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**THE PSYCHOSOCIAL ADJUSTMENT AND EDUCATIONAL DISPARITY OF MANJO COMMUNITY STUDENTS IN SCHOOLS OF SHEKA ZONE
A THESIS SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ART IN COUNSELLING PSYCHOLOGY**

DILLA UNIVERSITY

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BY:

DAGNE TEFAYE

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ADVISOR: MITIKU MEKURIA (PhD)

Abstract

The general objective of this study was to compare the Psychosocial Adjustment and Educational Disparity between Manjo and Non Manjo Community students in Schools of Sheka zone. This study helped to fill a gap by exploring psychosocial problems encountered Manjo community students, Psychosocial adjustment difference and educational enrolments and achievements between Manjo and Non Manjo community students. It also examines psychosocial difference among sex of Manjo Community students. Both quantitative and qualitative methods were employed to achieve the research objectives. Two district; nine selected schools in Sheka Zone participated in the study. Random stratified sampling technique was used in this study with sample size of three hundred seventy one (N=371) students, one hundred twenty six female (N=126) and two hundred forty five (N=245) male, age ranged between 11-19 years and Purposive sampling technique was used sample size of twenty five (N=25), 9 from Manjo community students and 16 from stakeholders in education sectors for qualitative data. In this study, psychosocial adjustment has three constructs or elements, therefore, the researcher adapts Centre for Epidemiological Studies Depression Scale for Children (CES-DC) is a 20-item self report depression inventory for student's age ranges from 8-17, Liebowitz Social Anxiety Scale for Children and Adolescents of 24 items age range from 8-17 to assess social anxiety for Children and Adolescents of Manjo Community age 8-17 ranged students and Rosenberg's Self-esteem Scale (RSES) ten items were used to assess self-esteem of Manjo community students. Descriptive and inferential statistics were used and analysed six research questions. Statistical Package for Social Sciences Version-20 (SPSS-20) was used for statistical analysis. First of all, reliability of the scale was determined. The Manjo community social stigma and discrimination and problems have been late to being changed today in globalized societies. Independent Sample t - test were applied to find the quantitative facts of the study. Results revealed that there is a significant psychosocial Adjustment difference between Manjo community and Non Manjo community students, there is no a significant Psychosocial Adjustments among sex of Manjo and Non Manjo community students. There is huge difference in Educational enrolment and academic achievement of Manjo Community students. Eta measure of association showed Positive correlation between psychosocial adjustment and academic achievement Manjo community students of Students. Multiple Linear Regressions were revealed that the combination of psychosocial adjustment constructs predicts educational achievements of Manjo community students, furthermore self-esteem was best predictor of educational achievements of Manjo community students. There is no organized support system to empower in education of marginalized Manjo community students, education sectors simply expected Manjo community will benefited from inclusive education. Stakeholder in education sectors of Sheka zone should employ and assign Psychology and Especial Needs Professionals for schools to overcome psychosocial adjustment problems and education disparity of Manjo community students.

Keywords: Psychosocial; Adjustment; Educational; Disparity

CHAPTER ONE INTRODUCTION

1.1. Background of the study

Ethnic background can be an important social referent for many children and youths of color (Aires & Moorehead, 1989; Phinney & Alipuria, 1990; Phinney & Rosenthal, 1992). Despite the large number of youths who must factor out their ethnic background into the construction of their social identities, ethnic identity, psychological well-being, and academic achievement. We have begun to recognize that homogenization is not really occurring (Alba, 1990) and that it may not have been desirable. Cultural differences have been difficult for educators to handle and accept because they are value-laden. It is difficult to try to understand or modify a structure belief system when the cultural gaps have been viewed as deviant from the societal norm. The greater

the culture gap between racial/ethnic and majority cultures, the more problems the ethnic groups will often experience. Majority groups tend to reject or devalue any cultural style that is not congruent with their own (Anderson, 1989).

Ethnic and racial minority children's development is growing awareness of their status as a member of a stigmatized group (McKown & Weinstein, 2003), and nearly all ethnic and racial minority children report knowing that others—family or peers—have been the target of discrimination (Quintana, 1998; Brown, 2008). Children often report blatant forms of discrimination as the most common form of discrimination, in part because blatant forms are most easily detected by children (Brown & Bigler, 2005). Blatant forms of discrimination, which may involve, for example, racial epithets and other verbal assaults are the most commonly reported experience with discrimination and are reported by the majority of children by middle childhood (Simons et al., 2002). The minorities are marginalized by the majority due to economic, social and cultural factors which are the legacy of the previous history and now embedded and institutionalized in the norms and values of the society of the oppressed and the oppressor. In support of this, Yimer (2012) noticed that social exclusion is a condition in which marginalized groups are not allowed to participate actively in their community because of their identity and social status such as race, gender, age, occupation.

In Ethiopia, there are large numbers of low-caste occupational groups known by various names and residing in a scattered fashion in various regions. In southern Ethiopia, several ethnic or linguistic populations have minority low-caste occupational groups living among them. The majority populations have despised the occupational groups, looked on them with contempt, and brutally exploited them. A number of scholars have studied artisan groups in southern Ethiopia. For instance, Freeman (2001) studied about the Gamo highland minorities in Southern Ethiopia; Pankhurst (1999) studied about the issue of Caste system in south western Ethiopia; Arthur (1997) studied the consumers and producers of pottery around Gamo highlands. Furthermore, Dagmawi (2005) studied the ethno-history of the marginalized minorities in Kafa zone, South West Ethiopia and Tsehai (1991) studied about gender and occupational potters in wolayta, Southern Ethiopia. Almost all these and other scholars mentioned that low-caste include Manjo Community are throughout the country are occupational groups that have been given low status. Manjo Social group is distributed over geographically adjacent area that is currently administered under Dauro, Kafa and Sheka, and Konta special districts. The available demographic figure is a crude estimate of Manjo living in the constituting unit and hardly lends itself for a reliable regional projection. According to this estimate, there are 25,000 Manjos living in South Western Ethiopia (Dagmawie, 2013).

The Manjo people are excluded because of engaged in less valued occupational tasks and born from a particular clan (Yoshida, 2013). The multifaceted and complex process of marginalization and social exclusion indicates that the social integration and organizational bottlenecks that confront the realization of solidarity, human wellbeing and an equal opportunity of the diversified community. In Southwest Ethiopia, as a core area of the study, scattered all over Sheka Zone consisting of Tepi, Masha and Andiracha district's and in the neighbouring zones, live people called Manjo, a marginalized minority group of hunters (Liokola, 2014).

My reason for choosing this thesis title 'The Psychosocial Adjustment and Educational Disparity of Manjo Community Students in Schools of Sheka zone' is connected with my past years experiences in teaching in different schools and working in Woereda education offices as a head and an expert. As one of general objectives Ethiopian education policy is to develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all (FDRE, 1994). But due to Manjo community are discriminate, the students from non manjo community were not greet and shake their hands, not like to sit and work and learn with them. Therefore, students from Manjo community hate to attain in schools.

As to the knowledge of researcher and experience in sheka zone in two successive years 2017 to 2018 G.C affirmative action's taken to teach Manjo ,Sheko and Majanger students in Bonga Teacher Education Colleges, only three students from Manjo community were available for the opportunity that indicates how much disparities between Manjo community students and other Non Manjo community students .The other point that the issues to empower Manjo community in education was raised only on platform during the closing of annual academic year. But no more empirical data can compare the psychosocial adjustment and educational disparity between Manjo community students and Non Manjo Community students in Schools of Sheka Zone. Therefore, this study was aimed to indicates the psychosocial adjustment and educational disparity of Manjo community students in schools of Sheka Zone which may help to the governments and non governments organizations bodies to take measurable actions for the psychosocial adjustment and educational disparity of Manjo community students in schools of Sheka Zone.

1.2. Statements of the Problem

Racial/Ethnic diversity in School is associated with one of the most troubling challenges confronting students of Manjo community students today in Schools of Sheka Zone. That challenge is experiences with discrimination, or perceived unfair treatment because of one's race/ethnicity. Many studies now document that ethnic discrimination is quite common among ethnic minority youths in schools and in other public spaces (Rosenbloom & Way, 2004).

Although many researcher and educators reflect the discrimination of the Manjo community students. But today yet in civilized societies the children's from Manjo community students are discriminated, there exist only a few empirical studies indicates the academic achievements of Manjo community students. But there are no empirical data about the enrolments, academic achievement and psychosocial adjustment especially that focus on the level of depression, self-esteem and social anxiety of Manjo Community students in schools of sheka zone.

As to the observation of the researcher and past experiences in teaching and education officer in districts of sheka zone, the majority of Manjo Community students are not enrolled, very few attained in educations and also those attained in schools are delinquent in behavior and low achiever, however the impact of lack of educations makes the Manjo societies to being the victims of conflicts happen in sequence of time in Sheka

zone, they are also poor due to lack to use different strategies that the government offered for the community, health packages not addressed them ,which leads them unplanned. Understanding the discrimination of Manjo Community students, the current study, was given emphasis on detailed investigate of Manjo Community student psychosocial adjustment and educational disparity (the enrolments, academic achievement) and assess the existing support system for Manjo community Students in Schools of Sheka Zone.

Research questions

1. What psychosocial Problems students from Manjo community encounter in schools?
2. Is there a difference in psychosocial adjustment between Manjo community students and other students?
3. What do the educational enrollment and educational achievement of Manjo community students looks like?
4. Is there a relationship between psychosocial adjustment and educational achievements Manjo community students?
5. Does psychosocial adjustment predict educational achievements of Manjo community students?
6. What measures have been taken to address the psychosocial problems and educational disparity of Manjo community students in schools?

1.3. Objectives of the study

1.3.1 General Objective

The goal of this study was investigating the psychosocial adjustment and educational disparity of Manjo community students in schools of Sheka zone.

1.3.2. Specific Objectives

In line with the above general objectives, the specific objectives formulated were:

1. Describing psychosocial adjustment problems students from Manjo community encounters in schools;
2. Identifying difference in psychosocial adjustment between Manjo community students and Non Manjo community students;
3. Revealing the educational enrollment and educational achievement of Manjo community students looks like;
4. Computing the correlation between psychosocial adjustment and educational achievements Manjo community students;
5. Testing Prediction of psychosocial adjustment for educational achievement of Manjo community students;
6. Identifying measures that have been taken to address the psychosocial problems and educational disparity of Manjo community students in schools.

1.4. Significance of the Study

The findings of the study were indicated the educational disparity between Manjo Community students and Non Manjo Community students and psychosocial problems that Manjo Community students faced and their life which add values to current knowledge production. The study was focused on psychosocial adjustments and educational disparity of marginalized manjo Community student's particularity in Schools and kebeles where manjo community students populated in Sheka zone.

As research and data indicated large numbers of Manjo community students settled in Sheka zone which today continued that excluded to join in schools and failed academically. But globalization continued, the future of the society would challenge. Researchers' and educators would contribute a means to reduce educational disparity between peoples that tools help survival in a world. By having this in mind, this study was conducted by assuming the following significances:

The study was show the exact current picture of psychosocial adjustment and educational disparity of Manjo community students and alarm educational sectors to and Stake holders in Sheka Zone. The study was informing to Stake holders in Sheka Zone Consider Manjo community students in implementation of their Strategic plan. The study would have great importance for governmental and non-governmental organizations to fill gaps of Manjo community students. Lastly, conducting research on this area may put something new which may help researchers to understand more about Manjo community students and to find the gaps for further researches.

1.5. Operational Definitions

Educational disparity refers to the evaluation of (the enrolments and academic achievement) by Manjo community students and selected Non-Manjo community students in school subjects in line with the average scores

Psychosocial adjustment encompasses the issues raised under both psychological and social adjustment definitions which refers to the depression, self- esteem, social anxiety of Manjo students

1.6. Delimitations of the Study

This study is aimed at investigating the psychosocial adjustment and educational disparity of Manjo students in schools of sheka zone. Therefore, the study would delimit on nine schools of public schools and three kebeles of two district (districts) that Manjo Community resident in sheka zone. It is specifically emphasis given by the researcher for the study.

1.7. Limitations of the Study

This study is aimed at investigating the psychosocial adjustment and educational disparity of Manjo students in schools of sheka zone. Due several factors such as security instability situation in sheka zone, financial problems, and lack of infrastructure, a limitation is that sample was composed entirely of 5th through 10th grade students. However, a further limitation was this study had been generalized other ethnicgroup as Non Manjo by considering time limitation and similar emotions, but further research might examine each ethnic groups.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Global and National Ethnic based Discrimination

Racism and discrimination in education, jobs, and social services are real conditions in the livesof many ethnic minority children and youths around the globe Federal Glass CeilingCommission and National Research Council (as cited Boyce, 2002). Such ethnic baseddiscrimination and exclusion practices are spread all over the world. Many minority groups' arefacing challenges especially students are suffering a lot even though the attention given to putdown their problems is insignificant. For instance, the achievement problems of AfricanAmerican youth are not fully explained by being perceived as victimized in the eyes of others. But the researches indicate the particular vulnerabilities of African American students who mustcope with the dual stressors of academic challenge and negative stereotypes about their groupFederal Glass Ceiling Commission and National Research Council (as cited in Boyce, 2002).

The national census has revealed that the minority ethnic population of the UK was 4.5 millionin 2001, 7.6% of the population of the UK. Indians were the largest minority group followed byPakistanis, then Black Caribbean and Black Africans (Street, Stapelkamp, Taylor, Malek &Kurtz, 2005). In addition, a Commission for Racial Equality Investigation Report foundthat in Birmingham, African Caribbean pupils were four times more likely to be excluded fromschool than White children because of their ethnicity (Street et al. 2005). Those academic challenges and negative perception of others about their group can have longterm effects on their mental abilities and success as well as can override any social benefits (Graham et al. 2006).

Similarly, in Ethiopiastudents of ethnic minorities are also experiencing challenges in their schooling. The Manjo people are excluded because of engaged in less valued occupational tasks and born from a particular clan (Yoshida 2013). The multifaceted and complex process of marginalization and social exclusion indicates that the social integration and organizational bottlenecks that confront the realization of solidarity, human wellbeing and an equal opportunity of the diversified community. Tewdros (2008) in his study also reported that the Manjo people have been segregated from the other people saying the cultural activities of the Manjo community are assumed to be contrary to the community's norms and religious practices. Consequently, the

other communities are not willing to have economic, social and cultural ties with the Manjo community. Even though social discrimination on Manjo ethnic group in one way or another affect their psychological wellbeing, in more specific terms, Manjo clan students are considered as having lack of self-confidence, anxious about their surrounding and as having immature intelligence (Mesfin,2005).

The practices of discrimination against Manjo ethnic minorities can be grouped into keeping at a distance, psychological inhibition, Material distinction, and communication restrictions. Most of these actions are similar discriminatory actions prevailed for at least half a century (Mary by Bart, 1996). Manjo ethnic minority denied from simple hand shaking which is more of psychology, to exchange goods as economic functioning, denying co-utilization of services, freedom of movement and choice (Bart, 1996). In relation with psychological and social conditions and education, Franky and Chamundeswari (2014) also said that academic achievement of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school environment.

Minority status of an ethnic group within the larger society has broad psychological implications. One obvious correlate to minority status that has long been examined in relation to academic achievement is the presence of negative stereo-types. Stereotypes associated with minority status and thereby ethnic identity can impede a student's academic goals justifying and promoting negative evaluations of one's ability to achieve in school (Gaines & Reed, 1995; Greer &Chwalisz, 2007; & Saldana, 1994 in Cokley&Chapmanm, 2008). Thus, the feelings and perception associated with minority status are an inherent aspect of one's ethnic identity that can create self-defeating attitudes related to academic achievement (Cokley&Chapmanm, 2008). Ethnic identity would be indirectly related to student's GPA by influencing academic self -concept (Awad, 2007 in Cokley&Chapmanm, 2008)

2.1 Psychosocial Adjustment and Academic achievements

2. 1.1. Psychosocial Adjustment

An early description of adjustments (and a continuing one) is the absence of a diagnosed psychological disorder, psychological symptoms, or negative mood in an individuals .one example of a diagnosed condition is trauma and stressor related disorder ,defined as the development of clinically significant emotional or behavioural symptoms in response to an identifiable stress or stressor (American Psychological Association,2013).Psychosocial adjustments of individual and family are a holistic process, in which each domain of life affects the others. Therefore, a change in one domain affects adjustment in another domain (Hoyt & Stanton, 2012).

Cognitive adaptation might include self _reflection. Adaptation in the behavioural domain may include returning to work. Anxiety, in the emotional domain, may affect the ability to socialize in the interpersonal domain or impact blood pressure in the physical domain. Discrimination has been identified as a serious

obstacle in the process of adjustment and sense of belonging for ethnic based minority youth. Social discrimination clearly and systematically increases stress and decreases self-esteem. Generally, the more discrimination an adolescent perceives, the lower his or her self-esteem and the more stress experienced (Cooper M. & Cooper G., 2008). According to Gaylord-Harden and Cunningham (cited in NASP, 2012), ethnic discrimination from adults and peers in educational settings is associated with increased negative perceptions of one's ethnic group. Daily occurrence of observable forms of ethnic prejudice can cause mental health problem through the development of racial mistrust, culturally marginalized identities, stereotype threat, lowered self-esteem, and generalized anxiety (Biafora et al. and Chun (cited in Boyce, 2002).

Discrimination may be either direct or indirect, and may have both short- and long-term consequences (Pettigrew & Taylor, 1990 cited in Bobo & Fox, 2003). Regarding the education of ethnic minority students Ekstrom et al. (in Magdol, nd.) said that students who are under racial prejudice and discrimination are exposed to dropout, demonstrate less effort and satisfaction in school, have lower participation in extracurricular activities, more positive attitudes toward work than toward school, and lower aspirations for education. Social and cultural adjustment can affect success in various fields of life including education. In a longitudinal study Chen et al. (cited in Nasir, 2011) found that social adjustment of adolescent students contributes to their academic achievement. According to Harris and Goodall (2008), it is clear that powerful social factors still prevent many parents from fully participating in schooling. They also indicated that, among the non-school factors of school achievement, like socio-economic background, parents' educational attainment, family structure, ethnicity and parental engagement are social issues strongly connected to educational attainment and achievement of students.

Depression, loneliness, and anxiety are psychological problems related with deficits in social support system (Eskin, 2003 in Adawiah, 2010). On the achievement of the students, this support has significant impact. Since family and friends are the individuals' first source of reference, supports from these two sources have been found to give a significant influence on academic achievement (Steinberg & Darling, 1994; Cutrona, 1994 cited in Adawiah, 2010).

2.1.2. Self-esteem

As Copper (2008) describes self-esteem is the way individuals think and feel about themselves and how well they do things that are important to them. In children, self-esteem is shaped by what they think and feel about themselves. Their self-esteem is highest when they see themselves as approximating their "ideal" self, the person they would like to be. Children who have high self-esteem in which they have an easier time handling the conflicts, resisting negative pressures, and making friends. They laugh and smile more and have a generally optimistic view of the world and their life. Children with low self-esteem have a difficult time dealing with problems, are overly self-critical, and can become passive, withdrawn, and depressed. They may hesitate to try new things, may speak negatively about themselves, are easily frustrated, and often see temporary problems as permanent conditions. They are Pessimistic about themselves and their life.

In the context of education therefore, the student 's construct of the self may have important implications on the learning experience. Self-esteem also has been conceptualized as buffering the individual from adverse life events. Emotional well-being is often associated with a slightly positive, yet realistic outlook (Alloy & Abramson, 1988). The opposite outlook is characterized by pessimism, demoralization, or minor symptoms of anxiety and depression. One seminal aspect of self-esteem has garnered much research attention: self-efficacy (Bandura, 1977). Self-efficacy is defined as confidence in one's own abilities to cope with adversity, either independently or by obtaining appropriate assistance from others. Self-efficacy is a major component of the construct known as resilience (i.e., the ability to withstand and overcome adversity). Resiliency can be facilitated by having adequate social support (Beardslee & Vaillant, 1997). Indisputably; self-esteem has been one of the most widely studied aspects of the self. Various theorists (James, 1980; Rosenberg, 1979) have defined this construct and, while varying definitions exist, all refer to individuals' personal feelings of worth. Self-esteem is usually defined as "the extent to which one prizes, values, approves, or likes oneself" or "the overall affective evaluation of one's own worth, value, or importance" (Blascovich & Tomaka, 1991). Self-esteem is widely acknowledged to be an important factor in adolescent development. It has been found to be positively associated with general psychological well-being, and negatively correlated with depression and hopelessness among adolescents (Harter, 1993). Because of psychological importance of self esteem, a considerable amount of research has been devoted to understanding its sources (Baumeister, 1993; Rosenberg, 1986).

Self-esteem of ethnic minority youth has been a subject of great interest. Self esteem is clearly implicated in the achievement process and variations in self-esteem are closely related to different reasons for learning. Some students are motivated to overcome an impending sense of failure as a person. They struggle to establish and maintain a sense of worth and belonging in a society that values competency and doing well. They combine a sense of obligation to achieve, often stemming from family expectations. A global feeling of self-esteem is widely recognized as a central aspect of the self-concept, of psychological functioning and well-being (Greenwald, Belezza, & Banaji, 1988; Taylor & Brown, 1988), and is strongly related to many other variables (Kaplan, 1982; Rosenberg, 1985), including general satisfaction with one's life (Veenhoven, 1984).

