teachers, three school directors, two supervisors of the schools and woreda education office head were information- rich participants of this study. A qualitative data was obtained through the in depth interview, personal observation and FGD, and analyzed through the thematic data analysis. To this effect, the following results were summarized:

- Due to the old harmful traditional practices society notion towards potter family, those groups are still vivid socially, economically and politically discrimination and looking down by the other non-potter community. At this reason, their students are despised and underrated by their schoolmates from non-potter family had seriously threatened and further devastated the psychological well-being of these children hence, lack of self-confidence, frustration, feeling of inferiority, and depression were found to be every day experiences of these students.

- Apart from the psychological crisis of these students have, they experienced social stigma, discrimination and poor social support from their peers of non-potter family. The fact that peers from non-potter family had not allowed shaking hands, plays, eating, and study and do group activities along with students from potter family once again made their school life unpleasant, anxious and worthlessness.
- In addition to the above psychosocial problems, many other educational problems were hovering around them that made their schooling at risk. Among others their family very low household income and poverty, combining work and schooling of children, parent's low perception to education and poor teacher-students interaction were some of the problems of these students faced.
- The difficult situation of these students was aggravated more, in this study, were neglected and forgotten from provision of any form of intervention hence, their problems without identified and attended. This in turn made their problems more complex, burdensome and unbearable.

6.2 Conclusion

Based on the findings of this study indicated above, the following conclusion can be drawn:

- In this study, the students from potter family that they experienced of psychosocial problems as lack of self-confidence, frustration, feeling of inferiority, and depression as a result of continuous rejection and humiliating treatment was found to be parts of their everyday life.
- The students from potter family, in this study, were found to be the central targets of social stigma, exclusion and poor social support leaving them lonely, without friend and hope.
- In this study, however, early school experiences were found to be better times for students from potter family as they had at lower grade showed love by classmates from non-potter family because they were not matured enough to discriminate based on racial ground though this love and care was faced away as time went to.
- Aside from their psychosocial pains and suffering, students of potter family were engaged themselves in different income generating activities mainly, making pots and

selling firewood to win their daily bread and get educational materials that allow them very little or no time to study and even to think about their education.

- It was found that there were some kinds of support system that provide for these students by some teachers and school directors inspired individually. The teachers including directors encourage the students from potter family to come to school continuously. Even these students after starting their education, they were absent and drop from the school. The teachers went to their home and gave advice to continuous their education. However, these special care and support system did not in organized and systematic ways to address the psychosocial and educational problems of these students from potter family as their needs and huge of the challenges. Therefore, it was found to be neglected areas of the schools and woreda education bureau tasks.
- Provision of support system aimed at alleviating the psychosocial and educational problems of potter family of students was the missing component of the schools' tasks hence; the problems of these students at these schools remain intact.

6.3 Recommendation

The current study came to an understanding that students from potter's group were surrounded with many alarming circumstances. Therefore, the immediate and feasible measures are not taken; the miseries and bitter sentiments of these students remain unresolved. Hence, based on the findings the following recommendations which are mainly from the voices of their own were forwarded.

- Guidance and counselling service aimed at enhancing the self-confidence and improving their coping mechanism should be rendered by teachers as a psychosocial intervention especially for students of the second cycle.
- Continuous education and awareness raising program geared toward combating discriminatory attitudes should be given to teachers, students as well as the community through conferences and public meeting including Idir.
- To break the social barriers and foster tolerance and friendship between the students from potter family and students from non-potter family, it is highly recommended that teachers should be take various affirmative measures like organizing different extracurricular activities, and encourage potter family students to be actively

participated different clubs and position like electing them as classroom monitor, group leader, and representative.

