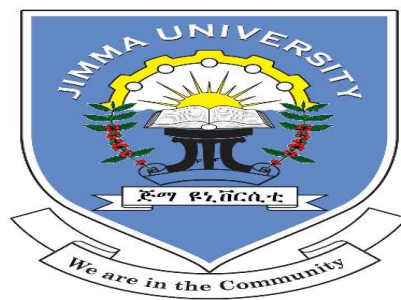


PSYCHOSOCIAL CHALLENGES OF ETHNIC MINORITY
CHILDREN IN PRIMARY EDUCATION IN YEM
SPECIAL WOREDA NATISI PRIMARY SCHOOL

By

SISAY TILAHUN G/TSADIK



A Final Thesis Submitted to College of
Education & Behavioural Sciences Department of Psychology
Degree of Masters of Art in Educational Psychology (MA)

November 2021

Jimma University Ethiopia

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Advisor Mr. ADDISALM TAYE (Ass. Professor)

Co-Advisor Mr. BONSA SHUME (Ass. Professor)

Advisor’s Approval Sheet

Jimma University School of Graduate Studies

College of Education and Behavioural Science, Department of Psychology

As the thesis research advisor, we hereby certify that we have read & evaluated this thesis prepared by **Sisay Tilahun G/tsadik** titled “**Psychosocial Challenges of Ethnic Minority Children in Primary Education in Yem Special Woreda Natisi Primary School**” under our supervision. There fore we recommend that it can be submitted as fulfilling the thesis requirement.

Mr.Addisalm Taye (Ass. Pro.) Sign. _____Date _____

Major Advisor

Mr.Bonssa Shume (Ass. Pro) Sign. _____Date _____

Co-Advisor

Board of Examiners' Approval Sheet

Jimma University School of Graduate Studies

College of Education and Behavioural Science, Department of Psychology

As members of the Board of Examine of the M .A thesis open define examination, we certify that we have read and evaluated the thesis prepared by Sisay Tilahun G/Tsadik and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in Educational Psychology.

Name

Signature

Date

Department head

Internal examiner

External I examiner

DECLARATION OF THE AUTHOR

I, the undersigned, declare that this thesis is my original work and contains no material published elsewhere or extracted in whole or in part from any thesis submitted for previously completed degrees. Moreover, no other person's work has been used without due acknowledgement.

Name: Sisay Tilahun G/Tsadik

Signature: _____

Date of submission: Nov 05/2021

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Acronyms and Abbreviation

APA - American Psychological Association

EMC - Ethnic Minority Children

EMP - Ethnic Minority People

EMS - Ethnic Minority Student

FDRE - Federal Democratic Republic Ethiopia

FDG - Focus Group Discussion

GATE - Gifted and talented education

KETB - Kebele Education and Training Board

MEO - Ministry Of Education

PTA - Parent Teacher Association

PVEST - Phenomenological Variant of Ecological Systems Theory

S.N.N.P.R - Southern Nation Nationality People Regional Government

SD - standard deviation

WEO - Woreda Education Office

Abstract

The purpose of this study is to identify the psychosocial challenges in primary educational of ethnic minority children in S.N.N.P.R Yem special woreda Natisi Primary School. Descriptive survey design along with mixed method was employed. In the study total 155 sampled populations were participated from different educational stakeholders. Questionnaire was used to collect quantitative data from students and other educational stakeholders. Additional school document was reviewed from the study school. The qualitative data were collected by interview and focused group discussion. It was analyzed by Descriptive Narration and the quantitative data was also analyzed by using SPSS 24 to mention mean value, standard division and T-test value.

The finding shows that because of ethnic minority student parents low economic potential they have not provide sufficient educational materials for their children, lack of students willingness, negative social interaction with their school peers and other societies in the school and negative attitude of school peers and other societies towards ethnic minority students were challenges of their educational participation.

So the relationship between Teacher and Students' in the classroom psychosocial environment, students class missing, always late coming to class, shortage of sufficient educational materials, lack of feeding & wearing and their family educational back ground are major factors that affects their academic performance in conclusion.

Based on the findings, school must have provide psychological advise and treatment, government, community, student parents and NGOS must have support the ethnic minority children specifically in the school and outside the school for future were recommended.

Key Words: *Ethnic minority, Primary School, Educational participation, social attitude & academic performance.*

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the approach of the study that consists background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, Operational Definitions of key terms used in this Study and Organization of the study.

1.1 Background of the Study

Education has been an important strategy for the ability to make contributions to one's community, as well as to gain access to a better life. In this process *the Learning challenges of Ethnic Minority Children in Education* is also a term frequently used and often cited in international cultural development. Race and ethnicity, gender, social class, and sexual orientation are not new areas of research interest in psychological science. In fact, dating back to the late 19th century researchers were conducting studies on differences between what, at the time were perceived to be biological differences between races. Much of this early work, on eugenics and differences between "races", especially as it pertained to intelligence testing, a focus on deficits in some groups compared to others, and physical feature measurement, laid the foundation for the racist science was still combat today (Guthrie, 2004; Richards, 2004). The processes and structures that influence and shape ethnic attitudes in children are still not agreed upon despite considerable research. However, within the context of ethnic conflict, the importance of developing a better understanding of this dynamic is underscored by the finding by Padilla, Ruiz and Brand (1974) that ethnic attitudes are formed early, and that once positive or negative prejudices are formed, they tend to increase with time. Early socialization experiences are, therefore, critical in the formation of ethnic attitudes. There are many components that make up these experiences for each child. In the broadest sense, Riegel (1976) argues that socio-cultural attitudes and identities are a function of the interaction of historical socio-cultural milieu, individual factors and the physical environment. Together, these are understood to form unique patterns of development for each generation, each ethnic group and each individual. While the generalization of this finding limits its use in understanding the

specific instances and cases of Ethnic socialization and conflict, there are a number of avenues of inquiry that are more directly applicable to the current study.

In other way globally, the phenomenon of *academic underperformance* of ethnic minority students has attracted much attention across all educational levels. Although at the start of their educational career usually no significant differences are observed in performance between ethnic majority and minority students (Osborne, 2001), during elementary school such differences tend to arise (Herweijer, 2003) and grow over time (Osborne, 2001).

Maintaining low educational expectations is linked to poor academic performance (Gleason and Dynarski 2002; Rumberger 2001; Wehlage and Rutter 19896). Not being able to get along with peers or feeling socially isolated is linked to poor academic performance (Jimerson et al 2000)

Instance of the above global studies; the apparent importance of studying on “*psychosocial challenges of ethnic minority children in primary education in Yem Special Woreda Natisi Primary School*”, is in my best knowledge of woredas educational expert, still there is a gap in intervening the students school absenteeism, in gaining the students academic performance and in gaining equality participation of education; specially *ethnic minority children* in all schools of Yem woreda. Because the problem was still sever in the woredas schools and there is no any study has been conducted to assess the problem and to explore the interventions in the pervious as a woreda.

Therefore, the purpose of this study is to better understand the major learning challenges of ethnic minority children in all primary schools of the Woreda and to provide adequate changes on culturally actual perception of community awareness about the Ethnic minority student’s *educational participation, their social relation with their school peers and other school society and also their academic performance* in the schools of the whole Yem Wereda.

Yem Special woreda is located in Southern Nation Nationality People Regional Government (S.N.N.P.R.G) and it is one of the regions especial woredas. In Yem Special Woreda there are 33 rural and 2 urban administrative kebel; from these 35 kebel, culturally Ethnic Minority group (Fuga) community were living in more than eight Kebeles include; *Faeya, Ediya, Ereto, Wera, Shemo, Sae, Kepo* and *Meleka Kebele*; and their children also learn in ten primaries and two secondary’s total in 12 schools in woreda.

In the past, in Yem society the ethnic minority (Fuga) people were excluded from taking part in socio-economic and other cultural activities. Currently, the above social attitudes are not applicable, but the segregation was continues in some social and cultural deeds. The psychosocial perception and relation with other non Fuga community also still the gap is not broken down and; there is no more attitudinal change in both group members. Their cultural, religious and p psychosocial participation in all socio-economic situations have no equality, their children have not equally participate in education in modern schools, their living style, and their economic consumptions and actually their own cultural perception about human equality rights is very less and tends inferiority complex in every social relation. In other way the majority non Fuga communities' approach was not also cleaned over pervious dominant perception and relation.

So this study was selected more culturally Ethnic Minority (Fuga) people were living in Meleka kebele and more their children were learning in Natisi primary school; to identify their children major learning problems in their educational processes and challenges of their *educational participation, student's social attitude* and also their *academic performance* in the school. The results would also attribute their *educational participation, attitude* and *academic performance* in all primary schools of the woreda based on the selected school.

In so doing it goes beyond the analysis of the reviewed programs to look at *implications* for children learning rights and *the implications* of using a psychosocial perception and relation-based approach. The review will identify the basic decisions related areas of social functioning in which the social intervention of other community in every cultural religious & social area, their activities will equality participation in all social relations, the communities equality educating their children in modern schools and their own cultural perception about human equality rights.

Together these contribute to increase community relationship in every human activity. The range of models and results which are identified to be used are demonstrate that in order to be effective, participatory approaches must considered a number of factors including what (issues, majorly challenging), who (represents the community influence to shift or to change the faced problem), where (location in which problem occurs) and how these factors to shift or change fit together, every social & cultural perception of a society can become a tool that is

used to perpetuate human equalities and reinforce the illusion that social injustices are unalterable facts of life (Freire 2001).

1.2 The Statement of problem

The government's decentralization policy is one strategy to promote the rural and national development that Ethiopia desperately needs. This is a sharp departure from the Derg's central control of cultural development system. In contrast, Ethiopia's current citizen liberality & equality based constitution calls for greater cultural engagement & insuring citizen liberality & equality as the final, most localized level of the decentralized system and explicitly mandates implementation of this low of regulation. The constitution application also began with the 1994 of country wide in the Transitional Government, which stated government will be strongly linked with the community, which will take responsibility in its well-being community's problem and upkeep the implementation of national constitution. They will be made to responsive to the local needs and requirements and shall act as centres for all activities of the community.

The FDRE's subsequent constitution (1994) article 17 No 1 no one shall be deprived of his or her liberty except on such grounded & in accordance with such procedure as are established law. According to this article every human being are equal in every where, because the insurance of the citizen liberality & equality in all social situations is very important for the development of a country.

In addition to that the FDRE's new Educational training policy (1994) article 3.7.7 also said "the strategic goal of policy a fair and equitable distribution of quality primary education to all citizens is *not only a right* but also *a guarantee for development*" that means overall, the education and training policy envisages bringing-up citizens endowed with humane outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development on every environment at large. According to this article every human being are equal in everywhere and must have learn primary education, but still there is a gap intervene of school absenteeism and gaining equality in education. So this study has found the problems of the culturally Ethnic Minority group (Fuga) community in S.N.N.P.R.G Yme Special Woreda focused on Meleka

kebele Natisi primary school on their children psychosocial problems in their educational processes and challenges of *ethnic minority students educational participation, students social relation and also their academic performance is the selected gap to study* in the focused school and to explore the findings in whole woreda schools.

