

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**A STUDUY OF 67 *TESFEGNA* CHILDEREN:
MEETING PARTIAL PHYSICAL NEEDS
AT JIMMA UNIVERSITY**

BY

ERMYAS WOLDEGEBRIEL GESSESSE



**JUNE, 2008
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**A STUDUY OF 67 *TESFEGNA* CHILDEREN:
MEETING PARTIAL PHYSICAL NEEDS
AT JIMMA UNIVERSITY**

**BY
ERMYAS WOLDEGEBRIEL GESSESSE**

**JUNE, 2008
ADDIS ABABA**
ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1176
ADDIS ABABA ETHIOPIA

**A STUDY OF 67 TESFEGNA CHILDREN:
MEETING PARTIAL PHYSICAL NEEDS AT JIMMA
UNIVERSITY**

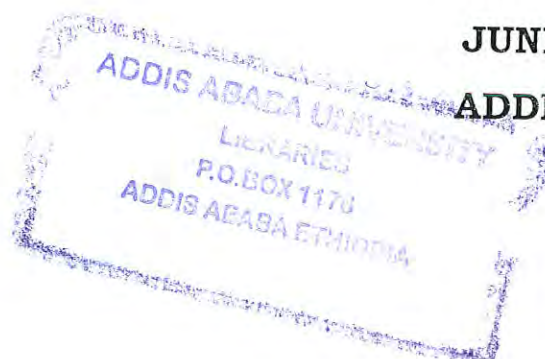
**BY
ERMYAS WOLDEGEBRIEL GESSESSE**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ART IN
SOCIAL PSYCHOLOGY**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

JUNE, 2008

ADDIS ABABA



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**A STUDY OF 67 TESFEGNA CHILDREN:
MEETING PARTIAL PHYSICAL NEEDS
AT JIMMA UNIVERSTY**

**BY
ERMYAS WELDEGEBRIEL GESSESSE**

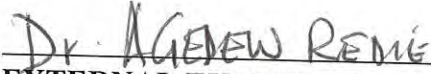
APPROVAL BY THE BOARD OF EXAMINERS



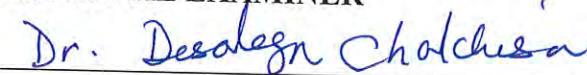
**CHAIRPERSON, DEPARTMENT
GRADUATE COMMITTEE**



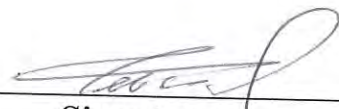
ADVISOR



EXTERNAL EXAMINER



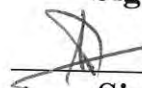
INTERNAL EXAMINER



Signature



Signature



Signature



Signature

ACKNOWLEDGEMENTS

Life success depends on personal effort and the involvement of a whole army of people of whom I mentioned here after is rarely the only tip of ice berg.

My first attempt is kindly to thank advisors Dr. Nurjahan B. Hussain and Prof. Ansari Sh. A. for their unreserved critics, and advices in keeping the whole thing going and remaining calm even under provocation.

Then, I would like to address my sincere appreciation and thank to all members of my 'lovely family'. My mom Emawayish M., my sisters Mestawot W. and Askale T. with their respective husbands Eshetu A. and Regassa W. and all my brothers and sisters contributed with their particular forms of care, encouragement, advices, prayer and supports in finance and materials. I would not be in this position with the assistance of them.

I am also greatly indebted to my friends Dawit, Sami, Ayenew, Mustefa, Anteneh, Bisrat, Sisay, Adugna, Gele, Gere, Wonde, Bele and the like. Their contribution mean the research looks good despite the study I provide to work with. I would also like to extend my gratitude to the considerate students of Jimma University for assistance in collecting the data. In addition, I am grateful to all participants of this research for their kind cooperation in giving responses. Apologizing for not mentioning here, I would like to acknowledge all those who have contributed directly or indirectly for putting up with my obsession.

Finally, there have been many challenges through which I passed in the past years to overcome: ups and downs, gains and losses, failure and success, joys and sorrows... However, more or less I think I have paid the possible sacrifice with patience and hard work in order to reach where I am now. 'Hard working and perseverance is the ladder to success.' Moreover, God's continued providence, and guidance are things with out which my endeavors would have not been reality. From a bit of dust particle to a corner stone a house. Accomplishing "bachelor degrees" of unemployment, elementary teacher, B.ed and M.A., along with may fruits, hence, great satisfaction, happiness along with may fruits, hence, great satisfaction, happiness and proud.

CONTENTS

	Page
CONTENTS	
Acknowledgements	iii
List of tables'	vii
Abstract	viii
Acronyms	ix
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statements of the problem	7
1.3 Objectives of the study	8
1.4 Significance of the study	9
1.5 Delimitation of the study	10
1.6 Limitations of the study	11
1.7 Operational definitions of terms	13
CHAPTER II: REVIW OF RELATED LITERATURE.....	14
2.1 Conceptual framework	14
2.2 The situation of Ethiopian children	15
2.3 Parental problems (Problems related with primary support group)	18
2.4 Parenting styles.....	20
2.5 Psychosocial problems and theories	22
2.5.1 Theory of psychosocial development	22
2.5.2 Theory of Social interaction	24
2.5.3 Social support and psychological well being	26
2.5.4 Theory of contextualism	27
CHAPTER III: METHODOLOGY OF THE STUDY	28
3.1 Research design	28
3.2 The setting	28
3.3 Sample participants	28
3.4 Sampling technique and procedures	29

LIST OF TABLES

Tables	Page
Table 3.1 Summary of sample participants -----	29
Table 4.1 Percentages of respondents' (children) age, sex and educational level-----	36
Table 4.2 Respondents' living situations -----	37
Table 4.3 Common characteristics of respondents' parents-----	38
Table 4.4 Respondents' living mothers characteristics-----	39
Table 4.5 Respondents' living fathers characteristics -----	40
Table 4.6 Parenting style of respondents' parents -----	41

Abstract

This research has been conducted on Tesfegna children who resorted on Jimma University students' leftover food. Because of their sheer of poverty & food insecurity, many of them are impelled to depend on others, primarily, to find food. Tesfegna is the local name designated to these leftover food consumers. This study is designed to investigate the psychosocial experiences of leftover food dependent children. Data gathered were the personal & parental socio-demographic profiles, parenting styles, perceptions/attitudes, psychological well beings and interpersonal relationships. A total of 67 target sampled respondents (children), who are 11 to 16 years old and 16 relevant individuals to the children (university's employees, persons living near the campus & chair persons of neighborhood keebeles') were participated on the study. Both respondents were taken by using purposive sampling technique. Questionnaire (open & closed), interview and observations were used to collect the data. Version-13 SPSS software program was used to analyze the frequency distribution (percentages) of the quantitative data whereas similar qualitative responses were coded and categorized in to themes. Results revealed that there are favorable and unfavorable aspects of leftover food consumption. The children were quite vulnerable to various psychosocial problems, yet from physical observations, some are seemingly well. A large number of them (65.7%) have lost at least one of their parents. Even most of their living parents' families are broken ones (86.6%) and live below subsistence level. Besides, the majorities of their mothers and/or fathers were sick and illiterates. Many of the children (65.7%) were not learning formal education in the academic year 2007; and parental, community's and legal care & attention for them were scarce. Feeding on leftover food has made them to be perceived negatively and marginalize by the community. This has resulted in aversion and mass discrimination. They have also been victims of verbal and physical violence. These have exacerbated the Tesfegna children's plight and therefore, their self-confidence, hope and emotional well being. This research, however, is explanatory in nature and only a pioneering research initiative, hence further researches are recommended.

ACRONYMS

AU	<i>African Union.</i>
APA	<i>American Psychologist Association.</i>
CBE	<i>Community Based Education (Jimma University's Educational philosophy).</i>
FDRE	<i>Federal Democratic Republic of Ethiopia.</i>
MOFED	<i>Ministry of Finance and Economic Development.</i>
NGO	<i>Non-Governmental Organization.</i>
UN	<i>United Nations.</i>
UNICEF	<i>United Nations International Children's Emergency Fund.</i>
WFP	<i>World Food Program.</i>

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Children have a number of physical, cognitive, psychological and social needs. Especially, the basic needs i.e. food; cloth and shelter are indispensable for many aspects of their life existence. In addition to the physiological effect, lack of food, cloth and shelter do affect the psychological well being and social lives of children. In order to grow up well physically, mentally and psychosocially; they have to be provided with appropriate care, protection and support from the social environment. Parents and the community are responsible for the provision of these life necessities. Because:

- *They are still young and growing—have not completed their physical, mental (cognitive), and psychosocial growth and development, hence, they are in greater need of physiological, intellectual and psychosocial support in the right proportion;*
- *They are weak-being and help demanding in many aspects of life;*
- *They are dependent physically, economically and psychosocially on the social environment;*
- *They are prospects of a country who take future responsibilities;*
- *They are parts of a society, hence, have legal right to be provided with basic physical, cognitive and psychosocial needs; and*
- *They are greatly vulnerable to physical, emotional and psychosocial hazards.*

Berger (1994) has discussed that at this point in human history [childhood], poverty affects more children than adults, and still they are developing, they are affected in more devastating ways. He further stressed on children stating the following:

For children of every age in every nation, poverty takes a toll on biosocial development as SES decreases, the risk of health hazards-including malnutrition, disease, accidents, abuse, and neglect-increases. However, for two reasons, the specific toll of poverty on growth and health in mild childhood is blunted. First their natural immunities, physical strengths, and growth patterns make school-age children relatively unlikely to suffer the most devastating consequences of malnutrition, and disease (Ibid).

On the 2000 WFP's annual date, it has been stressed on giving attention for children suffering from hunger through various publications. Statements on the tract entitled "Food for Thought" described this notion as:

When hunger strikes a community, it hurts children the most, draining them of their will and ability to learn. On empty stomachs, kids easily become distracted and have problems staying alert and concentrating on their lessons. --- In many cases; severe malnutrition results in mental and physical stunting, (WFP, 2000).

Arguing for the importance for children health, stability and close attachments, Boyce (cited in Orford, 1994) in particular considered children as [an age-related] sub-group of population who has obvious, special needs for social support. Sociologists have also demonstrated that children are totally dependent for their survival up on the existence of sort of society, (Indrani, 2003). Not only the provision of these needs but also encouragement and guidance to their effort in the social life is crucial. The quality of provisions is also very important because it can colors all future expectations and feelings about whether they are good or bad; how properly these basic needs are satisfied affects the psychosocial development of children.

Irrespective of these, in developing countries like Ethiopia, have been indicated that many children do not seem to obtain the necessary attention as can be seen from the number of street children and orphans suffering from their basic felt needs. As a result, they impelled to face various overwhelming psychosocial problems such as: problems related with primary support group, psychological distractions, interpersonal relationship challenges and socio-economic problems (financial, educational and housing, etc.).

A Decade's Overview of Population and Development in Ethiopia (MOFED, 2004) reported that the Calorie intake of the population is very low; around 1600 per person per day, which is far below the minimum recommended intake of 21000 calories.

The 1990 United Nations' overall rough estimation (cited in Berger, 1994) also indicated that 7 percent of children in developing nations are severely malnourished during their early years with rates running above 60 percent in countries like Ethiopia, Pakistan and Niger. Out of many children, some of will die of starvation and diseases, and many others will grow up physically, mentally and psychosocially stunted by the evils of social environment. A recent WFP (2006) report has confirmed that hunger is a major killer for children in Ethiopia, which is one of the world's highest children mortality rates.

Due to the above mentioned reasons and other pulling and pushing human factors, many children have resorted to scavenge persons' left over irrespective of its nutritional and sanitation values. A dozen of children are forced to wait beside food stalks, restaurants, lounges and cafeterias for the chance to obtain left-over scrapings and to fulfill their immediate physiological need i.e., food. The situation of Pakistan's poor rag-picker children might be a good example for such kind of life experience: "markets, areas near hospitals and hotels are their hunting places at night. They visit hotels at night to collect leftover food for themselves and their families", (Saleemshah, 2006). Children brought in such background are often said to be psychosocially disadvantaged. The statements adapted from UNICEF in Ethiopia (19??) stated:

Fifteen million Ethiopians are less than 16 years old; most of them are from families living below subsistence level. Starting from inadequate pre-natal care for their mothers, these children face many odds in struggle for survival and development. The number of deprived children is growing. Urbanization and natural and man-made disasters have created increasing numbers of orphans, abandoned children, the physically and mentally disabled, juvenile delinquents and young prostitutes.

The Oxford English Dictionary (1991) defines the word “leftover” as: *something remaining over; esp. a portion of some article of food left over from meal*. This might indicate that “leftover food” is somebody’s foods remain and left either he/she ate sufficiently or may not want for to eat. Mostly, students’ cafeterias leftover food is not handled properly and hence perceived as dirty thing by people. If a person has other options, he/she might not consume this food. Most of the time, except rarely, it is consumed by poor people who unable to afford in meeting their significant basic needs by themselves.

Food lack, which forces a person to feed on leftover food, has not only physiological effect but also psychosocial too. Ways of obtaining the leftover food, its cleanness and being dependent on it might threaten the psychological well-being and social life of a consumer. The influence of psychosocial care on healthy cognitive and social development as well as on survival has been well documented.

The World Health Report (WHO, 2005) asserted this notion as follows: *the absence of sensitive, responsive care is associated with malnutrition and failure to thrive. The skill needed for appropriate feeding, psychosocial care and care-seeking are closely influence the other*. Earlier, this notion was claimed by different authors. For example, “Many children from low-income homes especially those in dangerous neighborhood - come to think of themselves as worthless and their future as hopeless, and this make them unmotivated, depressed, and angry”, (Garbarino et al, 1991, cited by Berger, 1994).

Considering deprivation of basic human needs, this study has been necessitated with the psychosocial problems of children who resorted to scavenge Jimma university students’ leftover food. Feeding on leftover is guiltiest, shameful and worst form of life. If a person can fulfill to eat clean food, he/she might not feed on leftover food at all. Mostly, leftover food consumers are considered as “manual scavengers” and locally also known as *Tesfegna* to indicate that their life line is based on the hope of getting food left from others. *Tesfegas* include a wide range of poor people who are basically deprived of their physiological and psychosocial needs.

Action Aid Ethiopia (2000) has indicated that poor people are denied of basic rights and services like food, health, education and water. They are characterized by their food lack (hunger) and homelessness or sheltering in plastic tents or verandahs or living in inadequate houses. They are also known by their old & dirty wears, bare footed and having poor personal hygiene. They are often categorized under the lowest social strata. Similarly, it is asserted that: *Poverty means having to depend on many over burdened and unresponsive bureaucratic system of financial, housing, and health assistance that may contribute to poor person's perception of powerless, (Santrock, 2000).*

Since they spend most of their time waiting and searching to get leftover food and lack educational materials, most of the children have not the opportunity to go to school and develop their cognitive ability at an early age. In relation to this, the WFP (2006) reported the following: "In Ethiopia, food is one reason why a good education is out of reach for many children. A hungry family prefers to send their children to beg or earn a few coins or find food than to send them to school". This in turn hinders them from having basic knowledge and skills to join the main stream society resulting in mass unemployment that could be high cost to the community and the country at large.

Because of their way of life, they have been victims of various psychological and social catastrophes. However, organizations like UNICEF and AU have stated the adherence of state nations on the rights and welfares of the child. Article 20 (2a) of African Charter on the Rights and Welfare of Child imposes state parties to ensure the provision of material assistance and support programs particularly with regard to nutrition, health, education and housing in case of need (Save the Children Alliance and Ministry of Justice,2004). With regard to this, Ethiopia has agreed and signed this document and proclaimed on the constitution, (Federal Negarit Gazeta of FDRE, 1st year NO. 1, 21st August 2003).

Despite the above mentioned realities and an increase interest on the psychosocial problems of children, there have been limited handfuls of studies available on the psychosocial problems of children (Deribe, 2006; Nuredin, 2006; MOFED, 2004; Action aid Ethiopia, 2000, WHO, 2005; WFP, 2006; UNICEF, 19??).

Especially, studies on the psychosocial effects from the perspective of *Tesfegna* children were scarce. *Tesfegna* children, who are mostly young and dependent on leftover food for their living, got lesser attention of researchers and the community. As UN (2005) quoted UNICEF's Country Representative, Bjorn Ljungqvist, "The voices of vulnerable children are too often over looked or ignored in Ethiopia and many other countries."

Although these vulnerable groups are much closer to Jimma University, they have been overlooked in many aspects of life. Instead of attempting to understand their problem, the university has now prohibited and exiled the children from consuming leftover food without setting any alternative for them. This study, which focuses on the psychosocial effects of leftover food dependency on *Tesfegna* children, approaches through the socio-demographic characteristics, their familial relationships, the way these children encounter the social environment, and attitudes of members of the community towards them in relation to their leftover food consumption. Therefore, relevant data from the children, the university's employees (cafeteria workers and police), *Kebeles'* chair persons, the village's dwellers, and the university's students were gathered through observation, questionnaire, interview and discussion.

Various governmental and non-governmental organizations as well as humanitarian have been involved to combat problems facing children, however, the situations have not yet been resolved. Existing services are neither sufficient in quantity to meet children's need nor successful in reaching the population at greatest risk. The study under the psychosocial experiences of children feeding on Jimma university students' leftover food creates insight and understandings of the psychosocial problems due to food remain consumption. It enables concerned and interested stakeholders to have base line information to formulate appropriate strategies to curb the already identified problem. This might have considerable share of providing social welfare and narrowing the psychosocial gap between members of the community and *Tesfegna* children towards the process of producing healthy and productive citizens.