- As part of the schools task and activities, it is equally important to each the school community through dramas, role plays, and other at work especially on parent's day celebration as these techniques have a power to bring about attitudinal changes.
- The schools in collaboration with woreda education bureau, local governmental and non-governmental organization and other stake holders should create another means of income by participating them in marketable small micro enterprises with credit provision to ameliorate financial problems their family.
- The school should give reward and encouragement for those teachers who have started to cherish love and care for the potter's students and take them as role models for the school community.
- The school has to create a strong network with their parents and community through Parent-Teacher Association (PTA) and continuous discussion should be made to mitigate the psychosocial and educational problems of these students.
- Further researches should be done in more comprehensive manner to emanate the psychosocial problems of children of potter group who do not come to school.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Interviews Guide for Students from Potter Family at Primary Schools.

Introduction

This interview guide is aimed at gathering information on the psychosocial experiences and Educational challenges of students from potter family and assess the existed support system for these students at schools. This guide attempts to elicit data on psychological, social and educational problems of potters' students and the nature of support system for these students at school. Therefore, to achieve this objective, your genuine and accurate responses are vital. Be sure that your responses are confidential and is used only for academic purposes.

Thank you in advance!

I. Background information

- 1.1. Age
- 1.2. Gender
- 1.3. Grade level.....
- 1.4. Family background
- 1.4.1. Source of income.....
- 1.4.2. Educational status
- 1.5. Religion
- 1.6. Residence/kebele

II. Psychological issues

- 2.1. Do you feel at ease learning with students from non-potters? If no, why?

- 2.2. Do you feel unhappy and loneliness in your school? Why?
- 2.3. Are you worried about being from potters families?
- 2.4. How can you describe the hospitality of the school environment? Is the school community friendly with you?
- 2.5. Do you believe that you are capable of doing things as well as most other people?
- 2.6. What would you like to be in the future after schooling?
- 2.7. What do you feel when you compare yourself with non- potter groups?

III. Social problems

- 3.1. Have you ever experienced social stigma and discrimination from non- potter of students in your school?
- 3.2. How can you describe your relationships with non- potter of students in your school?
- 3.3. Have you ever friendship with non- potter of students?
- 3.4. Do you play together with non-potter of students during break time? If no, why?
- 3.5. Do you study together with non- potter of students of your classmates?
- 3.6. Do you get support from your friends whenever you are in need? If yes, what kinds of support is it?
- 3.7. How you describe the relationship you have with other people out of school?
- 3.8. What kinds of activities you perform when you are at home in your leisure time? With whom do you play out of home?

IV. Educational challenges related issues

- 4.1. Do you attend school regularly? If not, why?
- 4.2. Are you punctual to come to school? If not, why?
- 4.3. Who gives you exercise books, pen, and other materials?
- 4.4. Do you have enough time to study at home?
- 4.5. How do your teachers treat you in classroom in relation to students from non-potter family?
- 4.6. Have you accomplish activities/ tasks on time? If not, why?
- 4.7. Do your teachers give you equal chance to participate in the classroom?
- 4.8. Have you ever dropout or repeat a grade? If yes, what was the reason?
- 4.9. How can you describe the family support and involvements' in your school life?
- 4.10. What is your academic performance in relation to you non- potter community of peers?
- 4.11. What other problems you fall related to your academic life?

V. Related issues of nature of support system

- 5.1. Is there any special support provided for you from the school and teachers? If yes, what are these special supports?
- 5.2. Do you believe that these supports are enough?
- 5.3. What is lacking in this intervention practice?
- 5.4. What do you suggest for the school to resolve your psychosocial and educational problems?

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

The Interview Guide for Teachers

Introduction

This interview guide is aimed at gathering information on the psychosocial experiences and Educational challenges of students from potter family and assess the existed support system for these students at schools. This guide attempts to elicit data on psychological, social and educational problems of potters' students and the nature of support system for these students at school. Therefore, to achieve this objective, your genuine and accurate responses are vital. Be sure that your responses are confidential and is used only for academic purposes.

Thank you in advance!

I. Background information

- 1.1.Age
- 1.2.Gender.....
- 1.3. Experience
- 1.4. Qualification
- 1.5.School name

II. Related issues with students from potter family

- 2.1. How do you feel teaching children of potter family with students from non-potter community in school?
- 2.2. Could you tell the social interaction of students from potter family with the non-potter in the school, i.e. peer acceptance and peer discrimination?
- 2.3. If these students experience psychological problems, how do you support them to cope up with their problems?