1.3 Research Questions

To reveal factors that might affecting the *educational participation, Students Social Attitude with others and the academic performance* of ethnic minority children to intervene by identifying the major learning challenges. The researcher has conducted a comprehensive review of the relevant literature. Findings have the potential to facilitate the change of interventions aimed by enhancing the supportive techniques, which are expected to improve the academic performance and the educational participation of ethnic minority children in the school and also as a whole woreda schools. So the following questions were guided the research review:

1. What are the major learning challenges of ethnic minority children in Yem Special Woreda Natisi Primary School?
2. What are the school peers and other school society's attitude towards ethnic minority children in Yem Special Woreda Natisi Primary School?
3. What is the ethnic minority children their own attitude towards their school peers and other school societies in Yem Special Woreda Natisi Primary School?
4. To what extent that the major factors that affecting the ethnic minority children academic performance in Yem Special Woreda Natisi Primary School?

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study is to identify the major learning challenges in the educational processes of ethnic minority children on their educational participation, school social relation and academic performance in Yem Special Woreda Natisi Primary School.

1.4.2 Specific Objectives

The specific objectives of this research are to:-

1. Identify the major learning challenges of the ethnic minority children in Yem Special Woreda Natisi Primary School;
2. Identify the school peers and other school society's attitude towards ethnic minority children in Yem Special Woreda Natisi Primary School;
3. Identify the ethnic minority children their own attitude towards their school peers and other school societies in Yem Special Woreda Natisi Primary School;
4. Identify the major factors that affecting the ethnic minority children academic performance in Yem Special Woreda Natisi Primary School.

1.5 Significant of The study

Now day's schools are very intimate to the community's cultural, social and psychosocial variables was supplied valuable behavioural change in knowledge, attitude and skill of children. However, creating a clear idea in all community on educational issues in the school is a crucial task to make education to be fruit full in all side. So, the purpose of this study is to dig out and showing for all educational communities *the psychosocial learning challenges of culturally ethnic minority (Fuga) children* in the primary school of Yem Wereda. Therefore, the researcher believes that the findings would significant for the following reasons:

- It could serve as feedback for woreda education office and all schools in the woreda to draw for their annual student intake and dropout rate preoperational planning;
- It could serve as feedback for all primary schools in the woreda to practice supportive activities for ethnic minority students in their school;
- It could serve as feedback for woreda development association office, all woreda governmental office and all woreda community to support the ethnic minority students educational process in all woreda primary schools;
- Moreover, it helps the culturally ethnic minority (Fuga) societies and their children also other all non fuga societies to shift their own psychosocial perception and relation on their own cultural living situation;

- It could serve as feedback for NGOs in the Woreda to support the ethnic minority people to develop their economic potential and to support their children in education.
- Finally it could serve as a stepping stone for the study on changes and challenges in all Yem Woredas nation cultural development there by initiating further research to provide valuable insight for other researchers and professionals.

1.6 Delimitation of the study

The researcher delimited this study to carry out in S.N.N.P.R.G Yem special Woreda Meleka Kebele Natisi primary school. Even though in Yem Woreda there are 33 kebeles and two administration kebeles, also there are 41 primary and 6 secondary schools in the Woreda; from thus culturally Ethnic Minority (Fuga) community were living in more than 8 kebels and including two secondary schools their children learning in 12 schools. So the researcher selected Mleka Kebele Natisi primary school as a focus area; because of:

More numbers of the Ethnic Minority (Fuga) people were living in that Mleka kebele and also their children learn in Natisi primary school.

Although there were no a lot of researches conducted in the study area that is social impacts of culturally marginalized group community (Fuga) in Yem Society, the challenge was still severe, meaning there is no attitudinal change in all community members on this issue, still there is gap on children educational participation in all schools. So the possess of researcher's long year service as an educational profession in the woreda and there by better experience of its socio- cultural and geographical setting were the reasons to select the area. To make the research manageable the researcher selected one focus area on Mleka Kebele Natisi primary school from all woreda kebeles and schools.

1.7 Operational Definitions of key terms used in this Study

1. *Ethnic minority* in this study is an ethnically defined group that is significantly smaller than a dominant other ethnically defined group within the population. In Yem special woreda the smallest population fuga is ethnic minority and other none fuga larger population is dominant. “Ethnicity implies one or more of the following: shared origins or social background; shared culture and traditions that are distinctive, maintained between generations, and lead to a sense of identity and group; and a common language or religious tradition” Senior and Bhopal (1994).

2. *Primary School* is a formal institution for learning where students acquiring knowledge and developing their skills with behavioural change at the grade level of 1-8 subdivided into the first cycle of basic education (1-4) and the second cycle of general education (5-8) (MOE, 1994). Natisi primary school is one of primary school in Yem special Woreda.

3. *Student enrolment* is the process of arranging to attend on school and specific class. This may also describe the number of students that currently attend a school or courses. That is the total number of students that was registered in each specific academic year in Natisi Primary school.

4. *Students Social Attitude (Perception)* is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. In this study it is the existing student’s social relation between ethnic minority children with their school peers and other school societies in Natisi Primary school. “It is the manner in which a person’s expectations of another individual lead the second person to behave in a manner that supports the first person’s predictions”. (Good & Brophy, 2003)

5. *Students’ academic performance* is a multidimensional construct composed of the knowledge, skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). The technical meaning in this study is the annual classroom academic success of ethnic minority students in the selected Natisi Primary school.

1.8 Organization of the study

This study was encompassed five chapters .The first chapter was discuss about introduction, Background of the study statement of problem, basic research questions, objectives of the study (General and specific),significance of the study, delimitation of the study, operational definition of key terms and organization of the study .The second chapter contain review of related literatures of the study. The third chapter was include research designed methods, sources of data, population size, sample and sampling techniques, data collecting instruments, questionnaires, interviews, document analysis, validity of the study, reliability of the study, ethical consideration and procedures of data collection. The fourth chapter was containing methods of data analysis, interpretation (quantitative and qualitative) and dissociation on the general findings. And the fifth chapter also bring about the summary of major findings, conclusions and recommendation of the study.

CHAPTER TWO

2. REVIEW RELATED LITERATURES

2.1 INTRODUCTION

This literature review focuses on the notion of ethnic minority children educational participation, academic performance, the psychosocial perception and relation with their peers or other societies in the school. So it highlights Conceptual definition and theoretical models of *Ethnic minority, Challenges of ethnic minority children in school enrolment, Theatrical concepts of human Attitude and their Academic performance in the school.*

2.1.1 Theoretical models of ethnic minority

Social theorists in the 19th and early 20th centuries were interested in conflict in society, the theoretical flavour of the mid-20th century tended to neglect conflict in favour of a unitary notion of society and culture. This approach emphasized social integration through common values. Conflict was seen as pathological and dysfunctional to the normal operations of society. More recently, non-violent social conflict has been seen to contain the potential for a positive role in producing the processes and structures of group cohesion by creating a sense of unity that cross-cuts individual identity (Darby, 1991).

In another way of social theory, social stratification, there has been a recent recognition of the need to incorporate ethnic stratification alongside the more traditional dimensions of investigation such as gender and socio-economic stratification (Parkin, 1979). In a key text in the literature on ethnicity, Glazer and Moynihan (1975) reversed a long tradition within social theory to argue that ethnicity had become the fundamental basis of social stratification in contemporary society, with property now appearing to be derivative. By the early 1990s the literature on ethnic issues and ethnicity had grown considerably. A key feature of this literature has been a break with the '*modernization*' paradigm, which had predicted that the processes of urbanization, secularization and industrialization would minimize social differences, while nation-building would develop modern homogeneous culture centered around patriotic loyalty to the state, rather than to ethnically based loyalties such as nationalism. The supposed promise

of the modernization paradigm was that “ascriptive group loyalties would be superseded & would no longer be functional in modern societies”, but this promise proved illusory. (Bacal,1991).

The renewed attention to ethnicity can be seen across academic disciplines. Social anthropologists were among the first social scientists to address issues of ethnicity in studies of isolated and distant cultures (Rex, 1986). Social psychologists have long been interested in the dynamics of prejudice and discrimination, but for the present purposes what is perhaps even more significant is the shift, over the last 20 years, in European social psychology towards intergroup research and theory, and a focus on the processes of social identity (Tajfel, 1984). There is a further point of contact between historical, sociological and psychological research on genocide and ethnocide (Baumann, et al., (1989).

Stavenhagen defines ethnic groups as collectivises that have both objective and subjective characteristics. Their members acknowledge sharing common traits such as language, culture or religion, as well as a sense of belonging. Ethnic identity may be based also on assumed national origins, or on shared phenotypic characteristics such as skin colour. In either case, the basis for ethnic affiliation establishes a particular community as distinctive and bounded in some way or other. This distinctiveness should not be seen as unalterable or immutable. The multiplicity of available identities only becomes of social and political relevance when a particular basis for identity is invested with social meaning and significance. This implies that ethnicity, and the notion of an ethnic group, does not exist in any abstract sense, but is always linked to a particular place and a particular time. At a theoretical and conceptual level, therefore, ethnic boundaries are socially constructed and hence malleable, even though in particular contexts they may be treated as timeless and unalterable. The labelling of members of ethnic groups along stereotypical lines, for example, is usually linked to the maintenance of a power imbalance between the minorities and ethnic majorities.

Based on the above different theories in our context also it is, however, important to recognize and emphasize the positive, integrating force of ethnicity in contemporary societies. While most, if not all, societies are ethnically plural, not all suffer violent internal conflict between ethnic communities. There is value in assessing social policy and practice in societies that have flourished through the celebration of pluralism and diversity at all social context.

2.1.2 Theories & Medals of EMC in educational participation

In order to address traditional shortcomings in research on youth of colour, we propose several key steps. First, there should be a focus not only on problem behaviour, but also on resilience, the attainment of positive outcomes among high-risk youth. The notion of resilience, along with the challenges in studying it as a phenomenon, has been addressed thoroughly by Suniya Luthar et al., (2001), with the latter's emphasis specifically on African American youth. Thus, we will not address these issues in detail here, but we do consider them to be significant and noteworthy.

