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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

DEPARTMENT OF SOCIAL PSYCHOLOGY

THE EDUCATIONAL EXPERIENCE OF SCHOOL CHILDREN:  
THE CASE OF POTTERS' COMMUNITY IN KAMBATTA  
TAMBARO ZONE, SOUTHERN ETHIOPIA

ASHENAFI ABERA

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ADDIS ABABA

Addis Ababa University  
College of Education and Behavioral Studies  
Department of Social Psychology

The Educational Experience of School Children: The Case of Potters' Community  
in Kambatta Tambaro Zone, Southern Ethiopia

By  
Ashenafi Abera

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Ashenafi Abera

Approval of the Board of Examiners

1. Advisor

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Internal Examiner

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

3. External Examiner

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

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### **Abstract**

*The purpose of this study was to explore and investigate the educational experience of school children from potter community and explain the existing social support system in three selected schools of three woreda in Kambatta Tambaro Zone. The study conducted in places where potters community live in a relatively concentrated manner. Both primary and secondary data sources were used to meet the objectives of the study. Qualitative case study research design was used to guide and understand the study. By using purposive sampling technique six students from potter family, six school children parents, six teachers, three school directors, and three experts of education office were selected to participate in this study. Totally 24 interviews and 3 FGDs were conducted to achieve the objective. Data were obtained through semi-structured interview, personal observation, focus group discussion and document analysis. The data were analyzed based on thematic data analysis technique. The findings in this study revealed that children from potters' community undermined in school by non-potter schoolmates because of potters traditional way of life. As a result, children from potters' community experienced forms of psychological disadvantages like low self-esteem, loneliness, hopelessness, helplessness and depression compared with other students in all visited schools. Moreover, potter school children are characterized by dropout, grade repetition and absenteeism as academic problems. Finally, the study recommends that a more flexible approach is needed to address and resolve the varied problems of potters' school children and specifically the educational problems they face in their schooling.*

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## **List of Acronyms and Abbreviations**

CSA	Central Statistics Agency
EFA	Education for All
EU	European Union
FGD	Focus Group Discussion
INT	Interview
KERP	Kebele Representative
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
PTAs	Parent Teachers' Associations
UNCESCR	United Nations Committee on Economic, Social and Cultural Rights
UNDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

## **CHAPTER ONE**

### **1. Introduction**

#### **1.1 Background to the Study**

As it is stated by UNESCO (2011) education is one of the social services every citizen of a nation has to get regardless of his/her ability, disability, color, sex, creed and political belief, minority's. In southern Ethiopia, several ethnic populations have occupational minority groups living among them. Among these the potters' occupational minorities are one of the age old community's which lived in Kambatta for centuries (Belachew, 2001,p142).As to the education of potter community in Kambatta, although significant progress has been achieved in access and coverage to primary education, the educational background of the potter community remains still very low. Apart from the access and coverage, children of potter family usually face complex and interwoven socio- cultural challenges while attending their education at schools in the study area.

In relation to the problem under study there are very few scholarly studies that have been conducted on the issue of potters' community with giving a very limited emphasis to their school children educational experiences and the factors that affect their academic life in the study area. Some of them are the works of Belachew (2001) who conducted a study on the Fuga (potters and tanners) social status under socioeconomic development of Kambatta and WoldeSelassie (2001) on the socio economic role and status of Handicraftsmen among the Kambatta of southern Ethiopia. Both Belachew (2001) and WoldeSelassie (2001) point out to the social status of potters community without giving emphasis to their children' educational experience /academic life/. More of the current studies, study by Ephrem (2015) on psychosocial and educational experience of students from potter's family in Hadiyya revealed that potter occupational minority groups are those who are culturally and environmentally deprived. Most of the studies are from anthropological and sociological perspectives and have not focused on the educational experience of school children from the Potter's community.

Therefore, as to the investigation of the researcher, little or no research is conducted on the educational experience of potters' community school children as one category of people who live in the society with having a share of common backgrounds like culture ,language and history. Finally, taking this in to consideration, the researcher was interested to explore the

educational experience of potter's community school children and the existing social support system at selected primary schools in study area.

## **1.2 Statement of the Problem**

The expansion of education for all equally without discrimination in a nation is viewed as an important means for changing the socio-economic condition of the people. Throughout the developing world, as well as in the developed world, an individual's level of educational attainment is a primary factor in dictating one's lifestyle, career opportunities and life chances. Every child has a right to an education that empowers him or her by developing life skills, learning and other capacities, self-esteem and self-confidence. The most significant agency of education is school, where an individual should learn not only academics but to adjust with the surrounding society at large.

Schools not only benefit the child but can serve as an important resource centres to meet the broader needs of the community (PEPFAR, 2006, p.3). Schools can provide children with a safe structured environment, the emotional support and supervision of adults and the opportunity to learn how to interact with other children and develop social networks (ibid). As such, schools have the potential to bring about social change and it is thus essential that they develop appropriate practices that promote positive intercultural relations. What is more, it is in schools that children first encounter the 'other' and engage with cultural difference. Often it is assumed that schools are 'change agents' in terms of changing the attitudes, aspirations and achievements of individual students; that is, facilitating change within the context of the school (Howarth, Caroline & Andreouli, 2015).

Children possess a number of capacities and potential which can be employed and put in action through different ways. Through having more awareness of proper conditions in which a child undergoes growth and development and providing a physical environment and adequate education it is possible to pave the way to realize their latent talents in education including in artistic fields (Vaziri, 2009). Therefore, providing good and stimulating environment within the school is important for the proper development of children's mental abilities and this in turn can directly affect confidence, aspirations and levels of effort expended by the individuals or groups, ultimately affecting their learning and performance.

School which holds students from different identity background is a critical component of the self-concept, especially for those who are members of stigmatized cultures (cited in Phinney & Chavira et al., 1992). Student academic success is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school environment. Thus, the personality of a child develops in the contexts of their family, their school, their community, and the larger culture, which offer multiple opportunities to support healthy development and prevent disorder. The conducive environment available during this stage of life determines positive psychosocial development of an individual.

In Bronfenbrenner's bioecological systems theory Bronfenbrenner conceptualized the child's environment as having different interconnected layers nested together with agents that influence the child's development with varying degrees of directness (cited in Morrow, Mwoma, & Pillay, 2015, p.4). Thus, parents, guardians, caregivers and the family have a direct influence on the child's socialization within the microsystem. At this level, the child interacts with his/her family face to face. The school peers and neighborhoods form the mesosystem whose interaction with the child socialises him/her to influence his/her development. Parental support for school child in this case will have a direct relationship on how the child performs in school and at home. Thus, a child who attends school is a product of his/her family. It is in the school that children develop relationships with adults outside their family for the first time. These connections help children develop cognitively and emotionally. Children from minority social group however, may not have such an advantage due to the challenges they go through both at home and in school that are likely to impact negatively in their education.

As stated by Tasew and Adiam (2012) early children school life depends on a number factors including child specific character, household composition, parents' education, community characteristics in which the child is living, and policy factors. Students from minority ethnic groups are at a higher risk of school failure due to environmental factors such as poverty, racism, and violence and social support may ameliorate some of these negative effects for students of minority background. Familial support is also an important consideration regarding minorities, as it has been documented that minority's families are emotionally supportive; however, due to low socioeconomic status, these families may be unable to provide informational or instrumental support (Kitiashvili, Abashidze, & Zhvania, 2016).

Ecological and cultural factors such as ethnicity, family environment, school environment, and peer relations are variables within the cultural niche of the children that inevitably influence normative developmental paths. A family environment of poverty, minority status, or high number of children may challenge children's sense of agency and self-efficacy, which is critical to achievement and positive adjustment (Vera & John, 2018).

Children growing up in families with economic disadvantages are more likely to experience difficulties in academic achievement and educational opportunities due to parents' financial resources, parents' attitudes, and also their expectations and behaviors about their children's educational chances (Gomes et al., 1984). Low-income families are more likely to face economic pressures and are limited in their ability to provide resources that promote children's academic success in school (ibid). Thus, children who grow up in low-income families are more likely to drop out of school.

The current study is designed to explore the educational experience of potters community school children at school and also to address the social support associated with a wide range of influences on children's learning (on their cognitive and emotional development). Some influences are felt inside school, including in the classroom, where the learning environment can interact with children's attitude towards school. Others occur outside school, but are nevertheless important for learning and development. Across these settings, children from different backgrounds have diverse experiences and develop different attitudes, despite also having many things in common. The research just focus not only in school children observations, but also on children's own perceptions, considering what shapes their attitudes and how they perceive social differences and the perceptions of teacher behavior.

Researches conducted in relation to the specific occupational minority or community in the aforementioned area are Belachew (2001) on the origin of Fuga in Kambatta and Wolde-Sellasie (2001) on the socioeconomic role and status of Handcrafts men among the Kambatta of southern Ethiopia had minimal similarity with the title designed to be studied. In addition study conducted in other society with similar occupational minority school children includes Ephrem (2015) Psychosocial and Educational Experiences of Students from Potter Family and Kassahun (2015) on The Psychosocial Adjustment and Educational Achievement of Manjo Ethnic Minority Students. And it is possible to say that there is no meaningful researches that are conducted

previously geared toward addressing the Educational Experiences of Potter Community school children.

Therefore, taking this into consideration, the researcher is interested to explore the educational experience of potters' community school children and explain the existing support system at selected schools in Kambatta Tambaro Zone. Finally, the study guided by the following research objectives:-

### **1.3. Objectives of the Study**

The research intends to achieve the following objectives:-

#### **1.3.1 General objective of the Study**

The general objective of the research is to explore the educational experience of potters school children and their perception of support that existed in school in the study area.

#### **1.3.2 Specific Objectives of the Study**

Based on the above general objective the following specific objectives are defined. The specific objectives of this study are to:

- ❖ To identify the psychosocial and socio-economic educational influences of potters' school children.
- ❖ Explore the general educational characteristics of potters' school children.
- ❖ Investigate the perception of potters' school children and their interpersonal relation toward other students, their teachers and school community.
- ❖ To investigate the existence of social support system and provision for potters children in the school, and,
- ❖ Investigate the role of Education agents and other stakeholders in dealing with the issue of school children from occupational minority specifically potters.

### **1.4 Research Questions**

The study was designed to answer the following basic research questions: -

The study was designed going to answer the following basic research questions: -

- ❖ What are the challenges influencing or affecting the educational attainment of potters school children in school (social, economic and cultural)?
- ❖ What educational characteristics are there in schools in relation to potters' school children that affects their academic life?

- ❖ How active are the potter's community in education of their children?
- ❖ What kinds of social support system are in place to address the educational issues of children from potters' family in their schooling?
- ❖ What roles are played by the Government, NGOs and civil society organizations to take part in addressing issues of potter's school children in the study area?

### **1.5. Significance of the Study**

Occupational minorities are widely spread in Ethiopia, but are particularly concentrated in south western Ethiopia. Potter's occupational minority school children in Kambaatta are selected for this study. There are very few studies on this particular community school children educational experience. The existing studies are from anthropological and sociological perspectives and have not given emphasis to minority children participation in education. Hence, this study will bring new insights on the status of the group in the education system and also describes some important aspects regarding the educational profile of the potter's community school children in Kambaatta in particular. Understanding educational profile or experience of potters' school children is important to improve their academic life and productivity in different aspects of life (socially, economically, and politically). Potters' students should be motivated from their educational achievements in order to effectively contribute their part in the process of building social and economic equality and improve their life. Success in education results in contributing for potters to fully participate in social, economic and political life of the society. By having this in mind, this study was conducted by assuming the following significances:

- ❖ *The study remains useful in showing the current picture of educational profile of potters' school children and (their) societal perceptions (or what is going on in the largest society) in general and the education of school children of potters' community in particular.*
- ❖ *The study will benefit potter's school children if the educational profile of their school culture and other related aspects of their life is studied, and communicated for creating awareness and intervention.*
- ❖ *The study will have great importance for governmental and non-governmental organizations as well as school community to understand children from the specific occupational community and the existing gaps so as to facilitate the education of students from the community in a better way.*

- ❖ *The study outlines some of the most common interventions in the area of schooling of children from minority groups, and suggests some lessons that may influence the design of policy interventions and designing programmes and initiatives in the future. It gives direction on what measures are considered to be most effective in tackling issues of occupational minority school children (like educational).*
- ❖ *Conducting research on this specific area by itself may inspire researchers and NGO (other stakeholders). So it is my belief that the theses will attract a number of concerned bodies including Government bodies and NGO to intervene in an attempt to address educational issues of school children of the potter community or people today.*
- ❖ *Lastly, conducting research on this area may put something new which may help researchers to understand more about potter community as occupational minority school children and to find the gaps for further researches.*

## **1.6 Delimitation of the study**

This study is aimed at describing and investigating the educational profile of school children of potters community and the social perception in Kambaatta Tambaro Zone. Even if there are occupational minorities in almost all parts of the country, this study is delimited to school children of potter's community in Kambaatta Tambaro Zone where both the occupational potters and other none-potters live together. Therefore, the scope of the study is delimited to occupational minority potters school children who live in Kambaatta Tambaro zone; even though they are found or live in Halaba, Hadiyya, Guraghe and other areas in the country distributively. Despite its broadness and existence of limited capacity to cover all areas with respect to money, time and human resources the researcher was forced to delimit the scope of the study to one particular area of south western Ethiopia, specifically Kambaatta Tambaro area potters' occupational community school children educational experiences. Due to this fact this study is aimed to explore the educational experience of school children of potters in selected schools and their related educational experiences and the support system that existed at schools.

## **1.7 Limitations of the Study**

In conducting this research, the researcher faced challenges including lack of organized written materials on selected issue, time constraint and budget deficit. But differently while in carrying out this research, the researcher largely faced constraints of time and budget during data collection

process as the place where the research conducted was located at distant place from the capital of the country, which needs time and money to travel and collect information. In addition on some topics, lack of access to organized literature also remain another limitation. Particularly, anthropology and sociology have worked less on the identity of potter's community and the respective others perceptions on them, particularly none or little on the educational experience of potter's community and their schoolchildren. Because of this shortage it was hard to get materials on both of these topics to the level of my satisfaction. Also the emergency declared by the government because of COVID-19 pandemic affected the data collection because it closed schools, order social distancing and limit social gatherings.

### **1.8 Operational Definitions of the Terms**

**Community:** A community is a group of people living in Kambatta and where this study was conducted.

**Potters:** Potters are occupational community whose livelihood is largely based on craft works and or in pottery.

**Pottery:** is an art or occupation characterized by making different kind of pottery products/handcrafts including water storing pot, coffee pot, cooking pan, small clay dish, clay hearth griddles, butter dishes, water jars,etc.(Belachew, 2001,p.242).

**Child:** a child means every human being bellow the age of 18 (UNCRC, 2011). But for this research purpose a child refers to individuals whose age is between 12-18 years.

**Psychosocial experiences:** used to refer to such as interpersonal relationship and social behaviors that influence psychological makeup of potters' children.

**Psychosocial:** refers to the close connection between psychological aspects of human experience and the wider social experience.

**Social Support:** that a child is cared for, esteemed, and valued by people in his or her social network, that enhances personal functioning, assists in coping adequately with stressors, and may buffer him or her from adverse outcomes.

**Social perceptions:** viewed as the idea behind biased behavior which is to keep away minority people from the main-stream social activities and deprive them of their basic life and liberty.

**Stereotype threat:** is the fear of a negative image leading to actual underperformance.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1 The Concept, definitions and purpose of Education

*“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. For everyone, everywhere, literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.” (Kofi Annan, message on International literacy day, 1997)*

The word education comes from the Latin word e-ducere, mean “to lead out”. Education in the broadest sense is any act or experience that has a formative effect on mind, character or physical ability of an individual. In its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Mohanty, 1982).

Education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day to day activities of today’s world. It builds one’s character and plays a significant role in transmitting one’s culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every individuals and nation (Karan Reddy, 1979). The development of a nation is not measured through the buildings it has built, the roads it has laid down, bridges it has constructed but by the human resources, the nation has developed through a well-defined system of education. Education is therefore more crucial factor not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens (Mehta & Rakhi ,1997) .

The fundamental purpose of education is to transfigure the human personality into a pattern of perfection through a synthetic process of development of the body, the enrichment of the mind, the sublimation of the emotions and the illumination of the spirit. It is a preparation for a living and life, here and hereafter. Education leads to liberation – liberation from ignorance which shrouds the mind; liberation from superstition which blind the vision of truth.

The growth of society is not possible without education. Education plays vital role in preservation and transmission of social values. A non-social human being is made social through and educational process and therefore education is called a social process. It prepares the child for adult life where he will be in a position to fulfill his responsibility of adult life (Mehta & Rakhi, 1997; Mohanty, 1982).

Education has been defined as “a process of development in which consists the passage of human being from infancy, to Maturity, the process by which he adopts himself gradually in various ways to his physical and spiritual environment.” In this definition the ability of social adaptation means the development of social qualities like co-operation, co-ordination among social groups and communities. Article 26 (2) of Universal Declaration of Human Rights has sated the purpose of Education as – “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious group, and shall further the activities of the United Nations for the maintenance of peace”.

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” (Article 26 (1) of Universal Declaration of Human Rights)

## **2.2 Roles of Education and children’s identity in school environment**

Education according to *Abraham Maslow* is the conscious effort to develop the personality and ability inside and outside the school and lasts a lifetime (Khattab et al., 2003) .The role of education is inevitable in producing new generation that enable in solving the real problems in the society. It aims at providing a learner or a child a nourishing environment to bring out and develop the latent potentiality hidden inside him.

Education can be regarded as systematic efforts that build up by the society in order to deliver the knowledge, value, attitude and skill among their group members towards an effort to enhance individual’s potential and changes that occurred in themselves. This definition is consistent with Education Philosophy whereby "Education defined as an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce

individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic. Such an effort is important to produce students who are competent, who possess high moral standards and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large" (Mohanty,1982).

All the science of education both in terms of skills, academic and personal is very important to the country in forming the personality of children today. According to Ross and Wu (1996 cited in Khattab et al., 2003), through education, individuals can build self-esteem among them the confidence to face the world and society and to understand the heart's desire. With firmness, individuals are capable of making choices and decisions on actions and break free from outside influence or interference that is not beneficial. One of the education essential tasks is to enable people to understand themselves.

In supporting children's development toward a positive sense of social identity schools can play a role. For instance, one of the functions of school is to provide good stimulating environment within the school for the proper development of their mental abilities. In turn, this can directly affect confidence, aspirations and levels of effort expended by the individuals or children are, ultimately affecting their learning and performance. Inversely existences of social identity stereotypes in school affect the aspirations and performance of students and reduce students' aspiration education. In this case students need a sense of physical and psychological safety for learning to occur, since fear and anxiety undermine cognitive capacity and short circuit the learning process. Furthermore, what children learn at school is not exclusively academic content; schools are designed to make children productive citizens who are respectful of the diversity of their society. Schools used to educate individuals within the society, to prepare and qualify them to integrate in the society in teaching values and morals of the society. In addition schools can serve as a place where students become equipped with knowledge and skills which are needed to participate effectively as member of society and contribute towards the development of shared values and common identity. Since childhood is the most important phase in a person's life, the conducive environment available during this stage of life determines positive psychosocial development of an individual. Therefore, school is important place for children's learning, also for basic human rights, wellbeing and identity definition.

### **2.3 Education and Development of Innate Human Potentialities**

According to some educators, the human being is the embodiment of rich inherent potentialities and it is the task of education to help him develop, enhance and realize these potentialities. These innate potentialities are to be tapped right from the birth of a child and nurtured through his growth and development of adulthood. Plato propagated that, "Education is the process through which the child makes the internal external". Caroline Sharp (2001) on her works of 'Developing Young Children's Creativity through the Arts' says that, "*Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity*". It is the task of education to ensure harmonious and balanced development of this innate power of an individual by providing a nurturant and conducive environment for their growth and development. Education also capable to give power for people to voice out their views, expose to them their real potential, lead them to become a better person and widen their views in certain area. To Support the idea of the importance of education it is a good idea to bring *Nelson Mandela's* words which illustrate importance of education very clearly: "Education is a great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine that a child of a farm worker can become a president of a great nation. It is what we make out what we have, not what we are given, that separates one person from another." (Nelson Mandela, *Long Walk to Freedom*, 1995, p. 194) It means the upgrading of a man's ability to choose the best alternative available in any circumstance he faces and the development of the person to prepare him to adopt the best approach to a problem at any given time. Education defined as 'adjustment ability to a changing situation and environment'. Education is more than an economic investment: it is an essential input upon which life, development and the survival of man depend. But however we see the needs and problems, most of us would agree that the role of education is to help provide the opportunity for all people to develop as fully as possible with no ground of difference.

Children possess a number of capacities and potential which can be employed and put in action through different ways. Through having more awareness of proper conditions in which a child undergoes growth and development and providing a physical environment and adequate education it is possible to pave the way to realize their latent talents including in artistic fields (Caroline Sharp, 2001). Education can educate children within society accordingly to prepare

and qualify them for work in economy as well as to integrate them into society and teach those values and morals of society.

Therefore, education should be a means to empower children and adults alike to become active participants in the transformation of their societies. In light of this learning should also focus on the values, attitudes and behaviors which enable individuals to learn to live together in a world characterized by diversity and pluralism.

#### **2.4 Diversity issues in schools**

Diversity is everything that makes people different from each other. This includes many different factors: ethnicity, gender, disability, language, position in the social hierarchy, communication modality, education, socio-economic status, group identity, occupation and culture, age, religious belief, political conviction, and more. All these factors work together to inform how students (and teachers, and everyone else) encounter the world. There is no public education system in the world that is entirely free of unequal educational opportunities. The aspects mentioned above are the most likely candidates in explaining differences among pupils in school systems. However, public education systems are often expected to play an important mediating role in addressing various forms of educational opportunity differentials by fostering inclusive education.

The foundation for learning and human development in any school environment is interpersonal relationship. According to Kim (2014), there are three critical aspects of interpersonal relationships in the school environment. These include respect for diversity, social support from adults and social support from students. Kim refers to respect for diversity as an aspect of relational life in school community which to some extent is the degree of mutual respect for individual differences such as: gender, race and culture at all levels of the school (i.e. adult-student; student-student and adult-adult) and overall norms for tolerance.

According to Banks (1983), the goals and purposes of education in a diverse environment is to teach learners to recognize, accept and appreciate cultural, ethnic, social-class, religious, socioeconomic and gender differences. Similarly Efrem et al .(2015) discusses the respective role of education in a diverse setting are recognition of the social, political and economic realities that individuals experience in culturally, ethnically diverse and complex human encounters and the

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

As Efrem et al.(2015) noted from Johnson (1989) diversity among students can result in increased achievement and productivity, creative problem solving, growth in cognitive and moral reasoning, increased perspective-taking, ability, improved, relationships, and general sophistication in interacting and working with peers from a variety of cultural and ethnic backgrounds. A positive self-identity is developed basically within supportive, caring, cooperative relationships while a negative self-identity is developed within competitive, rejecting, or uncaring relationships. They are an absolute necessity for the healthy social and psychological development of individuals who can function independently (Efrem et al., 2015). Also inversely it can lead to negative outcomes of lower achievement, and negative relationships which are characterized by hostility, rejection, divisiveness, bullying, stereotyping, prejudice, and racism. Children who are isolated usually develop the most self-rejecting identities. When diversity is not a priority and students don't feel included, they're more likely to not participate and feel inferior to their peers.

Diversity improves critical-thinking skills, builds empathy and encourages students to think differently. In such cases diversity is understanding of the unique experience, strength, and ideas both in the school and in the classroom and or it is the exploration and the incorporation of these differences to enrich learning in the classroom. And creating an inclusive learning environment, which values and respects diversity and equality, is central to an individual's progression and success. That is why education is considered as very important for an individual's success in life and can give a big impact on human opportunity in continuing one's life quality. Socializing children and individuals in school and keeping society smooth and remains stable is one of important role of education. Therefore, diversity in school provides knowledge and skills to students, as well as shapes the personality of the school children.

## **2.5 Potters in Kambatta, Pottery and Benefits of pottery for children**

### **2.5.1 Pottery**

Pottery is an art form that has existed for millennia, evolving from the creation of simple, everyday items, to intricate works of art. The Oxford English Dictionary defines "pottery" as "The art or craft of manufacturing porcelain, earthenware, etc.; ceramics," and also, "As a mass

noun: pots, dishes, and other articles made of fired clay; pottery-ware, ceramics.” According to the above definition potters create art, and the art involves “**intellectual power**” which implies that there is some level of intelligence and validity in their work and skill. The application of skill to the arts of imitation and design, painting, engraving, sculpture, architecture; the cultivation of these in its principles, practice, and results; the skillful production of the beautiful in visible forms. Craft, which by its very nature represents a unity of hand and spirit, counteracts this alienation, reaffirming the human element in daily life. Amid mass production the craft experience can impart greater meaning to individual expression.

The art of pottery are oftentimes described as therapeutic and relaxing. While spinning clay, the mind and body are in natural synergy, wrapped around one’s creative ambitions and goals (Lana Bandoim, 2013). This thoughtful, artistic activity can open up the mind and relieve of the outside worries. It can serve as a natural pain killer by which stress can oftentimes lead to feeling sensations of pain and discomfort. Since pottery is known for reducing stress and pain caused by stress may be alleviated while taking part in pottery (ibid).

