

The Experiences of Poor Children beyond Poverty: The Case of Children Supported by Genete
Eyesus Child and Family Development Program

By

Fikru Wolde

Advisor

Ashenafi Hagos (PhD)

A Thesis Submitted to School of Social Work

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts

(School of Social Work)

Addis Ababa University

Graduate School of Social Work

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Letter of Declaration

I, the undersigned declare that, this is my original work and has not been presented for degree at other university and all the source of materials used for the research project have been dually acknowledged.

Researcher's Name: Fikru Wolde

Signature: _____

Date: _____

Place: _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as the thesis advisor.

Advisor's Name: Ashenafi Hagos (PhD)

Signature: _____

Date: _____

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by Fikru Wolde, entitled: The Experiences of Poor Children beyond Poverty: The Case of Children Supported by Genete Eyesus Child and Family Development Program submitted to Addis Ababa University School of Social Work in partial fulfillment for the requirements of Master of Social Work complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

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Advisor _____ Signature_____ Date _____

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Abstract

This research aims to understand the experience of poor children beyond poverty who are supported by Genete Eyesus Child and Family Development Program. Data were gathered using in-depth interview and observation. A total of 10 respondents, between 14 to 18 years of age were used. The research employed qualitative, descriptive phenomenological approach to describe the experience of poor children. Children considered in this study shared their life experience as a life lacking happiness. The children blame their families for the challenges they face in life and for their unhappy life. The study revealed that shouldering household responsibilities and burdens, absence of parental support, social discrimination, sexual harassment by their own biological parent, and lack and denial of acceptance for their ideas within the family are challenges of the children that had left a negative print in their minds. The main challenges that poor children are facing in their daily lives include: missing basic needs, receiving inappropriate treatment and being exposed to various types of abuses and neglect. The study indicated that even though children are affected by lack of materials, they prioritize love and care from parents and society as a major risk factor to their wellbeing. Children from their own parents and caregivers in the households appear to be abused emotionally and physically. Children who lack family love and care tried to commit suicide, desire to commit patricide and matricide, feel lonely, depressed due to the influence they face in their household and society. Poor children are not passive victims of various socio cultural induced challenges. They actively employ coping strategies such as praying, peer support, and performing different mental relaxation activities to tackle their problems. However, there is minimal counseling service and no recreation activities in the studied organization that is necessary to help the affected children, which requires proper intervention in the area to improve the wellbeing of the affected children.

Key words: Psychosocial Challenges, Poor Children Experience, Child Poverty

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Acronyms and Abbreviations

AA	Addis Abeba
GECFDP	Genete Eyesus Child and Family Development Program
CSA	Central Statistics Authority
NGOs	Non-Governmental Organization
GOs	Governmental Organization
CBOs	Community Based Organization

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Chapter One

1. Introduction

1.1. Background of the Study

Anku (2012, p.12) defined child poverty as “lacking the resources necessary to obtain the types of diets, participate in the activities, and have the living conditions and amenities that are customary in the societies to which they belong”. Such resources include money, but may also include other forms of material resources such as access to healthcare, a decent home and a quality education. Gordon, Nandy, Pantazis, Pemberton and Townsend, (2003), pointed out that over one billion children, that is more than half of the children in developing countries suffer from severe deprivation of basic human needs and over one third (674 million) suffer from absolute poverty. It is also argued that the timing, depth and duration of poverty have a pivotal role on the effect poverty induces on the lives of children (Duncan and Brooks-Gunn, and Duncan 1997).

There are many studies that focused on material aspect of child poverty. However, little attention have been given for children to prioritize and express their own problems not only in terms of material poverty but also regarding to other psycho social challenges that impact their wellbeing. Moreover, there is a lack of consideration of the possible root causes of child welfare associated with household, neighbor, school and other social environments that the child interacts with and the cultural issues that affect the psychological development of the child. Related to this, Tatek, (2008), noted that views of children to poverty are seldom heard, but photographs and stories about them are very common. Similarly, Yisak, (2012), described that despite huge engagement by policymakers, changes in child poverty are very limited, a possible

reason, among many others, is the very limited consideration of children's views in policy formulation and interventions as there may be diverse factors that affects child development beyond poverty.

Tatek, (2008), mentioned that the long tradition of childhood studies considers children as incompetent and believes that they need to be adults before their ideas are considered. Changing this notion and learning from the young is, however, key and can help us broaden our knowledge base to design better and effective interventions. Feeny and Boyeden, (2004), indicated that tackling child poverty is a huge and complex task, and involves somewhat of an exercise in humility on two distinct levels; firstly, in recognizing the cultural biases and assumptions on which current approaches rest; and secondly, in understanding that the eradication of child poverty by virtue of its far-reaching linkages, is not something we are likely to achieve quickly, easily or without the active involvement of others particularly those of the children themselves. Most of the studies such as (Anku, 2012, Duncan and Brooks-Gunn, and Duncan 1997, Yisak, 2012) have focused on repeatedly treating the symptoms and effects of material poverty, without due consideration of the views of children regarding to psychosocial issues that affect poor children.

This study was conducted in Genete Eyesus Child and Family Development Program (GECFDP) with the aim of assessing and describing experiences of poor children to psychosocial challenges that impact child growth and development. Data for this study was gathered from GECFDP, the program has been rendering service for highly vulnerable children. The target group of the program consists of 1600 enrolled children who are exposed to and /or are victims of different problems. The children consist of 0-5 years, 6-14 years, and 15-24 years of age. The study was assess positive and otherwise experiences of children that can affect their

lives beyond children's felt need. As children are in a better position to tell policy makers, organization who work with children and other concerned bodies, involving them directly in such studies and learning from their experiences is expected to generate fruitful information helpful to design strategies to fight child poverty and psychosocial difficulties.

1.2. Statement of the Research Problem

There have been many studies done on the various dimensions of child poverty. Studies by Eamon (2001), Treanor (2012), Evans and Kim, (2013), identified that material poverty has a negative impact on children's health, cognitive development, social, emotional, and behavioral development, and on educational outcomes, which consequently lead to physical and psychosocial stress. The work of Meyer, (2014), on the effects of childhood poverty on adult health outcomes showed that children who grow up in lower socio economic homes often have fewer advantages available to them including level and quality education, quality health care and family support that impacts adult health outcomes, adult employment, earnings and adult socio economic status. Another study conducted by Ridge, (2009), showed that children on material impoverishment are prone to socio-economic problems.

There are researches conducted to assess effect of family income on child poverty. Family income has quite substantial effects on child and adolescent well-being (Duncan, Gunn, Yeung and Smith, 1998), on the vulnerability of children to abuse and exploitation (Ridge, 2007), and on an overall suffering from income poverty (Bastos, Fernandes, Passos, 2004).Ridge, (2002), conducted a research on childhood poverty and social exclusion, and demonstrated that poor children seem to feel more conspicuous, self-conscious and worried because of their background. Anku's, (2012), study on children's perspectives of poverty and

livelihood strategies in Ghana, noted that children have different explanations and understanding of poverty and children's experiences of poverty are connected to the kind of employment their parents or caregivers are engaged in, and the number of siblings that the child has in his or her family.

Few studies on child poverty have been conducted in Ethiopia. Yisak, (2012), carried out a research on child poverty and illustrated that children's were more victims of the consequences of poverty while they rarely contributed to its causes. Similarly, Yisak, (2014), conducted on children's experiences of household poverty and found out that there is no guarantee that positive changes in family economic status bring about changes in the wellbeing of children.

Ajebush, (2010), conducted a research on childhood poverty and noted that despite some progress over the last few decades, life for many of Ethiopian children remain short, poor, insecure and violent. The finding of Freweini, (2013), illustrated that focusing on food aid and investing on nonfood items to be vital in reducing child poverty. EDRI, (2013), conducted a research on reducing childhood poverty in Ethiopia and found out that a strong need for public preprimary education in Ethiopia to reduce poverty. Related to experience of poor children only few studies were conducted in Ethiopia among this Bethlehem, (2009), explored the lives of Kolfe area children living in poverty and noted that the majority of the children perceive that relationships that are characterized by conflict are more damaging than material poverty. However, this study only used children of the age category between 11 and 14, and lacks to provide the multitude of other aspects of poverty impacting children's lives, such as the various psychosocial challenges that can affect child wellbeing.

Generally, despite the various studies that has been conducted on child poverty, the majority of those have focused only on the material aspect, and research endeavors that target the psychosocial challenges impacting child wellbeing on the one hand and learning from the experiences of the children themselves on both impact of poverty and psychosocial challenges have not been addressed well. Therefore, this study is designed to address the experiences of poor children to psychosocial challenges who are supported by Genete Eyesus Child and Family Development Program (GECFDP).

1.3. Objectives of the Study

1.3.1. General Objective

- The main objective of the study is to assess experiences of poor children to psychosocial challenges who are supported by Genete Eyesus Child and Family Development Program (GECFDP).

1.3.2. Specific Objectives of the Study

- To find out psychosocial challenge that affect poor children lives who are supported by Genete Eyesus Child and Family Development Program (GECFDP).
- To examine poor children's psychosocial and material needs.
- To assess the coping strategies employed by the children to psychosocial induced challenges.

1.4. Research Question

- What are poor children experiences to psychosocial challenges that impact child wellbeing?

1.5. Significance of the Study

Taking into account the scarcity of information related to poor children's experiences beyond poverty in Ethiopia, this study will make a contribution to the working knowledge so far developed and fill to the national knowledge gap in the area and provide scientific based information on the issue. The lives of poor children cannot be fully understood by only emphasizing on material poverty unless giving due attention on their real priorities and concerns. Thus, the study will have a paramount importance to reveal and understand on issues that concern children beyond material poverty to help solve their multifaceted problems and improve their wellbeing.

The result of this study may also help organizations and other concerned bodies working with poor children for effective mobilization of resources, and efficient use of internal and external resources to develop strong, child centered and sustainable programs that respond well to meet the needs and priorities of poor children. Moreover, it is hoped that the results of this study will serve as a springboard for wider research engagement by other researchers to help develop fact based recommendations useful to put in place interventions that would bring a positive and significant impact in the lives of the poor children.

1.6. Scope of the Study

The scope of this research is limited to poor children experiences beyond poverty in Genete Eyesus Child and Family Development Program (GECFDP). The study focuses on assessing experiences of poor children to psychosocial challenge embraced in the mentioned program. However, the study was not cover experiences of children's peers. With regard to the age of the study participant, the study was cover children between the ages of 14-18 years.

1.7. Organization of the Paper

This paper is structured in six Chapters. The first Chapter includes the introduction, statement of the problem, research objective, and research questions. Additionally, it discussed the scope, significance, and provides the definition of important terms used in the study. It provides preliminary information about child poverty in general. The second Chapter is dedicated to literature review that shows the experience of different countries and findings of different authors and gives a general overview of child poverty. The third Chapter describes the methods that were employed in the study; how data was collected and analyzed, data quality assurance and ethical considerations. The fourth Chapter provides the data presentation and major themes that were emerged from the qualitative data gatherings. The major themes are life in poverty- children experience, adverse situations of poor children, poor children main priority and coping strategy employed by children. The fifth Chapter discusses the above mentioned major themes by comparing and contrasting them with the findings of prior studies. The final Chapter is dedicated to conclusion and social work implications.

1.8. Definition of Terms

Child Poverty - It is defined that lack of access to tangible basic needs such as food, water, sanitation, nutrition and health, education, as well as child love and care (Ajebush, 2010).

Coping- defined as efforts to restore or maintain internal external equilibrium under significant threat by means of humanities including thought and action (Smith and Carlson, 1997).

Wellbeing- a concept that brings together the ‘subjective’ (“values, perceptions and experience”), ‘material’ (“practical welfare and standard of living”) and ‘relational’ (“personal and social relations”) dimensions of people’s lives (White, 2008, p.7).

Psychosocial Challenges- It is defined that variety of psychosocial problems include death of a loved one, domestic violence, physical or sexual abuse, social distress, or stigmatization, experiencing a traumatic event, or a combination of this factors (Jordans, 2003).

Beyond Poverty- For the purpose of this study beyond poverty refers to the psychosocial aspects of poor children further than their material poverty.

Material Impoverishment- For the purpose of this study material impoverishment refers to the monetary items that poor children lacks.

Chapter Two

2. Literature Review

In this chapter studies conducted in the area of child poverty and coping strategies they use both at local and international level are reviewed. Accordingly, it begins with definition of the term child poverty and followed by the presentation of different child poverty perspectives.

2.1. Concepts of Child Poverty

Child Poverty is a broad object of research that can be defined in several ways. Freweini, (2013), defined child poverty is about children living in households suffering from a lack of material resources. It is usually conceived as the poverty experienced by children and young people. It differs from adult poverty in that it can have different causes. Ajebush, (2010), also defined that lack of access to tangible basic needs such as food, water, sanitation, nutrition and health, education, as well as child love and care.

Child poverty also defined by Anku, (2012), provides a relevant insight or definitions of poverty by children's themselves and they defined that poverty is caused by shortage of proper diet, low level of living conditions such as dilapidated house conditions, poor light system, uncomfortable furniture, non-illuminated rooms, financial problems to afford children's needs to supply them with basic and vital supplements. Quarrels arise among the siblings of the same family due to insufficient supply during meal time. Likely, Yisak (2012) also revealed that children's definitions of poverty relate to the lack of basic necessities such as food, clothing and proper housing.

2.2. Children in Poverty

There are various studies conducted on the children poverty among this, Ridge, (2009), described poverty of children as having a wide range of impact on children's lives penetrating itself in various ways among peers and neighbors. These again lead to children's being alienated and stigma associated with fear and sadness. Likewise, Treanor, (2012), expressed that children in poverty face various economic setbacks throughout their lives. Anku, (2012), adds that wearing of worn-out clothes and shoes affects the psychological dignity by causing a feeling of shame. Moreover, this situation is aggravated as they live in very confined and dilapidated residences.