Second, the complexity of race and ethnicity should be acknowledged, and these phenomena should be viewed from multiple perspectives in terms of cultural differences, structural racism, and *normative developmental processes such as racial identity formation*. Each area of focus derives from a different disciplinary source: cultural differences from anthropology, structural racism in the domain of sociology, and racial identity formation in the realm of psychology. These are seldom integrated into a single body of scholarship. An integrative approach combining all three, however, is essential to understanding issues of race and ethnicity in relation to minority youth development. With regard to race, our perspective emphasizes the individual's everyday experiences and perceptions; thus, we focus on how race is lived on a daily basis and how individuals, including developing youth, make meaning of these experiences. Experiences of race are filtered through larger societal influences such as manifestations of structural racism (see Bonilla-Silva, 1997), as illustrated by spatial and economic segregation, and by encounters of negative stereotyping in the media and in everyday life. Moreover, racial stereotyping is often more complex than stigmatization of mental illness and other devalued statuses. Corrigan and Penn's (1999) distinction between *stereotyping* (value neutral cognitive categorization) and *stigma* ("negative" forms of stereotyping) do not work well for racial stereotyping. In reference to cultural influences, our view is that culture should be understood as a dynamic system and way of living, not as a static entity. Traditionally, culture has been defined as a "complex whole" (e.g., Tylor, 1871/1958, p. 1) or a set of routine practices within a particular socially and historically located group (Cole, 1996).

Building on these ideas, we suggest the need to think of culture in a process-oriented manner: to focus on cultural socialization and the learning of these practices, along with their meaning to the individual (Lee, Spencer, & Harpalani, in press). As noted by Ingold (1994, p.

330), “people live culturally rather than . . . live in cultures.” Understanding cultural influences in this way can help mitigate the pitfall of cultural determinism and inherently emphasizes the changing nature of cultural practices at both the individual and group levels. Related to these issues, both ethnic (general to all cultural groups) and ethnic (specific to a particular cultural group) perspectives on socialization and human development is important (Garcia Coll, et al., (2000). It is necessary to recognize that there are normative developmental processes and experiences (as understood by the outside observer) common to all youth and that the meaning attributed to these experiences (and thus the subjective developmental phenomena from the individual’s perspective) may vary by social, historical, and cultural context.

In a later section, we will address the implications of these different perspectives for assessment of developmental processes. It is also necessary to be clear on the application of terms such *race* and *ethnicity*, which are often used interchangeably. It is generally understood that the former refers to perceptions of observable phenotype while the later refers to cultural background. At times, it is useful as researchers to focus on ethnicity; for example, the culturally specific family experiences of African Americans and African immigrants may differ. However, youth from the two groups may experience similar racial stereotyping and treatment based on the common denominator of race. Depending on the particular circumstances, it may be more useful to focus on one or the other. Nonetheless, it is important to note that many youth and adults may perceive their racial and ethnic back grounds as interchangeable, if not identical, and thus they are often intricately linked in identity formation. Hence, at times, it may also be useful to consider race and ethnicity together, and it is always important to understand how the two interact in shaping the everyday experiences of diverse youth (for an overview, see Fisher, Jackson, & Villarruel, 1998, pp. 1157–1166).

The strategies that youth of colour employ to cope with these experiences lay the basis for the formation of identity, including racial ethnic identity. Of course, this process occurs within both the larger social context of American society and the more local contexts of family, school, neighbourhood, and so forth that youth encounter. The processes of coping and identity formation are developmentally contingent; they depend upon youths’ prior experiences and previous coping responses and identities. There is also a need to examine gender identity in interaction with race. Studies of gender identity often yield significant racial and ethnic differences; for example, Parker et al. (1995) note that Black and White adolescent girls think

about body image ideals in very different ways. Therefore, confounding factors create complex interactions between race ethnicity and gender. All of these issues must be integrated in a larger theoretical framework and must also be teased apart when necessary to understand their salience.

The final primary issue is the need for developmentally sensitive theory that helps to integrate the various perspectives of race and ethnicity. We employ Spencer's (2001) PVEST as an overarching framework. It is a tool for examining human development, focusing on identity formation while taking into account structural factors, cultural influences, and individual phenomenological experiences and perceptions of these contextualized features. PVEST provides us with a model to apply all of the correctives we have described here in our theorizing about diverse youth and also in research design and analysis. Because PVEST is central to both the theoretical and applied aspects of our work, Cultural-Ecological Perspective Spencer's (2003) combines a phenomenological perspective with Bronfenbrenner's serological systems theory (1989), linking context and perception. Whereas Bronfenbrenner's (1989) model provides a means for describing multiple levels of context, PVEST directly illustrates life course human development *within* context. In doing so, it allows us to analyze the meaning making processes that underlie identity development and outcomes (Spencer, et al., (1999). PVEST serves as a model to examine normative human development, framed through the interaction of identity, culture, and experience, for youth of all ethnicities. It accounts for the differences in experience, perception, and negotiation of stress and dissonance (or lack thereof). As such, PVEST utilizes an *identity-focused cultural–ecological* perspective, which integrates issues of social, political, and cultural context with normative developmental processes.

The PVEST model consists of *five basic components* that form a dynamic theoretical system.

The first component, *net vulnerability level*, essentially consists of the contexts and characteristics that may potentially pose challenges during an individual's development. Risk contributors are factors that may predispose individuals for adverse outcomes. The risks, of course, may be offset by protective factors (e.g., cultural capital), thus defining net vulnerability for a given individual. For marginalized youth (youth of colour and low-resource youth), these include socioeconomic conditions such as living in poverty, imposed expectations such as race and gender stereotypes, and larger historical processes including racial subordination and

discrimination. For White youth, privilege itself poses a risk factor, as it may preclude development of coping skills (see Spencer, Silver, et al., 2001). Self-appraisal is a key factor in identity formation; perceptions of the risks one faces and the protective resources available are central to the process.

Net stress engagement, the second component of PVEST, refers to the actual experience of situations that challenge an individual's well-being; these are risks that are actually encountered and must be faced. Available social supports can help youth negotiate experiences of stress; thus, supports are actualized protective factors. Whereas risks and protective factors denote potential entities within the environment, stress and support refer to actual manifestations of these entities, which are experiences in context.

In this way, PVEST forges a link between the environment and experience. Experiences of racism, both subtle (not very obvious) and overt (done an open way), and related dissonance are salient stressors for youth of colour; these compound the normative developmental issues that all adolescents encounter (e.g., puberty, identity exploration, peer relationships). Adult role models can serve as supports to help youth cope with these experiences.

The third component, reactive coping methods is employed to resolve dissonance-producing situations. Normative cognitive maturation makes awareness of dissonance unavoidable and acute. Reactive coping responses include problem-solving strategies that can lead to either adaptive or maladaptive solutions. As youth employ various coping strategies, self-appraisal continues, and those strategies yielding desirable results for the ego are replicated. Accordingly, they become stable coping responses, and, coupled together, yield *emergent identities*,

The fourth component, emergent identities define how individuals view themselves within and between their various contexts of development (e.g., family, school, and neighbourhood). The combination of cultural ethnic identity, sex role understanding, and self- and peer appraisal all define one's identity. Identity processes are of critical value in that they provide behavioural stability over time and space. Identity lays the foundation for future perception, self-appraisal, and behaviour, yielding adverse or productive *life-stage, specific coping outcomes*,

The fifth component, Productive outcomes include good health, positive relationships, and high self-esteem, whereas adverse outcomes include poor health, incarceration, and self-destructive behaviour.

Although recent scholarship has thoroughly reviewed literature on youth of colour (e.g., Fisher et al., 1998) and provided contextually sensitive models to examine developmental competencies among these youth (Garcia Coll et al., 2000), it is the direct, process-oriented delineation of developmental trajectories throughout the life span that makes PVEST unique. Having presented PVEST as the guiding framework for our analysis of human development, we now turn to the more specific conceptual and methodological challenges of conducting developmentally sensitive research on diverse youth. We apply or emphasize various theme-specific perspectives and theories to closely examine explicit issues.

According to the above different theories; the ethnic minority students in Yem special Woreda Natisi primary school have also psychosocial influence of pervious cultural inferiority perception they tend to arise and grow over time complex relation with their Scholl peers and other school societies; so these attitudinal unstable perception challenges their education in all direction.

2.1.3 Theories and concepts of human Attitude

Attitude may be defined as a positive or negative affective reaction toward a denotable abstract or concrete object or proposition.

According to Kegan, Havemann and Segal (1994), as individual grows up, acquire strong beliefs and feelings or attitudes towards members of various ethnic groups, foreigners, rich people, poor people, males, females, issues, government policy etc. Since attitudes are so enduring and can be powerful forces in determining behaviour, they have been a key topic in social psychology. Investigators have devoted considerable study to how people acquire them (attitudes), cling to them, but sometimes change them, and when, under what circumstances, and to what the individual will do (Omotoso, 2003).

As a Theories of Attitudes social psychologist himself, Mc Connel had an extensive discussion on the concept of attitude. In a sense, attitudes are perceptions that involve emotional feelings or biases and which predispose one to act in a certain way.

Wood and Wood (2010) also saw attitude as a relatively stable evaluation of a person, object, situation or issue and it has three components;

The first cognitive components constitute thought and beliefs about the attitudinal object. In other words, the cognitive component of attitude represents a person's knowledge held with varying degrees of certainty about what is true or false, good or bad, desirable or undesirable.

The second component of attitude; the emotional component makes up of your feelings towards the attitudinal objects. It is also called the affective component because under suitable conditions, the belief is capable of arousing effect of varying intensity centred on the object of the belief.

The third component of attitude is the behavioural component. It deals with how we are predisposed to act towards the attitudinal object. It is called the behavioural component because the belief, being a response, predisposition of varying threshold, must lead to some actions when it is suitably activated.

2.1.4 Theories & Model of EMC academic achievement in the school

The Current Model

1. The Role of the Family in the Educational performance Process

Families have been a major component in the research on the educational performance of minority. Different broad research areas about families have been examined: family economic status, family climate and relations. Being impoverished has important detrimental effects on schooling, including raising the risk of poor performance (Alexander et al 2001; Battin-Pearson et al 2000; Cairns et al 1989; Lehr et al 2004; Rumberger 2001; Schrgel 2004; Wehlage and Rutter 1986). Economic status is a proxy for lack of resources, whether internal or external to the family. Such a lack of resources, and a lack of connections to an essentially lower-class institution, translates into poor experiences for children from impoverished backgrounds.

The type of relationships in the family can affect the dropout decision. For example, the quality of early child care (Jimerson et al 2000), low parental monitoring (Janosz et al 1997; Rosenthal 1998; Ensminger et al 1996; Ensminger and Slusarcick 1992), permissive parenting (Lehr et al. 2004; Rosenthal 1998), and even too much parental control (Janosz et al 1997) are all linked to lower academic performance. The expectations and behaviours exhibited in the

family can have an important effect on lower academic performance. For example, low parental educational expectations can affect school performance negatively (Alexander et al 2001; Ensmiger and Slusarcick 1992; Kaufman et al 1992; Rumberger 1995). Other family factors linked to lower school performance include if parents are dropouts (Catalano and Hawkins 1995; Elliott and Voss 1974), if one sibling has also dropped out (Gleason and Dynarski 2002; Kaufman et al 1992), low parental contact with the school (Jimerson et al 2000; Rumberger 1995), infrequent discussions with a child about school (Gleason and Dynarski 2002; Teachman et al 1996), lack of involvement in the PTA (Kaufman et al 1992), the lack of study aids at home (Ekstrom et al 1986), and the lack of homework monitoring by parents (Goldschmidt and Wang 1999).