Research of self-esteem has for the most part focused on individual competence and interpersonal experiences as the basis of self-esteem (Harter, 1993). The notion of self-esteem can refer to the overall evaluation of oneself as a person, or how one feels about oneself in a comprehensive sense it can also refer to the evaluation of specific aspects of the self, such as ethnic identity; global personal self-esteem, and ethnic self-esteem (Verkuyten, 2001). Rosenberg (1979) defined self-esteem as a self-reflexive attitude that results from conceiving the self as an object of evaluation. Brown (1998) defined self-esteem as feelings of affection for oneself. He argues that there is a basic human need to feel good about ourselves and suggested that although people across time and cultures may approach this need differently, it is universal. In the current study, self-esteem refers to a positive or negative orientation toward the self (Rosenberg, 1979). That is, self-esteem refers to a personal judgment of worthiness that is expressed in the attitudes the individuals hold toward themselves.

2.1.3. Self-esteem and Academic Achievement

The argument that school failure can be attributed to low self-esteem and school success to high self-esteem has received some empirical support (Harter, Whitesell, & Junkin, 1998; Wiest, Wong, & Kriel, 1998; Filozof, Alberrin, & Jones, 1998). Self-esteem is clearly implicated in the achievement process and variations in self-esteem are closely related to different reasons for learning. Some students are motivated to overcome an impending sense of failure as a person. Therefore, they might struggle to establish and maintain a sense of worth and belonging in a society that values competency and doing well. For these children, the issue is less one of language than of a social context in which these children, their families, and their communities are undervalued. Instead of reinforcing children's self-confidence and self-esteem, school compromises the learning potential by rejecting their language and culture (Bowman, 1993). Feelings of self-esteem and self-worth are necessary precursors for helping students strive toward academic excellence (Goode & Watson, 1992). For instance, in a study using multiple regression analysis, Witherspoon, Speight, and Thomas (1997) reported that both immersion attitudes and academic self-concept are reliable predictors of high school academic achievement. They found that immersion attitudes were negatively associated with self-concept and grade point average. Additionally, internalization attitudes were correlated, although not significantly, in a positive direction with grade point average and academic self-concept.

Other researchers (Rosenberg, Schooler, & Schoenbach, 1989) argued that grades have a stronger effect on self-esteem than self-esteem has on grades. For example, when schools represent an Anglo-centric and middle-class viewpoint, minority students and their families often feel devalued. This experience is common to many Spanish-speaking children. According to Tharp (1989) when children and youth are not required to renounce their cultural heritage, school achievement improves markedly

2.1.4. Depression

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

2.1.5. Depression and Academic Achievement

Academic failure has consistently been found to be associated with depression (Faubert, Forehand, Long, & Burke, 1987). Similar studies have also reported that depressive mood is associated with academic problems or low academic achievement (Hilsman & Garber, 1995; Kaslow, Rehm, & Siegel, 1984). For example, in a longitudinal study, Chen et al. (1995) found academic achievement to be significantly correlated with depression. In particular, results indicated that depressed youth had more academic problems than their non-depressed counterparts contemporaneously and two years later. Despite the high prevalence of depression in Hispanic/Latino adolescents, there is little known about the relation among academic achievement and depressive symptoms in this population (Castaneda, 1994; Foster & Martinez, 1995; Roberts & Chen, 1995; Robert & Sobhan, 1992).

Depression has become more prevalent in recent years, and rates have increased between 10% and 15% in school-age population (Abela & Alessandro, 2002; Nolen-Hoeksema, Girgus, & Seligman, 1992). These results indicate that youths are likely to have moderate to severe depression at least once on a lifetime. Failure to achieve academic goals may be due to the stress factor that creates a proclivity for depression, particularly if failure is long lasting (Sideridis, 2005). In their pursuit for academic achievement, students generally attempt to gain a sense of meaning, purpose, and direction, and failure to achieve this goal can lead to feelings of futility and despondency and a feeling of inadequacy (Bandura, Pastorelli, Barbaranelli, & Caprara, 1999).

Researchers have suggested that academic achievement and strivings for success are facilitators for psychological growth, subjective well-being, and life satisfaction (Sheldon, Kasser, Smith, & Share, 2002). Furthermore, failure to achieve the desired academic achievement goals can lead to a series of aversive experiences that may be a potential cause for susceptibility to depression. Particularly for young children and adolescents, failure to approach desired outcomes in school can be debilitating and can lead to feelings of hopelessness, depression, and a generalized sense of lack of control (Abramson, Metalsky, & Alloy, 1989). During adolescence depression (Dotan, 1990) and self-esteem (Coopersmith, 1967) are two such variables that have an impact on achievement. While there is some evidence in the literature on how depression and self-esteem affects academic achievement (Blechman, McEnroe, Carella, & Audette, 1986; Harter, 1983; Learner & Kruger, 1997), limited research exists on the relationship between academic achievement and aspects of mental health such as depression and self-esteem in adolescents.

2.1.6. Psychological Well-Being

Subjective well-being (SWB) or psychological well-being is a field of psychology that attempts to understand people's evaluation of their lives (Diener, 1997). These evaluations may be primarily cognitive or may consist of the frequency with which people experience pleasant emotions (e.g. joy, as measured by the experience sampling technique) and unpleasant emotions (e.g. depression). Diener and his colleagues have proposed that

subjective well-being is composed of satisfaction with life, positive affect, and (a lack of) negative affect (Diener, Suh, Lucas, & Smith, 1999; Myers & Diener, 1995).

Although discussions from this perspective often appear to equate subjective wellbeing with happiness (Diener et al., 1999; Myers & Diener, 1995), this perspective also appears to occasionally conceptualize happiness as an affective sub-component of the broader construct of subjective well-being. Furthermore, within this model, self-esteem (i.e., satisfaction with self) might be conceptualized as a component of overall satisfaction with life, and thus as a sub-component of subjective well-being. Researchers in the field strive to understand, not just undesirable clinical states, but also differences between people in terms of positive levels of long term well-being. Life satisfaction among youth is pervasively associated with the presence of desirable psychological characteristics (e.g., self-esteem, resiliency, hope, self-reliance, and pro-social behaviour and the absence of negative characteristics (anxiety, loneliness, depression, school discipline problems, and violence) (Myers & Diener, 1995)

2.2 Educational Disparity

Education plays a key role in the economic and social development processes of all countries. In fact, it helps to reduce poverty and to enhance the quality of social life. It is a basic ingredient within the strategies of improving health conditions. It also helps to decrease social, cultural and ethnic disparities among populations of the same country. From an economic perspective, the level of education and its distribution within the population plays a crucial role in the prospects of income distribution and consequently in economic growth. Indeed, an increased level of education of a person leads to increased skills held by the workforce, which makes it possible to improve labour productivity and therefore economic growth (Barro and Lee, 1993, 1997; Barro and Sala-I-Martin, 1995; Aghion and Howitt, 1998).

Although the majority, if not all, of the countries of the world have been aware of the fundamental role that education may have in economic and social development processes, many of these countries are far from achieving mass education, including those in the MENA (Middle East and North Africa) region.

The report of the World Bank (2007) notes that MENA countries have committed more resources to education than other developing countries at a similar level of per capita income. This shows that while progress has been made, some countries perform at a lower level than others' with a similar level of development. The Education for All report (2011) confirmed that in Arab countries, more than 6 million children were not enrolled in school in 2008, levels of learning achievement were low, more than one-quarter of the adult population was illiterate, and the learning needs of young children and adolescents were continuing to suffer from widespread neglect.

If education is not equally distributed among the population, a large part of the revenue will be owned by a well-educated minority, which engenders huge inequalities in the distribution of incomes which causes more poverty (Glomm and Ravikumar, 1992; Lopez et al., 2002).

Despite considerable attention to this national crisis over the past six decades, NAEP data reveal disparities in academic achievement continue to exist and, in some cases, have increased over the past decade for ethnic and racial minority children and adolescents (Aud, Fox, & KewalRamani, 2010). of particular concern, African American, Latino, and Native American children, as well as students from some Asian American subgroups, demonstrate consistent underachievement in academic performance from prekindergarten through twelfth grade, and are concomitantly underrepresented in high school graduation rates, placement in gifted and talented programs, and admission rates to postsecondary education, when compared to their White and other Asian American peers. To illustrate, the dropout rate for Latino students is nearly four times the rate of White students, and the suspension and expulsion rates for African American students is three times the rate for White students (Aud et al., 2010).

The high school graduation rates for most ethnic and racial minority groups continue to stagnate at just over 60% (NAEP, 2010), with many large urban districts serving primarily low income and minority students having high school graduation rates substantially below 50% (Swanson, 2008). Attendance in higher education for American Indian young adults is less than half of White students, even after controlling for high school graduation. Educational disparities also exist for ethnic subgroups of Asian-Americans (Asian American Legal and Education Defense Fund, 2008). Within racial groups, males fare worse than females on most indices, and multiracial youth report being physically threatened in school at higher rates than the other ethnic and racial groups (NAEP, 2010).

2.3 Ethnic identity

The definition of ethnic identity is dependent upon theoretical context. Ethnic identity may be defined as a social psychology construct (Tajfel, 1978) in which one feels a sense of belonging and attachment to one's ethnic group (Aboud, 1977; Phinney, 1992; Phinney & Rotherman, 1987). In addition, ethnic identity can be delineated into four statuses: diffusion, moratorium, foreclosure, and achievement (e.g., high levels of ethnic identity exploration and high levels of ethnic identity commitment would denote the achievement status; Phinney, 1992). Theoretical approaches to ethnic identity (Phinney, 1989) suggest a progression to identity starting in early adolescence with a diffused or naive state of awareness, leading perhaps to an exploration of the meaning of ethnic identity and its relation to others, and ultimately moving to a comprehensive and secure sense of self in relation to ethnicity.

As suggested by Tajfel (1974), ethnic identity is often considered to be the portion of one's overall social identity that derives from one's ethnic group membership. Helms (1994) has more recently described ethnic identity as "a social identity based on the culture of one's ancestors' national or tribal group(s), as modified by the demands of the culture in which one's group currently resides" Other researchers (Rotherman & Phinney, 1986) have highlighted the complex and multidimensional nature of ethnic identity, defining it as "one's sense of belonging to an ethnic group and the part of one's thinking, perception, feelings, and behaviour that is due to ethnic group membership." Among the psychological factors that may be important in the response to self-concept, there are two components: personal self-esteem and ethnic identity. Research on the role of group

identity in self-esteem has focused largely on ethnic identity (Phinney et al., 1997). Ethnic identity is based on a belief that ethnicity is an unconscious norm or standard while guiding group behaviour and forming group consciousness among group members. When one studies identity, it is important to relate it to other aspects of personality or the self-system, such as self-concept, self-esteem, self-motivation, cultural self, self-aspiration, and physical self. Self-identity is multifaceted, and it is more so in culturally and linguistically diverse adolescents, as a consequence of their own ethnic and cultural attitudes, beliefs, preferences, and behaviours (Guanapi-Ho, 1997). According to Phinney (1992), “each group has its unique history, traditions, and values; yet, the concept of a belonging to one’s own group is common to all human beings” From this perspective, ethnic identity is a multidimensional concept including self-identification as a group member, a sense of belonging and attachment, positive attitudes or feelings about one’s group, and participation in social activities and cultural traditions (Phinney, 1990).

Despite the large number of adolescents who must factor their ethnic background into the construction of their social identities, ethnic identity remains a construct that has not yet been fully explored. A reoccurring theme in the work of Phinney (1996) for example, is that “the norms, values, attitudes, and behaviours that are typical of an ethnic group and that stem from a common culture of origin transmitted across generations are commonly assumed to be indicative of ethnicity” Ethnic identity is a multidimensional construct with many definitions across disciplines, theoretical approaches, and research methods (Phinney, 1990). For example, in a study of Hispanic students at an Ivy League university, Ethier and Deaux (1990) found that, for men, a strong sense of their cultural background was associated with a lower perceived threat to their ethnicity and with higher collective self-esteem. Furthermore, consistent with social identity theory, studies of ethnic identity have demonstrated that a strong ethnic identity is generally associated with high self-esteem (Phinney, 1989, 1992; Phinney&Alapuria, 1990).

On the basis of research and theory, then, it is likely that individuals who have a strong sense of their ethnic identity have developed ways of handling threats to their ethnicity and therefore, would be less susceptible to such threats. Uba (1994) described three distinct facets of ethnic identity. The first one is consciousness of one’s ethnic group, which entails knowledge of cultural characteristics along ideological (customs and beliefs) and behavioural (understanding of behavioural norms) bases. The second is the adoption of ethnic identity, which is achieved in varying degrees and may follow ethnic consciousness. Adoption entails incorporating ethnic behaviour, patterns, values, and beliefs into one’s personality, which is accompanied by a sense of belonging.

The third is the inhibition of ethnic identity, the unconscious and contextually-based inability to invoke a behaviour grounded in an ethnic identity schema with in a particular context. This aspect of ethnic identity often occurs in favour of other identities (i.e., gender) despite consciousness or adoption of ethnic identity. Ethnic identity has also been primarily described in terms of objective components and intra psychic phenomena (Deaux, 1991), rather than social interactions. Phinney (1995) contended that ethnic identity consists of factors such as self-labelling, a sense of belonging, positive evaluation, preference for the group,

ethnic interest, and knowledge and involvement in activities associated with the group. Similarly, ethnic identity has been described as objective aspects including language, friendship networks, religious affiliation, and involvement in different clubs, organizations, exogamy, food preferences, and traditional celebrations (Rosenthal & Hrynevich, 1985; Ting-Toomey, 1981). Other theorists contend that ethnic identity should be considered as an external and internal identity (Kwan & Sodowsky, 1997).

Internal ethnic identity is divided into three dimensions: cognitive, moral, and affective. The cognitive dimension refers to a person's self-images and images of his or her own ethnic group as well as knowledge of the ethnic group heritage, history, and values. The moral dimension refers to a person's feelings of group obligations. The affective dimension refers to a person's feelings of attachment to his or her own ethnic group. Lastly, the external aspects of ethnic identity refer to observable social and cultural behaviours which manifest themselves in the areas of language usage, friendships, participation in ethnic-group functions, and maintaining ethnic traditions (Yeh & Hwang, 2000). Furthermore, ethnic identity can be defined as an individual's acquisition and retention of cultural characteristics that are incorporated into one's self-concept and development in the context of the individual belonging to a minority group within the larger society (Phinney, 1990). Ethnicity, which is an ethnic sense of self, suggests a feeling of belonging to an ethnic group. Much of the psychological research on ethnic identity development focuses on the relationship between positive or negative ethnic identity and a host of psychological and academic outcomes.

The underlying assumption of these studies is that individuals with positive, well-developed ethnic identities are able to achieve healthy personalities and psychological well-being (Helm & Cook, 1999; Phinney & Kohatsu, 1997). During adolescence, many youth, especially those from ethnic groups with lower status or power, may become deeply involved in learning about their ethnicity. This process can lead to constructive actions aimed at affirming the value and legitimacy of their group (Brown, 2000; Tajfel & Turner, 1986) or to feelings of insecurity, confusion, or resentment over treatment of their group. The stages of this process are not inevitable, but rather depend on socialization experiences in the family, the ethnic community, and the larger setting (e.g. school), and not all individuals reach the stage of ethnic identity achievement. Self-esteem is the most studied correlate of a positive ethnic identity. For example, students who reported higher levels of ethnic pride felt a sense of belonging to their ethnic group also they demonstrated higher levels of self-esteem (Phelps, Taylor, & Gerard, 2001; Phinney & Alipuria, 1990; Phinney & Chavira, 1992). Ethnic identity has been linked to positive attitudes toward members of other ethnic groups (Romero & Roberts, 2003). On the other hand, underdeveloped or negative ethnic identities are believed to be indicative of poor psychological functioning (Roberts & Phinney, 1999; Romero & Roberts, 2003).

Ethnic identity, achievement, and feelings of security about one's membership in the group mean that one has a clear sense of importance of ethnic background. In general, prior studies (Wright & Littleford, 2002) have used ethnic identity as an alien compassing term to refer to ethnic self-identification, ethnic behaviours, ethnic affirmation, belonging, and ethnic identity achievement. Finally, whereas the importance of a strong ethnic identity on reducing psychological distress has been examined (Carter, 1991; Martinez & Dukes, 1997), the

impact of the separate components has not been explored. Having secure ethnic identity and a strong feeling of pride in one's ethnic group may buffer the negative impact of discrimination on one's academic achievement and psychological well-being.

2.3.1. Ethnic identity and Academic Achievement

Studies exploring the role of ethnic identity and academic achievement suggest that a bicultural orientation is conducive to better school performance (Portes & Rumbaut, 1990). School performance may be enhanced when ethnic identity includes achievement as an aspect of that identity (Oyserman, Gant, & Ager, 1995; Taylor, Casten, Flickinger, Roberts, & Fulmore, 1994).

Researchers agree that there is a positive relationship between self-esteem and grades, although the causal order between psychological well-being and grade performance is unclear (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). For instance, Covington (1989) argued that the lower academic performance of some minority youth stems from their lower self-esteem. Thus, in order to improve their academic performance, school intervention programs must focus on raising the self-esteem of minority students. He posited that, while there is some reciprocal influence between performance and self-esteem, the primary causal mechanism is that performance leads to changes in self-esteem.

2.3.2 Ethnic Identity and Intergroup Competence

Ethnic identity is pride in one's racial and cultural identity (Sue, 1981) and it is important in that it shapes individuals' attitudes about themselves and their ethnic background, attitudes about individuals from other ethnic groups, and attitudes about individuals from the majority group (Poston, 1990). Intergroup competence refers to the ability to effectively interact with people of different ethnic backgrounds. Research studies show that individuals who have more intergroup experience are less likely to experience anxiety during intergroup contact situations (Hyers & Swim, 1998; Stephan & Stephan, 1985), and voluntary intergroup experience is more common for people of bicultural ethnic heritages than it is for mono-cultural individuals. Yet, biracial individuals are not necessarily more competent in their intergroup relations; instead, competence may come from having a bicultural identified orientation.

2.3 Theoretical frameworks of Academic Achievement

2.3.1 Social Cognitive Theory

Social Cognitive Theory (SCT) combines four ideas to explain why a child will succeed or fail at a task. This include: self-observation, self-judgment, self-reaction, and self-efficacy (Bandura, 2001). The key to this theory seems to be self-efficacy. Without a positive self-efficacy, the child will not believe he can succeed in a challenge, and for that reason, will not work to do so. However, if the child does have a positive self-efficacy in regards to the problem at hand, that child will react in a way to overcome his or her problem (self-reaction to the self-judgment that there is a problem). Self-efficacy can not only be built by positive experiences, but it can

be built by witnessing the positive experiences of others, by having your talents convinced to you by a positive teacher, parent or peer, and lastly, self-efficacy can be built by the physiological arousal that often accompanies new tasks (Bandura, 1995; Pajares&Schunk, 2001)

2.3.2 Attribution Theory

Attribution theory (AT) is concerned with how individuals interpret events and how this relates to their thinking and behaviour. Weiner (1974) focused his attribution theory on achievement. He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Ability is seen as an internal, stable, and uncontrollable attribute. His theory has been widely applied in education, law, clinical psychology, and the mental health domain. Attribution theory assumes that people try to determine why people do what they do, and attribute causes to behaviour (Weiner, 1986). A person seeking to understand why another person did something may attribute one or more causes to that behaviour.

Attribution theory has been used to explain the difference in motivation between high and low achievers (Weiner, 1986). According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of, while failure is thought to be caused by bad luck or a poor exam. Thus, failure does not affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success related chores because they tend to doubt their ability, and/or assume success is related to luck or to “who you know” or to other factors beyond their control.

2.3.3 Achievement Goal Theory

Achievement goal theory (AGT) posits that individuals strive to achieve for different purposes, and these purposes are associated with different outcomes (Urdan, 2004). It proposes that students' motivation and achievement-related behaviours can be understood by considering the reasons or purposes they adopt while engaged in academic work (Ames, 1992; Urdan, 1997). Achievement goal theory assumes students' perceptions of the goal structures emphasized by schools, teachers, and parents are reflected in the achievement goals students adopt in the classroom. The two most common goals emphasized in achievement goal theory are mastery and performance goals. It is believed that when students emphasize a performance goal they are concerned to demonstrate their ability relative to others (Ames & Archer, 1988). Students who focus on performance goals enjoy learning when they can prove themselves or receive recognition for their high grades or performance. However, if the student fails to achieve high marks, that student, because his focus is on the praise he will not receive, is more reliable to fall victim to learned helplessness and become discouraged in the future. Most goal theory research has found a positive constellation of outcomes associated with the pursuit of mastery goals, including relatively high intrinsic motivation, the use of deep cognitive and self-regulatory strategies, persistence in the face of failure, positive feelings about school and school work, and self-efficacy (Elliot, 1997; Urdan, 1997).

Students who focus on mastery goals enjoy learning for learning's sake. Because their focus is not on their grades, they do not risk negative consequences of not being praised or receiving recognition when their work is not as good as others. Because they enjoy learning, these students often enjoy challenging materials and practice better and more permanent study habits. Mastery goals are considered superior band they are focused on learning, self-improvement, and effort (Urdu, 2004). Thus, mastery goals can be thought of as learning or task-focused goals while performance goals can be viewed ego-focused goals.