At this stage in the research, psychosocial problem is defined as the personal, emotional, personality, interpersonal relationships and maltreatment problems of children being they are leftover food consumer. The parental backgrounds, their parenting style and community's maltreatments were also central issue of this study. Even if the definition of *children* can be influenced by the constitutional, social, cultural and traditional values prevailing in the countries concern, this study has considered the age limit of children as per UNICEF's and AU's constitution i.e.18 years. Therefore, *Tesfegna children* defined under this study were found between 11- 16 years old. It also meant that those children who are hoping and hung around for food remain from students' cafeteria.

1.2 Statements of the problem

In this research, the psychosocial problems of *Tesfegna* children who lack basic needs have a major place. In addition to its direct effect on a person's physical and mental growth and development, deprivation of food forces an individual to depend on food left by others that might be unclean and spoiled. Being to depend on leftover food as a means of living may in turn has various psychosocial effects on the consumer. In order to sustain their life, many impoverished children have been subjected to depend on food left from others. Their source of basic felt need, namely food, has been relying on remain of food left by other people. A person's house, parties, restaurants, lounges and cafeterias are the main places where they resorted to obtain leftover food.

The intent of this study is to investigate the psychosocial experiences of *Tesfegna* children who resorted on Jimma University students' leftover food. Mainly, these children obtain remain of food from students' dining halls. Sometimes, they also collect leftover food from teachers'/workers' and hospital's lounges.

Formerly, students' leftover food was distributed [informally] among all persons regardless of their sex, age and other criteria. But now, the university has prohibited the majority of leftover food consumers including these respondents and made the food remain to be buried at the town's waste disposal. After the prohibition, it is very difficult for many children to get this food.

Mostly, they obtain it in the form of theft. University's police strictly restrained the leftover food not to be collected by the children except those who have relationships with few individuals or who still privileged through some concerned authorities like students' dean. If the university police caught the children while collecting leftover food, they will punish them severely. On the other hand, eating leftover food is shameful, disgusting and has negative perception by the community.

Because of their dependency on leftover food, most of members of the community has negative attitude towards the children, they are known and named *Tesfegna* – to indicate their hopes of waiting for leftover food. In one way or another, because of their leftover food consumption, these children have been susceptible to various forms of psychosocial malpractices.

The attitude and practice of the community might be associated with the psychological well-being and social life of children being dependent on leftover food. Based on the situation of these children, this study has been conducted to address the following research questions:

1. What are the socio-demographic features of *Tesfegna* children who depend on leftover food at Jimma university students' leftover food?
2. What type of parenting style did most parents of *Tesfegna* children's were following?
3. What are the psychological experiences of *Tesfegna* children?
4. What are the social experiences of *Tesfegna* children?

1.3 Objectives of the study

Children's of poor countries like Ethiopia face all kinds of problems, especially lack of food. Regardless of its nutritional and sanitation value, they are subjected to feed on any type of food. Because of their life situation, they might be victims of different psychosocial problems. Although some governmental, NGO's and humanitarians have taken practical steps to alleviate such problems on various target groups, they still require more effort and new guidelines in different dimensions.

This explanatory study is undertaken to investigate the psychosocial effects of leftover food consumption on children who resorted on Jimma university students' food remain. In addition, it aimed at offering some recommendations on how these children could be provided with psychosocial support.

General Objective

To study the psychosocial situations of *Tesfegna* children being they are feeding on leftover food.

Specific objectives

1. To investigate the socio-demographic features of *Tesfegna* children who resorted on Jimma University students' leftover food.
2. To examine the parenting style that most of *Tesfegna* children's parents practiced.
3. To investigate the psychological effects of feeding on leftover food on *Tesfegna* children.
4. To investigate the social effects of eating leftover food on *Tesfegna* children.
5. To propose ways and means of providing community's available psychosocial resources for *Tesfegna* children.

1.3 Significance of the study

Lack of psychosocial care and support for children has been threatening their life conditions. Because, it is a sort of evidence that many children appear to be requiring community's welfare if they are to cope with life problems. They have to get a minimum standard with regard to food, cloth, shelter, education, health, financial, social and psychological services.

The study of psychosocial problems of *Tesfegna* children defined here as *the negative psychological and social experiences of children who are dependent on leftover food.*

The personal and parental socio-demographic features, the parenting style, interpersonal relationships, their psychological status, and social lives are very important for several reasons. First, understanding such dimensions of children can help to reveal the underlying logical effects of leftover food dependency. Second, fundamental decisions confronting all societies concerns the consequences of psychosocial domains of feeding on leftover food can serve as input for concerned stakeholders to design and implement appropriate child welfare strategies. Third, researchers have often studied on psychosocial problems of children targeting on different groups and aspects, but their findings might have been implicitly over generalized to leftover food dependent children.

Therefore, this study may be used as starting material in providing theoretical insight for researchers who are interested on studying psychosocial problems of children.

1.5 Delimitation of the study

Initially, this researcher has been confined to undertake a study on the psychosocial problems of *Tesfegna* children who resorted on Jimma University main campus students' leftover food. Leftover food consuming children who earlier collect and eat students' food remain [informally], but now [illegally], were the main target participants of this study. In addition, supportive participants such as cafeterias' servants, university's police, students and persons living near the university and chair persons of three neighborhood *kebeles* were included.

Formerly, regardless of any background such as sex, age, educational level, religion, ethnic, social status or other criteria, anybody can consume leftover food [informally] from this university. In the mean time, however, only few groups like construction workers, day laborers and some impoverished persons were allowed to feed on with the permission of students' dean and head of day laborers. Besides, other few individuals also have a chance to use this food due to the various forms of relationships they have with some students' cafeteria relevant employees such as cookers, waiters/waitress, tickers, janitors, and university's police.

Except these groups, many others subgroups of children have been strictly prohibited from leftover food consumption. Although they are prohibited, these groups are still strive to obtain and eat the food by any of the mechanisms they have; like begging, buying, theft, or snatching from those who have got the opportunity to obtain the leftover food. Mainly these children get this food informally; especially by robbing from the food remain storage bins hiding themselves from the sight of the university police. Some times they also beg around the dining halls exits from those students who are going to take their food left to their dormitories.

Among these different leftover food consuming groups, the specific attention of this study was on those children who are strictly prohibited leftover food consumption. Since those children who have got permission to eat are not suffering from obtaining leftover food, it is assumed that they might not reflect the real problems under the study. Considering the age limits of children in various international organization like UNICEF (18 years), children of 11 -16 years old were included in this study. Even though their number is not proportional, both female and male children were participated.

First hand data were collected and recorded from these respondents through observation under their natural setting. Second, questionnaire of both open and closed-ended type examining the socio-demographic characteristics, parenting style, psychological well being and social lives were used. Third, depth interview was conducted on key informants of respondents and other relevant individuals.

1.6 Limitations of the study

At the beginning of data collection, it was very difficult and challenging to obtain these respondents. Formerly, every individual was permitted [informally] to feed on the leftover food. Recently, however, while few individuals are still allowed to eat, many others have been prohibited. The children have been chased and punished by the university police whenever they are found in the campus and collect leftover food. The forced dispersion of the population interest under the study (*Tesfegna* children) made difficult to find sufficient respondents.

Because, the university police action has made them to afraid, dismay, distrust and escape while someone outside of their group tries to meet them. They assume that their out groups may give information to be caught and punished by the university police, hence, initially refused to participate on the study.

However, the snowball sampling procedure enabled the researcher to obtain relevant target respondents that were strictly forbidden to feed on leftover food. The researcher introduced with few leftover food consuming children and their sites through a popular and superior person to them. A sympathetic and polite approach in favor of their problem was also helped to have a warm relationship with them. While the university police chase them, the researcher asks few questions about the causes to appeal them. For instance; why you are prohibited to eat leftover food, why they dispose it, why they chase you and etc.? Sometimes, the data collection process was interrupted while respondents saw a university police around that area. They immediately stop providing information and runaway to escape from the policemen.

The other limitation was the scarcity of female leftover food consumer participants. As compared to boys, *Tesfegna* girls were rare. Since few girls used to collect leftover food it was not possible to engage equal number of both sexes. However the already available girls (seventeen) were included therefore, this study might not be secured of results by sex related effects.

1.7 Operational definitions of terms

Children – Persons who belongs in the ages of 11 to 16 years old.

Community– People who are living near the University and have direct/indirect relationships with the children and tend to influence their psychosocial situations.

Friends/peers – A group of children with almost similar socio-demographic backgrounds, who abandoned their families' home (may/may not have parent/s), and are driven to live together in the street, verandahs and open homes.

Leftover food – The excess food or remain of food which is left by people after sufficient consumption or may not want it.

Problems – The negative psychosocial experiences of an individual which threatens his or her quality of life. These include the personal and parental backgrounds, parenting style, psychological well being & interpersonal relationship challenges.

Psychological Problems – The negative Psychological experiences encountered by an individual and measured under the domains of nightmares, self-determination efficiency, self-depreciation status, emotional stability and enthusiasm.

Psychosocial – The interactions and combinations of a person's social and psychological states with his/her social environment.

Social problems – The negative social events of an individual which were measured under some of human life necessities and interpersonal relationships. These include, the provision of care, support and protection from parents, community and the legal system; maltreatments, social integration, ethical situation, etc.

Student – A person who studies regular higher program education boarding and feeding in the University afforded by the national government.

Tesfegna – A person who expects/hopes to obtain food remain left by other people.

CHAPTER TWO

REVIW OF RELATED LITERATURE

2.1 Conceptual framework

The major problems in drawing conclusion about psychosocial experiences of children are the most predisposing factors, which tend to be interrelated. Lack of basic needs specifically, food, make children dependent on others in many aspects of their life. It tends to affect the psychosocial dimensions of their life. According to APA's (1994) definition:

psychosocial or environmental problem may be negative life event, an environmental difficulty or deficiency, a familial or other interpersonal stress, an inadequacy of social support, or personal resources, or other problems relating to the context in which a person's difficulties have developed.

The relationships between people and their environment may also be conceived in the competition to fulfill physiological demands. Berger (1994) illustrated this notion as:

In so doing, children increasingly experience the influence of other children, as well as of the community as a whole. This interplay between increasing competence and an expanding social world is the theme of psychosocial development in middle childhood.

In addition to the above mentioned few variables, most of the issues under this study matches with Lehman's quality of life study (cited in Orford, 1994), in which each participant was asked about his/her life satisfaction in each of eight areas: *living situations, family relations, social relations, leisure activities, work(unemployment), finances, personal safety, and health.*

2.2 The situation of Ethiopian children

Family is one of the primary and main agents for a healthy psychosocial development of children. In the context of family, personal features of children like age, sex and educational situations can expose them for different kinds of psychosocial experiences. The characteristics and behaviors of children by it self make them vulnerable to age and sex related disparities in a family and community.

Traditionally in most developing countries like Ethiopia children have lower status than other members of the family. In rural community, children are expected to behave and perform completely as told and guided by parents and elders. USAID Ethiopia (2006) revealed the traditional expectation from children as follows:

Children show respect to their parents and to their elders, particularly the head of family. They do whatever they are told, speaking after their elders and only when given permission. Obedience is almost total, as it is written, 'Listen to your father's morals, and do not abandon the Torah of your mother'.

The same experience has been reported in Tanzanian children (Eresund and Tesha, 1979). According to their report, many of the priorities were often goes to parents (mostly to father), occasional visitors/gusts and elder members of the family. Services like food, clothing, seating, bed facilities and etc. are least provided for children. An edited book devoted to the study of "Ethiopian Culture" stated the following:

When a child grown and can eat ənğära bread, he eats by himself being served after his parents have eaten and the table has been cleared. Should the child say when the grown ups are eating and without being invited or food being given to him, 'I have come, let me crumble up (ənğära – bread)', a very severe punishment will be fallen him, (Leslau and Kane, 2001).

Yusuf (1998) also pointed about the passive and pessimistic type of child up brining or rearing practice in Ethiopia such as deprivation of basic needs such as food, clothing, health care etc.

Regarding gender, perception and treatment of boys and girls are not the same. The male dominant tradition has affected girls more. Girls are expected to engage on household activities such as house keeping, fetching water, caring for infants, washing and cleaning clothes and households, and gathering of fire wood. UN (2001) described the burdens of Ethiopian girls as: "For many impoverished families, rather than attending school, girls are expected to stay in the home to help with domestic chores, such as fetching water and cooking meals, or to work long hours on the fields." Above all, girls are imposed by early marriage that could affect their psychosocial development.

Yusuf (1998) has indicated that harmful traditional practices in Ethiopia have been hinted with a number of interrelated psychosocial factors that could be related to male dominated society. Among the psychological effects of early marriage he listed; migration, prostitution, divorce, suicide, loss of confidence and inferiority complex are found. Leslau and Kane (2001) have also claimed that Ethiopian girls are married often when they are still 13 or 14.

The other common problem related with age is being considering children as helping hands of a family. Many parents prefer to involve their children on work for household support rather than sending to school due to the immediate return available by sending them to work. The study on child labor by Nuredin (2006) revealed that many children in rural Ethiopia do not attend formal education due to low family income which forced them to help their parents in household chores.

This makes children to shoulder family's responsibilities by working beyond their age capacity that could harm their physical and psychosocial development. Now a day's, not only parents but also others have been exploiting children's labor by employing them with a very low payment. However, these children were supposed to be in school in this age. Even those who entered school are known by their low academic achievement or dropout due to the work burdens. Parallel to Nuredin's finding, USAID Ethiopia (2006) reported the following:

Rural economic conditions make it difficult for children to attend school and families lack funds for school supplies. They are needed for farming and chores. Boys over about age eleven and girls over age nine were already considered youth, not children, with their own burdens and responsibilities.

As UN (2001) quoted Catherine Bertini's disclosure in a WFP news release issued to mark world food day, "Some people exploit ignorance and poor children are the most susceptible." UN (Ibid) has also described about Ethiopian children as: "---,with the country suffering the world's lowest primary education enrolment ratios only about two percent of Ethiopia children entering primary school complete grade six".

The family size is also one of children's predisposing factors to psychosocial problems. It is clear that family's demand and expense for basic needs will increase as the number of family members' increases. This in turn tends to increase work burden and create psychosocial problems on each family member by decreasing the distribution of family resources per members. It is hardly possible to meet all the needs of several children. MOFED (2004) demonstrated the consequences of increase in family member as:

At the family level, high fertility reduces the amount of time and resource devoted to each child development. As the poor tend to have large family size, they are the one who suffer more when services can not match the increase in number.

Berger (1994) also claimed that the other factor that clearly affects the intensity of dysfunctional family size and the adult-to-child ratio. Many children means less money, less space, less attention and less care and support for children.

In general, the various personal and parental socio-demographic features combined with other pulling and pushing environmental factors may led children to experience various psychosocial obstacles. These painful life situations make them to abandon their homes which further become victims of evils in urban societies. They are forced to lead a street life without food and house, hence, become dependent on others for their survival. UNICEF (2005) discovered that many of Ethiopian children appeared to be abandoned and engaged in scavenging or begging. UNICEF (Ibid) further stated stressing on children problem as: "From begging to scrap collecting, street kids make modest living."

2.3 Parental problems (Problems related with primary support group)

Authors have asserted that parents' problem can extend to children. Since children are dependent on parents for their living, it is obvious that they are affected by their parents' problem. The Children's Act (1992) has made the provision that the family is primarily responsible for ensuring the best interest of children, namely, care and support, food, cloth, shelter, health, education and other basic requirements. However, all these facilities directly depend on the existence and situation of parents i.e. whether parents are alive or not. Even if parents are alive; their interrelated personal problems and socio-demographic characteristics such as physical status, health situations, educational level, marital status, and income tend to affect their child interest. Berger (1994) revealed that most commonly, under nutrition is caused by a complex interaction of factors, with social and/or family problems being prime underlying factors.

A parent with one or more problem on the above mentioned parental characteristics tend to deprive the best interest of his/her child. Production for instance, especially in rural Ethiopia, which is manual and requires physical fitness, is affected by a person's age, health condition and physical disability. If parents are too old, sick and/or physically disabled, they would hardly possible to engage on the laborious rural work effectively as compared to young, healthy and physically none disabled parents. Often, physical and health problematic parents tend to be poor economically, which in turn impede the provision of appropriate care and support for their children.

As Cherlin and Furstenberg (cited in Berger, 1994) stated, "...especially when illness, divorce, or unemployment undermines parents' ability to function." Orford (1994) also discussed about the inequalities in physical health through 'social selection process' as: "people who are ill or prone to illness have drifted into lower occupational status groups or have tended to be left behind in lower status groups as others have risen."

Moreover, parental discord, separation and divorce predispose children to psychosocial problems. Children from intact families and from broken families are not expected to have similar psychosocial experiences.

Regarding this, Santrock (1999) quoted Folkman & Lazarus and stated the following: *Enduring a tense of family life and living in poverty do not show up on scale of major life events in children's development. Yet the everyday pounding children take from these living conditions can add up to a highly stressful life and eventually psychological disorder or illness.*

Different authors have also demonstrated the psychological, social, economical advantages of stable family relationship, and the adverse effects of divorce and death of parents on children's psychosocial development (Levine and Perkins; 1997, Berger, 1994; and Papalia, 2001).

By and large, a clear relationship can be observed among educational level, occupation and economic status of parents and children's psychosocial problem. Even though not always true, economic status of a family is influenced by parental level of education and occupation. International organizations (UNICEF, 19??; UN, 2001) have pointed that poverty which has been linked with educational, occupational and economic aspects of parents, affects children's physical, mental and social development. Santrock (2000) also indicated that socioeconomic status (also called SES) is determined by a combination of occupation, education and income.

A person who has not appropriate knowledge and/or skill for a certain work would less likely to have job opportunity, especially in urban areas. In this case, it is reasonable to think that if a person has not knowledge and/or skill, he/she might be underemployed or unemployed. Unless he/she has other means of income, whether underemployed or unemployed, it is hardly possible to fulfill his/her family subsistence. Consequently, he/she suffers from not only basic needs but also psychosocial too. The consequence of parental situation on children has been also indicated by Chazan (1983) as follows:

increasingly children are growing in homes where there is no adequate income to maintain families' basic needs, disturbed by unemployment, or in home upsets by divorce. All too often one family problems led to another so that a variety of adverse effect.