2. The Role of the Community in the Educational performance Process

As part of a larger view of schooling, researchers have been looking at the community from which schools draw their student populations. It is argued, and rightly so, that the community influences the mind sets of students, school staff, and how school resources are allocated.

Higher rates of low achievers are located in urban areas (Lehr et al 2004; Schargel 2004). Other high rates of low achievement are more likely to be found in high poverty areas (Jargowski 1997; Rosenthal 1998; Rumberger 2001). Accordingly, areas with high percentages of ethnic/racial minorities and foreign-born also have higher rates of lower achievers (Rosenthal 1998). Communities with high percentages of single-parent households (Rosenthal 1998), and with low levels of educational attainment (Goldschmidt and Wang 1999) are also areas with high rates of low achievers. Another important community trait linked to higher rates or lower achievers are high levels of unemployment (Rumberger 2001).

3. The Role of Schools in the Educational performance Process

Schools play an important role in the schooling process. In fact, this relationship is so well known that a large body of "effective schools" research has emerged. Researchers interested in how schools contribute to student achievement have looked at these factors. Three broad areas are examined: school structure, school policies, school climate.

A school structural feature that has a significant impact on achievement concerns large, urban, low income schools, where the academic achievement of students is considerably lower. So the school structural features must have received a considerable amount of attention include school resources, which has focused on teacher-student ratios and teacher quality. It should be pointed out that this topic is still hotly debated. Student body traits are other factors that appear to be related to achievement. These traits may be seen as part of the larger school culture and climate (Rumberger 2001). Schools with high levels of low SES and minority students are also places with lower achievement levels (Goldschmidt and Wang 1999; Kaufman et al 1992; Rumberger 1995). One important trait of the student body is its general school performance. A student body with a high percentage of detainees (Goldschmidt and Wang 1999) and a high percentage of low achievers (Kaufman et al 1992) are also places with higher rates of lower achievers.

Negative school climates and environments are places with higher rates of lower achievers (Lehr et al 2004; Rumberger 2001). Other factors of the environment linked to low achievement include high rates of absenteeism. Other climate factors linked to low achievement include feeling unsafe at school (Bekius 1995), high levels of violence and safety problems (Kaufman et al 1992), if students view their school safety policies as unfair and in which they rate their teacher low in terms of support (Rumberger 1995). Verdugo et al (1997) found that a substantial number of the 32 measures of positive school climate were related to teachers perceptions of student achievement.

Tracking, as a form of stratification, has also been found to have negative impact on the educational achievement of minority and lower-class students (see Oakes for a thorough review). There are at least two reasons why this might be the case. First, lower tracked students do not receive the same resources and teacher attention as those who are in higher academic tracks. Second, some educators hold low expectations of low-tracked students and this tends to affect how they interact with such students and leads to the "Pygmalion Effect."

School policies have a great deal to do with education and student achievement. One clear factor concerns raising performance standards. For low performing students who have a difficult time meeting existing standards, such a policy may push them out entirely (Abrams and Haney 2004). Indeed, some research finds that accountability and high-stakes testing increases student retention (Allensworth 2004; Miller et al 2005), which is highly related to lower student

achievement. One must be cautious about this because there is mixed evidence about the impact of exit exams have on dropping out and achievement (Beatty et al 2001; Centre on Education Policy 2003; Rumberger 2004). Never the less, the problem is not standards per se, but the fact that nothing is done to assist low performing students catch up and meet new standards (Lehr et al 2004; Miller et al 2005).

4. Students and their Role in the Educational performance Process

Students also are faulted for their poor achievements. Certain types of student behavioural issues are related to achievement. Three areas are examined: behaviours, attitudes and demography. Students who work at a job for more than some given hours per week are more apt to dropout (Barro and Kolstad 1987; Gleason and Dynarski 2002; Goldschmidt and Wang 1999). The issue is the time spent at work and away from school work. It should also be noted, however, that some research finds that work might positively affect ones school career. The crucial issues are a students academic skills and the time spent at work.

Finally, while these factors are not behavioural, they are associated with students. Research has found that race/ethnicity are linked to poor academic performance (Battin-Pearson et al 2000; Ekstrom et al 1986; Rumberger 2001; Schargel 2004; Teachman, Paasch, and Carver 1996), gender (Battin-Pearson et al 2000; Goldschmidt and Wang 1999; Rumberger 2001), immigrant status (Rumberger 1995), English language proficiency (Schargel 2004), and the level of ones cognitive abilities (Lehr et al 2004; Lloyd 1978; Wehlage and Rutter 1986). Research has found that students who are not fully engaged or alienated from school or in the learning process are more apt to be low academic achievers (Alexander et al 1997; Rumberger 2001). A number of student behaviours are linked to student disengagement. Students who are absent from school, who cut classes, are truant, and who consistently fail to do their homework, and who consistently fail to come to class prepared are exhibiting a form of school disengagement and are more likely to be low achievers (Alexander et al. 1997; Bridgeland et al 2006; Ekstrom et al 1986; Gleason and Dynarski 2002; Kaufman et al 1992; Rumberger 2001; Wehlage and Rutter 1986).

Maintaining low educational expectations is linked to poor academic performance (Gleason and Dynarski 2002; Rumberger 2001; Wehlage and Rutter 19896). Another

educational attitude linked to poor performance is not having educational plans beyond high school (Alexander et al 1997; Janosz et al 1997; Kaufman et al 1992).

Not being able to get along with peers or feeling socially isolated is linked to poor academic performance (Jimerson et al 2000; Cairns et al 1989). This is expressed vividly in the inability of potential dropouts, many of whom are poor performers, not to be involved in school activities, such as sports, clubs, etc (Elliott and Voss 1974; Ingels et al 2002; Wagner et al 1993).

According to the above models in our context the major academic achievement challenges of the ethnic minority students in Natisi Primary school were based on their family educational background they does not give attention for their children, the school and the community in the school surrounding does not give psychosocial support for EMS and the EMS their own have not give attention for their education.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Design & Methodology of the Study

To accomplish the objectives of this study, and to get relevant information on research problem, mixed research design (quantitative and qualitative design was used). To this effect, a descriptive survey method was employed as an appropriate methodology. The method was selected because it could investigate adequately the learning challenges of ethnic minority children in primary schools of Yem woreda. So the researcher used both qualitative and quantitative data.

Because of it is advantageous to examine the same phenomenon from multiple perspectives (Cohen, et al.,_2007).

It is important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than using either quantitative or qualitative methods alone (Creswell, 2003).

The researcher gather both quantitative and qualitative data, analyzes both data separately, compares the results from the analysis of both data sets, and makes an interpretation as to whether the results support or contradict each other.

Additionally to get relevant and sufficient information on research problem, concurrent triangulation design method was used as an appropriate design.

As stated by Cresswel, (2012) the purpose of this design is to obtain different but complementary data on the same topic, to best understand the research problem and to bring together the differing strengths of quantitative and qualitative methods. Moreover, the primarily purpose of concurrent triangulation is confirmation, corroboration or cross-validation within a single study. It is familiar to many researchers, need shorter data collection time and offsets weaknesses inherent to one design by using both (Terrel, 2012).

3.3 Sources of Data

The choice of particular method of collecting data depend up on the purpose of collecting information, the information being collected, the resource available for researcher and the skill of the researcher (Kumar, 1996). Hence, the researcher was used both primary and secondary sources of data.

Primary data was collected through questionnaire and interview from students (both the ethnic minority (fuga) children and non fuga children), teachers; cluster supervisor, woreda education office cluster coordinator, parents (both the ethnic minority (fuga) parents and non fuga parents), Kebele Education and Training Board (KETB), Parent Teacher Association (PTA) member and Kebele administration bodies.

Secondary data was collected from documents such as annual students' data students' class attendance and result report recorded in the school relevant technical documents prepared by Kebele administration office in educational activity of the ethnic minority (fuga) children.

3.4. Population Sample Size & Sampling Techniques

In Yem sp. woreda, there are 33 rural kebeles and 2 urban kebele administrations; from thus the ethnic minority group people were living in 8 rural kebeles and Meleka kebele is one of more ethnic minority (fuga) people living Kebele in a woreda.

The total population of the kebele is 345 (16.6%) ethnic minority (fuga) people and 1733(83%) non fuga total 2078 people were living in the kebele. Accordingly out of 360 house holder people 89 (31%) ethnic minority (fuga) people and 201(69%) non fuga; total 290 people (parents) teach their children in Natisi primary school.

Also in the woreda there are 9 primary schools cluster centres with 41 Primary Schools. From thus schools the ethnic minority children were learning in 10 primary schools and the schools are in the 4 clusters. So concerning the population of the study was focused on more ethnic minority people living, Meleka kebele, Natisi primary school in Fofa cluster. Natisi primary school has 1 principal, 1 unit leader and 10 teaching staffs, 380 (from ethnic minority (fuga) community 58), (from non fuga community, 322) students and the cluster also has 1 supervisor.

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So the population size was included 1 cluster supervisor, 1 principal, 1 Unit Leader, 5 sampled teachers, 1 Kebele Education & Training Board (KETB) member, 1 parent teacher association (PTA) member, 4 WEO cluster coordinators, 1 Kebele administration body, 30 Students from ethnic minority (Fuga) children, 60 Students from non Fuga children, 25 Parents from the ethnic minority (Fuga) community, 25 Parents from non Fuga community; total 155 was the population of the study. This is because, the researcher believed that these members of the school community can provide relevant information to understand the issue under the study considered. In order to make the sample manageable it is necessary to determine and identify the number of school that was serving as representative sample to generalize the finding of the study population.

Generally total of 155 respondents was selected sample population of the study. The teachers, students and student parents are selected by simple random sampling technique and the rest are selected by purposive sampling technique. Out of which 103 respondents(1 primary schools cluster supervisor,1 school principals, 1 Unit Leaders, 5 teachers, 4 WEO cluster coordinator expert,1 kebele administer and 90 both group students was selected to fill the questionnaires, (students was selected from grad 5-8 and fill the questioner by the help of their teachers) and out of which the remain 52 respondents 50 Parents from both group community 1 Kebele Education and Training Board (KETB) member, and 1 parent teacher association (PTA) member was selected for interview and focus group discussion. The interview and focus group discussion was conducted with principal, cluster supervisor, Unit Leader and sampled teachers by researcher. (The sampling techniques are generalized in the table below.)