Achievement goal theory also proposes that the goal structure of an environment might affect students' motivation, cognitive engagement, and achievement within that setting (Ames & Archer, 1988). Goal structure describes the type of achievement goal emphasized by the prevailing instructional practices and policies within a classroom, school, or other learning environment. For instance, the types of tasks assigned, the grading procedures, the degree of autonomy students are provided, and the ways students are grouped are thought to affect the achievement goals students adopt, and thus embody the classroom goal structure (Ames, 1992; Kaplan, Middleton, Urdu, & Midgley, 2002; Urdu, 1997)

2.3.4. Social Identity Theory

Personal self-concepts theories (Rosenberg, 1986; Rosenberg et al, 1989) and social identity theory (Tajfel & Turner, 1986) propose that self-esteem is a basic human need and that individuals respond to threats to their identity in a variety of ways that enable them to maintain in a positive view of themselves and their own reference group. Social Identity Theory (SIT) also provides a useful framework for understanding how ethnic identities develop within a context of racial and social stigmatization. The central proposition of SIT is that people by nature categorize themselves and others into groups and that they want their own group's identification to be a positive one (Tajfel & Turner, 1979, 1986). SIT proposes that individuals gain part of the self-concept from memberships in social groups (Tajfel, 1978). The values and emotions associated with that social group create shared identity. Consequently, individuals strive to view their own groups positively because this influences their own self-concept (Tajfel & Turner, 1986). SIT is important because it examines the relationship between individual cognitive processes and larger scale group dynamics (Brown & Capozza, 2000). SIT combines cognitive and motivational processes into a consistent theoretical framework, and provides for analysis of intergroup behaviour simultaneously with individual psychological processes (Turner, 1987).

The basic assumption of Tajfel's (1978) theory is that people strive for a positive social identity. As social identity is derived from membership in groups, a positive social identity is the outcome of favourable social comparisons made between the in-group and other social groups (Druckman, 1994). As long as membership in a group enhances one's self-esteem, one will remain a member of that group. But, Tajfel argues if the group fails to satisfy this requirement, the individual may try to change the structure of the group (social change), seek a new way of comparison which would favour his/her group, and hence, reinforce his/her social identity (social creativity); or leave/abandon the group with the desire to join the better one (social mobility). Tajfel then asserts that it is difficult for a member of a minority group to achieve a positive social identity, given that

minorities almost always have an inferior status in comparison with the majority. So minority groups usually do not contribute to their members' self-esteem (Turner, 1982). As previously mentioned, social identity theory sees to explain inter group relations in general and social conflict in particular.

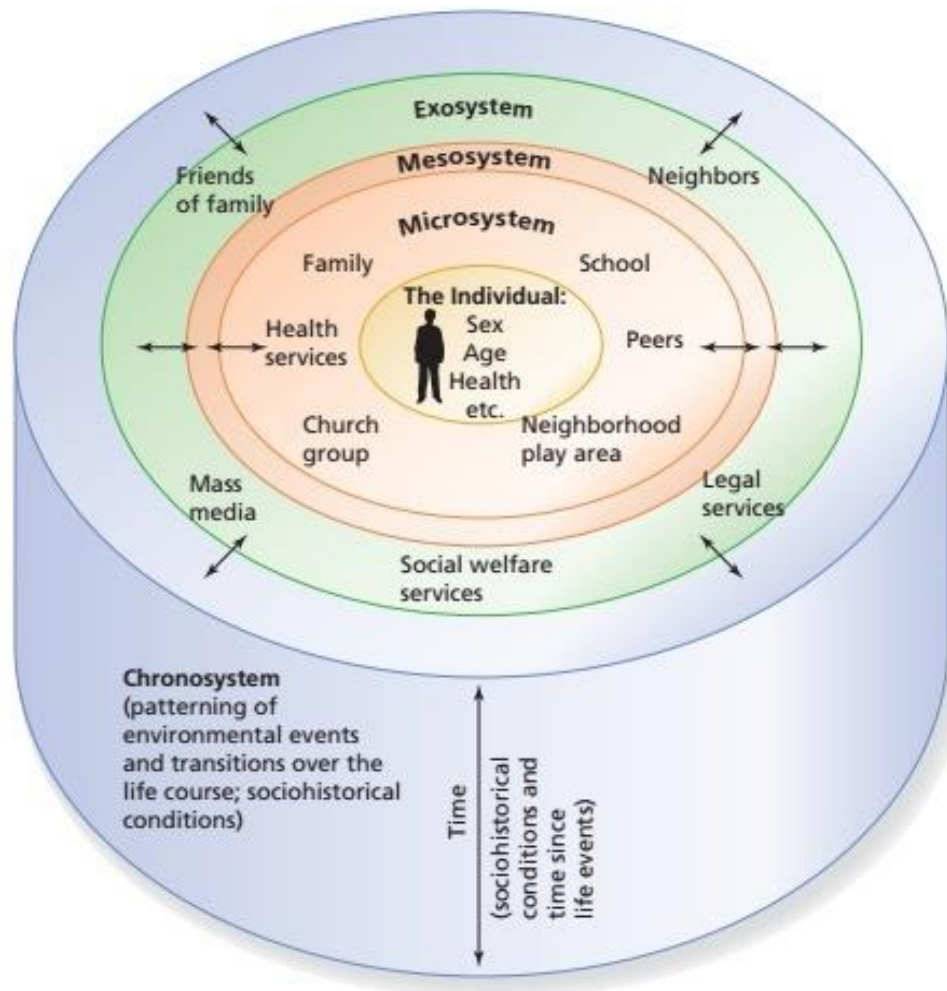
The theory incorporates three main points: 1) people are motivated to maintain a positive self-concept, 2) self-concept derives from group identification, and 3) people establish positive social identities by favourably comparing their in-group against an out-group (Operario & Fiske, 1999). As such, social identity theorists assume that internal social comparison.

2.3.5. Bronfenbrenner's Ecological Systems Theory.

Even though several theories present different views with their strengths and short comings, the chosen theoretical frame work for the present study is Bronfenbrenner's Ecological Systems Theory. The theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner (1979) stressed the importance of studying a child in the context of multiple environments, also known as ecological systems in the attempt to understand his development. A child typically finds himself simultaneously enmeshed in different ecosystems, from the most intimate home ecological system moving outward to the larger school system and the most expansive system which is society and culture. Each of these systems inevitably interacts with and influences each other in every aspect of the child's life. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "bio ecological systems theory" to emphasize that a child's own biology is a primary environment fuelling her/his development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development.

According to Bronfenbrenner (1979), changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well. According to the theory, child's development is the result of the interactions between Micro system (family), Meso system (teacher, church, and school), Ecosystem (community, society, and culture), Macro system (global conditions, policies) and Chrono system (encompassing the dimension of time as it relates to a child's environments.) Similarly, the students' personality development and success in their academic achievement would be the product and proper interaction between a student, his families, school, a community, and the global society at large.

In order to improve Manjo students' academic attainment, creating common understanding and the collaborative effort of different systems (as it is explained above) is important. Bronfenburners systems theory is chosen as a theoretical frame work of the study because of its inclusive nature. Different stake holders are contributing in order to improve Manjo community student's educational disparity.

Fig.2.1. Bronfenbrenner's ecological systems theory

2.4. Empirical Studies

2.4.1 Ethnic identity and Educational Disparity

Depending on the situation they are involved the perception of individuals for themselves may vary. Adolescents who are victims in any way have the most negative self-views. They are relatively lonelier, socially anxious, depressed, and low in self-esteem (Graham et al. 2006). The feeling of ethnically-based harassment is highly correlated with student's disengagement from school and poor academic performance (Cooper M. & Cooper G., 2008). Graham et al. (2006) additionally delineated that Peer harassment and negative self-perception are school adjustment difficulties which can undermine self-confidence and eliminate the cognitive resources needed to do well in school.

In addition, such youths may look for subtle ways to disengage from their education (Juvonen, Nishina, & Graham, 2000 in Graham et al. 2006). In relation with the perception of ethnic minority students and their education, Ogbu (in Bobo& Fox, 2003) delineated that low perception of minorities about own lead them feel uncertain about school and to withdraw from education. Minority students who are already engaged still

underperform in relation to their majority peers. When negative image about one's own group are made, academic functioning among members of that group should be impaired (Steele, 1997 cited in Bobo & Fox, 2003). Students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Positive attitudes towards self and school ultimately determine students' motivation and effort in doing schoolwork (Haladyna & Shaughnessy, 1983 in Noble, Roberts & Sawyer, 2006). In general, educational disparities (e.g., achievement in math, science, and reading, graduation and dropout/push out rates, test scores) are clearly linked to minority/majority status and contribute to large-scale achievement gaps (NASP, 2012). Psychosocial adjustment involves the understanding of both social and psychological constructs (Vafors & Fritz, 2008 cited in Lowe, 2012) such as psychological well-being (Vacek et al., 2010 in Lowe, 2012), the perception of how one is treated by others and how one perceives others (Graham, 2005 in Lowe, 2012) and perception of identity or self-perception (Agirdag et al., 2010 cited in Lowe, 2012). Concerning youth's psychosocial adjustment identity is an important aspect. Adolescence is a critical time for developing an identity and individuals have many identities that they could identify with (Erikson, 1968 in Lowe, 2012) such as ethnic minority identity (Verkuyten & Lay, 1998 in Lowe, 2012) and national identity (Sabatier, 2008 as cited in Lowe, 2012). When trying to understand a person's identity context is an important factor. Context could influence an individual's identity. The context where youths spend a lot of their time in is at school and it is at this age where peers become very important and could influence a youth's identity (Simmons & Blythe, 1987 as cited in Nishina et al., 2010 in Lowe, 2012). Ethnic minority groups are confronted on whether to hold on to their own culture or to be included with majorities cultures (Verkuyten & Lay, 1998 in Lowe, 2012). This struggle is considered to be associated with one's ethnic minority identity which in turn could lead to psychosocial adjustment problems (Verkuyten & Lay, 1998; Phinney et al., 2000 in Lowe, 2012).

2.4.2. Ethnic Identity and Psychosocial Adjustment

Even though social discrimination on Manjo ethnic group in one way or another affects their psychological wellbeing, in more specific terms, Manjo clan students are considered as having lack of self-confidence, anxious about their surroundings and as having immature intelligence (Mesfi, 2005). Students from Manjo Community (specifically those who are learning in semi urban areas) are also experiencing psychological problems such as lack of self-confidence, frustration, mistrust, fear and feeling of inferiority (Ahmed, 2009). The practices of discrimination against Manjo community can be grouped into keeping at a distance, psychological inhibition, material distinction, and communication restrictions. Most of these actions are similar discriminatory actions that prevailed for at least half a century (Mary by Bart, 1996). Manjo ethnic minority denied from simple hand shaking which is more of psychology, to exchange goods as economic functioning, denying co-utilization of services, freedom of movement and choice (Bart, 1996). As Balogun (cited in Ahmed, 2009) "Psychological depression involves mood swing, anger, anxiety, distress and withdrawal." In relation with psychological and social conditions and education, Franky and Chamundeswari (2014) also said that academic achievement of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school

environment. Psychological well-being of students is related to student's social and personal adjustment which in turn has played a role in determining the academic performance of students (Slee, 1993; Schwitzer, 1993; Roberts and Homes, 1995 in Franky&Chamundeswari, 2014). Franky and Chamundeswari also revealed that poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and school dropout as well.

Minority status of an ethnic group within the larger society has broad psychological implications. One obvious correlate to minority status that has long been examined in relation to academic achievement is the presence of negative stereo-types. Stereotypes associated with minority status and thereby ethnic identity can impede a student's academic goals justifying and promoting negative evaluations of one's ability to achieve in school (Gaines & Reed, 1995; Greer &Chwalisz, 2007; & Saldana, 1994 in Cokley & Chapmanm, 2008). Thus, the feelings and perception associated with minority status are an inherent aspect of one's ethnic identity that can create self-defeating attitudes related to academic achievement (Cokley&Chapmanm, 2008). Ethnic identity would be indirectly related to student's GPA by influencing academic self -concept (Awad, 2007 in Cokley&Chapmanm, 2008).

2.5. Conceptual Framework of the Study

The goal of the current study is to investigate and analyze psychosocial adjustments and educational disparity of Manjo community students in schools of Sheka zone. The system is cyclical in its very nature where sons, parents, neighbours, villages and community are involved at different stages in the life span of an individual. As indicated above, it has different contribution for group or individuals learn, exercise, play, interact and share roles in the community throughout their life time. Without a positive self-efficacy, the child will not believe he can succeed in a challenge, and for that reason, will not work to do so. However, if the child does have a positive self -efficacy in regards to the problem at hand, that child will react in a way to overcome his or her problem. Individuals interpret events and how this relates to their thinking and behaviour and strive to achieve for different purposes, and these purposes are associated with different outcomes. It proposes that students' motivation and achievement-related behaviours can be understood by considering the reasons or purposes they adopt while engaged in academic work. Although self-esteem is a basic human need and that individuals respond to threats to their identity in a variety of ways that enable them to maintain in a positive view of themselves and their own reference group. However, to study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well.

According to the theory, child's development is the result of the interactions between Micro system (family), Meso system (teacher, church, and school), Ecosystem (community, society, and culture), Macro system (global conditions, policies) and Chrono system (encompassing the dimension of time as it relates to a child's environments.) Similarly, the students' personality development and success in their academic achievement

would be the product and proper interaction between a student, his families, school, a community, and the global society at large.

Assumptions, principles, and implications of Social cognitive theories, Attribution theories, Achievements Goal theories, Social identity theories and Bronfenbrenner's theory discussed above can serve as conceptual framework in the process of investigating, analyzing, and discussing the nature of psychosocial adjustments and educational disparity of manjo community students. The Non manjo community directly discriminate Manjo community through refusing to greet, shake their hands, eating together and indirectly in avoiding the participation of Manjo community in Social, political and economic that triggers Manjo community come out from the system. The life practice Manjo community is different from that of Non manjo that the Manjo community was live alone in specific surroundings which exposed the manjo to social stigma and discrimination may that develop depression ,social anxiety and self -esteem .However Manjo community hate the school environments due to social problems .



Figure 2.2conceptualframework Shows all different organization Contribute Manjo Community being out of community systems.



CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

This part is devoted to providing detailed information about various aspects of methodologies that were utilized to authenticate six research questions. More specifically, design of the study, study area, Participant of study, sample size and Sampling techniques, instruments of data collection, procedure employed, pilot test, Data collection instruments, statistical techniques used to analyze obtained information and ethical considerations are described.

3.1 Research Approach

Mixed Research, or what is referred to as mixed methods research, involves “mix[ing] or combin[ing] quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2007). A research approaches in which self-administered open and closed ended questions were utilized

3.2. Research Design

To attain the objective of the study the researcher would use cross sectional study design. Using this method, the researcher collected and analyzed data both quantitatively and qualitatively. A concurrent procedure was applied, in which the researcher converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the researcher collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results.

The main reason of choosing this method is to increase generalizes ability of results and incorporates the strengths of both qualitative and quantitative approaches. This method is used to add insight and meaning that might otherwise be missed in mono-method approaches Creswell, John W. (2014). The aim of the quantitative approach is to compare the psychosocial adjustment and educational disparity of Manjo community students from Non Manjo community students. On the other hand, the purpose of the qualitative approach is to explore the psychosocial problems that encountered and measures that have been taken to promote the psychosocial problems and educational disparity of Manjo community Students in Schools of Sheka zone.

3.2. The Description of Study Area

The study was carried out in sheka zone. Sheka is a Zone in the Ethiopian Southern Nations, Nationalities and Peoples' Region (SNNPR). The Sheka Zone is located in the Southern Nations, Nationalities and Peoples (SNNP) Regional State. Geographically, the Zone lies between 7°24'–7°52' N latitude and 35°13'–35°35' E

longitude. The Zone has three Wereda's (districts), namely the Masha, Anderacha and Yeki and two city administration Tepi and masha town administration. In total, there are 56 rural and 7 urban kebeles in the three district's. Sheka Zone covers about 2175.25 km², out of which, 47% is covered by forest, including bamboo. Behailu Ayele (June, 2016). The altitudinal range of the areas in the Zone falls between 900–2700 m above sea level, and it receives high amount of rainfall, with an average of 1800–2200 mm annually. Sheka is bordered on the south by Bench Maji, on the west by the Gambela Region, on the north by the Oromia Region, and on the east by Keffa.

The administrative center of Sheka is Masha. Sheka is the western part of Former Keficho Shekicho Zone. Demographics based on the 2007 Census conducted by the CSA, this Zone has a total population of 199,314, of whom 101,059 are men and 98,255 women; 34,227 or 17.17% are urban inhabitants. The seven largest ethnic groups reported in this Zone were the Shakacho (32.41%), the Amhara (22.17%), the Kafficho (20.16%), the Oromo (7.39%), the Bench (5.23%), the Sheko (4.24%), and the Majang (1.73%); all other ethnic groups made up 6.67% of the population. This study was focus 3 kebele, 9 selected schools of 2 district (Yeki district and Masha) District were Manjo community students occupied.

3.3. Population of the Study

The target population of this study includes 2832 Male and 2299 female, total 5131 (enrolled Students in the year 2018/19 G.C) of 9 selected Schools in Yeki and Masha District three kebele where schools aged Manjo Community resident in sheka zone and School principal, Cluster Supervisors selected schools, education office heads of two district (districts), education office head of sheka zone and SNNPR education office teaching and learning expert. The study focused on public schools of 2018/19 G.C from Grade 5-10. It was compared psychosocial adjustments and Educational disparity such as school enrollments and achievements Manjo ethnic community students with other selected Non Manjo Community Students (Amhara, Kafa, Oromo, Sheko, Bench and Shekacho).

Table .3.1 Total Population of the Study

s/n	Name of school		Manjo CS			NMCS			Both mcs and nmcs		
			m	F	T	m	f	T	m	f	t
1	Merki	primary	184	162	346	0	0	0	184	162	346
2	Kokobe	primary	147	70	217	200	144	344	347	214	561
3	Bechi	primary	55	45	100	273	269	542	328	314	642
4	Bechi	secondary	13	4	17	317	193	510	330	197	527
5	fide	primary	58	61	119	455	462	917	513	523	1036
6	Fide	secondary	7	2	9	156	135	291	163	137	300
7	seri	primary	235	129	364	362	297	659	597	426	1023
8	yina	primary	72	70	142	199	171	370	271	241	512
9	Yina	secondary	16	8	24	83	77	160	99	85	184
TOTAL			787	551	1338	2045	1748	3793	2832	2299	5131

3.4. Sample and Sampling Techniques

Stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling the population is divided into Manjo and Non Manjo Community the different sub-populations are called 'strata') and then the researcher selected items from each stratum to constitute a sample. Proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic . Researcher chooses proportional stratified sampling is representative as well as comprehensive than other stratified samples.

To determine Sample size from total the students for quantitative data, it was decided by the formula of Yamane. Yamane (1967) provides a simplified formula to calculate sample sizes. This $n = N / [1 + N (e)^2]$ by assuming 95% confidence level and $p=.5$ are assumed.

$$n = 5131 / [1 + 5131 (.05)^2]$$

$$n=371$$

In cases where strata differ, the allocation in such a situation results in the following formula for determining the sample sizes different strata. Proportional stratified sampling method was used to select number of Manjo community student respondents and Non Manjo student respondents. (Kothari.C.R. 1990)

$$n_i = \frac{n \cdot N_i}{N}$$

Number of strata of $N_1=1338$ of manjo community students and $N_2 = 3793$ of Non Manjo community students
Sample $n = 96$ individuals from manjo community and Sample $n= 275$ individuals from non manjo community were determined

Total $n= 371$ Student Respondents were selected for qualitative data.

Purposive sampling was used in Sample size determination to select; Manjocommunity students from each school, school principals, cluster supervisor, district education office head, zone education directive head and SNNPR Education bureau teaching and learning experts which was a total of 25 individuals.

Table 3.2 Sample Size for Qualitative Data

s/n	Population	No	Sampling method
1	Manjo community students	9	purposive sampling
2	School principals	9	
3	Cluster supervisor	3	
5	District education office head	2	
6	zone education directive head	1	
7	SNNPR Education bureau teaching and	1	

	learning expert		
	Total	25	

The criteria for selecting of Manjo community students, school directors, supervisors and heads of District, Zone Education office and SNNPR education bureau, teaching and learning experts are:

Principals of Schools: the principals of the 9 selected schools are another source of data. Accordingly, they are asked and provide information concerning the existed support system and the ways of reduce the problems in the schools encountered ManjoCommunityStudents.

MCS from Schools: 1 MCS from each 9 selected schools. Accordingly, they are asked and provide information concerning the existing psychosocial problems from Non Manjo students & teachers and socialsupport system from teachers, school principals and supervisor

Supervisors: 3 supervisors of the schools from District education office included as source of data would provide information on issues pertaining to the support strategy for afore mentioned peoples particularly in that schools and the district in general.

One Sheka Zone education directive, 2 head and District education office head, 1SNNPR education expert. How they work with all stake holders to overcome problems encountered Manjo community students.

3.5. Data Collection Method

Tools used in this study were questionnaire, interview, and Document analysis as instruments of data collection which help the researcher to answer the research questions. This multiple sources of in formations are sought and used because no single source of information can be trusted to provide a comprehensive perspective program. By using a combination of interview and document analysis the researcher is able to use different data sources to validate and cross-check findings.

3.6. Instruments

The instruments for data collection have three major parts:

3.6.1. Questionnaires

Psychosocial adjustment measureswere used scales to measure self-esteem, depression and social anxiety of manjo community students. In this study, psychosocial adjustment has three constructs or elements. These are self-esteem, depression and social anxiety. Therefore, the researcher adapts Centre for Epidemiological Studies Depression Scale for Children. Faulstich ME, Carey MP, Ruggiero L, et al. 1986. Assessment of depression in childhood and adolescence: An evaluation of the Centres for Epidemiological Studies Depression Scale for

Children (CES-DC) is a 20-item self-report depression inventory for student's age ranges from 8-17. Masia-Warner, C., Storch, E., Pincus, D., Klein, R., Heimberg R.G., & Liebowitz, M.R. (2003). The Liebowitz Social Anxiety Scale for Children and Adolescents: An initial psychometric investigation. The researcher also adapts Liebowitz Social Anxiety Scale for Children and Adolescents of 24 items age range from 8-17 to assess social anxiety for Children and Adolescents of Manjo Community age 8-17 ranged students and the researcher adapt from the Crandal, R. (1973). The measurement of self-esteem and related constructs and Rosenberg's Self-esteem Scale (1965) ten items with (Cronbach alpha 0.83) were used to assess self-esteem of Manjo community students.