Research conducted in Uganda by Witter and Bukokhe, (2004), also focused on children's understanding of poverty and found that children have a broad and rich understanding of the nature and causes of poverty compared with adults, they appear to place more emphasis on personal and family factors. Children also see poverty as inherited, but not uniformly and inevitably; they identify ways in which 'rich' children can be poor, in a wider sense.

The other research conducted in India by Bourdillon and Boyden, (2012), reveals that children conceive material inequalities as indicator of wider differences in power and position where they themselves are a part. According to this research children's understanding of poverty differs very much than that of the adults. Children's explanations of varied access to services conducted that the haves families had more options to quality services while the poor families have much less alternatives.

Research carried out in European countries portrays that limited financial resources, joblessness and being not well literate are very challenging. Children in this continent suffer

twice as hard. According to Ridge, (2007), a key issue for many children in the study was the type and quality of childcare available for them. Where childcare worked for children it was a valuable social experience, but for most of the children who had to use it childcare was an area of dissatisfaction and concern.

There is a study focusing on the relationship between poverty and child neglect conducted in Canada by Schumaker, (2012), and showed that while poverty related need on its own does not explain the high proportion of poor families investigated for reasons of neglect by the child welfare system, nor does it account for significant variance in the decision to provide ongoing services or to place a child in out of home care. On contrary to this, a research conducted by Garrett, Ng'andu and Ferron, (1994), described families stressed by poverty should generally provide a home environment less supportive of child development than family's enjoying adequate incomes.

The other research conducted in Poland by Tarkowska, (2005), depicts that children living in poverty are underprivileged children, "children without hope," as they tend to be called bitterly. Children brought up in poor families are undernourished, insufficiently clad, they live in worse conditions, have worse grades and are under-prepared for adulthood. They also have far worse perspectives for the future. Redmond, (2008), argues based on children experience that economic disadvantage can lead to exclusion in a number of critical areas, including schooling, access to out of school activities, and interaction with peers.

Lewit, (1993), described that poor children encounter multiple problems during their childhood. They are more likely than their more affluent counterparts to go hungry, to be inadequately housed and clothed, and to receive inadequate medical care as well as insufficient

social support. Poor children face increased risk of death, infectious and chronic illness, and injury from accidents and violence.

Studies also illustrated that relations have to do with opportunities for children to negotiate structural aspects of social relations, through the exercise of their autonomy in addition material resources, physical environment and home, security and autonomy are highlighted in the findings. According to Fattore, Mason and Watson, (2007), experiences of some children may reflect dimensions and domains valued by children such as social relations play in children's experiences of wellbeing from participating in activities. Likely, Camfield and Woodhead, (2008), interaction with others: family, peer group and institutions (school) have impact on avoiding risks and keep safe for children's well – being.

According to Jarjoura, Ruth, Triplett and Gregory, Brinker, (2002), children raised in poverty are less likely to perform well academically, are more likely to report lower levels of self-confidence, and are less likely to be supervised effectively by parents. These children are also more likely to grow up in families that lack the resources or skills needed by children and contribute to a higher likelihood of delinquent participation.

The literature on child poverty is also described that without the care or protection of adult figures such as a mother and father, children are automatically and especially vulnerable to malnutrition, disease and death. The immediate, nuclear family is viewed as the 'best' place for a growing child, and those who live in other domestic arrangements for whatever reason - are seen to be deprived (Mann, 2001).

Without efforts to reduce disparities in the distribution of incomes and assets as well as specific policies to ensure access to basic social services of good quality for the poor, economic

growth cannot guarantee improvement in quality of life for all. In many cases economic growth coexists with inequality sufficiently severe to prevent the most vulnerable from benefiting, and may even increase child poverty among excluded social groups (Boyden and Levison, 2000). Deprivation is a general condition for the child and spans a far greater period of time, e.g. in some cases, their whole lives (Goodhand, 2001).

Child poverty argument increasingly tends to be used by some as justification for child prostitution and the inaction of government bodies. In this regard, Lean Lim, (1998), described that the sex tourist an easy opportunity to avoid feelings of guilt –by paying for a child's services, he/she can convince themselves that they are helping the child to escape economic hardship and contributing to the economic development of the country as a whole. One of the most commonly cited reasons why children are sexually exploited is directly connected to impoverishment, and involves the parents selling their children. Lean Lim, (1998), the fact that parents are in many cases fully aware of the consequences of their actions therefore renders attempts to eradicate the sexual exploitation of children that bit more difficult.

According to Yisak ,(2012), classified children experience of poverty in to three and presented as poverty indicators include no enough food and wearing tattered clothes living in very crowded housing no materials for learning, and not going to school at all. He also explained children perception on causes of poverty as weaker work ethic poor financial management having a large family lack of work opportunities. Consequences of poverty include exclusion and feeling of inferiority, poor educational outcomes behavioral problems worse future life.

Ajebush, (2010), based on the experience of children uncovered that children in Ethiopian are living in many problems and life challenges. Significant number of children

have worked for money and spent their time on household tasks. Female and male children are roughly equally disadvantaged with respect to severe food and health deprivation. In poor households have long term health problems compared to those in medium and rich households.

Yisak, (2014), explained that beyond the basic needs that they share with adults, children have developmental needs such as nutrition, special health care and education. By working for the family, children have either delayed or missed their time of development. Many of them, particularly girls, had to leap to the next life phase without having the necessary resources for a better future life. A research focused on experience and perspective of poor children on risk beyond poverty conducted by Betelehem, (2009), stated that majority of children perceive that parental and peer relationships that are characterized by conflict are more damaging than material poverty.

2.3. The Gender Faces of Poverty

Different studies revealed that Men and women experience poverty differently. According to the statements of the Fourth World Conference on Women, held in Beijing in 1995, the gap between women and men caught in the cycle of poverty has continued to widen in the past decade, a phenomenon commonly referred to as ‘the feminization of poverty (DAW-UN, 2000).

For poor women exposed to domestic, community or state-sponsored violence – psychological and emotional as well as physical and sexual – escape from poverty is especially difficult. Women and girls are most at risk of persistent poverty in contexts where gender-based discrimination is chronic, severe, and overlapping with other forms of marginalization such as age, marital status or ethnicity. The cycle of maternal and child malnutrition, morbidity and

mortality is one of the most significant means through which poverty persists over generations: a vicious cycle of low investment in women and low investment in girls. Gender discrimination in access to health, nutrition, education and security exacerbates this process further. (CPRC, 2004.)

The feminists approach argues that, women are present in all social spheres- where they are not, it is not because they lack ability or interest but because there have been deliberate efforts to exclude them. (Ritzer and Goodman, 2003)

Studies showed that, in Ghana and other African countries, women have a higher incidence of poverty than men, and that their poverty is more severe than that of men and this is especially associated with the rising female headed households (GSS, 2000). The above quotation is therefore revealed that captures the severity of poverty in the lives of women and girls. Wessells and Kostelny, (2002), claim that, poverty and associated socio-political and economic contexts may expose children to extreme forms of risk, including military recruitment, separation from their families, child labor and child prostitution. This is a common notion that, girls who go round to ask for arm are sometimes exploited by men as a result of their plights. And this girl thinks that, one way that poverty affects poor girls is that, it leads them into prostitution which is not the case of her male counterparts.

The analysis on the gender faces of poverty has indicated that children being males or females are affected by poverty. However, boys and girls are affected by poverty in different ways as boys think that they are more prone to poverty as a result of cultural expectation of more responsibilities from them and the girls on the other hand think that they are mostly affected by poverty because they need a lot of things to keep them as girls and the temptation of getting into

prostitution (Anku, 2012). Research conducted by Begum, (2012), in Bangladesh showed that poor children in Bangladesh are face gender discrimination, to be the victims of child abuse and humiliation, and to lack empowerment in their everyday life other significant aspects are found to contribute to child poverty such as corruption, mistrust and child abuse.

2.4. Poor Children Challenges

Poverty has diversified negative challenge on children's economic, social relationship, health, educational, emotional and psychological setup. This challenge of poverty is presented by different studies as follows.

2.4.1. Psychosocial Challenges

Baker and Mutchler (2010), parental conflict is a key variable associated with negative outcomes in children from both intact and non-intact families. Research in this area clearly shows that family functioning has a greater impact on outcomes than family structure. Mooney, Oliver and Smith, (2009), also indicated that high levels of conflict, stress resulting from the separation and/or resulting poverty can all negatively affect maternal mental health. Poor mental health affects the ability of parents, whether married, separated or divorced, to Parent effectively, which in turn impacts on children's well-being.

Research also showed that children in grandparent headed household suffer psychosocial problems. According to Korbin, (2003), children in grandparent headed household are especially likely to display behavioral and emotional problems because of the events leading up to the move in to the grandparents' home including economic crises, family conflict, neglect and abuse and separation from one or both parents. This exposed children to depression, disorder and anxiety.

Research indicated that children who are exposed to poor family management practices are at a greater risk of disorders. In this regard, Depanfilis, (2006), described that a major component of emotional and psychosocial development is attachment. Children who have experienced neglect have been found to demonstrate higher frequencies of insecure, anxious, and avoidant attachments with their primary caregivers than non-maltreated children. Neglected children may suffer from particular behavioral problems throughout their life.

It is also described that parental support is especially important for children who are experiencing ongoing stressors. This illustrated by Nijboer, (2007), that the quality of children's relationships with their mother or father moderated or reduced the potential negative effect of acute and chronic stressors. The quality of family relationships seems to be even more important than are family rules and structure. Family cohesion and expressiveness are predictors of higher social competence and lower psychological distress.

Holden, (2003), exposure to domestic violence can abuse children emotionally and psychologically in various ways; they may be terrorized by behavior that makes them fear for their own safety and/or the safety of their mother or siblings. Children who witness domestic violence are more likely than other children who do not witness domestic violence to receive substantial amounts of physical punishment (Carlson, 2000).

Researches has demonstrated that child maltreatment risk is associated with various indicators of economic hardship, including welfare receipt (Brown, Cohen, Johnson, and Salzinger (1998); unemployment Sidebotham, Heron, Golding, and Team, (2002). Furthermore, child maltreatment has been shown to correlate with community- or state-level poverty rates (Coulton, Crampton, Irwin, Spilsbury, and Korbin, 2007).

Korbin, (2003), violence toward children may be individually perpetrated as in child maltreatment; collective as in culturally sanctioned rites or disciplinary practices; or structural as in the harms that befall children as a result of poverty, inequality, lack of opportunity, and local, national, and global hostilities. In addition to categories of violence, there is an important source of variability in that some children are at great risk of experiencing violence than their peers in similar circumstances.

2.4.1.1. The Challenge of Poverty on Social Relationships

Childhood is an important time for the formation of self and social identities. The ability to make and sustain good friendships and take part in social activities is vital to children and young people's sense of belonging and their wellbeing. Being picked on, rejected by their peers, bullying and social exclusion were significant challenge for many of the children and Young people in the studies examined. This was exacerbated by not being able to wear adequate and suitable clothing and not being able to take part in sporting, cultural and School activities (Crowley and Vulliamy, 2007; Egan-Bitran, 2010, Horgan, 2009; Ridge 2002,).

2.4.1.2. The Health and Emotional challenge of Poverty

Caldwell, (2012) ; Egan-Bitran, (2010) ; Te One, (2012), was the perceived lack of health services provided for children and/or issues about the ability to access these services. Te One, (2012), concludes that the reason for this is accessibility, availability and cost of transport to the nearest medical center were issues. Children's narratives also reveal that the cost of some medicines meant that poor children and their families who were sick or stricken with conditions such as head lice went without treatment (Crowley and Vulliamy, 2007).

Children also spoke of how difficult it could be to get to hospitals or other treatment centers. If you did not have a car or enough money for a taxi; poor public transport accentuated these difficulties (Egan-Bitran, 2010). When compared with all children, poor children are more likely to have poor health and chronic health conditions (Duncan & Brooks-Gunn, 1997).

Research with children and young people reveals that poverty can cause significant anxiety and sometimes depression. Ridge, (2007), explained children can feel different and inferior and they can be anxious and fearful about being bullied, isolated and left out. Poverty brings uncertainty and insecurity to children's lives, sapping self-esteem and confidence and undermining children's everyday lives and their faith in future wellbeing. This indicated that Poverty strips children of economic security and penetrates deep into their social relationships. It also has an emotional cost as children struggle to cope with social risks of difference and disadvantage.

2.4.1.3. Poverty and Social Exclusion among Children

Ridge, (2002), draws up a comprehensive list of material possessions and capabilities that can result in the exclusion of poor children from two domains in particular – school and social networks. Schools are a place for inability of poor children to conform physically, materially or intellectually often incites bullying. Some schools may even invite stigmatization by exacerbating the social distinctions.

In contrarily with material possession abuse by peers and institution are indicted as a source of social exclusion among children in this regard, Feeny and Boyden, (2004), explained that much of the abuse may come from other children and peer groups, particularly in institutions such as schools, where the inability of poor children to conform physically, materially or

intellectually often incites bullying. Some schools may even invite stigmatization by exacerbating the social distinctions. Micklewright, (2002), explained that ‘Exclusion’ may offer a useful label for the fate that awaits some children who suffer from various disadvantages in childhood which threaten their capability to achieve in the future. This includes disadvantage in traditional dimensions of ‘child development’: education and health.