Table 1:- List of Target Population

No	Respondents category	Target population			Sample Population			Population in %	Sampling technique
		M	F	T	M	F	T		
1	Students from ethnic minority	--	--	58	15	15	30	52 %	Random
2	Students from non (fuga)	--	--	322	25	25	60	19%	Random
3	Teachers	6	4	10	3	2	5	50%	Random
4	Principal	1	--	1	1	--	1	100%	Purposive
5	Unit Leader	1	--	1	1	--	1	100%	Purposive
6	Cluster Supervisor	1	--	1	1	--	1	100%	Purposive
7	WEO cluster coordinator	8	1	9	3	1	4	44%	Purposive
8	KETB	4	1	5	1	--	1	20%	Purposive
9	PTA	4	1	5	1	--	1	20%	Purposive
10	Parents from the ethnic minority	--	--	90	15	10	25	28%	Random
11	Parents from non (fuga)	--	--	200	15	10	25	13%	Random
12	Kebele administration bodies	1	--	1	1	--	1	100%	Purposive
	<i>Total population</i>	--	--	706	87	68	155		

3.5. Data Gathering Instruments

Data was gathered by the help of instruments that are questionnaire, interview, documents review and focused group discussion.

3.5.1. Questionnaire

Questionnaire was adapted and developed myself according to different *guide to the design of questionnaires* from the survey on public attitude and perception towards Ethnic Minorities 2004 *and* Racial Diversity, Opportunity and Harmony Survey Report Written By Centre for Economic Development and Business Research W. Frank Barton School of Business Wichita State University Janet Harrah, director Kasey Jolly, Regional Economic Analyst April 2008. It was used for collecting data on the current changes and challenges of ethnic minority

student's educational participation and learning conduction in Natisi primary schools. The questionnaire helped to gather information from students, teaching staff, School leaders and Kebele administration bodies.

It was contained open ended and closed ended items. Closed ended items was formulated in five points likert scales manner and open ended item was also formulated in a way that the respondents are promoted to freely express their idea. One major reason of using questionnaires is containing both closed and open ended questions; was used in the data gathering process to get much information from the large number of respondents. The questionnaire was developed on the bases of the basic research questions and available literature. It has two major categories:

*The first part is about the respondents' personal characteristics and the second part is about practical activities and challenges of ethnic minority children educational in Natisi primary schools. The questions are subdivided in to **four (4) domains** and contain twenty two (22) specific items on which conceptual thinking *about ethnic minority, about ethnic minority students social attitude with their peers in the school, practical activities challenges to increase ethnic minority children participation in education, about the academic performance of ethnic minority students in the schools, how communities understand students participation in the schools.**

Accordingly, two types of questionnaires were used for students, other community representatives & parents, WEO cluster coordinator, cluster Supervisor, school leaders and teachers. The questionnaire was prepared in English language and to ensure effective communication between respondents it was translated and conducted to Amharic and then translated in to English language for analysis.

3.5.2. Interview

Both structured and unstructured interview types were used in the interview. Both types of interview were employed in the study to collect data and it was presented by the researcher himself on face to face communication basis.

Unstructured type of interview was also employed to collect information *except students for all respondents*. On the other hand, the reason why interview was used in the data gathering

process is, to get more clarifications on the questions that would be provided to the interviewees. This instrument helped the researcher to have more relevant and valid information for triangulating and supplementing the quantitative data which was gathered through questionnaires.

3.5.3. Review Document

In addition to the questionnaires and interview, some document analysis and observation was made to get additional evidence to the study. Thus, both primary and secondary sources were used to get the relevant data for the study.

Document analysis enabled the researcher to understand the subject of the study in their natural setting and obtaining more accurate, valuable information. Accordingly, the researcher was reviewing the three years students' enrolment and students result documents from (2010/18) up to (2012/20), and the present academic year student's follow of (2013/21) additionally reports of changes as well as challenges of problem.

3.5.4. Method of Data Analysis

The data was collected from sample area through questionnaire, interviews, document analysis, and focus group discussion. It was first edited, categorized and systematically organized in items and tabulated depending on the response and basic research questions. In this study, both quantitative and qualitative data was used and analyzed accordingly. Mixed methods approach (quantitative and qualitative methods) was used; so that it can be helpful to come up with well validated and substantiated findings (Creswell, 2003).

The quantitative data also, after coding the question items of the questionnaires was analyzed quantitatively in terms of weighted mean (mean, average mean, slandered deviation and computed p-value) by the help of SPSS 24. In addition to the open ended question and interview was transcribed, summarized and supplemented to the main interpretation. Generally, the statistical tools was used in the study; to analyze and to describe the study data also to present the characteristics of respondents in terms of sex, age rang, education level, work experience rang; percentage and frequency count.

The qualitative data which was obtained from interview, document analysis, focus discussion and open-ended questions are analyzed by descriptive narration by following the analysis of each of the quantitative data as it was needed.

3.5.5. Procedure of Data Collection

To answer the basic research question, the researcher went through series of data gathering procedures. Relevant data gathered by using questionnaires, interviews, focus group discussion and document analysis. In doing so, having letter of authorization from Jimma University and Yem special woreda education office for getting permission; the researcher went to sample school principals and supervisors for consent. After making agreement with the concerned participants; the researcher gave orientation to participants by introducing his objective and informed that their participation is purely voluntary. Participants also assured that any information from them strictly keep confidential. Then the instruments were administered to the subjects. The participants were allowed to give their own answers to each item independently as needed by the researcher. As a data collector; one responsible body was formed for distributing and collecting questionnaire from respondents was assigned by the researcher. Next, the prepared questionnaires were distributed and decisions made regarding a time for collecting questionnaires which was done through mutual discussions between the researcher and the respondents.

The interview guide and the focus discussion group were exclusively administered by the researcher himself according to the respondents' conformable situation.

During document analysis the unstructured interview was made with school principals on the important issues observed. In addition to these, focus group discussion was conducted with all selected participants for group discussion in a conversational and friendly atmosphere using Amharic language and community's language (yemssa), so that, it would be easy to communicate. By starting with a few outlined questions, focus group discussion was held as further issues immersed in the process leading by researcher.

Finally, the distributed questionnaires were collected carefully from respondents and data collected through interview and observation was made in the next process.

3.6. Validity and Reliability of the Instruments

3.6.1. Validity of the instruments

The experts revise both the pages and survey items validity of the instrument and respond with comment, and therefore, the researcher revises the survey with accordance. Similarly, the questionnaire instrument and interview guide was presented to the research advisors and conducted pilot test for further assessment to check before use. Comment and any modification by the experts, advisors and pilot test participants were included in the final version for validity of instruments. Regarding trustworthiness of the study, the participants were told as there is no obligation which forces anyone to participate in the study without consent and was made clear idea for the objective of the study.

So, since the participants were not be forced by anyone in voluntary to participate in the study, such situation can increase the trustworthiness of their response.

Validity is the extent to which an instrument measures what it was supposed to measure and performs as it was designed to perform (Haber & LoBiondo-Wood, 2006). The reviewers was requested to read all the instructions, the terminologies used, the design, the logical order of each items, to evaluate usefulness of specific inferences made from the instrument or procedure results, or if items are relevant to the construct that is measured (Gall et al., 2007).

3.6.2. Reliability of the Instruments

Pertaining to the reliability, the researcher was conducted pilot test the instrument and applied Cronbach's Alpha coefficient to ascertain the internal consistency of the questionnaire. The instrument was administered supervisors 1, principals 1, unit leaders 1, teachers 5, Woreda educational office expert 2, PTA 1, KETB 1, students 27 and student parents 15 total **54** participants from Fofa kebele and Fofa primary school, which is out of the selected sample.

Therefore, it was helped to ensure that the respondents understand what the questionnaire wants to address and in order to check whether or not the items contained in the instruments was enable the researcher to gather relevant information, identifying and eliminating problems in collecting data from the target population was done. With this end, the reliability of the

survey instrument was confirmed by examining the individual test items using the Cronbach's alpha (Cramer, 2009).

Based on the pilot test, the average reliability coefficient of alpha was 0.76, which is regarded as high reliability.

Table 2: Table of reliability coefficient

N0	Items	Number of Items	Cronbach Alpha
1	Reason for non- attendance of school ethnic minority children	6	0.78
2	Challenges of ethnic minority children	6	0.811
3	Attitude towards minority group	5	0.71
4	Factors affecting the ethnic minority children <i>academic performance</i>	5	0.74
	Average	22	0.76

3.7. Ethical Consideration

This study was done by providing highest concern for ethics, confidentiality, and anonymity. The confidentiality and anonymity of the respondents was emphasized to protect their privacy and the dignity.

Accordingly, on the cover page of the survey questionnaire the researcher presented how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intended risk; and their names and especially the ethnic identity of students and parents would be kept anonymous.

Different Scholars explain about ethical consideration issues. Ethics should be primary consideration rather than an after thought, and it should be at the forefront of the researcher's agenda (Hesse-Bieber and Leavy, 2006).

Finally, all sources of materials was obtained through internet and additional sources of data like, books, journals and publications etc., are used for this research was properly acknowledged.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of data gathered through questionnaires, interviews, focus group discussion and document review. The first section reports on the characteristics of respondents; the second part presents the quantitative data presentation and analysis; thirdly presentation and analysis of qualitative data and the last section deals with triangulation of both data that make up the central part of the study.

The five point likert scales were used that represent 1= Strongly Agree, 2=Agree, 3=Undecided, 4= Disagree, 5=Strongly Disagree were used for all basic questions.

In order to analyze the quantitative data in this study; the mean value 3:00 is used as an average value. The mean value that ranges from 1.00 to 1.49 is used very low utilization. The mean value from 1.5-2.49 is used as low utilization (practice); 2.5-3.49 is interpreted as medium utilization (performance); 3.5-4.49 represented high utilization practice and value greater than 4.49 stands for very high utilization (Bluma, 2012). To analyze the level of agreement based on questions, therefore mentioned mean value ranges were used to interpret the data.

T-test also used to check the level of significance statistically. Furthermore, data obtained through interview, focus group discussion, and document analysis was used to make the finding more authentic.

4.1 Response rate

Accordingly, 103 copies of questionnaire were distributed to both groups (students and stakeholders) out of which 99 were completed and returned making the rate of return 96.1%. Besides, the response rate for each item and the mean score of respondents who selected each alternative for each item was included in the analysis. Items were also grouped in to clusters that address the same issues and total scores were summed (a total score) or grand mean across an item cluster. As an additional input for the questioner responses, document analysis, key informant interview and focus group discussions were also obtained on time with a view of triangulating the findings from different sources and their data presents in the next section.