The Depression Scale for Children (CES-DC) is a 20-item self-report depression inventory with possible scores ranging from 0 to 60. Each response to an item is scored as follows: 0 = "Strongly disagree" 1 = "disagree" 2 = "agree" 3 = "strongly agree" However, items 4, 8, 12, and 16 are phrased positively, and thus are scored in the opposite order: 3 = "strongly disagree" 2 = "disagree" 1 = "Agree" 0 = "agree" Higher CES-DC scores indicate increasing levels of depression. Weissman et al. (1980), the developers of the CES-DC, have used the cutoff score of 15 as being suggestive of depressive symptoms in children and adolescents. That is, scores over 15 can be indicative of significant levels of depressive symptoms. Remember that screening for depression can be complex and is only an initial step. Further evaluation is required for children and adolescents identified through a screening process. Liebowitz Social Anxiety Scale for Children and Adolescents (LSAS-CA-SR; Masia-Warner et al., 2003). The LSAS-CA-SR has an interview format and it includes situations which are modifications of the adult version (LSAS; Liebowitz, 1987). It contains 24 items: 12 items are social interaction situations, and the other 12 are performance situations and the range was between 10 and 17 years old. Each item assesses the Clinician ratings of anxiety (0= Strongly Disagree, 1= Disagree, 2= Agree, 3= strongly agree). Masia-Warner et al. (2003) and Storch et al. (2006). That is, scores over 42 can be indicative of significant levels of Social anxiety symptoms.

Self-esteem was measured by a scale known as Rosenberg's Self-esteem Scale (RSES) (Cronbach alpha 0.83). The scale is a 10-item Likert scale with items answered on a four-point scale—from strongly agree to strongly disagree (0= Strongly Disagree, 1= Disagree, 2= Agree, 3= strongly agree). Score between 15-25 is considered average (Rosenberg, 1965)

3.6.2. Interview

Open ended interview was arranged for Manjo Community student, School principal, Cluster Supervisor, District education office Head, Zone education directive head and SNNPR Education Office teaching and learning experts. The Psychosocial problems Manjo community students were encountered in schools from Non Manjo students and teacher was identified. The Informants express their view with e freedom that enables understanding of the issue in depth and from diversified point of view.

Principals of Schools: the principals of the 9 selected schools. Described the social problems of Manjo community students (MCS), they are asked and provide information concerning the existed support system and the ways of reduce the problems in the schools to Manjo Community Students.

Cluster Supervisors: supervisors of the schools from District education office were include as source of data information on issues pertaining to the support strategy for the manjo community students, particularly in that schools in the district (district).

Sheka zone educational and Districts education office head and SNNPR Education office teaching and learning experts were another source of data in this study that was provide results on issues pertaining to the support strategy for the Manjo community students as Education Institutes in general.

3.6.3. Documents Analysis and Survey for Educational Disparity

Document Analysis were used to compare the educational achievements between Manjo Community and Non manjo Community students from 371 respondents 205 students from Grade 5-7 for Grade classroom annual average, 64 Grade Students for 8 primary school Leaving examination and 25 students Grade 10 secondary school examination G.P.A were analyzed for the achievements comparison and registration sheet were collected names, ethnic and results of the students.

Survey for educational unenrolment were collected house to house and from schools list of student enrolment of elementary and secondary schools by ethnic of 2018/19 G.C. Elementary and Secondary Enrolment by /Ethnicity school age Projection Zonal and district data and annual school enrolled statistics were used and the PISA sampling frame for the measurement of inequality in educational achievement comparisons of manjo community students with other manjo community students.

3.7. Pilot Study

In order to check the feasibility of the study and adequacy of the questionnaire, pilot study was conducted. To reduce the effects of language barrier the questionnaire was translated into Amharic language by the researcher; the resulting version was then translated back into the English with the help of one English language expert from the department of Teaching English as a Foreign Language (TEFL). The quality of the translation was check and the necessary modification were made. Finally, the Amharic version of the instrument would pilot tested on a randomly selected sample of 50 participants (35males and 15 females) from both primary and secondary schools. The responses of the respondents were scored (Cronbach alpha 0.724, 0.78 and 0.89) for depression, social anxiety and self-esteem respectively. The reliability of the three scales i.e., tool kit for the management of childhood & adolescent depression Weissman et al. (1980); Rosenberg's (1981) Self esteem Scale for Adolescents; Liebowitz Social Anxiety Scale for Children and Adolescents (LSAS-CA-SR; Masia-Warner et al., 2003). Measurement scales were computed using the SPSS software package, version 20.

3.8. Procedures of Data Gathering

Nine public schools were choosing from each of the selected two District where manjo community students are populated purposely. Open and closed ended questions was prepared in English and translated to Amharic language to collect the appropriate data. Before distributing the questionnaire, adequate orientations on how to respond to the questionnaire was given to participants. Participants filled the questionnaire in the presence of researcher and his assistant. Enough time was given to the participants to fill the questionnaire. The cooperation of school teachers and principals, district office Head and Others was great. After data collection, the researcher was check for completeness of the data and following this, the collected data were coded and compute used the SPSS version 20 computer software.

Collect the survey of school age (7 to 15) of both Manjo community children and selected Non Manjo Community children from selected kebeles where the societies populated and researchers use the 2018/19 G.C enrolled students of for comparative study. For achievement comparisons, the average results sore in 2018/19 G.C were used for Manjo community and non manjo community Students. Therefore, the Analysis shows educational disparity. The final data was extract from district education office head, supervisor, selected manjo Community students, zone educational directive and SNNPR Education office teaching and learning experts, this is method was used to investigate to how they practice to support and address support for manjo community students.

3.9. Method of Data Analysis

Data analysis consisted of both qualitative and quantitative techniques. Concurrent procedures, in which the researcher were converges quantitative data shows psychosocial adjustment deference with qualitative data problems that encountered Manjo community students in schools of Sheka zone.

The participants' answer was quantified by counting the frequency occurrence of their responses. Then, the responses were interpreted qualitatively and quantitatively after classifying (coding) the data in to three categories of media usage. As part of the quantitative analyses, SPSS version 20 computer software were used to enter, clean, and analyze the quantitative data. Descriptive statistics were used in the study to indicate the mean and standard deviation of the findings. Inferential statistics was utilized for conclusion of the result and check the statistical significance of the results.

An independent t - test was utilized to calculate psychosocial adjustment difference and Educational achievements between Manjo and Non Manjo Community Students. Eta correlations were utilized to see the relationship between the variables educational achievements and psychosocial adjustment. Regressions were utilized to compute how psychosocial adjustments predict educational achievements of Manjo community students. Survey of school age students in selected schools in kebeles were used School

Enrollment Comparison Manjo community students and Non Manjo community students in 2018/19 G.C were presented in percentile and graph.

3.10. Ethical Consideration

The consent of participants to participate in the study was done before the questionnaire would distribute. The participants would expect their main anonymous and confidential. Schools officials also express their willingness after they informed about the whole purpose of the research project. A copy of the whole document presenting the results was given to the concerned schools so that they can make use of the findings for future plan. In order to maintain accuracy of scientific knowledge, ensure intellectual property rights, and protect the rights and welfare of research participants, it is important to follow basic ethical and legal principles underlying scholarly research and writing (APA, 2010).

The following common procedures of research work helps to communicate the outputs clearly and in a more understandable manner for scientific community. In order to achieve this objective of scientific research work, I tried my best to meet the *Ethical Principles of Psychologists and Code of Conduct* amended and adopted by APA in 2010. Hence, in an attempt to meet that standard of research work, I followed the principles, suggestions and advices implicated in the document where they were appropriate to do so.

CHAPTER FOUR RESULTS OF THE STUDY

INTRODUCTION

The present study was conducted to understand the psychosocial adjustment and educational disparity of Manjo students in schools of Sheka zone. Concerning the psychosocial adjustment, the study tried to focus on the level of depression, self-esteem and social anxiety of Manjo community students compared to Non Manjo Students. Regarding the psychosocial adjustment, the present study gave emphasis on the psychosocial adjustments and educational disparity among Manjo students and non-Manjo students. Furthermore, the study made investigation on the problems that manjo students encountered in schools and measures that have been taken to address the problems and educational disparity.

The quantitative and qualitative data obtained from questionnaire of (psychosocial adjustment), Interviews, and Documentary Analysis are presented, analyzed and interpreted in this section of the report. The participants were students, school Principals, Cluster supervisors, Yeki and Masha District Education office heads, Sheka zone educational head and South Nation Nationalities education office teaching and learning expert. Some data like background of participants and correlation analysis are presented in tabular form. Results of quantitative data are also triangulated with the qualitative data from the interview of participants. Summarized interview translation from participants is also presented.

4.1 Demographic Characteristics of the Respondents

The respondents' demographic background was presented to show the general characteristics of Manjo community students who participated in the study. It was also intended to describe the major characteristics of other respondents of the study.

A following table summarizes major characteristics of student respondents. In this section, the distribution the participants were presented. The demographic characteristics analyzed include the age, gender and grade level and Students Group as Manjo Community Students and Non Manjo Community Students whom living in the residence where Manjo community are populated in selected Yeki and Masha district of Sheka

Table .4.1Demographic Characteristics of Student Respondents

Demographic character	Group of Students	Categories	Frequency	Percent	Cumulative percent
Sex	Manjo	Male	76	20.5	
		female	20	5.4	25.9
		total	96	25.9	100
	Non Manjo	Male	169	45.6	
		Female	106	28.5	74.1
		total	275	74.1	100
Age	Manjo	10-14	34	9.16	
		15-16	17	4.58	25.9
		17and above	45	12.12	100
	Non Manjo	10-14	112	30.2	
		15-16	93	25.1	74.1
		17and above	70	18.8	100
Grade level	Manjo	5-8	61	16.5	
		9-10	35	9.4	25.9
		5-10	96	25.9	100
	Non-Manjo	5-8	215	57.95	
		9-10	60	16.15	74.1
		5-10	275	74.1	100

The above table 4.1 of this study shows 371 students participated in the study from six primary schools and three secondary schools of two districts (Yeki and Masha) of Sheka Zone selected for the study. From the total number of participants, 275 (74.1%) Non Manjo community students of 169 (45.6%) male and 106 (28.5%) female Non Manjo students and 96 (25.9%) were Manjo community students and 76 (20.5% male and 20 (5.4) were female Manjo community students who were participated in this study. The number and ethnics from selected schools were Manjo community residence was shown in this study in chapter 3 of table 1. For the reason of securing real data, students from grade 5-10 were included so that they can read and fill the translated psychosocial questionnaires translated in Amharic.

Table 4.2. Demographic Characteristics of Interviewees

N	Participants	Sex	Age	Edu. Status	School/Position	residence
1	Student	m	18	8 th	Seri primary	Bechi kebele
2	Student	m	14	5	Merki primary	Bechi kebele
3	Student	f	15	7	Bechi primary	Bechi kebele
4	Student	m	16	8	Fede primary	Fede kebele
5	Student	f	14	8	Kokoe primary	Fede kebele
6	Student	m	19	10	Bechi secondary	Bechi kebele
7	Student	m	16	10	Fede secondary	Fede kebele
8	Student	m	18	10	Yina secondary	Yinakebele
9	Student	f	15	7	Yina primary	Yina kebele
10	Principal	m	32	Degree	Bechi primary	Bechi Kebele
11	Principal	m	33	Degree	Bechi secondary	Bechi Kebele
12	Principal	f	30	Diploma	Seri primary	Seri Kebele
13	Principal	m	36	Diploma	Kokobe primary	Fede kebele
14	Principal	m	36	Degree	Fede primary	Fede kebele
15	Principal	m	40	MA	Fede secondary	Fede kebele
16	Principal	m	38	Degree	Yina primary	Yina Kebele
17	Principal	m	40	Degree	Yina secondary	Yina kebele
18	Principal	m	32	Diploma	Merki primary	Bechi Kebele
19	Supervisor	m	36	Degree	Fede cluster	Fede kebele
20	Supervisor	m	33	Degree	Bechi cluster	Bechi keele
21	Supervisor	m	36	Degree	Yina cluster	Yina kebele
22	District.Edu	m	47	Diploma	Yeki	Tepi
23	Districtedu	m	38	Degree	Masha	Masha
24	Zone edu.head	m	42	MA	Masha	Masha
25	SNNPR Edu.bua	m	42	MA	Hawassa	Hawssa

A background characteristics of interview in table 4.2 above summarized as, the Major sources of the data were Nine students from Manjo community Students, nine school principals, three cluster supervisor and two Head of district education office, One Sheka zone educational Heads and SNNPR education office teaching and learning experts was purposely selected for the qualitative.

In total, there were 25 (21male and 4 female) participants. From these purposely selected Participants, Students, School principal and Cluster Supervisor and Head of district education office Zone Education office head and SNNPR education expert were individually interviewed.

Table 4.3. Psychosocial Characteristics Respondents

S/n	Psychosocial adjustments	Group of students	N	Mean	SD	t	Sig.
1	Depression	Manjo student	96	28.87	9.75	5.726	.000
		Non	275	22.81	8.625	5.398	.000

		Manjo					
2	Self-esteem	Manjo student	96	11.46	5.13	-9.75	.000
		Non Manjo	275	16.74	4.34	-9.019	.000
3	Social Anxiety	Manjo student	96	40.9	11.6	14.068	.000
		Non Manjo	275	21.84	11.36	13.925	.000

As illustrated in Table 4.3, regarding the participant's psychosocial adjustments between Manjo Community and Non Manjo Community students those from nine public schools. However the psychosocial adjustments difference, there is a significant Psychosocial Adjustment difference between Manjo Community Students and Non Manjo Community Students in both three constructs; "The mean of psychosocial adjustments of Manjo community students (Mean 28.9=SD 9.75,mean 40.9=SD 11.46,mean 11.46=SD 5.13 $N = 96$) was significantly different from that the mean of psychosocial adjustments of Non Manjo community students (M 22.8, SD = 8.65, Mean 21.8=SD =11.36,Mean 16.75=SD 4.34 $N = 275$), $t(369) = 5.726$, $p=.000$, $t(369)= -9.75$, $p=.000$, $t(369) =14.068$, $p = .000$; $N=371$ " $p < 0.05$ for depression ,self-esteem and social anxiety respectively.

4.4. Psychosocial Adjustment in Sex among Manjo Community Students

Table.4.4. Psychosocial Adjustment in Sex among Manjo Community Students

S/n	Psychosocial adjustment	Sex	N	Mean	SD	t	Sig.(2tailed)
1	Depression	M	76	28.37	10.17	-.992	.324
		F	20	30.8	7.87	-1.152	.257
2	Self-esteem	M	76	11.2	5.1	-.971	.334
		F	20	12.45	5.24	-.955	.347
3	Social Anxiety	M	76	40.28	11.844	-1.020	.310
		F	20	43.25	10.602	-1.088	.284

As above table 4.4 illustrate Concerning Psychosocial adjustment difference by sex of Manjo Community students, female Manjo community students had a mean score in levels of Depression, self- esteem and Social anxiety (Mean.30.8= SD 7.87, Mean 12,45 SD=5.24, Mean 43.25=SD 10.602) Respectively. Male Manjo Community students had a mean score in levels of Depression, self- esteem and Social anxiety (Mean.28.37= SD 10.17, Mean 40.13=SD 11.09, mean 11.2 SD=5.1), $t(94) = -.992$, $p = .324$; $t(94) = -.971$, $P = .334$, $t(94)=-1.02$, $p=.31$) , $p>.05$ for depression ,self-esteem and social anxiety respectively was not significantly different between female and male Manjo community students.

Table 4.5 Psychosocial Adjustment in Sex among Non Manjo Community Students

	Psychosocial adjustment	Sex	N	Mean	SD	T	Sig.
1	Depression	M	109	22.3	8.303	-.110	.913
		F	106	23.64	9.093	-.112	.911
2	Self-esteem	M	109	16.83	4.566	-.164	.870
		F	106	16.79	3.98	-.164	.870
3	Social Anxiety	M	109	21.22	11.216	-1.090	.277
		F	106	22.82	11.581	-1.101	.272

Above table 4.5 illustrates that, the psychosocial adjustments mean score of female Non Manjo community students. The Psychosocial adjustments mean score of female Non Manjo community students had mean score in level of depression and self -esteem and social anxiety (mean 23.64 SD=9.093, mean 16.79 SD=4.37 and mean 22.82 SD=11.581,); male Non Manjo students psychosocial adjustments mean score pertain to Non Manjo female students (mean 22.3 SD=8.303, mean 16.83.SD=4.56 and mean 21.21 SD =11,216) ,t (273)= -.11, p = .913; t(273) = -1.64, P = .87, t (273) = 1.09 p=.277), $p > .05$, for depression , selfesteem and social anxiety respectively was not significantly different between Female and male Non Manjo community students , $p > .05$ for depression ,self-esteem and social anxiety respectively was not significantly different between Female and male Non Manjo community students .

Table 4.6. Educational Disparity between Manjo and Non Manjo community students

S/n	Characteristics	group	N	%	Mean	SD	t	df	sig
1	Educational achievement	MCS	96	25.9	48.84	10.27	-4.473	369	.00
		NMCS	275	74.1	53.35	7.75	-3.907	134.31	.00
2	Educational enrolment	MCS	1973	29.7	986.5	829.59			
		NMCS	4767	70.3	2364.5	1809.2			
3	Drop out	MCS	368	20.12					
		NMCS	102	2					

As table 4.6 illustrates academic achievements between Manjo and Non Manjo Community students, the mean score (M=48.84, SD=10.27 , M=53.35, SD=7.75,t (369) = -4.473), $p < 0.05$ was significantly deferent between Manjo and Non Manjo Community students .Educational enrollment were about 29.7.% which lower enrolments compared to 70.3 % of Non Manjo community . However, Dropout rate was about 20.12 %

4.2. Psychosocial Problems Students from Manjo Community Encounter in Schools

In this sections the data obtained from, Manjo community students from nine schools of Yeki District and Masha District of Sheka zone were interviewed and presented .For Ethical consideration fiction names of the participants were used to publicly disclose the names. In these sections semi structured question was forwarded during interview and their responses were summarized form .Lastly the analysis and finding were summarized

in the themes. The portrayal of Stigma and Discrimination, Support system in schools and from parents, Non manjo teachers and the life situation outside School compound and had reported with student's responses Manjo community students as summarized below.

4.2.1 Description of Stigma and Discrimination

The description of stigma and Discrimination that encountered Manjo community students Currently in Schools of Yeki District and Masha District of Sheka zone was summarized as follows.

Manjo community Students to explain about problems that encountered menja community students from Non Manjo community students in schools that the social stigma and discrimination from Non Manjo community students currently also no more changed that non menja students used the term "manjo" for harass Manjo community students. They also described Manjo community students are poor and wear unclean and old clothes and shoes sothat Non Manjo community refused to greet, sitting together on the same desk and sharing educational materials like books, performing different group activities. Non Manjo students were refuse the chance of Manjo Community Students of being aclass monitor and Group leader in schools.

"When I was in home in our village even we are not allowed to enter homes of the Non Manjo community and I accepted this and grew up and I thanks the governments to get enter the school's compounds and classroom. But I am not play, share materials and study together with Non- Manjo society students of my class. Even we not buy banana and sugarcane from others. But, relatively current situation is better. I sit with Manjo community studentsalone; I share exercises, books and other activities with Manjo community." [16/10/2019]

"When I was in lower grade one to four, I was played, shared materials and study together with Non- Manjo society students of my class. Even I shared and play with others. But, when we grew up, they knew that I am from Manjo society. Since then, they isolate away from me. Now, I sit alone with Manjocommunity students, I share exercises, books and other activities with menja community. Other surprising situation is that Non Manjo community block Manjo students to being class monitor and group leaders" [16/10/2019]

"In our schools absolutely we Manjo faced stigma and discrimination that non manjo students used hate speech on us. Even they used the term "manjo" for nagging others. I was irritated that our community was poor and unclean." I seen very few educationally successful individuals are voluntary to communicate and being friend. [17/10/2019]

"I know and see few Non Manjo teachers are Consider Manjo community students always as disturbing a class. For those disturb in the class room fell anger and say "Manjo". [17/10/2019]

4.2.2. The Life Situation Contributes for Discrimination

The Life situation that encountered Manjo community students also contribute for stigma and Discrimination that encountered in Schools of Yeki District and Masha District of Sheka zone. The Manjo Community students do not have good relation and views towards non manjo community students that they always perceive that they discriminate them. Manjo community Students play, share and had relation only among Manjo Community students. However, they mentioned the reason of discrimination Manjo community is that educational backgrounds of manjo Community, ancient feeding habit, political involvement and financial capacity and life styles, meaning that Manjo community live only in certain area were manjo community

occupied. The main reason that Manjo community students were discriminate due to majority of them were in competent in school's enrolments, participation and achievements in schools. Non manjo parents give serious warring for their female children's not to being friends with Manjo community students.

"In my schools it is obvious that Manjo faced stigma and discrimination from Non Manjo community students and even few teachers used hate speech on us. Even they used the term "Manjo" for nagging others. I hope as one educated students that was the ancient culture and feeding styles of and life our community." [22/10/2019]

"I was friend with one of non manjo girls but I was faced surprising situation is that her father gave warring to stop being friends with his daughter" [22/10/2019].