2.4 Parenting styles

Contextualist (Bronfenbrenner, cited in Miller, 1993) indicated that processes of child rearing differ among different races, social classes, dual-career versus one-career families, rural versus urban communities, single versus two-parent families, and so on.

Each family has its own culture including traditions, habits and values that has significant effect on the personality development of every child through child-rearing practices. As Papalia (2001) cited Baumrind's categories of parenting style, it reflect the dominant North American view of child development and may be misleading when applied to other cultures or socio economic groups. This in turn indicates that there are differences in the provision of psychosocial support to children among different cultures.

When parenting is effective both the child and parents benefit. When parents fail to rear their children appropriately, the child, the parents and the community as a whole suffers. Levine and Perkins (1997) claimed that child-rearing practice and relationships with in families may contribute to vulnerability in adolescence as well as in childhood. Hutt and Gibby (1961) also indicated that child rearing practice exerts a profound effect upon the child's personality. In order to develop a healthy child successfully; psychological, social and intellectual supports from parents and members of the community are required.

As Berger (1994) cited Bradley and Caldwell: "the toddler who is filled with enthusiasm and curiosity, and whose parents has the patience, affection, and foresight that encourages "the little scientist" to experiment, becomes the brighter, happier child.

However, in most rural Ethiopian communities, parents have seen punishing children to obey rules and force them to do what parents need irrespective of their need. Leslau and Kane (2001) demonstrated that starting from the time a child learns to talk and begins to walk; they get mad at him, advice him and punish him so that he will become a person of good breeding. They further indicated that three years after a child is born and when he can walk, he begins to be punished when he commits minor misdeeds.

Although parents love their children and want the best for them, they do not function the same way to rear their children. As stated above; different parents rear their child differently. Papalia (2001) quoted Baumrind and discussed three types of parenting styles, namely authoritarian, permissive (*laissez-faire*) and authoritative styles. More recently, developmentalists argued that permissive or *laissez-faire* parenting style is further divided into two forms; neglectful or uninvolved and indulgent (Papalia, 2001; Santrock, 1999). For the purpose of this study the following three parenting styles were reviewed:

1. Authoritarian,
2. Authoritative and,
3. Neglectful or uninvolved parenting styles.

Authoritarian parents, according to Coon (1983), these parents view children as having few rights but adult like responsibilities. They tend to base discipline on power-oriented techniques particularly physical punishment, which are associated with fear, hatred of parents, and lack of spontaneity and warmth. Papalia (2001) also claimed that children of this parenting style tend to be more discontented, withdrawn and distrustful. Feldman (1986) on his part pointed that the authoritarian parent recapitulates in his/her parenting the rigid, dogmatic, exacting standards and physical punitive response to failures to meet them.

Authoritative parents, on the other hand, balance their own rights with those of their children (Wood and Wood, 1996). Coon (1983) quoted Coppersmith to show that high self-esteem is related to management techniques that emphasized strict and consistent discipline coupled with high parental interest and concern for the child. Baumrind (cited in Papalia, 2001) explained these parents as who value children's demand good behavior, are firm in maintaining standards, judicious punishment, mild spanking within the context of a warm supportive relationship. It is also indicated that these children are the most self-reliant, self-controlled, self-assertive, exploratory and content.

Neglectful or uninvolved parents, Santrock (1999) describes this parenting as a style in which parent is uninvolved in child's life. He also indicated that this parenting is associated with children's social incompetence, especially a lack of self-control, and do not handle independence well.

According to these authors most of the children from authoritarian, and neglectful or uninvolved parenting styles are not prepared to adjust conditions based on their interest. Many parents are seen while maltreating their children in various forms resulting psychosocial problem. Most professionals and organizations like UN and UNICEF pointed that the term maltreatment includes all intentional harm to, or avoidable endangerment of, someone under age 18. Putting child maltreatment into two categories, i.e., abuse and neglect, Berger (1994) further classified and discussed each into three sub-categories.

1. *Physical abuse - deliberate, harsh injury to the body,*
2. *Emotional abuse (psychological abuse) - deliberate destruction of self-esteem and equanimity,*
3. *Sexual abuse - deliberate involvement in, or exposure to , sexual activities without informed consent,*
4. *Physical neglect - failure to meet basic needs for biological survival,*
5. *Emotional neglect (psychological neglect - failure to meet basic needs for emotional sustenance,*
6. *Educational neglect - failure to fulfill the basic needs for learning and information.*

2.5 Psychosocial problems and theories

2.5.1 Theory of psychosocial development

Individual's personality development is largely influenced by complex arrays of personal and environmental factors either negatively or positively. Social problems such as interpersonal, economical, educational, familial, and cultural tend to elicit psychological problems like stress, anxiety, depression, loss of self-esteem, hopelessness, and worthlessness, and the vice versa. Psychologists have developed various theories concerning human development. Erikson (1995) was one of these theorists who

developed the 'Theory of Psychosocial Development' focusing on a person's socio-emotional development domains such as personality changes, interpersonal relationships and social roles. He revealed that 'personality development is the product of the body and the environment', occurring as crisis of assets (positive achievements) and liabilities (negative achievements) in eight fixed sequential orders of stages.

Each stages of Erikson's psychosocial theory illustrate the relationships between social and psychological aspects of an individual. He described psychosocial developments on his book entitled "Child and Society" as: "We also face a specific psychosocial dilemma, or 'crisis', at each stage of life", (Erikson, 1995). According to him, *resolving these crises crates a new balance between a person and social world. An unfavorable outcome throws us off balance and makes it harder to deal with later crises. A string of "success" produces healthy development and satisfying life. Those who are plagued with unfavorable outcomes may experience life as "rocky road"*.

Erikson (Ibid) also indicated that conflict and challenge over each of psychosocial issues are needed for a healthy growth and development. Although both negative and positive achievements of life are inevitable across the life span, the positives should pre-dominate the negatives. Negative life experiences beyond one's tolerance or under certain circumstances may threaten his/her psychosocial development.

Generally, children may experience negative quality of life beyond their capacity especially, those who are deprived of basic needs (food), have been impelled to depend on leftover food. As a result, they become vulnerable to different evil psychosocial experiences. A recent study on Pakistani children (Saleemshah, 2006) found that rag pickers believe that people dislike them, have feelings of derogated status in the society, and have cultivated extreme sense of inferiority complex, coupled with fear, alienation and revenge.

In order to relate and review Erikson's theory with the objectives of this research, two stages of psychosocial development which incorporates the population interests of this study were presented as follows:

Stage four (6-12 years) - *industry versus inferiority*, describes the elementary school years as the child's "entrance information life". Children begin to learn skills valued by society as success or failure can have lasting effects on feelings of adequacy. In this stage, children learn a sense of industry if they win praise for building, painting, cooking, reading, studying, and other productive activities. On the other hand, if a child's accomplishments are regarded as messy, childish, or inadequate, feelings of inferiority result.

Stage five, (12-18 years) - *identity versus role confusion*, where adolescents are caught between childhood and adulthood, the adolescence faces some unique problems. As Coon (1983) cited Coleman, the tasks of this period can be described as:

Developing a clear sense of identify and self-confidence. Adjusting to body changes. Developing new, more mature relations with age-mates. Achieving emotional independence from parents. Selecting and preparing for an occupation. Achieving mature values and social responsibility. Preparing for marriage and family life, developing concern beyond self.

2.5.2 Theory of Social interaction

Human beings are a social animal. They interact with each other in their every day's life. They live, eat, work, talk and etc. together forming a group of community around which they live. The social environment such as family, neighbor, school and community play an important role in children's quality of social life. It is composed of different contexts that provide limitations as well as possibilities depending on the treatment type on individuals. The treatments in turn may be based on negative or positive attributes and attitudes toward a person which can foster or impel social skills. Rogers (1988) indicated that behavior associated with one status may be judged by society as an appropriate for a different status. Interaction between members of different strata is clearly defined by the norms of the society, which limit contact to specific situation.

Kirby, M. and his colleagues (1997) have also described that *action based on status is concerned with social 'inclusion' and 'exclusion', status groups are concerned with maintaining social distance and exclusivity*. Earlier, interpersonal interaction theorists emphasized the interaction between children and their environment considering them as two separate entities that enter into interactions. For instance, a theory which states "behavior was a function of interaction between person and environment (the theory of Lewin, 1951, cited by Orford, 1994), demonstrates behavior (psychological) as a result of the social interaction between a person and the social environment.

In interaction of different statuses and forms of social environment (the setting), there are various characteristics. The status classifications may not be simply for grouping of people, but may also have an effect on the distribution of power among them that may result inequality of power. Hargreaves (1972) quoted Lippt and et al and defined 'power' as: "the potentiality for including forces in another person toward acting or changing in a given direction." This statement might be evidence that children are influenced by the social power and might be deprived of certain resources. Such social classes that may form power inequality to be aware are those based on gender, race, age and disability.

In the system of power inequality, while the groups who have possessed the power become more advantageous in utilization of the available resources, others who do not possessed become less advantageous to use these resources. Therefore, theoretically, there are groups of individual who are deprived from their social resources being active performer in a certain proportion of settings on the bases of one or more human classification criteria. The principal forms of Wrong's scheme, (cited by Orford, 1994) states:

The power holders who wiled the most comprehensive and intensive power, such as parents of young children, are often able to draw upon a number of or even all of these forms of power. Indeed they may use different forms of sequentially (e.g. personal authority, followed by persuasion, legitimate authority, coercion and even force if necessary. Children are likely to be relatively deprived of power since they are under the control of their parents...

Understanding and responding children's problem however, may be ignored due to illiteracy or lack of awareness or there may be miss understanding of the external attributes. Sometimes, the social support may require going beyond parents and members of the community. In cases of child maltreatment and antisocial behaviors, the situation may quest for legal treatment. Since children are dependent on others and they are powerless in many aspects of their life may deviate the social norm. The type of social and legal support provision may vary and should have to be effective in making children psychosocially successful.

To sum up, Jacobson (cited and discussed by Orford, 1994) has classified the functions of social support as follows:

- *material, tangible, or instrumental support, or aid ;*
- *emotional, expressive, or affect support, or caring;*
- *esteem, affirmation, or value support, or acknowledgement;*
- *informational, advice, or cognitive support, or guidance; and*
- *companionship support, or positive social interaction.*

2.5.3 Social support and psychological well being

Santrock (2000) claimed that social care and support are positive elements which benefit a child to venture forth in seeking out many more potential sources. However, unless these supports are carefully provided, some times they may have negative effect on children's development, i.e. they may create dependency on the receiver. Jacobson (cited in Orford, 1994) stressed on the importance of right kinds of social support being given and received under the right circumstances and at the right time. Franzoi (2000) also confirmed that the reason we are more likely to help "deserving" others is due to the norm of social justice.

However, it is not only a matter of which an individual deserved help but also the psychological consequences of being helped must be taken into account. He (Ibid) further suggested that aid will be to the extent that it conveys caring for the recipient and provides real benefit, if not, it will be threatening to the extent that it implies an inferiority-superiority relationship between a recipient and helper and conflict with important cultural values of self-reliance and independence.

Nations philanthropic organizations also agree with this notion. “However, just handing out food for free is not going to change life for the better and may even increase dependency and feelings of hopelessness among the victims, (WFP, 2006).

Most often, children with a better developed social skill are better able to employ various practical strategies in many areas of their lives, especially competences.

On the other hand, if children lack social support and marginalized through neglect, discrimination of any other malpractices, they tend to be psychologically and socially maladjusted. Children may also deviate out of norms which are considered as normal by the community resulting balance for showing misbehaviors. But their misbehavior may be from the inevitable human psychosocial development, or from the negative stimuli of their social environment or from the deprivation of basic needs. As a final illustration of this point that social support links an individual with the social environment.

2.5.4 Theory of contextualism

The Vygotskian “child-in-activity-in-context” view described in the current contextualist approach as: “a child-in-context participating in some events as the smallest meaningful unit of study, a single unit or process exists. Certain forms of social practice relate the child and her needs and goals to the environment and define what the environment means to the child”, (Miller, 1993). The child, the other person, and the social context are fused in some activity. The social-cultural-historical context defines and shapes any particular child and his experience. At the same time children affect their contexts. Contexts in Bronfenbrenner’s “ecological theory of development depicts the environment as a system nested structures supporting human development. The systems occur at four levels, i.e. micro-, meso-, exo-, and macro system.

- 1. A micro system is patterns of activities, roles, and interpersonal relations in a given face-to-face setting.*
- 2. The meso system is linkage and processes taking place between two or more settings containing the developing person.*
- 3. The exo system is linkage and processes taking place between two or more settings, at least one of which does not ordinarily contain the developing person.*
- 4. The macro system overarching pattern of micro, meso and exo systems characteristics of a given culture, sub-culture, or other broader social context, (Berger, 1994; Miller, 1993).*

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Research design

This explanatory study was designed to investigate the psychosocial problems of *Tesfegna* children who resorted on Jimma University students' leftover food for their survival. Both qualitative and quantitative data were gathered from target respondents (*Tesfegna* children) and other supplementary participants who have relevancies with children. In order to achieve the purpose of the research, variety of methods and steps, which are appropriate to the study, were undertaken.

3.2 The setting

This research was conducted in Oromia Regional State at Jimma University main campus. This campus has three students' dining halls, namely, dining hall number 1- locally *Enat guada* (እናት ዳዳ), dining hall number 2- locally *Sheraton* (ሻራተን), and dining hall number 3- locally *Zegeye* (ዘገየ). Since the children obtain food remain mainly from these dining halls, areas near the cafeterias where leftover food storage bins kept temporarily were the main sites of this study. Moreover, around each gates and exists of the campus, asphalt road, street corners, verandahs and other places in which *Tesfegna* children mostly found were also the focus sites of this study.

3.3 Sample participants

The main target participants of this research were children who feed on Jimma university students' leftover food and locally labeled as *Tesfegna*. These children, who previously feed on students' leftover food, have now prohibited and suffered from obtaining it. Fifty male and seventeen female sample participants of ages ranging from 11 to 16 years old were the major target participants of this study.

Since few girls come to feed on leftover food, it was not possible to make the number of male and female participants proportional. Besides children, head of students' food service with some cafeterias' servants, university's police keeping the cafeterias, university's neighborhood *Kebeles'* chairpersons, students, and members of the community were also engaged on the study in providing supplementary information about these children. The researcher believed that the data obtained from these participants make the research reliable.

Table 3.1 Summary of sample participants

Participants	Children (target participants)			Head and Cafeterias' servants			University's police or guards			<i>Kebeles'</i> chair persons			Grand total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
No.	50	17	67	3	4	7	4	2	6	3	-	3	59	24	83

3.4 Sampling technique and procedures

3.4.1 Sampling technique

Because of the strict restrain on leftover food not to be taken and fed by using the university police, *Tesfegna* children afraid and distrust any other person out side of their group. They keep away any outsider suspicious of being made them caught by the police.

Therefore, it was necessary to persuade these respondents first. It has been found that **purposive** sampling technique is appropriate method for such characteristics of subjects. Key informants for interview with good communication skill were selected using 'Purposive' sampling technique from the already identified samples. Where as, believing that they are relevant to these children and their problems, other supportive participants were taken purposefully by the researcher using 'purposive' sampling technique.

3.4.2 Sampling procedures

As the characteristics of these subjects stated earlier, it was a difficult task to obtain and collect data from them. Therefore Purposive sampling technique, which was used to approach these suspicious children presented as follows:

Initial contact with few *Tesfegna* children was made through the recommendation of well-informed and popular person of leftover food consumers. Visits of their sites with this person were also made to vouch the legitimacy of the researcher. After obtaining some children among the population of interest, they were asked to convince and bring other participants with the same characteristics to engage on this study. The participated individuals were in turn asked to do the same thing as before. This continued in subsequent contacts until the whole available members engaged, which were sixty-seven. Six key informants of children, four male and two female, from the total (67) available respondents were selected by ‘purposeful’ sampling technique based on their language communication skill. They were selected and get informed for interview during the first contact with the researcher while completing the questionnaire.

Other supportive participants, namely, one students’ food service head and six cafeterias’ servants (two from each dining hall), six university’s police (two from each cafeteria), and one chair person from each neighborhood *kebele* (*Ginjo-gudru*, *Kochi/Seto-semero* and *Jiren*) were selected by the researcher using ‘Purposeful’ sampling technique. (See the summary table in section 3.3). It is believed that these participants have direct or indirect relationships with the children and can provide supplementary information about them; hence, reliable data can be obtained.

3.5 Instruments, pilot testing and data collection procedures

3.5.1 Instruments

The methodological concern of this study is to investigate the psychosocial problems of *Tesfegna* children based on observations and self-report instruments.

Therefore, in order to collect appropriate data from these target respondents, three basic approaches were used. These were:

First, the situations of students' dining halls and children's activities to collect and eat the leftover food were observed under the normal settings. Second, questionnaire of both close and open-ended addressing respondents' personal and parental backgrounds were used to overview their socio-demographic characteristics.

The questionnaire also consists of three separate likert scale sections, measuring respondents' interpersonal relationships, parenting style, psychological statuses, and social lives in the community. Third, depth interviews were conducted on some selected key informants of children, cafeterias' workers, (including the head), the university police, and *kebeles'* chair persons.

Summaries of instruments

1. **Questionnaire** - for socio-demographic characteristics, three level scale items of parenting styles, psychological and social problems (for all participants of *Tesfegna* children).
2. **Unstructured interview** (to interview some selected key informants) and
3. **Observation checklists** (to record the situations of dining halls and leftover food collecting and feeding activities).