To triangulate the findings of quantitative data, qualitative data were collected on the challenges of ethnic minority children in primary education in case of Yem special woreda. The qualitative information was collected by interview with student parents from all communities and other school leaders. The focus group discussions also conducted with teachers and school management committee members in study school (Natisi primary school).

During this study the Interviews and focus group discussions were conducted, in study school in which participants were the sampled teachers & principal 11, Kebele education training bored member 1, parent teacher association 2 and all student parents 38 totally, 52persons who are responsible in directing student’s educational participation were participated.

4.2. Background information

This part focuses on presentation of characteristics of students and stakeholders, from selected sample primary school respondents used for quantitative information. The respondents included in the study were considered relevant by virtue of their duties, responsibilities and the post they held in the teaching learning of school education system.

Table 3: Student Respondents by Sex, Education Level and Age.

Respondents character		Students	
		No	%
Sex	Male	45	52.3%
	Female	41	47.7%
	Total	86	100%
Educational	5-8	86	100%
Level	Total	86	100%
Age	<15	70	81.4%
	16-20	16	18.6%
	Total	86	100%

As can be seen from Table 2, 45(52.3%) of the respondents are males; where as 41(47.7%) are females; this indicates equality participation of females in students. As for

educational attainment, 86(100%) respondents are grade 7-8 students. This implies that except they could provide the prospect information to the researcher.

Regarding their age, it is almost similar with that of teaching learning experience in its distribution; accordingly 86 (86.86%) grade 7-8 student respondents are between the ages of 15-20 years of age respectively. So that they can provide relevant and adequate information that can easily compare by the researcher.

Table 4: Other Stakeholder Respondents by Sex, Education Level and Age.

Respondents character		Other stakeholders	
		No	%
Sex	Male	10	76.9%
	Female	3	23.1%
	Total	13	100%
Educational Level	Diploma	8	61.54%
	Degree	5	38.46%
	Total	13	100%
Age	21-30	7	53.85%
	31>	6	46.15%
	Total	13	100%

As can be seen from Table 4, 10(76.9%) of the respondents are males; whereas 3(23.1%) are females; this indicates related participation of females in study. As for educational attainment, 8(61.54%) respondents are diploma and the rest 5(38.46%) stakeholder respondents are degree holders in every educational system. This implies that except they could provide the prospect information to the researcher.

Regarding their age, it is almost similar with that of teaching learning experience in its distribution; accordingly 7 (53.85%) respondents are between the age of 21-30 years; and the rest 6 (46.15%) of other stakeholder respondents' age is above 31 years of age respectively.

Table 5: Interviews and Focus Group Discussions Respondents by; Sex, Education Level, Age and work experience.

		Respondents					
		Teachers & other stakeholders	KETB	PTA	Parents from (fuga)	Parents from (non fuga)	Total
Sex	Male	10 (90.9%)	2(100%)	1(100%)	10(50%)	9(50%)	32 (65.6%)
	Female	1(9.1%)	--		10(50%)	9(50%)	20(34.4%)
	Total	11 (100%)	2(100%)	1(100%)	20(100%)	18(100%)	52 (100%)
Educa tional Level	<8	--	2(100%)		16(80%)	5(20%)	23 (44.2%)
	>8	--	--	1(100%)	4(20%)	13(80%)	18(34.6%)
	Diploma	5(45.5%)	--		--	--	5(9.6%)
	Degree	6(54.5%)	--		--	--	6(11.5%)
	Total	11 (100%)	2(100%)	1(100%)	20 (100%)	18 (100%)	52 (100%)
Age	25-30	4 (36.4%)	--		2(10%)	7(30%)	13(25%)
	31-35	5 (45.5%)	--		8(40%)	5(40%)	18 (34.6%)
	36-40	2 (18.2%)	2(100%)	1(100%)	8(40%)	6(30%)	19 (36.5%)
	>41	--	--		2(10%)	--	2(3.9%)
	Total	11 (100%)	2 (100%)	1(100%)	20(100%)	18(100%)	52 (100%)
Work Exper iences	5-10 y	6(54.5%)	--		--	--	6(54.5%)
	11-15 y	2(18.2%)	--		--	--	2(18.2%)
	>16 y	3(27.3%)	--		--	--	3(27.3%)
	Total	11(100%)	--		--	--	11(100%)

As indicated in Table 5 the demographic characteristics of the focus group discussion participants as presents, 32(61.5%) of them were males and 20 (38.5%) were females. This shows that females are proportionally participated in the study. Educational level also shows that student parents 23 (44.2%) below grade 8 and 18(34.6%) above grade 8 in the other way the other stakeholders 5(9.6%) are Diploma and 6(11.5%) are also Degree respectively. Regarding their age, 13(25%) of them were between 25 to 30 years old; 18 (34.6%) of the participants were in the age of 31-35 years old; 109(36.5%) of them were the age of between 36 to 40 years old and rest 2 (3.9%) person was above 41 years old. In addition to this the working

experience of teachers and other stakeholders also out of total 11 participants 6(54.5%) have 5-10 years working experience, 2(18.2%) have 11-15 years and 3(27.3%) have over 16 years working experience.

During interviewee, in study also Kebele education training bored member 1, parent teacher association member 1 and all student parents 18 totally, 20 persons who are responsible in directing student's educational participation were participated.

4.3 Educational Participation and Learning challenges of MC

Educational institutions undertake different activities and process to enhance the students' educational participation, academic achievement and social attitudinal change in all ethnically diversified school communities. The teachers and other stakeholders have a great roll to ingredient all this educational process in the educational system. Therefore the following table displays that the items and perception of respondents about the psychosocial challenges of ethnic minority children in primary schools.

4.3.1 Why the EMC were don't come to school?

The data gathered from different respondents to assess the factors that might challenges the *educational participation of ethnic* minority children in Primary Education in Yem Special Woreda Natisi Primary school were analyzed as following.

Challenges of Primary Education in Yem Wereda Natisi Primary School

Table 6: Respondents View on “why the ethnic minority children were *don’t come to school* in your school?”

No	Items	Respondent	N	Mean	SD	AV X	P-value	Rank
1	In your understanding every human being are not equal in every where with their different ethnic diversity.	Students	86	3.81	1.23	3.56	0.58	6
		Other Stakeholders	13	3.13	1.14			
2	Government, teachers & school leaders should not focus to support ethnic minorities’ children to get integrated with all other students in the school.	Students	86	3.39	1.39	3.35	0.56	4
		Other Stakeholders	13	3.31	1.25			
3	Your schools should not provide sufficient educational support specifically for ethnic minorities’ children to come to school.	Students	86	3.93	1.14	3.51	0.60	5
		Other Stakeholders	13	3.08	1.26			
4	The negative attitudes of the people in my surrounding affect the ethnic minority children towards to come to school negatively their eagerness	Students	86	3.1	1.14	2.86	0.59	3
		Other Stakeholders	13	2.62	1.45			
5	Their parents should not have provide sufficient educational support for ethnic minorities children to come to school	Students	86	2.02	1.33	2.2	0.41	2
		Other Stakeholders	13	2.38	1.33			
6	Ethnic minority children are not always voluntarily come to school in my school (class)	Students	86	1.65	0.61	1.83	0.52	1
		Other Stakeholders	13	2.00	1.29			
Grand Mean						2.89		

X=Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=97

As indicated in item 1 of Table 6, the respondents asked, In your understanding every human being are not equal in every where with their different ethnic diversity the mean value response of students (X=3.81) and other stakeholders (X=3.13), with average score X=3.56 respectively it indicate that, all schools communities were know in high way human equality in every where with their different diversity. The computed p-value (0.56 >0.05) assured that there was no statistically significance difference between the two respondent groups. Thus, this shows that there is no understanding gap about human equality right.

Concerning item 2 in Table 6, the mean value response of students (X=3.39) and other stakeholders (X=3.31), with average score (X=3.35) which showed that Government, teachers & school leaders should not focus to support ethnic minorities’ children to get integrated with all other students in the school. This might show the government, teacher and school does supportive activities but it was not enough and it is not specifically for ethnic minorities’

children. The calculated p-value 0.56 is also greater than significance alpha 0.05 that assured statistically there was no significance difference between the opinion of students and all stakeholders.

Item 3 of Table 6, reveals the perception of respondents concerning the schools should not provide sufficient educational support specifically for ethnic minorities' children to come to school. Accordingly, the mean score of respondents fall between ($X=3.93$) and ($X=3.08$) with average ($X=3.51$) high performance which indicated that the majority of respondents schools were fulfilling durable teaching learning materials equally for all students but it is not specifically for ethnic minorities' children to motivate them. The computed t-value 0.60 also indicated that there was no statistically significance difference between the two respondent groups.

As can be noted on Table 6 item number 4, students and other stakeholders were asked, The negative attitudes of the people in school surrounding affect the ethnic minority children towards to come to school negatively their eagerness; students, stakeholders and their average mean scores with ($X=3.1$), ($X=2.26$) and ($X=2.86$) respectively shows their agreement; so that this can be interpreted that the attitude of people all living in school surrounding were affect the ethnic minority children psychosocial relation towards to come to school negatively their eagerness. The computed p-value 0.59 is greater than critical value $\alpha=0.05$ reveals that there is no significant mean different among the two groups.

In item 5 of the same table, the respondents asked “their parents should not have provide sufficient educational support for ethnic minorities children to come to school”. Accordingly, the response of students with ($X=2.02$) low performance and teachers response with ($X=2.38$) also low; however their average score ($X=2.2$) remains low which indicated parents should not have provide sufficient educational support for ethnic minorities children to come to school. The calculated p-value 0.41 is greater than significance level 0.05 shows that there is no a significant means different among the two groups.

In item 6, the respondents were asked “Ethnic minority children are not always voluntarily to come to school in your school (class)”; the mean value response of students ($X=1.65$) and other stakeholders ($X=2.00$), their average is ($X=1.83$) revealed that the Ethnic minority children willingness to come to school is low. The calculated p-value 0.52 also indicated that there was no statistically significance difference between the two respondent

groups. This assures that the Ethnic minority children are not always voluntarily to come to school.

Study participants were asked that; “why the ethnic minority children *were don’t go to school*, in your school or in your surroundings?” Their response of respondents show that lack of educational support from their parents, lack of student’s willingness, lack of educational materials and negative social attitude with their school peers and other societies are major problems for their school participation. The following extracts were taken from an interview with 52 years old person who live surrounding the Natist school.

“Because of their parents low economic potential their parents does not full fill their enough annual educational materials and two basic needs (food & cloths) for their children, so they go to Oromiya Region to do labour work and to full fill their temporary basic needs.”

Thus, the above view of respondents assures that there was problem on ethnic minority children educational participation major of these are lack of their parents educational support, lack of students their own long term learning vision, their own negative social inter action with their school peers and other societies (their inferiority attention) and lack of enough food & clothing are commonly faced problems.