- 2.4. Could you tell the educational problems that related to absenteeism, repetition, and dropout of students from potter family in your school?
- 2.5. What do you think are the sources of poor social relationships and stigma towards potter families' children?
- 2.6. What are educational characteristics of these children in terms of academic achievements, class participation?
- 2.7. What kinds of supports do you provide for these students?
- 2.8. What do you think should be done to improve the psychosocial and educational situations of these children in school?

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Interview Guide for Primary Schools Directors

Introduction

This interview guide is aimed at gathering information on the psychosocial experiences and Educational challenges of students from potter family and assess the existed support system for these students at schools. This guide attempts to elicit data on psychological, social and educational problems of potter family students and the nature of support system for these students at school. Therefore, to achieve this objective, your genuine and accurate responses are vital. Be sure that your responses are confidential and is used only for academic purposes.

Thank you in advance!

I. Background information

- 1.1 Age
- 1.2 Gender
- 1.3 Experience
- 1.4 Qualification
- 1.5 School name

II. Related issues of students from potter family

2.1. What do you thinks the major psychological problems of students from potter family in school?

2.2 What do you thinks the major educational problems of students from potter family in school?

- 2.3. What do you think the major social problems of students from potter family in school?
- 2.4. Does the school create conducive atmosphere for these children?
- 2.5. Does the school have any support strategies and practices to these children?
- 2.6. How can you explain the relationship between teachers and students of potter families?
What about the relation between potter family students and students from non-potter family in school?
- 2.7. From your experience, what other problems these children are facing in their school life?
- 2.8. What do you think should be done to improve the psychosocial and educational situations of these children in school?

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Special Needs Education

Focus Group Discussion guide

Introduction

This FGD guide is aimed at gathering information on the psychosocial experiences and Educational challenges of students from potter family and assess the existed support system for these students at schools. This guide attempts to elicit data on psychological, social and educational problems of potters' students and the nature of support system for these students at school. Therefore, to achieve this objective, your genuine and accurate responses are vital. Be sure that your responses are confidential and is used only for academic purposes.

Thank you in advance!

1. What are the major psychological, social and educational problems of children of potter family in school?
2. What do you thinks are the source of students from potter family problems
 - Psychological
 - Social
 - Educational
3. What intervention plans and practices are put forth to help these students?
4. To what extents these intervention plans and practices are effectiveness?
5. What should be done to improve psychosocial and educational problems of these children face in their school?

Appendix E

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Observation Protocol

School Name.....

Grade and section.....

Date and time.....

No.	Observation list	Researcher notes
I	In classroom	
	Siting along with others	
	Class participation	
	Communication with non- potter students	
	Cooperation , study & discussion	
	Confidence	
II	Out of classroom	
	Play and interaction with others non-potters students	
	Aggressive behavior	
	feeling of happiness and smile	
	Loneliness	

Source: Adapted from Dawson (2002).

Amharic Translation version

አዲስ አበባ የኒሽርስቲ
የትምህርትና የባህርይ ጥናት ኮሎጅ
ድህረ ምረቃ ፕሮግራም
የልዩ ፍላጎት ትምህርት ክፍል
ለአንደኛ ደረጃ ት/ቤት ለሚገኙ የሽክላ ሠራተኞች ቤተሰብ ለሆኑ
ተማሪዎች የተዘጋጀ ቃለ-መጠይቅ

መግቢያ

የዚህ ጥናት ዋና ዓላማ በአንደኛ ደረጃ ት/ቤት የሚገኙ የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ስነ-ልቦናዊና ማህበራዊ እንዲሁም ትምህርታዊ ችግሮቻቸውን ለይቶ ማወጣት ነው ሲሆን ይህንን አላማ የተሳካ እንዲሆን የእናንተ ትክክለኛ በግልጽና በነፃነት ምላሽ መስጠት ትልቅ ሚና አለው፡፡ የእናንተ ምላሽ በምስጥር የሚያዝና ለትምህርታዊ ጉዳይ ብቻ የሚወልድ መሆኑን እገልጻለሁ፡፡

