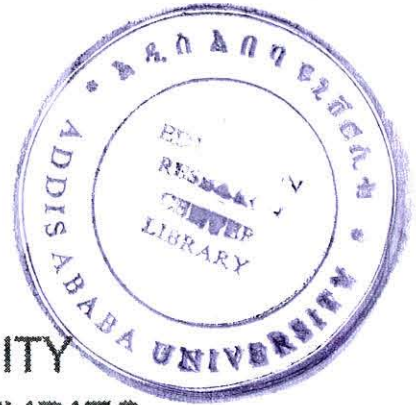


# INTERETHNIC PEER INTERACTIONS IN NAFYAD SCHOOL AND ADAMA UNIVERSITY

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# Abstract

The purpose of this research was to see if there was a significant sex and age difference among students in interethnic peer interactions. More specifically, it was to identify the patterns of interethnic friendship formation, to find out the main issues of interethnic discussion, to see the extent of interethnic friendship intimacy, interethnic peer socialization and interethnic peer preferences across sex and different age groups.

A total of 306 participants and 12 FGDs were used. FGDs and questionnaires were both developed and adapted based on the purpose of the research. They were pilot tested with 20 participants for the questionnaire and 8 participants for the FGDs.

Findings generally indicated that there was no significant sex difference in interethnic peer interaction. On the other hand, significant age differences were found in interethnic peer interaction. This means children are less ethno-centered than the adolescents and youth in friendship group formation with other ethnic groups, in main issues of discussion with other ethnic groups, in interethnic peer socialization, interethnic intimacy, interethnic natural relations and interethnic peer preferences.

Finally, it was suggested that teachers, students and administrative bodies in educational organizations need to have proper information about ethnic diversity among the students at different ages and give special attention to it and allow students to develop and prepare themselves for successful life in their specific community and the larger world.

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# I. INTRODUCTION

## 1.1 Background

The relations and interactions amongst the diverse ethnic groups have become an important issue of research since the beginning of 20<sup>th</sup> century. Sumner, as reported by Taylor and Jaggi (1974), came up with the idea of ethnocentrism in 1906. In this and other researches, it was made clear that members of certain ethnic or racial group prefer usually certain way of interaction with other members of ethnic group. This means peer interaction in terms of ethnicity could take distinctive characteristics and feature at different stages of development, particularly in the environment of more opportunities for several ethnic groups to live together.

In a country where there is multi-ethnic groups, minorities may emerge and inter-ethnic tensions, segregations and even conflict may occur among students (UNDP, UNICEF and UNESCO, 2008).

Antonio (1997) and Ziegler (1972) have agreed that ethnic diversity is leading to significantly distinctive pattern of educational, social and psychological behaviors of students. They added that some students view their environment as racially balkanized; they predominantly cluster by race or ethnicity. In addition, Duck (1973) writes that racial and ethnic diversity may affect peer relations among students, and even the naturally occurring relationships such as dating, marital partnership, etc.

In the last couple of decades, Ethiopia has been undergoing an ethnic-based decentralized system of education which also involved the use of mother tongue as medium of instructions in the schools. Yet it appears that there are different ethnic groups living and learning together in the same educational area in elementary schools and high schools, which in turn increases the ethnic diversity in Universities and colleges in the country.

Accordingly, the ever increasing size in the population of students at different levels of education such as schools, colleges and Universities also reflect this diversity. In this regard, Demowz (1997) indicated that students in Ethiopia are entering schools and colleges with more diverse ethnic and racial characteristics than ever before. In this research on "Ethnocentrism and Peer-relations in Addis Ababa University", he found out that students have obviously more positive attitude towards own ethnic group than to others. From this, we can infer that ethnic differences in students can affect their patterns of interaction in their relationship.

Moreover, Hess and others, as cited in Zeigler et al. (1972:193), have viewed Ethiopia as an interesting country for such study. This is because; it is composed of diverse multi cultural and multi-lingual groups of people, the area of which has not been researched very well.

Researchers also indicated that there is age difference in interethnic interaction. For instance, Clark and Ayers (1992) found that children's motivation for entering cross-ethnic relationships draw from adults' interethnic friendship and diverse environments fostering interethnic interaction. It is also known that high school teenagers are at the age of identity formation which could take its own feature with regard to interethnic interaction and friendship. Moreover, Antonio (1997) have agreed that pattern of interaction among different ethnic groups in college may be essential ingredient in many students' persistence and success in college. Hence, school children, adolescents and college youth have their own pattern of interethnic peer interaction within their own limit of age and environment.

So, the main purpose of this study was to survey the pattern of inter ethnic peer interaction across sex and ages; childhood, adolescence and youth.

## **1.2 Statement of the problem**

As we approach the new millennium of Ethiopia, educational organizations continue to experience rapid racial and ethnical diversification in its student population. School and College climates show that there are increasing racial and ethnic diversities. As a result, there are distinctive patterns of interaction among different students from different linguistic and cultural background which can be evidenced by the various languages used for interaction in the different corners of the campus and the schools.

And this will obviously continue beyond the new millennium. However despite these changes, there is lack of empirical research on some of the important development issues such as communication or interaction among school and college students facing each other in these multi-cultural contexts.

In arguing for the above idea, Antonio (1997) found out that the pattern of friendship among students of diverse cultural background has significant developmental effects on students' interaction behaviors. According to him, inter-ethnic interaction can be cultivated during the first entrance in schools and colleges. After that it will change/develop across the levels of schools and study years, which is equally meant across age.

According to Ismaglovia (1986), ethnicity is danger for Ethiopia if not promoted positively. He says that the country should form a large ethnic community from the varying ethnic components that differ in the level of socio-economic status, language and cultural development. Romo and Herbiette (1997) also argue in supporting the above idea that it can lead to, if not handled well, self-segregation among students (racial balkanization), prejudices, stereotypes, and misunderstanding and even to conflict among students. It is also historically obvious that ethnic bullying, ethnic stereotypes have caused at least fierce fighting among students in Ethiopian schools and colleges.

Thus, it is worth studying the patterns of interethnic peer-interaction of students across different levels of development. Furthermore, Santhiram (1965) gives additional clarifications that lack of facility in the national language and school education, home environment, and the fact that political parties are organized along ethnic lines and continually deal with ethnically defined issues could further lead to build segregation of societies in life.

In Ethiopia, this could be well researched across different levels of education such as elementary and high schools, Colleges and Universities, where students of different cultural, social, linguistic and ethnic backgrounds socialize for one purpose: learning. And this could create an environment in which different patterns of interethnic peer interaction could exist. The way they play, communicate, and participate in group works and project works, the way they get along with each others in dormitories, in informal and formal discussion could be significantly affected by the above mentioned multi – dimensions of the peers.

So, the researcher was interested in investigating the inter-ethnic interaction of peers in schools and colleges across different levels of development; childhood, adolescence and youth. As per the above discussion, assumptions and propose set, the study will be looking for answers for the following basic questions.

1. Is there an interethnic friendship group formation among students?
2. What are the main issues of interethnic peer discussions among students?
3. Is there interethnic peer socialization among students?
4. Are there interethnic natural relations among students?
5. Is there an interethnic peer preference among students?
6. Are there age and sex differences in the patterns of interethnic peer interactions?

### **1.3 Hypotheses**

The researcher, based on the basic questions and background of the study, has formulated the following hypotheses.

1. There are different patterns of interethnic peer interactions across ages and sex
2. There is a (statistically) significant difference in interethnic peer interaction across different ages of development: childhood, adolescence and youth.
3. There is a (statistically) significant difference in interethnic peer interaction between female and male students.

### **1.4 Objectives**

The specific objectives of the study were:

- To identify the different patterns of interethnic peer interactions across sex and ages.
- To examine the difference in inter-ethnic peer interactions across sex and ages.
- To identify if there is significant difference in interethnic peer socialization, main issues of discussion across different ethnic groups, interethnic friendship group formation, interethnic naturally occurring relations, and interethnic peer preferences among students along sex and ages.
- To suggest recommendations for intervention based on the findings of the study.

## 1.5 Operational Definitions

As per purpose of the research, the important terms were defined in the following ways.

**Inter-Ethnic peer Interaction:** The extent to which peers interact, socialize and make friendship group across ethnic lines during play, in dormitories, classes, group work, project work, in discussion (formal and informal), dating etc.

**Interethnic Peer Socialization:** The prevalence of peers in socializing with different ethnic groups in their interaction (hanging out, meeting people, social and political discussion) and in their academic activities such as studying and working assignments together.

**Interethnic Natural relations:** This includes cross-ethnic relations/ interactions which naturally occur. They include, romantic relationships, dating, marriage, and helping one another in problems.

**Inter ethnic friendship group formation:** This refers to the degree to which peer students form friendship group that is mingled with different ethnic groups.

**Homogeneous friendship group:** A friendship group in which the largest ethnic group makes up 100% (Antonio, 1997).

**Majority one race/ ethnicity:** The largest racial or ethnic group makes up more than 50% of the friendship group (Antonio, 1997).

**Heterogeneous friendship group:** This refers to a friendship group which is racially or ethnically mixed in which none of them constitute the majority (Antonio, 1997).

**Interethnic Peer preference:** The state in which peers indicate which peer from which ethnic group they want for work, play, and liking (Antonio, 1997).

## **1.6 Significance**

The pattern of interaction among students of diverse cultural /racial background is worth investigating. This is because, the relationship between students can be affected by the way they usually communicate, live, socialize and work/study together in their school life. According to Romo (1996), some ethnic groups are always in tensions despite the presence of their type as an entity. For this matter, he says that empirical researches should be conducted to improve the interaction between the students of diversified ethnic background.

Accordingly, this study will be momentous in that it;

- Portrays the clear picture of the pattern of friendship /interaction among different ethnic groups of students across sex and age.
- Contributes a lot in exposing students and teachers /instructors to accurate information about interethnic groups and allows them to learn about interethnic groups' differences and similarities.
- Plays a significant role in reducing conflicts, misunderstandings, and stereotypes among interethnic groups in schools and on campus.
- Suggests methods of intervention that can help students learn, develop and prepare themselves for successful life in larger community and world of work.

## **1.7 Delimitation**

The nature of the study is comprehensive and inclusive, as it is cross-sectional type of research. However, the scope of this one was limited to the survey study of the patterns of interaction among students of limited only 4 ethnic groups of Nafyad Elementary and High School and Adama University in Adama town. Hence this scope in turn limits the generalizations of the study only to the population studied. Another limitation of this study merges from lack of resource materials in the area. The budget allocated for the research was not sufficient. Up to date research journals were not available around which took the researcher's too much of his time to find a general and more inclusive review of study conducted both at aboard and locally.

## **II. REVIEW OF RELATED LITERATURE**

This section presents a comprehensive summary of research studies, which are related to the patterns of interaction among racially/ethnically diversified students. So, it deals with the different topics such as Peer interactions, the effects of peer interactions, Factors affecting interethnic peer interactions, Characteristics of Children's Peer relations and Socialization across Cultures, Developmental Effect of Inter-Ethnic Interaction and Identity formation, Youth and college life: research on interethnic interaction, Patterns of Friendship Groups and Researches on Ethiopia Colleges and the summary and implication.

### **2.1 Nature of Peer Interactions among young persons**

Scholars as psychologists have studied peer relations because of its critical importance in understanding social behavior (Schmuck and Schmuck, 1988).

Defining the term *peer* is worth considering. Peers are those children/students of equivalent maturity level (Santrock and Yussen, 1988: 349). They offer an important social and communal makeup for most adolescents (Dworetzky, 1988:375). He continues to write that peer groups may consist of a few close friends of the same sex or a large group of both sexes. According to him, such groups can be sources of ready companionship. Furthermore, a peer group may function as a reference against which adolescents compare themselves (Peterson and Taylor (1980), as cited in Dworetzky, (1988). Dworetzky went on to say that to become or stay a member of a desired peer group, an individual needs a certain amount of desirability.

Children with the same maturity level may persuade the cognitive and rational functions of each other in making decisions on sexuality, matrimony, children, vocation, friendships, social and civic interactions and so on (Dworetzky, 1988) that peer influence is a strong and consistent determinant of a wide range of education products. Similarly, an implication can be made from Schmuck and

Schmuck (1988). Accordingly, since human beings need close friends to feel secure and comfortable, they strive to be loved or at least to be personally related to others. Without affiliation, feelings of loneliness, worthless, and anxiety arise which are more likely to prevent the maximum use of potential and members performances on tasks. Above all it may represent a very important interpersonal dynamic for mental health of individuals.

Furthermore, peer disregard and denial are likely to result in troublesome and aggressive, lonely and less content behaviors and consequently adjustment problems (Santrock and Yussen, 1988). Related with this, sociometrically rejected by their peers, above all, are significantly lonelier than others and hence differ from others on several behavioral dimensions (Cassidy and Asher, 1992). Besides, the connection between peer rejection and aggressive behavior has been well established in literature (Asher and Garcia, 1969).

Generally, from the above reviews it can be learnt that peer acceptance or rejection is more likely to influence student's academic, social and psychological, e.t.c, lives in one form or another.

## **2.2 Characteristics of Interethnic Peer Interaction**

Santrock (2006) contends that peer relations consume much of children's time. Same – age peer interaction is common phenomenon even if schools were not age graded and children were left alone to determine the composition of their own peer group. He further pointed out that peers are powerful agents of socialization for they serve as a source of information and comparison about the external world (Hartup (1983), as cited in Santrock (2006)).

Slavin (1977) further agreed that children in schools where most students are of other ethnic groups have more interethnic interaction than children in schools where most students are of same race.

Peer interaction during childhood is more of social play; play that involves social interaction with peers. According to Parten (1932), this social play dramatically increases during the pre-school year.

The literature on characteristics of children's cross - race friendships has revealed that interracial friendships appear to be less stable and less intimate than same-race friendships. However, the authors have also shown that even though, cross - race relationships are less stable, most school children's friendships lasted for few weeks (Hallinan & Teixeira 1987).

In addition, they have revealed that although interethnic friendships were found to be less intimate, they were still equally characterized by helping behaviors, emotional security, and positive affections for those cross-ethnic friendships that are of high quality, less racial prejudice was observed (Abound & Skerry, 1983).

### **2.3 Factors affecting Interethnic Peer Interactions**

Researchers have been much curious about the significance of the effect of sociometric status of students (Caryn et al., 1984). They agreed that identifying the causes of low sociometric status and finding ways of enhancing it would seem to be proper to consider seriously. Bergeron and Zanna (1973) put forward that group membership would have a strong if not overriding effect on interpersonal attraction. Consistent with the proposition, they found out that ethnic group membership was the major variance of interpersonal attraction and friendship.

As of the above credentials, it can be learnt that peer interaction is more likely to be ethnic bound. However, the degree of interethnic peer interaction may differ among various ethnic groups.

Moreover, since students form peers along ethnic lines, and form very low level of interethnic interaction, they would be reluctant to mix freely with members of other ethnic groups. As a result, there would be an extensive ethnic distinction in their relationships and thereby a high level of ethnic polarization (Santhiram 1995). Such interethnic polarization may endanger national unity .i.e., where would this place the efforts of the government in promoting national unity and integration (Santhiram, 1995).