To more clarify and strengthen the findings of quantitative data the school document was reviewed additionally. Beside to this, document analysis also used to supplement information through own prepared checklist as following.

Table 6: Document Refereed & reviewed on the Number of students that registered in three academic years (2018-2020) in grade 1-8

Academic year	Grade Level	Total Students	Students from non- E M	Students from E M
2018-2020	1-8	1214	1040	174
Enrolments rat in %		100%	85.7%	14.3%

The document shows as Table 7 that the total enrollment rate of ethnic minority students in three years grade 1-8 was out of 1214 total students only 174(14.3%). This indicates also very less annual educational participation was recorded.

The same as to this a question prepared to investigate documents on the practice of ethnic minority children class compilation rat in the Natisi Primary school was as following.

Table 7: Document Refereed & reviewed on the Number of students that completed in the three academic years (2018-2020) in grade 1-8

Academic year	Grade Level	Total Students	Students from non E M	Students from E M
2018-2020	1-8	1133	980	153
compilation rat in %		100%	86.5%	13.5%

The document shows as Table 8 that the total compilation rat of ethnic minority students in three years grade 1-8 was out of 1133 total students only 153(13.5%) students was completed the annual class section and this indicates also very less number of students was recorded.

4.3.2 Major learning challenges of minority groups in the school

The ethnic minority children class attendance was not equal compared with other non minority children. The extent of their educational learning challenges was assessed by the following items.

Challenges of Primary Education in Yem Wereda Natsi Primary School

Table 9: Respondents View on “what are ethnic minority children *major learning challenges* in your school?”

No	Respondent		N	Mean	SD	AV X	P-value	Rank																																																																					
1	Ethnic minority children should not enjoy equal opportunity with all students in your school (in the class)	Students	86	3.1	1.2	3.28	0.55	5																																																																					
		Other Stakeholders	13	3.46	1.33				2	You will feel uncomfortable if you always get to touch with ethnic minorities children in your school (in your class)	Students	86	3.37	1.43	3.42	0.56	6	Other Stakeholders	13	3.46	1.13	3	Most students would not make friends with ethnic minorities children in your school(in your class)	Students	86	3.19	1.51	2.83	0.47	2	Other Stakeholders	13	2.46	1.2	4	You would feel uncomfortable to making friends with ethnic minorities children in the school	Students	86	3.42	1.48	3.1	0.49	3	Other Stakeholders	13	2.69	1.25	5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)	Students	86	3.95	1.26	3.25	0.67	4	Other Stakeholders	13	2.54	1.13	6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1	Other Stakeholders	13	2.92	1.19	Grand Mean			
2	You will feel uncomfortable if you always get to touch with ethnic minorities children in your school (in your class)	Students	86	3.37	1.43	3.42	0.56	6																																																																					
		Other Stakeholders	13	3.46	1.13				3	Most students would not make friends with ethnic minorities children in your school(in your class)	Students	86	3.19	1.51	2.83	0.47	2	Other Stakeholders	13	2.46	1.2	4	You would feel uncomfortable to making friends with ethnic minorities children in the school	Students	86	3.42	1.48	3.1	0.49	3	Other Stakeholders	13	2.69	1.25	5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)	Students	86	3.95	1.26	3.25	0.67	4	Other Stakeholders	13	2.54	1.13	6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1	Other Stakeholders	13	2.92	1.19	Grand Mean						3.12										
3	Most students would not make friends with ethnic minorities children in your school(in your class)	Students	86	3.19	1.51	2.83	0.47	2																																																																					
		Other Stakeholders	13	2.46	1.2				4	You would feel uncomfortable to making friends with ethnic minorities children in the school	Students	86	3.42	1.48	3.1	0.49	3	Other Stakeholders	13	2.69	1.25	5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)	Students	86	3.95	1.26	3.25	0.67	4	Other Stakeholders	13	2.54	1.13	6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1	Other Stakeholders	13	2.92	1.19	Grand Mean						3.12																							
4	You would feel uncomfortable to making friends with ethnic minorities children in the school	Students	86	3.42	1.48	3.1	0.49	3																																																																					
		Other Stakeholders	13	2.69	1.25				5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)	Students	86	3.95	1.26	3.25	0.67	4	Other Stakeholders	13	2.54	1.13	6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1	Other Stakeholders	13	2.92	1.19	Grand Mean						3.12																																				
5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)	Students	86	3.95	1.26	3.25	0.67	4																																																																					
		Other Stakeholders	13	2.54	1.13				6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1	Other Stakeholders	13	2.92	1.19	Grand Mean						3.12																																																	
6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.	Students	86	2.70	1.29	2.81	0.52	1																																																																					
		Other Stakeholders	13	2.92	1.19				Grand Mean						3.12																																																														
Grand Mean						3.12																																																																							

X=Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom= 97

As indicated in item 1 of Table 9, the respondents were asked whether “Ethnic minority children should enjoy equal opportunity with all students in the school (in the class)?” Accordingly students, other stakeholders and their average mean with (X=3.1), (X=3.46) and (X=3.25) respectively reported that medium level to enjoy equal opportunity with all students in the school. The t-value 0.67 is greater than significance value 0.05 which is statistically there is no a significance difference between the two groups.

In item 2 of the same Table, students and other stakeholders were asked “whether You will feel uncomfortable if you always get to touch with ethnic minorities children in the school (in the class)?”; students and other stakeholders and their average mean with (X=3.37), (X=3.46) and (X=3.42) respectively indicated that there is a moderate relationship between the school

community and the ethnic minority children. Having such relationship may be due to medium psychosocial relation in both group school communities. The computed p- value $t=0.56$ is greater than critical value $\alpha= 0.05$ reveals that there is no a significant mean difference among the two groups.

As indicated in item 3 of Table 9, the respondents were asked “whether the most students would not make friends with ethnic minorities children in your school (in your class)”. Accordingly students and other stakeholders and their mean with $(X=3.19)$, $(X=2.46)$ and $(X=2.83)$ respectively reported that schools are undecided (moderate performance) to Most of students would not make friends with ethnic minorities children in the school (in the class). The calculated p-value 0.47 is greater than significance value 0.05 which is statistically there is no a significance difference between the responses of the groups.

As can be shown on Table 9 item number 4, students and other stakeholders were asked whether You would feel uncomfortable to making friends with ethnic minorities children in the school; students and other stakeholders and their average mean with $(X=3.42)$, $(X=2.69)$ and $(X=3.1)$ respectively indicated that there is a moderate relationship to making friends with ethnic minorities children in the school; between all school communities. The computed p- value $p=0.49$ is greater than critical value $\alpha= 0.05$ reveals that there is no a significant mean difference among the two groups.

As can be shown on Table 9 item number 5, students and other stakeholders were asked whether You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class) accordingly students, other stakeholders and their average mean with $(X=3.95)$, $(X=2.54)$ and $(X=3.25)$ respectively indicated that there is a moderate relationship relatives to use all educational materials with ethnic minority students in the school between all the school students. Having such relationship may be due to medium psychological participation in all the school communities. The computed p- value 0.67 is greater than critical value $\alpha= 0.05$ reveals that there is no a significant mean difference among the two respondents.

As can be noted on Table 9 item number 6; one of the questions raised to respondents was whether Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where. Both respondents; students $(X=2.70)$, other stakeholders with $(X2.92)$ and their average mean with $(X=2.81)$ were low in letting to ethnic minorities children

every where. The computed p-value 0.52 is greater than significance level 0.05 shows that there is no a significant mean difference among the two groups of respondents.

The respondents were asked “what are the major *learning challenges* of ethnic minority children in their school”; Their response shows that in addition to above problems the major learning challenges of ethnic minority children in their school are more of the ethnic minority people does not have enough agricultural farming their economic potential is very low and they are very poor.

Thus, the above view of respondents assures that the major learning challenges of ethnic minority children is low economic potential of their parents and their parents does not provide sufficient educational materials for their children.

The perception of focus group discussion and interview participants also shows that in addition to above problems the major learning challenges of ethnic minority children in their school are the ethnic minority people does not have enough agricultural farming their economic potential is very low and they are very poor.

Therefore, as indicated in both data gathering tool the major learning challenges of ethnic minority children in their school were because of the ethnic minority people low economic potential (poverty); their parents have not provide sufficient educational materials, enough feeding & wearing for their children.

Therefore result shows that; the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students’ psychosocial treatment and economical support specifically for ethnic minority students.

4.4 The attitude of school peers and other societies’ towards EMC in the school

The ethnic minority children social relation with school peers and other societies’ was not some extent positive. The extent of their educational relation was assessed as the following.

Table 8: Respondents View on the school peers and other societies’ social attitude towards ethnic minority children (n=99)

<u>N</u>	<u>Items</u>	<u>Respondent</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Av/me an</u>	<u>Com/ p- value</u>	<u>Rank</u>
1	You would not mind sitting with ethnic minority children on the same desk in the class.	Students	86	3.58	1.27	3.28	0.54	5
		Other	13	3.00	1.29			
		Stakeholders						
2	In your school all the school communities has a negative relation towards ethnic minority’s students.	Students	86	3.23	1.20	2.96	0.56	4
		Other	13	2.69	1.18			
		Stakeholders						
3	I am not able to have a healthy communication with ethnic minority students in the school (class).	Students	86	2.14	0.91	2.46	0.54	2
		Other	13	2.77	1.30			
		Stakeholders						
4	I am not work with ethnic minority students in a small group in the class or out side the class	Students	86	3.88	1.25	3.48	0.55	3
		Other	13	3.08	1.32			
		Stakeholders						
5	Ethnic minority children always would feel inferiority to making friends with their school peers and other societies in the school (class)	Students	86	2.12	1.02	2.33	0.48	1
		Other	13	2,54	1.39			
		Stakeholders						
Grand Mean						2.90		

X=Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=97

As indicated in item 1 of Table 10, the respondents were asked whether “ you would not (all other students not) mind sitting with ethnic minority children on the same desk in the class”. Accordingly students and other stakeholders and their average mean with (X=3.58), (X=3.00) and (X=3.28) respectively reported that undecided (moderate performance) all other students mind volunteer to sitting with ethnic minority children on the same desk in the class. The calculated p-value 0.54 is greater than significance value 0.05 which is statistically there is no significance difference between the responses of the groups.

As can be noted on Table 10 item number 2, students and other stakeholders were asked whether “In your school all the school communities has a negative relation towards ethnic

minority's students"; students agree with $X=3.23$ and teachers and other stakeholders also agree with $X=2.69$ thus their average mean remains low performance with average $X=2.96$. The result shows most of all the school communities have psychologically no positive relation towards ethnic minority's students. The computed p-value 0.56 is greater than critical value 0.05 reveals that there is a no significant mean different among the two groups of respondents.