Many children living in poverty did indeed lack the confidence and personality to override looking different and having less, and therefore felt vulnerable to teasing, bullying and other forms of exclusion. Ridge, (2002); Redmond, (2008), social exclusion chimes with children’s experiences of poverty. Poverty can be a source of stigma and shame for children all around the world. According to Redmond, (2008), there are factors that contribute children social inclusion and exclusion such as; Heterogeneity among children, Children are important actors in their own and their families’ lives, and their perspectives should not be ignored. They are also, just like adults, heterogeneous individuals.

Schools, one of the most important social settings for economically disadvantaged children, not least, as Ridge, (2002), also pointed out that because lack of money limits their opportunities to meet with friends outside of the school setting. Yet it can also be a difficult place, not least because of school bureaucracies that can add to the stigma and exclusion experienced by many poor children through for example subtly identifying those who receive help from the school because of their family’s low income, or through inadequate provision for poorer children to participate in extracurricular activities organized by the school.

2.4.2. The Economic and Material Challenge

The studies suggest that lack of clothing is a challenge for children in low-income families. Children report the issue being one of not having the ‘right’ type of clothing and shoes to fit in with peers, in particular the significance of fashion brands or “labels” to children from low income families (Elliot and Leonard, 2004). Different from Elliot and Leonard, (2004), findings from Egan-Bitrán, (2010), described in New Zealand there was no talk of not being able to have more expensive labels or brand clothing rather children and young people spoke of not having the right clothing, for example, incomplete school uniforms and sports uniforms; not having enough clothing; lacking warm clothing; and of their clothing being in poor condition due to their parents being unable to replace the clothing. This seems to be in line with studies about clothes from children’s conversations in Willow’s (2001) and Harju and Thorod’s, (2010), included stories of young people being bullied by their peers for wearing shabby, ill-fitting or out-of-date clothing.

According to Ridge, (2002), pointed out that poverty is an outcome of severe economic stress and a lack of material goods are in many ways the most tangible signs of disadvantage. For children a lack of material goods and childhood possessions including toys, games and appropriate clothing can have a profound impact on their everyday lives and their social interactions with their friend. Meyer, (2014), also described the effect of poverty on children that in poverty more often face lack of familial support, lack of proper nutrition, negative peer influence, dangerous neighborhoods, polluted neighborhoods, less access to medical care, and less and poorer education than their non-poor peers.

The socioeconomic status of the student’s family was a frequent topic of discussion among many researchers studying variables that affect educational achievement and they found that students who came from poor families had a higher risk of academic failure. Ferguson,

Bovaird, and Mueller, (2007), illustrated the effect of poverty on education by relating with family income. Children from low-income families often start school already behind their peers who come from more affluent families. The incidence, depth, duration and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks. Poverty has also been linked to a greater likelihood of children dropping out of high school. In this regard, Moore, Redd, Burkhauser, Mbwana, and Collins, (2009), a study of changes in family incomes found that children "whose families go from being above poverty to either being poor or on welfare" have lower reading scores than children whose families were never poor.

Similarly, Gunn and Duncan, (1997), identified that family income has selective but, in some instances, quite substantial effects on child and adolescent well-being. This seems to be in line with Duncan, Gunn, Yeung, Smith, (1998), showed that family economic conditions in early childhood have the greatest impact on achievement, especially among children in families with low incomes. Turshen, (2008), poverty is the likely reason children fail to attend school or fail to reach the last.

Egan-Bitrán, (2010) and Te One, (2012), described housing is a critical issue for low-income children who are highly vulnerable to experiencing poor quality, inadequate, unfit and unstable housing conditions. The studies show that while some children in low-income and disadvantaged households are positive about their homes, others revealed significant concerns. Homes were often described by children as damp, cold, run down, dirty, in some cases rat-infested and overcrowded (Egan-Bitrán, 2010).

2.5. Needs of Poor Children

The empirical findings presented in the work by Ridge, (2002), then, offer a valuable and further view into poor children's everyday experiences and the issues that concern them. The in-depth interviews with children in poverty explore their experiences at school, at home and among their peers, and focus on their economic and material resources, their social relationships and their own perceptions of the impact of poverty on their lives.

Children and young people's needs concerns about having sufficient income have been highlighted in a number of studies (including Caldwell, 2012, Crowley and Vulliamy, 2007; Egan Bitran, 2010, Ridge, 2002; Ridge and Millar, 2008; Roker, 1998 and Te One, 2012,). It is evident that not having enough money creates considerable material, social and familial tensions. Findings from Egan-Bitran's, (2010), consultation with New Zealand children, young people and young adults echoed this, with many young people speaking of often worrying about themselves or their families having enough money to pay bills.

Participants' from studies carried out by Egan-Bitran, (2010) and Willow, (2001); and other studies also identified a lack of essentials such as food, clothing, warmth and basic everyday necessities like bedding and towels as a common part of being in poverty. These research shows that for children a lack of material goods and childhood possessions including toys, games and appropriate clothing are needs for poor children.

A number of studies with identified access to nutritious food as a need of poor children. Willow's, (2001), consultation identified access to food as being an issue for children living in poverty; Roker, (1998), study found that one-third of low-income children reported that income affected when and what type of food was bought by their family; Crowley and Vulliamy,

(2007), found that children and young people reported that they or their families often had to buy food that was not healthy because it was cheaper, they also described the impact of poverty on children's diets and how this could lead to poor health in later life; Egan-Bitran, (2010), identified hunger, a lack of nutritional food and malnourishment as being issues for many of the participants; the Harju and Thorod, (2010), study found that children experienced a lack of food, or empty fridges at the end of the month.

The studies show that while some children in low-income and disadvantaged households are positive about their homes, others revealed significant concerns. Homes were often described by New Zealand children as damp, cold, run down, dirty, in some cases rat-infested and overcrowded (Egan-Bitran, 2010; Te One, 2012). Children also spoke of not wanting to invite people to their house because they were too ashamed of the state of their house, revealing their concerns about stigma and of being different (Egan-Bitran, 2010).

In nutshell, the majority of the studies on the literatures are focused on looking at what living in material poverty means to children; how it affects different aspects of their lives (materially) and how they respond to it. That is to say, the lives of poor children cannot be fully understood by only focusing on their material poverty, and this focus obscure their real priorities and concerns. This study focused on describing personal experiences of poor children to psychosocial challenges. This focus is quite understandable given the fact that these topics had not been addressed by previous child poverty studies.

2.6. Causes of Increases in Childhood Poverty and Combating Child Poverty

According to Mary, Corcoran and Chaudry, (1997), there are factors that affect trends in childhood poverty. This are increases in families headed by females, increases in racial and

ethnic diversity, stalled economic growth, and increases in economic inequality have increased childhood poverty. Decreases in family size, increases in parental schooling, and increases in the number of two-income families have reduced childhood poverty. Feeny and Boyden, (2004), stated that tackling child poverty is thus a huge and complex task, and involves somewhat of an exercise in humility on two distinct levels; firstly, in recognizing the cultural biases and assumptions on which current approaches rest; and secondly, in understanding that the eradication of child poverty is, by virtue of its far-reaching linkages, not something we are likely to achieve quickly, easily or without the active involvement of others –particularly that of the children themselves.

Ratcliffe and McKernan, (2012), described that targeting vulnerable children at birth is vital, as children's environment in the first years of life has been found to affect brain development, and poverty early in life is linked with lower educational achievement. Particularly those with low-educated parents, should be connected with program services to help them avoid the poverty trap. Home-visiting, parenting, and relationship counseling programs targeted at these families can help children by improving family functioning and the home environment

2.7. Coping Strategies of Poverty by Children

A range of studies reveal how children are key contributors to family life, playing an important role in mediating and managing the experience of poverty within families. (Crowley and Vulliamy, 2007, Egan-Bitrán, 2010). Children were actively adopting a range of strategies to mediate and negotiate the impact of disadvantage on their lives. These coping strategies included contributing to family finances through income generated through their own employment, care work, moderating their needs and concealing the effects of poverty

from their friends and families. Each of these strategies was potentially costly for children themselves (Anku, 2012).

Likely, Yisak, (2012), children living in poverty work to relive or ease the economic poverty of their families and relate closely to the social unit in which they live. However, this aspiration or desire remained restricted. Children feel that hard work, having fewer children being well-educated and saving would enable them free from poverty experienced by their parents. Lawvo, Machumu and Kimaro, (2015), stated that coping management training should be offered for children as well as parents who are subject to emotional harm that results from poverty and martial conflict.

Coping strategies adopted by children living in martial conflict homes revealed that sometimes children engaged themselves in drinking local brews, sniffing tobacco powder, petroleum ,smoking cigarettes, Marijuana, chewed leaves (common known as take in Cocaine and heroin to relieve the anxiety and tension or anger. Most children indicated to combine sedative drugs used to relieve anxiety and induce sleep and other substances that produced slight stimulation to induce body vigor in order to forget their problems (Lawuo , Machumu, Kimaro ,2015).

It is also depicted that parents also serve as a coping strategy in this regard, Woodhead, (2004), stated that when children feel their work is a normal thing to do, that they are doing something valued by their families, and they are treated fairly, these feelings can serve as a coping mechanism that helps their resilience. When they feel stigmatized or ashamed, or unjustly treated, this can add to their vulnerability and distress.

Chapter Three

3. Research Methods

This chapter present the methodological approach was employed in this study. These include philosophical paradigm, the study area, the research design, sampling technique and sample size, data collection tools and data analysis. The quality assurance and ethical considerations for the study are also detailed in the chapter.

3.1. Philosophical Paradigm

Individuals seek understanding of the world they live in and work. In the process they develop a subjective meaning of their life experiences (Creswell, 2009). This research was implemented with the perception that reality is subjective to the individuals who are living it. The study thus was guided by the social constructivist's world view, which implies that poor children's experiences beyond poverty were described by relying on participant's subjective expression of their life experiences. Therefore, views of children on the various dimensions of their life experiences and delivering the realities based on their subjective interpretation were the basis of data gathering for this study.

Creswell, (2009), noted that the goal of a research written under social constructivist world view is to rely as much as possible on the participant's views about the situation under investigation. Thus, data gathering process considered raising broader and general issues and open ended questions to let participants articulate and construct the meaning of their situation. Probing was employed to get detailed information. The data was analyzed and interpreted considering the study participants' subjective views and realities.

3.2. Study Area

The study was conducted in Genete Eyesus Child & Family Development Program Coordination office (GECFDCO), which is one of the Child Care Centers under the Ethiopian Orthodox Church – Child & Family Affairs Organization (Figure 1). The organization was established in 1973 by religious fathers in response to the unprecedented famine that claimed many human lives in the northern parts of the country and left a large number of children without parents. Genete Eyesus Child & Family Development Program is operating in A/A, Yeka sub-city, Woreda 1 & 2 with the Child Fund Financed Project. According to Woreda 1 and 2 sub city administration the woreda comprise 2427 vulnerable children among these children 967 are between 14-18 years. GECFDP consists of 1600 highly vulnerable children. The organization consists of 0-5 years, 6-14 years, and 15-24 years of age beneficiaries.

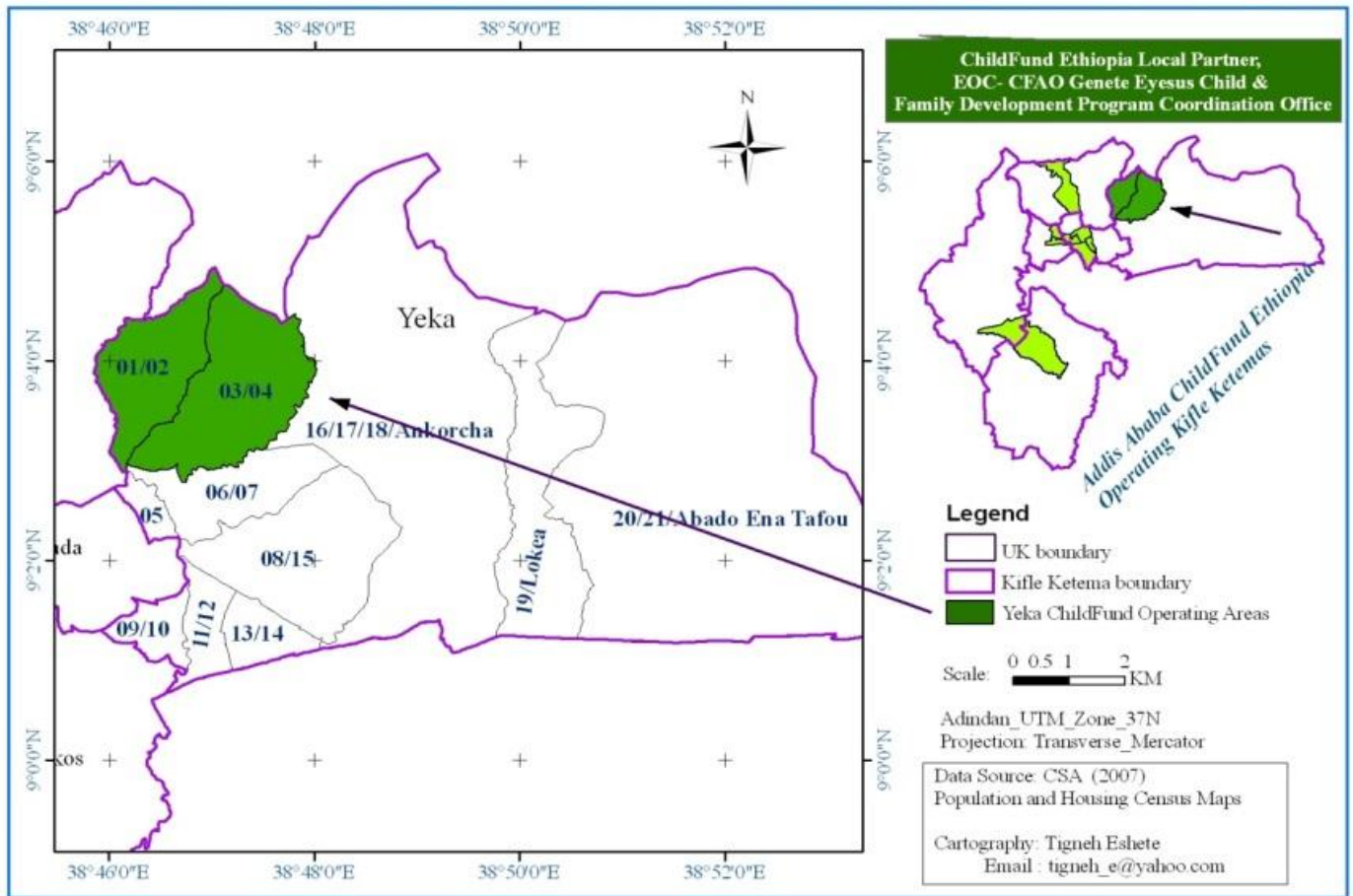


Figure 1. Map of the study area

Source: extrapolated from CSA (2007) data

3.3. Research Design

Qualitative research inquiry is to be used to describe the lived experiences of poor children at Genete Eyesus Child and Family Development Program (GECFDP). Qualitative research design enables to understand the detail and interpreted social world of research participants by learning about their social and material circumstances, their experiences, perspectives, and histories (Moriarty, 2011). A close relationship with the research participants will bring achievement for qualitative research (Creswel, 2003). Hence, qualitative methods allowed going

deeper into the research problem providing a more profound understanding of the social phenomenon investigated (Strauss and Corbin, 1998). Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data (Creswell, 2007), which will be used to examine specific issues and questions under consideration in the study. Redmond (2008) also stated that qualitative work is particularly useful in developing an understanding of individual's own perspectives on the complex dynamics of their everyday lives, and their relationships with family, friends, school and community.