"I start to being friends with them I never forget that they waster their saliva out that they say do you forget "you are manjo" Even they say 'Manjo' on their friends of when they feel anger. I do not know the term 'Manjo' is belongs to the identification name of Manjo community [23/10/2019].

"When I start to being friends with them I never forget that they say do you know yourself "you are manjo" Even though we Manjo community is poor and not advanced in all aspects is the main matter" [23/10/2019]

4.2.3. Support system

Manjo community students describe need for support and lack of this support is factor for their education in Schools of Yeki District and Masha District of Sheka zone were summarized as follows. There is on support system to empower Manjo community in education. But only exercises book, pen and pencils were provided for very few manjo community students due to conflict occurred in these three years in sheka zone of yeki district. The Majority parents of Manjo Community were not support for educations their children's. Few Non Manjo teachers were not give chance to communicate and discuss with Manjo community like other NonManjo community students.

"I will continue as my education as much as my family support me otherwise I dropout from my learning. There is no any continuous support for Manjo community students from school's principals, supervisor yet they not give chance to discussion to empower Manjo community students. [30/10/2019]

"I am Manjo so that no one considers to support Manjo community, I continue as my education as much as my family support me otherwise I dropout from my learning. There is no any continuous support for Manjo community from school's principals, supervisor. [30/11/2019]

4.3. Comparison of Psychosocial adjustment between Manjo and Non Manjo Community Students in Schools

An independent-sample t-test was conducted to compare the psychosocial adjustment scores of Manjo community students and Non manjo community students

Table.4.7. Psychosocial Adjustment between Manjo Community and Non manjo Community students

SA	n	Mean	SD	F	sig.	t	df	sig.(2	95% Conf. Interval	LR	UR
depression	6	28.88	9.749	.662	.10	9.770	69	.00	6.343	4.217	
	75	22.81	8.625			9.019	45.347	.00	6.437	4.123	
self-esteem	6	11.46	5.130	.918	.149	.726	69	.00	3.979	8.142	
	75	16.74	4.343			.398	50.121	.00	3.842	16.392	
social anxiety	6	40.90	11.606	134	.354	4.068	69	.00	3.392	21.719	
	75	21.84	11.364			3.925	32.899	.00	3.354	1.758	

As illustrated in Table 4.7, regarding the participants' psychosocial adjustments between Manjo Community and Non Manjo Community students those from nine public schools. However, there is a significant Psychosocial adjustments difference between Manjo community and Non Manjo Community Students in both three constructs; "The mean of psychosocial adjustments of Manjo community students (Mean 28.9=SD 9.75, mean 40.9=SD 11.46, mean 11.46=SD 5.13 N = 96) was significantly different from that the mean of psychosocial adjustments of Non Manjo community students (M 22.8, SD = 8.65, Mean 21.8=SD =11.36, Mean 16.75=SD 4.34 N = 275), $t(369) = -9.77, p=.000, t(369) = 5.726, p=.000, t(369) = 14.068, p = .000; N=371$ " $p < 0.05$ for depression, self-esteem and social anxiety respectively.

A description of the confidence interval would read as follows: "A 95% confidence interval on the difference between the two population means using a Student's t distribution with 369 degrees of freedom is (-6.343, 4.217; 3.979; 8.142 and 16.392, 21.719) for self-esteem, depression and social anxiety respectively different from zero, which indicates that there is significant evidence that the Psychosocial adjustment Manjo community students are different from Psychosocial adjustment mean of Non Manjo community students." Therefore there is psychosocial adjustment difference between Manjo and non manjo community students in Yeki and Masha district schools of Sheka Zone.

4.3.2. Psychosocial adjustment in sex among Manjo community students

An independent-sample t-test was conducted to compare the psychosocial adjustment scores of sex non menja community students.

Table 4.8. Psychosocial adjustment in sex among manjo community students

SA	sex	n	Mean	SD	F	Sig	t	df	sig.(2tailed	95% CON.Interval	LR	UR
depression score	6	8.37	1.170		3.044	.084	-.992	94	.324	-7.296	2.433	
	0	0.80	.871				-1.152	37.527	.257	-6.708	1.845	
self-esteem score	6	.20	.102		.105	.746	-.971	94	.334	-3.813	1.308	
	0	1.45	.246				-.955	29.175	.347	-3.933	1.428	
social anxiety score	6	0.28	.844		.010	.919	-1.020	94	.310	-8.764	2.816	
	0	3.25	1.602				-1.088	32.637	.284	-8.535	2.588	

As illustrated in the table 4.8 above, illustrate Concerning Psychosocial adjustment difference by sex of Manjo Community students, female Manjo community students had a mean score in levels of Depression, self- esteem and Social anxiety (Mean.30.8= SD 7.87, Mean =12,45 SD=5.24, Mean 43.25=SD 10.602) Respectively. Male Manjo Community students had a mean score in levels of Depression, self- esteem and Social anxiety (Mean.28.37= SD 10.17, Mean 40.13=SD 11.09, mean 11.2 SD=5.1), $t(94) = -.992, p = .324$; $t(94) = -.971, P = .334, t(94) = -1.02, p = .31$, $p > .05$ for depression ,self-esteem and social anxiety respectively was not significantly different between female and male Manjo community students. Therefore, there is no more significant psychosocial adjustment difference among female and male Manjo Community Students' lives in Yeki and Masha Schools of Sheka zone.

4.3.2. Psychosocial Adjustment in sex among Non Manjo community students

An independent-sample t-test was conducted to compare the psychosocial adjustment scores of sex Non manjo Community students.

Table 4.9. Psychosocial adjustment in sex among Non manjo Community students

SA	EX	N	D	f	Sig.	t	df	ig(2tailed	
epression		169	22.77	8.886	.718	.397	-.110	273	.913
		106	22.89	8.233			-.112	235.809	.911
elf-esteem		169	16.70	4.339	.028	.868	-.164	273	.870
		106	16.79	4.370			-.164	221.956	.870
ocial anxiety		169	21.25	11.540	.683	.409	-1.090	273	.277
		106	22.78	11.066			-1.101	230.159	.272

As illustrated in the table 4.9 above, the Psychosocial adjustments mean score of female Non Manjo community students had mean score in level of depression and self -esteem and social anxiety (mean 23.64 SD=9.093, mean 16.79 SD=4.37 and mean 22.82 SD=11.581,); male Non Manjo students psychosocial adjustments mean score pertain to Non Manjo female students (mean 22.3 SD=8.303, mean 16.83.SD=4.56 and mean 21.21 SD =11,216) , $t(273) = -.11, p = .913$; $t(273) = -1.64, P = .87$, $t(273) = -1.09, p = .277$), $p > .05$ for depression , self esteem and social anxiety respectively was not significantly different between Female and male Non Manjo community students .Therefore,there is no more significant psychosocial adjustment difference among male and female Non Manjo Community Students' lives in Yeki and Masha Schools of Sheka zone.

4.4. Educational Enrolments and Achievements between Manjo

Community and Non Manjo Community Students

4.4.1. Educational enrolments Between Manjo Community and Non Manjo community students

To reveal the educational disparity in enrolments of Manjo community students document analysis schools included in study, School aged children survey of the three kebeles were Manjo community were populated and socio economy of Yeki wereda and Masha prediction based on 2007 CSA were also used.

The findings reveal that, only 1973 (29.3%) Manjo community enrolled in public schools in compared to 4729(70.5%) Non Manjo students. The percentages indicate that, school not enrolled Manjo community students were about about 1022 (51.79 %) in compared to school not enrolled non manjo community students that, male 352 females 298 total 650 were about 13.7%. The secondary school enrollements comparision were 50(4.9 %) of Manjo community students in compared to 961(95%) Non manjo community students were attained in secondary schools of Yeki and Masha district of sheka zone. As comarisions among manjo community , School not enrolled Manjo community students and school enrolled Manjo community students data showed that , male 515 female 517 total 1022 (51.79 %) and 1973(29.3%) Manjo community were enrolled in schools. Therefore , the school enrolment comparisio between manjo community students and Non Manjo community aswell as c omparision among school enrolled Manjo community students indicated that, the majority of Manjo community students were not involved in schooling. The following below tables and graphs were illustrates the comparisions school enrolements and attainment in grade levels of Manjo community students.

Table 4.10. School Enrolments between Manjo and Non Manjo Community Student

GRADE LEVEL	Manjo CS			Non Manjo CS		
	M	F	T	M	F	T
1-4 th	388	247	635	524	412	936
5-8 th	751	537	1288	1489	1343	2832
9-10 th	36	14	50	556	405	961
1-10 th	1175	798	1973	2569	2160	4729

Figure.4.1. Graph of School enrolled Manjo and Non Manjo students

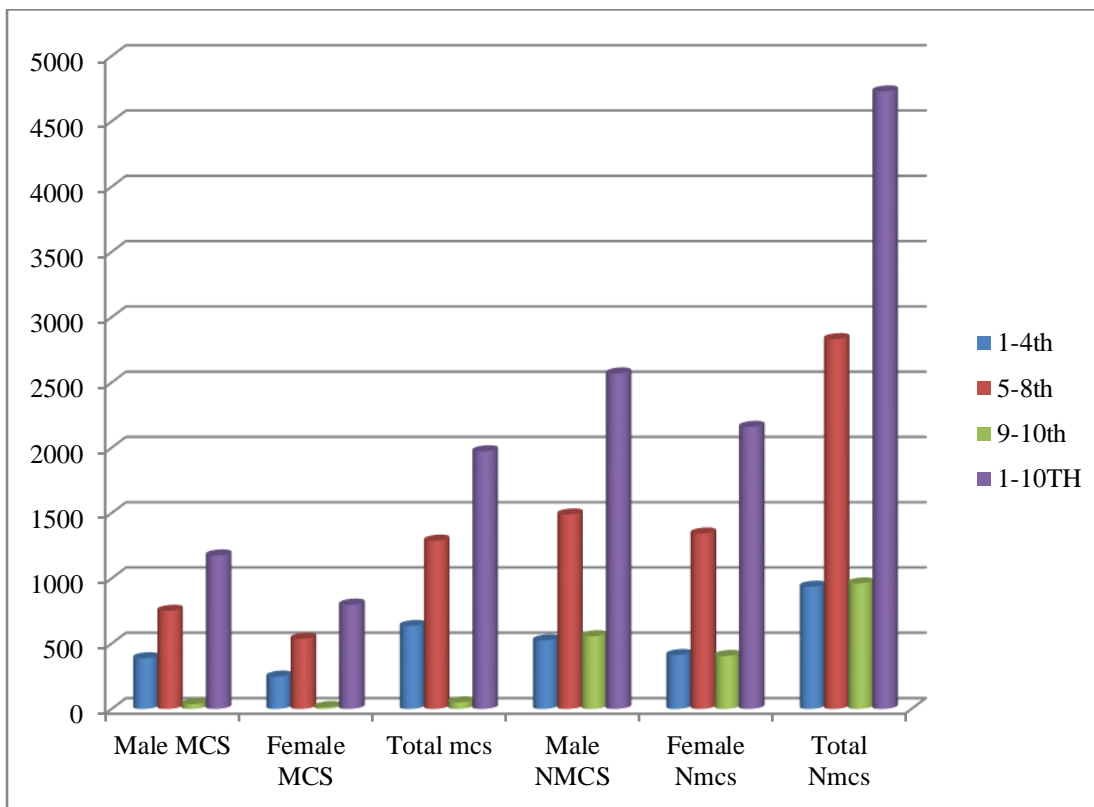


Table 4.11. Comparison of School not enrolled Manjo and Non Manjo Students

Grade	Manjo CS			Non Manjo CS		
	M	F	T	M	F	T
1-4th	196	225	421	137	148	285
5-8th	206	184	387	114	96	210
9-10th	113	98	211	101	54	155
1-10th	515	507	1022	352	298	650

Figure4.2. Comparison of Schoolnot enrolled Manjo and Non Manjo students

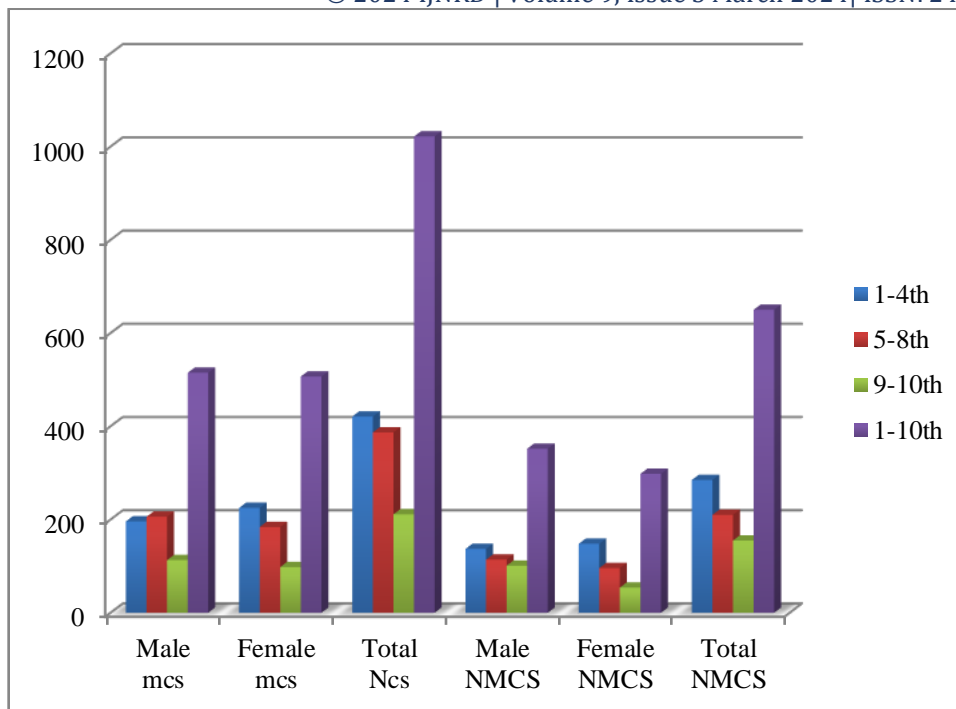
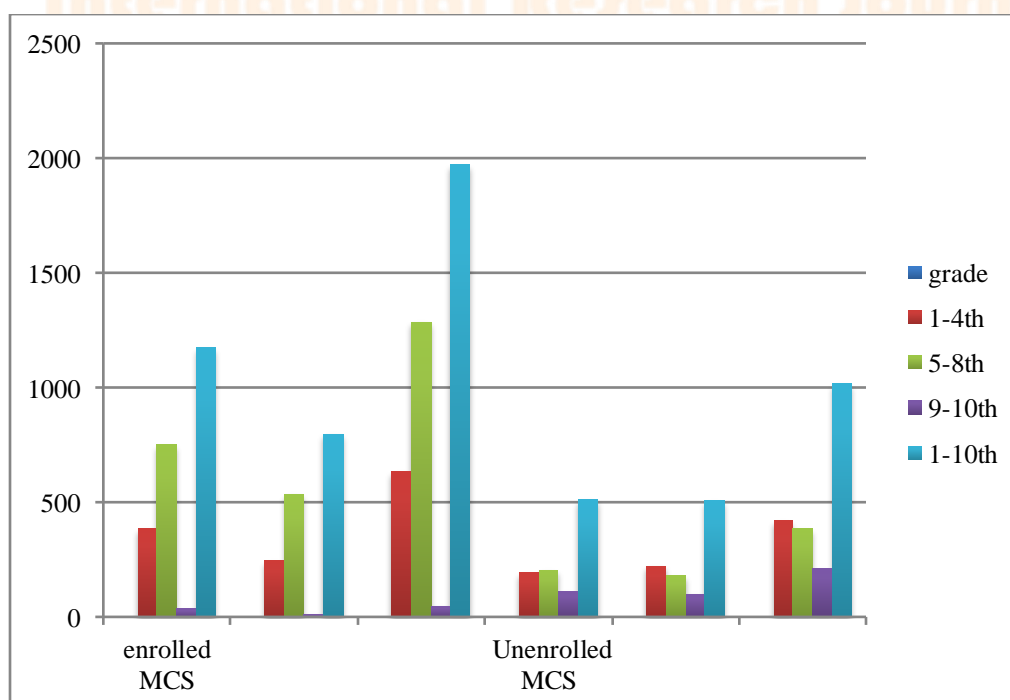


Table 4 .12. Comparison of School Enrolments among Manjo Community students

Grade	Enrolled MCS			Not enrolled MCS		
	M	F	T	M	F	T
1-4th	388	247	635	196	225	421
5-8th	751	537	1288	206	184	387
9-10th	36	14	50	113	98	211
1-10th	1175	798	1973	515	507	1022

Figure.4.3. Comparison of school enrolled and not enrolled Manjo students



4.3.2. Academic achievement between Manjo and Non Manjo Community students

Table 4.13. Academic achievement between Manjo and Non Manjo community students

Group	N	M	SD	f	Sig.	t	df	sig.(2tailed)	95% conf.level	
									Lr	Ur
Manjo Non	6	8.84	10.327	.215	.271	-4.473	369	.000	-6.488	-2.525
Manjo	75	3.35	7.765			-3.907	134.381	.000	-6.788	-2.226

As illustrated in the table above 4.13, a mean of Manjo (Mean 8.84 SD = 10.327) and Non Manjo achievement mean (Mean 3.35, SD = 7.765), $t(369) = -4.473$, $p = .000$, $P < .05$). Therefore, there is a significant difference academic achievement between Manjo and Non Manjo community students.

4.5. Correlation between Psychosocial adjustment and Academic achievements of Manjo community students

The measures of association between two variables are not straight line so that to see the correlation, eta correlation were used to compute the correlation between the psychosocial adjustment (depression, self-esteem and social anxiety) and educational achievement Manjo community students.

Table 4.14. Correlation between Psychosocial adjustment and academic achievements of Manjo Community Students

Psychosocial adjustment and achievement score	N	M	SD	R	Squared	t	ta squared
achievement * depression	6	8.88	7.49	.683	.007	597	.486
achievement * self-esteem	6	.46	.13	.219	.048	512	.262
achievement * Social Anxiety	6	0.9	.6	.175	.106	365	.442

As table 4.14 above illustrates, eta correlation eta used to compute the correlation between the psychosocial adjustment (depression, self-esteem and social anxiety) and achievement. Therefore, the correlation between academic achievement and psychosocial adjustment variables are (.665, .512 and .697) for depression, self-esteem and social anxiety respectively. Psychosocial Adjustments and educational achievements are positively correlated.

4.6. Psychosocial adjustment predicts educational achievements of Manjo community students

Regression was utilized to compute the how Psychosocial adjustments variables predicts academic achievements of Manjo community students. The data are as follows

Table 4.15. Psychosocial adjustment predicts academic achievements of Manjo Community Students

Descriptive statistics

psychosocial adjustment	Mean	Std. Deviation	N
core and achievement			
achievement score	48.84	10.327	96
depression score	28.88	9.749	96
self- esteem score	11.46	5.130	96
social anxiety score	40.90	11.606	96

Table 4.15.1. Regression Model Summary of Psychosocial Adjustment predict academic achievements

Model	R	R Square	Adjusted R Square	Std. E.E
1	.238 ^a	.057	.026	10.191
2	.238 ^b	.057	.036	10.138
3	.219 ^c	.048	.038	10.130

. Predictors: (Constant), social anxiety score, depression score, self -esteem score

. Predictors: (Constant), depression score, self -esteem score

. Predictors: (Constant), self- esteem score

As table 4.15.1, illustrates, Comparing the models on the basis of R^2 values, we see that the two variable model has $R^2 = .057$ and adjusted R square = .026 of psychosocial adjustment (Self -esteem, Depression, and Social anxiety). Therefore, as it illustrated in table, the Combination of psychosocial Adjustments variables (Depression, Self- esteem and social anxiety) was significantly predicted academic achievements Manjo Community students.

Table 4.15.2. Standard Multiple Regression Psychosocial adjustment predicting Academic achievements of Manjo community students

	Std. Error	t	eta	sig.
(Constant)	5.923	.091	.021	100
depression score	.098	.07	.093	.915
self- esteem score	.139	.11	.118	.081
social anxiety score	.118	.193	.120	.11

. Dependent Variable: achievement score

As table 4.15.2, illustrates, another way to assess the fit is to examine the contribution for each individual variable in the proposed model, the “Sig.” Column reports the *p*-value associated with a test that the associated β , for the predictors self esteem, these *p*-values is less than 0.05, was significantly predicts academic achievements by annul average and G.P.A of grade ten. But *p*-values were large, for depression and Social Anxiety it would suggest that the variable was not providing important information

Table 4.15.3. ANOVA Summary of Regression Analysis

Model	Source	df	F	Sig.
Model 1	Regression	3	849	.144 ^b
	Residual	92		
	Total	95		
Model 2	Regression	2	.785	.677 ^c
	Residual	93		
	Total	95		
Model 3	Regression	1	4.728	.032 ^d
	Residual	94		
	Total	95		

. Dependent Variable: achievement score,
 . Predictor (constant), Depression, self -esteem and social anxiety
 . Predictor (constant), Depression and social anxiety
 . Predictor (constant), self esteem

Table 4.15.3, as it illustrated, the psychosocial Adjustments variables (Depression, Self -esteem and social anxiety), models 3 have a strong model fit ($p < 0.05$), according to the ANOVA *F*-tests, $F(1, 96) = 4.728, p < .05$, Self –esteem was significantly predicting academic achievements by annul average and G.P.A. of Manjo Community students.

Figure .4.4. A plot of unstandardized residuals

A plot of unstandardized residuals plotted against the predicted *educational achievements* of Manjo Community students.