Furthermore, the powerful and positive role of pottery making in potters lives, and the positive experiences serves as testimony to the potential for the development of relationships and personal satisfaction in the lives of potters with the limitations associated with it. It is further convincing of the significance of pottery in the lives of both potters and non-potters, as it seems to be an art form to which anyone can relate, as everyone uses bowls, mugs, and other ceramic objects in their everyday lives.

### **2.5.2 Potters in Kambatta**

Potters are of occupational community who live in Kambatta and other parts of the country. Their livelihood is not based on agriculture as the neighboring community; rather they are craft workers who are engaged in pottery and tannery. Handicrafts such as pottery, weaving, carpentry, tannery, blacksmith, etc. are a major source of their livelihoods as non-farming self-employment (KMG Ethiopia, 2015). Any economic activity, which is not agricultural, was socially despised in the culture of Kambatta and occupied by the lower class including potters (Belachew, 2001). According to Belachew (2001) their products are crucial for the larger community, since pottery is essential for processing food and carrying water; leather products are used for sleeping mats, storing and transporting grain; and cotton cloth is essential for clothing in

the study areas. But the situation of potters, which is described as landless and the attitude of the traditional people towards handwork and landlessness lead the potters group as low social status (ibid).

Therefore, for decades, potters have been misrepresented and unfairly characterized by societies and historical accounts, thus creating in the minds of non-potters a distorted image of what it means to live in the culture of pottery. The stereotypes applied to potters in Kambatta always part of the mythical to others, continues to languish backstage in the society's drama, still dressed, in the popular mind at least, in the garments of backwardness, poverty, and hopelessness.

### **2.5.3 Benefits of Pottery for children.**

Also an important feature of pottery can be related to children's ability to learn through active exploration and manipulation of the environment. As Caroline (2001) states pottery stimulates curiosity and fosters a sense of intelligence and skill development in children. Early childhood may be considered to be a crucial time for the development of creativity. Yet there is still much to learn about the components of creativity and how a child's early environment, opportunities and experiences serve to enhance or stifle creative development.

As Marie-Elaine (2015) (cited from Dorin & Korb, 2009) stated that creativity is the ability to create ideas or artifacts are: new, amazing, and valuable. A child's creativity and innovation will often flourish when they have freedom of action and when they are able to employ their imaginations to make new things. As clay is flexible and soft material children can form it easily, creating many shapes and forms out of the clay and destroying them very easily. As painting activates creativity, imagination, innovation, and fun for a child, pottery in addition to these effects is very funny and entertaining for children.

According to Alavy et al. (2005) making pottery involves using eyes, hands, and feet very actively. Pushing, hitting, separating, rolling, chopping, and putting up together pieces of clay contribute in muscles growth, improvement of motor skills and, consequently, better coordination between hands and eyes. Moreover, the child gains easy and successful experiences and enjoys seeing the effects of his movements and gestures and is able to use his hands to form the clay as he likes. Alavy (2005) in a study under "Effects of artistic activities on the development of creativity in preschool children" performed in District 10 of Tehran has

concluded that entertaining children by artistic activities will improve children's scores for "flexibility", "expansion", "fluidity" as components of Effective Creativity Test.

Also it is believed and accepted that each child is considered to have creative potential and to be capable of creative expression. Russell (1967) sets out a model to explain the relationship between creativity and affective (i.e. emotional) processes. This model suggests that the following three elements are involved:

- ❖ *global personality traits*, such as self-confidence, tolerance of ambiguity, motivation and curiosity;
- ❖ *affective processes*, such as affective fantasy in play, pleasure in challenge; involvement in tasks and tolerance of anxiety;
- ❖ *Cognitive abilities* involved in creativity, such as divergent thinking, ability to 'transform' thinking (e.g. by reordering information or shifting thinking 'sets'); persistence, sensitivity to problems, breadth of knowledge and evaluative ability.

Therefore it is possible to understand that pottery can improve self-esteem because children have control over their projects and can quickly see results. Their self-esteem grows as they realize they can create something fun with just their hands. It enables for improvements in flow and spontaneity, and helps somebody with self-identification and self-expression, bolstering confidence and self-esteem. Pottery helps to express one's creativity, which is essentially to expand who they are and how they connect to themselves and the environment. It's a good way for people of all ages to explore the things they can do.

It is convincing that pottery provides social, economic, physical and mental benefits. Therefore, preventing exposure to risks or intervening to reduce their effects on development enhances a child's capacity to reach his or her developmental potential.

## **2.6 Determinants of Education**

A huge number of empirical studies exist on factors that hamper the enrolment and attainment of children in education in different parts of the world. The determinants preventing people from receiving a good education are numerous. All these determinants of education of minority school children have different effects, but common outcomes are lower attendance or enrolment at school, lower achievement, and dropouts including lower literacy rates (Mark, 2009). And it is useful to draw a distinction between problems that prevent minorities from getting access to

school at all and those that hinder their receiving an education of sufficient once they are in school. Therefore ,in order to explore causes and offer explanations for the phenomenon, the researcher have investigated various factors including socio-economic background, academic perception , family size, individual and familial aspirations, cultural differences, self-esteem, prejudice, and lack of motivation and resources as explanations . This distinction is applied to the following review of relevant studies.

### **2.6.1 Parents Economic Status**

When families have significant financial and material resources, they tend to function well. However, family economic pressure from having unmet material needs, having unpaid debts, or having to make difficult economic cutbacks is linked to poorer functioning in families. Economic pressure in the home has a detrimental effect on family relations and children's adjustment. Parents in economically distressed homes tend to be psychologically distressed, and distressed parents are more likely to interact poorly with one another and display inconsistent parenting with their children.

There are studies which emphasize the economic status of parents as the most decisive factor influencing parents' decisions on schooling. Poverty at the household level, which is partially expressed in terms of low income and low occupational status, highly alters parent's tendency towards sending a child to school. Poverty manifestations at household level can be the inability to cover all the costs of schooling by parents. Studies done in Malawi (Kadzamira & Rose, 2003), Bangladesh (Awaleh, 2007), Kenya (Omwami, & Omwami, 2009), Mozambique (Handa 2002), Ghana (Lavy, 1996) and Ethiopia (Schaffner, 2004) documented that the cost that parents incur for their children's schooling is one of the major barriers.

Also partly the role of poverty is important for parents to decide whether or not to send their children to school because parents always compare the costs incurred for education vis-a-vis the future benefits that will be obtained after graduation or completion of schooling. Thus, even though the poor household heads realize that the benefit that will be obtained after completion or graduation of education is greater than the costs they now incur for education at higher levels, they will not volunteer to send their children to school because they estimate that current costs are greater than any other future benefits (World Bank Report, 2012). Therefore, they will be forced to engage in income-generating activities to help their families.

In an effort to achieve universal primary education and to help the poor send their children to school, education has become free in many countries (World Bank, 2009). However, school fees only account for a small portion of what parents have to incur in order to send their children to school. Yet even where there are no school fees, there will tend to be some indirect costs for families such as clothing or uniforms, text books, stationeries and transport, which, for marginalized, poorer groups, can be insurmountable (Mark, 2009). Due to this minorities tend to enroll in schools with lower academic demands and finish school earlier, and have higher dropout rates. Low-income families are more likely to face economic pressures and are limited in their ability to provide resources that promote children's academic success in school (Yuk, 2015). Poverty at the national level beyond to reducing government expenditure for education often leaves much of the burden to parents or communities in general, which is a problem for the poor. For example, Yuk (2015) found family economic pressure was indirectly related to adolescents' self-esteem and depressive symptoms. Thus, such minority school children experience financial constraints because of low socioeconomic status of their parents which further disadvantage them as they cannot afford the cost of education related materials. Also parents' expectation of their children obligation to contribute financially to the family over time may be an indirect contributing factor, especially when their parents have lower socioeconomic status (Yuk, 2015). As a result these school children as a vulnerable child from child hood are burdened with domestic and economic responsibilities, which in turn affect their participation in education in relation to attending and succeeding in school.

Further, Zenebe et al. (2015) states that children born and raised in low economic status families have higher chances of parental negative outcomes and fewer chances of receiving the appropriate physical cares and cognitive stimulation they need for their healthy development. The effect of low economic status on child development is partially mediated by reduced parenting quality. Parenting quality is thought to be affected by the increased instability and stresses connected to low income and poor education conditions (ibid). Using primary school data from Uganda, Björkmany (2005) found that income shocks in a household have negative and highly significant effects on children's enrolment in primary schools, particularly for girls. In Mark (2009) states the situation as the poorer the family the less likely the children will attend school.

The low socioeconomic status causes environmental deficiencies which also results in low self-esteem of students and which further affects children academic life (USAID & CRS, 2008). The most prevalent argument is that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically.

### **2.6.2 Child Labor**

The World Bank Report (2012) of Ethiopia states that children as young as 7 years old are required to perform various tasks related to domestic and farm activities. Girls are wanted in household chores such as fetching water, collecting fire wood, etc., and boys are also forced to be employed in order to generate income to support their parents. This is especially true of rural school children who have to work on farms before and after school and also during weekends. The issues of child labour is motivated by its detrimental impacts on the physical, mental, and psychological development of the labour child, it hinders on their educational performance or stamina to focus on their education (Ravallion, & Wodon, 2000; Bhalotha,2003). It is from this point of view that child work is considered as obstacle to educational attainment.

Many studies have shown that there is direct relationship between the poverty and poverty-related factors and child labour. As Cockburn (2000) states ‘Existing studies on schooling in rural Ethiopia suggest that the income opportunities provided by (opportunity cost of) child labour constitute a major, perhaps the principal, reason for low school enrolment’. In this case children engage in different labour work to supplement the income of their parents at the expense of their education.

The prevalence of child labour in Ethiopia is among the highest in the world (Admassie & Bedi, 2003). The extent of child labour participation in rural areas is very high due to the nature of the livelihood. Besides, it is attributed to the fact that parents, particularly in the rural areas, view their children as an investment in terms of assuring the livelihoods of their families (CSA). And most parents consider child labour as a socialization process and an important experience to be acquired at an early stage of life. As the families have to face difficulties arising from economic hardship, it directly affects and has a long term implications on the status of children. The problem is worse when the working children are compelled to work to supplement family income, deprived of their right to education, to which they are entitled in international

conventions and national laws and policies (Ministry of Education and UNICEF Report 2012). Further, children are sometimes given the responsibility to generate income for their parents in times of income crisis or they are involved in non-income household chores at the expense of schooling (Minyahil, 2012). This trend manifests in low school attendance.

### **2.6.3 Parent's Education status**

Parental Educational status is an important indicator of children's wellbeing and future life opportunities. It can predict growth potential and economic viability of a state. In most empirical studies, household literacy is a more important factor than all other household determinants, such as family size, gender and age of the head of the household, area of residence, household ownership, proportion of disabled children in the household and dependency ratio (Minyahil et al., 2012). Parents with particular levels of education or literacy acquisition seem to acknowledge the value of education for their children and are determined to keep their children in school. In addition to parental education, Deolalikar (1997) using longitudinal survey data, indicated that children inherit interest and ability to be in school from their educated parents. For instance, using Indian national rural household survey data, Chudgar (2009) described that an improvement in parental literacy increases the probability of school enrolment by 9-21 per cent depending on the regions from where the data came. Parents educational status seems to play an important role in determining children's schooling. The importance of mothers' education is particularly important notably for the education of girls. In Kenya, using a welfare monitoring survey, Deolalikar (1997) found that the effect of mother's education on primary school enrolment in the poorest quintile is two to three times larger than that of father's education. In general it has been contended that children of parents with some schooling attainment tend to exhibit relatively better nutritional status and schooling and therefore reflect potentially enhanced human capital in later stages in life. Literature acknowledges parents are probably the first teachers of their children and therefore can be the most influential, not only in the general welfare of the child, but also in their academic life (Sixbert & Khamsini et al., 2010).

In some cases the decision to send child to school is made by parents. This is again likely to be related to the level of parent's education. Preference for schooling of boys and girls are formed in the context of social and cultural norms, and it is likely therefore that preferences will be

gender specific and household attributes will have a different impact on the schooling decision for boys and girls (Ministry of Education & UNICEF, 2012).

#### **2.6.4 Perception of Education of parents'**

Parents with little or informal education are unlikely to appreciate fully the advantages of their children getting an education. Empirical studies show that low perceptions of the value of education substantially hinder the schooling of children in most rural parts of the country (Roschanski, 2007; Weir, 2010). Several reports have indicated that the existence of low awareness and perceived low utility of education among the rural population is the main factor for under-enrolment, particularly in the rural areas of the country (Shibeshi, 2005; MoE, 2006). According to the World Bank report (2012) a key enabling factor to school participation is the link between parental perception of the benefits and outcomes of schooling and their desire to keep children in school. A plausible barrier to schooling of children may simply be the fact that parents themselves have not been to school and have no idea what schooling can do for their children'. However, many parents, particularly those who live in rural Ethiopia, do not have the proper knowledge regarding the benefit of education due to the fact that they are illiterate. Illiterate parents do not know well about the benefit of education and thus will have a wrong attitude towards education (World Bank, 2012). Parents who do not see the immediate and long-term benefits of sending their children to school because they expect children do not meet the social and economic success marker in the community are unlikely to continue to invest on education (ibid). Therefore, a misconception of parents regarding education is amongst the barriers for the enrolment of children in schools. In addition cultural attitudes among some communities, such as those attaching more importance to boys' education while promoting early marriages for daughters, can also keep girls out of school. For others, education may promise little for the future due to broader prejudice or labour discrimination in society, when even completing school means that people from minorities are less able to secure well-paid jobs than people from majority groups. According to Mark (2009) even if the children are enrolled, they will be forced to discontinue their education due to the low perception and less dependability of their parents on education.

### **2.6.5 Family Size**

The interplay between family size and parents' investment in their children's education has been the focus of empirical studies which argue on the ground of a resource dilution effect (Guimbert et al., 2008; Gomes, 1984). Since family resources are limited, particularly in poor households, having many children in the family will exhaust parents' expenditures on their children's education. Hence, family size exhausts family resources, thereby adversely affecting the educational decisions parents make. It was also stated that in some studies large family size provides a chance for younger children to attend school while leaving older children to help their parents generate incomes. According to the World Bank report (2012) if there are many children in a family, the parents will not send all their children to school because of two reasons one is they cannot cover the indirect costs of education as mentioned above, and the second is they need the labour of some of their children. In such situations, most of the time, male children are allowed to go to school while female children are forced to remain at home to take care of younger children and to support their mothers in doing the domestic work. In fact, in a family where there is no elder female child, the older boy is responsible for supporting his family; therefore, he will be engaged in activities which might be beyond his capacity (ibid).

### **2.6.6 Minority Social Status**

There are also studies which attribute the prevalence of certain groups which benefited from education due to socially constructed marginalization (Castro-Leal, Dayton, Demery & Mehra, 1999). In some countries, certain groups are systematically excluded from education, such as Peru's and Nepal's indigenous people (Stromquist, 2007; Stash & Hannum, 2001) and India's untouchables (Chudgar, 2009). More importantly, there is no government initiative to address the issue despite the increasing adverse effects on children's destinies.

There are influencing factors at all levels. In countries, such as India and Nepal, the issue of caste determines the fate of children across the whole country, whereas in Ethiopia, discrimination prevails at regional and community levels. Studies suggest that rapid enrolment increase does not necessarily mean narrowing educational disparities by caste in Nepal (Stash & Hannum, 2001). Stash & Hannum et al. (2001) examining data from schools, colleges, and other educational institutions in Uttar Pradesh found that despite modernization, higher castes continue to dominate educational opportunities, including teaching and other positions in schools and

universities. In concluding they state that educational inequality is a function of an overarching social inequality since education systems mirror inherent value structures that are opposed to equalization of opportunities. Student from minority social classes are more likely to live in poor families; their parents are likely to have less education, all of which are risk factors for school success. They also may face discrimination and prejudice at school, and the value systems of school may conflict with family and ethnic subculture values. And also UNICEF (2015) report indicates, in the face of increasing unemployment rates and widespread discrimination in hiring and promotions, minority students may be realistically pessimistic about the future opportunities that education can provide them.

It is possible to say from this point of view among the many obstacles to education, discrimination is one that impedes access to education to a large segment of minority society. Discrimination and marginalization can serve as a hindrance to upward mobility for ethnic and racial minorities seeking to escape poverty. In a longitudinal research by Wong, Eccles and Sameroff (2003) to check the impact of discrimination on academic and psychological functioning, ethnic minority children who experienced discrimination from teachers and peers had lower self-concepts of academic ability, valued academic achievement less, had more mental difficulties, and lost the interest in education. The European Union's (EU) Fundamental Rights Agency (FRA) has noted that educational segregation produces and reproduces inequalities, as do highly differentiated education systems which lead to a high concentration of discriminated pupils in the lowest educational tracks. Also of concern is the direct personal abuse in school often heaped on children from minorities, which can harm their ability to learn and reduce their motivation to education. Implies that in schools, discrimination can make it difficult for students to learn because they don't feel safe or accepted. Despite dramatic changes recorded in education, large gaps remain when minority education attainment and outcomes are compared to others. This calls for bringing all segments of population to school and providing with quality education unless no country can achieve universal primary education and high levels of learning without.

### **2.6.7 Lack of Motivation**

Specifically, research has shown that motivation has positive associations with learning and academic performance of students. Students that are not motivated have shown the least desirable learning behaviors and academic performance (Ngoc, 2013). Based on a review of 140

studies on educational motivation of African Americans to explore the link between ethnic minority status and motivation, Khattab (2003) found that African Americans had high educational expectations, perceived their beliefs in personal control, and enjoyed positive self-regard. There is an assumption which dictates that ethnic minority students lacked a motive for success, lacked confidence in internal or personal control of outcomes, and had negative self-views about their competence.

Motivation is considered as a central part of a student's educational experience from preschool onward, but it has received scant attention amid an education reform agenda focused mainly on accountability, standards and tests, teacher quality, and school management. It can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests, and many other aspects of education (Yamamoto, 2010). Unmotivated students can disengage other students from academics, which can affect the environment of an entire classroom or school. Motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates. The lack of motivation has serious consequences. For example, in a 2006 survey exploring why students dropped out of school, 70% of high school dropouts said they were unmotivated as Omaima, Martijn, Martijn and Heymans (2018) cited from Bridgeland, DiIulio and Morison (2006). Motivation often declines as students' progress from elementary through high school. According to a 2004 analysis by the National Research Council minority school children's by large when they went to upwards of high school they became disengaged from learning, remain inattentive, exert little effort on school work, and report being bored in school.

According to Social Determination Theory, people can be intrinsically motivated to learn new things and students who are intrinsically motivated show enjoyment and satisfaction when learning and utilizing their capabilities (Deci & Ryan, 2002). SDT identifies three basic psychological needs that, when fulfilled, can foster intrinsic motivation, namely, autonomy (feeling of acting by choice), competence (confidence in one's ability to reach certain goals), and relatedness (feeling of being connected to others in the nearby environment). SDT views motivation as dynamic, which means that it can increase, or decrease or change in its quality,

which is influenced by many factors in the environment (ibid). For example, stereotype threat, that is, the fear of a negative image leading to actual underperformance, could potentially hamper intrinsic motivation by lowering the feeling of autonomy (due to helplessness in influencing the examination results), competence (due to lower performance) and relatedness (feeling of being singled out). Research has shown that negative stereotype threat can influence motivation and performance negatively. In addition, another study reported that “positive attitudes can motivate stigmatized individuals to engage with threatening domains, and stereotypes need to be retrained to give them the cognitive capacity critical for success” (Khattab, 2003). There is a link between educational motivation and academic achievement. Children who are aware of educational values, purposes, and meanings will have higher levels of school engagement, performance and persistence.

Further, earlier research on motivation showed that there were differences in the intrinsic and extrinsic motivation of ethnic minority students and the majority group (Andrew, 2014). The majority group showed the highest level of intrinsic motivation compared with the ethnic minority groups and the ethnic minority students showed higher levels of extrinsic motivation compared with the ethnic majority group. A better understanding into the factors influencing the motivation of ethnic minority students might help in preventing academic problems of minority school children.

## **2.7 Psychosocial issues**

### **2.7.1 Psychological and social issues**

The psycho-social development and academic outcomes of students of ethnic minority background around the world are influenced by historical and systematic discrimination in society and school. Having access to education in socially disadvantaged condition can do more than mend the damage caused by age old history and social tradition; it can help support the long-term processes of strengthening social cohesion, reconciliation, and prepare communities for eventual social reconstruction and social and economic development((INEE, 2016).From an ecological perspective, children’s school outcomes are affected most strongly by the neighborhoods in which they live, their family life, the schools they attend, and the resources that are available to them personally and through the school (Bronfenbrenner, 1979; Dalton, Elias, &Wandersman, 2007). As it is stated by Hannum (2002) the school climate, that is safe and

conducive emphasizes “the quality and consistency of interpersonal interactions within the school community that influence children’s cognitive, social-emotional, and psychological development”

According to the ACT Alliance & Church of Sweden (2015) definition the term “psychosocial” refers to the dynamic relationship between psychological aspects of our experience (that is, our thoughts, emotions, and behaviors) and our wider social experience (that is, our relationships, family and community networks, social values, and cultural practices), where one influences the other . The psychosocial approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. Research has shown that early social interactions and the quality of these interactions provide the basis for future developmental milestones (ACT Alliance & Church of Sweden et al., 2015) . This study looks or focuses on the following psychosocial issues:-

### **2.7.1 .1 Social discrimination**

According Miguel (2010) discrimination is tied to negative stereotypes that are shared among members of a culture and are culturally transmitted. It is fundamental to keep in mind that the groups and categories people belong to are defined by society. As stated by Miguel et al (2010) discrimination creates barriers for disadvantaged group members in a number of important domains such as the criminal justice system, health care, educational settings, and the workplace. It has been shown that the barriers imposed by prejudice and discrimination directly affect the social status, academic achievement, physical health, and psychological well-being of disadvantaged group members (ibid). Discrimination is often involved in determining the low status that disadvantaged groups endure within societies. Indeed, although discrimination can take many forms, it always results in some form of exclusion, thus implying unequal treatment, disrespect and unequal rights of an individual or a specific group. This low level of opportunity can be accompanied by resignation and low motivation (e.g., for education), which perpetuates the disadvantaged position of minority groups. Because of the circular and self-reinforcing nature of these negative consequences, disadvantaged group members face barriers that are not easily breached (ibid). Furthermore, it is not uncommon for disadvantaged group members to be confronted with experiences of interpersonal mistreatment, insults, rejection, and hostility.

Researches by Asher and Coie, (1990) suggested that children who are rejected and discriminated by their peers in school report significantly more loneliness and distress in their social interactions at school than average accepted and popular children. Depending on the norms of the peer group, sometimes even minor differences among children lead to rejection or neglect. The major problem that ethnic minority children face in forming friendships is that their interaction opportunities are constrained. This self- awareness may moderate the relation between poor status and adjustment such that children who characteristically dwell on negative peer interactions experience more emotional suffering, than children who employ a more ‘Teflon- like’ approach to daily rejection experiences.

As Kabeer (2000) explained most children who are rejected by their peers display one or more of the following behavior patterns such as low rates of pro-social behavior ( e.g. talking turns, shaking, high rates of aggressive or disruptive behavior), high rates of social anxiety, depression, loneliness. In strengthening the above idea Efreem et al (2015) said that children who are rejected by their peers experience more adjustment problems than their will-accepted peers.

Researches shown that discrimination has a direct relationship on ethnic minority children psychological distress, as well as a direct influence on their academic performance. Miguel (2010) found in his studies that Latin American and Asian American children and adolescents reported more adult and peer discrimination than their European peers. Furthermore, these discrimination experiences were shown to lower their grade point average, decrease motivation or expectations in academics, and increase depressive symptoms among ethnic minorities. As it is mentioned in the United Nations document (2016a) young people from indigenous and ethnic minority groups are less likely than their non-indigenous and ethnic majority peers to complete lower-secondary school and go on to higher levels of schooling. Even there is improvement in the rates of grade completion; primary school completion and secondary school enrolment were very less for minority school children than for non-minority children participating in the school system. Further, minority school children face with high and continuous school dropout and attend schools with fewer resources, and student weak relationship which deprive students’ academic achievement. Although at the start of their educational career usually no significant differences are observed in performance between ethnic majority and minority students, during elementary school such differences tend to arise and grow over time (Mark, 2009).

### **2.7.1.2 Loneliness**

Ramsey (1991) cited in Efrem (2015) stated that Children who feel lonely often experience poor peer relationships and therefore express more loneliness than peers with friends. They often feel excluded—a feeling that can be damaging to their self-esteem. It is a situation in which the need for contact and tenderness are frustrated. It can be such a frightening and painful experience that an individual may feel driven to reestablish communication with others without concern for the interpersonal consequences. These subjective experiences provide information about how children feel about themselves and their relationships with peers. In general children who are rejected by their peers are at a greater risk for personal and school adjustment, and report low levels of self-esteem. Feelings of rejection, lack of social support and dissatisfaction of social needs influence academic motivation and performance in school; students feeling lonely in the classroom and/ are more likely to give up in learning situations and have a higher rate of school drop-out. Research shows that children's loneliness and social dissatisfaction relate negatively to school achievement. Some children may benefit by receiving direct intervention within the school setting. Friendship supports children in the school environment and help with their adjustment. Peers can be a source of support to deal with problems and child is able to deal with alienation. It was noted that school learning can be promoted by learning contexts that enhance student involvement with others. Thus, in the present study, loneliness is construed as a human response to having had and lost a certain type of relationship.