There are different reasons as to why peers concentrate according to their ethnicity. The first is that people who know each other or who know that they belong to the same ethnicity and/ or the same fate (or common goals) are more likely to interact than are otherwise (Triandis, 1977).

The second rationalization could be that of Brophy's (1954) as reported by Amir and Bizman (1973:362). According to him, living conditions which compel students to be together 24 hours a day, tend to promote close and intimate relationships among them, and consequently increase their willingness to accept one another and thereby the other ethnic groups as a whole.

Likeness in outlook may be the third cause. For instance, according to the idea of Newcomb, as cited in Amir and Bizman (1973:370), people generally make friends with others who are more similar to themselves and especially those similar in attitudes.

The other factor may be socioeconomic status. Allport (1954) cited in Fiman and his colleagues (1975:46) has indicated that for instance that equal socioeconomic status contact between majority ethnic groups and minority ethnic groups in the quest of common objectives can have favorable inter ethnic friendship. This may be because, according to them, that students' prospect to befriend a member of other ethnic group due to his/her socioeconomic status is for better or worse, one of the few means of social and economic advancement in a stratified society.

## **2.4 Developmental Effect of Inter-Ethnic Peer Interaction and Identity formation**

According to Antonio (1997), pattern of inter-ethnic peer interaction has significant developmental effect on students. He said that students enter into new level of education initially with a segregated attitude towards other ethnic groups. However, he argued that they start to interact during play, competition, dining, studying and living in the dormitory together with members of other ethnic groups. From this, we can see that the more times they get opportunity to contact with friends from different ethnic groups, the more they develop understanding about other ethnic groups and theirs and the more they get along with other ethnic groups.

Moreover, according to Duck (1973) the pattern of inter – ethnic interaction may affect students' behaviors such as dating, marital partnership, which in turn affect the process and outcomes of learning. Worchel and Goethals (1991:459) quoted "cross-ethnic relations have an overall effect on students' psychosocial development".

Another aspect of development as a function of racial and ethnic diversity is identity formation. According to Waters (1990), even though ethnicity may no more serve as the basis of friendship formation, they may continue to make the students feel special part of a community. Ethnic group membership may also

exclude members of certain groups from friendship patterns or groups, social activities or may limit their status and popularity. This can lead to racial and ethnic contacts, which can help establish an *alternative sense of identity* within the school. However, according to Romo (1996) this identity formation can be altered along the developmental age and study levels (years) of an individual students. He argued that ethnicity and race are important ways that students define themselves in the schools. Promoting positive inter and intra-group relationships can further students' willingness to learn and help them develop successfully within the large community and world of work.

According to Levine (1974) and Ferguson (1969), Ethiopia is a multi – ethnic and multi lingual country, each of which is worth studying.

Additionally, Mulugeta (1989) revealed that people in Ethiopia define their identity by both language and origin. He highlighted that language is the most influential solitary symbol of identity. Consequently, one can be reasonable if he/she says that language of interaction is a significant determinant of students' identification of themselves, which in turn affect the pattern of interethnic interaction.

The researcher added that languages the students speak were not a mere medium of interaction but also played a signification role in the formation of attitudes and differences in psychological make-ups.

## **2.5 Youth and college life: Researches on Peer**

### **Relations and Interethnic Interaction**

Numbers of researchers have been involved in investigation of peer-relations with respect to ethnicity. Bergeron and Zanna (1973), in their study in Peru, have found out that ethnic group membership was the major variance of interpersonal attraction and friendship. More over, Santhiram (1995:171) indicated that students come from peers along ethnic lives, and from very low

interethnic groups. Consequently, there would be significant ethnic distinction in their interaction and relationship and hence racial balkanization.

Taylor and Simard (1972) have also indicated that the large number of linguistically and ethnically diverse regions in the world have conceived special attention on the study of inter-ethnic group interaction.

It is obvious that University/college is a miniature society representing the whole country's community containing most of the racially and ethnically diversified students. Supporting this, Antonio (1997) argued that in a multi-racial and ethnical country like Ethiopia, colleges are overwhelmed by culturally and linguistically diversified students. Hence, it is known that college students in Ethiopia are likely to have interaction or communication of some kind in itself as there are over 80 ethnic groups in the country.

According to Duster (1991), students interactions within and across racial / ethnic lines on campus are characterized differently. As he underlined, the experiences of students in campus life is a complex phenomenon that encompasses both same individually - initiated racial clustering and substantial amount of interracial interactions among students. He further indicated that that the characteristics of student's friendship closely reflected the make - ups of their previous high schools and home neighbors.

## **2:6 Patterns of Friendship Groups and Researches on Ethiopian College Students**

Findings have been observed in Santhiram (1995). Studying friendship patterns in multi- ethnic school with special reference to a minority community in Malaysia using friendship preference in- and out- classes, he reported that the tendency on the actual friendship choices of the majority of the pupils from the different ethnic groups has been for in- group choices and very low levels of inter- ethnic friendships (p. 168). He went on to note that the different ethnic groups were reluctant to mix freely with members of different ethnic origin. He

further noted that it was the Malays who were highly ethnocentric in peer choices.

Ismaglovia (1986) and Ziegler et al. (1972) had conducted study on the topic "Ethnicity on Ethiopian college students" and appreciated the country for being the best place to study this specific area. They said that the country contains many ethnic groups which attract racial study. In addition, they reported that Ethiopia has distinctive characteristics of inter – ethnic interaction.

Conducted by Antonio (1997) in the University of California, Los Angeles, it has examined pattern of friendship groups with respect to their ethnicity. And he found out that some were totally composed of 100% one types of ethnic group which he called homogenous pattern of friendship group, some groups were composed of 75-99% there largest ethnic group which are called predominant one race /ethnicity pattern of friendship group and some are composed of 51-74% of the largest ethnic group which he called majority one race /ethnicity pattern of friendship. So, according to him a multi-ethnic and multi-racial country like Ethiopia there are different patterns of friendship group made up of different proportions of different ethnic groups.

A research conducted by Demowz (1997) on AAU students has shown that there is significant number of ethnic groups in the college. He also found out that diversity and ethnicity affects student's perception and attitude towards their relationship and conducted that they have more positive attitude towards one's own ethnic group than towards the others. According to this study this will play a role in contributing to the formation of racial balkanization. These findings simply tell us student's patterns of interaction among inter – ethnic groups are under direct influence of their racial or ethnic background.

## **2:7 Summary and Implications**

### **Socio-Cultural history of Ethiopian ethnic groups**

The ethnic groups in Ethiopia have been studied in terms of their culture, language and history and even political and social interactions. Abebe and Pausewang (1994) substantiated that ethnic factors play an important and sometimes decisive role in the history of modern Ethiopia. Moreover, Taylor and Simard (1972) had agreed that the large number of linguistically diverse ethnic groups living together makes up different patterns of interactions which have special and important significance for social psychologists.

Zeigler and his colleagues (1972) had studied "Tribal Stereotypes Among Ethiopian Students" on Beede Mariam high School and Hale Sillessie I University students. The participant ethnic groups were Oromo, Amhara, Tigre and Gurage ethno-linguists. They further pointed out that it is important to work hard to bring national unity from many diverse ethnic groups by establishing satisfactory relations to affect better interethnic relations in our country.

Further more, other researchers like Lepsky, Ulendorf cited in Zeigler et al., (1972) said that Ethiopia is divided into different cultural and linguistic groups which are represented in national positions; each ethnic group has a long history of interactions.

In 1986, nearly a decade and a half later, Ismaglovia had reported that it is possible in modern Africa to create smooth interethnic relations, contacts, friendships and professional ties. However, recently Tsehay Jemberu (1993) reports that the ethnic bias in educational settings is due to the undergoing curriculum change that does not long last and should be studied.

More recently, Demowz Admasu (1997) indicated that the diverse ethnic groups in Ethiopia are more ethnic sensitive due to the recent political restructure which decentralized the country on the basis of the ethnic groups in the country.

## **Summary and Implications**

In summary, according to the above ideas, the pattern of inter – ethnic interaction has its own features and characteristics which seek special attention for empirical investigation. According to Abraham (1983) Amharic, Afan Oromo and Tigre languages are widely spoken in the colleges of Ethiopia. However, now days, universities are overwhelmed by various languages. Currently, in Ethiopia there are 5 languages used in TV transmission programs. These are Amharic, Afan Oromo, Tigre, Afar and Somali languages (Somali and Afar recently added). This could tell us that there would be distinctive pattern of interaction based on the different languages in schools and colleges of Ethiopia.

Moreover, more researches have justified that, especially in a multi – cultural and multi-lingual country like Ethiopia, more students view their school environment and campus /college as ethnically or racially balkanized.

So it is obvious that various ethnic groups having their own pattern of inter-ethnic interaction. And this area, in Ethiopian colleges, still lacks empirical investigation for filling the gap. There is no clear findings of research which show what the characteristics of peer interaction across ages look like in terms of ethnicity for Ethiopian schools and colleges. So, it is important to study the social and psychological characteristics of students' interethnic peer interaction across ages.

Zeigler (1972) wrote that the pattern of interethnic interaction and relation were deep rooted in the country's historical development. So, in a country divided based on cultural and ethnic background, it is strong enough to be a significant reason to conduct a research interethnic peer interaction across sex and developmental ages (Abebe and Pausewng (1994)).

## **III METHODS**

This section deals with all the methods to be involved while conducting the research. As mentioned earlier, this study was primarily aimed at investigating the interethnic peer interactions across ages particularly during childhood, adolescence and youth among students from lower grades to university level. Since the study was more comprehensive, the researcher had employed both qualitative and quantitative methods.

### **3. 1 Study site**

The study site was Nafyad School and Adama University in Adama town. Nafyad School has both elementary and high school classes. The researcher selected this school because of its ethnic diversity in its students' population. Even though the proportion of each ethnic group differs, the school was reported to have more ethnically diversified body of students. The students attending their education in this school come from different linguistic, ethnic and cultural backgrounds. Adama is center for peoples coming from different ethnic, cultural and geographical background such as south, west and east and even northern part of the country (Interview with the principal of the school).

Furthermore, all Ethiopian universities constitute almost all the ethnic societies in the country. And Adama University in the same town serves the same purpose. Moreover, the University has its own autonomous administration under the federal government. It has a number of racially and ethnically, economically & culturally diversified students attending their education together.

## 3.2 Participants

A total of 306 participants and 8 FGDs were the target population of the study. They were the regular students of Nafyad School (n=104) and the regular students of undergraduate programs attending their academic studies in Adama University (n=202) in the 2008/9 academic year in Adama town. Specifically, they were children in the age group of 8-13 years (n=36), adolescents in the age group of 14-20 years (n=171) and youth in the age group of 21-30 years (n=97). Table 1 below gives more illustration for the general demographic characteristics of the respondents.

**Table 1: Participants' School, sex and age**

Variables		Nafyad School (n=104)		Adama University (n=202)		Total	
		Male (n=61)	Female (n=43)	Male (n=110)	Female (n=92)	Freq	%
<b>Sex</b>						<b>306</b>	<b>100</b>
<b>Age of the Responde nts (8-30)</b>	<b>Children (8-12)</b>	23	13	0	0	36	11.76
	<b>Adolescents (13-17)</b>	34	22	0	0	56	18.30
	<b>Adolescents (18-22)</b>	4	8	56	49	117	38.24
	<b>Youth (23-27)</b>	0	0	49	34	83	27.12
	<b>Youth (28-30)</b>	0	0	5	9	14	4.56
	<b>Mean age</b>	13.50	14.32	22.59	22.79		
<b>Percentage</b>		20	14	36	30		
<b>Total Percentage</b>		<b>34.00</b>		<b>66.00</b>		<b>100</b>	<b>100</b>

### **3.3 Sampling**

The researcher has employed different sampling techniques for selecting participants. Purposive sampling was used to select 11 groups of students (n=61) were selected from both Nafyad School and Adama University.

To obtain the sample for the questionnaire, 306 final participants were selected by the stratified random sampling. By getting list of names of students from grades 4<sup>th</sup> through 11<sup>th</sup> from the registrar of the school, 104 participants were selected from Nafyad School by using stratified random sampling.

Out of 4 faculties (Called schools in Adama University; School of Pedagogy and Vocational Skills, School of Humanities and Social Sciences , School of Business and Economics and School of Engineering and Natural Sciences), one school was selected by lottery system: the school of humanities and social Sciences. Faculty was limited to only 1 because; it was difficult to administer questionnaires to all other faculties due to the too large size of the population to consider.

Then the total of 202 participants from the University were selected through the stratified random sampling by getting list of names of students in the School (faculty) of Humanities and Social Sciences ordered alphabetically from the registrar in Adama University for final sample from the three levels of study years.

### **3.4 Instrument**

Structured interview (the questionnaire for the children between the age of 8 and 10), FGDs and questionnaire were utilized to collect data from the respective respondents. They were developed and adapted from those used in earlier and similar studies by the researcher based on the purpose of the research. The questionnaire had different parts. The items were generally used to depict information on the degree of contact, interaction, friendship group formation, racial balkanization (interethnic socialization), interethnic peer preferences and naturally occurring relations such as dating, sex and romance.

### **3.5 Procedures**

This section is the presentation of the procedures followed in attempt to construct the tools, gather the data and analyze the data for final conclusion.

#### **3.5.1 Construction**

##### **(a) Questionnaires**

Questionnaire having different parts was both developed and adapted based on the background and purpose of the study. The questionnaire had 7 parts: the general background of the respondents, the friendship group formation across ethnic lines, main issues of discussion, interethnic intimacy, interethnic socialization and interethnic peer preferences.

The first part of the questionnaire is the general demographic characteristics of the respondents. It was developed based on the purpose of the research. It includes, in addition to the others, the school, sex, age, grade levels, nationalities (ethnic background) and home language of the respondents.

The second part of the questionnaire was about the interethnic friendship group formation among students. This was developed based on the research by Antonio (1997) on pattern of friendship group formation among students. He analyzed the ethnic composition of different friendship groups based on the percentage each ethnic group constitutes in each friendship groups. He found out that some were composed of the 100% one ethnic groups which he called

homogenous group. And he found out that some were composed of 75-99 % one ethnic group which he called predominantly one ethnic group. More over, he called majority one ethnic group those groups he found out to have 50-74% of the largest ethnic groups. However, he has also found out that there were some groups in which no ethnic group constitute majority which he called heterogeneous group.

The researcher adapted the above by only combining the two (predominantly one ethnic group and majority one ethnic group) in to one as majority one ethnic group (50% of the group is from one ethnic group).

The third part of the questionnaire is the main issues of interethnic peer discussion. This was developed following the empirical method of item construction. This was done during the pilot study. The researcher first made inquiries on the possible points of interethnic discussion. Then, 10 points were finally identified to be ticked by the respondents to indicate whether they are the main points of discussion across ethnic groups.

The fourth part of the questionnaire was the 4 points scale for interethnic peer intimacy which was developed by the researcher through logical method. Berndt and Perry (1990), as cited in Santrock (2006: 346) have identified common characteristics of intimacy. Then, the researcher adapted 10 items as the characteristics to be displayed in interethnic intimacy, which the respondents are required to indicate how far they experience with their friends from other ethnic groups. The scale pattern is neutral (1), sometimes (2), often (3) and always (4) worth the scale value of the numbers indicated in the brackets.