The close-ended questionnaire was prepared to collect data about the psychosocial experiences of *Tesfegna* children. Thus, respondents' were asked to complete a questionnaire concerning about their socio-demographic characteristics, psychological conditions, and social problems. Moreover, the parental backgrounds and their parenting style were overviewed.

Each item of parenting style (11 items) in the likert scale was measured by three levels (1= I disagree, 2= partly I agree, and 3= I agree). Total scores of parenting style responses for each respondent (minimum= 11 and maximum = 33) again computed and grouped in to three parenting styles as follows:

In order to find the limits of the three parenting style scales, the total range is divided by three $\{(33-11) \div 3 = 7.33\}$. Then, this value is added on each subsequent scale beginning with the minimum possible summation, i.e. 11. Finally, the obtained value of each parenting style for a respondent becomes:

11.00 - 18.33 = Neglectful/uninvolved parenting style.

18.33 - 25.66 = Authoritative parents parenting style.

25.66 - 33.00 = Authoritarian parents parenting style.

And in each likert scale of the psychological and social problems, a domain was measured by one or more items consisting of three levels as parenting style before.

However, responses of items in each domain were added together and divided by the number of items in that domain. Finally, the obtained score in a specific domain was considered as respondent's **problem**, **moderate problem**, and **not a problem** based on the following score ranges respectively:

1.00-1.67 (score below average) -a problem

1.68-2.67(average score) - a moderate problem

2.68-3.00 (score above average) -not a problem

All the above instruments were first prepared in Amharic language based on the objectives of the study and reviewed literatures. These instruments were then distributed to four-second year M.A. degree students, (two from each social psychology and sociology departments), for the purpose of forward translation (Amharic to English language) as well as for commenting each items. After comparing and rewriting each student translations and comments, the instruments were given to researcher's advisor for further comments. These instruments were again corrected and rewritten to be distributed for the previous four students for backward translations (English to Amharic language). Finally, after correcting and organizing the last Amharic version, the instruments were provided to expert professionals in psychology department for further comments. The final evaluated instruments were written again and prepared for pilot testing.

3.5.2 Pilot testing

In order to detect the structural and content errors as well as to determine its reliability, the instruments were pilot tested before the actual data collection. The pretest was conducted on 16 leftover food consumer children of Kotebe College of Teachers Education (Addis Ababa), which were selected using purposive sampling technique. After administering the instruments, the computed split-half coefficient of reliability was found to be $r=0.83$ for parenting style $r=0.92$ for psychological problems, and $r=0.864$ for social problems. The coefficient of alpha was also determined to check the reliability of the instrument and was found to be $r=0.91$. In both cases, the pilot test results show higher reliability. In addition, interviews and observation checklists were tested. Finally; modification, omission, addition, edition and arrangements of items were made.

3.5.3 Data collection procedures

For all participants a brief explanation about the purpose of the study was given and then asked their consent. They were first informed about the objectives of the study and confidentiality of the data obtained from them. The data collection procedures by the pervious stated instruments were as follows:

Questionnaire

The data collected by this instrument were only from *Tesfegna* children. Since majority of respondents are illiterate or low-educational level, almost all of the questionnaires were completed by the researcher and Jimma University third year enumerator students. In addition to their illiteracy/low-educational level, university's police chase has made the children to suspicious of being caught; hence, they do not have much time to stay and fill the questionnaire by themselves. As a result, enumerators were required to read and complete the questionnaire for each respondent quickly within the available short period of time (about 10 minutes). The enumerators were first trained by the researcher for six hours on how to complete the questionnaire and collect the data. For every available respondent, all items of the questionnaire were read by the researcher/enumerators and his/her responses were written.

Interviews

This instrument was used for gathering of data from all participants except the informal discussants. In order to obtain deeper understanding of the psychosocial problems, depth interviews were conducted on six key informants' children who were taken from the previously participated respondents on the questionnaire completion.

A face-to-face communication of question and answer with brief explanation by the researcher to each key informant for about 15 minutes was undertaken. By using the guidelines presented on the interview format, each interviewee was asked about the challenges faced from the community, personal feelings and thoughts being a leftover food consumer, social lives and the like. All responses were written accordingly and organized for analysis. The same procedures were conducted on other participants of the study, but with slight modification of the interview format.

Observations

Researcher developed observation checklists were used to record the situations of children and the dinning halls at the natural setting. In the observation, children's appearance activities of collecting and eating the leftover food, psychological and social conditions were observed and recorded. These data enable the researcher to triangulate the data collected through questionnaire and interview. Non-participant observations with some communications with children were undertaken for three weeks three times per day.

Children's leftover food collecting and feeding activities were observed with researcher's naked eye at each site of the research at a distance of about 20-30 meter away from them. Sometimes, limited contacts were also made with few participants. The observed situations were then recorded on the prepared observation format. Additional conditions out of the checklists request were recorded on separate sheet paper. Most of the observations were conducted according to the following local time schedules:

- *Morning 1:30 am – 4:00 am,*
- *Noon 5:00 am – 8:00 pm and*
- *Dusk/evening 11:30 pm – 1:30 pm.*

3.6 Data analysis procedures

The data collected through the above-mentioned instruments were analyzed using appropriate statistical techniques, namely,

- *The quantitative data* – for socio-demographic characteristics and responses of questionnaire with likert scale i.e. parenting style, psychological problems and social problems: - frequency distribution (percentiles) was done by using version 13 SPSS software program.
- *The qualitative data* – data collected by using open-ended questionnaire, interviews, and observations were analyzed by the categorization of similar characteristics responses into themes. Themes were then coded, described and interpreted on the bases of literatures reviewed, theories and the characteristics of responses obtained from the respondents.

Initially, it was intended to obtain 80 leftover food consumers. However, sixty-seven respondents (83.75%) were obtained and participated on the study. Almost all of the questionnaires were completed by the researcher and enumerators. Hence, none of the participants' responses was void. Concerning the interview, all key informants were engaged and interviewed by the researcher.

CHAPTER FOUR

FINDINGS

This research was aimed at studying the psychosocial problems of *Tesfegna* children and the data were collected from March 12 to April 7, 2007. By using the instruments mentioned in chapter three. The analysis and interpretations of these data will be presented in the following sections.

For the purpose of quantification, some data were categorized, coded and tabulated based on their similarities. These data were then entered in to version-13 SPSS software program for the analysis of frequency distributions. In addition, classification and organization of qualitative data in to themes for interpretation and description were done.

4.1 Respondents' socio-demographic backgrounds

Based on children's responses, some of their socio-demographic characteristics were analyzed and presented as follows. Table 4.1 indicates the analysis of respondents' age, sex and educational level.

Table 4.1 Percentages of respondents' (children) age, sex and educational level.

AGE	Freq.	%	SEX	Freq	%	EDUC.LEVEL	Freq	%
<i>11-13 Years</i>	44	65.7	<i>Male</i>	50	74.6	<i>Currently not learning</i>	44	65.7
						<i>Primary (1-4)</i>	4	6.0
<i>14-16 years</i>	23	34.3	<i>Female</i>	17	25.4	<i>Junior (5-8)</i>	17	25.4
						<i>Secondary(9-12)</i>	2	3
Total	67	100.0	Total	67	100.0	Total	67	100.0

In table 4.1 one can understand that 50 (74.6%) male and 17 (25.4%) female children with age 11-16 years were participated. These participants were divide in to two groups i.e. 11-13 years and 14 -16 years and found that forty four (65.7%) and twenty-three (34.3%) in each group respectively. As indicated in table 4.1, about two-third (65.7%) of

the children were not learning currently and while seventeen children (25.4%) attain junior level (grade 5 – 8), only two (3.0%) were able to complete this level. Among the socio-demographic characteristics of respondents, some of their living situations are indicated in table 4.2.

Table 4.2 Respondents' living situations.

Living situations	Value Labels	Frequency	%
Person with whom the respondents are currently living	Both Parents	9	13.4
	With mother/father	14	20.9
	With relatives and/or siblings	14	20.9
	With non-relatives	11	16.4
	With friends/peers	17	25.4
	Alone	2	3.0
	Total	67	100.0
Respondents' current family size	1-4 persons	14	20.9
	5-8 persons	45	67.2
	9-12 persons	8	11.9
	Total	67	100.0
Duration of respondents since feeding on leftover food	1-2 years	25	37.3
	3-4 years	28	41.8
	5-6 years	14	20.9
	Total	67	100.0

Table 4.2 indicates that the majorities of respondents (25.4%) were living with their peers/friends in average family size of 5 to 8 members (67.2%). Equal numbers of respondents, [fourteen, (20.9%)] were living either with their mother/father; or with their relative/s and/or siblings. Respondents who were living with both of their parents are only nine (13.4%). The rest were living with individuals who have no blood relationship (16.4%) and living alone (3.0%). Table 4.2 also shows that all of the children have lived on feeding leftover food from one to six years. The majority of them [forty two (62.7%)] have consumed averagely above three years.

NB. Respondents who were said that they are living with peers/friends are homeless children who have not shelter. Although they are street children, the researcher has considered their group as a [family] and the total members as their family size.

4.2 Respondents' parents socio-demographic backgrounds

The data collected about respondents' parental backgrounds, which might be treated simultaneously for the mother and the father were, whether they are alive or not, their marital status, and their average monthly income. The parental death/existence, whether parents are still married and live together or not, and whether they afford their family's expenses sufficiently are very important issues in child's life. The following table presents some common features of parental situations.

Table 4.3 Common characteristics of respondents' parents.

Common Parental Characteristics	Value labels	Frequency	%
Existence of respondents' parents	Both parents are alive	23	34.3
	Only father is alive	7	10.4
	Only mother is alive	20	29.9
	Both parents are not alive	17	25.4
	Total	67	100.0
Marital status of respondents' parents	Still married and live together	13	26.0
	Separated	2	4.0
	Widowed	27	54.0
	Divorced	8	16.0
	Total	50	100.0
Total income of respondents' parents	Supported/beggars	19	38.0
	Less than 200 Birr	18	36.0
	201-400 Birr	4	8.0
	401-600 Birr	7	14.0
	601-800 Birr	2	4.0
	Total	50	100.0

The above table (table 4.3) indicates that only one-third (twenty-three) of respondents (34.3%) have both mother and father, however, almost two-third (forty-four) of them (65.7%) were orphans. Among these, those who lost their mother, father, and both parents were; twenty-four (35.8%), thirty-seven (55.2%), and seventeen (25.4%) respectively. Among the alive parents of respondents', the majority of them, [twenty-seven (54.0%)] were widowed, eight (16.0%) were divorced, and two (4.0%) were separated. Only thirteen (26.0%) parents were still married and live together.

As can be seen from table 4.3 above, the majority of respondents' parents [thirty-seven (74.0%) live with an average monthly income less than 200 birr i.e. have not their own monthly income or they live on the support of different individuals or by begging. Whereas, eleven (22.0%) of parents have an average monthly income between 201 and 600 birr. In contrast, only two (4.0%) parents have an average monthly income between 601-800 birr.

On table 4.3, it is understood that among the total respondents (67), forty-three (64.18%) and thirty (44.78%) of their mothers and fathers were living respectively. In addition to the earlier presented parental features which were shared by both the mother and the father, individual characteristics of each parent were also investigated. The physical status, health condition, and educational level of each living parent have been examined separately. The following tables present the analysis of some features of living parents.

Table 4.4 Respondents' living mothers characteristics

Common Characteristics Parents'	Value labels	Frequency	%
Physical status	Disabled	0	0.0
	Not disabled	43	100.0
	Total	43	100.0
Health condition	Sick	23	53.49
	Healthy	20	46.51
	Total	43	100.0
Educational level	Illiterate	17	39.53
	Only able to read and write	6	13.95
	Primary(1-4)	7	16.28
	Junior (5-8)	10	23.26
	High school (9-12)	3	6.98
	Total	43	100.0

Table 4.4 indicates that while all alive mothers (forty-three) were not disabled, [twenty-three (53.49%)] were sick and twenty (46.51%) were healthy. With respect to their educational level, the majority of them [seventeen (39.53%)] were illiterate and only three (7.0%) attained high school level (grade 9-12). Generally, more than two-third of mothers [thirty (70%)] have not attained at least junior level (grade 5-8).

In table 4.3, it is also understood that more than half of the children [thirty-seven (55.22%)] have not father. The following table shows some features of respondents' living fathers.

Table 4.5 respondents' living fathers characteristics

Characteristics	Value labels	Frequency	%
Physical status	Disabled	6	20.0
	Not disabled	24	80.0
	Total	30	100.0
Health condition	Sick	14	46.67
	Healthy	16	53.33
	Total	30	100.0
Educational level	Illiterate	16	53.33
	Only able to read and write	1	3.33
	Primary(1-4)	6	20.0
	Junior (5-8)	4	13.33
	High school (9-12)	3	10.0
	Total	30	100.0

Among respondents' alive fathers, while six (20.0%) of them were disabled, twenty-four (80.0%) were not disabled. The above table (table 4.5) also indicates that about half of respondents' fathers [fourteen (46.67%)] were victims of different diseases and the rest sixteen (53.33%) were healthy. With respect to their educational level, most of them [sixteen (53.33%)] were illiterate i.e. they can not able to read and write. Whereas, only three (10.0%) of them attained high school level (grade 9-12). Generally, more than three-fourth of respondents' fathers [twenty-one (76.66%)] were below junior level (grade 5-8).

4.3 Parenting styles

Parenting style of respondents' parents was examined to identify their child-rearing practice. The instrument was prepared to investigate which type of parenting style do respondents' parents were following mostly. For this purpose; authoritarian, authoritative and neglectful/uninvolved parenting styles were reviewed in section 2.4 and eleven items

that correspond to these types of parenting styles were developed to measure children's parents practiced. The analysis of children's responses is presented in table 4.6.

Table 4.6 parenting style of respondents' parents

Parenting style	Frequency	%
Neglectful/uninvolved	46	68.7
Authoritative	17	25.4
Authoritarian	4	6.0
Total	67	100.0

The above table (table 4.6) shows that the majority of respondents' parents [forty-six (68.7%)] follow neglectful/uninvolved parenting style, and seventeen (25.4%) of them were authoritative parents. Conversely, only four (6.0%) of them were authoritarian parents.

4.4 Psychosocial problems

Dependency of *Tesfegna* children on food which is left as remain might affect their psychological well-being and social lives. First of all, since they have been restrained to consume the leftover food, most children have been suffering from their livings, because they are dependent on this food for their survival. As a result, they are forced to use informal means of getting this food. They jump over the fence or use open boundaries to enter into the campus hiding themselves from the university police to collect the leftover food from storage barrels/bins near the dinning halls. In the mean time, they may be caught and punished by the university police. Second, in addition to its being leftover, it was not kept carefully and mostly consumed by poor individuals.

The poor quality of food they feed on (leftover) might designate them as paupers and scavengers, hence, might create negative attitude towards them. Because of their leftover

food consumption, they may be considered as they utilize waste thing, hence, people may dislike and keep them away. Incidents of unfair treatment which might discourage social interactions and affect psychological well being may be resulted in such perceptions/attitudes associated with life characteristics of an individual. Thus, because of their living situations, *Tesfegna* children may encounter psychosocial problems. The psychological and social conditions of these children were measured by the instruments mentioned in chapter three.

Regarding the psychological and social problems the analysis of children's responses have been presented on table 4.7 and table 4.8 (appendix IX and appendix X).

Psychological problems of children

The specific analysis of each psychological domain (refer on table 4.7- appendix IX) shows that fifty-one of respondents (76.1%) have poor self-determination efficiency and the rest sixteen (23.9%) have moderate. Almost equal number of respondents, thirty-four (50.7%) and thirty-three (49.3%) were found in high and moderate status of self-depreciation respectively.

Like that of self-determination efficiency, the majority of respondents [forty-nine (73.1%)] were emotionally disturbed and the remaining eighteen (26.9%) reported that they were moderately stable. Conversely, many individuals [forty-eight (71.6%)] reported that they were moderately enthusiasts. Whereas, the rest nineteen (28.4%) were having lesser enthusiasm. In each of the four psychological domains measured, no one has reported above moderate values of the scale measured under the study i.e. 2.68-3.0.

Social problems of children

The analysis of social domains (see on table 4.8- appendix X) show that community's care and support to the children were very low. The majority of respondents [forty-nine (73.1%)] reported that they were provided with insufficient care and support from members of the community. However, nearly one-fourth [eighteen (26.9%)] of them said that they were provided with moderate care and support.

With respect to maltreatment, many respondents [thirty-eight (56.7%)] indicated that they were maltreated frequently by members of the community and twenty-nine (43.3%) of them responded that they were maltreated rarely. In contrast, no one has reported that he/she has been provided with sufficient care and support from members of the community and also that he/she has not been maltreated at all. As can be seen from table 4.8, (appendix X), the majority of respondents indicated that they have moderate social relationships with members of the community. Nearly two-third [forty-four (65.7%)] of them indicated that they were able to integrate moderately among members of the community. Respondents who reported with poor social integration were twenty-one (31.3%). Conversely, very few [two (3.0%)] of them responded that they have good social relationships with the community.

Table 4.8 (appendix X) also shows that the majority of respondents [forty-two (62.7%)] have moderate ethical problems. Whereas, about one-third [twenty-four (35.8%)] of sampled respondents said that they have serious ethical problems. In contrast, there was only one (1.5%) respondent who said that he/she has no ethical problem at all.

Parallel with community care and support, the provisions of legal support or protection for them by the legal system was very scarce. While forty-six (68.7%) respondents said that they lack sufficient legal protection, only two (3.0%) of them have reported that they have sufficient legal support. The rest nineteen (28.4%) responded that they were provided with moderate legal support.