### **2.7.1.3 Stereotypes**

Once a set of characteristics are used to describe a social group, those characteristics influence the behavior of people who are associated with the group. It is the process of describing a certain segment of society using general descriptions and labels, without assessing the merits of the individual within that segment. A stereotype is a generalization about a person/group of persons. People develop stereotypes when they are unable or unwilling to obtain all of the information they would need to make fair judgments about people or situations. The World Bank (2009) reported that stereotyping and misconceptions about ethnic minority people were found to be negatively related to the educational attainment of ethnic minority students.

Stereotypes also evolve out of fear of persons from minority groups. One of the reasons why many societies stereotype minority is because of the belief that they have a supernatural power

and they can make others ill. Partly some minority groups traditionally regarded as being gifted with special magic powers which believed to make things infertile, and also their presence and touch embodied infertility, pollution and contact with a bad spirit .This may be how some stereotypes developed in the first place a series of loafed behavior by a member of a group which was unfairly generalized to be viewed as a character of all members of that group. The perceived negative characteristic of these groups in a particular domain tends to influence the group members' self-beliefs. For instance, in India, when the stereotypes were associated with low caste subjects, who have historically been discriminated against, is made salient, the group's performance declined compared to that of non-discriminated-against high caste subjects (Joseph &Tomáš, 2019).

Stereotyping causes real harm to people. It harms the physical and mental well-being of the minorities being labeled. The hurt feelings last long after the source is gone. People often remember the pain of name-calling all their lives in and often tend to internalize feelings of worthlessness. That mental anguish can cause physical impairment and social consequence. These negative stereotypes can directly affect confidence, aspirations and levels of effort expended by the individuals or groups, ultimately affecting their learning and performance, reinforcing negative attitudes towards the group, and terminally discrimination. A key component of this cycle is that negative stereotypes not only influence how a group member perceives him/herself, but also how others perceive the social group. For example, research has found that negatively stereotyped names can reduce an employer's effort to inspect resumes, and influence wages and employment opportunities.

Stereotyping amongst teens in schools is especially detrimental as it can force developing individuals into the wrong social conformity or career path as they attempt to achieve what society expects for them. Importantly, one's discrediting characteristics are associated with negative evaluations and stereotypes, which are well known within cultures, shape the grounds for excluding and discriminating members of the stereotyped category (Joseph &Tomáš et al., 2019). Further, Joseph and Tomáš (2019) argues that the stress that one could undergo with regard to stereotype in school can undermine academic performance even if no one openly expresses this belief. According to the World Bank (2009), stereotyping may lead to negative consequences on ethnic minorities, especially their self-esteem and self-confidence resulting in

limited participation in education and in the society. This implies that school environment that consists of stereotypes and discrimination in turn may impact ethnic minority children's depressive symptoms and ultimately their educational attainment in emerging adulthood. Thus, understanding the factors that influence group stereotypes and determining how stereotype threat can be reduced is important in countering discrimination directed towards social groups.

#### **2.7.1.4 Peer Acceptance**

Peer interactions provide important context for intellectual and socioemotional development. Researchers have long suggested that close and harmonious relationships with peers can enhance children and adolescents' social and academic adjustment. The development and maintenance of friendships have been shown to influence perceived competence, self-esteem, and academic performance (Woodward & Fergusson, 1999).

It is one of the most significant socializing forces in the lives of children. In late childhood and adolescence, peer relations become increasingly important. Katja, Gregor and Sonja et al. (2007) states that in early adolescence, the role of peers as a source of emotional and instrumental support becomes even more important than it was in the childhood. For some early adolescents, the increase in self-reflection, autonomy and identity exploration leads to new academic interests, an increase in self-regulative learning and commitment to education. But for many adolescents this is also a period of doubts in their abilities to succeed in academic activities, questioning the value and meaning of school work and consequently the decline of academic effort. The social environment in the classroom that includes perceived peer, as well as perceived teacher support, is therefore crucial for this period. Katja, Gregor and Sonja et al. (2007) in their longitudinal study of students' academic outcomes investigated the influence of friendships on motivation and school adjustment of early adolescents. As it is said on Katja, Gregor and Sonja et al. (2007) positive peer relations influence students' sense of relatedness which has a positive effect on students' learning motivation. Academic goals and motivations are affected by interactions with peers. One study of grade school children revealed that friends are more similar on dimensions of self-efficacy; motivation, academic standards, and preference for challenging work than non-friends (Woodward & Fergusson, 1999; cited from Altermatt & Pomerantz, 2003). Students without reciprocal friendships were less prosaically, had lower academic outcomes and reported more emotional distress compared to their peers with reciprocal

friendships. Thus ,results of studies consistently show that popular students are those usually achieving better outcomes and that rejected students are frequently those having learning difficulties. As stated by Woodward and Fergusson et al. (1999) in early education, whereas children with the most number of friends in the classroom report gains in school performance over time, those who are rejected by their peers show less favorable attitudes, avoidance, and lower levels of performance.

Indeed, research documents the ramifications of peer acceptance children who obtain acceptance from classmates tend to have higher grades and achievement, better school adjustment, and less self-reported loneliness than rejected children as seen in (Efrem eat al.,2015). Furthermore, prolonged rejection tends to be associated with a variety of negative out comes like dropping out of school thus given the knowledge of the far-reaching consequences of peer rejection, it would make sense to learn more about its early correlates. To be accepted by peers, children must be noticed by them. Researchers have noted that some children fade into relative obscurity among their classmates these children are not disliked; they just do not attract their classmate's attentions researchers label these children as "neglected" occupying positions on the periphery of social activity neglected children do not appear to have the some opportunities that accepted children do.

As Leary and Downs (1995) generally defined, peer acceptance refers to the degree to which a child is liked by members of the group, usually classmates. Peer acceptance is a measure of the collective tendency of the group to include or exclude a particular child, any one child's opinion of another focal child is not of particular interest. Children who are accepted are regarded positively by most members of that group. Poorly accepted children, on the other hand, are disliked by a majority of their peers and are excluded.

Finally, peer acceptance and relationships are important to children's social and emotional development and to their development of self-esteem. Peer acceptance, especially friendships, provides a wide range of learning and development opportunities for children. These include companionship, recreation, social skills, participating in group problem solving, and managing competition and conflict. They also allow for self-exploration, emotional growth, and moral and ethical development. According to Ziblim Abukari et al. (2010) adolescents who are popular are more likely to finish high school and more likely to go to college. Similarly, as well-liked by

classmates, and having one or more stable and close friendships serves as a source of emotional support and good performance. In a study of low income, urban, African American seventh and eighth grade students, Maurice J. E. and Norris M. H. et al. (2008) found that higher levels of peer support were associated with higher ratings of perceived academic competence. Overall, school connectedness can be a source of support for ethnic minority students when they face multiple stressors.

### **2.7.2 Psychological experiences**

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

#### **2.7.2.1 Self-esteem**

Joseph and Tomáš (2019) stating from authors such as Mead (1934) and Cooley (1956) contended that one's self-concept is shaped by interacting with other individuals and their appraisals of oneself. When a negative view about one's group is recognized, it is followed by feelings of devaluation of this group and lowers members' self-esteem. Indeed, empirical research has supported the idea that such devaluation is harmful to psychological well-being in general (Porter & Washington, 2010). This is understandable if we acknowledge that humans are motivated to seek inclusion and avoid exclusion. Different studies have found that social exclusion tends to result in low self-esteem, but also in anxiety, and depression. The perception of belonging to a devalued group, or that one is worse off compared to other groups, affects individuals negatively and has harmful psychological consequences. Empirical evidence has been found for different countries showing a negative relationship between ethnic discrimination and self-esteem (Porter & Washington, 2010).

As Verkuyten and Maykel (2003) describes self-esteem is the way individuals think and feel about themselves and how well they do things that are important to them. Self-esteem refers to how the individual feels about the self in a comprehensive manner and how one evaluates the self. In children, self-esteem is shaped by what they think and feel about themselves. Their self-esteem is highest when they see themselves as approximating their "ideal" self, the person they would like to be. Children who have high self-esteem in which they have an easier time handling the conflicts, resisting negative pressures, and making friends. They laugh and smile more and have a generally optimistic view of the world and their life.

Leary (1995) cited in Yogev and Ilan (1987) defines that Self-esteem is the individual's thought and feeling about themselves and how well they do things that are important to them. In children self-esteem is shaped by what they think and feel about themselves. Yogev and Ilan (1987) have formulated a definition of self-esteem as the attitudinal, evaluative component of the self: the affective judgment placed on the self-concept consisting of feelings of worth and acceptance, which are developed and maintained as a consequence of awareness of competence, sense of achievement, and feedback from the external world. Self-esteem in turn may be dispelled through the individual's confidence levels, overall contentment, and motivations for new experiences and challenges. In the context of education therefore, the student's construct of the self may have important implications on the learning experience.

According to Ziblim (2010) low self-esteem in turn, defined as lack of appreciation for self-worth and the importance of being accountable to self and others, is an emotional risk that affects individual resilience. Low self-esteem is persistent in some children and adolescents and is manifested in all situations (ibid). Children with low self-esteem have a difficult time dealing with problems, are overly self-critical, and can become passive, withdrawn, and depressed. A joint research of Vietnam's Ministry of Education and Training, UNICEF and UNESCO (2008) discovered that low self-esteem and confidence were among the numerous difficulties that prevented ethnic minority children transition from primary to secondary education. They may hesitate to try new things, may speak negatively about themselves, are easily frustrated, and often see temporary problems as permanent conditions. They are pessimistic about themselves and their life. This can then intensify psychological factors such as stress that inhibit motivation and performance. Ethnic minority children were shy, timid and embarrassed to communicate in the educational environment. It will also increase the chance that poor performance (or dropout/grade repetition) will yield still poorer performance in a prolonged recursive process.

### **2.7.2.2 Depression**

It is generally defined as a persistent experience of a sad or irritable mood as well as a loss of the ability to experience pleasure in nearly all activities. It can also include a range of other symptoms such as change in appetite, disrupted sleep patterns, increased or diminished activity level, impaired attention and concentration, and markedly decreased feelings of self-worth. Children with depression cannot just snap out of it on their own. If left untreated, depression can

lead to school failure, conduct disorder and delinquency, or even suicide. Research indicates that the onset of depression is occurring earlier in life than in past decades and often coexists with other mental health problems such as chronic anxiety and disruptive behavior disorders (NASP, 2000).

Perceived discrimination is one type of minority stress that ethnic minorities often face. Study by Yuk (2015) found that 91% of preadolescent African Americans reported experiencing racial discrimination at least once in their lifetime. Perceived discrimination can also have serious consequences for ethnic minority children educational experiences, such as poor efficacy and low school attainment (ibid). For ethnic minorities who find themselves the target of negative stereotypes that place their intellectual abilities under suspicion, the psychological environment of the school and classroom is one in which their identity is at risk in which the environment threaten them by raising the possibility that a valued aspect of their identity, their group, will be devalued. Further study by Julio and Geoffrey, (2017) states that depression affects people in many different ways and can cause a wide variety of physical, psychological and social symptoms these are; mild, in which there is some impact on daily life moderate, in which there is significant impact on daily life and Severe, in which activities of daily life are nearly impossible. Ethnic minorities more likely experience academic and psychological problems (depression and stress) due to their minority background which is related with discrimination. Also low school connectedness might further bring identity confusion to the individual along with stress associated with perceived discrimination. Although experiencing such adversities can have deleterious impacts on ethnic minority adolescents and young adults, several protective factors have been explored that might support ethnic adolescents and emerging adults as they cope with these negative events. Therefore, a higher level of school connectedness may buffer the relationship between perceived discrimination and depressive symptoms, as well as the relationship between economic stress and depressive symptoms for ethnic minority adolescents, due to their focus on the group orientation in their culture (Yuk, 2015). In other words, they expect to have social support from peers as they are more connected to both their own ethnic group as well as other peers, and expect peers and teachers to be sensitive to their needs.

### **2.7.2.3 Aggressive Behaviours**

Aggressive behavior has been defined as a persistent pattern of behavior that threatens or causes harm to other people. Vera and John et al. (2018) define aggression as, a behavior whose goal is

the injury of the person towards whom it is directed. Aggressive behavior can be physical or verbal. It is physical when it involves contact with another person and directly causes pain to the body (for example kicking and bullying). On the other hand, it is verbal when it involves the use of words (for example insults, making derogatory remarks or nicknaming (Vera & John, 2018)). In addition Vera and John (2018) indicated in their studies elements of aggressive behaviors that can be found in schools including verbal threats, physical tantrums (such as throwing and fighting), reactive (such as unplanned retaliation) and proactive (such as bullying and provocations). This may inhibit teaching and learning process and consequently create interpersonal problems in the school. Aggressive behaviors thus violate the fundamental rights of others, violate societal norms and cause impairment in social and academic functioning. Further, for children and young people, it presents particular threats to their social interaction, mental and physical health, and overall development. This vulnerability can lead to pronounced 'acting out', behavior in which fear, anxiety and confusion may be expressed through aggressive and attention seeking actions.

### Bullying

Bullying can have significant negative effects on children's health and safety, educational attendance and achievement, and their dignity, self-esteem and social relationships. The 2001 UN Study on Violence Against Children considers that 'bullying can include a very wide range of activities: name calling; making false accusations or spreading rumours to make trouble for the victim; physical violence; damaging or stealing belongings or money; threats and intimidation; making silent or abusive phone calls; sending offensive phone texts; posting insulting messages on the Internet. The international standard definition of bullying emphasizes the importance of repetition, harm and unequal power. It is important to note that students and teachers are not the only group responsible for direct or indirect discriminatory behavior against ethnic minority students, affecting their capacity to study, achieve, and enjoy the school experience. In some cases the entire social structure of a school, including other members of school staff, and others, are also involved, and that this is often in the form of bullying. This can then intensify psychological factors such as stress that inhibit motivation and performance.

### **2.7.3 Psychological and Social Support**

Children grow up in a multitude of social settings that shape their cognitions, feelings, and behavior through their perceptions and interpretations of these settings. By the time they reach

early adolescence students have had many favorable and unfavorable experiences in terms of the role of family members, teachers and peers in their learning and development, which have created diverse mindsets that continue to influence their learning and development. They may either feel secure or insecure in terms of the availability of support from others, or they may feel surrounded by persons who provide for a cognitively stimulating environment or by persons who do not care about their cognitive and academic competencies. The definition given by ACT Alliance & Church of Sweden (2015) states psychosocial support as the actions that address both psychological and social needs of individuals, families and communities. Therefore, instead of focusing exclusively on the physical or psychological aspects of health and well-being, the term emphasizes the totality of people's experience and underlines the need to view these issues within the context of the wider family and community networks in which they occur. By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion and infrastructure.

It is believed that children with good emotional wellbeing are more likely to feel secure, relaxed and comfortable in the school environment and have more positive attitudes about school and learning. Adjustment to school is influenced by a combination of the child's personal characteristics, their experiences, and the interconnections between home, preschool and school. Children who are adjusting well have a sense of belonging to the school- they feel comfortable, secure and relaxed rather than anxious, fearful or upset. They listen to and follow instructions, interact well with others, share and take turns, cope with normal day-to-day conflicts and are able to manage their feelings and emotions appropriately. They are interested in learning and are motivated.

Research has shown that social support plays an important role in managing psychological problems. Deficits in social support have been shown to be related to many psychological problems among students such as depression, loneliness, and anxiety (Md Aris Yasin & Mariam Adawiah et al., 2010). According to Teoh and Rose (2001), lower level of social support is one of the predictors of psychological problems. It is associated with higher level of depression, anxiety, attention problems, thought problems, social problems, somatic complaints, and lower self-esteem. Without enough support from family and friends, they would be in trouble and are vulnerable to depression, stress and anxiety. Elliot and Gramling (1990) found that social support helps the college students to lessen depression, anxiety, and stress. Since family and friends are

the individuals' first source of reference, supports from these two sources have been found to give a significant influence on academic achievement (Steinberg & Darling, 1994; Cutrona, 1994). The support received by the students could help to decrease their psychological problems since they feel that someone is there to help them, thus helping them to perform well in academic life.

Social support refers to a social assets, social resources, or social networks that people can use when they are in need of aid, advice, help, assistance, approval, comfort, protection, or backing. It may come from different sources such as family, friends, teachers, community, or any social groups to which one is affiliated. Social support can come in the form of tangible assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. A study by Paul, Monique and Gerard (2005) found that social support advice and encouragement increase the likelihood of problem solving and information seeking.

Furthermore, social support includes social resources that individuals perceive to be available or that are actually offered to them which could help protect against psychological problems. Morrow, Mwoma and Pillay (2015) pointed out that supporting children to stay in school increases their chances of remaining in school by far in reducing dropout and repetition rate. Education settings are established to facilitate this because they necessarily involve actors and institutions at all levels of the social ecology, from students, parents, and community leaders to service providers, such as governments, NGOs, and multilaterals.

## **2.8 Theoretical formulations of the causes and effects of Children Development**

Several theories of child development exist intended at predicting diverse aspects of development. Some focus on the children's internal processes and others on external influences related to developmental changes. In general, they all offer a lens to examine a child's early years of development in order to provide a basis for action to improve their lives. To identify the key individual and environmental influences on child development this section reviews different theoretical approaches - psychoanalytical, behavioral and social learning, biological, cognitive, and systems theories.

According to *psychoanalytical theories*, development happens in various stages and children are confronted with conflicts between biological drives and societal expectations. Two notable

theories in this category are the psychosexual theory by Sigmund Freud (1959) and the psychosocial theory by Erik Erikson (1980; 1995). Freud emphasized that a child's personality formation is influenced by parents' management of his sexual and aggressive drives. Erikson's work is an extension of Freud's in that he included societal influences on personality formation. In terms of its practical implications, however, psychoanalytic theories help to address deviant behaviors better than other types of behaviors. ***Behavioral and Social Learning Theories*** suggests the importance of the environment and nurturing in the growth of a child. Prominent theories in this tradition include behaviorism by John Watson (1928), theory of operant conditioning by Skinner (1953), and social learning theory by Albert Bandura (1977). Watson saw children as passive beings that like clay can be molded. Skinner introduced the term 'operant conditioning' to describe the fact that learning occurs as a result of the organism responding to, or operating on, its environment. Bandura believed that children learn by observation and imitation. Social learning theories in general maintain that overt reinforcement, punishment, or observational learning molds children's learning. ***Biological theories*** maintained that heredity and innate biological processes impact growth in children. Thus, development is a biological process, primarily determined by genetic potential. The main thrust of the theory lies in this work of Gesell (1950). Gesell maintained that development is genetically determined by 'maturation patterns', occurring in a predictable manner. He arrived at 'milestones of development', the stages by which normal children can accomplish different tasks. ***The cognitive development theories*** focus on how children learn. Jean Piaget (1952) is a prominent theorist who focused on what children knew and how they knew it. Children's understanding of the world is the result of their involvement and interactions (Piaget & Inhelder, 1962). Lev Vygotsky's (1978) sociocultural theory maintained that children's knowledge is socially constructed. Children's acquisition of their culture's values, beliefs, and problem-solving strategies is in response to social interaction with more knowledgeable members of society. Vygotsky devised the concept, the zone of proximal development to include the range of tasks that are too complex to be mastered independently by a child but can be accomplished with adult guidance or associations with knowledgeable peers. By introducing the influence of social environment, Vygotsky made a significant contribution to our understanding of children's development. ***System Theories*** main thrust is that development cannot be explored or explained by any one single concept, like biology, but rather by a more multidimensional and complex system. Urie Bronfenbrenner

(1977; 1979; 1986; 1989) formulated the theory known as the ecological systems theory to make this point. According to Bronfenbrenner, a child's development is shaped by the varied systems of the child's environment and also by the interrelationships among the systems. The relationship between the child and the environment as he saw it is reciprocal; the environment influences the child and the child influences the environment. Human beings, Bronfenbrenner suggested, cannot develop in isolation, but within a system of relationships that include family and society. Even though several theories present different views with their strengths and short comings, Bronfenbrenner's Ecological Systems Theory is chosen as a theoretical frame work of the study because of its inclusive nature. The theory looks at a child's development within the context of the system of relationships that form his or her environment. The theory is further discussed in the theoretical section.

### **2.8.1 Theoretical Framework of the Study**

The framework takes a closer look at the bioecological model of Bronfenbrenner (1979; 1986; 1989) in order to better understand the multi-dimensional nature of child development. Within this framework, children are considered as active participants in their development, interacting with multiple levels of a bio-ecological system (Bronfenbrenner, 1997, 2004). This perspective is helpful in that it enables identifying the different levels of an ecosystem. The complexity of the interactions between the systems is to better utilize factors that impact on children's wellbeing (Lorion & Saltzman, 1994).

According to Myoma and Pillay (2016) if one accepts that education is a socially situated process, any attempt to explain this phenomenon should consider elements at the individual as well as the environment levels. The environment in which the child lives plays a critical role in shaping the relationship between the child and his/her development. In other word the family, school and neighborhood has the most and earliest influence on the child's development. In light of this, the study dealt within the theoretical underpinnings of Bronfenbrenner's (1979) ecological systems theory which holds that development reflects the influence of several environmental systems. If we are to understand any aspect of children's lives such as education and psychosocial wellbeing, this context must be considered.

According to Bronfenbrenner (Bronfenbrenner, 1998) the ecological perspective is based on the premise that child development takes place through processes of progressively more complex

interaction between an active child and the persons, objects, and symbols in its immediate environment. Human beings, Bronfenbrenner suggested, cannot develop in isolation, but within a system of relationships that include family and society. Bronfenbrenner stressed the importance of studying a child in the context of multiple environments, in which a child typically finds himself in different ecosystems, from the most intimate home ecological system moving outward to the larger school system and the most expansive system which is society and culture. This is particularly significant because of its emphasis on the influence of social context on behavior. The system represents the family, school, the government and the culture and each of these play a role directly or indirectly in the child's development and education. The ecological framework consists or comprised of inter-related layers of four sub-systems namely microsystem, mesosystem, exosystem, and macrosystem which are synergistic in nature (Bronfenbrenner, 2004). Each of these systems inevitably interacts with and influences each other in every aspect of the child's life.

### Microsystem

The microsystem is the smallest and closest environment or setting in which children develop and contains the structures in which children have direct contact (Bronfenbrenner, 1977, 1979; Ziblim et al.,2010). At this level parents, guardians, caregivers and the family have a direct influence on the child's socialization of how to interact with other social agents in. Thus, a child who attends school is a product of his/her family society because family is considered as the first social institution of a child's socialization. The nature and quality of relations that children have at home or among their peers have been shown to carry over and influence their behavior in school. Bronfenbrenner (1979) maintained that the family influences all aspects of a child's development including language, nutrition, security, health and beliefs. The relationships tend to be reciprocal- individuals influence their microsystems and these microsystems influence them in turn (Bronfenbrenner, 1979; Garbarino & Ganzel, 2000; Muuss, 1996, as cited in Ziblim, 2010). For example, a child's parents may affect his or her beliefs in obtaining a good education and avoid problem behavior (such as alcohol or drug abuse); through this the child also affects the behavior and beliefs of the parents toward supporting his or her education. This results in increased parental involvement at his or her school. In microsystem bronfenbrenner suggests that students learn and develop through their person-to-person interactions with parents, teachers, and

peers, and through the influence of their personal characteristics (e.g., personality, intelligence, gender). (*Home factor: poverty, poor nutrition, low parental education, low parent involvement in child's education*)

### Mesosystem

For a child, the mesosystem is made up of interactions among the school, peer group, family, neighborhood and involvement in other activities forms the mesosystem. Those interactions with the child socialize him/her to influence his/her development. In this case mesosystem is about the connections and interrelationships between the home and school. It is in the school that children develop relationships with adults outside their family for the first time. Therefore mesosystem consists of processes and linkages taking place between or among two or more of the settings in which children interact (e.g., family–school, peers–family, neighborhood–peers). Mesosystem influences provide some of the clearest examples of the potential of how teacher–student relations may intersect with other social contexts (home) in ways that are relevant to students' personalized learning. It encompasses the interaction of the different microsystems which children find themselves in. It is, in essence, a system of microsystems and as such, involves linkages between home and school, between peer group and family, and between family and community. These connections help children develop cognitively and emotionally. Consequently, a strong and positive relationship among various microsystems positively contributes to child development and academic achievement while weak relationships place children at risk of developing poor academic life or behaviors (Ziblim et al., 2010). Schools can provide children with a safe structured environment, the emotional support and supervision of adults and the opportunity to learn how to interact with other children and develop social networks (PEPFAR, 2006). (*Example: home-school: parent involvement and home follow up of schooling; Peer-family: family invitation of peers; Peer-Teacher: Student teacher interaction in home environment*).