The fifth part of the questionnaire is the 4 points scale of interethnic peer socialization developed in the same way above. Ten items indicating the degrees of contact socializations in the immediate environment (School) were taken as the base of the construction of the scale. For instance, the extent to

which students meet a friend from other ethnic groups, the extent to which peers socialize with other ethnic groups for contemporary political and social issues.

The sixth part of the questionnaire was the 4 points scale for the natural relations that naturally occur. It was developed by the researcher by taking into considerations the ideas in the literature related to naturally occurring relations such as dating, romantic relationships, marriage, helping one another etc, Demowz (1997), Antonio (1997), and Duster (1991).

The last part of the questionnaire was the measures of peer preferences that was adapted from the work of Kistner et al., (1993). He used peer preferences where in students were asked to nominate three classmates with whom they liked to work and three with whom they didn't like to work with. Also asked were the students to nominate three classmates they liked most and three they liked least.

With this procedure, the measure for interethnic peer preferences was adapted. This part of the questionnaire requests for the same reason stated above except that it additionally requests the ethnic background of the nominees in order to acquire the information for the interethnic preferences. The respondents were also made to nominate the classmates using codes if they wanted.

Before the pilot study was conducted, the first draft was given to the advisor together with two other instructors in Addis Ababa University, in the college of education to give suggestions and comments.

### **(b) Interview**

Children in grades 3 and 4 (under the age of 10) were interviewed by their teachers in Nafyad School to fill the questionnaires. The teachers were first trained by the researcher on how to conduct the interview and get the more reliable data from them.

### **(c) FGD**

FGDs were made among the naturally observed friendship groups across different developmental ages. Children, adolescents and youths playing, working, eating, talking and discussing together in groups were observed on the play ground and in classes. Then they were contacted by the researcher for the FGDs. In agreement with the principal of the school and academic vice president of the university, the researcher made the school teachers and lecturers of the University to give their students group assignments in which the students had to group them selves based on their interests. Accordingly 12 FGDs, guided by Amharic and Afan Oromo questionnaires, were conducted with the following groups.

#### **Children (9-13)**

- ❖ 2 groups from the play ground (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades together). Both groups have 5 members each, 5 boys together and 5 girls together.

#### **Adolescents (14-20)**

- ❖ 2 groups from those groups discussing and talking together out of class time in their school compound and on campus; one from each environment. Both groups have 5 members each, 3 boys and 2 girls.
- ❖ 3 groups from those students who grouped themselves for group assignments given by their respective teachers and lecturers. Two groups were from 7<sup>th</sup> and 9<sup>th</sup> grade of Nafyad School and one group was from 1<sup>st</sup> year class in Adama University. All groups have 5 members each. Each group, except the one from 7<sup>th</sup> grade, has both sexes.
- ❖ 1 group eating in the cafeteria together. It had 6 members. All were girls.

#### **Youth (21- 26)**

- ❖ 2 groups from those students who grouped themselves for group Assignments given by their respective lecturers 2<sup>nd</sup> year and 3<sup>rd</sup> year from Adama University, one group from each. The groups had both sexes (2 and 3 girls and 3 and 2 boys each, 5 members each.)
- ❖ 1 groups eating together in the cafeteria of the university. It had both sexes, 2 girls and 3 boys.

**Table 2: FGD Participants**

<b>Participants</b>	<b>Groups</b>	<b>Number and sex of participants</b>	<b>School Environment</b>
<b>Children (8-13)</b>	1 <sup>st</sup>	5 boys	Play ground in Nafyad school
	2 <sup>nd</sup>	5 girls	Play ground in Nafyad School
<b>Adolescents (14-20)</b>	1 <sup>st</sup>	3 boys & 2 girls	Discussing in groups out of class time in Nafyad School
	2 <sup>nd</sup>	5 boys	Discussing(talking) in groups out of class time in Adama University Campus
	3 <sup>rd</sup>	2 boys & 3 girls	Self-selected group for group assignment in 7 <sup>th</sup> grade in Nafyad School
	4 <sup>th</sup>	3 boys & 2 girls	Self-selected group for group assignment in 9 <sup>th</sup> grade in Nafyad School
	5 <sup>th</sup>	3 boys & 2 girls	Self-selected group for group assignment in 1 <sup>st</sup> year class of Adama University
	6 <sup>th</sup>	6 girls	Sitting together and eating their lunch in the Cafeteria of Adama University
<b>Youth (21- 26)</b>	1 <sup>st</sup>	2boys & 3 girls	Self-selected group for group assignment in 2 <sup>nd</sup> year Civics class in Adama University
	2 <sup>nd</sup>	3 boys & 2 girls	Self-selected group for group assignment in 3 <sup>rd</sup> year Industrial class in Adama University
	3 <sup>rd</sup>	3 boys & 2 girls	Sitting together and eating their lunch in the Cafeteria of Adama University
<b>Total</b>	11	61	Nafyad school and Adama University

## 5.2 Pilot Test

The questionnaires and the FGDs were developed and adapted by the researcher based on the purpose of the research. The first draft was given to the advisor of the researcher and two other instructors in Addis Ababa University, in the college of education were also given the questionnaire to give suggestions and comments. Based on their comments and suggestions, the revised questionnaires were administered to 25 (12 female & 13 male) students randomly selected from the faculty of education in Addis Ababa University and from Nafyad School in Adama for the purpose of the pilot test. The FGDs and the interview were tried on 8 children in the same school. The purpose of study was told to the samples before administration to get their consent. The specific objectives of this pilot test were to:

- Determine the reliability and validity of the questionnaire
- Improve and finalize the sequence of items' presentation order in the questionnaire so as to maintain coherence in their relative relationship.
- Test the suitability of items to help participants freely respond and express their feelings, and avoid words or phrases that may create hindrance for the respondents as the case of ethnicity is sensitive in terms of social and political issues.
- Determine the size of items to be contained in the questionnaire and both the interview and FGD because the dynamics of participants' contribution in the two sessions is bound to a time limit that can be best judged through the pilot test.

Two respondents were rejected because of their incomplete responses and 3 were rejected because of their careless handling of the questionnaires, hence only 20 were analyzed for the questionnaire. Test-retest method of reliability estimation was conducted in the pilot test. The time gap was one day. The following table shows the reliability coefficients of the questionnaire as the result of the pilot- test were put as follows.

**Table 3: Reliability coefficients of subscales in the questionnaire**

Major categories of subscales	Number of items		Actions taken to increase the reliability	Reliability Coefficients	
	Original	Final		Original	Final
Main Issues of discussion	<b>9</b>	10	2 were modified because of ambiguity and 1 was added	<b>0.56</b>	0.68
Interethnic peer Socialization	<b>10</b>	10	2 were replaced due to repetition	<b>0.68</b>	0.74
Interethnic Peer Intimacy	<b>8</b>	10	Two were added	<b>0.73</b>	0.86
Interethnic Naturally occurring relations	<b>8</b>	5	1 was discarded due to irrelevance and two due to repetitions	<b>0.61</b>	0.71
Interethnic Peer Preferences	<b>6</b>	6	3 items were rewritten	<b>0.75</b>	0.78
Interethnic Friendship group formation	<b>4</b>	1	The four were comprised to one	<b>0.75</b>	
Total	<b>47</b>	42		0.68	0.754

The tools were prepared in three languages; English, Amharic and Afan Oromo. The translations of the languages were done by the language professionals.

### 3.5.4 Administration

Along with my three colleagues, I distributed the questionnaires face to face to the respective respondents while they were attending their regular classes and while they were in their dormitories. To get their consent, they were oriented on the purpose of the study and ways of filling the questionnaires. The FGDs were conducted in two days as soon as they were identified.

### 3.5.5 Analysis

The FGDs were analyzed qualitatively whereas the questionnaires were analyzed quantitatively (statistically). All statistics were computed using SPSS version 15. After coding all the items in the questionnaire, all the questionnaires were filled into SPSS coding sheet. There were both dichotomous and 3 and 4 points' scale in the questionnaire.

For the first section of the questionnaire, Part II, *Interethnic friendship group formation and the main issues of discussion in the group* were analyzed together. In the friendship group formation part (1) which asks the respondents to indicate the members of their friendship group along with their ethnic group, the group analysis was given scale values of

- 1) **1** for the group containing members from only one ethnic group(100%) and was labeled as *homogenous group*,
- 2) **2** for the group containing more than half(>50%) of its members from only one ethnic group and was labeled as *Majority one ethnic group*, and
- 3) **3** for the group containing mixed ethnic groups without one constituting majority and was labeled as *heterogeneous group*.

In the main issues of discussion in their friendship group part (2), the respondents were asked to indicate whether or not the listed issues are the main points of their discussion in their friendship group, by saying Yes or No. Accordingly, nominal value of **1** was given to the answer **Yes**, whereas nominal value of **2** was given to the answer No.

For the parts of the questionnaire containing 4 points' scale items, Part III (Inter-ethnic Intimacy), Part IV (Inter-ethnic Socialization), Part V ( Interethnic Naturally Occurring Relations), those items favoring other ethnic groups were scored positively (giving 4 points for "Always", 3 points for "Often", 2 points for "Sometimes" and giving one point for "Never"), whereas those items favoring own ethnic groups were scored (inversely)reciprocally (giving 1 point for 'Always", 2 points for "Often", 3 points for "Sometimes" and 4 points for "Never". So, more values indicate more inter-ethnic interaction.

For the last part of the questionnaire, Part IV (Inter ethnic Peer Preferences), in which respondents were asked to (write names) nominate (using codes if they wish) 3 students in their classes, with whom they like and don't like to be with during play and work. Accordingly, the same pattern with that of the first part (friendship group), was followed except that the negatives (3 peers they don't like) were scored inversely or reciprocally. As a result, the values of

- ❖ **1 for homogeneous:** for the respondent who wrote 3(all) names who are from the same(own) ethnic group of the respondent and labeled it as homogenous peer group preference
- ❖ **2 for majority one ethnic group:** for the respondent who wrote 2 (>50%) names who are from other ethnic group and 1 name who is from the same ethnic group.
- ❖ **3 for heterogeneous:** for the respondent who wrote 3 names who are all from other ethnic group

**Table 4: Data coding and entry of the questionnaire to SPSS**

Sections	Variable Names	Number of Items	Values	Labels	Total expected scores		
					Min	Max	Mean
Part I	Interethnic Friendship Group formation	1	1	Homogenous group	1	3	2
			2	Majority one ethnic group			
			3	Heterogeneous group			
				Total			
Part II	Main Issues of interethnic discussion	10	1	Yes Answer	1	20	10.5
			2	No Answer			
				Total			
Part III	Interethnic Peer Intimacy	10	1	Neutral	1	40	20.5
			2	Sometimes			
			3	Often			
			4	Always			
				Total			
Part IV	Interethnic peer socialization	10	1	Neutral	1	40	20.5
			2	Sometimes			
			3	Often			
			4	Always			
				Total			
Part V	Naturally Occurring Relations	5	1	Neutral	1	20	10.5
			2	Sometimes			
			3	Often			
			4	Always			
				Total			
Part VI		6	1	Homogenous group (3/3)	1	18	9.5
			2	Majority one ethnic group (2/3)			
			3	Heterogeneous group (1/3)			
				Total			

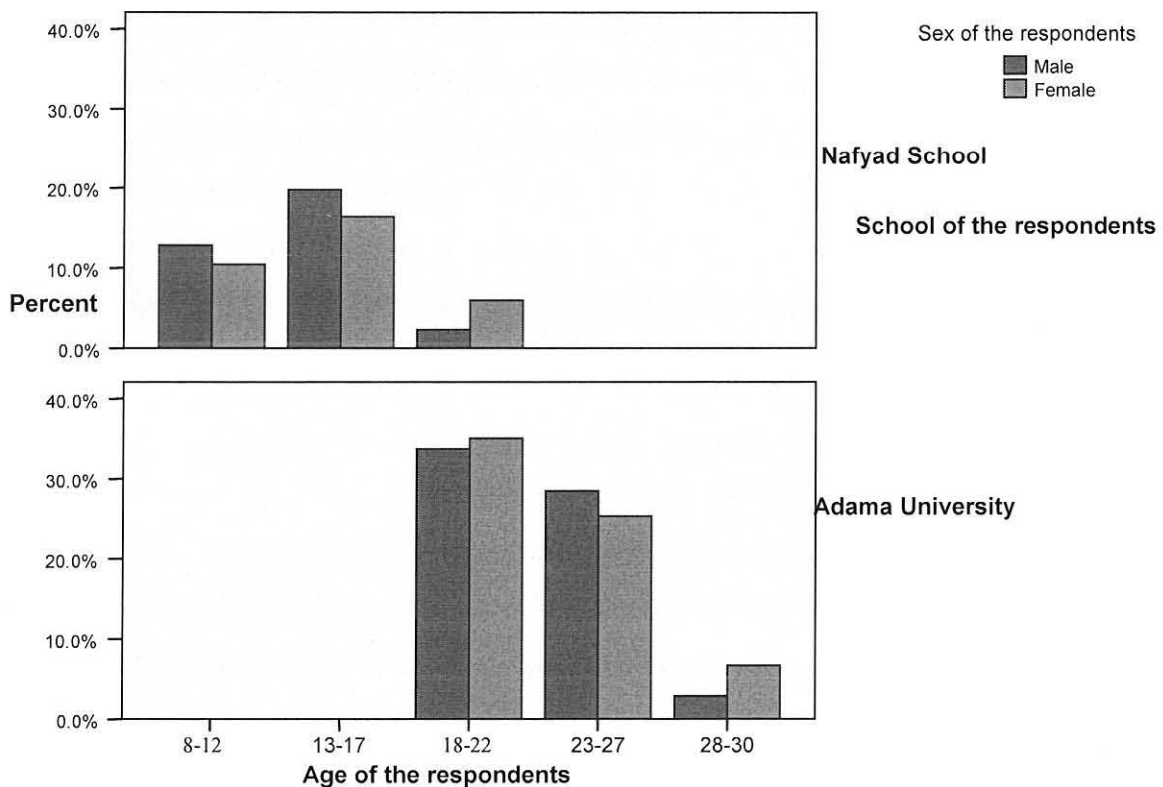
Accordingly, different statistical methods were computed for the analysis of the scores. Variable computations, descriptive statistics, frequencies, means and standard deviation were computed for the distribution of the scores on the different variables of the study using SPSS 15. Moreover, analysis of variance (One way ANOVA) and one sample test along with percentage table and graphic representations were computed.

# IV ANALYSIS AND INTERPRETATION

In this section the collected data through the FGDs and questionnaire were analyzed and interpreted both qualitatively and quantitatively through different descriptive and inferential statistical techniques. So, the section presents summary of the demographic characteristics of the respondents and the analysis of the target variables.

## 4.1 Demographic Characteristics of the Respondents

In terms of sex, both boys and girls are found in each age group and schools. The figure of boys is greater than the figure of girls in both schools and in each age group except in that of **(18-22)** of Nafyad and (28-30) of Adama University. In terms of age, the figure of the age group **(18-22)** is greater than the others due to the age overlap between both schools. For more illustration, look at the following graph image of the respondents in terms of their school, sex and age.