4.5 Analysis of qualitative data

In addition to the close-ended questionnaires, open-ended questionnaires, interviews, observations and informal discussions were conducted. Focusing on the main objectives of the study, each instrument was prepared and conducted on each group of respondents. Most findings of the qualitative data were generally consistent with the results of quantitative data and literature reviews. The result obtained by using open-ended questionnaires, observations and interviews will be presented as follows.

A. Analysis of children's open-ended responses

In addition to the close-ended questionnaires, each *Tesfegna* children were asked to describe about their living situations and recent experienced nightmares. According to their report, the obtained responses are organized and presented as follows:

Living situations (living place and sleeping facilities)

For the purpose of the analysis, their general status of living has been categorized in to three groups; namely, the worse, average, and slightly better.

According to their responses, many of the children were found in worse living condition. A large number of were homeless; and it can be said that they are 'Street children'. Their most commonly mentioned living places were empty houses like traffic police's house, local markets', Coca-Cola's soft drink store verandahs, and videos & barbers' houses. They sleep on bare floor or bedding discarded cartoon, plastic sacks, or any other old and torn clothes. Moreover, they have not any bed and night wears (blankets and sheets) or may use plastic sacks and old clothes; even sometimes they may simply sleep with out any night wear.

The Second group differs from the first one in that they live in their parents or somebody's house (relative/non-relative), renting in *kebeles*' or private owner houses. The houses are narrow, old and walls made of mud. This group sleeps mostly on locally made bed such as *medeb* (a bed made of mud and local wood) or on floor bedding discarded cartoon, plastic sacks or *selen* (local carpet). A few may have old mattress made of grass or cotton inside a used plastic sack. The majorities have a relatively old night wears and very few girls were supported by some university's philanthropic students with renting fee, food, educational materials and old wears.

The third group, which was very few, lives in a relatively better condition than the previous mentioned two groups. They live in their own parents' house. They also have a

bed, sponge mattress, and night wears. However, they mentioned that the mattress and blanket are aid from the missionary Catholic Church.

Recently experienced nightmares (if any)

The children reported that mostly encountered frightening or terrifying dreams because of their living situations. To examine children's sleep problem in the night which is psychological, each respondent was asked to mention about his/her sleeping period situations. More than half respondents, especially the orphans, reported that they often experienced various nightmares. Their nightmares were mainly related to their lost parents (for orphans) and university's police chase or loss/gain of leftover food. Here after, the researcher has organized and presented the commonly experienced and reported nightmares.

1. *seeing or talking with their lost parent/s or other relative/s,*
2. *seeing frightening or dangerous things and people,*
3. *crying or shouting,*
4. *some one, especially, police chasing, beating, or cutting their body parts with knives,*
5. *entering in to a deep hole or river while escaping from the chase of somebody [University's police],*
6. *fighting with friends or somebody,*
7. *sleep walking and falling from the bed,*
8. *sleeping difficulties (disturbances) and*
9. *eating food.*

B. Analysis of observations

In order to obtain reliable data about *Tesfegna* children, the researcher has developed two observation checklist formats. The first format was prepared for recording the general activities of students' and servants' in the dinning halls. Whereas, using the second format, children's leftover food collection/taking activities were observed and recorded.

These observations have been conducted on the three students' dinning halls and areas near the main campus of the university (see section 3.2). Non-participant observations

with limited contact with the children were undertaken from March 16 – April 5, 2007. Each site was observed alternatively in each of the students' meal time i.e. breakfast, lunch and dinner. According to recorded observations, the data were analyzed and presented as follows:

Among the three dinning halls, *Enat guada*, which is the oldest one, is situated alongside with the south and west boundaries of the university. These boundaries are inline with the asphalt roads directing towards Addis Ababa and the Palace of *Aba Jifar* respectively. And this dinning hall is also much closer to the three main gateways and the three nearby *kebeles*; hence, it is the main site of leftover food for the majority of *Tesfegnas*.

In contrast, *Sheraton* and *Zegeye* are far from the borders and fences of which are found towards the center. Relatively, they are new and modern dinning halls. The locations of these dinning halls make difficult for children to obtain leftover food over there. The farness has made them to be seen and caught by the university police before reaching and collecting the leftover food. However, most experienced children can enter and take without being seen by the university police hiding themselves.

While some students eat their meal completely, some of them leave pieces of food on the tray or over the table. Because of various reasons such as sickness, getting enough, loss of appetite, or low quality of food; students, especially, girls leave food remain in each meal time. Sometimes, food remains also fall down the floor due to carelessness of servants and students.

Students' food remains from the trays, tables and floor was collected by servants and kept into plastic or iron barrel/bin which was found near the balcony. The majorities of servants do not handle and care the food remains properly while collecting and storing. They simply collect any thing with the food remains even from the floor which is unclean. When the storage barrel/bin inside the dinning hall gets full, servants would take and keep it outside, near the kitchens, and substitute with empty one. After each recommended meal time is over, servants collect and clean the dinning hall. The stored leftover food will be kept and stays near the kitchens for about six hours.

In the mean time, *Tesfegna* children take [informally] the leftover food before stored into the big iron garbage and finally disposed to the dumping area by the workers.

Mostly, the leftover bins were not kept clean and also invaded by flies. Especially, the Akaki Spare part factory made iron garbage, which is found at the north of *Enat guada* dinning hall, was not only the hunting place for children but also for dogs, eagles, hawks and other scavengers. In addition to its pungent smell and bad taste, it was full of non-edible items like bones, banana covers, used soft papers, etc.

Many of the university's official entrances and exits are controlled by the police. However, there were few open areas by which some children enter into the campus and collect leftover food. Except the front side, majority of the campus's boundaries have not brick fences. Most often, the majority of *Tesfegna* children were available around the university. Especially, the younger ones usually play on the street near the main gateways and asphalt road. They often beg money or other kind from any by passer. The older ones, however, stay in the village video houses watching films until the meal time comes. These individuals control their younger through a harsh ordering, insulting, terrorizing, and even beating. Occasionally, few boys were involved on casual laborer activities such as carrying students' bags and other luggage. Some girls on the other hand, retail different materials like chewing gum, caramels, napkins, lemons, oranges, and local tooth brush made of stick.

The majority of *Tesfegna* children were thin and wearing dirty clothes. Almost all of them have not cut and comb their hair, and were with dirty hands and legs. They were also barefooted. Both male and females of age, approximately from 5 to 60 years old persons, have engaged on collecting leftover food. Generally, they look like a bedraggled. A few mothers with babies and impaired persons like blinds, amputees or sick persons wait for getting this food. However, only the youngest and strongest ones have more chance to enter into the campus and take [informally] the leftover food with out being seen and caught by the university police.

Before they obtain the leftover food, while the meal time reaches, many of them appeared sad, frustrate, disappoint and hunger face steering towards the university seeking a food to eat. Until they get a chance to enter and take [informally] the leftover food, many of the young talk, play, chase, insult and fight each other around the campus. The strongest and big boys run here and there finding means to jump over the fence and enter into the campus. Whereas, the weaker and disabled ones wait near the gateways begging leftover food from somebody coming inside. Few workers may sometimes provide them with a plastic case [festal].

While the biggest children try to enter informally through different open areas, the smallest ones beg the university police to let them enter or to provide them leftover food. Although they were dispersed while entering into the campus, the children would later combine and form groups of 2-3 individuals for helping each other. Sometimes, a total of 10-15 children come together waiting leftover food and stay ambushed in the bush to be hide from the university police. The university police control and restrain those individuals who try to enter not only through the gateways but also any other means. Whenever saw and caught, they insult, beat and/or arrest them.

After the prohibition, most of the children obtain leftover food through 'theft'. The children enter into the campus without the sight of the university police and go to the dinning halls where the leftover food barrels/bins are kept. One of the children observes controlling the coming of university's police who restrain the leftover food. And the rest others take the food from the barrels/bins helping each other. They collect any type of food remains without considering its cleanness as quickly as possible not to be caught and beaten by the police. One day (March 24, 2007), the researcher has observed while the police chase children collecting leftover food from *Zegeye* dinning hall, especially, one of them was holding *red peas wot* inside a thin plastic case [festal] with out any other solid food like bread or *injera*.

If a university police come, the child who controls the situation informs to his friends and escapes out by running. The university police chase the children by insulting and

throwing a piece of stone/an object towards them being unable to catch them. However, if caught, beat them with stick or any other materials/objects. Sometimes, they temporarily arrest them for a few hours in the gate keeper's house.

Within researcher's observations dates, averagely about six to eight children were captured and arrested per day by the university police while jumping and entering the campus. Only experienced and lucky children are able to obtain and eat leftover food. During his observations, the researcher has observed while the children were robbing leftover food, insulted, beaten and chased by the university's police and other people. On these days, two groups of children, four in each, were eating leftover food besides the offices of Faculty of Business and Economics who later chased and dispersed by the university's police. The same days, 10-12 children were ambushed around the technology faculty workshop (near *Enat guada*) in which two of them caught and beaten by a young university's police.

Besides the drawing room (between *Zegeye* and *Sheraton* dinning halls) and in the bush at the right back of *Zegeye* also their main strategic places for hunting leftover food. Rarely, few cafeteria servants, especially, women provide them pieces of leftover food with a plastic case [festal].

Conversely, an adult man usually takes (permitted by unknown person) leftover food with a pair of big plastic cases [festal], He sale outside the campus for those who are unable to enter and obtain the food and as well as for others. There were also some day-laborers who are allowed to eat leftover food formally by concerned authorities.

Generally, the researcher can witness truly *that Tesfegna* children were suffering from getting the leftover food and many other psychosocial problems as well. If a university police caught them while entering the campus to collect leftover food, he punished severely. The researcher has observed children's struggle for obtaining leftover food and while many of them were insulted and beaten by the university police. Since all of the children were aware of university's police punishment, they afraid of them very much. Whenever they see them, they run and try to escape.

C. Analysis of *Tesfegna* children's interview

Interviewees of children were selected purposefully from those previous respondents who filled the questionnaire based on their language communication skill. Almost all of the children mentioned that their life is mainly depending on Jimma university students' leftover food. They reported that this food was not only insufficient and unclean, but also obtained through a great challenge. Their economic problem which forced them to feed on this food, has greatly affected their psychological and social conditions.

A 15 years old and grade 5 dropout interviewee explained his psychological problems as:

*...there are many individuals who do not like us, they do not have positive attitude towards us; I can say that we are like 'Rat' and 'cat' with university's police. Sometimes, I feel empty mind and loss my confidence being thought my current life situations. My dependency on leftover food has made me to be ashamed of myself, inferior person and emotionally disturbed. However, I believe that we all (*Tesfegna* children) are human beings just like others expect our poverty. God wills; we will be a man. I may be a doctor or an athlete like Haile G/silasie.*

Another interviewee mentioned her social burden as: "Some people do not need us to interact with them. They advise and restrict their children not to communicate with us. They said to them: *do not play and join with Tesfegna children. Since they eat waste and unclean food, they are sick. If you made contact and play with them, they transmit you a disease and you become sick*".

Almost all respondents explained their social problems consistently the same way. They said "no body is sympathetic to us...., especially, the university's police are cruel; late alone providing care, support, love and respect; they derogate and batter us..."

The interviewee reported that the majority of their friends were not attending school because of lack of money for buying educational materials. Another interviewee explained their life as: "..., we have not any job, ---, we are idle.

Mostly, we play on the streets near the university and beg any by passer. Some times we carry a person's property especially, students' luggage". A 14 year girl living with her younger sister said that she is leading desperate life. They came from *Harar* and have lost both parents. They live in an old rented house. Female university students (religious) afforded them the payment. They also gave them their used cloths.

This girl explained her burden as: *..., our life is a full of fear and emotional disturbances. Sometimes, during the night, different persons come and knock our door, ---they frightened us. Although the students support gave us a relief, it is not sustainable and significant one... We are not sure of tomorrow.*

The interviewees have believed that there were few deviant and misbehaving children, especially; the elders were those who trouble university's students and the community including the police by hitting and hanging in the dusk. However, they opposed that their group was not involved on such kinds of illegal activities except robbing leftover food. Arguing the thoughts of the community, a child stated defense as:

..., most of the people perceive and designate Tesfegna children as a trouble some boys, ---, they assume that we are mediocre, hence, they disparage us. The older children [Goremsa] often attack us---, they beat and snatch our leftover food and any property from us, --- But, we are not as they thought, it is a matter of generalization. Since we are impoverished and undernourished, we only seek a food to eat, ---, we need anyone to be our benefactor, ---, we need care, support, attention, protection, --- (a grade 8 interviewee).

The children reported that they were punished by the university police. One of the interviewee mentioned the corporal punishment done on him and his friends as follows:

...the police gathered us all together. They insulted, shouted on us, battered our body with their fist and palms as well as a stick and an object. Finally, they made us to walk on our bare knees from Jimma Teachers' Training College to the University on the street (more than half km).

These children blame some university's police not only for their maltreatments but also for the bribing (they said it *corruption*) used to discriminate them. They mentioned that the university police do not restrain all *Tesfegna* children the same way, conversely, they let some individuals to take leftover food, and even sometimes provide them.

D. Analysis of Supportive Participants'

Here, 7 cafeterias' servants, 6 university's police, and 3 *Kebeles'* chair persons' were participated. The majorities of responses of these groups were almost similar, except very limited differences. Therefore, the analysis is made together. These individuals were interviewed to obtain information about the problems of *Tesfegna* children. They were asked what psychological and social problems do these children encountered and what problems do they create (if any) on the community or other parts of the society.

Although the majority of these respondents have agreed that the children have psychological and social problems, they accused of them with security problem. Regarding this, of the university students' food service head said that,

...after eating this food, the children became insulting and fighting people such as students, workers, and our police, they chaos village's security and snatch different property. Some of them began retailing this food. After selling, they become substance abuser. Generally, it has made the children vagabond and to be involved on antisocial activities.

Ginjogudru, kochi/Setosemero and Jiren kebeles chair persons' also share the above idea. They stated that:

People hate to socialize with and have negative attitude towards them. They are trouble some. To solve the problems, we discussed about children with some concerned bodies. Finally, we used police's power to disperse them. Some are still imprisoned.

Moreover, the university police annoyed with these children more than any interviewee of these participants. They mentioned that: *...the children are dangerous, they theft property, they insult and fight people.*

The university police and cafeterias' servants also believed that there were some children who still consume leftover food. However, they were not voluntary to speak why many were prohibited and few are still consuming.

Proposing that the children should be prohibited the leftover food and to be sold, head of students' service mentioned the following reasons.

- 1 not to make the university responsible if the children get poisoned, sick, and even die because of leftover food consumption.
- 2 the children became retailing the leftover food and use addicting substances like *chat*, cigarette and alcohol.
- 3 as a result of this, they became engaged on illegal activities such as insulting, fighting and snatching, hence, disturbing the security of the community.

In contrast to the above responses, informal discussants seem to have a neutral stand. Believing that the children were to some extent deviant, they pointed that every one has to be concerned about their problem. Since they are children who lack education, health service, food and other human needs, they may behave differently. One of the discussant mentioned the following statement which was raised on teachers' summer civic training held at Jimma University. *If foreigners see these children, what would they say about us? They may perceive that Ethiopians are destitute and may have negative image about us. Therefore, the children have to be dispersed from consuming leftover food.* This indicates that the community worries more about foreigners' perception than the disadvantaged children.

4.6 Discussion

One of the objectives of this study is to identify the psychosocial experiences of *Tesfegna* children. These were measured by examining various aspects of respondents' and their parents' background. From the analysis of the obtained data, it is interesting to note that the majority of sampled children were psychologically and socially disadvantaged in many respects.

In this research it was found that the majority of the respondents are orphans who lost one or both of their parents. The existence of parents is very crucial for every child's upbringing. A person's, especially a child's, life conditions may be affected by the lack of one or both parents. Bronfenbrenner (cited by Miller, 1993) has indicated the effects of parents on a child by comparing single versus two parent family. In addition to the lack

of materials and facilities provisions like food, cloth, shelter, health and education, parental loss can expose a child to various kinds of psychosocial problems.

In the literature review part it was mentioned that many of the children who become victims of many psychosocial problems came from poor parents with low income, broken family, low educational level and poor health and physical status. Consistently, authors have mentioned parents' effect on a child. Berger (1994) indicated that in most community, under nutrition is caused by a complex interaction of factors, social and/or family problems being prime underlying factors. He also quoted Cherlin and Fustenberg's study to show that illness, divorce or unemployment undermines parents' ability to function.

From this statement, it is logical to say that children can be affected if their parents' ability is undermined by the already stated cases. Because, it was parents who primarily responsible for a child upbringing. Santrock (2000) on his part mentioned that socio-economic status is determined by a combination of occupation, education, and income. Economics describes this notion in terms of family members. ---, *as the poor tend to have large family size, they are the one who suffer more when services can not match the increase in number*, (MOFED, 2004).

Similarly, the majority of respondents reported that their parents have very low monthly income. They live on the help of others or by begging. This shows that many parents of respondents were not able to afford their life expenses sufficiently. As a result, their children's life may also be threatened. According to UN (2001) and UNICEF (19?? and 2005) explanation, poverty which has been linked with educational, occupational and economic aspects of parents' affects children's physical, mental and social development.

The majority of parents were also illiterates who tend to have low monthly income and be ignorant of modern child rearing. Illiterate parents may have less employment opportunity than illiterates, which in turn tend to affect their monthly income and life expenses too. Education plays important role in child upbringing. Literate or educated person may have better information or scientific knowledge about child rearing than

illiterate one. Educated parents may provide appropriate love and respect to their child, may teach a better ways of coping mechanisms with problems, make their child to develop self-confidence well, to be enthusiastic, and to be hard worker.

Given the cultural and structural constraints of a country, it can be said that one's physical and health conditions affect his/her activities and working efficiency. This in turn can impede the capabilities of obtaining sufficient income, consequently, the inability to fulfill his/her children's or family basic needs like food, cloth, shelter, health, education, etc. The effects of parents' health and physical condition were complex and diverse. Cockerham (2007) quoted Williams and et al that problems facing someone with a physical impairment are not just medical, but include social, attitudinal, economic, and other adjustments. In order to grow up well, children need to get sufficient amount of such things and other basic needs.