ስለ ትብብራችሁ በቅድሚያ አመሰግናለሁ፡፡

ሀ. ተጠያቂው የማንነት መግለጫ

- 1.1. እድሜ.....
- 1.2. ፆታ.....
- 1.3. ክፍል ደረጃ.....
- 1.4. የቤተሰብ ሁኔታ.....
 - 1.4.1. የገቢ ምንጭና አቅም.....
 - 1.4.2. የትምህርት ሁኔታ.....
- 1.5. ሀይማኖት.....
- 1.6. መኖሪያ/ቀበሌ.....

ለ) ስነ ልቦናዊ ጉዳዮች

- 2.1 የሸክላ ሠራተኞች ካልሆኑ ቤተሰብ ተማሪዎች ጋር አብሮ መማር ቀላል ሆኖ ይታያችኋል? ከሆነ ለምን?
- 2.2 በት/ቤት ደስታ ማጣት፣ገለልተኝነት፣ሀዘን... ወዘተ ይሰማችኋል?
- 2.3 የሸክላ ሠራተኞች ቤተሰብ አባል በመሆንህ ትጨነቃለህ? ምን ይሰማሃል?
- 2.4 የት/ቤት አከባቢን አቀባበል እንዴት ትገልጻለህ? የት/ቤቱ ማኅበረሰብ ከአንተ/ከአንቺ ጋር ወደጅነት አላቸዉ?
- 2.5 እንደ ብዙዎቹ ሌሎች የእናንተ ቤተሰብ ካልሆኑ ተማሪዎች አንተ/አንቺም በትምህርት ብዙ ነገር መሥራት እችላለሁ ብለህ ታምናለህ/ሽ?
- 2.6 ትምህርትህን ስትጨርስ ምን መሆን ትፈልጋለህ/ሽ?
- 2.7 በትምህርት ራስህን የሸክላ ሠራተኞች ካልሆኑ ቤተሰብ ልጆች ጋር ስታወዳድር ምን ይሰማሃል?
- 2.8 በት/ቤት ዉስጥና ከት/ቤት ዉጪ ብዙ ጊዜ ማድረግ የሚትፈልገዉና የማትፈልገዉ ምንድነዉ?

ሐ. ማህበራዊ ጉዳዮችን በተመለከተ

- 3.1 በት/ቤት ዉስጥ የሸክላ ሠራተኞች ቤተሰብ ካልሆኑ ተማሪዎች፣ መምራንና ር/መምህራን መገለል ደርሶባችሁ ያዉቃል?
- 3.2 በት/ቤት ዉስጥ የሸክላ ሠራተኞች ቤተሰብ ካልሆኑ ተማሪዎች፣ መምህራንና ር/መምህራን ጋር ያላችሁን ግንኙነት እንዴት መግለጽ ትችላላችሁ?
- 3.3 የሸክላ ሠራተኞች ካልሆኑ ቤተሰብ ተማሪዎች ወዳጅነት አላችሁ?
- 3.4 በት/ቤት ዉስጥ በእረፍት ሰአት የሸክላ ሠራተኞች ቤተሰብ ካልሆኑ ተማሪዎች ጋር ትጫዎታላችሁ? ካልሆነ ለምን?
- 3.5 በክፍል ዉስጥ የሸክላ ሠራተኞች ቤተሰብ ካልሆኑ ተማሪዎች ጋር በቡድን ታጠናላችሁ፣ የቡድን ሥራስ ትሰራለችሁ?
- 3.6 በምትፈልገዉ/ጊዉ ጊዜ የሸክላ ሠራተኞች ቤተሰብ ካልሆኑ ተማሪዎች የትምህርት ድጋፍ ታገኛለህ/ሽ? አዎን ከሆነ ምን አይነት ድጋፍ? ካልሆነ ለምን?
- 3.7 ከት/ቤት ዉጪ ከሌሎች ሰዎች ጋር ያላችሁን ግንኙነት እንዴት ትገልጻላችሁ?
- 3.8 በቤት ዉስጥ የምትጫወቱት ከማን ጋር ነዉ?