Phenomenological research design is employed to address the research question developed for the study. Phenomenological study is explicate the meaning, structure, and essence of the lived experience of a person around a specific phenomenon (Simon and Goes, 2011). Phenomenology focuses on peoples' perceptions of the world or the perception of the things in their appearing (Langdridge, 2007).

Phenomenology is a qualitative research approach, a philosophy that concerns the phenomenon of human consciousness, inspires it (Van Manen, 1990). Phenomenology is the reflective analyses of life-world experiences (Von Eckartsberg, 1986; Moustakas, 1994). Phenomenology is focused on individuals' meaning making, as the typical element of the human experience (Patton, 2002).

The researcher advocate constructionist research paradigm. The objectives of the study is describing the lived experience of poor children, the psychosocial challenges they faced is mentioned, psychosocial and material needs of poor children examined, searching for suggestions that the participant has to provide in coping with challenges.

Therefore, as experience is expressed through words and meanings that children give for the world around them, qualitative research method best fit the research problem. As a result the researcher set aside any prejudices and prior experiences and only describe what the participant has to say. This is only be achieved by employing descriptive phenomenological approach, because it is in descriptive phenomenology the researchers could avoid any imposing of their assumptions on the data collection process or the structure of the data (Speziale and Carpenter, 2007).

3.4. Sampling Technique

Purposive sampling technique is used to select children who are supported by Genete Eyesus Child and Family Program (GECFDP) and had an experience of psychosocial challenge. Since it is essential that all participants experience the phenomenon being studied, criterion sampling should work well to show that all individuals in the study had experienced the same phenomenon (Creswell, 2013). GECFDP was purposively selected by taking into account that the organization provide support for 1600 children. Purposive sampling was also used to select research participants based on the inclusion criteria indicated in section 3.4.2.

3.4.1 Sample Size

A total of 10 respondents within the age of 14-18 were used for the study. The rationale for limiting the age range is that children in the upper age range are more likely to provide a detailed and accurate account of their experience as compared to children below the age of 14, have a better level of understanding of the concept, and maturity. Creswell (2007,p.76) suggested that “four or five cases provide sample opportunity to identify themes of the case as well as to conduct a cross case theme analysis”. Therefore, the researcher determined the number of

child participants to be ten chosen from Genete Eyesus child and family development program (GECFDP) beneficiaries.

Mack, (2005), confirms, qualitative study sample sizes are often determined on the basis of theoretical saturation where the point in data collection when new data no longer bring additional insights to the research questions. However, Nixon & Wild (2012), noted data saturation is regularly achieved within ten individual interviews, with evidence that this can be achieved with fewer for homogeneous participants.

3.4.2 Inclusion Criteria

Specific inclusion criteria were set in order to determine the right participants from which the data was collected. There were four basic inclusion criteria for children. First, in order to have clear data, the age range of the children for this study were purposefully restricted to 14-18 years as noted in the previous section. Second, children shall be beneficiaries of Genete Eyesus child and family development program (GECFDP). Third, children who had experience of psychosocial challenge. Forth, participants who are willing to participate in the research and share their experiences with the researcher were selected to take part in this research.

3.5. Method of Data Collection

This study employed both the primary and secondary sources of data. The primary data were collected from children by using in-depth interview and observation. In addition, secondary data were also be gathered different sources such as books, research papers, journals, articles and other documents.

3.5.1. In - depth Interview

The study was employed in-depth interviews with 10 participants in order to collect data. The study was used unstructured interview guide with an open ended question to reveal children's life experiences beyond poverty. According to MCnamare, (1999, p.36), "In depth interview are particularly useful for getting the study behind a participant's experiences. The interviewer can pursue in- depth information around the topic." The questions were prepared in a specific order to help participants develop ideas and speak more widely on the issues raised. Probing was used to help the researcher to get detailed information that enriches the data.

The researcher respected participant's full interest in selecting interview settings. Interviews were held in the participant setting and in Gente Eyesus Child and Family Development Program (GECFDP) office for a maximum of an hour and half per participant. The media of communication was Amharic with the use of tape recorder after assuring participant's written consent. The interviews were tape recorded and it was facilitated by one individual who was oriented and assigned to take note while the researcher interviewing and taking memos.

3.5.2. Observation

Observation was employed in this study in order to note non-verbal expression and environmental conditions. Detailed note was taken on any impression of the researcher during the interview schedule. The observation was also include field observation, which had helped the researcher to observe the organization, general situation of the children and the environment; and capture issues that was not be either expressed or well noted during the interview session. The observations were also expected to be useful to triangulate the information gathered from the interview with the reality on the ground. According to Creswel, (2007), in order to understand

what the participants said settings are important, it is necessary to understand the setting alongside what the research participants address. Moreover, the observation served as a supplementary method that complement the information obtained through interviews. The observation was carried out without a check list which helps the researcher to observe the overall situations of the children, the family and the environment.

3.6. Method of Data Analysis

Generating a rich and deep understanding of the experience related life challenges of poor children is the goal of this qualitative phenomenological study. Due to the nature of qualitative data collection tools employed, the data gathered in this study was detailed explanation of issues provided by research participants. Qualitative data are in the form of text, written word, phrases or symbols representing people, action and event in social life (Kruger and Nueman, 2006).

The data analysis of this research started along with the data gathering process through transcribing, observing important and emerging issues that needed to be included in the final draft, reviewing the gathered information, memos and cleaning data throughout the process. In conducting qualitative research, data analysis is continuous starting from the time of data collection (Creswell, 2009)

The data was transcribed, translated, codified, categorized and thematically analyzed following different procedures. The data analysis of this research started with transcribing the gathered data. An in-depth interview taped using voice recorder and note was taken for participants. The voices and responses of participants recorded during the interview were transcribed in to paper. While performing this, attentive listening and careful note taking was employed in order to make a valid documentation. The noted data was translated in to English (the original recording was in Amharic), because this study is expected to be produced in English. After the note taking and translating, coding procedure followed through giving a false name to address participants. The coding helped to assure ethical issues of confidentiality and minimizes researcher's bias in the analysis of cases. This research therefore, used codification of giving Pseudo names for the cases to be analyzed.

The transcribed and coded data was read thoroughly and organized so as to be familiar with the information, and categories were developed and the data was described under each categories. In this stage, the coded data was categorized in to similar and related categories together. This categorization indicates how the different codes were constructed into similar categories of different types that gave a meaningful shape. Data categorization helps to sort out texts into meaningful groups, which make the data to be manageable (Tuckett, 2004).

The categorized data was converged into themes. Thematically converged data in the analysis process adds strength to the findings as the various elements of data are intertwined together to promote a greater understanding (Yin, 2003).

3.7. Quality Assurance

The current research was conducted and examined under the key elements of data quality assurance in qualitative inquiries as explained by Andrew, (2004). These elements include credibility, transferability, dependability, and conformability of the data. The researcher first established a good rapport to create a trusting relationship with study participants and reduced reactivity as well as enhanced study participants' commitment to provide genuine information. Additionally, a peer checking was employed through distributing the data collection tools to check the credibility of the question guides.

3.8. Ethical Consideration

The safety and consideration of the ethical issues of the participants have a special emphasis in any Social Work research. Accordingly, all attempts was made to ensure the rights, privacy and welfare of participant of the study is kept. The objective of the study was clearly communicate in a language participants can understand. Moreover, the supporting letter written by the school of social work for the researcher was revealed to participants, to help the

researcher get the desired data and to remove any doubts the respondents may have in the study.

Data were collected after obtaining informed consent from the participants. Each participant was asked to give verbal or written informed consent before starting the interview session to allow the researcher to use the information for academic purposes only. The prepared informed consent was read to respondents. It was clearly explained that any participant can withdraw from the study at any time during the interview process. Moreover, participants were informed that they may decline to answer any or all of the research questions if they do not want to answer. At the same time the potential benefits and lack of risks from participating in the study were clarified for the children. To protect the identity of participants, the names of young children in the report are not mentioned and the participants are represented by pseudonyms.

3.9. Challenge of the Study

While conducting the research, the researcher has faced some challenges. The primary challenge was the study participants were students that attend regular class so, it was difficult to conduct the interview on the prescribed schedule. As a result data collection was delayed but the researcher managed other schedules to collect the data.

Chapter Four

4. Data Presentation

This chapter presents data gathered in the study from the sources such as in-depth interviews and observation. The chapter looks psychosocial challenges that affect poor children. It discusses the main needs and priorities of poor children among the psychosocial challenges and material poverty that highly impacts the lives of the poor children. Finally the chapter provides an insight on the coping strategies employed by the children to cope up with challenges induced by psychosocial challenges.

4.1. Psychosocial Challenges That Affect Poor Children – Children Experience

Children considered in this study shared their life experience as a life lacking happiness. The children blame their families for the challenges they face in life and for their unhappy life. Data from the in-depth interview revealed that shouldering household responsibilities and burdens, absence of parental support, sexual harassment by their own biological parent, and lack and denial of acceptance for their ideas within the family are experiences of the children that had left a negative print in their minds.

4.1.1. Poor Children past Life Challenges

Interviewed children had a memory of their unhappy life challenge with a sense of guilt, although they feel that their parents are the ones to take all the blame. Data from the children indicated that it is not easy for the children to get over with the guilty feeling as they have been raised being repeatedly reminded that they are always making mistakes. In this regard Zelalem mentioned that, *my father always blames me for living in poverty because my father always tells*

me that I was born without his interest and plan. So I feel always bad by thinking the word of my father that I was born without interest.

In addition to the unhappy memories and experiences, the psychosocial situation of children after the death of their parents was characterized as full of worry, fear and uncertainty, than it was during their parents' illness. With regard to this Biruk said that:

... The toughest and the saddest time of my life is when I cared for my mother in the hospital and her death. At that time no one supported me, even my father! My father always blame me for the death of my mother. As a result, I always get worried and regret (pause). I tried all my best to save her. Unfortunately I could not save her life, now the only thing left for me is the pain of her death.

The data demonstrates that female participants who lost their mothers shoulders all the household responsibilities. This burden impacted their life in different dimensions. Moreover, they are also affected by their parent's addiction and physical punishment. In this regard, Melat, who lost her mother, explained that she experienced family neglect and corporal punishment by her father. She revealed her experience as follows:

... Lives becomes very difficult for me after I started to live with my father. His behavior completely changed, all household responsibilities such as take caring of my youngest sisters and brothers laid on me. My father do not give me enough household expenditure. He is an alcoholic and chew chat (Khata edulis) in our house with his friends, making it difficult for me to study properly. Above all, he usually beats me for no reason.

Melat also mentioned that her father harassed her sexually and this experience makes her hate her father and worsen her life. She explained the situation as follows:

One day my father came in the middle of the night and asked me to open the door as usual. I opened the door and he asked and ordered me to sleep with him. Then we slept [pause and crying] ... he started to touch me and tried to rape me. Since then I hated him a lot. Now I am not happy and I feel like happiness for me is buried with my mother.

There are unique case children who used to live with non-kin guardians or care givers and start living with their biological parents when the caregivers passed away. Such children mentioned experiences of denial and negligence from their own biological parents that made their life miserable. In this regard, Mahder, who start living with her family when her grandmother passed away described her experience of family neglect and hardship as follows:

My miserable life started after the death of my grandmother. After her death I went to my family. Unfortunately, I could not agree with my father, he is an alcoholic and always disturbs the whole family. When I want to do something, my family always interpreted my act and plan in a bad way. They do not want to accept my idea. My father always tell me that I am learning for nothing.