### Exosystem

Ziblim (2010) states that unlike the two systems described above, even a developing children does not participate in this system, the settings impact the developing person. It is defined as “one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the

developing person” (Bronfenbrenner, 1979,p.25). Based on the findings of Bronfenbrenner, people and places that children may not directly interact with may still have an impact on their lives include the parents’ work place and nature (not rewarding and poor income), poverty, extended family members, and the neighborhood or community contexts and family social network or family social relationship the children live in. Meaning that beyond the proximal contexts of the microsystems and mesosystem, the exosystem pertains to the linkages that may exist between two or more settings, one of which may not contain the developing children but affect them indirectly nonetheless. For instance, a child may not be involved in making the education policies but these policies will influence the child’s school experiences. In addition good income from work, flexible work hours, and child care support will enhance development and learning through good parenting practices and good nutrition. In contrast, unemployment, low pay, stress, inflexible hours, and frequent traveling could compromise healthy development and learning outcomes through less contact with parents leading to poor attachment, and inability to meet child’s basic needs (Ziblim, 2010). In the same manner that relations at home may be reflected in the classroom, events and interactions in social contexts students do not inhabit may have implications for their schooling. Developments in the exosystems are significant because they can impoverish or enrich children’s learning experiences.

### Macrosystem

This system is the most distal setting from developing children that still have significant influences on them and reflects the broad ideological and institutional patterns of a particular culture or subculture (Bronfenbrenner, 1979; Ziblim et al., 2010). It comprises the belief systems, customs, lifestyles, material resources, and opportunities that help shape interactions across social contexts. In other words, the macrosystem may be characterized as the societal blueprint codified into laws, regulations, rules, customs and norms of a particular society (Bronfenbrenner, 1977, 1979). These are represented by the national and state constitutions, conventional belief systems, core societal values, and the mass media. For example, societal norms and values that encourage large families, early marriage, or discrimination against certain racial or ethnic groups, and failure to provide educational facilities in all communities or for school-age children will negatively affect learning outcomes and future adaptation. Cultural influences or ideologies influence the child’s educational experiences. Therefore macrosystem

represents the broader cultural and subcultural systems that help shape relations in microsystems, mesosystems, and exosystems.

Bronfenbrenner's ecological model to the study with a multisystem perspective that combines biological and psychosocial factors including individual, family, school, and neighborhood characteristics. Socioeconomic status, culture, ethnicity and other stratification processes such as discrimination are essential factors affecting child development and his academic life. The processes can either promote or inhibit developmental processes. *The ecological niches can influence individual Child's self-perception, communication, hope, life success & social health; self-concept (low self-esteem, low self-confidence, and hopelessness and low school attachment) if not treated appropriately. And further can result in poor academic achievement in a given community or negatively affect learning outcome of a particular group of people.*

Lastly an ecological model gives us a framework from which we can understand the complex ways in which each of the systems inevitably interact in contexts such as cultural, social, relational and national processes shape the psychological processes that enhance or impede academic performance and achievement.

In order to improve minority school children academic attainment, creating common understanding and the collaborative effort of different systems is important.

## **CHAPTER THREE**

### **3. Research Methodology**

This chapter introduces the methodology of the research, including research designs and methods used to collect data in the field in selected woreda's of Kambatta Tambaro Zone, in Southern Ethiopia. The data were collected from core stakeholders: school children, parents, teachers, school directors, and education office experts in the study area.

#### **3.1 Research Design**

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

##### **3.1.1 Qualitative Approach**

There are two major approaches in social science research, quantitative and qualitative, each approach has its own set of philosophical assumptions and principles which assist researchers in approaching and dealing with the world under investigation (Bryman, 2008; Creswell, 2003). Research based on the quantitative approach starts with a hypothesis and data are gathered to test the hypothesis. The aim is to develop generalizations to a wider population from a limited sample using a deductive approach. The qualitative approach is embedded in interpretive social science. The methods used would largely be designed to use participants' own words and experience to elucidate the phenomena under study (Bryman, 2008; Patton, 2002). The qualitative researcher is interested in understanding how people make sense of their lives, experiences and the structure of the world. Instead of keeping at a distance from the reality and the informants, he/she heavily relies on the voices and interpretations of the informants, and keeps a minimum distance from those researched (Creswell, 1994). The researcher is, hence, the primary instrument for data collection and analysis. Therefore, this study employed qualitative research method or approach in an attempt to explore and better understand the educational experience of potters' school children in primary school and the existed social support.

Qualitative research is empirical research where the data are not in the form of numerical and it normally looks for patterns of interrelationship between many categories rather than the sharply delineated relationship between a limited set of them (Punch, 1998). So, it is difficult to fully understand the experiences of another person by using quantitative methods. One cannot understand human actions without understanding the meaning that participants attribute to actions – their thoughts, feelings, beliefs and views. This is considered that it would help to understand the views of school children, their parent, teachers, school directors and education office experts regarding educational experiences and the social support existed for school children.

In addition, qualitative methods permit inquiry into selected issues in great depth with careful attention to details, context and nuance that data collection need not be constrained by predetermined analysis categories and contributes to the potential breath of qualitative inquiry. Creswell (2003) describes the need to have more open-ended questioning, one characteristic of qualitative methods, in order to investigate the phenomena in depth as the researcher listens carefully to what people say or do in their life setting. This creates an environment where the researcher interacts with the participants, thereby having firsthand information and an opportunity to observe the settings personally. ‘Because thoughts, beliefs, and assumptive worlds are involved, the researcher needs to understand the deeper perspectives that can be captured through face-to-face interactions’ (Ibid). Since the main purpose of this research was to explore the educational experience of potter’s school children and the existed support system to these students at school, the research design convenient for this study as mentioned was more of qualitative approach. To mean that the subject of the study needs critical thinking from different perspectives rather than a structured mechanism limited to describing the value of numbers to explain facts. Therefore qualitative case study research design was used to better understand the educational experiences of potters school children in primary school in this study.

### **3.1.2 Case Study Research Design**

To conduct this study, a case study research design was used. It was appropriate for exposing details of the participants’ views through using multiple methods in order to construct a richer, more nuanced picture of their reality. According to Tellis (1997) ‘Case studies are multi-perspectival analyses. In order to intensively examine a setting, case studies require defining a

case or unit of analysis for the research. This means that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them. This aspect is a salient point in the characteristic that case studies possess. They give a voice to the powerless and voiceless’.

Various types of case studies have been identified, including exploratory, explanatory and descriptive. The boundaries between each type are not straightforward, since they have significant areas of overlap. This study lies within the explanatory and exploratory typologies, seeking not only to describe and explain what problems children face in school and beyond, but also to explore the wider processes (social and economic) influencing the case.

Under this design, informants such as school children, their parents, teachers, and school administrators, and education office experts were included to provide a holistic picture of how potter’s school children experience in school or their education process in general. The main principle, as described by Patton (2002, p.253), is how information-rich cases are selected, i.e. cases from which one can learn a great deal about matters of importance. In conducting case studies, Yin (1994, p.26) described the need to have the same methodological framework for each case in order to avoid possible errors in the findings.

Bearing this in mind, the researcher preferred and employed case study research design, which enable the inquirer to have depth understanding about the educational experiences of the potter’s school children from the standpoint of potter family (social perceptions and the psychosocial profile).

### **3.2 Source of data**

The researcher applied both primary and secondary data sources to meet the objectives of the study. Primary data sources that utilized during data collection include observations; interview (including key informant interview), and focus group discussions. Within the study area school children, parents, teachers, school administrators, and education office experts were asked as key informants. In addition both the focus-groups and key informants used by the researcher also helped to explore the experts’ opinions on the educational experience of school children and in developing practical recommendations for the practical social support for any educational related issues of school children in their schooling. Concerning secondary data the researcher intensively

utilizes prior published researches and other relevant documents including a variety of related written documents.

### **3.3 Population of the study site**

The target population of my study is found in Kambatta Tambaro Zone, and it is located in southern Ethiopia. According to written documents the Kambaatta ethnic group is composed of more than 100 different clans (Belachew,2001,p.133) which migrated to the region in the 15<sup>th</sup>,16<sup>th</sup> ,17<sup>th</sup> , 18<sup>th</sup> century and later on in search of better place and politically stable environments to live. The work done by Belachew (2001) states that among these clans' potters (or Fuga) is of the earliest clans who settled in Kambatta.

Kambaatta Tambaro zone administratively existed with eight woreda's and three town administration. The population of the zone is estimated to be about 757,029 out of which 85.99% of the population is rural and 14.01% of the population is urban residents (Kambaatta Tambaro Zone, 2015).

Further the Kambaatta are an ethnic group dwelling on the lip of the rift valley about 336kms south of the capital city of Addis Ababa in south-western Ethiopia. The Kambaatta are bordered on the north by the Hadiya and Alaba, on the south by the Wolayta, on the west by the Wolayta and Hadiya, and on the east by the Billate River, which separates them from the Arsi Oromo. Kambatta is located on altitude of 2200 meters elevation above sea level with the highest peak of Hambaricho mountain 3050 above sea level.

The woreda's of Kambaatta Tambaro Zone are known by high population density and small landholdings of the majority of the households. The livelihood is predominantly farming and livestock herding. Even the Kambaatta people known by enset cultivation, the people do not rely on enset alone but also cultivate many other plants. Among these the commonly produced plants includes cereal crops (e.g. barley, wheat, maize, teff, and sorghum), legumes (e.g. peas, beans), vegetables (e.g. cabbage, carrots), tubers (e.g. potatoes, taro, sweet potatoes), and fruits (e.g. bananas, avocados, mangos). Also Cash crops cultivated includes coffee, chat, pepper, ginger and sugarcane. According to written documents Potters who live in Kambaatta are one of the cultural groups who are settled in Kambaatta from the earlier time in history. Occupationally they are potters (craft works) for their income and with minimal other activities like daily labor to get income in cash or in kind in return. Concerning population size there are no actual census

data on the distribution and number of potter's community as occupational minority in Kambaatta (Belachew, 2001, p.142) because they live within the majority culture and in a very distributed manner because of their sociocultural reason.

Potters though live in scattered manner over vast area; they still maintain common identities and characteristics. Although their exact numbers are still unknown, potters are numerous (estimated to be 32,000-35,000) in Kambaatta; some live in clusters while others stay in scattered homesteads, isolated by distance and society; yet they make traditional ceramic products, used by every rural and, rich and poor households (KMG, 2015; local NGO entitled Kambatti Menti Gezima Tope).It is difficult to come up with meaningful figure because of their sparse distribution and lack of literature on their censuses. Today potters are found distributively in different parts/area of the country dispersely. For example in Oromia region (in Dire hinchini, Toke kutaye ,and Nono Jima, Shashamane ,Woliso) in Benishangule region in Metekel and in Southern Ethiopia's different zones and woreda's including Kambaatta ,Hadiya , Hallaba ,Guraghe, Wolaita ,Yem , etc. Based on their distribution the total number of potters roughly was expected to be half a million in Ethiopia (Girmay, 2017). Wherever they are they are occupationally artisan (potters and tanners) with low social status.

The Justification for selecting this particular occupational community as minority ethnic group school children (from three woreda's namely Adilo, Damboya and Kachabira ) for the study purposively was that of the selected community (as occupational minority) and other non-potter's live there for long period of time and due to this they know each other in good manner, and share many things in common including language and history. And also, I know the community in good measure and their social interaction both in good and bad. So, that it is possible to obtain the willingness of respondents and the concerned official. Besides, it minimizes confusion, which usually results from being new to the area (getting sample, collaborating with the concerned individuals, the culture and tradition of the sample).

### **3.4 Sampling Techniques and Participants**

In qualitative research, participants are carefully selected on the basis of how information rich they are. Unlike quantitative research, attempts are not made to arrive at statistical generalization about the whole population. Rather, and particularly when using case study design, the goal is to expand and generalize theories (analytical generalization) and not to enumerate frequencies (Yin,

1994, p.21). Often, the number of informants is kept low so that in-depth understanding about the phenomena under study can be carried out rigorously. Qualitative researchers should be vigilant when sampling participants because of the fact that the credibility and trustworthiness of the findings highly depend on the quality of the samples and sampling techniques. As Patton (2002,p.245) states, the validity, meaningfulness and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observational/analytical capabilities of the researcher, than with sample size. In line with the qualitative approach of this study, the researcher adopted the purposive sampling technique (**nonprobability** sampling type which focused on the richest and appropriate information from participants) for selection of respondents for the study. Therefore, the study encompasses small number of information-rich participants for in-depth study.

Therefore the researcher used the **purposeful** sampling technique for the selection of schools from three selected woreda's based on the criteria of existence of high number of potters' in the area (since their distribution is very uneven) and their school children availability relatively compared to other primary schools in the area. The schools are: Edola primary school (1-8) from Adilo, Bobasa primary school (1-8) from Damboya, and Zararo primary school (1-8) from Kachabira. The participants of this study included school children and their parents, teachers, school directors and education office experts or school supervisors who were all purposely selected from the three primary schools and respective woreda's in the study area. Qualitative inquiry typical includes samples that are small in scale and purposely selected. Patton (2002, p.230) stated that relevance or the logic and power of purposive sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about the issues central importance to the purpose of the inquiry.

The researcher considered the following criteria to purposely select information-rich cases/respondents specially the cases that meet sampling strategy criterion of importance Therefore; the participants who met the following preset criteria were selected:

- ❑ All school children attending their education at the selected schools of three woreda from grade level 4 -8 were represented by the sample. This was because the researcher assumed that school children at this level would be able to understand the purpose of the

study and express themselves and become cooperative. The selected sample students represent the whole potter's community school children learning in schools.

- ❑ The selected teachers have been teaching in the selected schools of the (three) woreda for a long period of time and believed to have good information based on their long year experience of teaching in the school and with giving emphasis to those who teach in the classroom in which occupational community school children found. They were asked to provide ample information on the educational and related issues of these children at schools. Selected sample of teachers used to represent the whole teachers in the schools.
- ❑ Three School directors in the selected primary schools also used to provide information concerning the existing psychosocial and socioeconomic support system that existed or related to issues of school children from the potters' family.
- ❑ Woreda education experts or supervisors of the education office from three respective woreda's (based on the information they have about the specific community school children) were used to provide information on issues pertaining to the support strategy for the potters' school children particularly in the schools.
- ❑ And also the researcher used parents of school children based on their long year experience of living together in the area and their considerable interaction both with the school and the other community.

At this point, it should be made clear that, all participants such as teachers, directors, and Woreda Education office experts or supervisors were from non-potter family. This was because unfortunately, the researcher never found any potter family in the schools and education office. As a result, the sources of the data were largely generated from six potters' school children and their parents, six teachers, three school directors, three experts of woreda education office who were purposely selected based on the above criterion. In total, there were 24 participants in this research. From these purposely selected participants students, parents, teachers and school directors were individually interviewed and experts from woreda education office also participated in key informant interview (NB: Participants selected for interview/KII are those who are not included in FGD).

Table 3.1: School Children Participant Background Information

Participant	Sex	Age	Grade Level	School Name	Woreda Name
1	F	17	6 <sup>th</sup>	Bobassa Primary School(1-8)	Damboya
2	M	14	5 <sup>th</sup>	Bobassa Primary School(1-8)	Damboya
1	M	15	4 <sup>th</sup>	Edola Primary School(1-8)	Adilo Zuria
2	M	18	7 <sup>th</sup>	Edola Primary School(1-8)	Adilo Zuria
1	F	13	4 <sup>th</sup>	Metum Zararo Primary School(1-8)	Kachabira (shinshicho)
2	M	16	6 <sup>th</sup>	Metuma Zararo Primary School(1-8)	Kachabira (shinshicho)
Total =6 participants					

Table3.2: Parents Participant Background Information (respectively)

Parent participant	Sex	Age	Educational Background	Religion	Occupation	Woreda Name
1	M	42	Illiterate	protestant	Daily labor	Damboya
2	M	47	Illiterate	Orthodox	Pottery trade & tanning	Damboya
1	F	46	Illiterate	Protestant	pottery	Adilo Zuria
2	M	38	Grade 4	protestant	pottery	Adilo Zuria
1	F	37	Grade 8	protestant	Daily Labor	Kachabira(shinshicho)
2	M	40	Grade 3	protestant	pottery	Kachabira(shinshicho)
Total=6 participants						

Table.3.3: Participant Background information of Teachers ,and directors and Office Experts

Participant	sex	Age	Position	Qualification	Experience in year	School Name	Woreda Name
1	F	34	Teacher	Degree	16	Bobassa	Damboya
2	M	46	Teacher	12+3	18	Bobassa	Damboya
3	M	38	Director	Degree	12	Bobassa	Damboya
4	M	48	Expert	Degree	26		Damboya
1	M	54	Teacher	Degree	22	Edola	Adilo
2	F	36	Teacher	10+3	15	Edola	Adilo
3	F	34	Director	Degree	13	Edola	Adilo
4	M	47	Expert	Degree	26		Adilo
1	M	38	Teacher	Degree	14	Metuma Zararo	Kachabira
2	M	42	Teacher	Degree	21	Metuma Zararo	Kachabira
3	M	51	Director	Degree	24	Metuma Zararo	Kachabira
4	M	41	Expert	Degree	14		Kachabira
Total=12 participants							

## FGD

Table 3.4 PTA, School Children and Children parents Focus Group Participants

PTA		School Children		Parents of school children	
One group consisting of 7 members		One group consisting of 7 members		One group Consisting of eight Members	
2 Teachers		male	female	male	female
1 School Director		6	1	7	1
3 parents (non_potter)					
1 Kebele Representative					

### 3.5. Instruments of the Research

The methods employed by the researcher in this study were interview (including key informant interview), personal observations, focus group discussion, and document analysis in order to obtain necessary data for the study. The tools mentioned above were developed by considering the objectives of the research. This multiple source of information's are sought and used because no single source of information can be trusted to provide a comprehensive perspective program. By using a combination of interview, observation, and focus group discussion and others the researcher was able to validate and cross-check findings. The use of combination of data type's increases validity as the strength of one approach can compensate for the weakness of another. To make understanding easy to respondents, the instruments was originally developed in English and translated in to Amharic and in to local language kambaattigna. The content of the tool guides were evaluated and approved by the advisor before their application.

This chapter introduces the methodology of the research, including research designs and methods used to collect data in the field in selected woreda's of Kambaatta, in Southern Ethiopia. The data were collected from core stakeholders: school children, parents, teachers, school directors, and education office experts in the study area.

#### i Observation

As one of the predominant tools observation used to investigate interaction of potters' school children with non-potter in different setting (in the class room and in the outdoor activities). As stated by Venn Blerk (2006) children sometimes are less confident in speaking during interview as compared to adults and observation is useful in understanding respondent's life through interaction and understanding them. .

It also helped to cross-check the congruence of the data obtained from potters' school children. My observation focused on students' from potter's community interaction and relationships with other students, participation in and out of class activities; sitting, playing, and interaction with others in and out classes, happiness and smile, cooperation, loneliness, showing aggressive behavior. In line with this the researcher developed an observation guide depending on the type and purpose of the observation which helped to collect data in a more organized fashion (the adapted observation protocol found under appendix III). Among many types of observation guide this study used a checklist which helps to collect data through observing different types of activities occurring in the setting. The focus is inevitably on easily observed behaviors or skills that happen within activities. The checklist was filled out during and after the observation. The school observation was lasts for 1 to 2 hours (per observation) in which the subjects observed and I the observer recorded data regarding the planned target behaviors.

In conducting classroom observations after identifying the section of students to be observed, the researcher was introduced by the vice director of the school to the selected class as I, the researcher was doing my thesis work which includes class observation and receive feedback on the class room environment and the students. Then I sat at the back of the class and with not interrupting the flow of the class, I started the observation process. Then I began to write notes in my note book what I was observing otherwise it is difficult to memorize and document the data later. Activities observed in the room include sitting, playing, and participating in pair and in group. Also checklists may not be exhaustive or comprehensive and in the notes section, I the researcher wrote any additional observed behavior, including strengths, which was relevant to the research. This was because checklists work best when observers record additional comments on the context or when linked explicitly to other observations that have been done.

I used different times for my observation schedule for three primary schools in the selected three worda's. At morning I used to start observing children from 8:00 am to 10:00 am as children already enter the class; and 10:15 \_ 10:45 am students in break. In the noon, I started at 1:00 pm until 5:00 pm.

Further observation was took place in the common areas of the school compound and captured peer interactions and subsequent school children positive or negative reinforcement for the behavior. Therefore, observation was used as a main tool to understand potter's school children

interaction with other non-potter school children in the school. So, the relevant data collected using unstructured participant observation.

## ii. Interview

Interviews serve to get an insight into issues that cannot be observed directly, such as people's experience, knowledge, feeling, attitude, perspectives and activities that happen at some point of time, how people organize and define their activities or the world, through questioning them (Patton, 2002). By doing so interviewing allows to enter into the other person's perspectives. Qualitative interview starts with the assumption that the perspectives of others are meaningful, knowledgeable, and able to be made explicit (Patton, 2002). Bryman (2008) stated that **semi-structured** interview' is probably the most widely employed method in qualitative research'. Patton (2002) explained the advantages of using this type of interview as it helps the researcher to produce an interview guide questions or issues within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. In this study, the type of interview guide employed was semi-structured or in-depth interview which was prepared by the researcher to interview participants to find out from them things which can't be observed directly, such as people's experiences, feeling, thought and intention. So by using this method the researcher investigated the perception of potter's school children, their parents, teachers, and school administrators, and education office experts to get perspectives of school children toward their peers, teachers and their self-perception in the school environment as well as their interpersonal relation. The interviews were guided by pre-prepared questions for each of the interviewees (see Appendixes I: A, B, C, D, &E). The interview was conducted both in Amharic and the local language Kambattigna; both languages spoken in the study area. School children and their parent respondents found it much easier to answer in their local language. Mostly Amharic was used for teachers and school directors. The use of local language with children and parents helped me to gather more information and bring the respondents even more closely and friendly to me. The major aim during interview is to assure that informants are feeling comfortable so that they feel free to talk (Kvale, 1996).

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

existing support system about students' psychosocial and educational problems, and related issues. It was believed that teachers and directors have closer look at the problem of children from potter's groups. They stay with school children for the whole day during school hours and are aware of most of the conditions children face in the process of psychosocial and educational problems. With regard to interviews at woreda levels, officials were very cooperative and the interviews were conducted in their choice of conducive environment including their offices.

### iii. Key Informant Interview

The Key informant interview was prepared and carried out to get perspectives from teachers, school supervisors, and experts or officials of education office. In the selection of key informants, the researcher focused on informants who have better understanding about the potter community and their school children (or focus on those who believed to have knowledge about potters community and their children in school) life. For this purpose the researcher were used 6 teachers from three selected school (two from each school), 3 school directors, and 3 education office experts. Key informants were not only useful for soliciting a lot of information on the research topic, they were also essential in locating other informants through their connection with and knowledge of specific the community and their school children. These informants were also important particularly in fighting the challenges of psychosocial issues of potters' minority school children.

### iv. Focus Group Discussion or Interviews

Focus Group Discussion is one of data gathering tool of qualitative research approach in which invited groups of people are interviewed in a discussion setting in the presence of the session moderator. The type of data that are obtained in this way include opinions, assertions about beliefs, expressions of agreement or disagreement with other participants, and processes in which individual or group identities are built. It is a group interview in which participants, ranging from six to twelve discuss a fairly tightly defined question and generally these discussions last for one hour and above (Bryman, 2008, pp.474-475).

Focus group discussions in this study conducted with different categories of informants including school children, the parents of school children, and Parent-Teacher Association (PTA), (see Figure 3.4). For this purpose the study used one FGD with school children, one FGD with

school children parents, and one FGD with parent-Teacher Association (PTA). In such away the researcher explores the educational experience of potters' school children.

The discussion was guided by pre-prepared open questions that were developed by the researcher, based on the objectives of the study (*see Appendixes II: A, B & C*). The discussion was conducted through using both local Kambattigna language and Amharic language and facilitated by the researcher himself and cooperation of some school teachers and undertaken in their home compound, which was chosen for their convenience. The school children focus group interview participants were found in an age range of 13-18 years. Information rich school children's were selected from school with the help of teachers' for group discussions (six boys and one girl were used in the group). The sessions took up to two hours. All discussions were tape recorded and other key information was noted in a notebook.

The data generated from the interactions with a group is often deeper and richer than when applying other methods, such as individual interviews, due to the fact that it involves debates and discussions with different people who have different opinions and views (Bryman, 2008; Marshall and Rossman, 2006). However, it may sometimes be difficult to manage if the group is too large. In this study, each group was consists of six to eight people.

As most parents were not found at home because of their daily labor/work, parents' focus group discussions were conducted on weekends. The next groups of informants were PTAs at school level (PTA: consisting of seven people: namely two teachers, three parent representatives, one head of KERP and one school director). PTA's are those have the responsibility for raising awareness of the community on the benefits of education and for encouraging parents to send their children to school. They are expected to work hand-in-hand with the community to solve educational problems. The group discussion created a sense of companionship and interaction. After the data collection, I did preliminary analysis of the data I had gathered so far from the key informants, parents and their children and from my personal observations and other concerned bodies.

## V. Document Analysis

Document Analysis was another alternative mechanism which was employed to gather the required information. Documents refer to already available sources of data that are not produced at the request of the researcher (Bryman, 2008). Such documents are important in case studies,

‘to corroborate and augment evidence from other sources’ (Yin, 2003, p.87). In this study the profile of school children educational experiences, and their pupil to pupil and pupil to teacher interaction in the school given the focus , demography, social status, intervention of concerned bodies were analyzed through the use of this method. The document analysis basically formed part of Chapter 2.