መ. ከትምህርት ጋር በተያያዘ ሁኔታዎች

- 4.1 ትምህርትን በትክክል ትከታተላለህ/ሽ? ካላሆነስ ለምን?
- 4.2 ወደ ትምህርት ቤት ያለ መረፈድ በሰዓት ትመጣለህ/ሽ? ካላሆነስ ለምን?
- 4.3 ደብተር፣እስክብርቶና ሌሎች መሣርያዎችን የሚያቀርብላችሁ ማነው?
- 4.4 በእረፍት ጊዜ በቤታችሁ የሚትሠሩት ምንድነው?
- 4.5 በቤታችሁ ለማጥናት በቂ ጊዜ አላችሁ?
- 4.6 ሥራዎችህን በጊዜ ትጨርሳለህ/ሽ? ካላሆነ ለምን?
- 4.7 በክፍል ውስጥ የሸክላ ሠራተኞች ካልሆኑ ቤተሰብ ተማሪዎች አንጻር አስተማሪዎቻችሁ እንዴት ያስተናግዱአቸዋል?
- 4.8 አስተማሪዎቻችሁ በክፍል ውስጥ እንድትሳተፉ እኩል ግምት ይሰጡአቸዋል?
- 4.9 ትምህርት አቋርጠህ ታወቃለህ/ሽ? አዎን ከሆነ ለምን?
- 4.10 በትምህርት ሕይወት የቤተሰብህን ድጋፍና ተሳትፎ እንዴት ትገልጻለህ/ሽ?
- 4.11 የሸክላ ሠራተኞች ካልሆኑ ቤተሰብ ተማሪዎች አንጻር የአንተ የትምህርት ውጤት ምን ይመስላል/ሻል?

ሠ. የድጋፍ ሁኔታን በተመለከተ

- 5.1 ከት/ቤትና ከአስተማሪዎች ለአንተ በተለይ የሚደረግ ልዩ ድጋፍ አለ? አዎን ከሆነ ልዩ ድጋፉ ምን ዓይነት ነው?
- 5.2 እነዚህ ድጋፎች በቂ ናቸው ብለህ ታስባለህ/ሽ?
- 5.3 በዚህ ድጋፍ አሰጣጥ በተመለከተ ላይ አለ የሚትለው/ የሚትይወው ክፍታት ምንድነው?
- 5.4 የአንተና ትምህርታዊና ሥነልቦናዊ ችግሮችን ለመፍታት ለትምህርት ቤቱ ምን አስተያየት ትሰጣለህ/ትሰጭሃለሽ?

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህርይ ጥናት ኮሌጅ
ድህረ ምረቃ ፕሮግራም
የልዩ ፍላጎት ትምህርት ክፍል
አንደኛ ደረጃ ት/ቤት ለሚገኙ መምህራን የተዘጋጀ ቃለ-መጠይቅ

መግቢያ

የዚህ ቃለ-መጠይቅ ዋና ዓላማ በአንደኛ ደረጃ ት/ቤት ውስጥ የሚገኙ የሽክላ ሠራተኛ ቤተሰብ ተማሪዎች ማህበራዊና ስነልቦናዊ እንዲሁም ትምህርት ነክ የሆኑ ተግዳሮቶች እና በት/ቤት የሚደረገውን ድጋፍ መረጃ በመሰብሰብ ለይቶ ለይቶ መውጣት ነው፡፡ ስለዚህ ይህንን የጥናቱ ዓላማ የተሳካ እንዲሆን የእናንተ ቅንነት የተሞላ ምላሽ ወሳኝነት አለው፡፡ የእናንተ ምላሽ በሚስጥር በመያዝ ለትምህርታዊ ጥናት ብቻ የሚውል መሆኑን እገልጻለሁ፡፡

ስለ ትብብራችሁ ከልብ አመሰግናለሁ!