Generally study participant reflected negative feelings toward their past experience and their care givers, but there are also children who feel differently. This is because of the support and care they get from their families. Such kind of support makes children happy, irrespective of the capacity of the families to provide the necessary material needs. Related to this Feven described that:

Though we are poor, we share everything with love and live a happy life. My happiest moments are when my families come together from different places to celebrate holidays. My mother gets me what I want to have during holidays, she buys clothes and shoes to me. In addition, elders in my family advises me when I face difficulties.

The above note indicates that happy experience of children are not only limited to material needs, the care they receive from families also play a significant role. Therefore, family's love and care has a paramount importance on children life. Related to this Biruk mentioned that he was happy before the death of his mother. Biruk explained, *on one occasion I took a training in my school and got 200 Birr. With the money I bought a shoe for my mother and she blessed me. I felt satisfied and happy for getting my mother's blessing.*

Interviewed children also measure their past happiness based on the proper love and care they received from community, fulfillment of material needs and the help they provide to their parents and needy people. Respondents noted that giving assistance for the needy to be the satisfying moment of their past life, as seeing the needy reminds them of their own life filled with challenges. Therefore, providing support to those needing it makes such children feel happy. Regarding this, Natanael responded as follows:

... Once I was on the way to school, a mother was sleeping with her kids on the street and asking for money. Her children were asking the mother for some food as they were hungry. This has reminded me of the life challenges my grandmother went through to raise me up. Then I gave them the 500 Birr that I get as a gift, which was the unforgettable happiest moment of my life.

The fulfillment of material needs was also source of happiness for children. This materials needs include cloth, shoes, shelter and educational materials. In relation to this Zelaem noted that:

I was happy before two years. At that time my family fulfilled what I needed. Back then, our house was build out of wood and mud but now we are living in a house covered with plastic.

Children happiness is not only determined by the moral and material support they receive from families but also by the care and love obtained from the member of community they live in. Children perceive love from the community as they are being valued by others. In related to this, Mahder stated that:

I was happy when one of our neighbor gave me birthday gift. No matter how expensive or cheap the gift was, I appreciated her for remembering my birthday. My grandmother used to celebrate my birthday before her death. I always remember the happy time I had with my grandmother during my birthday. My parents do not care about my birthday.

4.1.2. Current Challenges of Poor Children

Comparing children's past and current experience, their accounts depicted that they are still victims of different kinds of challenges. The stressors they had in the past are still sustained and made them feel insecure. In general, the main challenges that poor children are facing in their daily lives include: missing basic needs, receiving inappropriate treatment and being exposed to various types of abuses and neglect. Melat illustrate this situation as follows:

Currently I do not have any reason to be happy and have nothing to give value to. I get stressed when I am with my family and I would be happy if the sun does not set because I do not want to go home after school. My father beats me for no reason. When I tried to approach him I remember the time that he tried to rape me. Now nothing makes me happy and I do not think there is anything to make me happy even in the future.

Data indicated that the other common reason for current unhappiness and worry of poor children are lack of social support and lack of access to different material needs like clothes, shoes, academic materials and food. Respondents explained that the social discrimination faced in their community affected their life. In relation to this Hana explained that:

We are living a life different from others. As a human being the basic necessities are not fulfilled. To make things worse members of the society undermines us, even our neighbors do not want to share electric light for us. They also insult our family and all this is merely due to our poverty.

The environment children live in is also a source of stress. The living environment is not free from crime; there are addicted people and gangsters that widely spread ill behaviors in society. Mahder explained the insecurity in the neighborhood they live in as follows:

My neighborhood is not suitable for living. There is no one to be a role model. Almost all people are addicted of one or more types of drugs. In school, I do not want to mention where I live. Stealing is the major means of fulfilling ones need. I can say that the community encourages theft. Even you cannot defend your family

from attacks because they move in groups and can attack you anytime. So your option is to live the same way the community is living.

Children are deeply affected by not having a parent or a caregiver close to them and share and understand their problems and concerns. Selamawit who is living with her caregiver indicated that:

My caregiver tried to fulfill food for the household by working as daily laborer. But this does not make any sense to me because fulfilling food is her obligation. I feel bad because she do not understand my feeling. She never asked me the challenges I face at school. I always feel I have nobody to share my problem with. I always prefer death rather than living such a harsh life with my caregiver.

During the interview the researcher observed that children were shocked when they talk about the discrimination they have been facing. The result of the study revealed that children who live in poverty may face social discrimination because of their parent's poverty and lack of parent's participation in the community. Consequently, parent's poverty and negative relationship with community has undermined the peaceful coexistence of poor children with the community.

The characteristics of a good family suggested by the children include proper family treatment such as listening to children's voices and challenges, having confidence on the children, being role model for children and creating the environment for free discussion in the family. Nonetheless, families do not fulfill such characteristics, which makes children discontented on their family's behavior. Children found that maltreatment, physical or mental

violence, and the use of abusive and humiliating language by their parents and caregivers to be disturbing. In this regard Zelalem responded that:

...Good family grow-up the children in discipline, good manner, love, and care and fulfill the desire of the children. But I do not get this. We are a family of five. I am not happy by my family. I hate my father and he hates me too. He badly treats me and beats me even when I am beside him.

Similarly, another respondent Fekadu who is making a living by himself expressed that:

The characteristics of good family are trust and love. My parents do not have this character. I do not have a relative or family to share my problems with. I am making a living by myself. When I was living with my family, I do not know what mother love means. I was not sad when my mother passed away because I did not receive any affection from her. My step father was used insult me and beat me all the time.

Children give due attention for strong relationship and ties with their families. The experience of children revealed that parents have a problem of understanding the need for good relationship with the children. This makes children to be uncomfortable on their relationship with the parents or caregivers, and create a feeling of be unaccepted in the family, which would play a role for not having a genuine feeling to each other. This idea is described by Mahder when explaining the characteristics of her family as follows:

A strong family must be transparent with the children and believe in the children and discuss each and every issue freely. I am not lucky to have this kind of family. My father work in a shift program and when he is off work, we will have a

day bad. If he is at home he beats us with no reason, even when we are bringing water to wash his hand. So the goodness and badness of children depends up on the family.

Children revealed that separation of parents had impacted their lives. Divorce whether by agreement or disagreement makes children feel anxious. The manifestation of divorce goes beyond personal life to the social life of the children. Children get reserved to join with friends in fear of the experience of separation with their beloved friends, which restrains them from making relationship with peers. Related to this, Feven reflected as to why she has not have a good relationship with her friends as follows:

I grow up with my mother because my father and my mother were separated when I was a child. For me divorce was a great pain. I do not have friends with the fear that one day my friends might ignore me. If this happen I will be hurt. So I prefer to be lonely.

Children who receive proper family treatment value their life as full of happiness. Free discussion and trust within the household has been indicated to have a vital importance to build a sense of belongingness, feeling secure and getting attention. Hana described her experiences on the idea as:

...I fill safe when I am with my family. This is because in our family there is love. My mother and grandmother treat me well even when I get worried. I discuss with them and they help me, and give me advice to get out of my worries.

4.1.3. Adverse Situation of Psychosocial Challenges to Poor Children

Parents are expected to support children psychologically and physically for the wellbeing of the Child. However, contrary result has been obtained in this study. Children appeared to be abused emotionally and physically by their own parents and caregivers. Such mistreatment make the children feel lonely and be depressed, and lead the children to commit suicide, engaged in robbery, and to commit patricide and matricide.

Difficult financial situation of the family places the children under emotional pressure, and has a somber impact on the wellbeing of the child. This impact is also manifested in children education as well as psychologically. Children from poor families very often dropout classes and tutorials because of lack of school stationeries, school fees, other basic need, and due to lack of treatment from parents and caregivers. Financial situation of the family may also have an effect on the family interaction and communication within the household, which will be reflected on educational performance of the child.

4.1.3.1. Psychological Effect

When caregivers talk negatively about the parents of the children or show a kind of reject directly or indirectly, children are abused emotionally. Such emotional abuse are experienced when caregivers come into disagreement with the child or feel discomfort about the child. Moreover, insults has an impact on the life of children as insults are demoralizing. This sentiment is expressed by participant. Selamawit who is being raised by caregiver noted:

I felt sad when I thought such problems happened only to me. I tried to commit suicide because I blame myself for the divorce of my parents. My father believed that I was not his child. So he fought with my mother. Another problem is my

caregiver undermined me by saying, it is better to raise a relative than another person child.

Similarly, Biruk who is blamed by his father for the death of his mother and is exposed to psychological problem said that:

I regret and hate my life because poverty has a great impact on my family and me. If we were rich, my mother would follow up her treatment in a better hospital and she might have been saved. Poverty makes me feel weak because I could not protect my mother from death.

Mistreatment of children does not only impact their emotions internally and externally, it also significantly affects their social life. Mistreatment lead hatred developed by children for their own biological parents is not only reflected by simple animosity, but goes as far as committing matricide and patricides. Natanael described his experience about this as:

...Problem gives a lesson but for me problem give me hardship [pause]... I started doing something bad with two of my friends. When I was doing this I feel nothing. But after some time I regret why I am doing this. But I do not have option. I have mother and father but no one care about me. I do not know why they do not give me love and care. I am making a living by doing something bad. This is because of my family. So sometimes I want to burn my family alive.

Children experience physical punishment in the household. These physical punishment exposed children to hate their life and commit suicide. A participant, Mahder who were living with her grandmother, but moved to her parents after the death of her grandmother described her experiences as follows:

I will never forget the day that I visit my aunt. My father drunk too much and asked me where I have been. I replied that I have been in my aunt home. Immediately he burn my body with the flame of a candle and insulted me [pause and crying] ... He also do not want me to enjoy with my friends, He insult me if he saw my friends come home to lend me exercise book. Due to this bad treatment, I drank poison liquor to commit suicide. I believe all these are the mistake of my family.

4.1.3.2. Educational Impediments

Poverty in general and different socio-cultural problems in particular makes children to drop out of school. They mentioned that lack of materials and lack of proper treatment from their parents and caregiver are the major factors that hinder them to attend well in class and withdraw. Children in this research are more likely exposed to educational dropout as well as low educational attendance, because of the bad relationship and mistreatment of the children. The idea is evident for the words of the participant, Biruk:

Because of my mother sickness and death, I could not continue my education. I dropout for one year to look after my sick mother. Even after her death, I was unable to proceed my education, because my father always blame me for the death of my mother. This makes me depressed and deter me from proceeding my education.

Parents' negative words has an impact on the education of children. This impact is manifested on children school performance. Mahder indicated that the mistreatment she faced at home made her to score less rank in her educational and she stated that:

I stay home always because my father had a control on my education and social life. Even I could not go to library. My school result is very low. Last year I failed grade 8. This is the result of my father. I expect the same fate to wait me again. My father caution me always that he will never teach me again if I failed. He wants me to start work to earn money. This make me stressed. Even when I am trying to study I recall his words.

Being a dropout of class make children to feel that they are a burden to their family, although children places the responsibility for their being dropout on their parents. Related to this Elias stated:

I dropout from grade 10. This made me to worry that what will be my fate in the future. I blame myself for being a burden for my family. But this happened due to weak family that dominate me rather than trying to help me proceed my education.

4.1.4. Children Aspiration

Study participants have the aspiration to change their life, although they are still facing deep-rooted psychosocial challenges. Children have the ambition to change the neglect by their parents or caregivers, and they want to restore the missing part of their life experience. They also aspire to have a family who offers proper attention to them. With regard to this, child Biruk stated that,

...I want to have parents that protect, consult and share all my life problems in the future of my life. I want to have a family that fulfill my desire and ask me what I am doing every day and guide each and every step of my life.

There are also children that seek to be out of material impoverishment. They believe that if their material needs are fulfilled, they can lead a good life. Accordingly, Zelalem said:

My wish is to see all my basic needs be fulfilled. Especially I want to get better shelter, television, enough food, cloth, and shoes as the rest of the people. I also aspire all my age mate to lead a successful life.

Children wish to have participatory family who involve them in family affairs. Children indicated that parents are not willing to involve them in any decision they make. Children would like to see changes in this regard for them to freely communicate their feeling. Elias depicted that:

I wish to have love and care in my family. For children like me the main thing is the love of a family which would help the child to be successful in life. I will be happy if parents understand my desire. The agreement of a family and free discussion in the household is decisive to solve each and every problems. When I establish my own family, hopefully my child will not face what I passed through.

The importance of living peacefully with the community is vital to curb some challenges of the children. Social discrimination is one of the challenges faced by the children. Children aspire to change this situation. One of the means of avoiding discrimination as aspired by the children is through increasing social participation in the community. Feven, has a happy life because of the love that she receive from her parents, but has been experiencing discrimination. She has a desire to build good relationship with members of the community:

I want if peoples come to our home and discuss different issues. When you share your problem to others they may help you to get out of it. Accordingly I wish to play, share and even study with other children.

Helping the needy is also one of the future goals of the children. Children has the desire to help other members of the society beyond themselves and their families. This sentiment is expressed by Natenael as follows:

I wish to help those children who have no supporter and have poor mothers. If all people contribute their share, we would not see children and mother beggars at every corner of the city. When I become established economically, I will do everything I can for the needy.

4.2. Poor Children Psychosocial and Material Need

Children expressed that they are challenged by not having satisfied different psychosocial and material needs. Among these needs family love and care is the major one. Moreover, children expressed the need for having love and support from the neighborhood where they reside. Children and their families have faced discrimination from the neighbors. Basic material necessities are also expressed as needs requiring fulfillment. Material deprivation have impacted children wellbeing by making children ashamed of their living condition. Generally, two categories of needs, i.e., psychosocial and material needs have been identified in this study, and the former have been prioritized as more important since it causes more damage to the wellbeing of the children.