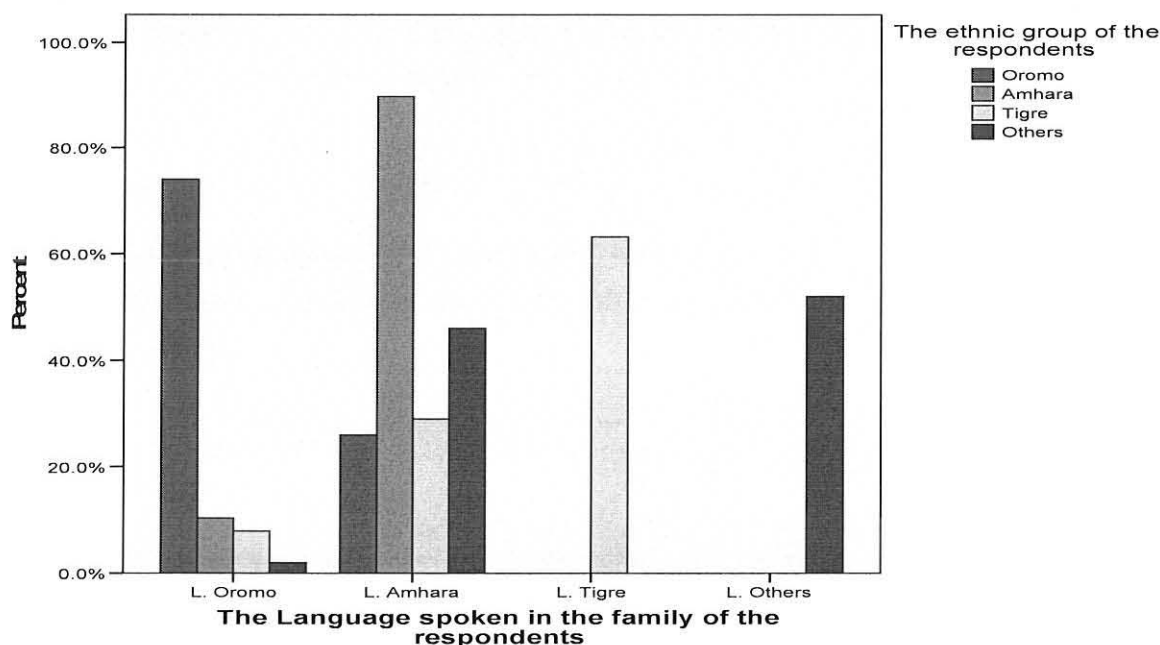
**Graph 1: The school, sex and age of the respondents**

*Note that the age group (18-22) overlaps in both schools.*

**Table 5: The Respondents' School, ethnicity and home language**

VARIABLES		School of the respondents				Total	
		Nafyad		University			
		No	%	No	%	No	%
The ethnic group of the respondents	Oromo	48	15.57	83	27.1	131	42.8
	Amhara	27	8.82	60	19.61	87	28.4
	Tigre	10	3.28	28	9.12	38	12.4
	Others	19	6.21	31	10.13	50	16.3
	Total	104	34	202	66	306	100
The Language spoken in the family of the respondents	L. Oromo	37	12.10	73	23.90	110	35.9
	L. Amhara	54	17.65	92	30.10	146	47.7
	L. Tigre	7	2.29	17	5.56	24	7.8
	L. Others	6	2.00	20	6.54	26	8.5
	Total	104	34	202	66	306	100

The respondents' ethnic and language backgrounds are from four and more types. Note that not all ethnic groups necessarily speak their own ethnic language in their families.



**Graph 2: The respondents' ethnic background and home language**

*Note that Amharic and Afan Oromo languages are spoken in families of the other respondents' ethnic groups.*

## 4.2: Interethnic Friendship Group Formation

Interethnic Friendship group formation was described according to the ethnic content of the respondents' group of friends and were labeled homogenous if the group contains only one ethnic group, majority one ethnic group if the group contains more than half of one ethnic group and heterogeneous if the respondent's group contains no one ethnic group constituting majority. Accordingly table 6 shows the frequency and percentage of each type of friendship group formation.

**Table 6: Frequency and Percentage of friendship group formation by sex**

Types of Friendship group formation		Sex of the respondents				Total	
		Male		Female			
		Freq.	%	Freq.	%	Freq.	%
1	Homogenous	49	28.5	36	26.86	85	27.78
2	Majority one Ethnic group	70	40.7	57	42.54	127	41.50
3	Heterogeneous	53	30.90	41	30.60	94	30.72
Total		172	100.0	134	100.0	306	100.0

As can be observed in table 6, the majority of the respondents' friendship groups are majority one ethnic group which means 41.5% of them belong to the friendship group which is dominated by one ethnic group (More than 50% of the ethnic content of the group is from the same ethnic background). The remaining homogenous and heterogeneous friendship groups constitute 27.8 % and 30.7% respectively. In homogeneous group the proportion of boys is higher than that of girls just by 2 %.

In order to identify whether the above differences in friendship group formation between boys and girls are significant or not, one way ANOVA was employed.

**Table 7: Summary of ANOVA on friendship group formation by Sex**

Sources of Variation	DF	Sum of Squares	Mean Square	F
Between Groups	1	0.015	0.015	0.025
Within Groups	304	178.720	0.588	
Total	305	178.735		

As it can be observed from table 7, there was no statistically significant difference ( $F(1, 301); P > 0.05=0.025$ ) between the total male and female respondents in interethnic friendship group formation. This means the pattern of friendship group formation with students from different ethnic backgrounds is not different for male students and female students.

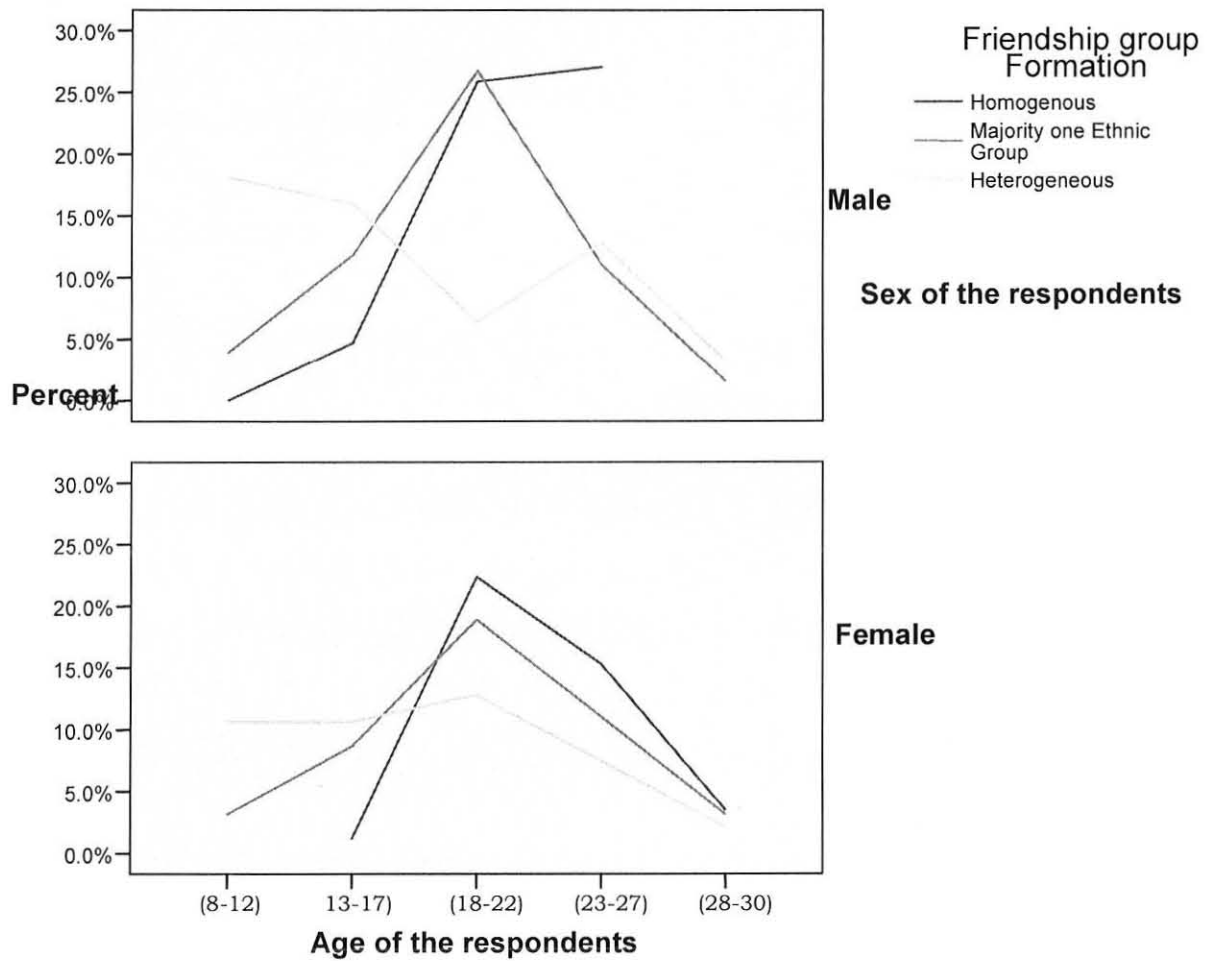
**Table 8: Frequency and Percentage of Friendship group Formation by Age**

VARIABLES		Age of the respondents										Total		
		8-12		13-17		18-22		23-27		28-30		Frq	%	
Types of Friendship group formation	Homogenous	Frq.	%	Frq.	%	Frq.	%	Frq	%	Frq	%			Frq
			0	.0	5	8.9	41	35.0	36	43.4	3	21.4	85	27.8
			9	25.0	26	46.4	58	49.6	28	33.7	6	42.9	127	41.5
			27	75.0	25	44.6	18	15.4	19	22.9	5	35.7	94	30.7
Total		36	100	56	100	117	100	83	100	14	100	306	100	

Now, one can understand from table 8, which age group is predominantly correspondent to which type of friendship group formation. Generally, homogenous friendship group increases at late adolescence and continues to increase to the beginning of early adulthood. However, it starts to fall down at the end of early adulthood. Majority one ethnic group, unlike homogenous, is present from the early age group and continues to increase across age. The heterogeneous group decreases as age increases.

More specifically, there is no homogenous group in the age group of (8-12) (0%) and there is less majority one ethnic group (25.0%). The age group belongs to predominantly heterogeneous friendship group formation (75.0%). The age group (13-17) approximately equally belongs to majority one ethnic group (46.4) and heterogeneous (44.4). Only 8.9% Of the age group (13-17) belongs to homogenous group. So, the children in the age group of (8-12) and early adolescence (13-17) are less ethno-centered in friendship group formation than the other age groups. However, when it comes to, late adolescence (18-22) and young adulthood (23-27), it is different; they are more homogeneous

(35.0% and 43.4% respectively) and more of majority one ethnic group (49.6 % and 33.7.0% respectively). However, they are less heterogeneous (15.4% and 22.9% respectively). So, friendship groups of the adolescents and the youth are dominated by only one race; they are more ethno-centered than the children and early adolescents in their friendship group formation. The proportion of late middle adulthood respondents' shows that they have more majority one ethnic group (42.9%) and heterogeneous friendship groups (35.7%) whereas only 21.4% of them are in homogenous friendship group. So they are, like the children and early adolescents, less ethno-centered in their friendship group formation. The flowing graph more illustrates the relationship among sex, age and interethnic friendship group formation.



**Graph 3: Patterns of friendship group formation sex and age wise**

As observed from graph 3, the pattern of friendship group formation across age for both male and female is almost the same except in that of homogeneous friendship group formation in which it continues to increase as age increases for male and starts to fall as age increase for female.

The pattern of majority one ethnic friendship group formation is the same for both male and female.

The pattern of heterogeneous friendship group formation is different for male and female only in that it falls down at late adolescence (18-10).

**Table 9: Summary of ANOVA on friendship group formation by Age**

Sources of Variation	DF	Sum of Squares	Mean Square	F
Between Groups	4	35.417	8.854	18.596
Within Groups	301	143.318	0.476	
Total	305	178.735		

As it can be observed from table 9, there was statistically significant difference (F (4, 301);  $P < 0.01 = 18.596$ ) among respondents across different age groups in interethnic friendship group formation. This could mean that the patterns of friendship group formation for children, adolescents and youth are significantly different. As it can be reviewed from table 4 above, the late adolescents and early youths follow the pattern of homogenous and majority one ethnic group type of friendship group formation than the children and early adolescent and middle young adulthood.

### 4.3 Main Issues of Interethnic Discussion

The result for main issues of discussion was presented in two forms: the frequency and percentage tables to show the figure of the scores and summaries of one way ANOVA tables nested together to show the significant differences. They were analyzed across both sex and age separately.

**Table 10: Frequency and Percentage of Main Issues of Discussion by sex**

VARIABLES		Sex of the respondents				Total	
		Male		Female			
Main Issues Of Discussion		No	%	No	%	No	%
SPORT	Yes	142	82.6	85	63.0	227	74.2
	No	30	17.4	49	37.0	79	25.8
	Total	172	100	134	100	306	100
MUSIC	Yes	107	62.2	94	70.1	201	65.7
	No	65	38.8	40	29.9	105	34.3
	Total	172	100	134	100	306	100
POLITICS	Yes	145	84.3	45	34.0	179	58.5
	No	27	15.7	89	66.0	127	41.5
	Total	172	100	134	100	306	100
ETHNICITY	Yes	118	68.6	76	57.0	272	88.9
	No	54	31.4	58	43.0	34	11.1
	Total	217	100	134	100	306	100
ACADAMICS	Yes	125	73.7	87	64.9	211	69.0
	No	47	27.3	47	35.1	95	31.0
	Total	172	100	134	100	306	100
ROMANCE	Yes	153	89.0	128	96.0	281	92.0
	No	19	11.0	6	4.0	23	8.0
	Total	172	100	134	100	306	100
RELIGION	Yes	105	61.0	94	70.1	199	65.0
	No	67	39.0	40	29.9	107	35.0
	Total	172	100	134	100	306	100
SEX	Yes	113	66.0	98	73.1	211	69.0
	No	59	34.0	36	26.9	95	31.0
	Total	172	100	134	100	306	100
MARRIAGE	Yes	86	50.0	67	50.0	153	50.0
	No	86	50.0	67	50.0	153	50.0
	Total	172	100	134	100	306	100
OTHERS	Yes	87	50.6	75	56.0	143	46.7
	No	85	49.4	59	44.0	163	53.3
	Total	172	100	134	100	306	100

As it can be observed from table 10, there are differences in proportion of percentage between female and male respondents in their scores of main issues of discussion. About 3/4<sup>th</sup> of the respondents chat about “*sport*”, “*ethnicity*” and “*romance*”. Just more than half of the respondents discuss about the other remaining main issues of discussion except “*marriage*” and “*others*” which take just about half of the proportion of the main issues of discussion.

However, more of the boys (82.6%) than girls (63.0%) discuss about sport in their friendship group. Summary of ANOVA in table 11 showed that there is significant difference in sport ( $F(1,304); P < 0.05 = 5.803$ ) between boys and girls as main issue of interethnic discussion.