However, when they lack the above mentioned requirements from their home/family, they look for other options, being to depend on others hoping to get their needs as *Tesfegna*. This might result parents' failure to meet these needs which emanates from their death, divorce, physical and health problems; illiteracy, etc. which ultimately affect income and family's life, especially, children.

The preceding research findings showed that many of the respondents' parents were not living.

Besides, even those who are alive were either divorced, illiterate or physically disabled and suffer from various health problems, hence, spending much time on bed and seeking medical treatments in clinics or hospitals. As the children reported, their parents were suffering from various diseases such as anemia, malaria, heart failure, tuberculoses, bronchitis, gastritis, and hepatitis. Such parental conditions may contribute for many children to deprive of basic needs and experience social and psychological problems.

The already identified of social problems that affected these children include lack of community care and support, community maltreatment, social-integration problem, ethical situations and lack of legal protection.

With in these domains, as the findings from the analysis of this research indicate, serious problems were identified. The social problems that *Tesfegna* children face were receiving insufficient care and support from the community, higher levels of community maltreatment, failure to obtain legal protection/support, some ethical and interpersonal relationship problems with members of the community.

Erikson (1995), Santrock (1999, 2000), Orford (1994) and Papalia (2001), pointed that those children who are deprived of basic needs and who are living with in many social problems are most likely to experience various psychological problems. Consistent with the works of the above authors, different psychological problems were reported by respondents of this research. These include poor self-determination efficiency, high self-deprecation status, high levels of emotional instability and averagely enthusiastic.

Majorities of the children were also suffering from various frightening dreams. This might indicate that they were experiencing psychological problems which could be associated with their living situations. Regarding nightmares, Wood and Wood (1996) described as 'the worst of dreams' and indicated that the most common themes are being chased, threatened, or attacked. Coon (1983) on his part described as a 'bad dream' that occur during Rapid Eye Movement (REM) sleep in which the brain returns to a light sleep and rapid eye movement begins.

In addition, Wood and Wood (1996) cited Hefez et al. to indicate that nightmares can be a reaction to traumatic life events which tend to relate with psychological problems. They also quoted Berquier and Aston to assert that nightmares may be associated with maladjustment.

From the responses obtained through questionnaires and detailed interview on participants of this research, as well as careful observations, it was found that these children have serious social problems that emanate from their being dependent on leftover food. Since it is difficult to obtain the leftover food easily, children used various means including theft.

As a result, they were considered as informal and deviant boys by most of the community members. Especially, the university police have negative attitude towards them. The harsh treatment from the community; scarcity and poor quality of food make many of *Tesfegna* children to be marginalized and suffer from various social catastrophes. It was found that their serious economic problems that led them not to have educational access or to drop out of school. The children who were reported that they are not currently learning and mentioned on table 4.1 explained the economic problem which forced them not to attend formal education. In addition; dislike of education, familial prohibition, conflict with teachers and school punishments were also their additional obstacles for lacking educational access.

Many of the children do not have a house to live in (homeless), hence obliged to reside on streets such as verandahs or open houses and markets. Even those who have home were living in poor houses with few housing furniture and sleeping materials.

Although many people know and observed that *Tesfegna* children were suffering from the already stated socio-economic problems, they have not offered them the necessary care and support. Rather, they expressed their hatter in various ways such as social exclusion, insult, disregarding, and sometimes beating. They have been also ignored by many organizations. In relation to this, the *kebele* chair persons forwarded that they have not yet thought and considered the issues of these children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 summaries

The provision of psychosocial support is very crucial for proper growth and development of every child. However, children of most developing countries like Ethiopia have been suffering from various kinds of psychosocial problems. This study has been conducted on purposefully selected children and who consume Jimma University students' leftover food. Locally, they are labeled as *Tesfegna*. Investigating the psychosocial problems of these children was the main objective of this research. Lack of basic needs which tend to lead the children to depend on leftover food resulting psychosocial problems gave the researcher's initiative to carry out this study.

In the first place, many of them were suffering from food, clothes and shelter. They have not got the opportunity to learn and lack of health services. Their poverty has made them to depend on leftover food and to be labeled as *Tesfegna*. The other was that people who do not consume this food have negative attitude towards them. Most often, they were excluded and marginalized from different social activities because of their living situations and behaviors. Moreover, late alone providing them material and financial support or treating them psychosocially, the majority of them have been victims of various abuses. The necessary data were collected through questionnaire, interview, observation and casual discussion. Based on the obtained data, the findings are summarized and presented in to nine important aspects.

1. A total of 67, 11-16 years old *Tesfegna* children, of which 50 (74.6%) males and 17 (25.4%) females were participated on giving responses to this study. In addition, 20 other individuals have been engaged in providing information about these target participants. The analyzed data indicates that the majorities of *Tesfegna* children (65.7%) have not got the opportunity to learn; however, only 34.4% of them are attending formal education in

the academic year 2006/07. Those children who were attending formal education are found in primary (1-4), junior (5-8) and high school (9- 12) grade levels, and accounted 6.0%, 25.4% and 3.0% respectively.

2. The researcher has considered three characteristics of the children's living situations.

The first one was to know with whom respondents were living now. A large number of them (25.4%) said that they were living with their friends/peers. According to the definition of this research, "friends/peers" are group of homeless children who were living on the streets, verandahs, empty houses and the like. And 20.9% of them reported that they were living with their relative/s which means they were living with (a) person/s having blood relationship with them and include mother or father (not both), sister/brother, uncle/aunt, grand mother/father and etc. The other 16.4% and 3.0% were living with their non-relative/s and alone respectively. In contrast to those who live with their relative/s, these respondents have not any blood tie with (a) person/s sheltered them. The rest (13.4%) mentioned that they were living with their both parents.

The second characteristic was their family size and found that 67.2% of them were living in an average family size of 5-8 individuals. The rest 20.9% and 11.9% of them reported that they were living in an average family size of 1-4 and 9-12 persons respectively.

The last characteristic was their duration on consuming leftover food. In general, all of them have consumed this food between 1-6 years. Among these, the majorities (62.7%) have consumed at least three years and above, however, the rest 37.3% have lived less than three years.

3. Besides children's personal backgrounds, some parental features were also examined.

In the first place, children's parental existence and their marital status were investigated. With regard to the existence parents, only 34.3% of respondents mentioned that both of their parents are living. However, 65.7% of them have lost at least one of their parents. Among these, 25.4% of them have not mother & father at all.

The percentages of respondents who lost only one of their parents constituted 40.3%. Among these singled-parent respondents, 10.4% of them have only father and 29.9% only mother. In relation to the marital status, a large number of respondents' parents, 72.0% were not living in marriage's life. Among these; 54.0% and 4.0% of them were divorced and separated respectively. Conversely, only 26.0% of them were still married & live together.

4. The total monthly income of respondents' parents obtained through waging lies between 0 to 800 birr. As the finding indicates, 38.0% of parents have not income by wage; i.e. they live on the support of others or by begging. Whereas, the other 36.0% of parents earn less than 200 birr, and 8.0% of them between 201 and 400 birr per month.

And those parents who have monthly income between 401-600 and 601-800 birr respectively constituted 14.0% and 4.0%.

5. With respect to respondents' living mothers, none of them are disabled. On the other hand; while 53.49% of the mothers have one or more health problems, all the rest do not have any sickness. The educational level of respondents' mothers show that the majority of them were below elementary level (1-4). Those mothers who were illiterate and can only read and write were 39.53% and 13.95% respectively. Only few mothers (6.98%) attained high school level (9-12). The rest 16.28% and 23.26% were found in primary and junior levels respectively.

6. In relation to the living fathers, 20.0% of them have one or more type of disability but all the rest were not disabled. On the other hand; while 46.67% of fathers were suffering from various kinds of health problems, all the rest have not reported any kind of sickness. Concerning educational level, more than half of the respondents' fathers (53.33%) are illiterate and only 10.0% of the children participants mentioned that their parents have attained high school level. None of respondents' father and mother has attained beyond high school level.

7. With respect to the parenting style practiced by children's parents, three types, namely, authoritarian, authoritative and neglectful/uninvolved were measured. The finding indicates that 68.7% of respondents' parents followed neglectful/uninvolved type of parenting style. Parents who followed authoritarian and authoritative type of parenting style were 25.4% and 6.0% respectively.

8. There were four domains of psychological problems measured and experienced by *Tesfegna* children. Among these, the analyzed data indicated high problems of their self-determination efficiency, self-depreciation status and emotional stability.

Respondents who reported with poor self-determination efficiency, high self-depreciation status and emotionally instability, were 76.1%, 50.7% and 73.1% respectively. With respect to enthusiasm, 71.6% of the children were moderately enthusiast and 28.4% were in lesser state. Responses of the open-ended questionnaire indicated that most of the children have been experiencing various terrifying nightmares. Practical observation and interview responses have also revealed that different signs of psychological problems have been observed on the children. Many of the problems associated with emotional and self-esteem situations. These include; anxiety, emotional disturbances, hopelessness, worthlessness, lack of confidence, shamefulness and inferiority.

9. Various social problems have been reported by the respondents of this research. The reported problems include five domains of interpersonal relationships i.e. community care and support, community maltreatments, social-integration skills, ethical situations and legal protection. Receiving insufficient care and support from the community and frequent maltreatment of persons were reported by most respondents and accounted 73.1% and 56.7% respectively.

Insufficient legal protections from the concerned bodies were also mentioned by 68.7% of the participants. On the other hand; 31.3% and 35.8% of respondents said that they have poor social integration skills and serious ethical problem respectively.

Data obtained from open-ended questionnaires and observations also indicated lesser provision of care and support to *Tesfegna* children. Besides, various maltreatments such as disrespect/disregard, social exclusion, alienation, insult and even batter have been reported by key informants.

5.2 Conclusion

Leftover food collecting children under the study of this research, who are labeled as *Tesfegna*, have far fewer resources than any one else. Their lives have been regularly and severely constrained by the lack of basic human needs, education, health and various psychological and social needs. These have been confirmed from the findings of socio-demographic characteristics of children and their parents, the parenting style parents followed, the psychological and social problem domains measured under the study. Based on the analysis of the obtained data and the findings summarized above, the following six major conclusions were drawn.

1. Averagely, although they were supposed to complete the elementary level (grade 4) in these ages (11-16 years), the majorities of *Tesfegna* children have not yet got the opportunity to go to school. Many of them also do not live with their biological parents. They are living with somebody who has not any blood relationship with them; these include friends/peers, non-relative/s or alone. Among these, many of them were homeless children who wandered through the villages; sleeping on streets, verandahs, parks and empty homes wearing an old and worn out wears.

The majorities of them were also living in a family with a relatively large size depending on leftover food for a long period of time (3 years & above). The above findings indicate that these children were underfed and unaccompanied group with almost similar backgrounds of problems.

2. Many respondents have not either both mother and father or have lost either of their parents (at least half-orphaned). The finding also asserted that the marital status of many living parents were broken one, i.e., they were either separated or widowed or divorced.

With respect to income, many parents do not have their own sufficient monthly income. The statistical finding revealed that a very large number of children came from parents who earn less than 200 birr per month. These were beggars or live on the support of other. In addition to the loss of material, educational and health services, they have missed their parents' love; have suffered from fear, nightmares, loneliness and grief.

3. Regarding the physical and health status of respondents' parents, although none of mothers were disabled; a few fathers have various physical disabilities. Conversely, many of parents were suffering from various kinds of health problems. In relation to parents' educational level, still a large number of them have not attained at least elementary level (grade 4). And parents who attained high school (9-12) were very few. These parental conditions confirm that respondents' parents can not able to work efficiently and also lack adequate knowledge and skill which enable them to obtain their means of living. As a result, they tend to suffer from finding a job which enables them to have income and lead their family life.

The already identified socio-demographic characteristics of respondents' and their parents' confirm that *Tesfegna* children have lost the advantages which they had had to obtain from living, non disabled, healthy and educated parent/s as well as stable family. As a result, they were impelled to live below subsistence level feeding on leftover food. Therefore, children from such types of family lack the necessary care and support, hence, faced to various psychosocial problems.

4. Among the measured parenting styles, the majorities of respondents' parents followed neglectful/uninvolved type of parenting style. This implies that most of the children were not provided with adequate parental love, care and support. In other words, parents were not involved appropriately in rearing their children.

5. The children themselves and other relevant respondents confirmed that *Tesfegna* children have been experiencing various kinds of psychological problems.

The psychological problems were self-determination, self-depreciation, emotional disturbance, frustration and grief. In addition, they have anxiety problem; feelings of hopelessness, worthlessness, shamefulness, inferiority and have lost self-confidence.

6. A large number of children have been victims of the social problem domains measured under the study. Most members of the community have not provided the necessary social care and support to them. In contrast, they have been excluded from various social activities and maltreated by many people, especially; they were punished verbally and physically by the university police. They have been also constrained by the lack of legal support/protection from concerned organization while maltreated.

Generally; in addition to children's responses, cafeteria servants', police's and *Kebeles'* chair persons have confirmed that the children have experienced the already mentioned and measured psychosocial problems. Since leftover food is remain and unwanted food left by others, it has made the children to be labeled as *Tesfegna* and created negative attitude towards them. The recorded observation and interview witnessed that the children collect leftover food with a great challenge. They were insulted and battered. In short, children's dependency on this food has affected their psychological well-being and social life.

Therefore, it can be concluded that *Tesfegna* children were a socially disadvantaged group having complex and combined psychosocial problems which extended to affect their physical, mental, psychological and social growth and development.

5.3 Recommendations

Based on the above findings, the following recommendations are made.

1. As a priority concern of human immediate basic needs, *Tesfegna* children have the right to get food, cloth, and shelter. Individuals, associations and organizations have to be engaged on supporting such types of children in fulfilling these needs.

Suggested strategies for supporting children:

For food

- Keeping students' leftover food clean so that it can be used by the children,
- Organizing the university students to deduct their budget and help the children,
- Designing mechanisms by which each member of the community, associations and different organizations to be organized and participate on providing food for these children.

For clothes, shelter and materials

- Organizing members of the community and students in order to contribute some of their used clothes, shoes, night wears etc,
- Contributing some used house furniture and materials,
- Renting *kebele*'s or private houses in groups with a reasonable cost,
- Building cheap and minimum standard houses for them and
- Establishing children foster care center.

Especially, the WFP, UNICEF, Jimma University and other various local organizations; such as *Idirs*, youth's, women's, and teachers' associations have to give great attention for this vulnerable group.

2. Designing mechanisms by which these children obtain free educational opportunity. At least, it has to be created ways by which they are provided with basic education.

For education:

- Enhancing their educational access by supporting few educational inputs in the form of kinds or finance.
- Providing a scholarship opportunity together with important educational materials support.

Basic educational inputs include:

- Various educational (school) fees (if any). – Uniform/wears
- Stationeries (exercise book, pen, pencil, etc.). – Miscellaneous expenses
- Supplementary reading materials.

3. Organizing the children in the form of self-help group, cooperatives/association, scout and the like in order to facilitate mechanisms of support, to strengthen their effort, and finally enabling them to generate income by themselves in the future permanently.

- *Arranging means by which they obtain the necessary support from concerned philanthropic individuals and organizations.*
- *Giving basic trainings of life skills, techniques, and ethics,*
- *Engaging them on small scale and simple activities those who are relatively matured physically and mentally e. g. shoe polishing and petty retails.*
- *Giving the leftover food to them for generating income e.g., using to raise and fatten livestock's like poultry, sheep, goat, cattle, pig and etc.*
- *Teaching and encouraging them to be self-reliant, hopefuls, and well-adjusted emotionally.*
- *Teaching basic social life skills that enable them to integrate and live with members of the community harmoniously.*

4. Public awareness of children's problem. Making the community to have a positive attitude towards the children, to feel and understand their problem and consider them as part of the community except that they are poor and feed on leftover food. The police, *kebele* dwellers, employees, students and any other part of the community have to be aware of children's problems. Especially, the university police have to be learned about child right and trained with minimum standard of professional knowledge and skill.

Concerned bodies such as the government police, the court, the social affairs, *kebeles*', and other organizations have to aware the community through *kebeles*, associations, sector offices, schools, community based associations (for example, *Iddirs*) and the like. Each person would have to respect and protect children's rights. Even he/she has to report to concerned legal organizations while observing a child is maltreated.

5. The other very crucial recommendation is that these children have to be provided with legal support while they are maltreated. Legal and social organizations like the police, the court, *kebeles* and other social justice bodies have to secure the rights and welfares of such vulnerable children not only in the community but also at the family level. The government has to establish foster care centers for such kinds of children. Moreover, a deviant child has to be sent and treated in to correction centers that are appropriate to

his/her age. Everyone has to protect while observing a child is maltreated and immediately report to concerned organizations such as *kebeles* and police.

6. Since most of children's psychosocial problems originate from individuals in the community, the people have to be provided with basic education, especially about family planning. Every matured individual (adolescent and above) has to be taught to consider his/her personal resources (financial, educational, age, health etc.) before he/she gets married and gave birth. Each person has to realize that he/she should have to afford the basic human requirements such as food, cloth, shelter, health, educational and the like for the child which he/she is going to bear. Prospect parents also make known how to rear their future child in terms of feeding, health care, social care and support, ethical and psychological makeup.

REMARKS

To sum up, every part of the society has to be involved in ameliorating *Tesgegna* children's psychosocial problems. Individuals, students, employers, professionals, business persons, local associations (like *Idirs*), *keble* officials, humanitarians, organizations (private, NGO's, and governmental), should have to share their available resources for these disadvantaged and vulnerable group. Resources may include:

Goods and services: - (in kind) - food, water, light, etc.