4.2.1. Psychosocial Need

In this category children raised different needs for a child to grow well. The first is family love and care and the other falls under social support. It has been indicated that for children to lead a happy life, the provision of love and care from their parents and caregivers is key. However, children account indicated that such a vital issue is not handled properly by parents and caregivers, and children are not keen to share such experiences as it makes them sad to openly talk about it and feel that they get nothing out of speaking out. Relate to this Biruk stated:

Family must show love and respect for a child, and everybody know that [pause]... I hate my father if they were me I hope they also hate him. When I see my friends respect and love to their fathers, I really feel sorry. But what can I do. It is painful to me. I have no other even a friend to share my ideas and problems. Of course I have a friend but I do not want to share my secrets for him. I keep all my secret because I hope no one care and solve my problem. That is why I keep in my heart everything that I faced during my life. But know I feel something good when I share this to you. So love, care, support and protection of the family is vital need for a child.

Respondent noted that children need someone that approach them and share their ideas. It is also mentioned that women are more exposed to various problems due to lack of family or caregiver support. Parents and caregivers appear to be careless for the wellbeing of their children. Participants indicated that parents do not give attention to the experiences and views of children. Selmawit who was raised by a caregiver, explained that her caregiver is not bothered for her in many aspects:

In order to grow a child well, first and foremost it needs family love and psychological support. Children need someone who hear their problem. Especially women may face different psycho social predicaments. So they need someone who can hear their idea and give support. Unfortunately, my family does not fulfill this needs to me.

Similarly, another child respondent, Mahder who lives with parents indicated her experiences of parents' negligence as:

Every family must discuss every issue frankly. The family must have a trust on the views of the children. In this regard in my family nobody believe me and try to discuss things with me. Rather corporal punishment is a mechanism to make us obey. Every day I try to talk with my family, and whenever I try, it is been turned into a negative attitude.

Respondent children believe that they are emotionally protected when they share their ideas with others. This is demonstrated well by sponsored students in the organization. There are sponsors willing to support the children. Sponsors communicate their sponsored children and children communicate in reply by writing letters. This makes children to feel that they have someone who can share their ideas and have a positive psychological impression. This sentiment is expressed by a sponsored participant, Mahder as:

In this organization I have sponsors who lives abroad and support me. They send me letters. The sponsors tell me each and everything they do with their children, grandchildren and even pets. This makes me surprised because someone who is not similar by culture, country, religion and blood is helping me but my families

who are part of my blood do not give me love. I am very eager to read my sponsors letters because no one here in this planet share me everything cordially but my sponsors do.

Children explained that they experienced discriminating action by their stepparents. Stepparents appear to favor their biological children in different ways. Elias who is cared by a stepmother household and has brother of both biological parents in the house, described his experiences of discrimination as:

I have been leading a miserable life. This is because of the weakness of my family. Before the birth of my younger brother, my parents treat and care for me well. But now they turned to care for my brother. Of course I love him. But they give him everything including support and care, but neglect me that exposed me to lead a miserable life.

The discrimination is not only demonstrated with in stepmother household but also within the biological parent's household. Mahder described the discrimination she have been facing within her family as follows:

No one is left beside me. Even my mother and sister consult each other by excluding me. When my sister asks for something they do anything for her. As a result I do not want to speak with them, even when I faced challenges. This hurts a lot but I have no choice.

The second category of psychosocial need of children is social support from the community. Participants highlighted that community support is a basic need for children. Therefore, in addition to family support, environmental factors also play a key role for the

wellbeing of children. The environmental factors refers to access to social support. Participant children explained that isolation of their families by the community due to their financial income is an irritating experience although they cannot do anything about it. Hana described this hurting experience as:

Love and care from the society is a basic need for children to grow well. The community has influence in our family. They do not want to be close to us since we are poor. Nobody cares for us who are living under poverty (pause and cry). There is a violence on our family. They dispute and insult my grandmother. They do not have a respect to my mother and humiliate her. It is very sad to observe when your families are discriminated and humiliated. But I can do nothing since I am a child. I am just obliged to see things patiently. Even when we go to legal body, we do not get justice because we are poor.

The value of social support in the lives of children is demonstrated by those children who have family love and care but don't have social love and care. Lack of social support influences children social interaction in schools and in their vicinity. Those children who do not have social contact are prone to loneliness and depression. Feven, who has family love and care but not have social love described her view of discrimination in the society as:

I fill sad when I think of having no friend in my village. On my way to school I pass without exchanging any greeting with neighborhood children. This is very touching. I ask myself why they do not want to talk to me. Sometimes I ask my mother why this is happening to us. But she tell me to forget them. How could I forget them since we are living in the same village and see each other daily?

The study participants expressed that they are more sensitive to the lack of care from parents, caregivers, peers and society than the dearth of material needs. Psychosocial aspect of children life such as domestic violence and social discrimination has a long lasting effect on their wellbeing. Happiness is not entirely measured by the materials one is unable to acquire, rather by the treatment they get from family and society. This fact is supported by Mahder as she expressed that:

When I was living with my grandmother there was a time that I eat a loaf of bread and she only drink a cup of coffee and sleep. Though she has no money to fulfill my needs, I was happy because she hear my problems and understand any aspects of my life. But now with my family we have food and cloth but no love at all. I do not care about having money or nothing. What makes me hurt is lack of love in the family that I have lost.

On a similar note, Biruk explained this situation as:

I am poor because I have no cloth, enough food and comfortable bed. But this is nothing to me. I give priority to the love and care of parents than materials. This is because if everything is fulfilled but no love everything is useless and make me depressed. I prefer to have someone to hear my problems than having food or cloth.

Elias also described the situation as:

I am living miserable life since food, cloth, education materials love, care and protection are not fulfilled. But more than anything I give priority for family peace and protection. For instance in my family I argue with my step mother and

my father cannot give me protection. I can withstand the hardship of material impoverishment but how can I endure lack of family love.

It appears that lack of family love and care affected these children's sense of wellbeing. They represented it as a cause of emotional distress. They described that parents love and care are more damaging than poverty. Melat described her priority as:

There are a lot of materials that make me materially impoverished but I thought these things does not make me poor. Rather care and love that I did not get from my father make me poor and hopeless. When my mother was sick I passed ups and downs to save her life. I was even happy in that situation. But now I have no reason to live.

Similarly, Selamawit captured this notion emotionally as:

Family can be economically weak but if listen to children internal feeling, that is more important than fulfilling material needs. I have been psychologically injured since my caregiver do not want to share my feelings. I decide anything by myself for anything I face in life. But if I have someone willing to discuss my problems with me the problems could have been solved easily. On contrary my caregiver works hard to fulfill necessary materials for me. But this is nothing for me if she does not want to know what I feel inside."

Children has found out that social discrimination has an impact on their life. They feel lonely, discriminated and unwanted. Thus children give priority for social love and care more than poverty. This fact is supported by Zelalem:

...I wish I had love and care from the society. I have no love from the society. All discriminate me. I feel bad for facing social discrimination in my village and school. Even if I am living in a poor living condition, I get more damaged by social discrimination hence my priority is social support.”

The data collected from observation of the organization setting revealed that the beneficiaries are getting different services. The focus of the organization is to satisfy the material aspect of children. The trainings are organized by the organization without the involvement of the beneficiaries' real interest. Moreover, there is no psychological service for the beneficiaries.

The organization is mainly rendering services related with meeting the felt need of children. These are distributing shoes, uniforms, and exercise books. There is also a training for children focused on life skill and drug addiction issues. But the training is only arranged for an hour in one day. Different children come on daily base to the organization social worker office to write letters for their sponsors. But they immediately leave office after they write the letters. Nobody asks them what their day looks like or about their life difficulties. This indicates that children are not only lacking family support but also they lack proper organizational support. This thus requires the organization to place effort to organize counseling sessions for children to help minimize and solve different psychosocial problems that the children are currently facing.

Children mentioned that they are happy by the interview. They mentioned that no one is asking them before, and expressed their happiness for sharing their life experiences. Natenale stated that, *now I feel good because I have one person who knows my true experience. Even I feel relaxed when I tell you everything that I have in my mind.*

4.2.2. Material Need

In general children mentioned food, shelter, cloth, educational materials, bicycle, sanitary pad, television, cell phone, computer, chair are basic materials for a child to grow well. Lack of access to such materials due to low income of the household make life difficult. With regard to this Hana described that,

For a child to grow well it needs enough food, cloth, and good shelter. But for me these things are out of reach. My mother works day and night as laborer. We have no other means of income. All household burdens are laid on my mother. She works hard to satisfy our needs but she cannot. Even our house is made up of plastic materials making it difficult to pass a good life.

The organization make a monthly support to the children. It seems the money is very small, and is the only means of making a living for the children. The money serves to fulfill the various demands of the children for the materials covered by parents. Melat stated her experience in this regard as follows:

My father does not support me in anything. I am making a living by 300.00 Birr that I got monthly from GECFDP and my aunt support some money in three months. I divided my income for transport fee, sanitary pad and for education materials and I save the rest in order to buy one cloth at least in six months. Thus, I have two sides of poverty from lack of family care and material impoverishment.

Material deprivation for children is a cause of emotional distress at school. This is aggravated by parent's negligence to fulfill even small fees for children. This makes children to prefer to be

absent from class. This is in fear of their names being called in front of other students that they do not pay the charge. Mahder described her experience in this regard as:

When I asked my family to pay 50.00 Birr for school monthly tutorial fee, they did not want to pay the charge. Due to this I am absent from attending tutor class. This is because if I did not pay the fee, they mention my name in front of my friends. This makes me ashamed. Thus, I feel inferiority complex because of unmet needs. I know my family has the money but they do not want to pay.

4.3. Coping Strategy

Children have been passing through different life challenges. Children life experience showed that they have been using different coping mechanism to solve and protect their life from the various challenges they face. These coping strategies include peer support, performing different mental relaxation activities and praying. Children considered the coping strategies as a compensation of the family care and love as well as social support they are not getting in the household and society.

4.3.1. Peer Support

Children has different coping mechanisms among this peer support is the notable one. Peer support makes disadvantaged children to get out of their worries. In this regard, Zelalem mentioned that, *I have three friends and we have the same life story. When I got stressed they support me by sharing different idea when I talk with them I feel relaxed.*

Likewise, Hana also expressed the importance of her friends as:

I discuss with my friends when I face difficulties, when community discriminated me. My friends accepted me by what I have. They do not insult my family rather they try to help me to forget the pressure from the community. Thus, my friends play a great role to forget my problems. I think without them my life would have been too difficult.

Children mentioned the importance of their peers to challenge their problems. Children who have the same life story share their predicaments. Sharing ideas is considered by children as a relief. This is because they got a person who hear and share their problems and unhappiness. Children not only used peers to share ideas but also consider as a place to hide themselves from the social discrimination they have been severely confronted with.

4.3.2. Undertaking Mental Relaxation Activities

Children mentioned that playing different games help them to challenge their problems. When they play a game their minds stop thinking the problems around them. This strategy is considered by children as a helper. In related to this Fekadu stated that:

To forget my problems I play volley ball and pool. This makes my brain busy. So I do not remember my problems. I am happy if I always pass my day by playing games because they are my helpers than human beings.

Similarly, Natenal mentioned the same experience as follows, *I have different life challenge within my family. I am trying to minimize this challenges by playing football. I like football a lot because it is a game that helps me to forget my problems.* The researcher observed that there is no recreational area prepared for the beneficiaries in the organization (GECFDP)

compound. The compound has wider area but due attention was not given for mental relaxation activities.

Data from participants indicated that children have a habit of writing their problems on a paper. Then they cut the written paper into pieces, to feel as if they removed their inside problems. Selamawit described her experience as: *I feel good when I write my problems on a paper and read it again and again. After that I cut the paper into pieces. This makes me feel like my problems are solved.*

Interview result also highlighted that children have a habit of writing their problems in a diary. This helps them to get relief of psychological and emotional problems. In addition to this singing a song help children to get a mental relief. Mahder described her experience as: *Whenever I feel sad diary writing makes me feel good. Moreover, I sing a song and try to forget my pain. These are the methods I use to escape from my problems.*

4.3.3. Praying

Data showed that children use praying as a coping strategy. Children described that reading bible and going to church offer relief. Being a spiritual child is considered by children as a coping strategy. Elias noted:

I overcome my challenges that I faced personally and in my family by going to church and by praying. Few years ago I used to quarrel with my step mother. But after I start to go church I am only thinking about my future. I take every challenges that I am facing as simple. When I go to church, I feel my difficulty comes to an end, because of God.

Likewise Feven described the importance of praying in her life as: *I go to church and pray for all my problems to be solved by the invisible hand of heavenly father and my prayers helped me.* Praying is also considered by children as a means of overcoming drug addiction. Melate indicated that, *I escape from my problems by reading bible and going to church. This helped me a lot, and I believe it can help any youngster to get out of drug addiction or any other social problem.* When children go to church and participate in church service, they think as if they are with their deceased parents. Biruk explained that: *when I go to Sunday school, I feel as if I got my mother because she is the one who took me to the church and registered me.*

Spiritual service and prayers are the mechanism employed by participants to solve their problems. Children mentioned that many of their problems are solved by their prayers. They get relief when they pray about each and every problem they encounter in life. In addition they also consider prayers to help addicted children.

Chapter Five

5. Discussion

This study attempted to describe experience of poor children and coping strategy beyond poverty. Using a qualitative research method, three themes presented in the previous chapter were identified. The current chapter presents the discussion of these major themes by comparing the current research findings with results found in prior related studies.