### **3.6 Procedures of Data Collection**

The procedure of the research began with the field work which was done from the beginning of December 2019/2020 to the end of to the end of May, 2020. Before starting the research on the ground, a researcher obtained a formal letter from the School of Psychology to the study area to get access to the target population .In such away the researcher met the study population in the study area in accordance with the problem stated. Even if I know the society it helps me a lot in softening the process to get consent from respondents and in acquiring the required information for the research purpose and further helped me to minimize some unnecessary misunderstanding in the areas of research. Even when informed about the very purpose of the study, some respondents were needed to look an official letter before they gave the required information. The selection process was done by their dense distribution (since the study group found in a very distributive manner in different localities), asking whether the respondents were willing to participate in the study as well as describing the place and time of the interview session. The purpose of the research was reiterated before the start of the discussion and interviews and explanations were given in relation to the questions that would be asked. The discussion or interview was conducted in both the local, kambattigna, and the official, Amharic languages. As the interview proceeded, I found students and their parents more close and open in the conversation which was very important to fulfill the goal of my research work. When the responses were contradictory with one related with another, I tried to make the questions clearer and simple so that children could understand and response in a better way. Even, I set up eight discussion sessions three with school children, three with parents and two with PTA’S. At the end, only three sestions were conducted because of the researcher incompatibility (this was resulted from the emergency declared after the pandemic COVID-19 by the country).

### **3.7 Data Analysis Procedures**

Thematic analysis was used to analyze current study as it analyzes informants' talk about their experiences. Also to Braun and Clarke (2006) thematic analysis is identifying, analyzing patterns (themes) within data. The process of thematic analysis organizes and describes the collected data in a very systematic way and in rich detail. The data obtained through interviews, observations, focus group discussions, key informant interview and from documents analyzed qualitatively. Further it was categorized into different but interrelated factors. The implementation of different tools in this study considered to help the researcher to analyze the data from different angle. In which triangulation of participants support the researcher from being misled using only a single source. In order to classify and simplify the qualitative data gathered from the different informants, a coding scheme was developed. Hence, each quote in Chapter 4 is followed by a code referring to the origin of the quote. For instance, quotes from potter parents are coded (FGDPP-18/01/2020), referring to the focus group discussion with potters' parents followed by the date. Other keys are: interview, INT; school children, SCCHi; teacher, Tr; director, Di; woreda educational experts, WEdOfEX; personal observation, PO. To this end, thematic technique of data analysis was the option.

### **3.8. Validity and Reliability**

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

In order to avoid possible bias, triangulation was used in terms of methods, type and number of participants, and documents consulted. Triangulation has often been used as a way of treating validity in qualitative research (Brock-Utne, 1996; Patton, 2002). As described by Tellis (1997), case studies are designed to bring out details from the viewpoint of the participants by using

multiple sources of data. On the other hand, Patton (2002) describes how one can attain triangulation in qualitative research by combining both interviews and observations, mixing different types of purposeful samples. It is often said that studies that use only one method are more vulnerable to errors which could potentially lead to questioning of their findings, as opposed to studies that use multiple methods (Patton, 2002). The latter could provide information from multiple sources which could be used to cross-check validity. In this study, focus group and semi-structured interviews with multiple informants have been used to ensure validity through triangulation, and document analysis and personal observations have been used to corroborate the interview findings.

However, the degree of interaction between the two community groups potters and non-potters' (school children) in this study and the situation of occupational minorities in the country can be most reasonably the same. Therefore, since the context is likely to be the same elsewhere in the study area, there is a probability that the findings can be generalized.

### **3.9. Ethical Consideration**

While conducting research, ethics is an important issue that researchers are supposed to deal with. Morrow (2008, p.51) states ethics in research is related to the application of the system of moral principles to prevent harming or wronging others, to be good, respectful and fair. It includes consent, confidentiality and anonymity. Jones, Torres, and Arminio (2006, cited in Morrow 2008) add that, the principle of confidentiality, anonymity, and privacy are typically operationalized in research through the statement of informed consent. Conducting research with minority groups of children needs serious ethical considerations which have to be taken into account. Dealing with sensitive topics presents a number of ethical issues for the researcher to resolve prior to commencing a study. Signed evidence of informed consent was signed by some informants to guarantee my formality in this study in addition to the approval of the school principals. However, oral consent was essential, and participants were instructed on their right to withdraw or decline to answer a question prior to data collection. All participants were informed about the purpose of the study and their privacy, dignity and confidentiality were given also due respect (in the sense that anonymity was guaranteed and confidentiality adhered particularly with respect to sensitive issues). In this regard, during the course of this study, the researcher strongly appreciate that respondents were not coerced for responding to questions, involving in focus

group discussion, and participating in an interview. The researcher, in conducting this research was remaining truthful in the process of data collection, analysis and discussion/reporting.

Furthermore, the researchers employed interview, observation, focus group discussion and document analysis and carefully describe and evaluate so as not to end up in wrong conclusion, harm participants psychologically, socially or otherwise. Permission to conduct the study in schools was granted by the principals of schools. To enhance confidentiality, no names of participants or schools were mentioned in this study. Letters of the alphabet are used to identify the schools that are participated while participants assigned codes to identify students, teachers and the schools they came from.

This could potentially have overtaken my role as a researcher and the ethics I am supposed to follow. After finishing the data collection from the PTA, parents and children, the preliminary findings of the study was mentioned and discussed with the woreda educational expert. I was then asked to provide the findings to the woreda education bureau and to the Zonal Bureau of Culture and Tourism after the completion of the study. The results of the field work appear in the following chapter.

## **CHAPTER FOUR**

### **4. Data Presentation, Interpretation and Analysis**

#### **4.1 Participant Background Information**

This study was carried out in three primary schools selected from three woreda in Kambatta (namely Adilo, Damboya and Kachabira). The three primary schools were selected purposefully. Students from grade 4 to eight were targeted for the study as they were perceived to be able to respond the questions. Six school children participants (4 male and 2 female) from three primary schools participated in the study, involving six teachers (4 male and 2 female), three school principals and three education office experts including six school children parents are participants of this study. FGD's also conducted from school children, school children parents and from PTA'S. Focus group discussion conducted with students in Adilo first cycle secondary school consisting 7 members six male and one female of different age (see table 3.1, 3.2, 3.3 & 3.4). Qualitative data were analyzed to provide an overview of the educational profile of potters' school children in light of educational issues including school children interpersonal relationship with school children, parents' education and perception of education, existing social support, challenges and possible interventions to mitigate the identified challenges. To this effect, the following findings are summarized:

#### **4.2 Psychosocial experience and Consequences**

This chapter presents, interprets and analyses the educational and related issues of potters school children based on the data collected through interviews, focus group discussion and personal observations. Also explored the existed social support systems and the roles played by parents, teachers and NGOs in the study area in relation to potters school children. In light of the toll of adverse life conditions on children's education and wellbeing, it is important to investigate how children can be supported and what interventions teachers, parents, and NGOs in particular in a school setting. Regarding the social issues, the present study gave emphasis to the interpersonal relationship potters school children and non-potters students. Main findings of the study presented under major themes and subthemes that are basically related to the issues raised in the research questions. It has shown how different factors influence occupational minority potters school children learning. Therefore, this chapter focused on presenting, interpreting and analyzing the major research themes through figuring out possible patterns of behavior and related with relevant literature and theories where necessary.

#### 4.2.1 Social Experiences

The educational and related psychosocial problem of the occupational minority potters school children appear to be related to both socio-cultural and economic disadvantages of their parents. As the result of the interview revealed potters are considered socially, economically and educationally as among the most backward sections of the society. Low status, poverty and illiteracy are their common social problems which they have inherited as the virtue of them being born in a potter's family. In relation to the social experience of school children an education expert from woreda Education office explains the relationship between potters school children and students from non-potters community in schools and outside in the community as follows:

*Sitting together on the same desk and sharing educational materials like books, performing different group activities willingly and naturally is difficult in most schools of Kambatta. Some concerned teachers are still busy to correct these challenges that are greatly affecting the morale of Potters school children. Friendship between students of the two was/is really unthinkable where ever we go in Kambatta woreda's. School children from the non-potters were showing very low interest for relationship or friendship with occupationally potter's school children. (INTWIEdOfEx; March5/2020)*

He added the following concerning the factor of the situation of students in school compound and classrooms:

*All the issues of potters resulted from their parents 'way of life to mean that they practice in their daily life something which is not welcomed by the majority like eating meat of animals killed by any means. Because of these and other factors they are discriminated both socially and religiously from the other common society.*

The combined socio-cultural and economic forms of differentiation are so deeply rooted in the community that affected potters school children stay in their school life. In addition to this, the rejection of students from potter family to play and share materials with students from non-potter once again made their life with pang of sorrow and bitterness. Regarding to the relationship between Potters and Non-Potters school children education office expert from Kachabira Woreda shared what he has observed in schools;

*Potters school children do not have good relation with students from non-potters because of the discrimination in the community. Surprisingly if you carefully observe the situation of potters students in schools, you feel some kind of gap between students both in classroom and outside in the playgrounds. Non- Potter students do not approach potters deliberately. Potters school children also do not*

*have courage to make relations with the rest students because of their low self-esteem. They are not happy in their school time. They also mostly withdraw from schools or dropout and disappear from school. This mainly is related with their parents' way of life and the position they have in the community. (INTW3EdOfEx; Feb25/2020).*

With respect to the relationship between the students and parents of Potters and Non-potters families a primary school teacher from school C said the following:

*The low self-esteem and low confidence of the students from potters community was/is still another serious problem in school. It is difficult to find someone educated from potters community. Strong relationship such as marriage and intimacy between potters and non-potters is still unthinkable. Similarly no one from Kambatta is married to potters to date. Their relationship is from distance. Students and parents from potters community themselves seem to have accepted the stigma because of their low awareness, fear or psychological inferiority. In general their situations are worst of all (INTSCCTr; Feb27/2020)*

It appeared that there is very little room for interaction between potters and non-potters in the study area, for there is nothing that brings them together. In light of this the finding of this study explored that, centuries old traditional practice of discriminating and looking down of potter family is still intensely deep. Numerous potter school children do not aspire for secondary education, which is also partly attributed to the lack of role models. Reminding people of their role models, individuals who are perceived as worthy of emulation, may remind subjects of a positive aspect of their social identity, offsetting negative self perceptions, improving performance, and thereby lessening the effects of negative stereotypes (Joseph & Tomáš ,2019). It is too difficult to find adults from potters community that have attained higher than primary education and the majority leave school without completing secondary education and even the primary. In times of identity definition, an absence of adult role models and a disruption in social settings can impact an adolescent's moral development and practice. One of my School director informant from school A said the following concerning the existence of discrimination of potters school children both in schools and in the community;

*The discrimination of potters has very long history since our ancestors. Its influence today is creating a pressing pain on potters' school children. Their schoolmates from non-potters group are not interested to make any relationship with potters' school children. Schools are trying to treat them as much as they can. Dropout is also very common among potters' students. Their academic achievement is also low. (INTSCADi; March6/2020)*

This discrimination may discourage potters students from working hard in school because they do not perceive the long-term benefits of education. The facts that school children from potter family are the central targets of social stigma and discrimination; their social relationships with students of non-potter family are found to be very slim. According to the finding of this study potters school children have been treated at the societal levels with in ways that limit their opportunities to succeed economically, professionally, politically, and socially. During the discussion with PTAs, the kebele leader said that;

*Most potters have no land access because of this factor they are very poor and have no agricultural practice. Their income generating means is only through making pots, currently some engaged in daily labour and working for private houses for kind return in the form of food or food item. Their occupation which is related with earthen material and tannery is poorly recognized by the many non\_potters in Kambatta. They are different in every way from the rest of the population in that they violate food taboos, such as eating dead animals. This social condition has its own reflection in schools. Because of these there is no close interaction between potters and non-potters community and students. (FGDPTA; March30/2020)*

Although most of the school children parent informants realized that education is important and necessary for their children, they don't not know what to do to help their children to have better educational attainments. They said this in view of conditions which are beyond their ability terminated schooling of their children. One of my male group participant said the following in thought of that education for their children's further life is a loss rather than benefits:

*It is difficult for our children to be considered like others after their schooling. Even if they complete their grade in school, they could not find jobs like others (confidently). They return to their family's jobs that is what we don't encourage. This problem kills our aspiration for our children schooling .It is useless. Because of this reason we do not want our children to study. We let them participate in other labour work and earn income and support parents. (FGDSCCHiP; March30/2020)*

They hesitantly considered the benefits and value of education in terms of jobs and income needed to escape from hunger and poverty. Rather as many potters school children parents revealed in group discussions that they needed social status, close connections with societies and authorities, or the financial ability to obtain jobs for their children. This implies that the existence of potters' community low participation in the social activities, and having limited or no access to positions in the community and in the local government make them unmotivated to believe in

education and send their children to school and follow up accordingly. Thus, they inevitably have less social status and limited connections. The existing evidence suggests that discriminatory practices remain (directly or indirectly) widespread and continue to affect the way these people work, the opportunities they have, the quality and nature of the relationships they forge, their well-being, as well as their sense of agency. This in turn made them to have a feeling of isolation and intimidation.

During my potters school children parents interview in Damboya I asked his feeling about non-potters toward them and their children in school. He responds emotionally as follows;

*Our livelihood is based on making pots; we cannot send and teach our children to school like others because there are so many social problems here. Our children's are always mistreated in the school and in the neighborhoods. There are so many ways to help us improve our way of life so that we do what others saying to us about our children. (INTSCAPP; 13March 2020)*

Potters do not own productive assets, land or cattle. This has left them with only limited economic activity, pottery production, which has to be done every day.

Some children from potters families did not consider education to have higher value either, because according to them education was not necessary. Even they believe that their future life did not require a high level of education. School children group discussion participants in Adilo seem to ask themselves in saying like why we bother going to school if we are not going to get a job or a job which will be better than our parents or siblings who have completed high school. In relation to this one of the school children in Adilo, who, during the interview noted that his elder brothers have finished grade ten stated the condition like:

*My brother cannot find a job...he has been looking for a job for almost two years and we couldn't see any benefit of education .If learning is to be like them it is a waste of time and energy and better to look for another means of income by doing so we can help even our families financially. (INTSCBCHi; March26/2020)*

Societal limitations and difficulties exerted influences on potters' children's goals and their educational plans. Because of this reason some children of potters undervalued education. Potters school children's who do not believe that there are relevant, practical rewards to school achievement are less engaged in school and are less likely to do well.

But some other group discussant students have positive attitudes towards education and believe that education is meaningful, relevant and related to their future success. Among those who

believe on benefits of education one of my informant grade six age 17 children from school B when stating about importance of education and his future he explained the issue as follows:

*To do well at school is not an easy job. We learn so much knowledge but we do not know what this knowledge is for and how to apply it in reality. We have no one to motivate and encourage us; we need support both material and psychological. But if we have somebody who backed up we can be good and succeed in education and help our family like other community children did. (INTSCBCHi; March26/2020)*

Such positive attitudes will help them to engage and persist more in education, have higher completion, and pursue further education if they are supported. This shows that potters' households in this study area lived in poverty and struggle for the basic needs of their daily life in the faces of societal discrimination.

Also, when school children from potter family were asked to tell about their experience of social interaction with non-potter; almost all interviewee of school children from potter's family have experienced that they are socially discriminated and rejected by their non-potter schoolmate' at school. This can then intensify psychological factors such as stress that inhibit motivation and performance in education.

In this regard, a grade 6 male student said the following during interview;

*When I was in grade one, I used to play and share materials together with non-potter students of my class. They were not corrupted and innocent. But, when we grew up, they knew that I am from potter families. Since then, they distanced themselves away from me. No one is willing to sit and play with me in class. (INTSCBCHi; March25/2020)*

Concerning the social stigma and discrimination of potter group of students, and their friendship FGD participant of grade 6th student shared his experience that he has encountered of by saying;

*Once upon time, while we were coming to school, non-potter schoolmates call my friends name and said, 'you impure and you smell, No one sits with you in class.' As a result of this humiliating action, he always changes the way when he comes and goes to school but later he was forced to drop out. (FGDSCBCHi; March28/2020)*

Children who have been continually exposed to discrimination almost always experience a significant change in their beliefs and attitudes, including a fundamental loss of trust in others. Social withdrawal is one symptom displayed by pupils categorized as internalizers who may also experience anxiety and depression as a result of social discrimination. Students learn that some social groups are perceived more favorably than others. Viewing oneself as different from the

majority group could conceivably lead to low self-esteem. These perceptions can then have a negative influence on student achievement through stereotype & threat, and confirming negative stereotypes of one's group hinders performance. Mwoma and Pillay (2015) states that the stress that one could undergo with regard to stereotype in school can undermine academic performance even if no one openly expresses this belief. Also teachers from different schools reported that there is poor school attendance and they don't come to school regularly because of inability to cope up with problems like name calling and loneliness, and stigma experience, meaning that they are often harassed on the grounds of customary & social practices and cultural factors. The data obtained from teachers revealed that in some cases potter school children often tried to hide their identity because of fear of discrimination from non-potter family who despised and underrated them because of their way of life. Similarly, aged 16 and grade 6 student, remembered what she had experienced from non-potters in her school stay and explain how the situation gradually changed;

*In my early grades I used to play and share materials together with non- potter school children of my class. But when we grew up, they knew that I am from potter families. Since then, they distanced themselves and isolated me. When I told the issue to my mother she immediately changed my school and we also changed our living home to other kebele .Now, I sit alone in the class and no one is interested and willing to sit and play with me since I am from potters' community. (INTSCCCHi; Feb29/2020)*

Everyday social interaction of these students was strained, the participants reported that they received negative responses from non- potter students and community. Schoolmates from non-potter family discriminated them, refused to sit, play and eat together with them. This in turn had negative effect on their academic life. The researcher received credible testimonies of discrimination against potters children in school (during his observation), including sitting with their own groups in the classroom.

A senior office education expert from school B, has also shared his observation regarding potters school children's relationship with others school children. He said:

*Even though it is not mentioned officially, potters students' discrimination from their schoolmates and classmates is obvious. Most school children from non\_potters have no interest to make relationship with potters' school children. Potters students themselves play, eat, or study together with their own groups. Sometimes students from the non-potters insult or humiliate potters school children in relation to their family's ways of life. Most of them withdraw from early grades because of mistreatment by their schoolmates. The application of fairness and equality which existed on policies and laws about minority education is very shallow and it is just on paper particularly here in Kambatta. (INTW2EdEX; March16/2020)*

Therefore, in order to tackle the problems of potters school children government, community members and teachers in particular should pay due attention to children who are exposed to discrimination and violence . It is important ,therefore, working on the discrimination of potters school children minorities and improving their self-efficacy can also help students to improve their whole life particularly education. School adjustment also plays a vital role in a child's life, and it is like a pillar on which child's entire life is based. It is not only related to a child's progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation.

#### **4.2.2 Psychological Experiences**

The existence of persistent exposure to discrimination led individuals to internalize the prejudice or stigma that is directed against them. Such internalization may be manifested in shame, poor self-esteem, fear and stress, as well as poor mental and physical health. For example Yogev and Ilan (1987) stated that psychological depression involves mood swing, anger, anxiety, distress, and withdraw. In fact, both discrimination and economic pressure have long-term effects on ethnic individuals' academic and psychological well-being (Miguel, 2010). In relation to this, one of school children grade 7<sup>th</sup> and aged 17 FGD participants said the following in bitterness:

*Non-Potters students always underestimate us. They believed that we all are still eating dead animals and mention us by what our society ate skull of animals locally called 'boo'na ittanchu' (head of ox) and in humiliating make other students laugh on us. Such kind of degrading makes us sometimes bitter toward non\_potters students. Our interaction is very limited and from distance both in schools and in the community. We have no friendship with non\_potters school children. (FGDSCBCHi; March28/2020)*

The Focus Group Discussion and interview participants of potters' school children explained about the reason for social discrimination and peer rejection in school which is due to the

traditional practices of their family. They are still socially discriminated and looked down by the community. He added:

*I am too shy and silent when I am in class except following my class I wouldn't talk to anyone .When I was in grade 5 one of my class mates who sit at the back of my chair continuously pinch me and lough at me by showing what he is doing to others .He did it repeatedly even while teachers are at class; I told him to stop it but he didn't later I become very angry and kick him and strike. Later a supervisor brought us to a director office and the director begun to flog and kick me without asking the reason why we quarrel. (FGDSCBCHi; March28/2020).*

As data gathered through interview and observation shows that school children from potters' family were looked down and degraded by non\_potter school children both at the school and in the community. Low self-confidence, poor self-esteem, frustration, anxiety and depression were major psychological problems faced by students from potter family. This finding is somehow consistent with Efrem's (2015) finding which revealed that potter school children showed lack of self-esteem, loneliness, and depression compared with other students in all visited schools. Due to these factors school children from potter family experience stress and worry following the situation existing at the school and in the society; and further they feel inferior.

In relation to these a grade 6 school children express the condition as follows;

*Whenever I think the occurrences that experience I feel despondent and dejected. Even sometimes, I wish I was not born; to die is better than to be in this condition. Because of my family's work and way of life no one is willing to be with me. I have no one to study, to play and talk, so what is the point of living? I go and come from school alone always. (INTSCCCHi; March3/2020)*

The data gathered through interview, observation and discussion shows that school children from a potter community express behaviors like low self-esteem in their relation with others and lack confidence in reflecting their issues or problems to their teacher and school directors. This led them to desperation and hopelessness. An individual who reports a low level of confidence, co-enthusiasm and evaluation of him/herself is said to have a low or poor self-esteem. As it is expressed by Ngoc (2013) internalizing disorders can negatively affect a student's academic performance at school. Because internalizing behaviors are directed inward, away from the external social environment, they are typically more disturbing to the student. As a result, many teachers view students with internalizing behaviors as merely shy, overlooking the negative consequences of this behavior on the individual.

Similarly, a grade 4 student aged 13, remembered the situation in which he first played, talked and laughed with others freely but since he was observed by one of his class mate while he was with his mother selling pots in the market and immediately the next day the situation was changed in school .He expressed the condition as follows;

*When I went school the guy who saw me in the market gathered my classmate and pointing toward me calling my name 'look he is coming his mother is a potter (in kambattigna 'dora wezzanu' means pot makers).' From that day on or in the meantime, they heard that I am from a potter family and immediately turned their face off from me. (INTSCCCHi; March3/2020)*

These shows how a negative relationship or discrimination by others can discourage potters' minority students from active engagement in educational activities .On the other hand how a close and positive relationship with peers can create a great source of motivation.

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

*If the outlooks of the society become changed and things become conducive, I would like to be a pilot and fly round the world and show my family to the other world's life. He said this is my all-time dream. (INTSCCCHi; March3/2020)*

When asked about the vision after schooling, however, almost all of them replied in desperate and hopeless manner that they were not even sure of successfully completing school life accordingly. In despair and sense of hopelessness a grade 7th student said;

*First, what do we have? We are not treated as humans here! We have no equal right with others. Second, what is the future after my graduating? As far as I know, I have not seen any one from our group assuming government office or being hired by the government. (INTSCBCHi; March25/2020)*

As a consequence of the continuous rejection and exclusion from non- potter schoolmates, potters school children developed the feeling of worthlessness. Experiences with or perceptions of discrimination in the study area damaged the confidence of students of potters' group and contribute to academic disengagement. Furthermore, most of them did not aspire to finish elementary level of education, so they themselves undervalued education and thought basic literacy was sufficient.

In line with this idea, the findings of this study confirm that, those reactions forwarded to students from potter family by their non-potter family peers often made them perceive

themselves as worthless or useless. This finding is somehow consistent with Kassahun (2017) finding revealing that minority ethnic groups (Manjo) students; in that majority of primary school students of minority Manjo ethnic groups were defined to have low self–confidence.

#### **4.3 Educational Challenges of Potters School Children**

The educational problems of students from potter community are considered as an important major variable in this study. There are several factors responsible for the educational problems of potters' school children. Their educational challenges related directly or indirectly with the family economic status or household income, poverty, parent's education and perception of education, the burden of children combining work and schooling, peer relationship ,teacher \_student interaction and support system at school. According to Lewin (2009), although large number of children has started primary school than ever before, the rate at which children absent themselves, repeat, and drop out from school had remained high in poorer countries. However, there are variables of which play major role in educational challenges of these students.

##### **4.3.1 Family Household Income and Poverty**

Potters did not own productive assets, land or cattle. Almost all their income generation depends on pottery, a very few are engaged in manual works like working on traditional furniture. The existing societal problem left them with limited economic activity especially pottery and tannery which is very time consuming, laborious, tiresome and less pay back. As result most potters family are living under poverty with low income. Their social and cultural participation in the society is very limited. In this serious economic problem, many of potter family students were unable to get enough food, cloth and school materials hence. Because of these multiple factors school children of potters' family were forced to absenteeism, grade repetition and dropout from schools. In relation to this age 14 and a grade 4 student said that;

*I regret always when I look at my previous classmates who are currently in grade six .I was repeatedly a dropout from school because most of the time we have nothing to eat in the home .It is only my mother who makes pot to buy food for us which is not enough for the whole family .our father is a drunkard and didn't help our mother. If he got money by any means, he used only for his drinking without bothering about us. Our family is too large and could not afford to meet our needs and school costs. Because of this reason, I was a drop- out of the school for three years, to work daily labour in the cafeteria with minimal payment. (INTSCBCHI; 26/2020).*

Implies that among the many factors of the low engagement of potters' parents in their children's schooling is poverty which prevented some households from affording the school resources and other school expenses. The economic disadvantage of the potter parents are confined for centuries to a poorly paid and undesirable form of work which is considered to be impure. The main source of incomes still depends on production of pot and sale of it. They generally serve as potters, labourers, casual work, and others to generate their daily income. This has resulted in extreme poverty, low levels of education, and lower access to services. The findings of this study revealed that socio-culturally disadvantaged potters in society have restricted opportunities for economic development.