Both (65.7%) boys and girls talk about music. But, more of the girls (70.1%) discuss about music than the boys (62.2%). However, ANOVA showed that there is no significant difference in music ( $F(1,304); P > 0.05 = 2.107$ ) as main issue of interethnic discussion between boys and girls.

Politically, even though there is conversation among both sexes (58.5%), it is only more of the boys (84.3%) than of the girls (34.0%) to debate about politics. Besides, test of significance by ANOVA also showed that there is significant difference in *politics* ( $F(1,304); P < 0.05 = 4.140$ ) as the main issue of interethnic discussion between boys and girls.

Regarding ethnicity, more of the boys (68.6%) are concerned than the girls (57.0%). Moreover, summary of ANOVA in table 11 showed that there is significant difference in *ethnicity* ( $F(1,304) < 0.05 = 4.627$ ) as the main issue of interethnic discussion between boys and girls.

More of the boys (73.7%) and the girls (64.9%) are concerned about education. But more boys say more about it. Nevertheless, according to summary of ANOVA in table 11, the difference in *education* as main issue of interethnic discussion is not significant statistically ( $F(1,304); P > 0.05 = 3.226$ ).

The issues of romance have taken the highest proportion of the discussion of both the female and male respondents (92%). But more of the girls (96.0%) talk about it than the boys (89.0%). ANOVA also showed that there is no statistically significant difference in *romance* as main issue of interethnic discussion between boys and girls.

Moreover, according to summaries of ANOVA in table 11, for “*religion*”, “*sex*”, “*marriage*” and “*others*”, there were no significant differences between female and male respondents as main issues of interethnic discussion.

**Table 11: Summaries of ANOVA on Main Issues of Discussion by sex**

On which of the main Issues of discussion do boys and girls differ significantly?

<b>Main Issues of Discussion</b>	Sources of Variation	Sum of Squares	DF	Mean Square	F	Sig.
<b>SPORT</b>	Between Groups	1.149	1	1.149	<b>5.803</b>	.037
	Within Groups	60.338	304	.198		
	Total	61.487	305			
<b>MUSIC</b>	Between Groups	.475	1	.475	2.107	.148
	Within Groups	68.496	304	.225		
	Total	68.971	305			
<b>POLITICS</b>	Between Groups	1.006	1	1.006	<b>4.140</b>	.020
	Within Groups	73.745	304	.243		
	Total	71.752	305			
<b>ETHNICITY</b>	Between Groups	1.065	1	1.065	<b>4.627</b>	.032
	Within Groups	69.942	304	.230		
	Total	71.007	305			
<b>EDUCATION (ACADAMICS)</b>	Between Groups	.317	1	.317	3.226	.073
	Within Groups	29.905	304	.098		
	Total	30.222	305			
<b>ROMANCE</b>	Between Groups	.134	1	.134	.550	.459
	Within Groups	73.984	304	.243		
	Total	74.118	305			
<b>RELIGION</b>	Between Groups	.255	1	.255	1.049	.307
	Within Groups	74.035	304	.244		
	Total	74.291	305			
<b>SEX</b>	Between Groups	.417	1	.417	1.945	.164
	Within Groups	65.090	304	.214		
	Total	65.507	305			
<b>MARRIAGE</b>	Between Groups	.000	1	.000	.000	1.000
	Within Groups	76.500	304	.252		
	Total	76.500	305			
<b>OTHERS</b>	Between Groups	.423	1	.423	1.960	.011
	Within Groups	65.548	304	.216		
	Total	65.971	305			

**Table 12: Frequency and Percentage of Main Issues of Discussion by Age**

VARIABLES		Age of the respondents										Total	
		8-12		13-17		18-22		23-27		28-30		8-30	
		No	%	No	%	No	%	No	%	No	%	No	%
<b>SPORT</b>	Yes	32	88.8	46	82.1	81	69.2	54	65.1	10	74.2	227	72.9
	No	4	11.	10	17.9	36	30.8	29	34.9	4	25.8	79	27.1
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>MUSIC</b>	Yes	17	47.2	29	51.8	84	72.0	60	72.3	11	65.7	201	65.7
	No	19	52.8	27	48.2	33	28.0	23	27.7	3	34.3	105	34.3
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>POLITICS</b>	Yes	16	44.4	33	59.0	72	62.0	65	78.0	12	58.5	179	59.5
	No	20	55.6	23	41.0	45	38.0	23	22.0	4	41.5	127	40.5
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>ACADAMICS</b>	Yes	31	86.1	54	96.4	99	85.0	77	92.8	11	88.9	272	88.9
	No	5	13.9	2	4.6	18	15.0	6	7.2	3	11.1	34	11.1
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>ETHNICITY</b>	Yes	19	52.8	30	54.0	80	68.4	53	64.0	9	69.0	211	63.4
	No	17	47.2	26	46.0	37	31.6	30	36.0	5	31.0	95	36.6
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>ROMANCE</b>	Yes	12	33.3	31	55.4	111	95.0	70	84.3	11	92.0	281	76.8
	No	24	66.7	25	44.6	6	5.0	13	15.7	3	8.0	23	23.2
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>RELIGION</b>	Yes	14	38.9	20	36.0	55	47.0	34	41.0	4	65.0	199	41.5
	No	22	61.1	36	64.0	62	53.0	49	59.9	10	35.0	107	58.5
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>SEX</b>	Yes	12	33.3	34	61.0	87	74.4	65	78.3	13	69.0	211	69.0
	No	24	66.7	22	39.0	30	25.6	18	21.7	1	31.0	95	31.0
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>MARRIAGE</b>	Yes	16	44.4	31	44.6	64	54.7	42	50.6	7	50.0	153	50.0
	No	20	55.6	25	55.4	53	45.3	41	49.4	7	50.0	153	50.0
	Total	36	100	56	100	117	100	83	100	14	100	306	100
<b>OTHERS</b>	Yes	21	58.3	34	61.0	81	69.2	59	71.1	12	85.7	207	67.6
	No	15	41.7	22	39.0	36	30.8	24	28.9	2	14.3	99	32.4
	Total	36	100	56	100	117	100	83	100	14	100	306	100

Table 12 shows that all age groups are apparently engaged in discussion with different ethnic groups on different points of discussion. However, the difference in age could be illustrated more in the following table 13 of summaries of ANOVA.

**Table 13: Summaries of ANOVA on Main issues of discussion by age**

<b>VARIABLES</b>	Sources of variation	DF	Sum of Squares	Mean Square	F	Sig.
<b>SPORT</b>	Between Groups	4	2.069	.517	<b>2.666</b>	.033
	Within Groups	301	58.418	.194		
	Total	305	60.487			
<b>MUSIC</b>	Between Groups	4	3.340	.835	<b>3.830</b>	.005
	Within Groups	301	65.630	.218		
	Total	305	68.971			
<b>POLITICS</b>	Between Groups	4	1.097	.274	1.136	.339
	Within Groups	301	72.655	.241		
	Total	305	73.752			
<b>ETHNICITY</b>	Between Groups	4	.793	.198	.850	.495
	Within Groups	301	70.214	.233		
	Total	305	71.007			
<b>ACADAMICS</b>	Between Groups	4	.834	.208	2.135	.076
	Within Groups	301	29.388	.098		
	Total	305	30.222			
<b>ROMANCE</b>	Between Groups	4	5.995	1.499	<b>6.622</b>	.000
	Within Groups	301	68.123	.226		
	Total	305	74.118			
<b>RELIGION</b>	Between Groups	4	.803	.201	.823	.512
	Within Groups	301	73.487	.244		
	Total	305	74.291			
<b>SEX</b>	Between Groups	4	6.817	1.704	<b>8.740</b>	.000
	Within Groups	301	58.690	.195		
	Total	305	65.507			
<b>MARRIAGE</b>	Between Groups	4	.533	.133	.528	.715
	Within Groups	301	75.967	.252		
	Total	305	76.670			
<b>OTHERS</b>	Between Groups	4	1.166	.291	1.333	.258
	Within Groups	301	65.805	.219		
	Total	305	66.971			

More of children between the age range of (8-12) (the highest, 88.8%) and (13-17) (82.1%) chat about *sport* than the other age groups. Table 13 of ANOVA showed that the difference is significant for Sport ( $F(4,301); P < 0.05) = 2.666$ ).

Furthermore, the dialogue about music seem to be increasing along the age groups with the least (47.2) for (8-12) and continues with (51.8%), (72.0%), (72.3%) and (78.6%) for the other age groups respectively. But it is good to note that the highest score goes to the oldest age group of the respondent students. Sex becomes a hot issue from the age group of (13-17) with 61% proportion of their discussion followed by 74.4%, and 78.3% for the remaining age groups respectively. Late adolescents are (18-22) are more (95.0%) concerned about *love/romance* during their discussion. And, 84.3% of the respondents in age group (23-27) also reported that they converse about romance. In addition, ANOVA test showed that these differences among the age groups are significant for *music* ( $F(4,301); P < 0.05) = 3.830$ ), *romance* ( $F(4,301); P < 0.05) = 6.622$ ), and *sex* ( $F(4,301); P < 0.05) = 8.740$ ), as main issue of interethnic discussion.

Less than half of all age groups reported that they have argument about religion. The issues about marriage across age do not appear to be that different as it was only reported by approximately half (54.7%) of the age group of late adolescents (18-22). In general, almost half (50%) of the respondents across ages have reported to have debate about marriage. The test of significance by one way ANOVA in table 13 revealed that there were no statistically significant differences in main issues of interethnic discussion across age groups for ethnicity ( $F(4,301); P > 0.05) = 0.050$ ), academics or education ( $F(4,301); P > 0.05) = 2.135$ ), religion ( $F(4,301); P > 0.05) = 0.823$ ), marriage ( $F(4,301); P > 0.05) = 0.528$ ) and others ( $F(4,301); P > 0.05) = 0.258$ ).

## 4.4 Interethnic Intimacy

**Table 14: Mean and Standard Deviation of Inter-ethnic Intimacy by sex**

Sex of the respondents	Mean	N	Std. Deviation
Male	25.6994	172	4.76104
Female	25.4507	134	4.03443
Total	25.5905	306	4.45215

Table 14 above shows that the total respondents have scored (25.5905) which is just more than the expected mean average (20.5). So the score for interethnic intimacy is not very high. In terms of sex, both male and female respondents scored approximately equal mean score. This could mean that the interethnic intimacy across sex do not differ significantly. However, the table below could portray whether the difference is significant or not.

**Table 15: Summary of ANOVA on Inter-ethnic Intimacy by Sex.**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	1	4.658	4.658	.234	.629
Within Groups	304	6040.945	19.872		
Total	305	6045.603			

Table 15 reveals that there is no significant difference ( $F(1,304); P > 0.05$ ) ( $=0.234$ ) between the total male and female respondents in their score of interethnic intimacy.

**Table 16: Mean and Standard Deviation of Interethnic Intimacy by Age**

Age of the respondents	N	Mean	Std. Deviation
8-12	36	29.8222	2.26994
13-17	56	28.1643	2.56341
18-22	117	25.1641	4.21838
23-27	83	23.3241	4.41565
28-30	14	21.4143	3.20357
Total	306	25.5905	4.45215

According to table 16, the mean score of the respondents on inter-ethnic intimacy decreases along side with the age group increasing with the highest score for the age group (8-12).

**Table 17: Summary of ANOVA on Interethnic Intimacy by Age**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	4	1707.414	426.853	29.617	.000
Within Groups	301	4338.189	14.413		
Total	305	6045.603			

The analysis of the variances given in table 20 above proves that there was significant difference ( $F(4,301); P > 0.01 = 29.617$ ) in interethnic intimacy across ages.

## 4.4 Interethnic Peer Socialization

**Table 18: Mean and Standard Deviation on Interethnic Peer Socialization by Sex**

Sex of the respondents	Mean	N	Std. Deviation
Male	25.0384	172	5.71965
Female	24.8716	134	4.87721
Total	24.9654	306	5.35921

Table 18 also shows that the total respondents scored (24.9654) just more than the expected mean average (20.5). The interethnic peer socialization is generally not very high among the respondents. More over, both male and female respondents scored just about equal mean score. This means that the interethnic peer socialization across sex do not seem to differ significantly. However, the table below could illustrate whether the difference is significant or not.

**Table 19: Summary of ANOVA on Interethnic Peer Socialization by Sex**

Sources of variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	1	2.094	2.094	.073	.788
Within Groups	304	8757.859	28.809		
Total	305	8759.953			

Table 19 reveals that there is no significant difference ( $F(1,304); P > 0.05$ ) ( $= 0.073$ ) between the total male and female respondents in their score of interethnic intimacy.

**Table 20: Mean and Standard Deviation of Inter-ethnic Peer Socialization by Age**

Age of the respondents	Mean	N	Std. Deviation
8-12	30.8361	36	2.67829
13-17	28.2054	56	2.80755
18-22	23.6017	117	5.26044
23-27	22.7687	83	5.11935
28-30	21.3286	14	2.54904
Total	24.9654	306	5.35921

Depicted from table 20 above, the mean score of the respondents on interethnic socialization decreases as age increases with a remarkable drop at age group (18-22).

**Table 21: Summary of ANOVA on Interethnic Peer Socialization by Age**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	4	2631.875	657.969	32.318	.00
Within Groups	301	6128.078	20.359		
Total	305	8759.953			

Table 21 shows that there was a significant difference ( $F(4,301); P > 0.01$ ) = 32.318) in interethnic socialization across age groups.

## 4.5 Interethnic Natural Relations

**Table 22: Mean and Standard Deviation Interethnic Natural Relations by sex**

Sex of the respondents	Mean	N	Std. Deviation
Male	11.4116	172	2.63470
Female	11.5627	134	2.38972
Total	11.4778	306	2.52740

In table 15, the total score of the respondents (11.4778), when compared to the expected maximum score (20.0), makes it clear that the naturally occurring relations across different ethnic groups are not very high. It also demonstrates that there is no much disparity between the total male and female respondents in interethnic natural relations.

**Table 23: Summary of ANOVA for Interethnic Natural Relations by Sex**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	1	1.719	1.719	.268	.605
Within Groups	304	1946.550	6.403		
Total	305	1948.269			

According to table 23, there is no significant difference ( $F(1,304); P > 0.05$ ) (=0.268) in respondents' score of interethnic natural relations by the two sexes.

**Table 24: Mean and Standard Deviation of Interethnic Natural Relation by Age**

Age of the respondents	Mean	N	Std. Deviation
8-12	14.0222	36	1.47650
13-17	12.6214	56	1.35951
18-22	11.2017	117	2.43572
23-27	10.3229	83	2.63389
28-30	9.5143	14	1.60137
Total	11.4778	306	2.52740

Table 24 reveals that children in the age group (8-12) have the highest mean score of interethnic natural relations. However, the pattern was still similar with the previous scores in that it decreases as the age group increases.

**Table 25: Summary of ANOVA for Interethnic Natural Relation by Age**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig
Between Groups	4	479.909	119.977	24.594	.00
Within Groups	301	1468.360	4.878		
Total	305	1948.269			

The summary of ANOVA in table 25 proves that there is significant difference ( $F(4,301); P > 0.01) = 24.594$ ) in the score of interethnic natural relations across age groups.