Results of this study clearly indicated that experience of psychosocial challenges in childhood is damaging to the wellbeing of children. Poor children are confronted with economical and psychosocial constraints. Lack of proper family treatment including mistrust, negligence, shouldering household responsibilities, sexual harassment by their own parents and society, absence of family who share children ideas were hurtful prior experience of poor children noted in this study. Similarly, Fattore, Mason and Watson, (2007), identified that children felt a sense of security when parents treat and protect them well and having personal and safe place to live.

It was apparent from the result of this study that female children who were given for relatives or caregivers face domestic discrimination up on return to their biological parents. This is manifested by the lack of acceptance and trust by the biological parents. The social and emotional costs of living in poor housing by children and their anxieties about stigma and differences as well as the negative impact on family relationships were revealed in this study. In this regard the study of Roker,(1998), who noted that shortage of space, overcrowding and not having any privacy causes arguments and tension which in turn affects family relationships.

Study participants reflected negative feelings toward their past experience and their caregivers, although there were those that felt differently due to the proper support and care received from families. Family support was valued by children better than the material support. Likewise, Roker, (1998), stated that children in close family relationships are happier as they feel valued and loved despite living on low-incomes. Lack of family love and care brings uncertainty and insecurity to children's lives, undermining self-esteem, confidence and children's everyday lives.

Children are concerned more on psychosocial issues than material needs. Support from parents and society is highly valued by children for a healthy wellbeing. In most instances, the relationships between parents and children are limited to giving order to do household responsibilities. These kinds of relationships do not guarantee the best parental care that children needs. However, the aspiration of children of this study is to see a family who follows their path and a society who give support and care. Likely, Feeny and Boyden (2003), described that, social expectation in that from a very young age children should develop a strong sense of responsibility and obligation toward their families. The specific responsibilities assumed by children are as befits someone in a particular social role, status and set of relations. Through the fulfillment of their duties, children develop into adults and are accepted as members of their community. In these kinds of settings, emphasis is given to competencies such as respect for others, responsibility, sharing and reciprocity.

Mistreatment in the household such as verbal abuse, physical abuse, sexual abuse, lack of confidence on the ideas of children, proper discussion and the like are all sources of unhappiness for children revealed in the study. Separation of parent's has been found to be negatively impacting the wellbeing poor children. Psychologically and physically abuse of children has

been the cause of trying to commit suicide, commit matricide and patricides, feel lonely, and depression. Abuses are a risk for wide range of negative outcomes, including externalizing and internalizing symptoms, crime, aggression, damaging environments and social condition has been reported before (Smith and Carlson, 1997).

In this study children main needs are classified into psychosocial and material needs. With regard to material need children mentioned basic necessities and better housing are the main ones. Material deprivation affects good life style, and their living condition was mentioned to embarrass children. The crucial role of material needs on the wellbeing of children has been described by other studies. Ajebush, (2010) and Yisak, (2012), stated that poverty can be seen as lack of access to tangible basic needs such as food, water, sanitation, nutrition and health and education. Lewit, Terman and Behrman, (1997), depicted that food, shelter, health care and other material necessities are crucial for children's wellbeing and extra income make life more enjoyable. Anku (2012), also noted that children's experiences of poverty are connected to the kind of employment their parents or caregivers are engaged in, and the number of siblings that the child has in his or her family as these have to do with the availability of resources at home.

Contrary to the studies that focused only on the effect of material deprivation on children and stated that children priorities are materials and material deprivation only damage children life (Lewit, Terman and Behrman, 1997; Anku, 2012, Yisak, 2012, Ajebush, 2010), the current study revealed that even though children are affected by lack of materials they prioritize love and care from parents and community as a major risk factor to their wellbeing than material poverty. Children do not measure their happiness by the materials they get rather by the treatment they receive from parents, caregivers and society. Therefore, proper intervention to address the

priority needs of poor children is needed to bring a sustainable change in the lives of poor children.

The study revealed that Genete Eyesus Child and Family Development Program (GECFDP) organization is rendering different services to satisfy children material needs. The real concern of children appears to be neglected in the organization, as there is lack of counseling program. Children are exposed to psychosocial problem which might lead them to commit negative decisions such as suicide, crime, and drugs which might be aggravated if the situation continues unchecked. Therefore, the researcher notes that families, the organization and society shall play their role to abate children psychological damage. The work of DePanfilis, (2006), also noted that child welfare professionals and others who interact regularly with children and families should be able to recognize risk factors and timely act to stop them.

The study identified that children are not passive victims of various socio cultural induced challenges. They actively employ coping strategies such as praying, peer support, and performing different mental relaxation activities. Studies indeed have shown that children vary their coping strategies across various situations (Griffith, 2000). Children indicated that playing games and different mental relaxation activities make them to forget their problems. However, as the organization do not have any recreational center prepared for beneficiaries, there is a need to work in this area to help the affected children.

Chapter Six

6. Conclusion and Social Work Implication

6.1. Conclusion

This study describes poor children experience of psychosocial induced challenges in Genete Eyesus Child and Family Organization (GECFDP) by using a qualitative research method. It has provided detailed information on the major challenges of poor children that affect their life, poor children's psychosocial and material needs and coping strategies employed by poor children.

The result of this study indicated that experience of poverty and socio cultural challenges in childhood is clearly damaging and is felt in all areas of children's lives from the economic to psychological and emotional relational constraints. The result revealed that children confront different psychosocial induced challenges. It is also found out that those children who were given for relatives or caregivers faced discrimination up on return to their biological parents.

The study revealed that children need is concerned more on fulfilling their psycho social wellbeing. Parents and social support is more important in affecting the wellbeing of children than material poverty. However, children indicated that such a vital issue is not handled properly by parents and caregivers. This parents and caregivers negligence aggravate the problem of poor children.

The study indicated that poor children are not passive victims of various psychosocial induced challenges. They actively employ coping strategies such as praying, peer support, and performing different mental relaxation activities to tackle their problems. However, there is

minimal counseling service and no recreation activities in the studied organization that is necessary to help the affected children.

6.2. Social Work Implication

This study participant are poor children who are faced psychosocial challenges, the finding of the study have implications on social work. These implications are implications for practice or intervention, implication for policy, implication for education and implication for future research and knowledge.

6.2.1. Implication for Practice

Children lead unhappy life due to mistreatment in the household such as negligence, physical and emotional abuse, unfair treatment, hostile kind of relationship with parents and caregivers, and others. Thus, to change such kind of situation, there is a need to alter the attitude of parents or caregivers. This can be achieved through the provision of training and awareness creation by social work practitioners. Moreover, provision of frequent counseling services is needed to affected children in decreasing the negative effects induced by different ways of abuse.

The social and emotional costs of poor housing and lack of materials by children and young people, creates anxieties and stigma. Therefore, this study provides social work practitioners with an understanding that could help them to tap the available local resources and utilize them in priority areas that need immediate response. In addition, the organization could establish and strengthen voluntary saving association groups to empower poor family's income.

Children are also damaged by not having social love and care. Thus, public awareness campaigns focused on the negative effects of social discrimination and other practices deemed abusive to children should be promoted. Key players involved in this process could include faith-

based organizations, CBO's, schools, local government and international and national non-governmental organizations.

Children spend a large proportion of their daily lives in the school environment and it is one of the key intervention areas that has the potential to improve the well-being of children experiencing psychological injury. Therefore, schools' guidance and counseling need to be strengthened and provide intervention in order to solve children psychosocial challenges.

The outcome of the study can also be used to promote children main concern that affect their lives. Social work practitioners could bring a positive impact on children lives by giving attention to promote children psychosocial need through education for children's families and other concerned bodies. The study also revealed areas of concern that Genete Eyesus Child and Family development program (GECFDP) need focus on to improve the wellbeing of vulnerable children. Therefore, the organization need to intervene both on material and socio cultural dimensions of poverty to alleviate children problems. Moreover, the active involvement of different NGOs, civil societies and the community at large towards giving due attention to children priorities is also essential.

Undertaking different mental relaxation activities helped children to forget their problems. But the organization do not have any recreational area and other mental relaxation activities prepared for its beneficiaries. Consequently, the organization and other concerned bodies need to consider child friendly approach and putting children's perspectives and experiences at the center of their program and strategy to enhance vulnerable children coping mechanism.

6.2.2. Implication for Policy

The government of Ethiopia has implemented policies and, signed major declarations, and conventions like United Nations child right convention to protect children from any unfriendly family environment or any other situation. Result of this study revealed unhappy life of children due to mistreatment in the household. Therefore, it is important to follow the proper implementation of policies and strategies and safeguard the wellbeing of children. Full awareness and implementation need to be reached on the policies and laws available in the area of children rights.

The currently available policy options do not provide specific and comprehensive responses for children main priority and concern and there is lack of enforcing mechanism for implementation. The findings imply that there is a need for a well-developed policy alternative and enforcing mechanism to address the issues with children priorities and concerns more than material deprivation. Thus, concerned bodies such as NGOs, GOs and CBOs should include priorities of children in the policy framework. Apart from the existing policies, policy makers need to give due consideration to identify new areas that need to be addressed and design conducive legal and policy environment towards solving poor children psychosocial and economic problems.

6.2.3. Implication for Research

The issue of experiences of poor children more than material poverty appears to be largely unexamined. Identifying the main priority and concern of children that could greatly benefit in addressing issues of prior concern, to promote priority issues that vitally affect the wellbeing of the children and to develop better practical standards and guidelines to ensure the protection and well-being of children. This study also attempted to pave a way to fill the gap in

the existing knowledge base. Therefore, in the future research, focused on child maltreatment, social discrimination, child abuse and domestic violence and related children challenges should be given due attention.

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Annexes

Appendix - I

Table 1- Background Characteristics of Children Respondent

S/N	*(Name)	Sex	Age	Educational Level
1	Selamawit	F	17	11
2	Mahder	F	16	8
3	Melat	F	18	TVETE Level 1
4	Hana	F	17	11
5	Feven	F	18	TVETE Level 1
6	Biruk	M	15	9
7	Natenaël	M	17	TVETE Level 1
8	Elias	M	18	10
9	Zelalem	M	14	4
10	Fekadu	M	16	7

***All the names Mentioned are Pseudonyms**

Source: Data generated from the field work (2017)

Appendix II**Addis Ababa University****School of Social Work****Study Title: Poor Children Experience and Coping Strategy Beyond Poverty: The Case of
Genete Eyesus Child and Family Development Program****Part 1: Consent Form****To whom it may concern**

My name is Fikru Wolde, and I am a post graduate student at Addis Ababa University. For my Masters dissertation, I have chosen to study poor children experience and coping strategy beyond poverty. I hope that the information that I will gather for this study will help policy makers and other professional people to better understand the difficulty of these children as well as their needs. Hopefully, such information will assist in the planning and implementation of effective strategies for improving their problems and challenges. Please understand that you are not forced to participate in this research and the choice whether to participate or not is your decision, but I would really appreciate it if you do share your life experiences with me. I also ask for permission to tape record the interview. The choice whether to be recorded or not, once again is your option. Recording helps me to keep a record of everything you say. If you agree that I can record the interview, your name will not be mentioned on the tape recorder, and if you want the tape recorder switched off at any point during the interview, I will do that. But I can assure you that, this interview will be confidential. What you share with me will stay between you and me and the notes that I take during the interview, diaries and the recorded cassettes will be kept in a safe locker, which will be accessed only by me. These interview responses and the recorded

cassettes will be kept at least for a five years, incase if we need a further research on the topic it will be needed but after that all the responses that recorded on the paper, the diaries and the recorded cassettes will be destroyed. The interview will last around an hour and half and in fact that your participation is purely voluntary; there will not be any promise of special rewards as a result of your participation. I request that you will be honest and open as possible in answering the questions.

Are you willing to take part in the interview? Interviewee:

Agreed..... Not agreed.....

Risk and Benefits -There are no known risks to participating in the study. Benefits include opportunity to reveal poor children main need and priority and I may also contribute for social work profession by increasing the understanding of intervening with poor children.

I look forward your essential assistance: My contact details are as follows:

Mobil No.: +251913647715; E- mail: fikirwolde22@gmail.com

Part 2: Interview Guide for Children

1. Can you tell me something about yourself? Just give me a brief description of who you are, based on both what you know and what your parents and others told you and anything else that you think I might want to know about you.
 - Name
 - Age
 - Sex
 - Educational status
2. Can you share me some of your life experience?
 - About your past: - (Happy memories, unhappy memories, most significant achievements, greatest problems)
 - Anything that worries you and/or your parents or other adults in a regular bases
 - Are you happy with your life explain your answers to me (with what you have, do and feel)? Why?
 - What makes you happy in your life? Why?
 - Experiences of poverty that has most lasting effect on you
 - Most challenging things for you growing up here
 - Does your experience of poverty make you strong/weak? What about those that make you weak?
 - Main hopes that you have- current and potential achievements.
3. Tell me about the basic needs for a child to survive and grow well?
 - Socio cultural and material resources
 - Are these basic needs fulfilled for you - If so from where?

- What do you think children of your age need to have a good life?
- Are these things fulfilled for you?
- How do you judge your present life conditions? Which aspects are better or worse?
- Effects of not having basic needs on your life

4. What are the characteristics of a good family?

- Does your family have the characteristics you have just mentioned?
- Roles and responsibilities of the family member including you (who looked after you, keep track of what you are doing, share ideas etc.?)
- How your family helps you during difficult times?
- Do you feel safe when you are with your family? Why?
- Support you get from your family
- Are u happy with your family? Why?
- Who is/are the most important individual/s in your life? Why?
- Child violence in your family, community, and when with peers

5. What kind of life do you aspire to have?

- Are these things fulfilled for you
- Comparing with your aspired state of life, how do you judge your present life conditions?
- Aspects that are better or worse
- What kind of life does children of your age aspires to have?
- What do you think children of your age need to be successful in their life (at school, work, in their relation with people)?