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

*My parents have six other children. I am the only girl in the home to be in school. My parent couldn't teach all of us covering the basic school materials. My mother and father have no means to generate income. My mother is a local religious woman who goes here and there to pray for the diseased. I make pots by myself and take them to the market for sale with my grandmother. From the money, I have to buy clothes and school materials; and give some money to my family. To do this, sometimes I missed a class. Even I repeated grades for two times. (INTSCACHi; March11/2020)*

Implies that poor families cannot afford the physical needs and school materials for their children. Hence, they are unable to feed themselves let alone sending and helping their children in school. Therefore, they urge their children to deal with income generating activities. These parents do not have the capacity to cover expenses for papers, pencils and other necessary school materials. As a result of this, many families of potter community are challenged to meet their children's needs for schooling. Almost all of these community members belong to the poorest strata of the society. It was indicated by parents that their inability to afford to send their children to school is partly because of this economic disadvantage. Poverty among potters shows that they are not in a position to even know what they can do to help themselves and their family. Household income particularly directed to parents plays the major role either to continue children's schooling or to keep them out of school. Household income includes money generated by parents to feed themselves and their children for every purpose including the cost of education as an important factor for children's wellbeing. Regarding the economic condition of

potters' community during the discussion with PTA one informant revealed that the economic situation of the potters is accompanied with their extravagant behavior and further related with their belief. And he said in relation to this as follows:

*They make money and they spend all in one night. They do not consider that there is a tomorrow. It is they who always get drunk. They sleep on somewhat in dirty and unclean home environment. Their homes are not even clean to enter. They sleep on muddy floors. Some of them also smell because they lie on unfinished skin which they brought for tanning .It seems they depend on the thing that they know they will get money again tomorrow, because they alone have that skill which no one else can take over. (FGDPTASCB; March30/2020)*

Because of this fact some potter school children lacked meals in their homes and come to school without having breakfast. As teachers reported some potter's school children come to school hungry and have no breakfast food at home. This is something related with their culture in which they believe in today without leaving nothing for tomorrow. Potter school children did not have meals at home; some of them would even choose not to come to school even if they need it seriously. To come to school without breakfast could be starving at home. USAID and CRS (2008) argue that, children who are not hungry are better able to concentrate in class. To mitigate this, interviewees suggested that there will be a need to provide support for potter school children. Therefore, providing support in the form of food parcels for occupational poor minority school children is critical in ensuring that they do not go to school hungry.

The findings of this study further clearly revealed that, the economic capacity of potter family is very low because of their subsistence way of life. Therefore, the family incomes represent important resource that can influence a child's academic aspirations and success. The greater the socio- economic resource are in a home, the better the academic performance and school completion rates of students (Mwoma & Pillay, 2015). Therefore, unless some measure is taken to ameliorate their economic problem, the education of these children remains at risk.

#### **4.3.2 Child Labor**

The economic problem of potters is not only limited to the low return, on or the traditional way of production, but also to the lack of other labour market opportunities. Partly this created lack of hope for the parents to send their children to school, and increases the lack of relevance of education to their community. Instead, all parents maximized on their children's skill of pot

production from an early age .For potters children are considered vital for the continuation of the family income. Hence, children generate income for the family. This also seemed to exacerbate the prevalence of child labour. Economic disadvantage not only resulted in lower income in the family, again negatively impacted children’s schooling.

In most cases of my interview and observation by large mothers and including children are engaged in making pots. Children are also required to work with their family so that they can make pots in different kind for the market day. While discussing with students in relation to child labor the researcher asked 6<sup>th</sup> grade student aged 16 to share her experience of regular class attendance and how to spend her spare time ( to study and to do homework at home).In responding to this she said the following:

*Always, I miss a class. I could not attend school regularly. I haven’t enough time to study and to do homework because in the early morning I go to the forest with my grandmother to carry clay soil and water .when I return from school I help my family in household chores in which I collect fire wood, fetch water and do other households chores . Also, I help my grandmother in market days by carrying pots. (INTSCACHi; March11/2020)*

Because of existence serious economic problem in their home many potters’ family school children are unable to get enough food, cloth and school materials hence, the students were forced to be absent, repeat and dropout from schools. A grade 5 student aged 16 said that;

*I am the first child in our home and my father died two years ago We have nothing to generate income except our mother’s pottery which is so small that could not afford to meet our needs .So to help my mother I work on a daily basis on whatever I got to meet our basic needs. Because of this reason I drop out from school and repeat the same grade again and again. (FGDSCBCHi; March28/2020)*

As a result, students might drop out and be compelled to repeat the same grade. In other word this work related factor created pressure on students school schedule. Children who combine both school and work had negative effect on their school attendance and significantly decreased their interest in schooling. For families living on extreme poverty, with very few resources to fall back on, such a postponement may jeopardize their ability to meet their basic needs. The intergenerational contract in poorer families requires children to shoulder some of the responsibility of meeting the basic needs of the family and in turn prepared them say for the running of the household (Kabeer et al.,2003). Children belonging to poorer and larger families

tend to work inside or outside homes. Consistent with this finding, Minyahel (2012) revealed that some portions of the potter children are spending their life as servants in non-potters home in household chores. The sustainability of poorer household families depends on the labour and money children contribute by engaging themselves in those works where they receive money.

Some parents encouraged their children to drop out of school to help families in the pottery work. As one of my school children parent respondent in Damboya believed it was good if students dropped out of school and did something to help their families and when he adds said the following:

*If they continue their study, they still cannot find jobs after graduation.  
However, during this time if they stay home they can make much money and help their parents. (INT SCAPP; March11/2020)*

Children could help their families in the labour work after giving up school. As they did not put high value in education, and easily followed their out-of-school friends to join some other activities rather than attending schools. Furthermore, they could work on pottery. As a result, they had money to buy new clothes or footwear. Those who were in school thought that dropping out of school would be more beneficial and enjoyable. Parents who do not see the immediate and long-term benefits of sending their children to school because they expect their children do not meet the social and economic success marker in the community are unlikely to continue to focus on education.

The findings of this study show that potters school children from child hood are burdened with domestic and economic responsibilities, which in turn affect their participation in education in relation to attending and succeeding in school. Because of this reason, these students miss their classes and are further forced to repeat a grade and drop from the school. According to the data gathered from schools there is very few or less number (sometimes none) in some secondary schools from potter family, meaning that child labour rather than education has become the norm. Moreover, as the age of the children increased, the dropout rate also increased. As it noted in Mwoma and Pillay (2015) that research shows that minorities tend to enroll in schools with lower academic demands and finish school earlier, and encircled with higher dropout.

### 4.3.3 Parent's Education and Perception

Parents' educational status seems to play an important role in determining children's schooling. The participation of parents in their children's schooling may increase children's aspirations by improving achievement outcomes and changing children's interactions with school to some extent. According to the World Bank (2005), 'a plausible barrier to schooling of children may simply be the fact that parents themselves have not been to school and have no idea what schooling can do for their children'. Parents with particular levels of education or literacy acquisition seem to acknowledge the value of education for their children and are determined to keep their children in school.

According to the interview and focus group discussion carried out, most potter parents did not want their children focus on education, instead they advised and taught the skill of pot making which they inherited from their parents. Especially females are highly advised to be with their mothers and learn the skill since pottery is largely done by females. In such away schooling become their second choice or never be part of their lives .In relation to this a female school children who is age 15 and grade 6<sup>th</sup> said the following;

*My parents want me to acquire the skill of making pots; they told me that this is who I am. They told me most of the time how making pot helps me and support them. As it is good and help me to buy my own clothes and give some money to my family. (INTSCBCHi; March25/2020)*

In potters community it is female who carry the responsibility to meet the basic needs of their home. Girls of potters' community most of the time encouraged to take on women's domestic roles. In general children in potter's family play an important role in generating income for their family while acquiring skills for their future livelihoods. This means that they are not expected to achieve a high level of education. They were normally introduced and encouraged to get involved in the pottery businesses run by their family.

In relation to this, a teacher from school C said *the following about their interest in education;*

*Potters school children commonly managed to finish primary or high school level, and then stayed home with their parents, or participating in the family's work, and then got married. What they expected was simply to know how to read and write. This might result from their parents low perception of education. (INTSCATr; March27/2020)*

The rationale for parents to teach the skill of making pots to their children to some degree emanated from fear that if their children learn other things, e.g. through schooling, they would probably end up with nothing. As shown in the finding, for potters, education may promise little for the future due to broader prejudice or discrimination in the society, when even completing school means that potters are less able to secure jobs than other groups. If they are illiterate, they do not know the benefit of education and thus will have a wrong attitude towards education. This appears to emanate not only from the economic disadvantage they have in the labour market, but also from the stigma against them which laid the burden for change on their own shoulders. Due to this the parents attached little or no value to education. As a number of suggestions proposed potters possess an apathetic attitude towards education, and so the thought of attending school seems unappealing and inefficient compared to entering the workforce or doing nothing at all. Due to this factor research have found that potters school children equipped less for school and academic preparation from lower grades. The fact that the parents of potters' school children partly lack first-hand knowledge of the school experience and school children lack their parents help typically with school tasks.

In one of my interview with adults' education teacher of potters' community when asked about the motivation of parents in sending their children to school at a regular base; she shared the complaint by the potter family as follows;

*Potters have never seen anyone from their community who has graduated and welcomed in the job world. So given this fact on the ground, they feel as they have no guarantee that their children get a job after finishing school. They think that even it would not happen. They think it is better for their children to keep making pots. (INTSCCPP; Feb28/2020)*

Therefore, potter parents did not give attention for their children's education and not aspire their children to focus on education. Hence, they teach the occupational skills to children at their early age, rather than allow staying in school. They think, in some way, their children develop a sense of independence at the age fourteen to seventeen, and get married; acquiring skill helps in income generating way for future livelihoods. Because of these and other related factors school dropout and repetition are common among potters' school children. As reported by teachers potter school children, parents do not honor their children schooling and have no hope in education to give them future due to the existing discrimination and differentiation. According to

the findings of this study parents of potter parents do not believe that existing system would ensure that their children get a job after completing a certain level of study.

Some other teachers mentioned that potters school children tend to drop out of school because their parents do not see the advantage of education, illustrating both the importance of the families and how the parents perceive the relevance of school. Further potters' school children face with high and continuous school dropout and attend schools with fewer resources, and student weak relationship which deprive students' academic achievement. PEPFAR (2006) maintained that supporting families helps build a protective environment for vulnerable children.

Further, the finding of this study shows that parents' expectations for their child's school achievement, their beliefs about the benefit of education and the means they use to support their child's education are contributing factors in academic achievement of school children. Children exhibit healthier psychosocial development and higher academic competence when they perceive that their parents grant more psychological autonomy, stay actively engaged in their lives, and establish firm standards for behavior (Khattab, 2003).

#### **4.3.4 Peer Relationship of Potters School Children**

Discovering the nature of the interpersonal relationships that exist within a group is important to understand how interpersonal relationships affect individual adjustment. As a positive peer relationship has significant importance in the lives of children, also negative relationships play a role in children's overall development. Long term rejection by the peer group has been identified as a contributing risk factor towards negative outcomes such as poor school adjustment, and both internalizing and externalizing problems.

Here participants are asked to tell how they spend time with in school and share activities with others and their responses in the particular network. When they were asked why they don't choose the non-potter for friendship they respond like 'we are potter' and even we are called by others in the negative connotation name by saying 'Fuga'. They mention us with our parents work since our parents make pot in the local language kambattigna '*Dora Wezzannu*' (means pot makers)". One school child of age 13 of grade 4 from potter family in explaining why having friends with similar experiences was so important he said:

*Non-potter classmates are not good and I don't feel all right. It would be better if I had my own friend with me. (INTSCBCHi; March25/2020)*

The data clearly showed that if two potter students were assigned in the same classroom they sat together but if there is only one most of the time sit alone. In relation to this students were asked why they don't push to form friendship with non-potters. When responding to the question one participant 7<sup>th</sup> grade 17 year old of school children said as follows;

*In my early childhood grades I talk, play and hug each other and when I transferred to grade four they know that I am from potter family from that day on they depart. They left me to be alone and hurt me .Because of this I don't want and dare to create and friendship with non no-potters. Even I don't recommend others to have friend with non-potters because they always look down, mistreat and intimidate us. (INTSCBCHi; March24/2020)*

With regard to their interpersonal relationship the data indicated that almost all potters' school children have friends from their own groups. Almost all respondents reported that non-potter school children reported an objection when sharing a desk with potter school children. It is possible to say on the other hand that children from potter family are victims of discrimination on an almost daily basis. The finding of the study is somehow in line with Kassahun (2015) finding that , almost all students of Manjo minority ethnic groups in primary schools of Kaffa Zone were found to be lonely or without friends.

Furthermore, the data from the interviewees of teachers strengthens the data obtained from the interviews of the students who preferred potters school children friendship. In relation to this a teacher from school B said as follows;

*Most of the time potters school children play together with their own community students in the schools and it is very rare to observe potters school children playing with non-potters family students in the schools. They remain lonely or find their own group. (INTSCBTr; March19/2020).*

In my observation I noticed in the class where *two potter's students were sat together and some sit alone even arranged by teachers to sit with other no-potters (PO, March19/2020).*

They seemed to interact only when requested by their teachers to engage in collaborative learning activities. Most of the time, non-potters students stayed together and potters students did the same. They also remain reluctant to socialize with other non-potter school children for fear of being discriminated or fear to be apart from them on some time when they understand as their parents are potters. Because of this factor they form strong bonds with their own boys and girls to communicate freely and explore life roles and boundaries. Discriminated or rejected children stand out among their peers for their diminished self-esteem, lack of confidence, general

unhappiness and low school achievement. Asher (1990) and Rubin (1988) supports the premise that peer rejection is stressful, and that rejected children experience their social worlds as less satisfying than their better accepted classmates.

Regarding their classroom interaction, the teacher respondents from school B indicated that;

*Potter school children were silent and passive in classrooms. Most of the time even the school adjust the sitting arrangement as non-potter school children didn't want to sit with potters school children because of this potters are forced to sit alone in the class .Playing together in the class and outside the classrooms remain limited and difficult unless they are forced to do that. (INTSCBTr.March19/2020)*

Potters school children preferred to be with their own potter's school children than with non-potters. When they come together they feel free to play each other and feel free from the fear of underestimation, sub- human treatment and exclusion that come from non-potter school children. According to the focused group discussions, almost all discussants had mentioned that they have no friend from non-potter students with whom they play, study and do activities together. This data was also supported by the information received from the observations in and outside the classrooms in which the researcher observed few potter and non-potter students who shared seat in the classrooms and limited potter and non-potter school children interaction outside the classrooms.

With respect to the self-perception of potters school children; for example, after speaking very emotionally about his identity definition by another boy school children from school B, seventeen year old boy, said as follows:

*Students in the school still believe and understood that our parents are potters and think potters in general and potters school children in particular smell bad and still eat dead animals. Thus perception of exclusion and unequal treatment made us to feel shame on ourselves. The problems we potters -are encountering in our lives and in our education sometimes make me prefer not to be born than being a potter. (INTSCBCHi; March24/2020)*

According to the data gathered through interview and personal observation that, potters school children also felt sad by their identity background because they believed that it hindered or limited them from creating relation with others. Potters school children feel unworthy of having friends and become fearful and isolate themselves, leading decreased self-worth, self-blame, guilt and shame as well as negative feeling about their own identity. Regarding this, one of the FGD participant grade 7<sup>th</sup> aged 18 school child said that;

*It is difficult for me to feel better for myself. Having this identity is chasing me day to day and as a wall blocked me from getting job for a better life and even from having daily bread. How can I see myself as equal with others having the identity which makes me treat as subhuman everywhere I went and in school from my friends?(FGDSCBCHi; March28/2020)*

The interview and focus group discussion also revealed that the formation of friendship and relation with students from non-potter family in and out of the school was/is difficult to potter family students. According to the discussion almost all interviewee of the potters' school children were not able to enjoy friendship with non-potters students, with whom they were talked, played and shared materials. Because non-potter students are always nagging, teasing and looking down at them. In relation to this, a grade 6<sup>th</sup> male student replied that;

*I like to play and study and talk to my non- potter family classmates. However, this is unthinkable. In break time, I used to discuss with potter family friends about our problems related to social stigma and discrimination. (INTSCBCHi; March28/2020)*

Interpersonal relationship of potters' school children with non-potters clearly shows the existence of silent segregation between potters and non-potters school children both in school and out of school in the community. Further, Asher and Cassidy, (1992) suggested that children who are rejected and discriminated by their peers in school report significantly more loneliness and distress in their social interactions at school than average accepted and popular children. Research shows that children's loneliness and social dissatisfaction relate negatively to school achievement. Friendship supports children in the school environment and help with their adjustment. Furthermore, the data obtained from teachers revealed that potters school children were usually silent in classrooms and sit alone if there is no one from their community in the class. According to this study finding they stand out among their peers for their diminished self-esteem, lack of confidence, and general unhappiness.

One school children from school C age16 grade six said the following in relation with school socialization:

*I want to have friends from non-potters, but I have no non potters friends I can talk to while I go to school and come to home .Non-potters students have no time for us I don't know They are closed and it is difficult to socialize with them .Some time I just feel that it is wasting of time to be at school in such away (INTSCCCHi; March2/2020)*

The data shows that potters school children receive less reciprocal friendships and they are less prosocial.. School children's socialization with others at school is minimal. School are seen as a socialization system and that teaching and learning are socialization processes, thus the school as a social system has both formal and informal socialization processes, and without formal socialization happening in the classrooms and in the school compound among individuals or groups' effective learning may not be adequately facilitated. Bronfenbrenner (1979) maintained that the relationships children develop in school become critical to their positive development due to the amount of time they spend in school. It is in the school that children develop relationships with adults outside their family for the first time. These connections help children develop cognitively and emotionally. Potters' school children however, did not have such an advantage due to the challenges they go through both at home ,in the community and in school that are likely to impact negatively in their education.

According to Minyahel et al (2012) positive emotions such as joy, hope, and pride are positively correlated with students' academic self-efficacy, academic interest and effort, and overall achievement. Bronfenbrenner's theory states that, if a child's parents are actively involved in the friendships of their child, for example they invite their child's friends over to their house from time to time and spend time with them, and then the child's development is affected positively through harmony and like-mindedness. However, if the child's parents dislike their child's peers and openly criticize them, then the child experiences disequilibrium and conflicting emotions, which will likely lead to negative development.

#### **4.3.5 Teacher- Student Interaction**

As children mature and enter the school system, teachers become increasingly important in facilitating or hindering the adjustment-to-school. Teachers provide encouragement for attempting and persevering in challenging school activities. Schools and other educational service providers have always been aware of children or adolescents in their midst struggling to stay in school due to difficult life circumstances (Kosir, Soean, & Peejak, 2007). Teachers' stereotyped views, negative attitudes and low expectations can be some of the factors affecting the ethnic minority students' educational attainment. Abandoned students gradually felt disgusted with school, hardly participated in the class activities, got poor educational performance, felt being discriminated and eventually dropped from school.

When questions were forwarded regarding the interaction and perception of potters school children towards teacher's one student responds as follows from;

*However, majority of the teachers (that are non-potter) most of the time didn't consider us differently than others rather they have similar attitudes toward all of us. They also treat and encourage us to be strong, to work hard and have collaboration with other school children both in school and in the community. Even they support us individually. Also they advise and order other non-potter school children to respect differences and told them that all are equal.*  
(INTSCCCHi; March3/2020)

He added the following when he mentions the existence of positive and encouraging teachers;

*Very few teachers sometimes ignore our cases when we report to them what non-potters student did on us and they didn't totally consider the issues as nothing happened on us. This hurts us more than the insult and derogation of non-potter school children; when they ignore carelessly without giving emphasis.*

The interview and focus group discussion stated that though students from potter family faced rejection and exclusion from their non-potter community peers, however, teacher-student interaction was found relatively at a better position compared to peers interaction. The difficulties learners experience may be worsened if teachers are not able to identify such learners in good time for adequate intervention. The results of the study investigating the characteristics of school children with teachers shows that some teachers remain passive in taking measures toward those who verbally aggress potters school children in the classroom which has negative effects on students' school adjustment. The teacher's persistence, patience, listening, and encouragement of the pupil's inclusion in the teaching process, and at the same time the teacher's action towards the pupil's education and development of his or her competences, create conditions essential for co-operation.

When the other student asked in interview time about how his teachers treat him in classroom and in school environment, concerning to this, a grade 7th male student responds as follows;

*Most teachers treat us equal; however, there are some careless teachers who tend to show some ugly face and reaction like that of non-potter family school children.*  
(INTSCBCHi; March24/2020)

Teachers' negative attitudes may lead to less favorable treatment and less communication with their students. This makes the students have lower academic motivation and self-esteem. The fact is that most of the time people tend to become vigilant in environments where their identity is engaged. They monitor such situations for cues related to whether their identity is relevant to

their outcomes, for instance, whether it affects how they are treated by important figures in their social environment. A minority student, for example, might scrutinize a teacher's non-verbal behavior or feedback for evidence of bias.

Similarly, a grade 8<sup>th</sup> male student said;

*To tell the truth, much of the problem that we have in school is from non-potter school children. Most of the time by large, we are insulted and humiliated by non-potter school children. In comparison to this teacher's mistreatment is not common and observable. Because of our family's work and way of life we are facing social problems every place we go. We don't know what we do and no one is there in our side to help and direct us to halt the problem. (FGDSCBCHi; March28/2020)*

Though all participants of this study face rejection and exclusion from their non-potter's community peers, however, teacher student interaction was found to be better compared to peers interaction. Students forming positive relations to their teachers have more positive attitudes towards school and like school more. Similarly, teachers' support with, friendliness and facilitation of cooperative, academically engaging and task oriented ethos in classrooms are associated with improved affect and cognitive out comes for students (Minyahil et al., 2012). Furthermore, it was stated that student achievement is enhanced through high expectation for students and with classroom climate characterized by encouragement and support of teachers (Vedder, Boekaerts, & Gerard, 2005). Thus, the ability of teachers to organize classroom and manage behaviors of students can be critical to achieve positive educational outcomes.

Concerning the student-teacher interaction a teacher from school A said the following;

*I can say possibly all teachers in school treat students without any difference. Let forget treating students differently some teachers by their own motivation went to some potters home to ask the parent if the child absent from class for a number of days. School children are happy by their teachers and felt secure and free when they understand teachers are with them. The problem is not with teachers but with non-potter school children. They are not in good relation with non-potters students; they lean friendship with their own community school children. This can be because of fear of rejection and their own low self-esteem. (INTSCATr; March6 /2020)*

During one interview in school A (Damboya), on this point of view was highlighted by a teacher who further insisted that understandings of the existed differences between the non-potters and the potters groups should be adjusted to ensure that potters students should not be understood in

relation to the culture of the non-potters. It is also appropriate for teachers to work to reduce behaviors such as fighting, name-calling, bullying and general intimidation that can create a negative school climate. The fact is that students spent most of their time in classrooms with teachers; it is logical to conclude that teachers serve as a primary source of support for academic development in schools (Vera & John et al., 2018).

School principal from school A asked if he ever considers aggressive behavior on potters family school children;

*But differently what I noticed once in this school is one student from potters family seriously trouble us in disturbing not only the class student but also the school .When we punished him he dropout from his schooling and went to his relatives far off; and return in the next year he asked as nothing has happened before, to transfer without completing the previous grade to the next class. He drops out the school for at least three and four time's .Totally he became aggressive. He harasses girls and bit boys in the school .When we run to catch him he run away from us and throw stone at us. He became unbeatable particularly after his circumcision. I think these all resulted from his feeling of the fear of a negative image, feeling of being singled out or outsider both in the class and in the school; and his feeling of helplessness in the school. He has no friend in school with whom he plays with and non-potters also don't want to play with him. (INTSCADi; March5/2020)*

As the data suggested, almost all teachers considered all students as equal regardless of their cultural and social differences. According to Mwoma & Pillay (2015) the potential consequences of child discrimination have consequences that result in developmental delay, learning disorders, problems in forming relationships (interpersonal and social), aggressive behavior, depression, low academic achievement, and sometimes substance abuse. The more immediate effects include feeling of helplessness, hopelessness and shame. Due to this, some children may withdraw from contact, stop playing and laughing, or become obsessed with stereotyped relationships, while others dwell on feelings of guilt.