I. የተጠያቂው ማንነት መግለጫ

- 1.1. እድሜ.....
- 1.2. ፆታ.....
- 1.3. የአገልግሎት ዘመን.....
- 1.4. የትምህርት ሁኔታ.....

II. ከሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ጋር በተያያዙ ጉዳዮች

- 2.1. በአንተ/ በአንቺ ክፍል የሚገኝ/ የሚትገኝ የሽክላ ሠራተኛ ቤተሰብ ተማሪዎችን ስታስምር ምን ይሰመሃል/ሽ?
- 2.2. በት/ቤት የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች የሚተይባቸው የስነ-ልቦናዊ ችግሮቻቸው ልትነግረኝ ትችላለህ/ሽ?
- 2.3. እነዚህ ልጆች ስነ ልቦናዊ ችግር ብገጥማቸው ችግሩን እንዲቀቀሙ እንዴት ታግዛቸዋለህ/ሽ?

- 2.4. በት/ቤት የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ትምህርት ነክ ችግሮቻቸውን ልትገልጽልን ትችላለህሽ?
- 2.5. የእነዚህ ተማሪዎች ማሃበራዊ ችግሮቻቸው ምንድናቸው?
- 2.6. ለሽክላ ሠራተኞች ቤተሰብ ደካማ ማሃበራዊ ግንኙነት ምንጩና መንስኤው ምንድነው ብለህ/ሽ ታስባለህ/ሽ?
- 2.7. ትምህርት ውጤት፣ የክፍል ተሳትፎ፣...ወዘተ በተመለከተ የእነዚህ ተማሪዎች ሁኔታዎን ይመስላል?
- 2.8. ለእነዚህ ተማሪዎችምን አይነት እገዛ ታደርግላቸዋለህ/ሽ?
- 2.9. ለእነዚህ ተማሪዎች ስነልቦናዊና ትምህርታዊ ሁኔታዎችን ለማሻሻል ምን ማድረግ አለበት ብለህ/ሽ ታስባለህ/ሽ?

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህርይ ጥናት ኮሌጅ
ድህረ ምረቃ ፕሮግራም
የልዩ ፍላጎት ትምህርት ክፍል
አንደኛ ደረጃ ት/ቤት ለሚገኙ ር/መምህራን የተዘጋጀ ቃለ-መጠይቅ

መግቢያ

የዚህ ቃለ- መጠይቅ ዋና ዓላማ በአንደኛ ደረጃ ት/ቤት ውስጥ የሚገኙ የሽክላ ሠራተኛ ቤተሰብ ተማሪዎች ማህበራዊና ስነልቦናዊ እንዲሁም ትምህርት ነክ የሆኑ ተግዳሮቶች እና በት/ቤት የሚደረገውን ድጋፍ መረጃ በመሰብሰብ ለይቶ ለይቶ መውጣት ነው፡፡ ስለዚህ ይህንን የጥናቱ ዓላማ የተሳካ እንዲሆን የእናንተ ቅንነት የተሞላ ምላሽ ወሳኝነት አለው፡፡ የእናንተ ምላሽ በሚስጥር በመያዝ ለትምህርታዊ ጥናት ብቻ የሚውል መሆኑን እገልጻለሁ፡፡

ስለ ትብብራችሁ ከልብ አመሰግናለሁ!

ሀ. የተጠያቂው ማንነት መግለጫ

- 1.1. እድሜ.....
- 1.2. ፆታ.....
- 1.3. የአገልግሎት ትዘመን.....
- 1.4. የትምህርት ሁኔታ.....

ለ. ከሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ጋር በተያያዙ ጉዳዮች

- 2.1. የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ዋና ዋና ስነልቦናዊ ችግሮቻቸው ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ?
- 2.2. የሽክላ ሠራተኞች ማህበረሰብ ልጆች ዋና ዋና ትምህርታዊ ችግሮች ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ?
- 2.3. የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ዋና ዋና ማኅበራዊ ችግሮቻቸው ምንድናቸው ብለህ/ሽ ታስባለህ/ሽ?