- Are these things fulfilled for you

6. What are the most important material and socio cultural resources that you lack and make you think you are poor?

- Material resources you lack and list them in order of importance
- Social and cultural aspects of your life that you lack and list in order of importance
- Which of the socio cultural aspects of your life you lack are most important to you? List in order of importance?
- Among the material things and socio cultural aspects you lack what are the most important needs and priorities you give value in your life now? Why?

7. Can you share me a story about how you have managed to overcome challenges you face personally, in your family, or outside your home in your community?

- What do you do when you face difficulties in your life?
- What do your family help you to cope?
- What do your community help you to cope?

8. Do you want to add something before we conclude and close our session?

- Something not states in the question and answering period
- Something that concerns you regarding with your priority

Thank you very much for your valuable information!

Appendix III

አዲስ አበባ ዩኒቨርሲቲ

ሶሻል ወርክ ት/ቤት

የጥናቱ ርዕስ የድህ ልጆች የህይወት ተሞክሮ እና ችግር መቋቋሚያ መንገድ ከድህነት ባሻገር በገነተ ኢየሱስ ህፃናት እና ቤተሰብ ልማት ፕሮግራም

አጠቃላይ መመሪያ እና የፍቀደኝነት መጠይቅ ፎርም

ክፍል 1

እኔ የዚህ ጥናት አጥኚ በአዲስ አበባ ዩኒቨርሲቲ ሶሻል ወርክ ትምህርት ክፍል ሁለተኛ ዲግሪ (MA) ተማሪ ነኝ። የዚህ ጥናታዊ ፅሁፍ ዋና አላማ የድህ ልጆች የህይወት ተሞክሮ እና ችግር መቋቋሚያ መንገዶች ከቁሳዊ ድህነት ባሻገር በሚገባ ማሳያ ነው። በዚህ ጥናት የምሰበስበው መረጃ ከ14-18 እድሜ ክልል ውስጥ ካሉ ልጆች ካሳዳጊዎቻቸው እና ከልጆች ጋር ተያያዥነት ያለው ስራ ከሚሰሩ ሰዎች ነው።

ይሄ ጥናት በልጆች ላይ ያተኮሩ አቅዋም መመሪያ ለሚያወጡ ባለድርሻዎች እና በዚህ ዙሪያ ለረጅም ጊዜ በተደጋጋሚ ለሰሩ ሰዎች ጥሩ መረጃ የሚሰጥ ጥናት ነው ተብሎ ይታሰባል። በተለይም ልጆች ከድህነት እንዲሁም ከማህበራዊ እና ባህላዊ ገፅታዎች መካከል ጉዳት እያደረሰባቸው ያለውን እና መቋቋሚያ መንገዳቸውን ለማሳየት የሚረዳ ጥናት ነው። በተጨማሪም በዚህ ጥናት የሚገኘው መረጃ የተለያዩ አቅዋም መመሪያዎችን ለማውጣት እንዲሁም የወጡትን መመሪያዎች ውጤታማ በሆነ መንገድ ለመተግበር ይረዳል።

- ይህ መጠይቅ ከ1-1.30 ደቂቃ ይወስዳል።
- የምትሰጡት መረጃ ፍፁም ምስጢራዊነቱ የተጠበቀ ነው።
- ድምፃችሁን ለመቅረፅ የመቅረፅ ድምፅ መሳሪያ እንድጠቀም ፍቃደኝነታችሁን እጠይቃለሁ።
- የድምፅ መቅረጫው መሳሪያ በፈለጋችሁት ጊዜ እንዲዘጋገቡ ከጠየቃችሁ ይሄንን ለማድረግ ሙሉ ለሙሉ ዝግጁ ነኝ።
- በቃለ መጠይቁ ጊዜ በየመሀሉ የምይዛቸው የፅሁፍ መረጃዎች እና ቃለ መጠይቁ የተቀረፀበት ካሴት ለጥናታዊ ፅሁፍ ግብአትነት ብቻ ነው ጥቅም ላይ የሚውለው።

- የዚህ ጥናታዊ ፅሁፍ መሳካት በናንተ ሀቀኛ መልስ ላይ የተመሰረተ ይሆናል።
- በዚህ ጥናታዊ ፅሁፍ ላይ ቀደሚነት እንድትሰጡ በትኩረትና እጠይቃለሁ።
- በዚህ ጥናት ላይ የመሳተፍ ሆነ ያለመሳተፍ መብታችሁ የተጠበቀ ይሆናል።
- በማንኛውም ሰዓት በጥያቄ ሂደት ላይ ጥሩ ስሜት ካልተሰማችሁ ማስቆም ይቻላል። በዚህ ጥናታዊ ፅሁፍ ለመሳተፍ ፍቃደኛ በመሆን/ሽ አመሰግናለሁ፡፡

አዲስ አበባ ዩኒቨርሲቲ

ሶሻል ወርክ ት/ቤት

የቃለ-መጠይቅ መምሪያ ክፍል 2

በጥናቱ ላይ ለሚሳተፉ ህጻናቶች የተዘጋጀ

በቃለ-መጠይቁ ለተሳተፉት ህጻናት በነጻነት ሃሳባቸውን እንዲገልጹ ማብራሪያ ተሰጥቷል፡፡

1. ስለራስህ/ስሽ ማንነት የተብራራ መረጃን ስጠኝ/ጨኝ? ወላጆችህም/ሽም፣ ቤተሰቦችህ/ሽም

እና ዘመዴህ/ሽ በነገሩህ/ሽ ላይ ተመስርተህ/ሽ ንገረኝ/ ሪኝ፡፡

ስም

ፆታ

ዕድሜ

የትምህርት ደረጃ

2. የሕይወት ታሪክ እውነታ ጥያቄዎች

- የሕይወት ታሪክህን/ታሪክሽን ልታካፍለኝ/ልታካፍይኝ ትችላለህ/ትችያለሽ
- ስለቀድሞ (ያለፈ) የደስታ ትዝታዎች፣ የማያስደስቱ ትዝታዎች፣ ጎላ ያሉ ስኬቶች እና ከባድ ችግሮች(ፈተናዎች)፡፡
- በማንኛውም ጊዜ አንተን/አንቺን እና ወይም ወላጆችህን/ወላጆችሽን ወይም ሌሎች አዋቂ ሰዎችን የሚያስጨንቁ ነገሮችን፡፡
- በሕይወት/በሕይወትሽ ደስተኛ ነህ/ነሽ ለምን? (መልስህ) መልስሽ ባለህ/ባለሽ በምታደርገው/በምታደርገው እና በሚሰማህ/በሚሰማሽ ይሁን)
- በሕይወትህ/ሽ የሚያስደስትህ/ሽ ምንድን ነው ለምን?
- ባንተ/ባንቺ ላይ ድህነት ያስደረብህ/ሽ ዘላቂ ተዕፅኖ?
- እዚህ ለማድግ ያለብህ/ሽ በጣም ፈታኝ ነገሮች?
- ድህነት ያሳደረብህ/ሽ ተዕፅኖ ጠንካራ አደረገህ/ሽ ወይም ደካማ ደካማ ካደረጉህ/ሽ የትኞቹ ናቸው?
- ያሉህ/ሽ ዋና ዋና ወቅታዊ እና የአቅም ተስፋዎች (አሁን ላይ ያለህ/ሽ ተስፋ ምንድን ነው)?
- አሁን ካለህበት/ሽበት ሕይወት አንፃር ተቀይሮ ማየት የምትፈልገው/ገደው ነበር

3. አንድ ህፃን ለመኖር እና በደንብ ለማድረግ መሠረታዊ ፍላጎቶችን ንገረኝ/ንገሪኝ?

- ማህበራዊ ባሕላዊ እና ቁሳዊ ሀብቶች?
- እነዚህ ነገሮች ተሟልተውልሃል/ተሟልታል ከተሟሉስ ከየት?
- ባንተ/ባንቺ ዕድሜ ያሉ ሕፃናት ጥሩ ኑሮ እንዲኖራቸው ምን ምን ያስፈልጋቸዋል?
- እነዚህ ነገሮች ተሟልተውልሃል/ተሟልታል?
- የህይወት/የኑሮ/ ሁኔታህን/ሽን እንዴት ትመዝነዋለህ/ትመዝኝዋለሽ ታየዋለህ/ ታይዋለሽ የትኞቹ ዘይቤዎች የተሻሉ ወይም የከፉ ናቸው?
- በሕይወትህ/በሕይወትሽ መሠረታዊ ፍላጎቶችን አለማግኘት/ያለመሟላት ያደረገብህ/ሽ ተዕፅኖ?

4. የጥሩ ቤተሰብ ባሕርያት ምንድን ናቸው?

- ከላይ የገለፅካቸውን ባሕርያት ያንተ/ያንቺ ቤተሰብ አላቸው ወይ?
- ከቤተሰብ አባላት አንተንም/አንቺንም ጭምር (ማን ይንከባከባል፣ የምትጓዝበትን መንገድ ማን ይከታተላል እና ሐሳብን ማን ያከፍላል)?
- በችግርህ/ሽ ጊዜ ቤተሰብህ/ሽ እንዴት ነው የሚረዱህ/ሽ?
- ከቤተሰብህ/ሽ ጋር ስትሆን/ኚ የደህንነት/ደህና የመሆን ስሜት ይሰማሃል/ ይሰማሻልለምን?
- ከቤተሰብህ/ሽ የምታገኘው.የምታገኘው ድጋፍ?
- በቤተሰብህ/ሽ ደስተኛ ነህ/ሽ ለምን?
- ከቤተሰብህ/ሽ በጣም ዋና ግለሰብ ወይም ግለሰቦች ማነው ወይም እነማን ናቸው ለምን? (በህይወትህ/ሽ ውስጥ ከፍተኛ ጠወሜታ ያለው ሰው ማን ነው)?
- በቤተሰብ ወይም በሕብረተሰብ እና በአቻ የዕድሜ ጓደኞች የሚታዩ የሕፃናት ጥቃቶች ካሉ

5. ምን ዓይነት ሕይወት እንዲኖርህ/ሽ ትፈልጋለሽ?

- እነዚህ ነገሮች ይሟልሃል/ይሟልታል?
- ከምትጓዝለት/ለት የኑሮ ዘይቤ እና ፍላጎትህን/ሽን ካሁኑ የኑሮ ሁኔታ ጋር እንዴት ታመዝነዋለህ/ዋለሽ?
- የተሻሉ ወይም አስከፊ ገፅታዎች
- ባንተ/ቺ ዕድሜ ያሉ ሕፃናት ምን ይመኛሉ/ይጓጓሉ?
- ባንተ/ቺ ዕድሜ ያሉ ሕፃናት በሕወታቸው ስኬታማ ለመሆን ማለት በት/ቤት፣ በስራ እና ከሰዎች ጋር ባላቸው ግንኙነት ምን ያስፈልጋቸዋል?
- እነዚህ ነገሮች ተሟልተውልሃል/ተሟልታል?

6. አንተ/አንቺ የሌሉህ/የሌሉሽ እና ድሀ ነኝ ግለህ/ብለሽ እንድታስብ/እንድታስቢ የሚያደርጉህ/ጉሽ ቁሳዊ እና ህብረተሰባዊ ባሕላዊ ሀብቶች ዋና ዋና ነገሮች ምንድን ናቸው?

- ቁሳዊ ነገሮች ከዋና ዋና ወደ ዝቅተኛ ደረጃዎች በቅደም ተከተል ዘርዘር/ዘርዘሪ?
- ህብረተሰባዊ እና ባህላዊ ገፅታዎች በቅደም ተከተል ከዋና ዋናዎች ጀምሮ ወደ ዝቅተኛ ደረጃዎች በቅደም ተከተል ዘርዘር/ዘርዘሪ?
- በአሁኑ ሠዓት ከቁሳዊ እና ማሕበራዊ ገፅታዎች መካከል ቅድሚያ የምትሰጣቸውን /የምትሰጫቸውን ዋጋዎች የትኞቹ ናቸው?
- ላንተ/ላንቺ ከማህበራዊ ባሕላዊ ገፅታዎች ያጣሃቸውን/ያጣሻቸውን በቅደም ተከተል ከትልቅ ወደትንሹ ዘርዘር/ዘርዘሪ?

7.በግልም፣ በቤተሰብም፣ በውጪም፣ በህብረተሰብም ያጋጠሙህ/ሽን ፈተናዎች፣ ችግሮች እንዴት እንደተወጣሃቸው/ሻቸው ታሪኩን ልታጋረኝ ልታካፍለኝ ትችላለህ/ሽ

- በሕይወትህ/ሽ ችግር ሲያጋጥምህ/ሽ ምን ታደርጋለህ/ታደርጊያለሽ?
- ቤተሰብህ/ሽ እንድትቋቋውም ምን ይረዱጋል/ሻል?
- ህብረተሰቡ ምን ይረዱሃል/ሻል?
- ያለ ምንም ችግር በህብረተሰቡ ውስጥ ያደገ/ች ልጅ ታሪክ ልታካፍለኝ/ይን ትችላለህ/ሽ?
- ምን ሲገጥምህ/ሺ ምን ታደርጋለህ/ሽ?

8.ከማጠቃለላችን በፊት ልትጨምረው/ሪው የምትፈልገው የምትፈልጊው አለ?

- በጥያቄው እና በመልሱ ወቅት ያልተጠቀሱ ካሉ አንተ/አንቺ ቅድሚያ ለምትሰጣቸው/ለምትሰጧቸው ነገሮች ካሉ?

ለሰጠኸኝ/ሽኝ ጠቃሚ መረጃ በጣም አመሰግናለሁ!!