Supporting children staying in school increases school children bonding with school and teachers which in turn makes students feel accepted and cared for by their teachers (Mwoma & Pillay et al., 2016). Also providing students with opportunities to take on leadership roles may also be one way teachers could build students' self-confidence and social skills and enhance peer relations. Teachers with a clearer understanding of peer relations in their classroom may be in a better position to influence the social dynamics in ways to create effective, personalized learning

environments for their students. Clearly, a positive teacher-student relationship strongly contributes to student learning processes and is a critical motivator of student adjustment. Providing students with opportunities to take on leadership roles may also be one way teachers could build students' self-confidence and social skills and enhance peer relations. Teachers with a clearer understanding of peer relations in their classroom may be in a better position to influence the social dynamics in ways to create effective, personalized learning environments for their students.

#### **4.4 The Experience of Psychosocial and School Support**

Healthy child development depends on the continuity of social relationships and the development of a sense of competence essential to normal family life and child development. Children affected by societal discrimination suffer anxiety and fear during their school stay and in their interpersonal relationships. Children need love and emotional support, and the opportunity to express their feelings without fear of rejection and discrimination particularly by their school friends. Depersonalized contexts are most damaging when students are also experiencing the effects of poverty, trauma, and discrimination without supports to enable them to cope and become resilient. Unless mediated by strong relationships and support systems, these conditions interfere with learning, undermine relationships and impede opportunities for children to develop skills to succeed.

Lack of continuous care and support which was offered by caregivers, family members, friends, neighbors, teachers, health workers, and community members on a daily basis largely hamper the schooling of occupational minority school children. During our focus group discussion potters school children were asked if they get psychosocial support which helps them to regulate their emotions when they become frustrated, puzzled, or dejected, or beset with pervasive feelings of hopelessness or anger because of the interaction or relationship they develop with others in school and in the community. In relation to this one of the 7<sup>th</sup> grade male participant responded as follows;

*Forget getting support from outside of our home. Our parents themselves are not good to advice on issues that are related with education clearly because they know no one who is successful and influential from our community because of his education .We have no one whom we see as a model from our community .These all broke our morale to learn and affect our energy that we devote to learning. If*

*we become supported as you said we will successfully compete in education even with those who hate and belittle us. (FGDSCBCHi; March28/2020)*

According to the school children informants' lack of motivation from their parents and peers considered as one of contributing reasons leading to lower educational performance. The other participant of the focus group discussion added the following; when he asked if he experienced any support from his parents when he felt or became emotional he responded as follows;

*My parents have no proper knowledge like others regarding the benefit of education due to the fact that they are illiterate. My mother couldn't read and write and never been in school .Her illiteracy caused her to be with clay throughout the day! We lack parental support; we are not provided with emotional, social and economic support for our stay in school. (FGDSCBCHi; March28/2020)*

The data gathered from school children has shown that they lack parent-child educational interaction at their home. The schools children believed that parenting that stimulate reading and constructive play and provide emotional support have significance in academic achievement.

Some other student responded as follows when they were asked if ever they received any support from their school teachers;

*Some teachers in our learning give support in motivating, cooperating and encouraging us to feel safe in our school. But in relation to material support there is no one to support us. (FGDSCBCHi; March28/2020)*

The researcher asked the group if they receive any kind of social support which contributes to their well-being. Schools should have to play an important role in boosting student motivation to learning process is marked by a change in student behavior, through activities that can increase knowledge, experience, shaping attitudes, habits, and skills in school. Students will have to be encouraged and motivated to have a high interest to learn and in order to reach and achieve the desired learning objectives. One male school child grade 4 and age 15 from Adilo express feeling by saying:

*Our parents are poor and have nothing to support us in our education .We need to buy necessities for our schooling. For example for bathing we need soap to keep our personal hygiene. It is our hygiene that many mention to humiliate us. To solve the problem we should be given with some tangible supports including bathing or washing soap. (FGDSCBCHi; March28/2020)*

They are also considered as impure. Therefore, students are coming to school without keeping hygiene, i.e., they did not change and clean their clothes. Many potters are considered as incapable of fulfilling basic needs for them and their children. According to the finding of this study potters school children did not benefit from psychosocial support services which encompasses to promote and support the acquisition of life skills such as school, work and eventually live independently. Lack of care and support which was offered by caregivers, family members, friends, neighbors, teachers, health workers, and community members largely hampered schooling of children. .

Concerning this psychosocial support (PSS ) school principal from school A said doubted even what the meaning of psychosocial support is and that it seems good and no school currently is in a such standard organized for this purpose, and shared his outlook as follows;

*I believe that support like this can contribute to a lot by promoting the core competencies that support the students' wellbeing and learning outcomes, and which in turn allow children and youth to manage and overcome problems. It is also important often to boost interactions with peers, family, teachers, community and other bodies. From now onward we think on it to support the vulnerable school children particularly the potters. (INTSCADi; March5/2020)*

A teacher from the same school (A) in supporting the idea expresses his feeling as follows:

*These potters' school children need support. They need to be given psychological and social support on a daily basis to encourage and motivate them in their schooling and to precede with their education in general .We; school teachers must supply these learners with more psychosocial support and even to their parents. (INTSCATr; March6/2020)*

Knowing more about children's home lives and experiences may provide teachers' direction in shaping learning contexts that fit the particular needs of their students. Students' school performance is in part a reflection of their experiences in the home.

One female teacher from school B suggested that giving direct support in the form of school material will help the children, and sometimes school meals are important to encourage their stay in school .She adds the following,

*The school administration will have to encourage at least material support programs and help children from potters' family, and the school should have to set up counseling personnel in the school to tackle the problem that potter school children face in school. (INTSCATr; March6/2020)*

Regarding the existing social support in schools and outside the community a senior education office expert from school A said the following:

*On my understanding still most teachers and schools are not giving attention and support to potters school children by taking in to consideration their cultural background and socio economic conditions. Students from the non-potters have no interest to study and play with potter's school children which affect peer support. They are less supported by their parents in school matters than non-potter's school children. They have to be supported materially since most of them are poor. We expect all young children, irrespective of their cultural background, that the availability of social support provided by the teachers, school and by other concerned bodies which is important for their school-related well-being. (INTWIEDOFEX; March5/2020)*

Potters school children in schools are at disadvantage because of absence of peer support and the psychological inferiority they are experiencing as a result of the century old discrimination by non-potters. Due to this some potter school children show aggressive behaviors against other non-potter school children. The stigma and discrimination of potters' occupational minority outside schools in the society is putting its dark shadow on schools and young children with bright mind are bound to fail and not to fulfill their hope today. Here teachers required to consider their school children' socio economic and cultural background. This in turn will help potters school children to create a sense of belongingness, courage, independence and self-confidence to capitalize their capabilities.

In our discussion time of social support one parent of potter school children said the following in sorrow;

*We are considered even not fit for the safety net program even we are in a desperately serious need of help and poverty. When we ask them why they exclude us from the program 'they responded saying that we have everlasting and untaxed soil for income generation'. This is the response we receive when we approach government offices to ask them to provide us safety net services like others. Even they said to us it is not meant for you. We well understand that safety net programmes provide support for the extremely poor, widows, older persons and vulnerable groups. But we are ignored and rebuked as we do not deserve it. (INTSCBPP; March25/2020)*

Concerning social support the study reveals that potters are technically eligible for support through programmes, but they remain insignificant to receive such government benefits. It appears that not only a lack of information, but also overt discrimination, lie behind their

exclusion. Public officials deliberately withhold information from the occupational minority groups, whom they view as unworthy of public support. Although some of the safety net programmes have a positive, albeit limited, impact on livelihood opportunities, food security and social participation, they fail to tackle deeper structural causes of potters exclusion and poverty.

Also she adds the following in our interview time concerning access to education;

*Although education is equally accessible to all people including potters and non-potters but no mobilizations and awareness take place to inform us to register our children in school during the beginning of the year like they did for other. Even at kebele level we hear nothing .We are forgotten and they forgot us also totally. We would like our children to get basic skills in education like other community school children.*

Some potter parents view education as an important means for personal and family advancement and for escaping the vicious cycle of poverty and deprivation, and as an instrument for empowering groups that have hitherto remained on the margins of the society. But according to this study finding, potter parents indicated that they had been in a state of neglect both by the people they live with and by the local government. The PTAs and other concerned bodies like Kebele administration, who were responsible for the awareness-raising campaign in the area, and for ensuring that every child is in school, never considered this particular group. This underlines the value held by both the authorities and the community for the group and reflected a negative cultural perception. Equally important was the fact that the issue of education for the occupationally potters community had never been the serious concern in the area.

In accepting the existence of a vast gap between the need of students of potter family and support given from the school. A school principal from school B said that;

*Still the school has no agenda in supporting school children from potter family by any means. In this direction, still, I do not see any support in organized way. But from now on as the school and teachers, we begin to consider and give attention according to our schools status to provide support. (INTSCBSCDi; March17/2020)*

The data gathered from teachers and school principals shows that students from potter family are not cared for while they are the one who are in need of. As far as the special care and support system in the school is concerned, students of potter occupational minority groups were found to be the forgotten children at the school.

Similarly, in our discussion with school children on the existing gap of support system students from potter's family were asked about the support provided from school and teachers to address their problems a 7th grade male student said;

*Our parents are potters and poor. They couldn't support us in our education like other school children parents. Even we need support from school but they do not give us .But we see them when they gave different school materials to some school children who came from poor family and orphans (materials like exercise book and pens). We are not given any kind of attention since we are in need of. (FGDSCBCHi; March28/2020)*

In which a child expected to be provided with provided with the psychological and social resources to cope with problems he faced. Concurrently, the findings of this study clearly showed that all of the participants were not provided with any kinds of support from the school hence, the psychosocial, educational and economic problems of these students were still hovering around their lives. The discussion and interview revealed that school children of potter family reported that they have not got any support that helps them to regulate their emotions when they become frustrated, puzzled, or dejected, or beset with pervasive feelings of hopelessness or anger because of the interaction or relationship they develop with others in school and in the community. Even they felt a need of aid, advice, help, assistance, approval, comfort, protection, or backing in the form of social support because of the social and historical disadvantage they experienced .The other male student who is grade 4 adds as follows concerning the issue;

*When I am thinking of problem at home I feel if I should be given with some support which gives me some relief in reducing what is waiting in home. (FGDSCBCHi; March28/2020)*

As it is understood from the data gathered from interview and discussion it is therefore reasonable to have support of either of psychological and social in the school and in the community which would impact positively on school outcomes of occupational minority school children. As a result of a social, psychological and educational factor, student from potter family became frustrated and ended up alienated and also experienced exclusion which led them to repeat the same grade and eventually dropped from schools. Concurrently, the findings of this study clearly showed that all of the participants were not provided with any kinds of support from the school hence, the psychosocial, educational and economic problems of these students were still hovering around their lives.

The finding of the study shows that school have no support which aimed at addressing the psychosocial and educational problems of potter's school children in school, and further revealed that there is no any planed and organized support available for these children. Therefore, unless some intervention mechanism is taken, the education of these students remains at risk, threatening their school life. Psychosocial programs should be designed to provide children with support that is appropriate for their age and situation, and recognize that children often respond differently to the problem (PEPFAR, 2006).

#### **4.5 Existence of Poor NGO Support**

Fighting discrimination is the only way to ensure access to and inclusion of persons with minority backgrounds in the education system. Education settings necessarily involve actors and institutions at all levels of the social ecology, from students, parents, and community leaders to service providers, such as governments, NGOs, and multilaterals. The document of government showed that, the government seeks active involvement of different stakeholders (civil society and NGOs) in order to support primary education to all school-aged children (MoE, 2002). As it appears in this study, there is no active NGO working in the study area in addressing the issues of minority school children education. Particularly the Kambatta Tambaro areas are not privileged with getting any NGO or any other organization to support either in advocacy or in the overall effort of the socially vulnerable group in education.

Regarding the intervention of government and NGOs education office, an expert from Woreda said as follows:

*The social exclusion is deep rooted in the society it seems unbreakable through years. The government is not taking practical and focused step for economic and social empowerment of potters. The attempt carried out by KMG Ethiopia in working towards the economic empowerment of potters community /women by giving trainings on modern pottery was appreciated. So that potters women could produce quality potteries items and sell them for better price and support their school children in providing stationaries and other school materials. These will have to be encouraged and appreciated. Further with respect to awareness creation schools, idirs and public meetings were ideal places for educating the society but remain silent and passive toward the problem. (INTWIEDOFEX; March5/2020).*

I was told that there was only one local NGO named KMG Ethiopia which was working on occupational minority in designing a program called '**Dandinam**'(which translated as 'we can')

to empower the socially discriminated potters in providing awareness creation and skill training on making pots in different form and also in providing other necessary livelihood trainings.

Regarding the intervention of government and non-government actors aiming at making better living for potter's community, education office expert from woreda said the following:

*KMG was working with respect to awareness creation and in appreciating societal interaction. Through preparing coffee ceremonies in the community aiming at the establishment of good relationship between potters and the members of other Kambatta community, important societal issues had been selected by organizers and discussed by coffee ceremony attendants. The topics of discussion included sanitation, nutrition, saving and environment. This was good but did not last long. (INTW3EDOFEX; Feb25/2020)*

In recognizing the dire state of potters KMG tried to improve the status of potters through the Community Capacity Enhancement –Community Conversations (CCE-CC), among potters and the rest of society in the study area. In the social support program for a brief period of time KMG provided support to potters school children with school material and adult functional literacy; sensitization and training on health, hygiene, sanitation and family planning; in economics and livelihoods, saving, training in concept of banking, money management; created awakening of self-worth of individuals and community groups. What KMG did concerning potters in Kambatta is appreciated even if it couldn't last long.

As it is understood from the finding it is too difficult to leave the issue to the community and expecting that the community itself can take care of the problems and look after disadvantaged minority school children. However, as indicated in the study, the fact on the ground is that parents have their own social and economic problems. These requires the intervention of the community together with NGOs to tackle the problem of education of potters school children, and work towards realizing every child's right to education. Therefore both government and NGO programs must give special attention to the minority school children, by addressing the disproportionate levels of risk they face. Schools must also be made safe for children, especially school children from occupational minority potters.

#### **4.6 Pottery Forgotten Art of Creativity and Its Positive Role**

Potters who engaged on creating pottery are aware of the cultural traditions behind their work and through this knowledge forge an identity that is linked to their communities in the wider

society. Some of my informants accept and believe its importance of passing down the knowledge of pottery-making skills in the sense of keeping the tradition and as a means of income generation.

One school children parent in Adilo notes that the potters' having knowledge of the importance of their art to their people said,

*We believed that through caring out pottery we are sharing an experience which acknowledges the importance of the carrying on of traditions of our community. (INTSCBPP; March25/2020)*

The data shows that the cultural impact of pottery alive among potters. The importance of potters in keeping tribal traditions translates to their connections to communities. Furthermore, it serves as evidence of the positive role of pottery making in potters' lives. In addition to these she said the following in noting how it brings to her the needed income:

*What I make with my hands that are my money. It's a different type of money than what you make working your regular job and taking care of things that way.*

It seems that in this potter's case, the income she makes from selling her pottery products allows her to feel that her pottery is both valuable to others and significant to her own survival and independence; because she made the items she sells with her own hands and creative instinct, the money she makes feels more hard-earned. For potters in the study area making and selling pottery products fortifies cultural traditions and at the same time eases financial strains. For example, the women in Adilo indicated that the pottery they share with their families and sometimes even with the other community, is worthwhile to them on specifically personal levels. In my interview with pottery school children parent in Kachabira the woman in pointing to the significance of pottery to her people's customs, saying,

*Even I am not proud to be able to do this, as a woman and a potter, learning pottery brought me closer to women. I learned from them, not just about pottery, but about our culture and the meaning of things. (INTSCCPP; March25/2020)*

But perhaps more importantly, the ability to create something and master a skill seems to give potters women a sense of accomplishment and independence within the context of their communities; these positive effects of art-making can be viewed in terms of their potential to address the stresses of poverty.

When school children from school A age 17 sixth grades asked the benefits pottery has, she said the following about what her mother's pottery means to her:

*Even I don't appreciate the social perception toward our potters and the social position pottery entitled us, Pottery ties me to an ancient tradition; it connects me to my ancestors. Knowing that a thousand grandmothers did this before me is amazing. (INTSCACHi; March11/2020)*

The school children statements about her mother's pottery show an intricately-woven personal artistic dedication and philosophy combined with a deep cultural interest and indicates their acknowledgement of the importance and meaningfulness of their creative activities. With this remark, she highlights the positive, or energetic, impact of her art on her life and also exhibits the communal ties involved in the art form for her family and her community. Pottery in this case has an important link to the community and its traditions.

One of my school children informants in Kachabira when she asked about the additional benefits pottery has she said the following:

*Making pottery involves using hands, eyes, and feet very actively. Pottery needs focus since it involves better coordination between hands and eyes. We think for nothing except making pots or finishing pots in other word concentration.*

As my informant said above the movement of making pottery is gentle meaning that pottery stimulates curiosity and fosters creativity. Being able to fully focus on something helps the mind relax and expand. In which it involves to engage your body and your mind in the production of useful or utilitarian objects within a supportive, safe space.

Also she adds the following when she expresses what happened during making pottery:

*In the process of making pottery outside influences don't affect your work so you can give or dedicate your time to your pottery. Or you become fully focused on something that you are making.*

Making pottery helps one to focus. By improving focus pottery helps to escape the worries of life and shift the focus toward the work or creation. Outside distractions are reduced and this also increases concentration in other areas of life as well. The other school children parent participant from Adilo said the following about the psychosocial benefits,

*Also I know how clays feel when I have a bad day, I came to my pottery, and all my worries and trials go away when I'm doing it .It is made from clay and as you see this clay gives us also energy and health. (INTSCBPP; Feb26/2020)*

As informant in this study explained how exactly pottery helps them when they become depressed. During the process, outside influences and distractions don't affect the work and one can dedicate his time to his creation. Since pottery is known for reducing stress, pain caused by stress may be alleviated while taking part in pottery. That is why the art of pottery are oftentimes described as therapeutic and relaxing.

But one of my school children parent informant in Kachabira who learned pottery from her mother, said,

*Making pottery is hard work and I know that all of my hard work has importance in filling my financial problems. Even I don't like for my children to be engaged in pottery, when one of my children comes to me and asks me to teach them how to make pottery, I can do it. Even though they use our products many mentioned and identified us negatively by what we work. They dislike potters and use our handmade products. So this pottery is not welcomed by the majority that is why I don't want to teach to my children. (INTSCBPP; March26/2020)*

According to this study potters emphasized that the importance of pottery in time of hardship and at times when they faced problems and had no other means of making an income. Implies that the positive role of pottery making in potters lives, and the positive experiences serves as testimony to the potential for the development of pottery in the lives of potters who suffer from poverty and the limitations associated with it. It is further convincing of the significance of pottery in the lives of both potters and non-potters, as it seems to be an art form to which anyone can relate, as everyone uses bowls, mugs, and other ceramic objects in their everyday lives. But as expressed in the interview although the woman knows she could make a living from selling her pottery, she has no interest in teaching to her children in her retirement, because the experience of being a potter has shaped her life in such negative way in the past decade.

Despite the evidence of the positive role art plays in the lives of those who practice it, it is rarely considered as a valuable enterprise for those suffering from social discrimination in the study area. Even pottery considered as an art form that has existed for millennia, evolving from the creation of simple, everyday items, to intricate works of art, not taken as something which has value by the other local people in the study area. Furthermore, in the existence of importance of pottery there is observable social suffering of the poor and the increased rates of discrimination among potters. Meaning that, there is connection between pottery and the ways in which

creating pottery has affected their lives, their interactions with other communities and their children in school.

According to the finding of this study pottery helps to express one's creativity, which is essentially to expand who they are and how they connect to themselves and the environment. It has the benefit of exploring and experimentation. It is agreeable that the creative process involves imaginative activity, the ability to generate a variety of ideas (productivity), problem-solving (application of knowledge and imagination to a given situation), and the ability to produce an outcome of value and worth.

But pottery couldn't enable children's to think creatively and critically, to solve problems and to make a difference for the better. Even it shouldn't give children the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. These findings can be justified since a child's creativity and innovation often develop in times when there is an opportunity to express thoughts and feelings freely. As difficulty potters in the study area is known by their fewer possessions. Because of this and other related factors they have less opportunity to develop their abilities; or are less likely to feel that they are efficacious or have control over their futures; and may be less likely to try hard, thus accomplishing less.

If potters were allowed to appreciate and tap into the rich cultural and artistic heritage in their area without focusing on their lack of social acceptance, they could experience the positive impacts of pottery-making—pottery as a cathartic exercise, art for pure enjoyment, art for socializing and building community. It provides social, physical and mental benefits. Therefore school system need to play positive role to have a positive influence on potters students' attitudes towards their education in considering their artistic potentials. Creating access and opportunities for potter school children to engage them in pottery classes to enhance their creative potentials and skills through specific teaching programmes, including arts-based ones should be given emphasis by the Government and by any other concerned bodies as an aim for the educational system as a whole, which aimed at discovering more about creative development in young children.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.1. Summary

The general objective of this study was to investigate the educational experiences of potters' school children in Kambatta Tambaro Zone selected schools and assesses social support system that practices forwarded for the aforementioned students at Adilo, Damboya and Kachabira woreda selected primary schools. The study expected to attain the following specific objectives:

- ❖ To identify the psychosocial and socio-economic and educational resources of potters' school children.
- ❖ Explore the general educational states or traits of potters' school children in school and in the community.
- ❖ Investigate the perception of potters' school children and their interpersonal relation toward other students, their teachers and school community (in school in the study area).
- ❖ To investigate the existence of social support system and provision for children in the school.
- ❖ Investigate the role of Education agents and other stakeholders in dealing with the issue of school children from occupational minority specifically potter's.

In order to achieve the objectives of this study the researcher employed or implemented practically a qualitative approach case study research design to describe the existing fact of the potters school children via employing unstructured participant observation, in depth semi structured interview; focus group discussion, and document analysis. The study was carried out in three primary schools at three selected woreda's in Kambatta. The three primary schools were selected by non-probability sampling technique called purposeful sampling. Six school children of potter family, six teachers, three school directors, and three woreda education office experts were information- rich participants of this study. A qualitative data was obtained through the above mentioned data collecting methods analyzed through the thematic data analysis. To this effect, the following results were summarized:

As it is supported by this study and dictated by many documents education plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that causes positive impacts at the personal level, on the country's economy and for social inclusion.

Having access to education in socially disadvantaged condition can do more than mend the damage caused by age old history and social tradition; it can help support the long-term processes of strengthening social cohesion, reconciliation, and prepare communities for eventual social reconstruction and social and economic development. Deficiencies in the education system also contribute to massive social problems, like illiteracy and exclusion from labor market entry for many. Yet educational discrimination against, and exclusion of, minorities is perpetuating poverty, depriving people of fulfilling their potential and of playing a meaningful role in society..

It is believed that education will increase child's opportunities, self-confidence and ability to live and develop in a harmonious environment. A child who has access to quality primary schooling has a better chance in life. For instance, the existence of good stimulating environment within the school can directly affect confidence, aspirations and levels of effort expended by the individuals or children, ultimately affecting their learning and performance. Inversely existences of social identity stereotypes in school affect the aspirations and performance of students and reduce students' aspiration to education.

Therefore all learners deserve quality education regardless of their status that will equip them with knowledge, skills and competencies to increase personal earnings and contribute to economic productivity. Unfortunately, learning environments are not always safe places for children, as abuse and discrimination can become a reality of school life; particularly in situations of ethnic minority are concerned where cycles of discrimination can easily be perpetuated within the learning environment (INEE, 2016).

It was found that there were among the common determinants preventing school children from receiving a good education are socio-economic background, academic perception, family size, individual and familial aspirations, cultural differences, self-esteem, prejudice, and lack of motivation and resources are considered as the common ones.

Apart from their impaired social life low self-confidence, poor self-esteem, frustration, and anxiety and depression were major psychological problems faced by students from potter family. This led them to desperation and hopelessness manner that, they are not even sure of successfully completing school life accordingly.

In addition children affected by societal discrimination suffer anxiety and fear during their school stay and in their interpersonal relationships. Depersonalized contexts are most damaging when students are also experiencing the effects of poverty, trauma, and discrimination without supports to enable them to cope and become resilient.

Lack of care and support which was offered by caregivers, family members, friends, neighbors, teachers, health workers, and community members largely hampered schooling of children. Potters school children in schools are at disadvantage because of absence of peer support and the psychological inferiority they are experiencing as a result of the century old discrimination by non-potters. The stigma and discrimination of potters' occupational minority outside schools in the society is putting its dark shadow on schools and young children with bright mind are bound to fail and not to fulfill their hope today.

Therefore facilitating access to education is especially important for disadvantaged groups, including occupational minorities, as they often need more time, services, finance and support for getting a quality education than majority groups do. Supporting access to education is important for employment and the financial well-being of minority communities and individuals, but also as an opportunity to successfully integrate into society at large.

Potters have to be allowed to appreciate and tap into the rich cultural and artistic heritage in their area without focusing on their lack of social acceptance; they could experience the positive impacts of pottery-making—pottery as art for socializing and building community. Also preventing exposure to risks or intervening to reduce their effects on development enhances a child's capacity to reach his or her developmental potential. Therefore school system need to play positive role in school to have a positive influence on potters students' attitudes towards their education in considering their artistic potentials.

And fighting discrimination is the only way to ensure access to and inclusion of persons with minority backgrounds in the education system. Education settings necessarily involve actors and institutions at all levels of the social ecology, from students, parents, and community leaders to service providers, such as governments, NGOs, and multilaterals. Therefore both government and NGO programs must give special attention to the minority school children, by addressing the

disproportionate levels of risk they face. Schools must also be made safe for children, especially school children from occupational minority potters.