	Minimum	Maximum	Mean	Std. Deviation	N
redicted Value	43.60	55.45	48.84	2.463	96
esidual	-28.769	39.993	.000	10.029	96

. Dependent Variable: menja achievement score

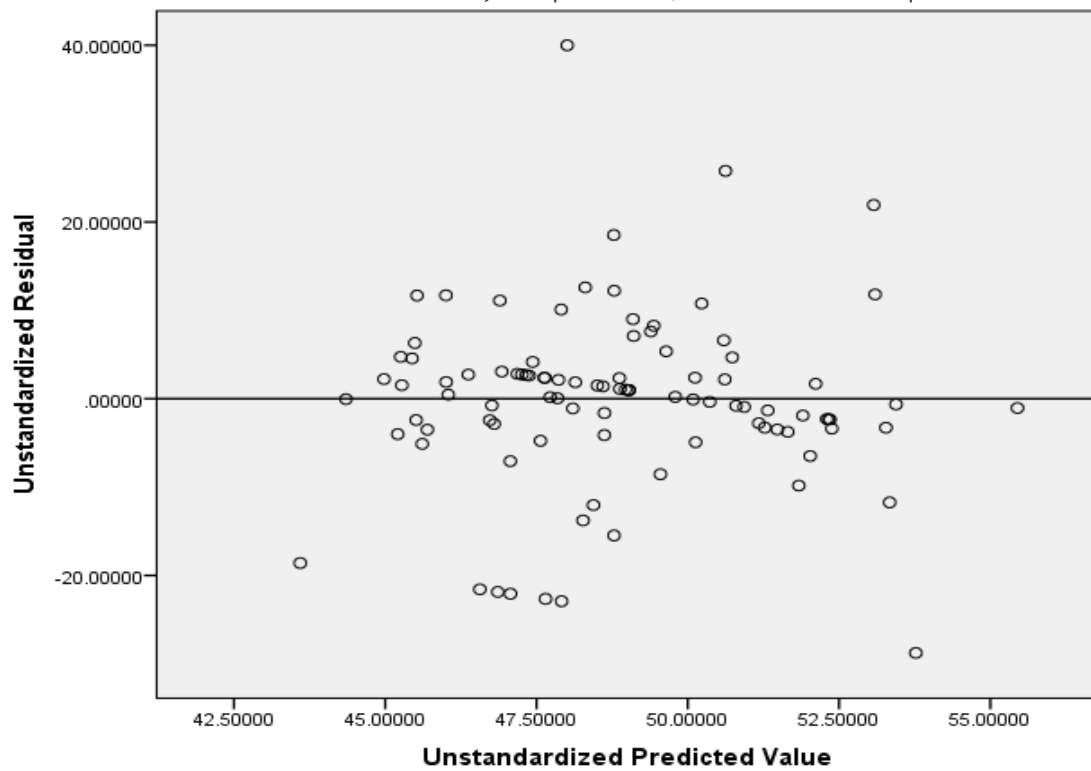


Figure 4.4, shows a plot of unstandardized residuals plotted against the predicted *educational achievements* of Manjo Community students. Therefore, as regression analysis results are shown in figure, from psychosocial adjustment independent variables Self-esteem best than other in predicting educational Achievements of Manjo community student

4.7. Measures have been taken to address the psychosocial problems and educational disparity of Manjo community students

In this sections the data obtained from, Nine schools principals, Cluster Supervisor, in Yeki District and Masha District office heads , Sheka zone education office head and SNNPR education office teaching and learning experts were interviewed and presented summarized form .Researcher was forwarded the six semi structured interview questions for stakeholder on education sectors about Manjo community schools enrolment and achievement which implies the disparities among Non Manjo community and psychosocial problems as a result of a social discrimination and stigma and educational factors from non menja community students. Therefore, how the stake holder plan and implement to address psychosocial problems and educational disparity of Manjo Community students.

4.7.1. School Principals

The majority principals had reported no strategic plan to only support Manjo Community students. It was very challenging issues that, cluster supervisors, education sector experts and education head office are not provide any program to school principals. As few principals had reported as the challenges triggers the principals at grass root levels for Schools materials of Manjo Community Students and student relationship. But Schools provide exercises books and uniforms for very few students with mobilizing voluntary students from Non

Manjo community student. The majority of School principals were reported, there is no plan to benefit and consider the Manjo Community students.

“I was mobilized students and aid few menja students, key social problems is poor relationship between Manjo and non Manjo students and suspicious behaviours of Manjo students towards NonManjostudents.” [7/11/2019; 10:340pm]

“I know that Manjo community was marginalized society that come school with a Varsity of problems psychological, social and economically but I support school materials for few students on more organized support were provided” [08/11/2019]

“I have been working in this school from KG to grade eight as a director for all but no planed and strategies support menja students”. As directors of school provide them school materials which are not sustainable support”. [08/11/2019; 10:00 am]

“I am School directors for several years, no one Consider the issues Manjo community Students as especial issues. But very few join to secondary schools which related to Manjo community social, psychological and financial problems that expose them for discrimination from Non Manjocommunity.” [09/11/2019; 12 30 AM]

4.7.2 Cluster Supervisor

The interview stakeholder on Supervisors stated, about Manjo community school’s enrolment and achievement which implies the inequalities among Manjo community and Non Manjo community. As supervisor works closely with District education office. But supervisor reported no strategic plan to only support Manjo Community students. It was very challenging issues that but education sector experts and education head office are not provide any program to school principals.

“As I am cluster the supervisor no strategic plan to only support Manjo community. I have been working closely with education sector experts and head but one not provide any program to support menja community from others groups of students”. [4/11/2019; 3:30 AM]

“It is a challenging issue to benefit Manjo community for me as clustersupervisors because of the psychosocial problems in schools with related to Manjo community students in my cluster. I need special consideration because of strong discrimination from Non Manjo community due to dominant culture of Shekecho that refuse to shake hands, enter the homes and eating and sitting together. But I do not remember that the support I was gave for them.” [04/11/2019; 4: 30 AM]

4.7.3. Education Sector Head Responses

The researcher forwarded the interview for stakeholder for Yeki and Masha education sectors head, Sheka Zone education office Heads and SNNPR office about Manjo Community students social problems, School enrolment and achievement problems which implies the disparities among Non Manjo Community and asked what measure the sector do about the issue of social discrimination and stigma and educational factors from non Manjo community students. They were responded similarly. Yeki district and Masha District head, reported there are no strategies to support Manjo Community student in particularly. But, the inequalities wider, the Education sectors have been worked for many years in education sectors that Manjo community

student was selected for affirmative action for several years previously in this decade it is was closed. Sector has been teaching three Manjo Community students in college for the past three years.

Zone education office had reported there are no strategies to support menja community student in particular. But as inequalities wider in zone the sector have been started in supporting Manjo Community students which is very minute

South Nation Nationalities education office teaching and learning experts had reported that there was not any support unique support that earned for Manjo and other ethnic minorities in SNNPR Schools. There are inclusive education implementation were considering the issues. But Further it need training and follows of the implementation and plan how they benefited from inclusive education



CHAPTER FIVE

DISCUSSION

CHAPTERS OVERVIEW

This chapter presents a review of the overall purpose of the study, analysis, and summary of the results. In addition, discussions how these findings relate to the research literature, of the study are addressed in this chapter. The study was guided by the main research objectives listed in chapter one with the main objective being to study the topic, the psychosocial Adjustment and Educational Disparity of Manjo Community students in Sheka zone.

The discussion part will cover the following points: -

- The psychosocial adjustment problems students from Manjo Community encounters in schools
- The difference in psychosocial adjustment between Manjo Community students and Non Manjo Community students
- Reveal the educational enrollment and achievement of Manjo Community students looks like
- The relationship between psychosocial adjustment and educational achievements Manjo Community students
- Psychosocial Adjustments predicts Educational achievements of manjo Community Students
- Measures that have been taken to address the psychosocial problems and educational disparity of Manjo Community students in schools

As stated earlier, the major purpose of the present study was identified psychosocial problems encountered Manjo community students, compared the psychosocial adjustment variables (depression, self esteem, social anxiety), educational disparity (educational enrolments and academic achievement) between Manjo community and Non Manjo community students in Schools of Sheka Zone. Test the association between psychosocial adjustments and academic achievements. Computed how psychosocial adjustment independent variables predicts academic achievements of Manjo community students. A total number of 371 students in grades 5th through 10th Manjo community students were settled in the study. Three measures were administered to each student in small groups of 5-10 students each. These measures have been found to have adequate reliability and validity in previous studies. Finally the study identified measures have been taken by stakeholders to address psychosocial adjustment problems and educational disparity of manjo community students in schools Yeki and Masha District in Sheka Zone.

5.1 The psychosocial problems encountered Manjo community students in schools of sheka zone

The findings of this study discovered the social problems that confront and belatedly the Manjo community in the current developing Ethiopia. In fact, the Manjo community students in schools lives in Yeki District and Masha District was emotionally and sensitively reflected the remarkable stigma and descrimination from Non Manjo community students (majority of different ethnic groups), other described their own life styles (Life situation) of Manjo community students also contribute for stigma and Discrimination. Lack of support system was other factor for the social problems. The fact that students Manjo community students are the central targets of social stigma, peer rejection and discrimination, their social relationships with students Non Manjo society students was found to be very slight and hated reaction. This in turn made them to have a feeling of isolation and intimidation.

In addition to this, the majority refuse to sit together, to shake hands, to sharing school materials and play together. As the interview were summarized, Manjo community Students to explain about problems that encountered them from Non Manjo community students in schools that the social stigma and discrimination from Non Manjo community students currently also no more changed that Non Manjo students used the term “manjo” for harass Manjo community students. They also described Manjo community students are poor and wear unclean and old clothes and shoes (Socio economic difference), so that Non Manjo community refused to greet, sitting together on the same desk and sharing educational materials like books, performing different group activities. Non Manjo students were also refusing the chance of Manjo Community Students of being a class monitor and Group leader in schools.

This finding is concurrent with previous study by Demoz (2007) that, more than 95% of students of minority ethnic groups (Manjo) in primary schools were found to be lonely or without friends. The fact that students from Manjo Community are victim of continuous exclusion and rejection bytheir school mates from non Manjo community had put its own adversely effect on their Educational participation. Concerning this, as suggested by Coleman (1988) social networks and social interaction that facilitates educational attainment, especially in term of achieving education. Inaddition, Johnson (1990), noted that, positive interaction with peers can foster children ‘s social skill and thereby reduce their future disclosed that, student’s attendance and school participationare enhance by creation of classroom atmospheres characterized by diverse and positive peer’s relation.

As it is indicated above in the major findings of the research, Manjo students are discriminated from Non Manjo community students that they were not benefiting from their peers because of the stigma and discrimination in the community. According to Pekrun et al., (2004), studies are linking positive emotions to achievement. Joy, hope, and pride are positively correlated with students’ academic self-efficacy, academic interest and effort, and overall achievement. Therefore, do away with the discrimination of Manjo and improving Manjo student’s psychosocial adjustments can also help students to improve their educational disparity of Manjo Community Students.

The other issue was the Life situation of Manjo community students also contribute for stigma and Discrimination.The Manjo Community students do not have good relation and views towards non manjo

community students that they always perceive that they discriminate them. Manjo community Students play, share and had relation only among Manjo Community students. However, as they mentioned the reason of discrimination Manjo community is that educational backgrounds of manjo Community, ancient feeding habit, political involvement and financial capacity and life styles, meaning that Manjo community live only in certain area were manjo community occupied. The main reason that Manjo community students were discriminate due to majority of them were in competent in schools enrolments, participation and achievements in schools. Non manjo parents give serious warring for their female children's not to being friends with Manjo community students.

Manjo Community students describe need for support and lack of this support is factor for their education. There was no support system to empower Manjocommunity in education. But only exercises book, pen and pencils for very few students were provided for Manjo Students due to conflict occurred in these three years in sheka zone of yeki district. The Majority parents of Manjo Community were not support for educations their children's. Few Non Manjo teachers were not give chance to communicate and discuss with Manjo community like other Non Manjo community students. This finding collaborated with previous study; Empirical studies show that low perceptions of the value of education substantially hinder the schooling of children in most rural parts of the country (Roschanski, 2007; Weir, 2010).

According to the World Bank (2005), a plausible barrier to schooling of children maysimply be the fact that parents themselves have not been to school and have no idea whatschooling can do for their children. Several reports have indicated that the existence of lowawareness and perceived low utility of education among the rural population is the main factorfor under-enrolment, particularly in the rural areas of the country (Shibeshi, 2005; MoE, 2006).

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

5.2. Psychosocial Adjustment between Manjo Community and NonManjo Community students

Among the psychosocial difference, there is a significant psychosocial adjustment difference between Manjo community students and Non Manjo community students in both three constructs“The mean of psychosocial

adjustments of Manjo community students (Mean 28.9=SD 9.75, mean 40.9=SD 11.46, mean 11.46=SD 5.13 $N = 96$) was significantly different from that the mean of psychosocial adjustments of Non Manjo community students (M 22.8, SD = 8.65, Mean 21.8=SD =11.36, Mean 16.75=SD= 4.34 $N = 275$), $t(369) = -9.77, p=.000$, $t(369)= 5.726, p=.000$, $t(369) =14.068, p=.000$; $N=371$ ” $p < 0.05$ for depression, self-esteem and social anxiety respectively. There fore there is psychosocial adjustment difference between Manjo and non manjo community students in Yeki and Masha district schools of Sheka Zone.

A description of the confidence interval would read as follows: “A 95% confidence interval on the difference between the two population means using a Student’s t distribution with 369 degrees of freedom is (-6.343, 4.217; 3.979; 8.142 and 16.392, 21.719) for self-esteem, depression and social anxiety respectively different from

zero, which indicates that there is significant evidence that the Psychosocial adjustments Manjo community students are different PSA mean of Non Manjo community students.” There fore there is psychosocial adjustment difference between Manjo and non manjo community students in Yeki and Masha district schools of Sheka Zone.

Concerning Psychosocial adjustment difference by sex of Manjo Community students, for depression, self-esteem and social anxiety respectively was not significantly different between female and male Manjo community students. Therefore, there is no more significant psychosocial adjustment difference among female and male Manjo Community Students’ lives in Yeki and Masha Schools of Sheka zone. As the psychosocial adjustment difference in sex among Non Manjo community student’s for depression, self-esteem and social anxiety, respectively indicates p -value greater than 0.05 no more significant psychosocial difference among male and female Non Manjo community were used in this research lives in Yeki and Masha of sheka zone.

This psychosocial difference between Manjo community students and Non Manjo community students is due many contributing factor but as many research referring discrimination from other groups are the main cause for this study area. Social discrimination clearly and systematically increases stress and decreases self-esteem and life satisfaction. Generally speaking, the more discrimination an adolescent perceives, the lower his or her self-esteem and the more stress experienced (Cooper M. &Cooper G., 2008).

According to Gaylord-Harden and Cunningham (cited in NASP, 2012), ethnic discrimination from adults and peers in educational settings is associated with increased negative perceptions of one’s ethnic group. Daily occurrence of observable forms of ethnic prejudice can cause mental health problem through the development of racial mistrust, culturally marginalized identities, stereotype threat, lowered self-esteem, and generalized anxiety Biafora et al. and Chun (cited in Boyce, 2002). Discrimination may be either direct or indirect, and may have both short- and long-term consequences (Pettigrew & Taylor, 1990 cited in Bobo & Fox, 2003)

Depression can lead to school failure, conduct disorder and delinquency, or even suicide. Research indicates that the onset of depression is occurring earlier in life than in past decades and often coexists with other mental

health problems such as chronic anxiety and disruptive behaviour disorders (NASP, 2012) In teaching-learning process, various facilities might be fulfilled; students might have the required abilities and interests to participate more and to be successful in schooling. Beside, teacher's treatment and proper provision of necessary school materials is very important (Demoz, 2007). Teachers have to treat all students fairly and equally regardless of any differences. However, teachers would not give special attention for Manjo students (Mesfin, 2005). As Ahmed (2009) most students of Manjo ethnic group received little or no social support either material or emotional. In line with this, according to Demoze there was also lack of interaction between Manjo students and teachers.

Positive attitudes towards self and school ultimately determine students' motivation and effort in doing schoolwork (Haladyna & Shaughnessy, 1983 in Noble, Roberts & Sawyer, 2006).

Psychosocial adjustment involves the understanding of both social and psychological constructs (Vafors & Fritz, 2008 cited in Lowe, 2012) such as psychological well-being (Vacek et al., 2010 in Lowe, 2012), the perception of how one is treated by others and how one perceive others (Graham, 2005 in Lowe, 2012) and perception of identity or self- perception (Agirdag et al., 2010 cited in Lowe, 2012). Concerning youth's psychosocial adjustment identity is an important aspect. Adolescence is a critical time for developing an identity and individuals have many identities that they could identify with (Erikson, 1968 in Lowe, 2012) such as ethnic minority identity (Verkuyten& Lay, 1998 in Lowe, 2012) and national identity (Sabatier, 2008 as cited in Lowe,2012).When trying to understand a person's identity context is an important factor. Context could influence an individuals' identity. The context where youths spend a lot of their time in is at school and it is at this age where peers become very important and could influence a youths' identity (Simmons & Blythe, 1987 as cited in Nishina et al., 2010 in Lowe, 2012).

Ethnic minority groups are confronted on whether to hold on to their own culture or to be included with majorities cultures (Verkuyten& Lay, 1998 in Lowe, 2012). This struggle is considered to be associated with one's ethnic minority identity which in turn could lead to psychosocial adjustment problems (Verkuyten& Lay, 1998; Phinney et al., 2000 in Lowe, 2012).

Furthermore, the findings of this study showed that, apart from their impaired social life and consequences of rejection and exclusion, students from Manjo community often face psychological problems which make their condition more burdensome and unbearable. Low self-confidence, poor self-esteem, frustration, and anxiety and depression were major psychological problems that the findings confirm.

5.3. Educational enrolment and achievement of Manjo Community students

The findings of this study is the enrolment data for individual Manjo community student's insights enrolment on public schools shows the extent to which Manjo community enrolled (attend) public schools, the percentages of Manjo community who were in secondary school and achievements comparisons between Manjo community students and other ethnic group (Non Manjo community) students. The findings reveal only

1973 (29.3%) Manjo community enrolled in public schools in compared to 4729(70.5 %) Non Manjo community students. In percentages of comparisons School not enrolled Manjo community students was about 1022 (75 %) which was larger percentages than 650(13.74). Comparisons in secondary schools attending were 50(4.9 %) of Manjo community students in compared to 961(95%) attend in secondary schools of Yeki and Masha District were the study includes. The achievement means from grade 5-7 and 9 Annual averages, grade 8th primary school leaving exam average and grade 10th G.P.A. shows mean 53.35SD=7.765 of Non Manjo community students whereas mean 48.84 =10.327 Manjo community students.

The findings were indicated the inequality in schools enrolments, academic achievements and attending secondary schools between Manjo community and Non Manjo community students. This findings was concurrent with previous study, the students late coming, absenteeism, repetition, and drop out from School has become a serious problem in many places around the world (Young & Chavez, 2002), especially in low income countries like Ethiopia.

According to Lewin & Sabates (2002), although large number of children has started primary school than ever before the rate at which children absenteeism, repetition, and drop out from school had remained high in poorer countries. Demands (households) and supply (school factors), are rooted in cultural and contextual realities which make the situation different (Sabates, et al., 2010)

Several studies provide evidence of a wide gap in welfare between ethnic minorities and the ethnic majority (Kinh ethnic group) in Viet Nam (e.g., Baulch et al., 2004, 2012; Pham et al., 2010). Even within the poorer areas where ethnic minorities account for a large proportion of the population, the Kinh majority fares better than the ethnic minorities (Nguyen et al., 2015).

Baulch et al. (2004, 2012) show that inequality in education is one of the main factors in equality of wages and income. In the socio historical context of the US, the construct of identity is intricately linked to educational disparities, and includes not only the question, “Who am I,” but also “Who am I in this social context” and “To what groups do I belong?” Not surprisingly, many of the major theoretical formulations explaining the achievement gap are identity-based theories (Aronson, 2002; Aronson & Steele, 2005; Fordham & Ogbu, 1986; Ogbu, 1978, 1989, 1992, 2003, 2004; Ogbu & Simons, 1998; Steele, 1997, 2003, 2010; Steele & Aronson, 1995, 1998). Additionally, there have been studies elucidating a range of cultural constructs (e.g., awareness of bias,). In addition to being two of the most salient cultural identity constructs in this literature, ethnic and racial identity often frame how individuals respond more generally (Chavez-Korell & Vandiver, in press; Whittaker & Neville, 2010).

5.4. The Correlation between psychosocial adjustment and academic achievements Manjo community students

The psychosocial adjustment variable with achievement, it was noted that the variables correlated significantly with academic achievement as measured by annual average and GPA for grade ten. Although the relationship of achievement was found would significant with Depression, self-esteem and social anxiety measures. The measures of association between two variables are not straight line so that to see the correlation eta used to compute the correlation between the psychosocial adjustment (depression, self-esteem and social anxiety) and achievement. Therefore, Eta measure of association was showed correlation between academic achievement and psychosocial adjustment variables are .697, .512 and .665 for depression, self-esteem and social anxiety respectively. Psychosocial Adjustments and academic achievements are strongly correlated. The findings were indicated that students with abnormal psychosocial adjustments were directly linked with low academic achievements.