## 4.6 Interethnic Peer Preferences

**Table 26: Mean and Standard Deviation of Interethnic Peer Preferences by Sex**

Sex of the respondents	Mean	N	Std. Deviation
Male	11.1560	172	2.28786
Female	11.6928	134	2.31562
Total	11.3911	306	2.31171

Table 26 shows that the total mean score (11.3911) of the respondents, when compared to the expected mean average (18.0), that the interethnic peer preferences is not very high. Furthermore, the table does not show much difference in mean score of the respondents in interethnic peer preferences by sex. However, the ANOVA analysis has the following result.

**Table 27: Summary of ANOVA on Interethnic Peer Preferences by Sex**

Sources of Variation	DF	Sum of squares	Mean Square	F	Sig.
Between Groups	1	21.702	21.702	4.102	.044
Within Groups	304	1608.222	5.290		
Total	305	1629.924			

However, table 27 discloses that there is significant difference ( $F(1,304); P < 0.01) = 4.102$ ) in respondents' score of interethnic natural relations by the two sexes.

**Table 28: Mean and Standard Deviation of Interethnic Peer Preferences by Age**

Age of the respondents	Mean	N	Std. Deviation
8-12	13.5139	36	1.01916
13-17	12.9077	56	1.29448
18-22	11.0228	117	2.29889
23-27	10.3092	83	2.16919
28-30	9.3571	14	1.76608
Total	11.3911	306	2.31171

Table 28, as well demonstrates that the mean score for interethnic peer preferences decreases as the age group increases.

**Table 29: Summary of ANOVA on Interethnic Peer Preferences by Age**

Sources of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Between Groups	4	461.969	115.492	29.764	.00
Within Groups	301	1167.955	3.880		
Total	305	1629.924			

The result of the analysis of variances in the table above bear out that the difference in interethnic peer preferences across the age groups is significant ( $F(4,301); P > 0.01) = 29.764$ ).

#### **4.7 The Results of FGDS**

The FGD as a whole took about a day. It focused on whether their interaction during play, working in classes and liking were based on ethnic back ground of themselves and their fellows.

The procedure of the FGDs was started by the facilitator's introducing himself as follows. *"This group focused discussion is to be conducted with the sincere participation and involvement of all the group members and all the views to be expressed are valuable as far as they are based on free expression interest. Every one of you are going to forward your opinion based on the questions to be raised by the facilitator."* The participants' willingness was first assured for video tapes for the discussion and the interview. All the group members were active participants without any hesitation.

##### **Children's (9-13) FGD Result**

- A question was forwarded to the groups to get opinion about their awareness of ethnic diversity in their environment and their group and if they consider it during their interaction. In response, the groups reflected that children were aware of the diversity in their environment but do not worry about it during their interaction.
- When the question of whether there is ethnic bullying in their groups was presented, they responded that they didn't even sometimes remember the ethnic group of their colleague friends. They reported that there is no ethnic bullying in their friendship groups.
- The group also responded to the question of gender make up that they just wanted it like that( boys with boys and girls with girls)

### **Adolescents (14-20)**

- The group responded to the question of ethnic awareness that they are more aware and more concerned about the ethnic diversity in their group and in their environment. They also responded that they tend to choose their type for friendship in ethnic background.
- Regarding ethnic bullying, they said “sometimes there is fierce fighting among us due to verbal harassment by singling out an individual from certain ethnic background” The groups had reported that some of them have regrouped themselves into another friendship groups due to ethnic bullying.
- In terms of romantic relation with other ethnic groups, the groups responded that they don’t discriminate ethnically for sexual relations as far as it does not long last to marriage. The groups generally said that their respective societal expectation favors same ethnic marriage
- The most important factor for choosing an individual for group assignment or group work is the agility of the chosen one. However, there are some factors as ethnic background, proximity of the individual for the work and achievement of the individual.

### **Youth (21-26)**

The youth groups reflected that they are more aware of the ethnic diversity in their environment and in their groups and consider it during their interaction and friendship group formation. They agreed that it is normal and natural for a person to be with his/her own ethnic type of person during group formation for assignment, interaction and romance. For long lasting relations such as marriage, they remarked that they are more ethnic sensitive. They said that there is no ethnic bullying among their friendship group because they are all from the same ethnic background.

## **V DISCUSSION**

This part of the study will discuss the result of the present study in relation to the review of the related literature. The major purpose of the study was to study the pattern of interethnic peer interaction across sex and ages. Accordingly, the researcher had analyzed the collected data into different sections.

### **5.1 Interethnic Friendship group formation**

Interethnic friendship group formation refers to the extent to which peer students incorporate other ethnic groups in their friendship groups. This part was analyzed based on the research by Antonio (1997) who divided interethnic friendship group into three based on their ethnic composition; homogenous (100 % composed of only one ethnic type), majority one ethnic group (>50% composed of one ethnic type) and heterogeneous (no ethnic group constitute the majority). Then the researcher tried to show the pattern of the three types of friendship group formation in graph 3, and see the significant difference in terms of both sex and age. In terms of sex, the table and the graph revealed that there is no difference in pattern in proportion for the three types of friendship groups. More of both sexes belong to majority one ethnicity followed by heterogeneous and homogenous groups. With regard to the pattern majority one ethnicity is similar for both in that it increases in the middle of the age and continues to decrease as the age decreases for both male and female. So far there is no research finding related to this, but the researcher agreed that both male and female become more ethno-centered (homogenous) in their later interaction as they get more and more environmental and cultural influence of the society which is ethnic based. The homogenous group of the male continues to increase as age increases, where as for the female it does fall down as age increases. This means females become more flexible in their choice of friends from different ethnic background as they mature where as males remain rigid to their previous feeling of ethnicity. Furthermore the graph showed that both females and males are almost equally heterogeneous.

However, the ANOVA result showed that there is no significant difference in interethnic friendship group formation between males and females. This could be due to the fact that both females and boys are under the same environmental and cultural influence regarding ethnicity.

Regarding age the ANOVA result showed significant difference in interethnic friendship group formation. Both heterogeneous group and majority one ethnic group are high during childhood and become less during late adolescence with a little escalation during youth. Nevertheless, there are no homogenous groups during childhood in the environment of more ethnic groups living together. Homogenous group increases at late adolescence and decreases during youth. This finding could be related to the argument of Kerr & others (2003) who put forward that during childhood the focus of peer relations is to be liked by classmates and be included in majority groups. They further indicated that in beginning in early adolescence, teenagers typically prefer to have a few number of friends with typical characteristics they value.

Moreover, Leventhal (1994) added that young adolescents conform more to peer standards in the society than children do. This means if the environment exerts influence to promote ethnic specific interaction, the adolescents are more accessible to inculcate that value than the children. Antonio (1997) argued that adolescents are more ethnic sensitive during their first time rally with other ethnic groups and get to be less sensitive as they continue to interact positively.

## **5.2 Main Issues of Interethnic discussion**

This part deals with the discussion of the main issues of interethnic discussion among students across sex and ages. According to the results of the analysis, there were statistically significant differences in main issues such as sport, politics and ethnicity between the total male and female respondents where as there are no significant differences in main issues of discussion such as music, education, religion, romance, sex, marriage and others.

In terms of age, the result showed that there were significant differences in more of main issues of interethnic discussion. One way ANOVA revealed the significant differences in SPORT, MUSIC, POLITICS, ETHNICITY, MARRIAGE, SEX, and ROMANCE across the age groups specified. More children chat about sport than the other age groups such as adolescents and youth. Music, politics, ethnicity and marriage as the main issues of interethnic interaction increase along with the increase in age. Whereas sex and romance are the top issues of discussion during adolescence. This could be due to the fact that they are more the function of development and environmental influence.

Powell and Caseau (2004) ethnic interaction is rooted in cultural heritage, nationality characteristics, race, religion, and culture. They further noticed that there is not only ethnic diversity within a culture but also exists diversity within each ethnic group. Gottlieb (2004) added that the order of development and environmental effects such as family, peers, schools and community can affect the way of life. The finding could go in line with the idea of Buhrmester (2001) who found out that peer interaction for sex, romance and marriage could differ developmentally.

With regard to sex, there was no significant difference in interethnic intimacy between female and male respondents. According to Berndt and Perry (1990), intimacy is one of the most common characteristic of friendship as it is characterized by self-disclosure and the sharing of private thoughts. They concluded that friendship intimacy is more similar than dissimilar in terms of sex.

In terms of age, intimacies among friendships across different ethnic groups differ significantly. This could be due primarily to the developmental effect of culture, environment and social expectation of the individuals. Berndt and Perry further contended that throughout childhood, there is no difference in intimacy along age. However, Berndt (2002) had emphasized that developmentally, friends become increasingly depend on one another during adolescence which path changes adolescents' state of constant trust to the end.

Another research finding supported the above result. Adolescents report that they disclose more intimate and personal information to their intimate friends than younger children and youth. So, the effect of age on interethnic intimacy is significant (Buhrmester, 2001).

### **5.3 Interethnic Intimacy**

Interethnic intimacy refers to the degree of prevalence of the characteristics of friendship intimacy displayed across different ethnic groups. Then the researcher tried to identify the degree too which these characteristics prevail and see the difference across sex and age. According to the result of the research, interethnic intimacy was not found to be prevailing much. It can be said that the coexistence of different ethnic groups together cannot assure the interethnic interactions. Sex wise there was no significant difference found. The degree to which both boys and girls involve in interethnic intimacy is not different enough to be significant. This could be because of the fact that both sexes receive almost similar environmental influences regarding ethnic intimacy. Age wise, there was no significant difference. This could be again due to the same reason.

## 5.4 Interethnic Socialization

Interethnic socialization refers to the degree to which peer students socialize across different ethnic group; for example, studying together, sharing dormitories engaging in informal and formal discussion together with other ethnic groups are all the manifestations of interethnic socialization. The result of the present study showed that there was no significant difference between the male and female respondents in interethnic socialization. That means both male and female socialize interethnically with almost the same degree. This could be due to the fact that the pattern of socialization is the same for both females and males. For instance female students share dormitories with female students together, not with the male students. The difference is only in sex (gender) not in ethnic composition. Wood (2001) agreed that both men and women socialize differently but more likely to engage in the same pattern of interaction in the same environment.

However, when we come to the effect of age, the ANOVA result revealed the significant difference in interethnic socialization across age groups. These differences could be due to the developmental effects of interethnic interaction. This idea agrees with the arguments of Antonio (1997) who said that students enter college initially with segregated attitude towards other ethnic groups. He also said that, however they start to interact during dining, studying and living in the dormitory together with members of the other ethnic group. This idea is in line with the findings of the present study on interethnic socialization which decreased as age groups increased.

This was evident from the mean and standard deviation distribution of scores on interethnic socialization in table 24. Generally, as ANOVA result showed that the difference in sex on ethnic socialization was not statistically significant. This could be due to the fact that ethnic socialization is more the function of developmental age rather than sex. For this Antonio (1997) and Zeigler (1997) have agreed that ethnic diversity is leading to significantly distinctive pattern of educational, social and psychological behaviors of

students. They added that some students view their environment as racially balkanized; they predominantly cluster by race or ethnicity in their school environment.

## **5.5 Naturally occurring Relations (Interethnic)**

There was no statistically significant difference between male and female students in naturally occurring relations across different ethnic groups. This means dating opposite sex, choosing marital partnership, helping people from other ethnic group is not significantly different by sex of individuals.

However there was a statistically significant difference in naturally occurring relations across age groups. Many researchers have contemplated that age is one of the most important function of naturally occurring relations. As cited in Santrock (2006; 410), Florisheim, Moore, and Edgington (2003) indicated that a number of developmental changes affect dating. Thomas (1998) in Santrock (2006; 411) cited one 10 year old girl's ad on web as

*"Hi I am looking for a cyber boyfriend! I am 10. I have brown hair and brown eyes. I love swimming, playing basket ball, and think kittens are adorable".*

One can understand that the child is trying to describe herself in that she belongs to those ethnic groups with brown eyes and brown hair.

Duck (1993) further wrote that racial and ethnic diversity may affect peer relations among students, and even the naturally occurring relationships such as dating, material partnership, etc. And according to Peterson (1997), adolescents hang out together with mixed ethnic groups during romantic relationship.

This idea is also in consistent with the idea of Waters (1990) who argued that identity formation as a function of inter- ethnic interaction is with which students define themselves in their ethnicity and race and establish an alternative sense of identity. Romo (1996) agreed that students continue to feel

special part of certain community by being cling to the rules of society in long lasting relations such as marriage. That could be the reason why peers differ from age to age in most cases of naturally occurring relations with different ethnic groups.

## **5.6 Interethnic Peer preferences**

Interethnic peer preferences refers to the extent to which peers prefer other peers from other ethnic background for work (group assignment or group project), for playing with and for liking. The respondents were made to nominate three peers (write their names and their ethnicity) with whom they like and don't like to work and play out door and indoor games.

Accordingly, the ANOVA result showed that there was a statistically significant difference in interethnic peer preferences across both sex and age. This could be in consistent with the argument of Brown and Larson (2002) who reflected that around the world, the experiences of male and female adolescents continue to be quite different in their choice of peers to be with for work and play. This could primarily be due to the differential effect of culture. In addition, a peer cluster may serve as an indication in which adolescents compare themselves (Peterson and Taylor, 1980 cited in Dworetzky, 1988:375). Dworetzky went on to say that to become or stay a member of a desired peer group, an individual needs a certain amount of popularity (p.375).

Likewise, studying "Group Membership and Belief Similarity as Determinants of interpersonal Attraction in Peru" using sociometric measures, Bergeron and Zanna (1973) hypothesized that group membership would have a strong if not overriding effect on interpersonal attraction (p.399). Consistent with the proposition, they found out that ethnic group membership was the major variance of interpersonal attraction and friendship for peers in their being together (p.402).

## **VI: Summary, Conclusion and Recommendation**

### **6.1 Summary**

A huge body of research has been carried out in relation to development of ethnic identification and ethnic preference. It has been found that in a mixed ethnic country like Ethiopia, interethnic peer interaction is expected to take main effects at different levels of development. The present study was conducted to assess the effects of developmental ages and sex on interethnic peer interaction. The main objective of this study was to examine the difference in inter- ethnic peer interaction along sex and age.

To this end, two independent variables (age and sex) and 5 dependent variables were considered; they were *interethnic friendship group formation*, *main issues of interethnic discussion*, *interethnic socialization* (socialization across different ethnic groups), *interethnic intimacy* (friendship intimacy across different ethnic groups) and *interethnic peer preferences* (Peer preferences across different ethnic groups for work and play).

Accordingly attempt was made to see the patterns of inter- ethnic peer interaction in terms of the above variables. To achieve the above objectives, the following basic questions were set:

1. Is there an interethnic friendship group formation among students?
2. What are the main issues of interethnic peer discussions among students?
3. Is there interethnic peer socialization among students?
4. Are there interethnic natural relations among students?
5. Is there an interethnic peer preference among students?
6. Are there age and sex differences in the patterns of interethnic peer interactions?

To answer the above questions, the study was conducted on four groups of ethnic identification in Ethiopia. The three were the common ethnic groups (Oromo, Amhara and Tigre) considered in Ethiopia in most of ethnic related researches, whereas the fourth group is the remaining ethnic groups (Gurage, Somali, Afar, Kambata Hadiya, etc.,) considered together as “*others*”. During the process of answering the questions, the researcher has employed different techniques of sampling and data collection and data analysis. To identify samples, he employed purposive, random and stratified random sampling techniques. Purposive sampling technique was used to select participants for 11 FGDs whereas random and stratified were used to select faculty and final participants respectively.