- 2.4. ት/ቤቱ ለእነዚህ ተማሪዎች ያዘጋጀው ምቹ ሁኔታዎች አሉ?
- 2.5. ት/ቤቱ ለእነዚህ ተማሪዎች የድጋፍ ሁኔታና እቅድ አለው?
- 2.6. በመምህራንና የሸክላ ሠራተኞች ተማሪዎች መካከል ያለውን ግንኙነት እንዴት ትገልጻለህ/ሽ?
- 2.7. የሸክላ ሠራተኞች ቤተሰብ ተማሪዎችና የሸክላ ሠራተኞች ያልሆኑ ቤተሰብ ተማሪዎች መካከል ያለው ግንኙነትስ?
- 2.8. ከልምድህ/ሽ በመነሳት እነዚህ ተማሪዎች በት/ቤት ህይወታቸው የሚገጥማቸው ተግዳሮቶቻቸው ምንድናቸው?
- 2.9. ለእነዚህ ተማሪዎች ስነልቦናዊና ትምህርታዊ ሁኔታዎችን ለማሻሻል ምን ማድረግ አለበት ብለህ/ሽ ታስባለህ/ሽ?

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህርይ ጥናት ኮሌጅ
ድህረ ምረቃ ፕሮግራም
የልዩ ፍላጎት ትምህርት ክፍል
የቡድን የዉይይት መመሪያ

መግቢያ

የዚህ የቡድን ውይይት ዋና ዓላማ በአንደኛ ደረጃ ት/ቤት ውስጥ የሚገኙ የሽክላ ሠራተኛ ቤተሰብ ተማሪዎች ማህበራዊና ስነልቦናዊ እንዲሁም ትምህርት ነክ የሆኑ ተግዳሮቶች እና በት/ቤት የሚደረገውን ድጋፍ መረጃ በመሰብሰብ ለይቶ ለይቶ መውጣት ነው፡፡ ስለዚህ ይህንን የጥናቱ ዓላማ የተሳካ እንዲሆን የእናንተ ቅንነት የተሞላ ምላሽ ወሳኝነት አለው፡፡ የእናንተ ምላሽ በሚስጥር በመያዝ ለትምህርታዊ ጥናት ብቻ የሚውል መሆኑን እገልጻለሁ፡፡

ስለ ትብብራችሁ ከልብ አመሰግናለሁ!

1. የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች በት/ቤት ዋና ዋና ስነልቦናዊ፣ማኅበራዊና ትምህርታዊ ችግሮች ምንድናቸዉ?
2. የሽክላ ሠራተኞች ቤተሰብ ተማሪዎች ችግሮች ምንጩ ምንድን ብለህ/ሽ ታስባለህ/ሽ?
 - ስነ-ልቦናዊ
 - ማኅበራዊ
 - ትምህርታዊ
3. እነዚህ ልጆች ለማገዝ ምን አይነት ድጋፍና እቅድ አለ?
4. እነዚህ ድጋፍና እቅዶች እስከ ምን ደረጃ ዉጤታ ማናቸዉ?
5. ለእነዚህ ተማሪዎች ስነልቦናዊና ትምህርታዊ ሁኔታዎችን ለማሻሻል ምን ማድረግ አለበት?

Hadiygna Version

Addis Ababa Yuniversittii

Lossa'n Halato Tinniisso Kolleja

Anaa'n Mashato lossa'n Baxxancha

Luxxi qoxxo lossa'n mineen sidamo buch muuta bax'n lossaaniina gudakko saga'l xaammicha.

Aagga

Ka tiiniinso lu'xx horror woshi luxxi qoxxo lossa'n mineene sidamo buchi muuta baxa'n lossaanoo mo'akko'issinne ixuuwwanne affoo hawwuwwa qeduwwa tiininso issiminne yokki qeduwwa anaa'n issa moo'issimma. Ebikkina xammichiina hassiisso dabachcha uwwimmi kiinuwwi matteyommi haramanchi edemmi yokki qeduwwa chakkisa wociim lobakkata haramokko.

Lobakkata galatoommo!