## **5.2 Conclusions**

In concluding the study, due to the old harmful traditional practices society notion towards potter family, those groups are still vivid socially, economically and politically and looking down by the other non-potter community. Based on the findings of this study potters school children's educational status is strongly related to their socio economic marginalization. Among the social and psychological problems of these school children experiences of social stigma, discrimination and poor social support from their peers of non-potter family were common ones and remain blocking stone for potter not to go further and brought their innate potentials. As the study revealed that the school children from potter family are despised and underrated by non-potter students and which further distorted their social and psychological well-being. They experienced psychosocial problems as lack of self-confidence, frustration, feeling of inferiority, and depression as a result of continuous rejection and humiliating treatment to be parts of their everyday life. These problems further kills and hide the economic, artistic and psychological benefits and potential pottery has for potters and their school children including the community who use their pottery products. The school children from potter family were found to be the central targets of social stigma, discrimination and poor social support leaving them lonely, without friend and hope. In this, they are suffering from psychological maladjustment because of the century old social exclusion which is putting its shadow over schools. Aside from their psychosocial pains and suffering, students of potter family were engaged themselves in different income generating activities mainly, making pots and serving in non-potter's home to win their daily bread and get educational materials that allow them very little. Potters school children are not only lacking family support for their basic needs and educational materials due to their family's low socio economic status, but also they are at disadvantage position because of loneliness due to the gap in their interaction with their classmates. Moreover, potter school children are by large characterized by dropout, grade repetition and absenteeism. In this regard, according to the present study, it is possible to say that their educational status is influenced by the social interaction they have with non-potters. Provision of support system aimed at alleviating the educational and related problems of potter family school children was the missing component of the schools tasks hence; the problems of these students at these schools remain

impaired. In general, the educational experience of potter school children status at school and in the community is devalued because of the negative perception of non-potters towards them which is traced back to their age old traditional practices and perception of the community.

### **5.3 Recommendations**

The study has contributed knowledge particularly to the issue of potters minority school children's profile in school. It has shown how cultural and economic disadvantages lead to the understanding of many alarming circumstances and hopelessness of school children from potter's occupational minorities. It also has shown how pottery provides social, physical and mental benefits which hampered by the lack of understanding and limits minority students' opportunities, life chances and students learning potential. In addition it has highlighted the need for closer cooperation with the community to design policies and strategies that are responsive to local problems. In order to alleviate the issue of potter's school children, the government could consider a number of measures both at the local and national level. Hence, based on the findings, the following recommendations are forwarded:

- ✚ Government could introduce reforms which favor occupational minorities and alleviate the disadvantages that have persisted for centuries. Such reforms could include attention to both economic redistribution and cultural valuation of the minorities. Also it should encourage potters participation in social, economic and political life.
- ✚ Continuous education and awareness raising program geared toward combating discriminatory attitudes should be given to teachers, students as well as the community through conferences, seminars, and public meeting including Idir, religious organizations and the like. Taking explicit steps to reduce negative social stereotypes in the school, through on-going teacher training and workshops /activities may help overturn the gradual process of school problem observed in many occupational minority students.
- ✚ Guidance and counseling service aimed at enhancing the self-confidence and improving their coping mechanism should be rendered by professionals and teachers as a psychosocial intervention for students. Schools should be supplied with the necessary facilities like guidance and councilors and special need professionals need to be available and serve the potters minority school children and other vulnerable.
- ✚ Teachers, school principals and Teacher-Parent Associations (TPA) should be trained on how to handle students from diverse backgrounds. In which teachers can play a role in increasing

motivation by encouraging students to do their best and setting high expectations. Helps to encourage student's self-esteem and the development of various aspects of self, including personal, moral, and social dimensions and to celebrate the rich dimensions of potential diversity contained within each student.

- ✚ Activities that help recover children's interaction with other people in their community will be also encouraged because it increases feelings of belonging and improve self-worth and self-confidence. As part of the school task and activities, it is equally important to enhance each school community's involvement in dramas, role plays, and other especially on parent's day as these techniques have a power to bring about attitudinal changes.
- ✚ The school has to create a strong network with their parents and community through Parent-Teacher Association (PTA) and continuous discussion should be made to mitigate the educational and psychosocial problems of these school children.
- ✚ Parents' participation in their children's schooling will have to be encouraged by schools this may increase children's aspirations by improving achievement outcomes and changing children's interactions with school. It is imperative therefore, that capacity building for parents on the importance of supporting children under their care while at home and in school is an option that cannot be over looked.
- ✚ The local governmental in collaboration with schools, woreda education bureau, and non-governmental organization and other stake holders should create another means of income by participating them in marketable small micro enterprises with credit provision to ameliorate financial problems of their family. Economic strengthening is often needed for the potter school children family to encourage their participation in social sector, linking occupational minority school children and their families with programs providing economic opportunities is important.
- ✚ In order for potter's school children to get adequate support from parents there is a need for workshops to sensitize them to the need to fully support school children with schooling and to supervise their personal hygiene at home. They themselves should have to be empowered ,told ,encouraged, corrected and trained continuously in keeping their hygiene or cleanliness, to adjust their eating habits and above all in giving value for themselves on the moral and spiritual development.

- ✚ In order to alleviate such problems social support in the form of school-feeding programs will be introduced in schools to help those children who cannot get enough food in their homes and parents of such children should be supported to find income generating means or any support so that they can support themselves and send their children to school. Thus occupational minority school children need educational interventions as they are at risk of becoming loss hope due to economic hardships, reduced parental care and protection and increased susceptibility to discrimination.
- ✚ Creating access and opportunities for potter school children to engage them in pottery classes to enhance their creative potentials and skills through specific teaching programmes, including arts-based ones should be given emphasis by the Government and by any other concerned bodies as an aim for the educational system as a whole, which aimed at discovering more about creative development in young children.
- ✚ All teachers who teach in the selected schools are from non-potter community group and it was difficult to find or get teachers from occupational minority potters group in the area which seriously requires intervention to recruit and train them for the future endeavor.
- ✚ Further research should be carried out in more comprehensive manner to emanate the educational and psychosocial problems of children of potter community.

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## Appendixes

### RESEARCH MEASUREMENT TOOLS

#### Written Consent to be read for participants

Hello, my name is Ashenafi Abera and I am conducting a research entitled 'Educational Profile of Potter's School Children: The Case of Kambatta People' in three selected woreda Selected Schools for the fulfillment of Master's Degree in Social Psychology. The purpose of the interview, discussion and observation is to gather information to explore or investigate the educational profile of potters' school children at school.

Therefore, this interview, discussion and observation comprise different questions to measure the profile of the potter's school children status at school in terms of interaction in social and cultural state and further the existence of support. I feel happy to appreciate your participation in this data gathering. Whatever, information you provide will be kept strictly confidentially, and will not be shared with anyone else. I guarantee that, I will not use any resource and address in the final report. I therefore, request that you feel free to provide honest answers as your authentic response are key ingredients for this research. Participating in this research is voluntarily, and if I the researcher come with any question you do not want to answer, you can stop the interview at any time. However, I hope you will participate in the data collection process since your views are important. At this time, do you want to ask me anything about these activities?

May I begin interview

Participant's signature \_\_\_\_\_

Date \_\_\_\_\_

Researcher Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix I

### Appendix A

#### Interview Questions for woreda Educational Expert

It is my pleasure to express you my thanks for your willingness to participate in this interview. The purpose of the interview is to obtain data for the study entitled, 'The Educational profile of Potter's school Children: the case of Kambatta in three selected woreda namely Adilo, Damboya and Kachabira (three selected Schools) for the fulfillment of Master Degree in Social Psychology. To achieve the stated objective of the study, your participation and cooperation in responding the interview is highly important. The information collected from you will be kept confidential and used only for this research purpose.

Thank you in advance!

*Direction:* The following items are prepared for my interview purpose so that my interviewees can express his feelings, reactions and opinions orally. The medium of communication will be as to the preference of the interviewees. May be Amharic can draw more information.

1. Back ground information.

1.1. Age \_\_\_\_\_ 1.2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

1.3 Qualification \_\_\_\_\_ 1.4. Level of Education \_\_\_\_\_

1. Do you think education bring social change and development?
2. What is the woreda's role in practicing education for all community members equally?
3. How do you describe the participation of potter's and the other community in education?
4. How do you see the extent of participation of children from potter's community and non-potter? What explanation can be given for the difference, if any?
5. How do you describe the interaction of potter's school children with other non-potter school children and teachers?
6. What are the challenges that school children from potter's community face in the school currently?
7. Could you please explain about the role of schools in treating school children coming from different ethnic/community both in the school and outside the school in the community?
8. What policies are given attention to support children from occupational minority like potter's people in Kambatta? What are the prospects?
9. What about the role of NGOs in the woreda on the specified issues?
10. Do you have anything you want to add to what we have discussed?

**Appendix B**  
**Interview Guide for School Directors**

**Introduction**

This interview guide is aimed at gathering information on the ‘Educational Profile of School Children of potter’s community: The Case of Kambatta People’ of selected school of three Woreda namely Adilo, Damboya and Kachabira. The guide attempts to explore data on educational issues of potter’s community students and the nature of support system for these students at school. Therefore, to achieve the stated purpose or objective, your accurate responses are vital. Be sure that your responses kept confidential and is used only for this research purposes.

Thank you in advance!

*Direction:* The following items are prepared for my interview so that my interviewees could express their feelings, reactions and opinions orally. The medium of communication as far as possible will be as to the preference of the interviewees. May be Amharic can draw or elicit more information.

I. Background information

1.1 Age \_\_\_\_\_ 1.2 Sex: Male \_\_\_\_\_Female\_\_\_\_\_

1.3 Qualification/Educational status\_\_\_\_\_

1.4 Experience\_\_\_\_\_1.5 School name \_\_\_\_\_

II. Items of Interview

Interview Items on issues of School Children of potter’s community

1. Do you think education bring social change and development?
2. Can you describe the social participation in education and related issues in practicing education for all school children coming from different cultural backgrounds?
3. How do you describe the participation of the community in general and the potter’s community in particular in education?
4. How do you describe the interaction of school children from potter’s community with other’s community school children? Did you ever consider any social interactional related problems of students from potter’s community in school?
5. From your experience, what educational problems these children are facing in their school life (including academic performance like late coming, absenteeism, poor participation in school work, poor in hygiene )?What can be the reason behind?

6. Do you think your school create conducive environment for students coming from different cultural background including potter's community?
7. What could be the role of schools in treating school children coming from different cultural background both in the school?
8. Can you explain the relationship between teachers and students of occupational minority?
9. What are the challenges that the potter's school children face in the school currently (in general)?
10. Does the school have any support strategies and practices to potters children in school (both psychological and material)?
11. What do you think should be done to improve the educational related issues of potter's school children life? And the prospects?

## **Appendix C**

### **The Interview Guide for Teachers**

#### **Introduction**

The purpose of this interview guide is to obtain /gather information for the study entitled 'The Educational Profile of Potter's School Children: The Case of Kambatta People' in selected schools of three Woreda namely Adilo, Damboya and Kachabira .The guide attempts to draw data on educational issues of potter's school children and the nature of support system for these students at school. Therefore, to achieve the stated purpose, your participation/cooperation and responses are vital. Be sure that your responses are kept confidential and used only for this research purpose. Therefore, you are kindly requested to provide appropriate responses for the achievement of the objectives of the study.

Thank you in advance!

*Direction:* The items listed below are prepared for my interview so that my interviewees can express their feelings, reactions and opinions orally. The medium of communication will be as to the preference of the interviewees. May be Amharic can draw more information.

#### I. Personal information

1. Age \_\_\_\_\_ 2. Sex: Male\_\_\_\_\_ Female\_\_\_\_\_
3. Educational background /Qualification\_\_\_\_\_
4. School name \_\_\_\_\_5. Religion \_\_\_\_\_

II. The following questions are directed towards investigating the psychosocial profile of potter's school children.

1. What is your description of the perception of potter's school children towards students from other community and teachers?
2. How do you describe the self-perception of potter's school children and their interpersonal relation in the school compound (including interactions of potter's school children in pair, group and other activities in your class rooms)?
3. Can you describe the social interaction of potter's school children with the other non-potter's students in the school, like peer acceptance?
4. Did you consider education related problems of potter's school children in their schooling like poor class activity, late coming, absenteeism, repetition, dropout, and others in your school?
5. How do you describe the educational characteristics of potter's school children in terms of academic achievements, performance, class participation, etc.?
6. Could you explain about the role of schools in treating school children coming from different community in the school?
7. What kinds of supports are needed to be provided for potter's community students?
8. What do you think should be done to adjust potter's school children in relation to their educational related issues in the school?

## **Appendix D**

### **Interview Guide for Potter's school children**

#### **Introduction**

The purpose of this interview guide is aimed to obtain or gather information intended to explore or investigate 'The Educational Profile of Potter's School Children: The Case of Kambatta People' in selected schools of three woreda's namely Adilo, Damboya and Kachabira. In line with this the interviews guide attempts to draw out data on educational and related issues of School Children from potters' community and the Social support system for these students. Therefore, to achieve this objective, your genuine and accurate responses are vital. Be sure that your responses are kept confidential and used only for this research purposes. Therefore, you are kindly requested to provide appropriate responses for the achievement of the objectives of the study.

Thank you!

Direction: The following are items for my interview so that my interviewees will be expected to express their feelings, reactions and opinions orally. The medium of communication will be as to the preference of the interviewees. May be Amharic or Kambattigna (the local language) can elicit more information (depending on the background of the respondent).

#### I. Background information (personal information)

1. Name \_\_\_\_\_ Age \_\_\_\_\_ 2. Sex: \_\_\_\_\_ 3. Grade level \_\_\_\_\_
4. Family background 4.1. Family source of income/ Occupation \_\_\_\_\_
- 4.2. Parents Educational background: Father \_\_\_\_\_ Mother \_\_\_\_\_
5. Religion \_\_\_\_\_ 6. Residence (rural/urban) \_\_\_\_\_

B. The following interview items are prepared to investigate the required information from Potter's family school children.

#### I. Educational issues

1. What benefits education has for a person? Does your parent play a role in your education?
2. How can you describe the nature of the school environment? Is the school community friendly with you?
3. Do you feel comfortable learning with students other than your community? Do you feel unhappy and loneliness in your school? Why? Are you worried about being from potter' occupational minority?
4. What would you like to be in the future after schooling?
- 5 .Are you confident and courageous to handle issues whatever it is (like to speak in front of class or people and to give your suggestion on issues that matters you)?

#### II. Questions to draw data on psychosocial related issues

1. How can you describe your relationships with other community students in your school?
2. Have you ever treated differently by students from other community in school?
3. Do you have friends or relationship with non-potters students? Who are your friends?
4. Do you study and do tasks (classwork and homework) together with other students of your classmates?
5. Do you ever get support from your friends whenever you are in need? If yes, what kinds of support is it?

#### iii. Questions related with some educational and related psychological difficulties

1. Do you attend school regularly? If not, why?
2. Are you punctual to come to school? If not, why?
3. Who gives you exercise books, pen, and other materials?

4. Do you have enough time to study at home?
5. How do your teachers treat you in classroom in relation to students from other community?
6. Have you accomplished tasks on time? If not, why?
7. Have you ever dropout or repeat a grade? If yes, what was the reason?
8. How can you describe the family support and involvements' in your school life?
9. What is your academic performance in relation to your classmates of other community groups?
10. What other problems you face in relation to your academic life?

iv. Questions on social support related issues

1. Have you ever get support from your school and teachers? If yes, describe it? Do you believe the supports helpful and have contributions in your proceeding of education?
2. What is needed as an intervention concerning your schooling that schools lack and needs to practice?
3. What do you suggest or expected for school to do in relation to some psychosocial and educational related issues of students in the school?

## **Appendix E**

### **Interview Guide for School Children Parents (with Potter')**

#### **i. Personal information**

- 1.1. Age \_\_\_\_\_ 1.2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- 1.3. Educational status (Literate / illiterate / write and read) \_\_\_\_\_ 1.4. Occupation \_\_\_\_\_
- 1.5. Marital Status \_\_\_\_\_

#### **II. Items of interview**

1. What is your understanding of education? Do you think, child education improve the social life of the community, if so, how?
2. Are you interested in sending your children to school? What is needed to do it?
3. What problems are you facing in educating your children?
4. What do children do if they are not going to school? What do they do with their time?
5. How do you describe the interaction of your children with other community school children and teachers?
6. How do you describe other communities in relation to yours in terms of participation in education?

7. How do you describe the role of government in encouraging you to participate and access the education services?
8. Could you please explain the role of parents on educational support of their children?
9. Do you think the potter's have special talent and skill? How?
10. Finally, what would have to be done for your children to be successful in school and their future prospects?

## **Appendix II**

### **Focus Group Discussion (FGD) guide**

#### **Introduction**

The purpose of this Focus Group Discussion guide is to gather information for the research entitled 'Psychosocial Profile of Potter's School Children: The Case of Kambatta People' of selected woreda namely Adilo, Damboya and Kachabira woreda selected schools. The guide attempts to draw data on educational issues of Potter's school children and the nature of support system for these students. Therefore, to achieve the stated objective of the research, your genuine responses are vital. Be sure that your responses will be kept confidential and used only for this research purpose.

Thank you in advance!

#### **Appendix A**

##### **Focus Group Discussion with Potter's School Children**

The group discussion themes with school children mainly focus on: Views and perceptions on education, their social interaction, social support and prospects.

1. What do you think about schooling? What does education mean to you?
2. Can you explain the benefits that education has for a person?
3. Do you think, education in general and child education specifically improve the social life of the community, if so, how?
4. Does your parent play a role in your education? Do you agree with their decision concerning your education?
5. Do you think your parents have good understanding about education? If not why? Which one do you value: helping your parents or going to school? Why?
6. What factors are there that hamper/affect your education or schooling (social, economic and cultural and psychological) in school? What do you do with your time (at home)?

7. What are the major educational related problems of school children of potter's family in their schooling? What is the source of these problems?
8. Have you ever received any support and encouragement from anybody that helps you to precede your education and stay in the school system?
9. Do you think potter's have special talent and skill? How?
10. What should be done to improve educational related issues of potter's community school children and their future in general?

### **Appendix B**

Focus Group Discussion Guide with Parents of school children (specifically Potter's).

The themes to be focused in the discussion are: their views on educating a child, factors that affect children interaction with others in school, culture of social support and encouragement in their school life, family role in the schooling of children; psychosocial and socioeconomic aspects concerning their children education.

1. What is your understanding of education? How do you say about educating a child? Do you think, child education improve the social life of the community, if so, how?
2. Are you interested in sending your children to school? What is needed to do it?
3. Are all of your children are accessed with the right to education? What problems are you facing in educating your children?
4. What do children do if they are not going to school? What do they do with their time?
5. How do you describe the interaction of your school children with other community school children and teachers?
6. What social support intervention practices are there to help potters children schooling?
7. How do you describe the role of government in encouraging you to participate and to access the services of education?
8. What help do you receive from government bodies including PTA and (other stackholders) NGOs for keeping your children at school? What do you say?
9. Do you think the potter community has special talent and skill? How?
10. What should be done to improve and shape the education related issues of your school Children and their future life? What would have to be done for your children to be successful in school?

## Appendix C

### Focus Group Discussion Guide with PTA

The focus group discussion themes focused on the views of educating a child, the characteristics of Potter's school children in school, factors that affect Potter's children's school life, culture of Social support in encouraging students schooling, family role in the schooling of their children, suggestions that encourage cultural inclusiveness in the school, challenges and prospects, and others.

1. What do you think about schooling? What does education mean to you?
2. Can you explain the benefits that education has for a person and a society at large?
3. Do you think, education in general and child education specifically improve the social life of the community, if so, how?
4. Are children from potter's community participating in schooling actively in this area (like children from other community group)?
5. How do you describe the interaction of potter's school children with other ethnic group school children and teachers?
6. How do you describe the participation of non-potters and potters children in school?
7. What are you doing to adjust the situation in the school and in the community to bring change concerning the potter's children schooling? What are the challenges and prospects so far?
8. What should be done to improve educational related issues of potter's school children in particular and their community in general?

### Appendixes III

#### Observation Guide (Protocol)

*Student's Name* \_\_\_\_\_ *Grade/section* \_\_\_\_\_ *Date* \_\_\_\_\_ *Time* \_\_\_\_\_

*Location observed (with in class or outside the class)* \_\_\_\_\_

*Observer Name* \_\_\_\_\_ *Date of observation* \_\_\_\_\_ *Time* \_\_\_\_\_

*School Name* \_\_\_\_\_

By using checklist the researcher will check areas of concern or activities to be observed in the class and in the school compound. This Observation checklist is used to observe the school children interaction in classroom and in the school environment (further it shows activities

performed by the specific child in the school). Tick marks are used to indicate the behavior observed in the class and in the school compound.

- *Classroom observation mainly focused on the participation and interaction of school children (from potters and non-potters) in pair and group activities.*
- *Observation outside the classroom focused on their interaction with non-potter's school children.*

#### Directions and procedures

This tool is designed for use as a guide during a school children observation. In order to obtain a full and accurate picture of the student's activities, it may be necessary to observe the student in different settings and at different times of the day.

*Firstly, the role of observer was indicated clearly in delineating and identifying the following relevant issues in carrying out the proposed observation:*

- ✓ *Subject to observed: potters community school children*
- ✓ *Things to be observed: students interaction and participation including behavior within class and outside class of the specific school (with students of non-potter community school children ,teachers and school community)*
- ✓ *Actions or activities to observed: playing ,grouping, classroom participation, interaction with others*
- ✓ *One set of observation: it takes place for one day both at class room and in the school compound (both at actual teaching and learning time and recess time)*
- ✓ *Observed data analysis :qualitatively analyzed*

*Duration:* can be for 1-2 hour per class (depending on accessibility) including 15 minutes recess time at school in the three selected schools were used.

*Context (schools):* school compound specifically classrooms and recesses time were used (three selected classes of different grades from three schools used).

- ✓ Three classroom observations (selected classes from different grades were used)
- ✓ Three recesses time observations (in the three schools were used).
- ✓ Both the morning and afternoon shift are used.

*Participants:* students from targeted potters' minority in the class and in the school compound out of the classroom (activities or the way they behave in or out the classroom were given emphasis).

*Secondly,* the researcher identifies the class and the student to be observed with the help of teachers. During the observation the researcher used a tick mark next to the activity that is observed within each domain that correlates with the noted areas of concern.

*Thirdly,* to identify students from potter family in and outside the classrooms the researcher helped by local teacher as an assistant from each school from those who stayed longer in the school and identified potter students easily.

i. *Classroom Observation Checklist*

Activities in the classroom/ pupils to pupil relationship/

- Doing group activities together
- Don't find a group to work
- Participate in pair activities
- Attentive and Laughter
- participating in the class activities
- Interact appropriately with others
- Doesn't participate actively in class or group work
- responding actively
- Insulted by others
- Name calling (with negative connotation)
- Frequent harassment
- Negative response from other class mates
- Sit alone in class and silent
- Not interacting

Teacher student relation in the class and outside of the class

- Weak and discouraging
- Strong and encouraging
- In distant
- Interactive
- Positive and motivating

Belittling or shameful

Supported or backed by fair treatment

Academic Behaviors and class participation

Follow up carefully and attentively

Follow passively

Avoid assigning same group work

Participate equally with others in class activities and group work

ii. *Observation outside the classroom in the school*

Friendship and peer interaction or Relationship in the school

Hang around with friends or with other school children

Playing and chatting with others in the field

play game with peer groups

Participating in school games with others

Not participating with others in school games

Kept away or avoided by peers

Feel lonely and leftout

No one to play with him/her

Withdrawal or not to approach others

Verbally harassed or abused by others

Made with derogatory statements

watch when others play because of no one to play with them

Social Behavior: interaction with the people they are surrounded with in the school.

Respectful toward other peers and adults

interacting with others without fear

passive when interacting with others with fear

Physical Attributes

poor hygiene/doesn't keep self clean

Poor clothing

fatigue/tired

Clean and aromatic

Not clean (smell not good, unexplained bad smelling )

Disapproval of Gestural or physical contact of student

Aggressive

Attack other student (by hitting, kicking, pinching)

Attacked by other student physically

Aggressive –fight/teases others (name calling ,threat, yelling , exclusion of peer)

Verbally attacked or abused by other students

Angry /sudden outburst of anger

obscene language and/or gestures against them by others

verbally abusive/ swear or use vulgar language

Stance in relation to each other (Communication with students other than theirs)

Facing each other when they engage in conversation

Engage in an angle or side by side conversation

They are friendly with other students other than theirs

Actively connecting with students ,greeting, physical contact, gesture

Affectionate and Confident

sitting side by side /Sit together

Sitting alone/ loner in the class

Cooperative

Discussant with others

trouble getting along with peers

Notes other observed

behaviors: \_\_\_\_\_

\_\_\_\_\_

## **Declaration**

This is my original work that has not been presented for a degree in any other university and that all sources of the materials used for the thesis have been duly acknowledged.

Name: Ashenafi Abera

Signature \_\_\_\_\_

Place: Addis Ababa

Date \_\_\_\_\_

Advisor's Approval

Name: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_