In order to gather information, the researcher used both qualitative method (FGDs) and quantitative (questionnaires) developed and adapted based on the purpose of the research. Pilot test was conducted in Nafiyad School and Addis Ababa University to determine the reliability and validity of the instruments after which it was used for final study. The FGDs format included the request for the information about the general group information in terms of ethnicity, age and sex. The questionnaire was consisting of demographic part, friendship group formation, main issues of discussion, interethnic socialization, interethnic intimacy, interethnic naturally occurring relations and interethnic peer preferences. After the data had been gathered on these variables, they were analyzed both qualitatively and quantitatively. The quantitative part was done using Statistical Packages for Social Sciences (SPSS 15.0: for computing means and standard deviations, frequencies and analyzing by ANOVA. According to the results found

### **The FGDs Result**

- Children were aware of the ethnic diversity in their environment and friendship groups, but that they do not worry about the ethnicity of their fellow friends and that there is no ethnic bullying among them.
- The adolescent groups reflected that they are more aware of ethnic diversity and that there is ethnic bullying among their friendship group.

Moreover, they agreed that they do not consider ethnicity in romantic relationship as far as it does not long last to marriage.

- The youth said that they are more ethnic sensitive in their both romantic and the choice of marital relationship. They didn't report to have experienced ethnic bullying in their friendship groups.

### **The Questionnaire result**

- There was an interethnic friendship group formation among the respondents of the research. However, the patterns of the friendship group formation differ across different developmental ages. Nevertheless, there was no statistically significant difference between the total female and male respondents in interethnic friendship group formation, interethnic main issues of discussion for music, education, romance, religion, sex, marriage and others whereas there was statistically significant difference in the main issues of interethnic discussion for sport, politics and ethnicity. And age wise, there was significant difference in sport, music romance and sex as the main issues of discussion.
- There were statistically significant differences among the total respondents across ages in interethnic friendship group formation, interethnic main issues of discussion, interethnic socialization, interethnic intimacy, interethnic natural relations and interethnic peer preferences.

Generally, a significant main effect was observed more for age than for sex. Such a result could be justified due to mere differential social and cultural influence at different developmental ages. Antonio (1997) concluded that the more the experience the individuals have with other ethnic groups, the less the individuals are ethno-centered.

## 6.2 Conclusions

The researcher, based on the above findings, has concluded the following;

- ⇒ Ethnicity in peer relation is an important factor developmentally from childhood through adulthood.
- ⇒ There are interethnic peer interactions in the environment diverse ethnic groups living or learning together.
- ⇒ The patterns of interethnic peer interactions are not necessarily the same for both sexes and along different developmental ages.
- ⇒ Children, adolescents and youth are all aware of ethnic diversity in their environments and in their friendship groups in which they live. Children are less ethno-centered and experience no ethnic bullying. Adolescents are more ethno-centered than the children and experience more ethnic bullying than the children and the youth.
- ⇒ Male and Female students do not differ in their friendship group formation across other ethnic groups, issues of discussion with other ethnic groups, interethnic socialization, interethnic intimacy and interethnic natural relations.
- ⇒ Male and female students differ in their involvement in the naturally occurring relations such as dating and having marital partnership with other ethnic groups. Females are less sensitive to ethnicity than males in their natural relations with other ethnic groups.
- ⇒ Male students have more homogenous groups than female students. Females have more heterogeneous groups. However, both female and male students have the three types of friendship group in college to certain degree.
- ⇒ Male and Female students differ in peer preference from other ethnic groups.
- ⇒ Children, adolescents and youth differ significantly in friendship group formation with other ethnic groups, issues of discussion with other ethnic groups, interethnic socialization, interethnic intimacy interethnic natural relations and interethnic peer preferences.

### **6.3 Recommendations**

- Students and teachers instructors should be aware of accurate information and have a clear picture of ethnic diversity among the community of their organization.
- Ethnic diversity in school and college should be handled properly and be cultivated positively in order to enhance the healthy development of the students and reduce conflicts, stereotypes, bullying and racism in different ethnic groups.
- The organization with different ethnic groups should give orientation for the newly entering students so that they can learn, develop and prepare themselves for successful life both in the school environment and in the larger community.

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**Questionnaire to be filled by Nafyad School and  
Adama University students**

**Addis Ababa University  
School of Graduate studies  
Department of psychology**

The main objective of this questionnaire is to obtain information regarding the interethnic peer interaction among the students of across sex and ages. Specifically it will look for differences in intimacy in friendship, racial balkanizations, friendship group formations, naturally occurring relations and play, work and liking nominations.

The information obtained will be utilized only for research purpose. Your being frank and honest will help the outcome of the finding. Please feel free to respond to all items. All your responses will be kept in full confidentiality and will not affect you, your friends, and any body else in any way. This can be made sure in that you are not required to write your name in any part of the questionnaire.

**Thank you in advance for your cooperation**

**Part I General Information**

1. Name of your school \_\_\_\_\_
2. Sex                                      Male       Female
3. Age \_\_\_\_\_years
4. Place of birth \_\_\_\_\_
5. Grade level/Years of Study    7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>   
Or Year 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>
6. Nationality (ethnic background) \_\_\_\_\_ (Oromo, Amhara, Tigre  
Gurage, Somali, Other specify...)
7. Language at home (family) Mother tongue \_\_\_\_\_ (Amharic, Afan  
Oromo, Tigre) (if more than one specify\_\_\_\_\_)

**Part II. Friendship Group**

1. Consider your friendship group and kindly give your description about the members(Please note that the names are not needed, use codes or abbreviations

No	Names (Use Codes)	Sex	Age	Nationality (Ethnicity)	Grade (Year level)
1					
2					
3					
4					
5					

**Part III. Main Issues of Interethnic Discussion**

Please indicate if the following issues are the main points of your discussion with friends from other ethnic groups.

No	Issues of discussion	Yes	No
1	Sport		
2	Music		
3	Politics		
4	Ethnicity		
5	Academics/education		
6	Romance		
7	Religion		
8	Sex		
9	Marriage		
10	Others		
	-----		

**Part IV. Scale for Interethnic friendship Intimacy**

1. Think of your best (most closest) friend whom you share concerns, interests, information and secretes that you don't share with others and kindly give your responses to the following questions.
2. For how long have you been friends? \_\_\_\_\_ months or \_\_\_\_\_years
3. What is his/her ethnic background (Amhara, Oromo, Tigre)  
\_\_\_\_\_ (If other, specify it \_\_\_\_\_)

No	How frequently do you do the following with your best friend?	Neutral	Some times	Often	Always
1.	I share him/her my inner most secrets				
2.	He/she shares his/her inner most secrete with me				
3.	He/she doesn't hurt my feeling				
4.	I trust him/her for anything				
5.	She/he trusts me for any thing				
6.	We share materials that we do not share with others				
7.	I don't hurt her/his feeling				
8.	We help each other out when we have problem				
9.	We identify the ugliest boy or girl for ourselves				
10.	We make up funny names for people and laugh ourselves silly				

**Part V. Scale for Interethnic Peer Socialization**

Rate the following statements on the basis of your agreement with the following 4 points scale continuum.

No	How often do you do the following?	Neutral	Some times	Often	Always
1	I meet friends from other ethnic group				
2	I dine/ go to café with friends from other ethnic group				
3	I share dormitories with students from my own ethnic line				
4	I study with friends fro other racial background.				
5	I discuss social issues with students from my own ethnic group				
6	I discuss political issue with students from my ethnic group				
7	I do my project work with students from other ethnic group				
8	During group assignment, I join students from my own ethnic group				
9	I support the same political party supported by my own ethnic groups				
10	I discuss different issues with students from other ethnic group				

### Part VI. Scale for Naturally Occurring Relations

Rate the following incidences of natural relations on a 4 point scale ratio.

No	How often do you carry out the following	Neutral	Some times	Often	Always
1	I date with opposite sex individual from my own ethnic group				
2	I have romantic relation with some one from other ethnic group				
3	I help individual from other ethnic group to get out of a problem				
4	I involve in contributing money more for a student from my own ethnic group if he/she faces accidental problems than for the other student from other ethnic group.				
5	I am engaged or plan to engage with a student from other ethnic group for marriage.				

## Part VII. Scale for Interethnic Peer Preferences

This part is a peer nomination procedure by which you list NAMES of students you LIKE and Don't Like to work with and those to play with. Everybody has got different feelings about working and playing with everybody else. We like some people a lot, some a little bit and some others no at all.

**Directions:** Read each of the following questions carefully and write the names of your classmates for the group activities specified where appropriate on the space given to. You can use codes if necessary.

Note: - you may choose a student for more than one group activity, if you wish.

1. Name three classmates you would like to be with on a class project (such as group work, term-paper, class presentation) in the order you like to (i.e. write first the name of the student you like, next the name of the second, and then the name of the third).

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

2. Name three classmates you don't like to work with on a class project in order (i.e. write first the name of the student you don't like most, next the name of the second, and then the name of third).

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

3. Name three classmates you would like to play with in games (i.e. in and/or out - door games) after class hours in order.

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

4. Name three classmates you don't like to play with in games (i.e. in and /or out-door games) after class hours in order.

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

5. Name three classmates you like most in order. Start from the most you like.

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

4. Name three classmates you like least in order, start from the very least.

No	Name (Use Codes)	Sex	Nationality(Ethnicity)	Grade(Year level)
1				
2				
3				

Thank you very much, the researcher.

### **Ethnographic Observation for identifying FGD groups**

1. Letting a school teacher/Lecturer to inform the students to form a group of 5 for class work, group assignment and project work and analyzing the ethnic composition of selected group samples and conducting FGDs with them.
2. Observing and identifying the group of students on play ground and analyzing the ethnic composition of the groups and conducting FGDs with them.
3. Observing and identifying the group of students discussing or talking together and analyzing the ethnic composition of the groups and conducting FGDs with them.

## **FGD Questions for identified peer groups through ethnographic observation**

*Objective:* To gather information in order to better understand the interethnic

Peer Interactions across sex and age

I thank you in advance for your cooperation and participation in this discussion.

### **Self- Introduction**

The Name of the facilitator \_\_\_\_\_

*This discussion is to be held with the participation of all the group members and the ideas forwarded should be based on free expression and interest. All ideas and suggestions are valuable. Stepping up on your personal experience and environmental situations, every one of you is invited to participate in discussions stemming from the questions to be raised.*

### **Group Members General Information**

No	Name	Sex	Age	Grade	Ethnicity
1					
2					
3					
4					
5					
6					

1. How do you see the ethnic diversity in your environment and in your friendship groups?
2. Is there ethnic bullying in your friendship group?
3. Do you have romantic relationship with someone from other ethnic group?
4. Do you think to marry some one from other ethnic group?
5. What are your criteria to be a member of certain group during work or play?



**ክፍል 2፣ የጓደኞች ቡድን**

1. አንተ/አንቺ ያለህበት/ሽበትን የጓደኞች ቡድን በማገናዘብ የሚከተለውን ሠንጠረዥ መ.ይ/መ.ላ.፡፡ ስም መጻፍ ግዴታ አይደለም ኮድ ወይም /Abbreviation/መጠቀም ይቻላል፡፡

ተ.ቁ	የጓደኞች ቡድን አባላት ስም(ባድ)	ጾታ	ብሔር	ዕድሜ	የት/ት ደረጃ/
1					
2					
3					
4					
5					

**ክፍል 3:- የመወያያ ነጥቦች**

በጓደኞችሽ/ህ ቡድን አባላት ውስጥ የሚከተሉት ዋና ዋና ሀሳቦች ምን ያህል የመወያያ ነጥቦች እንደሆኑ በተሠጡት ስኬል መሰረት ግለጫ/ጽ፡፡

- 1. በፍጹም
- 2. አልፎ አልፎ
- 3. ብዙ ጊዜ
- 4. ሁል ጊዜ

ተ.ቁ	የመወያያ ነጥቦች	በፍጹም	አልፎ አልፎ	ብዙ ጊዜ	ሁል ጊዜ
1	ስለስፖርት				
2	ስለ መ.ዘ.ቃ/ዘፈ.ን/				
3	ስለ ፖለቲካ				
4	ስለ ብሔር				
5	ስለ ትምህርት				
6.	ስለ ፍቅር				
7	ስለ ሀይማኖት				
8	ስለ ወሲብ				
9	ስለ ጋብቻ				
10	ስለ ሌላ ካለ				
	-----				

**ክፍል 4:- ስለ ዓደኞች ቁርኝት/ ቅርርብ/**

የግል ጉዳይ ሚስጢር ወይም ፍላጎትን ከሌሎች ውጪ የሚያወያዩት የቅርብ ዓደኛሽን/ህን/ በማገናዘብ የሚከተሉትን ጥያቄዎችንና ስንጠረዥን በመመለስና በመሙላት መልሷ/ሱ/::

3. ከቅርብ ዓደኛህ/ሽ/ ጋር ለምን ያህል ጊዜ ቆይተዋል?-----ወር /ዓመት/

4. የዚህ የቅርብ ዓደኛሽ/ህ/ ብሔር ምንድነው?----- (ኦሮሞ፣አማራ፣ትግሬ.....)