A) Lossanch gaga chakkissimma

- 1.1. Umuro
- 1.2. Gonchi/ landichoma.....
- 1.3. Lossa'n Baxxancha.....
- 1.4. Minii Abaroosa Halato
 - 1.4.1. Minii abaroosa aago dinatii bu'oo.....
 - 1.4.2. Abaroosi lossa'n duha'a.....
- 1.5. Hayimaanootta
- 1.6. Gatti beeyoo.....

B) Sienna libboona quxxo mo'akko'issinne

- 2.1. Buch muuta baxa'n abaroosi ihuu bee'i lossaniine mateyomanene lossim shole'al iihhaa moo'ammo? Mahiinna?
- 2.2. lossa'n miineen liraanch hogim ananatii kiichechi machesamo? Mashika'i maha?
- 2.3. Buch muuta baxa'n abaroos karaniite bikkiina kiicchela hunaato? Mahina?

- 2.4.Lossa'n mine wato'are kiinuwwa hiinikide aa'akkammo? Caakkisena taniito?
- 2.5. Muli lossaanisa kigaaga molohare losiine araqa batteena xanoomo yita sawiitto?
- 2.6.Lossa'no guliita lasage mahii iikkkeena hasso?
- 2.7.Kigaaga muli lossaniine akkeekasitohare ki lossa'n mishi maha labookko?
- 2.8. Lossa'n miinnenim ihukko biirane issiteena hasso te'im hasso bee'i luwwi mahha?

C) Hechh qaniqa quxxo mo'akko'issine

- 3.1. lossa'n miinne kiinuwwanee muli lossanise lossissaneise kiinuwwa shigigimm annaani issimm mo'aammo?
- 3.2. kiinuwwina muli lossaniina lossiisaa'n edanich maqiramach bekkina caakkiseen tanitto?
- 3.3.Buch muuta baxa'n ihubee'i lossaan lanbee'enne yokki mateyoom maha labokko?
- 3.4.Lossa'n mine ushetaati amane muli lossaanine lelitakamone? Ihubee'lenisa Mahina?
- 3.5.Baxxanch worone muli lossa'n kiinnuwwine maqii'l baxxo mateeyomma bxxakkamissina ishii yammo?
- 3.6. Buch muuta baxa'n ihu bee'i lossaanisse harraamatto siidakkammo? Hinkkiidone'ekka?
- 3.7. Lossa'n miininse toochone muli maniine yokki edanch maha labookko?
- 3.8.Anba'anne liliittaakkamokii ayeenete? Mahina?

D) Lossa'n quxxo mo'akko'issine

- 4.1. lossano hossonne labo'issine awaanittonehe? Mahina?
- 4.2. Lossa'n mine balissone wattoo? Ihu bee'ara mashikka'I maha?
- 4.3.Lossaanina hassisso muttuwwa hanni siddotto?
- 4.4.Lossa'n usheetati bala minneene maha baxxo?
- 4.5.Lossaano miniine dabatta kananalo amane siiddonehe?
- 4.6.Mine baxxo amaniinne gulitakkamonee? Ihuu bee'arehe?
- 4.7.Kiinuwwa lossiisaan baxxanch worone hinkiide mo'ammo?

4.8.Lossiissan lossa'n mineene kiinuwwina anani harraamato hiinikide iissaamo?

4.9.Lossa'n gabetiinse mutta laqo? Mahina?

4.10. Lossa'n quxxoone ki abaroosi haramatto hiinikkide caakkisso?

4.11. Ki lossa'n mish muli lossaaniine moloharee hiinikidette? Mahina?

E) Lossa'n min Harammatto mo'akko'issinne

5.1. lossa'n minninisee lossiissaan kinuwina issakam anan haramatt yokkone?

Hiinkidoo haramatti?

5.2.Kuhi kinuuwina issakam haramatt xeeba murohanene?

5.3.Ka issakkam haramatone yokko yitto qotti duha'I yokkone?

5.4.Lossa'n mineen yokki qedduwwa habane worakkena maha issimm hassisookko yita saawwitte uwwitto?