This current finding was collaborated with different previous studies. Academic failure has consistently been found to be associated with depression (Fauber, Forehand, Long, & Burke, 1987). Similar studies have also reported that depressive mood is associated with academic problems or low academic achievement (Hilsman & Garber, 1995; Kaslow, Rehm, & Siegel, 1984). For example, in a longitudinal study, Chen et al. (1995) found academic achievement to be significantly correlated with depression. Children and youth with depression cannot just snap out of it on their own. If left untreated, depression can lead to school failure, conduct disorder and delinquency, or even suicide. Research indicates that the onset of depression is occurring earlier in life than in past decades and often coexists with other mental health problems such as chronic anxiety and disruptive behaviour disorders (NASP, 2000). The argument that school failure can be attributed to low self-esteem and school success to high self-esteem has received some empirical support (Harter, White sell, & Junkin, 1998; Wiest, Wong, & Kriel, 1998; Filozof, Alberrin, & Jones, 1998).

Social and cultural adjustment can affect success in various fields of life including education. In a longitudinal study Chen et al. (cited in Nasir, 2011) found that social adjustment of adolescent students contributes to their academic achievement. According to Harris and Goodall (2008), it is clear that powerful social factors still prevent many parents from fully participating in schooling. They also indicated that, among the non-school factors of school achievement, like socio economic background, parents' educational attainment, family structure, ethnicity and parental engagement are social issues strongly connected to educational attainment and achievement of students. Social support is generally found to increase self-esteem (Creed, Hicks, & Machin, 1998; Smoll, Smith, Barnett, & Everett, 1993), there is a reason to believe that increasing social interaction with individuals from other ethnic groups will results in positive psychological well-being of which self-esteem is a measure.

5.5. Psychosocial adjustment predicts academic achievements of Manjo Community students

Multiple regression procedures revealed in table 4.13.1 that the combination of depression, self-esteem and Social Anxiety significantly predicted Academic Achievements of Manjo Community students ($R^2 = .283$, $R^2_{adj.} = .256$, $F(4, 108) = 10.64$, $p < .001$).

However, Tables 4.13.2, and 4.13.3, display the summaries of each independent variable's unique contribution to the prediction of Academic achievements of Manjo Community student's results indicated self-esteem significantly in predicting Manjo Community students

As table 4.13.2, illustrates, a test that the associated β , for the predictors self-esteem, these p -values is less than 0.05, was significantly predicts academic achievements by annual average and G.P.A. But p -values were large, for depression and Social Anxiety it would suggest that the variable was not providing important information and table 4.13.3, as it illustrated, the psychosocial adjustments variables (Depression, Self-esteem and social anxiety), models 3 have a strong model fit ($p < 0.05$), according to the ANOVA F -tests, $F(1, 96) = 4.728$, $p < .05$, Self-esteem was significantly predicts academic achievements by annual average and G.P.A Manjo Community students.

The results of this study indicate that psychosocial adjustments predict academic achievements Manjo community. Therefore, the findings are congruent with previous study that Students psychological well-being is positively associated with their intergroup interactions, and this finding has key implications. Because social support is generally found to increase self-esteem (Creed, Hicks, & Machin, 1998; Smoll, Smith, Barnett, & Everett, 1993), there is a reason to believe that increasing social interaction with individuals from other ethnic groups will result in positive psychosocial well-being of which self-esteem is a measure

5.6. Measures that have been taken to address the Psychosocial Problems and Educational Disparity of Manjo Students in Schools

As far as the special care and support system in the school is concerned, students of Manjo from Manjo community groups were found to be the let pass and forgotten children at the school. Concurrently, the findings of this study clearly showed that all of the participants were not provided with any kinds of support for the school hence, the psychosocial problems of these students were still hovering around their lives. Therefore, unless

some intervention mechanism is taken, the education of these students remains at risk threatening their school life.

Although the current study exposed that there is a huge gap between the need of these students and the special support provided from the school, among eighteen of participants, only four they reported that unsustainable and director willing based attempt of supporting was provided. Manjo society students are flourishing on the part of some teachers at least psychologically. However, the social stigma, social exclusion, peer rejection and discrimination directed from Non- Manjo society student's community students were still visible. Likewise, intervention practices aimed at enhancing the deteriorated economic condition of these children remained loosely treated. Furthermore, the Manjo community students were asked for the opportunity to being considered as other students could a relation from the teacher.

Concerning the existing intervention practice aimed at addressing the psychosocial problems of Manjo society students, the interview data with school principal revealed that there is no any planed and organized support was provided from cluster supervisor educational experts ,but at the grass root, principal was challenged provide exercises books and other materials for few Manjo community students .Head the districts of yeki and masha interviewed that no unique support was plan strategically but the societies are marginalized students' needs support for few students district was covered college education cost with zone education directives ,we expected that they were benefited through inclusive education policy. But issues were an alarming issues in our zones, plan to work further with other stake holder. However, zone education directives and SNNPR experts it was reacting similarity the Manjo community students was benefited from inclusive education policy. They take initiatives as its routine activity and work towards the problems of Manjo society students along with the district education bureau and concerned others.



CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the major findings of the study, conclusion drawn on the basis of the findings and recommendations that are assumed to be useful in improve the problems related to psychosocial problems and educational disparity of Manjo community students in schools of sheka zone.

6.1. Summary

This study aimed at exploring the psychosocial problems Manjo community encountered in schools of sheka zone, psychosocial adjustment between Manjo community students and Non Manjo community students, the relationship between psychosocial adjustment and academic achievements of Manjo community, educational disparity and measures that stakeholders was taken to address the psychosocial problems and educational disparity Manjo community students. The study were explored that Manjo community students faced remarkable sigma and discrimination from Non Manjo community students (majority of different ethnic groups) because of their low socioeconomic status, other issue was their own life styles (Life situation) of Manjo community students also contribute for stigma and Discrimination and Lack of support system was other factor for the social problems. The fact that students Manjo community students are the central targets of social stigma, peer rejection and discrimination, their social relationships with students Non Manjo society students was found to be very slight and hated reaction. This in turn made them to have a feeling of isolation and intimidation.

The findings computed through t-test were revealed that there is significant difference in psychosocial adjustment among Manjo and Non Manjo community student's. But there was not a significant difference psychosocial adjustment among sex of Manjo as well as Non Manjo community students in schools of sheka zone students.

This study aimed at exploring relationship to between educational achievements their psychosocial adjustment in terms of the average mean of student's annals 2018/19G.C grade report for grade 5-7 and grade 9. For grade 8 primary school leaving exam and grade 10 secondary school leaving exam were used. Eta measure of association were indicated psychosocial adjustments and academic achievements of Manjo community were positively correlated. Independent t-Test was utilized to check the statistical significance of the quantitative was showed a significant achievement difference between Manjo and Non Manjo community students.

As multiple regressions were revealed, the psychosocial adjustments predict educational achievements of Manjo community students. Based on pilot study item analysis was carried out and the instruments were improved. The scales were distributed 50 students in two public schools found in Fede and Bechi primary schools the data were collected through questionnaires from 371 student respondents. As part of qualitative analysis, interview was performed on the open-ended question and the findings were summarized. Independent t-Test was utilized to check the statistical significance of psychosocial adjustments and academic

achievements. Thus, Eta measure of Association was used to calculate the relationship between psychosocial adjustments and academic achievements. Multiple regressions were computed and revealed predictor variables of psychosocial adjustment. The findings made with qualitative data, Manjo community students in schools Yeki and Masha district of sheka zone, currently encountered psychosocial problems and stakeholders were not working towards Manjo community particularly, but they simply believe Manjo Community benefit from inclusive education policy. Therefore, five theoretical frameworks were used in this study.

6.2. Conclusions

Based on the empirical data obtained from the research and triangulations made with qualitative data, Manjo community students in schools Yeki and Masha district of sheka zone, currently encountered psychosocial problems, which contributed to Psychosocial adjustment difference between Manjo and Non Manjo community students. However Psychosocial adjustment of Manjo community positively related to academic achievements of these students and also psychosocial problems encountered Manjo community was a factor for Educational enrolment Manjo community. Therefore, With regard to the relationship of self-esteem, depression and social anxiety variable with achievement, eta measure of association was noted that of the variables correlated significantly with academic achievement which was measured by annual average and G.P.A for grade ten.

Although as the findings of multiple regression revealed the psychosocial adjustments predicts academic achievements Manjo community students. In this, they are suffering and almost students unenrolled in schools are equal enrolled of Manjo community students. The secondary school attend Manjo community five percent that mean almost null. As a result, their academic achievement in all levels of schooling is by far behind from other students. The relationship to the population of Manjo community school students as well as to students from other ethnic groups should be interpreted as one caution for educational disparity between Manjo and Non Manjo community students.

The inclusive education policy to overcome a variety of problems face students was not addressing all issues to be considered as this study finding shows one the schools was not addressing the school enrolment disparity and achievement disparity of Manjo community students

6.3. Recommendations

Based on the findings, the following recommendations are forwarded: - The government and its Stakeholders should work for the social inclusion and economic empowerment of Manjo community group.

➤ Guidance and counselling service aimed at enhancing the self-confidence and improving their coping mechanism should be rendered by skilled professionals as a psychosocial intervention especially for students of Manjo community students. Therefore, Sheka zone educational Stake holders should employ and assign psychology and inclusive education professional for schools.

- Teachers, school principals and Teacher-Parent Associations (TPA) should be trained on how to handle students from diverse backgrounds.
- The government and concerned bodies should raise continuous education and awareness raising program be given to teachers, students as well as the community geared toward fighting discriminatory attitudes and practice through monthly meeting, co-curricular activity, conferences and public meeting.
- The government and Non Governments should encourage Manjo to manage the life style, participation in social, economic and political life.
- District education office experts should plan strategies to benefit Manjo students in inclusive education and train stakeholders at grass root level.
- SNNPR education Office should include strategies marginalized society benefit from inclusive education.

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Annex I**Dilla University****Institutes of Education and Behavioral science****Department of psychology****Survey Questionnaire****Part I: Introduction**

I am Dagne Tesfaye a second year postgraduate student at Dilla University Institutes of Education and Behavioral science Department of psychology. I am doing my thesis on *the psychosocial adjustment and educational disparity of Manjo community students in schools of Sheka zone*. This questionnaire aims to get your exact feeling for each question, which makes my study sound and complete. Hence, I kindly request you to fill this questionnaire honestly. Personal name are not needed.

I thank you very much for your time and consideration in advance.

Part I: Demographic Information of Students

1. Age.....
2. Sex Male Female
3. Name of school -----
4. Level of education: 1- 4 5-8 -10
5. Ethnic group -----
6. Parent's Economic Status: Low dium H
7. District-----
8. Kebele-----

Part III: Depression Scale

Instructions: Please read each statement and decide how much of the time the statement describes how you have been feeling during the past several days. Make a check mark (✓) in the appropriate column (3 = **strongly agree**; 2 = **Agree**; 1 = **Disagree** and 0 = **strongly disagree**).

s/n	Items	Scale			
		3	2	1	0
1	I was bothered by things that usually don't bother me				
2	I didn't feel like eating, I wasn't very hungry.				
3	I wasn't able to feel happy, even when my family or friends tried to help me feel better.				
4	I felt like I was just as good as other kids				
5	I felt like I couldn't pay attention to what I was doing				
6	I felt down and unhappy				

7	I felt like I was too tired to do things				
8	I felt like something good was going to happen.				
9	I felt like things I did before didn't work out right.				
10	I felt scared				
11	I didn't sleep as well as I usually sleep.				
12	I was happy				
13	I was more quiet than usual.				
14	I felt lonely, like I didn't have any friends.				
15	I felt like kids I know were not friendly or that they didn't want to be with me.				
16	I had a good time				
17	I felt like crying				
18	I felt sad				
19	I felt people didn't like me				
20	It was hard to get started doing things				

Part IV: Self-esteem Scale

Instruction: Please read each statement dealing with your general feelings about yourself. Make a check mark (√) in the appropriate column (3 = **strongly agree**; 2 = **Agree**; 1 = **Disagree** and 0 = **strongly disagree**).

s/n	Items	Scale			
		3	2	1	0
1	On the whole, I am satisfied with myself				
2	I feel that I have a number of good qualities				
3	I am able to do things as well as most other people				
4	I feel that I'm a person of worth, at least equal to others				
5	I take a positive attitude toward myself				
6	At times, I think I am no good at all				
7	I feel I do not have much to be proud of				
8	I wish I could have more respect for myself				
9	I certainly feel useless at times				
10	I feel I do not have much to be proud of				

Part V: Social Anxiety Scale

Instruction: Please read each statement of levels of social anxiety and put a check mark (√) in the appropriate column that describes you best from the given degrees stated as alternatives (3 = **Strongly agree**; 2 = **Agree**; 1 = **Disagree** and 0 = **Strongly disagree**).

S/N	Items	Scale			
		3	2	1	0
1	I am afraid talking into classmate				
2	I am afraid participating in group works in the classroom				
3	I worry eating in front of other students				
4	It is hard asking an adult I didn't know well for help				
5	I worry giving a verbal presentation in classroom				
6	I feel shy going to perform school activities				
7	It is hard for me writing on chalkboard in front of students				
8	It is difficult to me talking with other kids I don't know well.				
9	I feel shy starting conversation with people I don't know well				
10	I worry using school material arranged for students				
11	I feel shy going to classroom when students are already seated				
12	I get nervous when I was being a center of attention				
13	I get nervous when teacher asking questions in classroom				
14	I am quite when teacher asking me to answer in classroom				
15	I feel shy reading out loud in classroom				
16	I get nervous when I am taking tests				
17	I say "no" to others when they ask me to do some things I don't want to do				
18	If I get in to argument, I worry that other students will not like me				
19	I have been an unabashed when looking at people I don't know well in the eyes				
20	I worry about being teased				
21	I feel that peers talk about me behind my back				
22	I think others make fun of me				
23	It is easy for me in meeting new students				
24	I get nervous asking a teacher permission to leave the classroom				

Annex II

Institutes of Education and Behavioral science

Department of psychology

Interview Guidelines

Introduction

This open-ended Interview Guide for psychosocial adjustment and educational disparity of Manjo students schools in sheka zone. The grand purpose of this interview is to obtain the psychosocial problems encounter Manjo Community students in the schools of sheka zone. Therefore, you are kindly requested to provide appropriate responses of psychosocial problems that Manjo Community students faced in schools .Your responses are used only for this research propose and kept confidential.

Thank you so much!

Part II. Back ground Information

- 1. Name
2. Age
3. Sex
4. Grade level
5. Religion
6. School name

II. Psychosocial problems Manjo Community Encountered in Schools

- 1. Have you ever experienced social stigma and discrimination from non- manjo students in your school?
2. How can you describe your relationships with non- manjo of students in your school?
3. Have you ever friendship with non- manjo students?
4. Do you play together with non-manjo of students during break time?
5. Do you study together with non- manjo of students of your classmates?
6. Do you get support from your friends whenever you are in need? If you say 'yes,' what kinds of support is

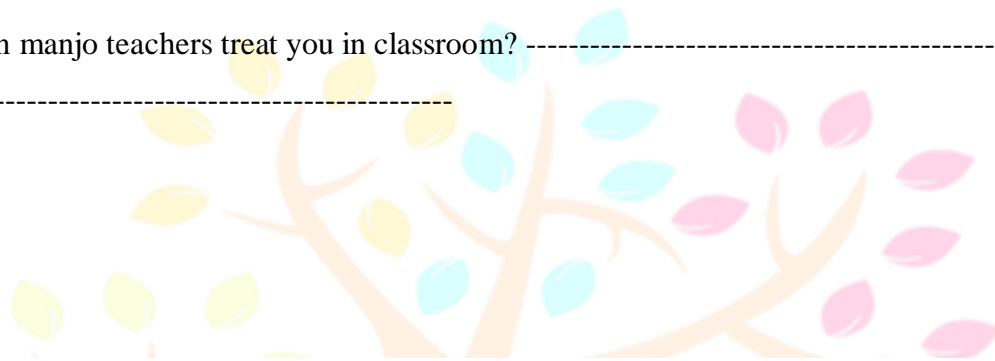
- it? -----

7. How you describe the relationship you have with other people out of school? -----

8. What kinds of activities you perform when you are at home in your leisure time? With whom do you play out of home? -----

9. Do you have shortage of school materials? ----- If "yes" Who gives you exercise books, pen, and other materials? -----
10. How can you describe your parent support and involvements in your learning? -----

11. How do you non manjo teachers treat you in classroom? -----



Annex III

Dilla University

Institutes of Education and Behavioral science

Department of psychology

Introduction

These questions are Guide educational disparity of Manjo student’s schools in sheka zone. The grand purpose of these data is to obtain manjo ethnic students and others students not enrolled in the schools of sheka zone. Therefore, you are kindly requested to provide appropriate responses and document. Your document and responses are used only for this research propose and kept confidential.

Thank you so much!

Part I. Background Information

- 1.Name of district _____
2. Name of kebele _____
3. Institution head name -----

s/n	name	Sex		age	ethnic	Kebele
		m	f			

Annex IV**Dilla University****Institutes of Education and Behavioral science****Department of psychology****Introduction**

These questionnaires are Guide educational disparity of Manjo student's schools in sheka zone. The grand purpose of these questions is to obtain achievement the manjo ethnic minority students in the schools of sheka zone. Therefore, you are kindly requested to provide appropriate responses and document. Your document and responses are used only for this research propose and kept confidential.

Thank you so much!

Part I. Background Information

- 1.SchoolName _____
2. Grade level_____
3. Director's name -----

Part II 20118/19G.E Academic achievement

s/n	Name	sex		ethnic	grade	2018/19Annual av.5 - 7&9 / result for grade8 /SSLE for G 10			remark
		m	f			1st	2nd	Av	

Annex V

Dilla University

Institutes of Education and Behavioral science

Department of psychology

Introduction

This open-ended Interview Guide for psychosocial adjustment and educational disparity of Manjo students schools in sheka zone. The grand purpose of this interview is to obtain what measures are being taken to address psychosocial adjustment and educational disparity of Manjo students of sheka zone. Therefore, you are kindly requested to provide appropriate responses of measure being taken address manjo Community students .Your responses are used only for this research propose and kept confidential.

Thank you so much!

Part I. Background Information

- 1. Name _____
- 2. Age _____
- 3. Sex _____
- 4. Education level _____
- 5. position _____
- 6. Name of the institution _____

Part II. Measure being taken to address the psychosocial problems and educational disparity of manjo students in schools

- 1. Is there any special support provided for manjo student from the school and teachers and district education office? If yes, what are these special supports? -----
- 2. What is lacking in this intervention practice to reduce psychosocial problems and educational disparity of manjo students in schools? -----
- 3. What type’s strategies the organizations follow to support manjo students from earlier grade? -----
- 4. What intervention plans and practices are put forth to help manjo community students? -----
- 5. Do you believe that these supports are enough? -----

6. What do you suggest for the school to resolve psychosocial and educational disparity of manjo minority in schools? -----

ተቀጽላ አንድ

በዲላዩኒቨርሲቲ

በትምህርትና ሥነባህሪዬ ኢንስቲትዩት በሳይኮሎጂ ትምህርት ክፍል

መግቢያ

እኔ ዳኝ ተስፋዬ በዲላ ዩኒቨርሲቲ በትምህርትና ሥነባህሪዬ ኢንስቲትዩት በሳይኮሎጂ ትምህርት ክፍል ሁለተኛ አመት የድህረ ምረቃ ተማሪ ስሆን በዋናነት የመንጃ ተማሪዎች ማህበራዊ ቁርኝት ና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ ጥናት በማድረግ ላይ እገኛለሁ። ለዚህም የእናንተ ትብብር ለጥናቴ በ እጅግ አስፈላጊ በመሆኑ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትኩረት እጠይቃለሁ።

ለትብብራችሁ ከልብ አመሰግናለሁ

ክፍል አንድ

መመሪያ፡-እባክህ ሽጭ ቀጥሎ ለተዘረዘሩት ጥያቄዎች በተዘጋጁት ሰዓቶች ውስጥ ጭረት ፣/ጭ በማድረግ ወይም በፅሁፍ ምላሽ ስጥ ፣ጭጭ ።

1ሆ እድሜ ፡፡፡፡፡

2ሆ ታ ወንድ ሴት

3ሆ የምትማሩበት ትምህርት ቤት ስም.....

4ሆ የትምህርት ደረጃ 1.4 1.8 9.10

5ሆ ብሔር.....