የቅርብ ዓደኛህን/ሽን/ የቅርርብ /የቁርኝት/ ሁኔታን በሚከተለው ስንጠረዥ ቲክ (✓) ግለጭ/ለጽ/

ተ.ቁ	የቅርርብ ሁኔታ	አዎ	አይደለም	ነጻ
1	የቅርብ ዓደኛዬ ጥሩነት/ነው			
2	ታማኝ ናት/ነው			
3	ዓደኛ ቅን ነው/ናት			
4	የልቤን የውስጥ ሚስጢር አካፍለዋለሁ/ታለሁ/			
5	እሷም/እሱም የውስጥ ሚስጥሩን/ሯን ታካፍላኛለች/ያካፍላኛል			
6	ስሜቱን/ስሜቷን መጉዳት አልፈልግም			
7	እሱም/እሷም/ የእኔን ስሜት መጉዳት አትፈልግም/አይፈልግም/			
8	ችግር ሲያጋጥመን እንረዳዳለን			
9	በጣም ፋንጋ የሆነውን/ችውን/ ተማሪ ለይተን ለራሳችን እንስቃለን			
10	ለሰዎች አስቂኝ ስሞች እያወጣን ለእራሳችን እንስቃለን			

### ክፍል 5. የብሔርተኝነት ሁኔታ

የሚከተሉትን ዐረፍተ ነገሮች በማስሞላት ሁኔታ በ ነጥብ ስኬል መላክያ ይግለጹ

ተ.ቁ	የሚከተሉትን ዐረፍተ ነገሮች ምን ያህል ትተገብራለህ/ሽ/	በፍጹም	አልፎ አልፎ	ብዙ ጊዜ	ሁል ጊዜ
1	ከሌሎች ብሔር ተማሪዎች ጋር እንገናኛለን				
2	ከሌሎች ብሔር ተማሪዎች ጋር ወደ መዝናኛ/ክሬ/ ምግብ ቤት እሄዳለሁ				
3	ከሌሎች ብሔር ተማሪዎች ይልቅ ከራሴ ብሔር ተማሪዎች ጋር አንድ ቤት(ዶርም) ውስጥ እኖራለሁ				
4	ከራሴ ብሔር ተማሪዎች ይልቅ ከሌሎች ብሔር ተማሪዎች ጋር አጠናለሁ/አነገለሁ				
5	ማህበራዊ ጉዳዮችን ከራሴ ይልቅ ከሌላ ብሔር ተማሪዎች ጋር እወያያለሁ				
6	ፖለቲካዊ ጉዳዮችን ከሌላ ይልቅ ከራሴ ብሔር ተማሪዎች ጋር እወያያለሁ				
7	በቡድን ስራ ጊዜ ከራሴ ብሔር ተማሪዎች ጋር እሆናለሁ				
8	የፕሮጀክት ሥራን ከሌላ ብሔር ተማሪዎች ጋር ሆኜ እሰራለሁ				
9	ከሌላ ይልቅ የራሴ ብሔር ተማሪዎች የሚደግፉትን የፕላቲካ ፓረቲ እደግፋለሁ				
10	የተለያዩ ወይይቶችን ከሌላ ይልቅ ከራሴ ብሔር ተማሪዎች ጋር አደርጋለሁ				

**ከፍል 6:- የተፈጥሮ ግንኙነት**

ተ.ቁ	የሚከተሉትን ዐረፍተ ነገሮች ምን ያህል ትተገብራለህ/ሽ/	በፍጹም	አልፎ አልፎ	ብዙ ጊዜ	ሁል ጊዜ
1	ከሌላ ብሄረ ተማሪ ጋር ለፍቅር እቀጠጣራለሁ				
2	ከሌላ ብሄረ ተማሪ ጋር የፍቅር ግንኙነት አለኝ				
3	የሌላ ብሄረ ተማሪን ችግር ናገጠመ እረደዋለሁ/ታለሁ				
4	ከሌላ ይልቅ ክራሴ የሆኑ ተማሪ ችግር ከገጠመወ./ማት ገንዘብ አዋጣለሁ				
5	ከሌላ ይልቅ ክራሴ ብሄረ ከሆነችተማሪ ጋር ትዳረ መሰርቻለሁ ወይም ለመመሥረት አቅጃለሁገሁ				

**ክፍል 7. ስለ ጓደኞች አመራረጥ**

በዚህ ክፍል አብረውት መጨመሩን መስራትን የሚወዱትንና የማይወዱትን የአቻ ተማሪዎች (የክፍል ጓደኞችን) ስም ይዘረዝራሉ። ማንኛውም ሰው ስለ እያንዳንዱ ሰው የተለዩ ስሜት አለው። አንዳንዶቹን በጣም እንወዳለን ፤ አንዳንዶቹን አንወዳቸውም ወይም አንጠላቸውም ፤ አንዳንዶቹን ደግሞ በጣም አንወዳቸውም።

መመሪያ: የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብበው በተሰጠው ቦታ ላይ በተጠቀሱት ቡድን ሥራዎች አንጻር የክፍል ጓደኞችዎን ተማሪዎች ስም ይጻፉ።

ከፊልጉ አንድን ተማሪ ሁለት ጊዜ መሞከር ይችላሉ።

1. የተለያዩ ሥራዎችን (የቡድን ሥራ ፤ የወረቀት ሥራ ፤ «ፕረዘንታሽን»(Presentation) አብረውት መስራት የሚወዱትን የ3 ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ። (በጣም የሚወዱትን ተማሪ ስም መጀመሪያ ይጻፉ ፤ ቀጥሎ የሁለተኛ ፤ ቀጥሎ የሦስተኛ)

ተ.ቁ	ስም(ቡድን)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

2. የተለያዩ ሥራዎችን (የቡድን ሥራ፤ የወረቀት ሥራ፤ «ፕረዘንታሽን»(Presentation) አብረውት መስራት የማይወዱትን የ3 ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ። (በጣም የማይወዱትን ተማሪ ስም መጀመሪያ ይጻፉ ፤ ቀጥሎ የሁለተኛ ፤ ቀጥሎ የሦስተኛ)

ተ.ቁ	ስም(ቡድን)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

3. ከት/ት ክፍል ጊዜ በኋላ በቤት ውስጥም ሆነ ውጭ የተለያዩ ጫወታዎችን አብረውት መጫወት የሚወዱትን የ3 ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ።

ተ.ቁ	ስም(ቡድን)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

4. ከት/ት ክፍል ጊዜ በኋላ በቤት ውስጥም ሆነ ውጭ የተለያዩ ጫወታዎችን አብረውት መጫወት የማይወዱትን የ3 ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ።

ተ.ቁ	ስም(ቡድን)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

5. በጣም የምወዱትን የ 3 ተማሪዎችን ስም ዝርዝር በቅደም ተከተል ይጻፉ። በጣም ከምወዱት ይጀምሩ።

ተ.ቁ	ስም(በኮድ)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

--

6. በጣም የማይወዱትን የ 3 የክፍል ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ። በጣም ከማይወዱት ይጀምሩ።

1

ተ.ቁ	ስም(በኮድ)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				



5. በጣም የምወዱትን የ 3 ተማሪዎችን ስም ዝርዝር በቅደም ተከተል ይጻፉ። በጣም ከምወዱት ይጀምሩ።

ተ.ቁ	ስም(በኮድ)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

--

6. በጣም የማይወዱትን የ 3 የክፍል ተማሪዎች ስም ዝርዝር በቅደም ተከተል ይጻፉ። በጣም ከማይወዱት ይጀምሩ።

1

ተ.ቁ	ስም(በኮድ)	ጾታ	ብሔር	የት/ት ክፍል/ደረጃ
1				
2				
3				

**Questionnaire to be filled by Nafyad School and Adama  
University students (Afan Oromo Version)  
Addis Ababa University**

**School of Graduate studies**

**Department of psychology**

Kaayyoon gaaffii kanaa inni guddaan, barattoonni sab-lammii garaa garaa yeroo waliin bakka tokkoichatti waliin baraten walitti-dhufeenyi isaanii maal fakkaata isa jedhuuf odeeffannoo sassaabuu ta'a. Keessumatti immoo walitti ehufeeyi hiriyoootaa, haalli sabummaa, haalli gartuu hiriyoootaa uummachuu, walitti-dhufeenyi uumamaan jiran, maal fakkaatu, akkuma kanas waliin xabachuudhaaf, waliin hojjechuudhaaf kan akka hiriyaatti filachuudhaaf jaallatan eenyu akka ta'e addaan baasuuf ta'a.

Odeeffannoon argamu kunis kaayyoo qorannoo qofaaf fayyada. Kanaaf yaada tokko malee, bilisa taatanii deebii isin gaaffilee kanaaf deebifan dhugummaa fi sirrummaan isaanii fiixaan baiinsa qarannoo kaanaatiifgumaacha guddaa qaba. Deebiin isin laattan dhuunfaatti iccitii dhaan eegamee, isiniinis, hiriya keessaniinis, karaa kamiiniyyuu kan hin tuqne ta'uusaa isinittan mirkanessa.

Durseen Isin Galatoomfadha.

Qajeelfama- Deebii keessan tiikii (✓) ykn barareeffamaan bakka duwwaa kennane irrattii guutaa.

**Kutaa 1ffaa- Odeeffannoo bu'uuraa**

1. Maqaa mana barumsaa keetii -----
2. Saala \_\_\_\_\_
3. Umurii (waggaa) -----
4. Bakka dhalootaa-----
5. Sadarkaa barummsaa kutan ----- (6ffaa, 7ffaa, 8ffaa ,...)
6. Sabummaa \_\_\_\_\_(Oromoo, Amaara, kanbiraa etc.
7. Afaan maatii keessatti haasa'amu \_\_\_\_\_

### **Kutaa 2ffaa Garee Hiriyummaa**

1. Miseensota gurmuu hiriyootakeetii yaadatti qabachuudhaan tebelii kanaan gadii guuti.

Lak.	Maqaa (koodiidhaan)	Saala	Umurii	Sabummaa (Ethnicity)	Sadarkaa barnootaa
1					
2					
3					
4					
5					

### **Kutaa 3ffaa. Qabxiilee xiyyeeffannoo haasaa gurmuu sablammii kanbiraa**

#### **Waliin godhamu**

Yeroo gurmuudhaan nama hiriyaa sablammii kan biraa waliin qabaattu, qabxiileen isin irratti xiyyeeffattan maal maal akka ta'an eeyyee ykn. miti jechuudhaan ibsi.

Lak.	Ijoo dubbii	Eeyyee	Miti
1	Ispoortii (Sport)		
2	Muuziqaa (Music)		
3	Siyaasa (Politics)		
4	Sabboonummaa (Ethnicity)		
5	Barnoota (Education)		
6	Jaalala (Rmance/Love)		
7	Amantii (Religion)		
8	Walq-uunnamtii saalaa(Sex)		
9	Bultii (Marriage)		
10	Kan biro (Others)		
	-----		

### Kutaa 4ffaa. Skeelii Walitti Dhiyeeynaa

Hiriyaa baayyee itti dhyaattu tokko yaadatti qabachuudhaan gaaffilee kanaa gadii deebisi

- Yeroo hammamimitiif waliin turtaniittu? Baatii \_\_\_\_\_ ykn Waggaa\_\_\_\_\_
- Sanyiin/sabmmaan hiriyaa kee kanaa maali?\_\_\_\_\_ ( Amaara, Oromoo, Tigiree). Kan biraa Yoo ta'es addaan baasi \_\_\_\_\_

Lak	Hammam/Hagam waantota kanaa gadii shaakalta?	Tasa	Darbee barbee	Yeroo baayyee	Yeroo hunda
1	Hiriyankoo nama gaariidha				
2	Hiriyankoo nama haqaati				
3	Hiriyankoo nama amanamuudha				
4	Iccitii garaakoo ittin himadha				
5	Yaada isaa/shee nan eegaafi				
6	Innis/Isheenis yaadakoo naaf eegdi/a				
7	Inni/Isheen iccitii natii himata/tti				
8	Rakkina irratti wal garaarra				
9	dhiira/Durba godeesssa(fokkiftuu) addaan baafnee kolfina				
10	Namootaaf maqaa nama kofalchiisu baafnee ofii keenyaa kolfina				

### Kutaa 5ffaa- Haala Sabummaa

Himoota kanaa gadi jiran akkaataa itti walii galtutti skeelii t uqaa 5 tiin madaali.

Lak	Hammam?Hagam waantota kanaa gadii shaakalta?	Tasa	Darbee barbee	Yeroo baayyee	Yeroo hunda
1	Hiriyaa saba kan biraa nan quunnama				
2	Barataa sabaokootii irra kan saba biraa waliinan mana bshannanaa, mana nyaataa, ykn kaaffee deema				
3	Barataa saba biraa irra kan sabakoo waliinan mana tokko, kutaa tokku ykn doormi tokko keessa gakee jiraachuu filadha				
4	Barataa sabakootii (sannyiikoo) irra kan saba biraa waliin dubbisuu, qayyabachuu filadha.				
5	Haalota hawaasummaa hiriyaa sabakoo waliin mariyadha				
6	Haalota siyaasaa hiriyaa sabakoo waliinan mariyadha				
7	Hojii pirojektii barataa saba kamii waliiniyyu nanhojjedha				
8	Hojii gareedhaan hojjetamu barattoota saba koo waliinan hojjechuu filadha				
9	Paartii siyaasaa barattoonni saba biraa deggeran irre kan sabakootii kan deggeran nandeggera.				
10	Marii garaa garaa barattoota sabab biraa ta'an waliinan mariyadha				

## Kutaa 5ffaa- Haala walitti dhufeenya Uumamaan jirani

Walitti dhufeenya uumamaa skeelii kanaa gadi jiruun ibsi!

Lak.	Hagam/Hammam waantota kanaa gadi jiran shaakalta?	Tasa	Darbee barbee	Yeroo baayee	Yeroo hunda
1	Jaalalaaf durba/dhiira saba biraa nan beellama				
2	Ammalleee hariiroo jaalalaa barataa saba biraa wwaliin nan qaba				
3	Barataa saba biraa rakkoon quunname tokko nangargaara				
4	Yeroo rakkinaatti barataa saba biraa irra barataa sabakootii tokkoof maallaqa nan buusa/nankenn.				
5	Ani hiriya saba biraa waliin kaadhimaa ta'een jira/ta'uuf jira				

### **Kutaa 7ffaa. Filannoo Hiriyoottaa**

Kutaa kana keessattii maqaa hiriyyaa (barataa) waliin xabachuu fi hojjechuu jaallattanii fi hinjaallannee adda baastanii ibsitu. Namni kamiyyuu namoota hundaaf dhageettii (ilaalcha) garaa garaa qaba. Muraasa baay'ee jaalanna, muraasa xiqqoodhuma jaallanna, muraasa immoo tasa hinjaallannu.

**Qajeelfama**= Himoota kanaa gadi jiran sirriitti debissudhaan hojii garee caqafamaniif barattoota waliin hojjechedhaaf filattan maqaasani bareessil (Barataan tokko si'a lama filamuu danda'a)

1. Hojii garaa garaa (kan akka, hojii garee, barnootaa, projektii, piresenteeshenii,) barattoota hiriyoottaa waliin hojjechuu jaallattu maqaasani sadii (3) bareessi. Kan baay'ee jaallattu irraa jalqabi

<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

2. Hojii garaa garaa (kan akka, hojii garee, barnootaa, projektii, piresenteeshenii,) barattoota hiriyoottaa waliin hojjechuu jibbitu maqaasani sadii (3) bareessi. Kan baay'ee jibbitu irraa jalqabi

<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

3. Kutaa barnoota booda (yeroo boqonnaatti) mana keesattis ta'e alatti, namoota xaboota garaa garaa waliin xabachuudhaaf jaallatuu sadii (3) maqaasani bareessi, kan baayee jaallatuu irraa jalqabi

<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

4. Kutaa barnoota booda (yeroo boqonnaatti) mana keesattis ta'e alatti, namoota xaboota garaa garaa waliin xabachuudhaaf jibbitu sadii (3) maqaasaanii bareessi, kan baayee jibbitu irraa jalqabi

<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

5. Hiriyoota barattoota baayee jaalattu sadii (3) maqaasaanii bareessi kan bay'ee jaallattu irraa jalqabi.

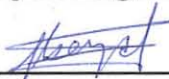
<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

6. Hiriyoota barattoota baayee jaalattu sadii (3) maqaasaanii bareessi kan bay'ee jaallattu irraa jalqabi.


<b>Lak.</b>	<b>Maqaa</b>	<b>Saala</b>	<b>Sablammii</b>	<b>Sadarkaa barumsaa</b>
1				
2				
3				

## Declaration

I, the undersigned, affirm that this thesis is my original work and has not been presented for a degree in any other University and that all sources of material used for the thesis have been fully acknowledged.

Name: Abeya Degefe  
Signature:   
Place: Addis Ababa University  
Date of Submission: \_\_\_\_\_

I, the undersigned, confirm that this thesis has been submitted for examination with my approval as university advisor.

Name: Dr. Belay Tesfaye  
Signature:   
Date: 17 June 09