Materials and facilities: - used clothes (including night wears), educational materials (e.g. exercise book, pen, pencil etc.), basic furniture, housing etc.

Public services: – health (medical), educational, training, and recreational, legal aids, etc.

Financial (money):- affording various fees and important materials (e.g. school fee & uniform wear).

Psychological: – guidance & counseling, advise, encouragement, love & respect etc.

Ideas and information: - teaching, training and consultancy.

Especially, as a pioneer of CBE philosophy, much is expected from Jimma University to play a leading role in coordinating and facilitating various activities to support the children.

The university (Jimma) or other concerned bodies may use the following points as initial guidelines to work on the problems of *Tesgegna* children.

- Planning activities and setting objectives.
- Designing programs and strategies.
- Conducting research works to identify problems.
- Organizing and coordinating concerned and interested stakeholders.
- Describing different activities, duties and responsibilities.
- Creating means of linkage between stakeholders and children.
- Identifying means and techniques of providing support.
- Taking measures or actions.
- Evaluating plans and activities.

Finally, the researcher would like to remark that the recommendations given are not the only means and have to be implemented with special care and attention. Supports should not result psychological, social and material dependency; and inferiority complex on the children. Rather, should enable them to exploit their personal efforts and bring sustainable change. As an anonymous proverb says: *Instead of providing a fish to someone, offer the tool and make him/her to fish.*

REFERENCES

- Action Aid Ethiopian (2000). "Jad Laggnot." Action Aid Ethiopian Country Strategy 2000- 2004. Addis Ababa: actionaid @ teecom.net et.
- APA, (1994). Diagnostic and Statistic Manual of Mental Disorders. (4th ed.). DC. American Psychiatric Association.
- Berger, K.S. (1994). The Developing Person through the Life Span. (3rd ed). New York: Worth Publishers.
- Chazan, M. et al. (1983) Helping Children with Behavior Difficulties. Australia: Croom Helm Ltd.
- Cockerham, W.C. (2007). Medical Sociology. (10th ed.). New Jersey: Pearson Education Inc.
- Coon, D. (1983). Introduction to Psychology: Exploration and Application (3rd ed). USA: West Publishing Co.
- Deribe, A.H. (2005/6). "The Situation of Scavenging Children on the Waste Dumping Sites of Addis Ababa." (Unpublished thesis). Addis Ababa University.
- Eresund P., Tesha, N. and SIDA Information Division, (1979).

"The Situation of Children in Tanzania." Unpublished Report. Stockholm: LF/ALLF 171 79 055/Modin- Tryck AB.
- Erickson, E.H. (1995). Childhood and Society. Great Britain: Vintage.
- FDRE, Federal Democratic Republic of Ethiopia (1995). "Federal Negarit Gazeta of the FDRE." Addis Ababa: 1st year No .1, August 1995.
- Feildman, R. S. (1994). Essentials of Understanding Psychology. (2nd ed.) Boston: McGraw-Hill Companies, Inc.
- Franzoi, S.L. (2000). Social Psychology (2nd ed.). Boston: McGraw-Hill Companies, Inc.
- Hargreaves, D.H. (1972). Interpersonal Relations and Education. London: Routledge & Kegan Paul ltd.
- Hurlock, E.B. (1980). Developmental Psychology: A Life Span Approach. (5th ed.). New York: McGraw-Hill Companies, Inc.
- Hutt, M.L. and Gibby, R.G. (1961). The Child Developmet and Adjustment. Boston: Allyn and Baconic.

- Indrani, T.K. (2003). Text book of Sociology for nurses. New Delhi: Jypee Brothers Medical Publisher (P) Ltd.
- Kirby, M. et al. (1997). Sociology in Perspective. Oxford: Heinemann Educational Publishers, London.
- Leslau, W. and Kane, T. L. (2001). Amharic Cultural Readers. Germany: Otto Harrassowitz, Wiesbaden.
- Levine, M. and Perkins, D. V. (1997). Principles of Community Psychology- Perspectives and Applications (2nd ed). Oxford University Press, Inc.
- Miller, P.H. (1993). Theories of Developmental Psychology. New York: W.H. Freeman and Company.
- MOFED, Ministry of Finance and Economic Development (2004). "Population and Development in Ethiopia": A Decade's Overview. Addis Ababa, January 2004.
- Nuredin, J. (2006). "Child Labor and Schooling in Rural Ethiopia." (Unpublished thesis). Jimma University.
- Olson, D.H. and DeFrain, J. (2000). Marriage and the Family - Diversity and Strengths (3rd ed.). USA: Mayfield Publishing Company.
- Orford, J. (1994). Community Psychology- Theory and Practice. England: John Wiley and Sons Ltd.
- Papalia, D.E. et al. (2001). Human Development. (8th ed.). New York: McGraw-Hill Companies, Inc.
- Rogers, E. M. (1988). Social Change in Rural Societies: An Introduction to Rural Sociology. (3rd ed). New Jersey: Prentice-Hall, Inc.
- Saleemshah, (2003). "Scavenging: Depriving Children of the Right to be Young, Free of Abuse." Retrieved in January, 2007 from <http://www.sdpi.org/help/researchandnewsbulletin/mayjunebulletin/articles/pdf>.
- Santrock, J.W. (1999). Life-Span Development. (7thed.). Boston: McGraw-Hill Companies, Inc.
- _____, (2000). Psychology. (6th ed.). New York: McGraw-Hill Companies, Inc.
- Save the Children Alliance and Ministry of Justice (2004). "African Charter on the Rights and Welfare of the Child." Addis Ababa: Andinet Printers.

- Simpson, J. A. and Weiner, E. S. C. (1991). The Oxford English Dictionary (2nd ed.) Volume III. New York: Oxford University Press.
- UN, (2001). "Africa: UN Promotes School-Feeding in Campaign against Poverty." Retrieved from <http://www.irinews.org> in March 2007.
- _____, (2005). "Ethiopian Orphans, Street Children Share their Dreams in UN Children's Fund Book." Retrieved in February 2007 from:
<http://www.un.org/apps/news/story.asp?NewsID=16694&cr=ethiopia&cr/>
- UNICEF, (2005). "The Big Picture: INCIDENTS AND NATURE OF CHILD LABOR." Retrieved from <http://www.state.gov/drl/rls/hrrpt/2005/61624.htm> in January 2007.
- UNICEF, (19??) "UNICEF in Ethiopia." Retrieved from
http://www.africa.upenn.edu/euc_web/unicef.htm in November 2006.
- USAID, "People Profile: The Amhara People." Retrieved from
<http://www.usaidethiopia.org/HID/HID%20page.htm>
<http://www.homepages.wmich.edu/~brusm/ffc/countries/ethiopia/ethnic.html>
<http://www.africaguide.com/culture/tribes/amhara.htm> in August 2006.
- WFP, (2006). "Annual Report 2005 Ethiopia: United Nations World Food Program." Addis Ababa: EDM P.E.
- _____, (2000). "Food For Thought." Using Food Aid to Help Children Learn. <http://www.wfp.org> August, 2000.
- WHO, (2005). "The World Health Report: Make Every Mother and Child Count." 20 Avenue Appia, 1211 Geneva 27.
- Wood, S.E. and Wood, E.G. (1996). The World of Psychology (2nd ed.). USA: A Simson and Schuster Company.
- Yusuf, O. A. (1998). "Gender Sensitive Counseling Psychology: A Hand Book for Ethiopian High School Counselors." (Unpublished). Addis Ababa University.

Appendix I

**Questionnaire prepared for gathering data from *Tesfegna* children
(English version)**

**Addis Ababa University
School of Graduate Studies
Department of Psychology**

I General instruction

The purpose of this questionnaire is to collect data for the partial fulfillment of postgraduate study. Therefore, the questionnaire focuses on a research topic entitled on **A Study of 67 *Tesfegna* Children: Meeting Partial Physical Needs at Jimma University**, hence, prepared to know the social and psychological situations of children who are living on feeding Jimma University students' leftover food.

Dear respondents; all the data that you provide are based on your kind cooperation. I would like to assure you that the information you provide would be kept confidential and will only be used for the purpose of this research. Anyone has the right not to participate on the study and even guaranteed to withdraw anytime once started participating. You are not required to mention/write your name. Finally, since your response is crucial for the scientific findings of this study, you are kindly requested to respond each item honestly and truly.

Thank you for your kind cooperation!

Ermyas W.

Addis Ababa University

Note: if you want to meet the researcher, call for 09-11-89-84-61

PART-I PARTICIPANT'S BACKGROUND

1.1 Personal background

Instruction 1: For the following questionnaires, select the option that matches with your situation and put "X" mark in the box provided; and as well as give additional description on request accordingly.

1. Sex: 1. *Male*

2. *Female*

2. Age in year: _____

3. Are you currently learning formal education?

1. *Yes*

2. *No*

3.1. If your answer for question no. "3" is "yes", Specify your grade level _____

3.2. If your answer for question no. "3" is "NO", why didn't you learn? _____

4. General living situations:

4.1. With whom are you living now? _____

4.2. How many persons are living altogether in your family? *Male* ____ *Female* ____

4.3. How do you describe the general status of your present living house and sleeping situations? (house, bed, blanket, mattress, bed sheets, etc.)

4.4. How long have you stayed on feeding university students' leftover food?

4.5. Have you ever been experienced with terrifying nightmares while fallen asleep?

If you say 'yes', describe your recent experience/s.

1.2 Respondent's Parent/s background

1. Are your parents alive?

1. Yes

2. No

1.1 If "yes", who is alive?

1. Both

2. Only father

3. Only mother

1.2 If both of your parents alive, are they still live together?

1. Yes

2. No

1.3 If your answer for item 1.2 is "No", why do not they live together?

2. Describe your parent/s' situations (only for the alive one) on the following table with their respective column.

No.	General characteristics of parents'	Mother	Father
2.1	Physical conditions (able/disabled*) *specify the disability.		
2.2	Health conditions (healthy/sick*) *specify the sickness.		
2.3	Educational level (illiterate, only able to read & write primary (1-4), junior (5-8), high school (9-12), college, etc.)		
2.4	Average monthly income (in birr)		

PART-II Psychosocial problems

2.1 Parenting style

Instruction 2: The following 11 statements are concerned about your parents parenting style. Rate each item offered at the left side based on your parents style by the scale given at the right side and which are divided by the levels ranging from 1 to 3 (1= I disagree, 2= partly I agree & 3= I agree). Then, select the option that you agree mostly and put “**X**” mark in the column of your choice.

No.	My father and mother:	1 I disagree	2 partly I agree	3 I agree
1	Follow up my daily activities.			
2	Encourage my daily activities.			
3	Have respect for me.			
4	Provide me the love I deserve.			
5	Accept and listen my opinion.			
6	Provide me sufficient daily meal.			
7	Support me various materials.			
8	Prefer my learning to burden me with works.			
9	Do not punish me unfairly (do not insult/beat me).			
10	Advise and guide me to have good ethics.			
11	Offer me the necessary financial support.			

2.2 Psychological problems

Instruction 3: The following 15 statements are concerned about your psychological conditions that may happen because of the food which you are feeding on presently. Rate each item offered at the left side by the scale given at the right side and which are divided by the levels ranging from 1 to 3 (1= I disagree, 2= partly I agree & 3= I agree). Then, select the option that you agree mostly and put “X” mark in the column of your choice.

No.	Psychological problems	1 I disagree	2 partly I agree	3 I agree
1	I believe that I will be successful on my effort.			
2	I have the efficiency to overcome my daily problems.			
3	I do not think that I am dependent on other persons.			
4	I believe that I am worthy to myself and the community.			
5	I do not feel guilty in my life.			
6	I do not have many shames about myself.			
7	My current living situation does not disturb me much.			
8	I do not have the feeling of fear.			
9	My sleeping period is stable and peaceful one.			
10	I do not worry about my current living situation.			
11	I am confident on my decisions and duties.			
12	I am satisfied with my current living situation.			
13	I do not give up hoping while facing difficult conditions.			
14	I am hopeful that my current living situation will be better in the future.			
15	I think, at least, I am not inferior to other persons.			

2.3 Social problems

Instruction 4: The following 15 statements are concerned about your social conditions which may happen because of the food that you are feeding presently. Rate each item offered at the left side by the scale given at the right side and which are divided by the levels ranging from 1 to 3 (1= I disagree, 2= partly I agree & 3= I agree). Then, select the option that you agree mostly and put “X” mark in the column of your choice.

No.	Social problems	1 I disagree	2 partly I agree	3 I agree
1	The community has positive altitude towards me.			
2	Being I am feeding on leftover food, persons have not stigmatized me.			
3	I have not difficulty in making relationship with persons.			
4	I participate on different social activities in the community which I live.			
5	Persons offer me care and attention.			
6	Persons love me.			
7	Persons respect me.			
8	Persons fulfill me my basic needs (like food, cloth and shelter).			
9	Persons do not punish me unfairly (do not insult/beat me).			
10	Persons do not alienate me.			
11	I am not addicted with different addictive substances.			
12	I have not involved on different disruptive activities.			
13	Mostly, I do not like to be alone.			
14	I have legal support/protection in the community which I live.			
15	I have not made a conflict/fight with persons.			

Appendix II

ለህፃናት የተዘጋጀ መጠይቅ (Amharic Version)

በአዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ቤት
የሥነ-ልቦና ትምህርት ክፍል
(ማህበራዊ ሥነ-ልቦና)

አጠቃላይ መመሪያ

ይህ መጠይቅ የተዘጋጀው በማህበራዊ ሥነ-ልቦና ትምህርት ለሁለተኛ ዲግሪ (ማስተርስ ዲግሪ) መመሪያ ጽሑፍ ማሟያ የሚሆን መረጃ ለማሰባሰብ ነው። መጠይቁ የተሰፈረ ህፃናት የእለት ምግባቸውን ከጅም ዩኒቨርሲቲ ለማግኘት ያለባቸው ችግሮች የሚል ርእስ ላይ ያተኮረ ሲሆን ዋነኛ ዓላማውም ከጅም ዩኒቨርሲቲ ተማሪዎች የሚተርፈውን ምግብ እየተመገቡ ያሉ ልጆችን ሥነ-ልቦናዊ ማህበራዊ ሁኔታዎች ለማወቅ ነው።

ውድ የዚህ መጠይቅ ምላሽ ሰጪዎች፡- እናንተ የምትሰጡኝ መረጃ በሙሉ በእያንዳንዳችሁ መልካም ፈቃደኝነት ላይ የተመሰረተ ሆኖ መረጃውም ለዚህ ጥናት አገልግሎት ብቻ የሚውልና በሚስጥርም የሚያዝ መሆኑን ላረጋግጥላችሁ እወዳለሁ። በዚህ ጥናት ላይ ለመሳተፍ ፈቃደኛ ያልሆነ ያለመሳተፍና መሳተፍ የጀመረም በማንኛውም ሰዓት ማቋረጥ ይችላል። ስማችሁን መግለጽ/መጻፍ አስፈላጊ አይደለም። በመጨረሻም ለእያንዳንዱ መጠይቅ በታማኝነት ትክክለኛ ምላሽ እንድትሰጡኝ በአክብሮት እጠይቃለሁ።

ስለመልካም ትብብራችሁ በጣም አመሰግናለሁ!

ኤርሚያስ ወ/ገብርኤል
አዲስ አበባ ዩኒቨርሲቲ

ማስታወሻ

ይህን ጥናት የሚያከናውነውን ሰው ማግኘት ከፈለጉ በስልክ ቁጥር 09-11-89-84-61 ይደውሉ።

ክፍል I የጥናቱ ተሳታፊ አጠቃላይ ታሪክ

1.1 የግል ታሪክ

ትእዛዝ 1: ከዚህ ቀጥሎ ለቀረቡት መጠይቆች ከአንተ/ቺ ሁኔታ ጋር የሚስማማውን አማራጭ በተሰጠው ሳጥን ውስጥ የ «X» ምልክት በማስቀመጥ እንዲሁም ተጨማሪ ማብራሪያ ለሚያስፈልጋቸው መጠይቆች እንደአስፈላጊነቱ ምላሹን ስጥ/ጩ::

- 1. ሦታ:- 1. ወንድ 2. ሴት
- 2. እድሜ በአመት:- -----
- 3. በዚህ አመት መደበኛ ትምህርት እየተማርክ/ሽ ነው? 1. አዎ 2. አይደለም

3.1 ለተራ ቁጥር 3 መጠይቅ መልስህ/ሽ «አዎ» ከሆነ፤ የክፍል ደረጃ ይጠቀስ-----

3.2 ለተራ-ቁጥር 3 መጠይቅ መልስህ/ህ አይደለም ከሆነ፤ ለምንድነው የማትማረው/ረው?

4. አጠቃላይ የኑሮ ሁኔታዎች:-

4.1 አሁን የምትኖረው/ረው ከማን ጋር ነው?-----

4.2 አሁን በቤተሰባችሁ ውስጥ በአንድ ላይ ውስጥ የምትኖሩት ስንት ሆናችሁ ነው? ወንድ:------ ሴት:------

4.3 አሁን የምትኖርበትን/ረበትን ቤት እና መኝታ አጠቃላይ ሁኔታ እንዴት ትገልጻለህ/ትገልጩዋለሽ?

(መኖሪያ ቤት፣ አልጋ፣ ብርድል-ብስ፣ ፍራሽ፣ አንሳላ፣ ወዘተ) -----

4.4 የዩኒቨርሲቲውን ተማሪዎች ትራፊ ምግብ ከጀመርክ/ሽ ምን ያህል ጊዜ ሆነህ/ሽ?

4.5 ተኝተህ/ሽ በእንቅልፍ ልብህ/ሽ አስፈሪ የሆነ ህልም ወይም ቅገርት ታይቶህ/ሽ ያውቃል? መልስህ/ሽ «አዎ» በቅርብ ጊዜ የታየህን/ሽን በመጥቀስ አብራራ/ረ::

1.2 የወላጅ ታሪክ

1. ወላጆችህ/ሽ በህይወት አሉ?