6ሆ ወረዳ

7ሆ ቀበሌ

ክፍል ሁለት የተማሪዎችን ከስነ ልቦናዊ ቁርኝት በተመለከቱ

ሆ የተማሪዎች ከስነ ልቦናዊ ህይወታቸው ጋር በተያያዘ ያሉ አሉታዊ ባህሪያትን ፣ድብርት፣መሰላችት ወይም ለነገሮች ትርጉም ማጣት ሙሉን ለመለካት የተዘጋጁ ጥያቄዎች

ትዕዛዝ፡ የተማሪዎች ከስነ ልቦናዊ ህይወታቸው ጋር በተያያዘ ያሉ አሉታዊ ባህሪያትን ፣ድብርት፣መሰላችት ወይም ለነገሮች ትርጉም ማጣት ሙሉን ለመለካት የተዘጋጁ ጥያቄዎች በመሆናቸው ከዚህ በታች በሰንጠረዥ የቀረቡትን ጥያቄዎች በማንበብ መረጡት ምላሽዎ ላይ ፣/ጭ ምልክት ያስቀምጡ። 3ጸ በእጅግ እስማማሁ 2 ጸእስማማሁ 1ጸ አልስማማም 0ጸበእጅግ አልስማማም

ተቃቋ	ጥያቄ	መለኪያ			
		3	2	1	0
1	በማያስጨንቁኝ ነገሮች ሁሌም እኔ እጨነቃለሁ				
2	የመብላት ፍላጎት አይሰማኝ፣ምንም የረሃብ ስሜት የለኝም።				
3	በተሰበቅም ሆኑጋደኞቼ ጥሩ ስሜት እንድናረኝ ጥረት ቢያደረጉም እኔ				

	ግን ደስታ አይሰማኝም።				
4	እንደ ለሎች ልጆች ጥሩ እንዳልሆንኩ ይሰማኛል።				
5	በሚሰራቸው ነገሮች ሁሉ ትኩረት እንዳልተሰጠኝ ይሰማኛል።				
6	እርባና ቢስናደስተኛ እንዳልሆንኩ ይሰማኛል።				
7	ስራ ልሰራስል በጣም እንደደከመኝ ይሰማኛል።				
8	ጥሩየሆነ ነገር እንደሚከሰት ይሰማኛል።				
9	መስራት የሚችለውን እንኳ በትክክል እንደማል ሰራ አምናለሁ።				
10	ፍርሃት ይሰማኛል።				
11	እንደቀድሞ እንኳ መተኛት አልቻልኩም።				
12	ደስተኛ ነኝ				
13	ከወትሮ ይልቅ ዝምታ መርጫለሁ				
14	ምንም ጋደኛ እንደ ለሌኝ ብቸኝነት ይሰማኛል።				
15	እኔ ለማያውቃቸው ልጆች ጋደኛ እንደማልሆናቸው ይሰማኛል።				
16	ጥሩ ጊዜ ይኖረኛል።				
17	አልቅስ አልቅስ ይላኛል።				
18	የሀዘን ስሜት ይሰማኛል።				
19	ሰዎች እንደማወዱኝ ይሰማኛል።				
20	ስራ ለመስራት መጀመር ይከብደኛል።				

ለፀ የተማሪዎችን በራስ የመተማመን ደረጃ ለመለካት የተዘጋጁ ጥያቄዎች።

ትዕዛዝ : በራስ የመተማመን ደረጃ ለመለካት የተዘጋጁ ጥያቄዎች በመሆናቸው ከዚህ በታች በሰንጠረዥ የቀረቡትን ጥያቄዎችን በማንበብ በመረጡት ምላሽዎ ላይ ፣√ ጃ ምልክት ያስቀምጡ። 3፡፡፳ በእጅጉ እስማማሁ 2 ፡፡፳፻ እስማማሁ 1፡፡፳ አልስማማም 0፡፡፳ በእጅጉ አልስማማም

ተመቁ	ጥያቄ	መለኪያ			
		3	2	1	0
1	በራሴ ሙሉ ለሙሉ ደስተኛ ነኝ።				
2	ብዙ ጥሩ ነገሮች እንዳሉኝ ይሰማኛል።				
3	ብዙ ጊዜ ምንም ነገር ላይ ጎበዝ አይደለሁም ብዬ አስባለሁ።				
4	ሌሎች የሚሰሩትን ያህል መስራት እችላለሁ።				
5	ለራሴ ቀና አመለካከት አለኝ።				
6	ብዙ ግዜ እርባና ቢስ እንደሆንኩ ይሰማኛል።				
7	ቢያንስ ከሌሎች እኩል ክብርና ዋጋ እንደሚሰጠኝ ይሰማኛል።				
8	ለራሴ የተሻለ ከበሬታ ቢኖረኝ ደስ ይለኝ ነበር።				

9	በጠቃላይ መፈጠሪያ ስህተት ነበር ብዬ አስባለሁ።				
10	ምንም የሚያከራ ነገር የለኝም ብዬ አስባለሁ።				

ሐሳብ የተማሪዎች የማህበራዊ ግንኙነት ደረጃ ለመለካት የተዘጋጁ ጥያቄዎች።

ትዕዛዝ፡ የተማሪዎች የማህበራዊ ግንኙነት ደረጃን ለመለካት የተዘጋጁ ጥያቄዎች በመሆናቸው ከዚህ በታች በሰንጠረዥ የቀረቡትን ጥያቄዎችን በማንበብ መረጡት ምላሽ ይስጡ። ፡√፤ ምልክት ያስቀምጡ። 3ገቢ እ ጅ ጉ እስማማለሁ 2ገቢ እስማማለሁ። ፡፡ አልስማማም 0ገቢ እ ጅ ጉ አልስማማም

ተመቁ	ጥያቄ	መለኪያ			
		3	2	1	0
1	ከክፍል ጋደኞች ጋር ማወራረት አፍራለሁ።				
2	በክፍል ውስጥ በቡድን ሥራ መሳተፍ አፍራለሁ።				
3	በተማሪዎች ፊት መብላት አፍራለሁ።				
4	የማላቀቂያ ሰው ለእርዳታ መጠየቅ ጠጥሮ ይከብዳኛል።				
5	በክፍል ውስጥ በቃል ማብራራት እሰጋለሁ።				
6	በትጭት የተለያዩ ተግባራት ላይ መሳተፍ አፍራለሁ።				
7	በተማሪዎች ፊት በሰለጻ ላይ መፃፍ ይከብዳኛል።				
8	በተገቢው ከማላቃቸው ልጆች ጋር ማወራረት ይከብዳኛል።				
9	በደንብ ከማላቃቸው ሰዎች ጋር ንግግር ለመጀመር አፍራለሁ				
10	ተማሪዎች እንደጠቀሙ የተቀመጡ የትጭቱን ንብርት መጠቀም እሰጋለሁ።				
11	ተማሪዎች ወደ ክፍል ከገቡ በኋላ መግባት ሀፍረት ይሰማኛል።				
12	የትኩረት ማዕከል ስያደርጉኝ በጭንቀት እበግናለሁ።				
13	መምህራን ክፍል ውስጥ ጥያቄ መጠየቅ ስጀምሩ እጭነቃለሁ።				
14	ጥያቄ እንደመልስ መምህር ስጠይቀኝ ፀጥ እላለሁ።				
15	ጭክ ብሎ በክፍል ውስጥ ማንበብ አፍራለሁ።				
16	ፈተና ስፈተን እጭነቃለሁ።				
17	መከወን የማልፈልገውን እንስራ ስሉኝ እሺ አልላቸውም				
18	ከተማሪዎች ጋር ብስማማም አይወዱኝም ብዬ እሰጋለሁ።				
19	በተገቢው በአይን እንኳ የማልተዋወቀው ሰው ባይምሆን አይሰማኝም።				

20	ተማሪዎች ያበሽቁኛል ብዬ እሰጋለሁ።				
21	ጓደኞቼ እኔን ለሁሉም የሚያሙኝ ይመስለኛል።				
22	የሰዎች መሰላቂያ የሆነኩ እየመሰለኝ እጨነቃለሁ።				
23	ከአዳድስ ተማሪዎች ጋር መገናኘት ለእኔ ቀላል ነው።				
24	መምህርን አስፈቅዶ ከትጭት መሄድ ያስጨንቀኛል				

ተቀጽላ ሁለት

በዲላ ዩኒቨርሲቲ

በትምህርትና ሥነባህሪዎች ኢንስቲትዩት በሳይኮሎጂ ትምህርት ክፍል

መግቢያ

እኔ ዳኛ ተስፋዬ በዲላ ዩኒቨርሲቲ በትምህርትና ሥነባህሪዎች ኢንስቲትዩት በሳይኮሎጂ ትምህርት ክፍል ሁለተኛ አመት የድህረ ምረቃ ተማሪ ስሆን በዋናነት የመንጃ ተማሪዎች ማህበራዊ ቁርኝት ና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ ጥናት በማድረግ ላይ እገኛለሁ። ለዚህም የእናንተ ትብብር ለጥናቴ በ እጅግ አስፈላጊ በመሆኑ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

ለትብብራችሁ ከልብ አመሰግናለሁ

ክፍል አንድ

መመሪያ፡ እባክዎ ሽ ጭጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

1ኛ እድሜ ፳፻፺፯

2ኛ ጾታ ወንድ ሴት

3ኛ የምትማሩበት ትምህርት ደረጃ.....

4ኛ የትምህርት ደረጃ 1. 4 1.8 9.10

ክፍል ሁለት የመንጃ የመንጃ ማህበረሰብ ተማሪዎችን በትምህርት ቤት የሚገጥማቸውን ማህበራዊ ጥያቄዎችን በተመለከተ

1ኛ በትምህርት ቤታችሁ የመንጃ ማህበረሰብ ካልሆኑት ተማሪዎች መገለልና መድሀሎዎ ደርሰባችሁ ያዉቃልዩ መልሱ ጭንቅ ላይ መገለልና መድሀሎዎ በምን እንደምገለጽ ዘርዝሩ

2ሙከሎች የማህበረሰብ አካላት ተማሪዎችና መሪዎች ጋር ያላችሁ ማህበራዊ ግንኙነት እንዴት ትገልጻላችሁ ፣ በአሉታዊ

ሆነ አዎንታዊ ፣

በአሉታዊ.....

አዎንታዊ

3ህ የመንጃ ማህበረሰብ ካልሆኑ ተማሪዎች ጋደኝነት አለህ ነገር ከሌለህ ወይም ከሌለህ ለምን ፣

4ሙከራዎች የመንጃ ማህበረሰብ ካልሆኑ ተማሪዎች ትጫወታለህ ነገር ፣ ካልሆነ ለምን

5ሙከራዎች የመንጃ ማህበረሰብ ካልሆኑ ተማሪዎች በጋራ ታጠናለህ ነገር ካልሆነ ለምን

6ሙከራዎች የመንጃ ማህበረሰብ ካልሆኑ ተማሪዎች ታገኛለህ ነገር ፣ ምን ዓይነት እገዛ ዘርዘር ፣

ለምን

8ሙከራዎች ወጪ ምንዓይነት ማህበራዊ ግንኙነት የመንጃ ማህበረሰብ ካልሆኑ ሰዎች ታገኛለህ ነገር ፣

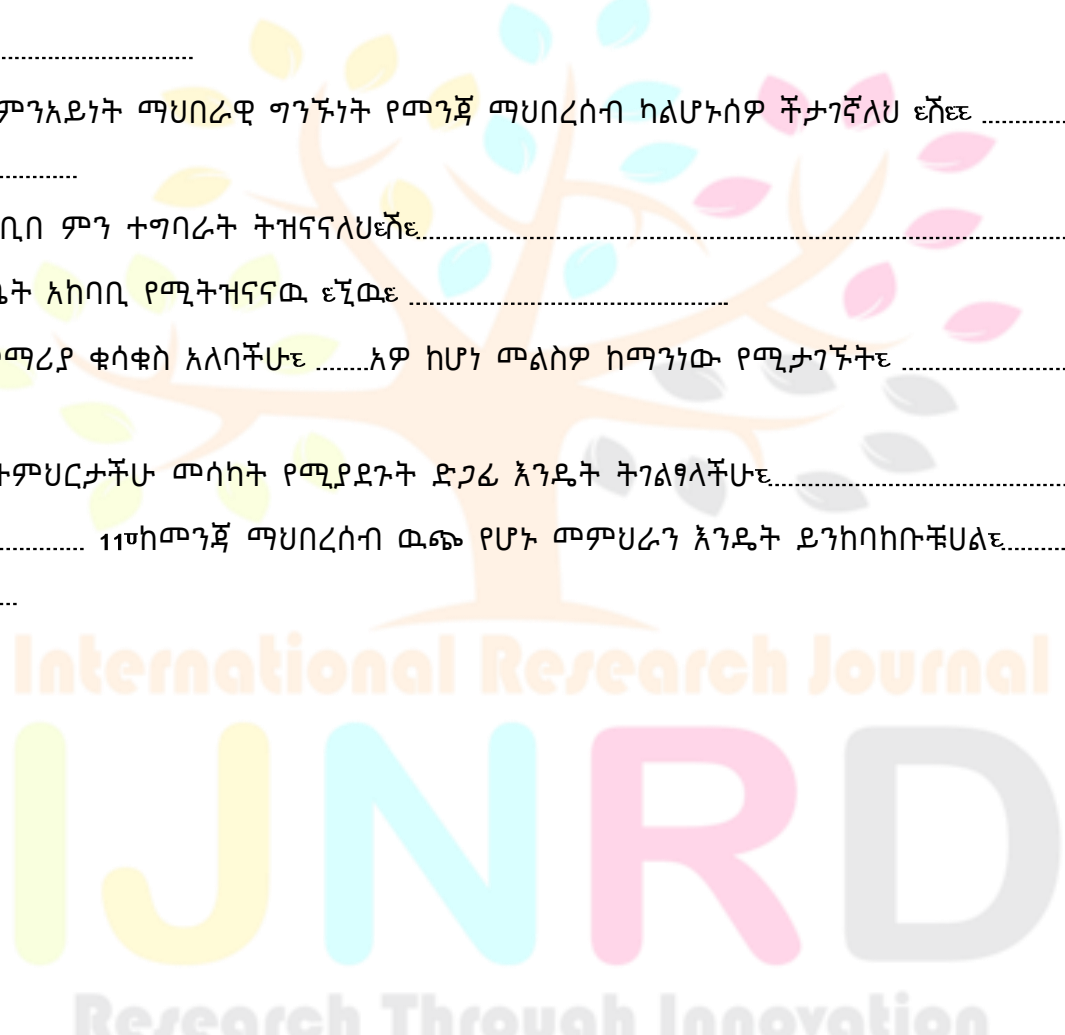
9ሙከራዎች የመንጃ ማህበረሰብ ምን ተግባራት ትዘናናለህ ነገር

ከማን ጋር ነገር በቤት አካባቢ የሚታዘናው ፣

10 የትምህርት መመሪያ ቁጥጥር አለባችሁ ፣ ለምን ከሆነ መልስዎ ከማንነው የሚታገኙት ፣

11 መላኪያዎች ለትምህርታችሁ መሳካት የሚያደጉት ድጋፍ እንዴት ትገልጻላችሁ ፣

12 የመንጃ ማህበረሰብ ወጪ የሆኑ መምህራን እንዴት ይንከባከቡባቸዋል ፣



ተቀጽላ ሦስት
በዲላ ዩኒቨርሲቲ

በትምህርትና ሥነ ስርዓት ላይ ኢንሰይትቶች በሳይኮሎጂ ትምህርት ክፍል

መግቢያ

እኔ ዳኝ ተስፋዬ በዲላ ዩኒቨርሲቲ በትምህርትና ሥነ ስርዓት ላይ ኢንሰይትቶች በሳይኮሎጂ ትምህርት ክፍል ሁለተኛ አመት የድህረ ምረቃ ተማሪ ስሆን በዋናነት የመንጃ ተማሪዎች ማህበራዊ ቁርኝት ና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ ጥናት በማድረግ ላይ እገኛለሁ። ለዚህም የእናንተ ትብብር ለጥናቴ በ እጅግ አስፈላጊ በመሆኑ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

ለትብብራችሁ ክልብ አመሰግናለሁ

ክፍል አንድ

መመሪያ፡እባክህ ሽ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

1መደብ.....ቀበሌ.....

2መረጃውን የሰጠው ኃላፊ ስም.....

3የትምህርት ደረጃ

ክፍልሁለት የተማሪዎቹ ትዕይንት መግባት በተመለከተ

ተቋ	ስም	ጾታ		ዕድሜ	ብሔር/ጎሳ	ቀበሌ
		ወ	ሴ			

ተቀጽላ አራት

በዲላ ዩኒቨርሲቲ

በትምህርትና ሥነ ስርዓት ላይ ኢንሰይትቶች በሳይኮሎጂ ትምህርት ክፍል

መግቢያ

እኔ ዳኝ ተስፋዬ በዲላ ዩኒቨርሲቲ በትምህርትና ሥነ ሳይንስ ኢንስቲትዩት በሳይንስ ስልጠና ትምህርት ክፍል ሁለተኛ አመት የድህረ ምረቃ ተማሪ ስሆን በዋናነት የመንጃ ተማሪዎች ማህበራዊ ቁርኝት ና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ ጥናት በማድረግ ላይ እገኛለሁ። ለዚህም የእናንተ ትብብር ለጥናቴ በ እጅግ አስፈላጊ በመሆኑ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

ለትብብራችሁ ክፍል አመሰግናለሁ

ክፍል አንድ

1. ስም ገብረ ገብረ

2. የትምህርት ደረጃ ዲግሪ

3. የሥራ ስም

ክፍል ሁለት የተማሪዎች ውጤታማነት በተመለከተ

ተቃብ	ስም	ጾታ		ብሔር ጎሳ	ክፍል	2011 ስተር ለ 4ኛ ፣ 8 ሚንስትር ወጤት ፣ ማትር			ምርመራ
		ወ	ሴ			1ኛ	2ኛ	አማካይ	

ተቃብ አምስት

በዲላ ዩኒቨርሲቲ

በትምህርትና ሥነ ሳይንስ ኢንስቲትዩት በሳይንስ ስልጠና ትምህርት ክፍል

መግቢያ

እኔ ዳኝ ተስፋዬ በዲላ ዩኒቨርሲቲ በትምህርትና ሥነ ሳይንስ ኢንስቲትዩት በሳይንስ ስልጠና ትምህርት ክፍል ሁለተኛ አመት የድህረ ምረቃ ተማሪ ስሆን በዋናነት የመንጃ ተማሪዎች ማህበራዊ ቁርኝት ና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ ጥናት በማድረግ ላይ እገኛለሁ። ለዚህም የእናንተ ትብብር ለጥናቴ በ እጅግ አስፈላጊ በመሆኑ ቀጥሎ ለተዘረዘሩት ጥያቄዎች ትክክለኛ ምላሻችሁን እንድትሰጡኝ በትህትና እጠይቃለሁ።

ለትብብራችሁ ክፍል አመሰግናለሁ

ክፍል አንድ

1ኛ ተጠቃሚ ስም ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ

2ኛ ተጠቃሚ ኃላፊ ስም

3ኛ ትኩረት ደረጃ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ ጽጽጽ

4ኛ የኃላፊነት ድረሻ.....

ክፍል ሁለት የመንጃ ተማሪዎች ማህበራዊ ቁርኝትና በትምህርት ከሌሎች ተማሪዎች አለመመጣጠን ላይ የተወሰደ መፍትሔ በተመለከተ

1ኛ ለመንጃ ማህበረሰብ ተማሪዎች በልዩ ሁኔታ ከትጭቅጫት፣ ከመምህራን፣ ከሱፐርቫይዘር እና ከ ዞን ትምህርት መምሪያ የሚሰጥ ድጋፍ አለ። ጽዕኔ ከሆነ በምን በምን የሚገለጽ።

2ኛ የመንጃ ማህበረሰብ ተማሪዎችን የማህበራዊ ቁርኝት እና በትምህርት አለመመጣጠንን ለመቅረፍ ዋና ዋና እጥረቶች ምንድን ናቸው።

3ኛ የመንጃ ማህበረሰብ ተማሪዎች ለማብቃት ከመጀመሪያቸው ክፍሎች ጀምሮ የሚትከተሉት ስትራቴጂዎች አሉ። ካለ በዝርዝር ይገለጹ..... ከሌላ ለምን..

4ኛ የመንጃ ማህበረሰብ ተማሪዎችን ለመደገፍ ምን ዓይነት ዕቅድና ተግባር አላችሁ።

5ኛ የሚሰጥ ድጋፍ ካለድጋፉ በቂ ነዉ ብለዉ ያምናሉ።

6ኛ የመንጃ ማህበረሰብ ተማሪዎችን የማህበራዊ ቁርኝት እና በትምህርት አለመመጣጠንን ለመቅረፍ መሰራት አለበት ብለዉ የሚሰጡት አስተያየት.....



Figure .3.1. Yeki district administration map

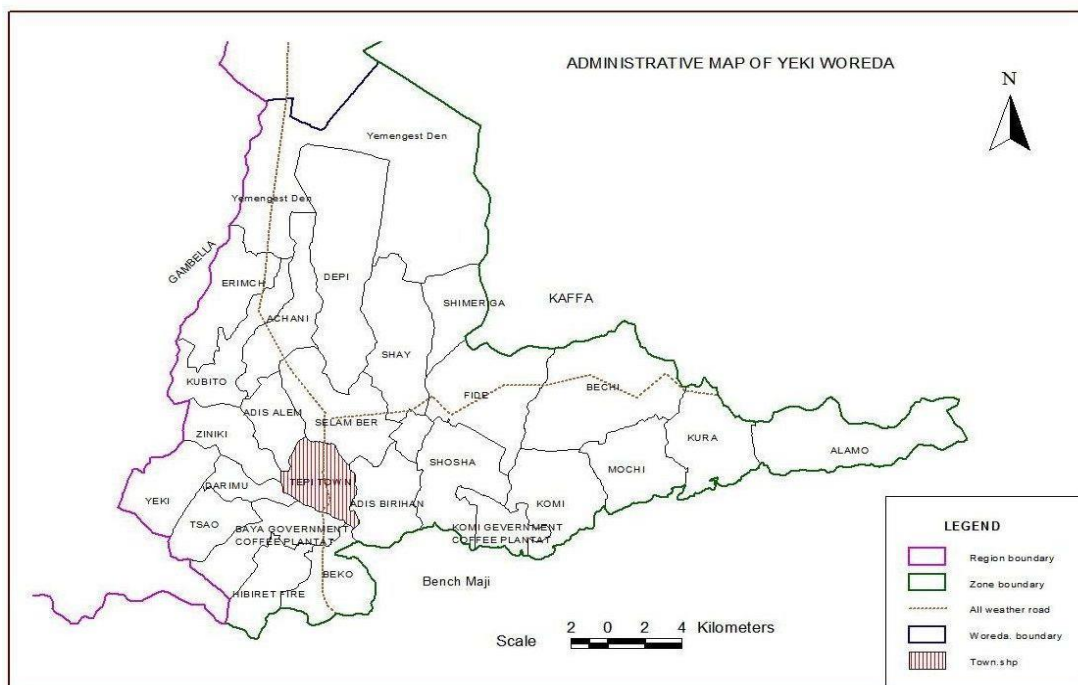


figure 3.2. Masha district administration map