1. አዎ

2. የሉም

1.1 ለተራ ቁጥር «1» መጠይቅ ምላሽህ/ሽ «አዎ» ከሆነ ማነው በህይወት ያለው?

1. ሁለቱም

2. አባቴ ብቻ

3. እናቴ ብቻ

1.2 ሁለቱም ወላጆችህ/ሽ በህይወት ካሉ፣ አሁንም አንድ ላይ ነው የሚኖሩት?

1. አዎ

2. አይደለም

1.3 ለተራ ቁጥር «1.2» ምላሽህ/ሽ «አይደለም» ከሆነ፣ ለምንድነው አብረው የማይኖሩት?

2. የወላጆችህን ሁኔታ (በህይወት ያሉትን ብቻ) በሚከተለው ሰንጠረዥ ውስጥ በየአቅጣጫቸው ግለፅ::

2	የወላጅ አጠቃላይ ገፅታዎች	እናት	አባት
2.1	አካላዊ ሁኔታ (የተሟላ/የልተሟላ*) *የጎደለው አካል ይጠቀስ		
2.2	የጤና ሁኔታ (ጤነኛ/ ህመምተኛ*) *የህመሙ አይነት ይጠቀስ		
2.3	የትምህርት ደረጃ (ያልተማረ፣ ማንበብና መጻፍ፣ የመጀመሪያ ደረጃ(1-4)፣ መለስተኛ (5-8)፣ 2ኛ ደረጃ(9-12)፣ ኮሌጅ ወይም ሌላ)		
2.4	አማካይ ወርሃዊ ገቢ (በብር)		

2.1 የልጅ አስተዳደግ

ትእዛዝ 2:- የሚከተሉት 11 ዐረፍተ ነገሮች የአንተን/ችን ወላጆች የልጅ አስተዳደግ ሁኔታ የሚመለከቱ ናቸው (አሁን ከእነሱ ጋር እየኖርክ/ሽ ቢሆንም ባይሆንም)። በስተግራ የተሰጡትን መጠይቆች በስተቀኝ ከ 1---3 ተከፋፍለው በተሰጡት የደረጃ እርከኖች (1=አልሰማምም 2= በከፊል እስማማለሁ 3=እስማማለሁ) በመለካት በአብዛኛው የምትሰማህበትን/ሚሰጡትን በመለካት በአብዛኛው የምትሰማህበትን/ሚሰጡትን አማራጭ ቢያዘው ቋሚ ሰንጠረዥ ውስጥ የ «X» ምልክት አስቀምጥ/ጭ።

ተ.ቁ	እናትና አባቱ	1 አልሰማምም	2 በከፊል እስማማለሁ	3 እስማማለሁ
1	የእለት ተእለት እንቅስቃሴዎቼን ይከታተላሉ።			
2	የእለት ተእለት ተግባሮቼን ያበረታታሉ።			
3	ለእኔ ክብር አላቸው።			
4	ለእኔ የሚገባኝን ፍቅር ይሰጡኛል።			
5	የእኔን ሃሳብ ይቀበላሉ፣ ያዳምጣሉ።			
6	በቂ የእለት ምግብ ይሰጡኛል።			
7	የቁሳቁስ ድጋፍ ያደርጉልኛል።			
8	እኔን በሥራ ብዛት ከማስቸገር ይልቅ ትምህርት ብማር ይመርጣሉ።			
9	እኔን ያለአግባብ አይቀጡኝም።			
10	እኔ መልካም ስነምግባር እዲናረኝ ይመክሩኛል ይመሩኛል።			
11	የሚያስፈልገኝን የገንዘብ ድጋፍ ያደርጉልኛል።			

Appendix III

Interview for children (English version)

1. Mostly, from where do you find your daily staple food? _____
- 1.2. How do you obtain your staple food (explain briefly) _____
- 1.3. How much sufficient is this food for your daily consumption? (for breakfast, lunch & dinner) _____

1.4 How much difficult is to obtain this food? _____

1.5 How do you become a consumer of this food? _____

1.6 How do you spend most of your time? _____

2. Because of your being a consumer of this food, what psychological and/or social problems/influences have you encountered? (describe based on the following guidelines)

2.1 Psychological problems

2.1.1 Self/social attitudes/perception (inferiority, self blaming/guilty, worthlessness, dependency, shamefulness) _____

2.1.2 Unfavorable emotional situations (fear, worry, tension, depression, emotional disturbance or instability, sadness, etc) _____

2.1.3 Psychological strength, satisfaction, self-reliance, hopefulness/not to be despair, etc.) _____

2.2 Social problems

2.2.1 Social life (social life skills/participation, interpersonal relationships, social isolation/alienation, absence of love/respect/attention/support from the community, lack of legal support/protection, etc.) _____

2.2.2 Maltreatment (aversion/hostility, stigma, discrimination, neglect, physical/verbal violence, (insult, devalue/disdain, degrading, battering/whipping), ethical problems (aggression, deviance, etc.), etc.

2.2.3 Other social problems (educational, health, economic, etc.) _____

3. Have you ever been supported to solve these problems? _____

3.1 If your response for item number **3** is 'yes', who provide you? (list down)

3.2 What kind/s of support/s have you been provided? (describe) _____

3.3 What kind/s of significant change/s does/do this/these support/s has/have brought to you? (explain) _____

Appendix IV

ለህፃናት የተዘጋጀ ቃለ መጠይቅ (Amharic version)

1. የእሉት ምግብህን/ሽን በአብዛኛው ከየት ነው የምታገኘው/ኚው?

1.1 በየእሉቱ የምትመገበውን/ቢውን ምግብ እንዴት ነው የምታገኘው/ኚው?(በዝርዝር ግለጽ/ጭ)

1.2 ይህንን ምግብ ለማግኘት ምን ያህል አስቸጋሪ ነው?

1.3 ይህ ምግብ ለእሉት ፍጆታህ/ሽ ምን ያህል በቂህ/ሽ ነው? (ቁርስ፡ ምሳ፡ እራት)

1.4 የዚህን ምግብ አጠቃላይ ሁኔታ እንዴት ትገልጻለህ/ጭዋለሽ? (አይነቱ፣ ገጽህናው፣ ጣዕሙ፣ ሽታው፡ወዘተ)

1.5 እንዴት ይህንን ምግብ ተመጋቢ ልትሆን/ኚ ቻልክ/ሽ?

1.6 አብዛኛውን ጊዜህን/ሽን (ቀኑን) እንዴት ነው የምታሳልፈው/ፊው?

2. ይህንን ምግብ ተመጋቢ በመሆን/ሽ የተነሳ የገጠመህ/ሽ የሥነ-ልቦና እና/ወይም ማህበራዊ ችግሮች (ተፅእኖዎች) ምንድን ናቸው? (ቀጥሎ ባሉት መሪ ሀሳቦች መሠረት አብራራ/ሪ)

2.1 የስነ-ልቦና ችግሮች፡

2.1.1 ስለራስ/ስለማህበረሰቡ ያሉ አመለካከቶች/ግንዛቤዎች (የባታችነት፣ ራስን የመውቀስ (ጥፋተኝነት)፣ ፋይዳሲስነት፣ የጥገኝነት/የጠባቂነት፣ በራስ የማፈር ወዘተ)

2.1.2 መጥፎ፣ የስሜት ሁኔታዎች (የፍርሃት፣ የጭንቀት፣ የውጥረት፣ የድብርት፣ የስሜት መረበሽ (አለመረጋጋት)፣ የሀዘን ፣ የብቸኝነት ወዘተ)

2.1.3 ሥነ-ልቦናዊ ጥንካሬ፣ እርካታ፣ በራስ መተማመን፣ ለጊዜያዊ ለችግር አለመንበርከክ፣ ተስፋ አለመቁረጥ ወዘተ

2.2 ማህበራዊ ችግሮች

2.2.1 ማህበራዊ ህይወት (ማህበራዊ ኑሮ ክህሎት/ተሳትፎዎች፣ ማህበራዊ ውህደት፣ ማህበራዊ መገለል/ባይተዋርነት ፣ የማህበረሰቡ ፍቅር/ትኩረት/ክብር/ድጋፍ አለመኖር የህግ ድጋፍ/ከለላ ማጣት ወዘተ)

2.2.2 አግባባዊ ያልሆኑ አያያዮች (ጥላቻ፣ መገለል፣ አድልዎ፣ አካላዊ/ቃላዊ ጥቃት (ስድብ፣ መናቅ/መንቋሽሽ/መዋረድ፣ መመታት/መደብደብ)፣ የሥነ-ምግባር ችግሮች፣ ጠብ አጫሪነት፣ ማህበረሰባዊ ተፅእኖዎች፣ ጋጠወጥነት ወዘተ)

2.2.3 ሌሎች አጠቃላይ ማህበራዊ ችግሮች (የትምህርታዊ፣ የሥራ እና ኢኮኖሚያዊ ችግሮች)

3. እነዚህን ችግሮች ለመፍታት እስካሁን በተጨማሪም የተደረገልህ/ሽ ድጋፍ አለ? _____

3.1 ለጥያቄ ቁጥር 3 ምላሽ አዎ ካልክ/ሽ ማነው ያደረገልህ/ሽ? (ይዘርዘሩ)

3.2 ምን አይነት ድጋፍ ነው የተደረገልህ/ሽ ?

3.3 ይህ ድጋፍ በህይወትህ/ሽ (በኑሮህ/ሽ) ላይ ምን አይነት ተጨባጭ ለውጥ አምጥቷል(ይብራራ) _____

Appendix V

Interview for Cafeteria Workers, Police, *Kebeles'* Chair Persons and Member of the Community (English Version)

1. How much do you know about the university students' leftover food?

What does the university do with this food?

Do you think that this food can be eaten by others? If you say 'No', why?

-
2. What do you know about the situation of leftover food consuming children?

-
3. What bad and good psychological conditions have you observed from these children?
(e.g. fear, worry, sadness, emotional disturbances; self-reliance, life satisfaction, enthusiasm, hopefulness etc.)

-
4. What type of social relationships do look like between these children and you? How about with themselves and others e.g. social life/interpersonal relationships, social care/support/protection, etc.

-
5. Have you ever seen while these children are maltreated? If 'Yes', list and explain them. (e.g. aversion/hater, stigma, discrimination, physical/verbal violence (insult, be littering, degrading, hitting/whipping), lack/absence of legal support etc.)

-
6. Have these children ever been done harmful activities on the community? if yes, list and explain
-
-

Appendix VI

በካፌቴሪያ ሰራተኞች፣ በፖሊሶች፣ በቀበሌ ሊቀመንበሮችና

በአካባቢው ነዋሪዎች የሚሞላ ቃለመጠይቅ (Amharic Version)

1. ከዩኒቨርሲቲው ተማሪዎች ስለሚተርፈው ምግብ ምን ያህል ያውቃሉ?-----

ዩኒቨርሲቲው ይህንን ምግብ ምን የሚያደርገው ይመስልዎታል?

ይህንን ምግብ ሌላ ሰው ሊመገበው ይችላል ብለው ያስባሉ? አይችልም ካሉ ለምን?

2. የዩኒቨርሲቲውን ተማሪዎች ትራፊ ምግብ ስለሚመገቡ ልጆች ሁኔታ ምን የሚያውቁት ነገር አለ? (ያብራሩዎቸው)

3. እርስዎ ለልጆቹ ያለዎት አመለካከት ምን ይመስላል? የሌሎች ሰዎችስ?

3.1. በልጆቹ ላይ ምን ያስተዋሉት መጥፎም ሆነ ጥሩ የሥነ ልቦና ሁኔታዎች አለ?
/ለምሳሌ ፍርሃት፣ ጭንቀት፣ ሃዘን፣ የስሜት መረበሽ፣ በራስ መተማመን፣ የኑሮ እርካታ፣ ተነሳሽነት፣ ተስፋ ማድረግ ወዘተ/

4. ከ እነዚህ ልጆች ጋር ያለዎት ማህበራዊ ንግኘት ምን ይመስላል? ልጆቹ እርስ በርሳቸውና ከሌሎች ሰዎች ጋርስ? /ለምሳሌ ማህበራዊ ኑሮ/ ተሳትፎ፣ እንክብካቤ፣ ድጋፍ፣ ጥበቃ ወዘተ/

5. በልጆቹ ላይ አግባባዊ ያልሆኑ ድርጊቶች ሲፈጸሙባቸው አይተው ያውቃሉ? ካሉ ጠቅሰው ያብራሩዎቸው። /ለምሳሌ ጥላቻ፣ መገለል፣ አድልዎ፣ አካላዊ/ቃላዊ ጥቃቶች (ሥድብ፣ ንቀት፣ መዋረድ፣ ድብደባ/፣ የህግ ድጋፍ ማነስ/ አለመኖር ወዘተ)

6. እነዚህ ልጆች በማህበረሰቡ ላይ የፈጠሩት መጥፎ ድርጊት አለ? ካለ ጠቅሰው ያብራሩዎቸው።

Appendix VII
OBSERVATION CHECKLIST I

Observations around and inside the students' dining halls

Observation site/place: _____ date: _____ time: ____ to _____

Name of observer: _____

1. The dining halls situations:

2. The students in the dining halls:

2.1 Why do they leave the food remain?

2.2 How and where do they leave the food remain?

3. Activities of cafeteria workers in the dining halls:

3.1 How the leftover food is collected, handled and stored?

3.2 What does the leftover food and its storage bins look like?

3.3 Where do they store?

3.4 What are they doing with leftover food?

4. How do the children take the leftover food?

4.1 When do they take? _____

4.2 How do the people perceive and treat the children's feeding leftover food?

5. If any other: _____

Appendix VIII

OBSERVATION CHECKLIST II

OBSERVATIONS OF CHILDREN'S LEFTOVER FOOD

COLECTING AND CONSUMING ACTIVITIES

Observation site/place: _____ date: _____ time: ____ to _____

Name of observer: _____

Collecting leftover food

1. Features of leftover food waiting places

Location _____ Boundaries/vicinities _____

Fence _____ Door (gate-way) _____

Other situations

2 General features of the children

2.1 coming to collect leftover food

Arrival time of children _____

Nature of socialization (individual, pair, group) _____

Activities _____

How do they enter into the campus?

2.2 Physical appearances of children (hair, face, hands, legs, thickness, cleanness)
Clothing- (type, kinds, material, status, cleanness, etc)

2.3 Demographic characteristics of children (approximate number, age & sex distribution)

3 The situation of collecting leftover food

3.1 Before collecting the leftover food

Issues to be observed; physiological: hunger/thirsty; emotional states: anxiety/worry/fear/frustration/anger; confidence: patience/hope, satisfaction: happiness/sadness, shame/guilt/inferiority, etc.

Social interactions:

3.1A. Interpersonal relationships psychological conditions among themselves

Social relationships/activities: playing, helping, isolation, love/respect, hostility, aversion/rejection, talking, etc. _____

Maltreatment: verbal/physical violence, discipline: conflict/fight, silence/notorious, mistreat, etc. _____

3.1B. Interpersonal relationships psychological conditions between the children and other people/community:

Attitudes, perceptions, treatments, actions, etc. of:

* The University workers- (cafeteria servants, university police, janitors, etc.) _____

* The students: _____

* The government police: _____

* Any other (if): _____

3.2 While collecting the leftover food :

Time of collecting leftover food: _____

How to collect the leftover food? _____

Where do they collect? _____

With what material do they collect/take? _____

NB. Use the guidelines under **3.1 A** and **B** before for recording attitudes, perceptions, treatments, actions, etc. of: the University workers, the government police, and the students while collecting leftover food).

3.3 After collecting the leftover:

Where do they take? _____

What did they do with the leftover food (eat/took home/took for sale)

**If they eat:*

Where do they eat? _____

How do they eat? _____

What did they feel by eating leftover food? _____

After eating where do they go? _____

NB. Use the guidelines under **3.1 A** and **B** before for recording attitudes, perceptions, treatments, actions, etc. of: the University workers, the government police, and the students after collecting leftover food).

If they took and sale:

Where do they sale? _____ For how much berr? _____

For whom do they sale? _____ Why do they sale? _____

Other additional situations:

Appendix IX

Table 4.7 Psychological problem domains measured.

self-determination efficiency			self-depreciation status			emotional status			enthusiasm		
	freq	%		freq	%		freq	%		freq	%
Poor	51	76.1	High	34	50.7	Unstable	49	73.1	Lesser	19	28.4
Moderate	16	23.9	Moderate	33	49.3	Moderately stable	18	26.9	Moderate	48	71.6
Total	67	100.0	Total	67	100.0	Total	67	100.0	Total	67	100.0

Appendix X

Table 4.8. Social problem domains measured.

Community care and support	freq	%	Community maltreatment	freq	%	Social integration	freq	%	Ethical situations	freq	%	Legal Protection	freq	%
Insufficient	49	73.1	Maltreated frequently	38	56.7	Poor	21	31.3	Serious ethical problem	24	35.8	Insufficient	46	68.7
Moderate	18	26.9	Rarely	29	43.3	Moderate	44	65.7	Moderate	42	62.7	Moderate	19	28.4
Sufficient	0	0.0	Not maltreated	0	0.0	Good	2	3.0	No ethical problem	1	1.5	Sufficient	2	3.0
Total	67	100.0	Total	67	100.0	Total	67	100.0	Total	67	100.0	Total	67	100.0

DECLARATION

I hereby declare that this thesis is my original work, has not been presented for a degree in any other university and that all relevant sources used for the thesis are duly acknowledged.

Name: Ermyas Woldegebriel Gessesse

Signature: 

Date: 21/07/2008

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

Name: Dr. Nurjahan B. Hussain

Signature: 

Date: 21/07/08