With regard to item 3 in the same Table, respondents were asked whether "You can not able to have a healthy communication with ethnic minority students in the school (in the class)"; responses of students with mean ($X=2.14$) shows they disagree, teachers with mean ($X=2.77$) disagree perception about the issue and their average ($X=2.46$) remains disagree in having a healthy communication with ethnic minority students in the school (in the class) The calculated p-value 0.54 shows that there was no significance difference between the two groups.

As can be noted on Table 10 item number 4, students and other stakeholders were asked whether "You are not work with ethnic minority students in a small group in the class or out side the class"; students agree with $X=3.88$ and other stakeholders also agree with $X=3.08$ thus their average mean remains low performance with average $X=3.48$. The result shows most of all the school communities have psychologically positive relation to work with ethnic minority students in a small group in the class or out side the class. The computed p-value 0.55 is greater than critical value 0.05 reveals that there is a no a significant mean difference among the two groups of respondents.

As can be noted on Table 10 item number 5, students and other stakeholders were asked whether "Ethnic minority children always would feel inferiority to making friends with their school peers and other societies in the school (class)"; both students with $X=2.12$ and other stakeholders with $X=2.54$ and their average mean remains low performance with $X=2.33$ replied disagree in Ethnic minority children always would not feel inferiority to making friends with their school peers and other societies in the school (class). The computed t-value 0.48 is far greater than the critical value $\alpha= 0.05$ reveals that there is a no a significant mean difference among the two groups of respondents.

On other way, the qualitative data shows that; the responses of epically the school teachers, the school and other non fuga student parents reported that the social attitude of their school peers and other school societies was dominant perception in the pernicious time but now

it was shifted to positive, because of the begging new countries education training police the social and cultural inequality perception was changed in the whole society, accordingly all students use all educational materials in commonly, plays equally each other. But the ethnic minority children their own social attitude towards their school peers and other societies' in their school is not completely changed from the pervious cultural flirty, they under main inferiority complex. Thus shows that the ethnic minority students must have change their own social perception towards their school peers and other societies' in their school. Therefore, as the same the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students' psychosocial treatment.

The question that asked What are their school peers and other societies' *societies' attitude* towards ethnic minority children in their school and What is their own *social attitude* towards their school peers and other societies' in their school?

The FGD responses of epically the school teachers, the school and other non fuga student parents reported strangeness the above idea.

4.5 Factors that affecting the EMC academic performance in the school

Student's academic performance may be affected by many factors. These include internal and external school environment factors. The data gathered from different respondents to assess the factors that might affecting the ethnic minority children academic performance in the primary school in Yem Special Woreda Natisi Primary School were as following.

Table 9: Respondents View on major factors that affecting the ethnic minority children academic performance in the school. (n=99)

NO	Respondent		N	X	SD	Ave. mean	p-value	Rank
1	The negative attitude of their school peers and other societies in my school affects the ethnic minority children on academic performance towards negatively their eagerness.	Students	86	2.44	1.32	2.91	0.52	3
		Other	13	3.38	1.19			
		Stakeholders						
2	Different curricula are not prescribed based on students of different ability levels and different ethnic diversity.	Students	86	3.81	1.05	3.29	0.57	4
		Other	13	2.77	1.01			
		Stakeholders						
3	Teachers are always only interested in hard working students in the class	Students	86	2.40	1.30	2.86	0.49	2
		Other	13	3.31	1.32			
		Stakeholders						
4	All teachers are not counsel all students equally on how to self study skills, notes preparations, solving questions and writing exterminations.	Students	86	3.58	0.95	3.52	0.78	5
		Other	13	3.46	0.88			
		Stakeholders						
5	The Relationship between Teacher and Students' in the classroom psychosocial environment affects ethnic minority's children in their academic performance.	Students	86	2.49	1.13	2.56	0.57	1
		Other	13	2.68	1.03			
		Stakeholders						
Grand Mean						3.03		

X=Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=97

As indicated item 1 of Table 11, the respondents were asked whether “the negative attitude of their school peers and other societies in your school affects the ethnic minority children on academic performance towards negatively their eagerness”; thus the responses of students with (X=2.44) shows low performance and other stakeholders are agree with (X=3.38) and the resulting average mean with (X=2.91) shows low perception of their school peers and other societies in their school affects the ethnic minority children academic performance

towards negatively their eagerness. The computed t-value 0.52 is greater than critical value 0.05 reveals that there is no a significant mean difference among the two groups.

Concerning item 2 of the Table 11, the study participants were asked whether “Different curricula are not prescribed based on students of different ability levels and different ethnic diversity”; accordingly both students and other stakeholders agree about the issue with (X=3.81) and (X=2.77) and the average mean also shows (X=2.91) agreement; thus, shows that the different curricula are not prescribed based on students of different ability levels and different ethnic diversity. The computed t-value 0.57 is greater than critical value 0.05 reveals that there is no significant mean difference among the two groups of respondents.

Concerning item 3 of the Table 11, the respondents were asked whether “Teachers are always only interested in hard working students in the class”; accordingly both the responses of students and other stakeholders with (X=2.40), (X=3.31) and with average mean (X=2.86) respectively indicate they agree that Teachers are always only interested in hard working students in the class. The computed t-value 0.49 is greater than critical value 0.05 reveals that there is a no significant mean different among the two groups of respondents.

Concerning item 4 of the Table 11, the respondents were asked whether “All teachers are not counsel all students equally on how to self study skills, notes preparations and solving questions”; thus the responses students with (X=3.58) indicated moderate performance and the response of other stakeholder agree with (X=3.46) and their average with (X=3.53) score indicate agree all teachers are counsel all students equally. The computed t-value 0.78 is greater than critical value 0.05 reveals that there is a no significant mean different among the two groups of respondents.

Concerning item 5 of the Table 11, the respondents were asked whether “The Relationship between Teacher and Students’ in the classroom psychosocial environment affects ethnic minority’s children in their academic performance”; accordingly both the responses of students with (X=2.49) and other stakeholder (X=2.68) with average mean (X=2.56) respectively indicate they agree that the Relationship between Teacher and Students’ in the classroom psychosocial environment affects ethnic minority’s children in their academic performance. The computed t-value 0.57 is greater than critical value 0.05 reveals that there is a no significant mean different among the two groups of respondents.

In the same way the question prepared to investigate documents on the practice of ethnic minority children *academic performance* in the selected school shows as following.

Table 10: Document Refereed & reviewed on the Number of students that Passing to next grade level specifically in the three academic years (2018-2020) in grade 1-8

Academic year	Grade Level	Total Students	Students non ethnic minority	Students from ethnic minority
2018-2020	1-8	1052	945	107
Passing rat in %		100%	89.8%	10.2%

The document shows as Table 12 that the total Passing rat of ethnic minority students in three years grade 1-8 total of 1052 students and 174 total Ethnic Minority Students only 107(61.5%) students was passed to next grade level and this indicates also very less number of students was passed and the rest 67(38.5%) students were failed or dropped out the class.

The FGD interview responses on the issue factors that affecting the ethnic minority children *academic performance* in their school indicate that; their more time absent from class (especially in market day), always let coming to class, shortage of sufficient educational materials, their family educational back ground (history) and their family less economic conduction (insufficient feeding & wearing) are major factors.

Concerning the fifth open ended question, the respondents were asked to discuss and list the critical challenges, “What action will be possible to activate the ethnic minority children educational activities for feature and Who does it?”; their responses shows that; every educational stakeholders must have plan and implement continuous tasks to help specifically the ethnic minority students to integrate their educational practice according to their fillings in every where and every way.

4.6 Triangulation of Qualitative and Quantitative Data

As presented in the previous sections of qualitative and quantitative data presentation; the quantitative data are based on four basic questions having detailed items in each are presented and analyzed; where as the presented qualitative data are five in number and gathered

from interview and focus discussion groups. In this section the two types of data are compared, triangulate and interpreted as follows.

In the first question the major challenges of ethnic minority children educational participation was *lack of students their own willingness* and *lack of students parents educational support*. And as a school document above, the total enrolment of ethnic minority students in three years (2018-2020) grade 1-8 was out of 1214 total students only 174(14.3%) this also indicate that very less annual educational participation was recorded.

On the qualitative data also; the view of respondents assures there are problem on ethnic minority children educational participation major of these are *lack of their parents educational support, lack of students their own long term learning vision, their own negative social interaction with their school peers and other societies (their inferiority attention)* are commonly faced.

Regarding the second basic question that deals with the ethnic minority children **major learning challenges** in the school; the five related items result shows that the internal and external learning challenges were in same way affects their learning conduction specifically the item “Most students would not make friends with ethnic minorities’ children in the school (in the class)” and also the item “Most students would not mind letting to ethnic minorities children every where” it is psychologically very dominant attitude.

The perception of focus group discussion and interview participants response also shows that in addition to above problems the major learning challenges of ethnic minority children in their school are the ethnic minority people does not have enough agricultural farming land they are poor and they not provide enough educational support for their children.

Therefore, as indicated in both data gathering tool the major learning challenges of ethnic minority children in their school were because of *the ethnic minority people lack of enough agricultural farming land low economic potential of their parents they have not provide sufficient educational materials, enough feeding & wearing for their children*.

Therefore the result shows that; *the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students’ psychosocial treatment and economical support specifically for ethnic minority students in the school for the feature*.

Concerning the third basic questions that deals “with the school peers and other societies’ social attitude towards ethnic minority children in the school, and also ethnic minority children social attitude towards their peers and other societies”;

The result of more quantitative data drop in low performance the rest only two items are purely in moderate level in the above discussion.

On the other hand, the qualitative data shows that; the responses of epically the school teachers, the school and other non fuga student parents reported that the social attitude of their school peers and other societies was dominant perception in the past time but now it was shifted to positive, the social and cultural inequality perception was changed in the whole society, accordingly all students use all educational materials in commonly, plays equally and others. But the *ethnic minority children their own social attitude towards their school peers and other societies’ in their school was not completely changed from the pervious culturally inferiority perception, they under main inferiority complex*. Thus shows that the ethnic minority students must have change their own social perception towards their school peers and other societies’ in their school. As same as that the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students’ psychosocial treatment.

The question asked on the issues “that affecting the ethnic minority children *academic performance* in the school” was the last basic question of the study on the Relationship between “Teacher and Students’ in the classroom psychosocial environment” affects ethnic minority’s children in their academic performance and the item; “Teachers are always only interested in hard working students in the class” are only at low rang so it needs attention for the feature.

The school document reviewed on this issue also shows that the total Passing rat of ethnic minority students in three years grade 1-8 was out of 1052 total students only 107(10.2%) students was passed to next grade level and this indicates also very less number of students was passed and the rest 67(38.5%) students were failed or dropped out.

The result of FGD and interview on issue shows that; *their more time absent from class (especially in market day), always let coming to class, shortage of sufficient educational materials, their family educational back ground and their family less economic conduction (insufficient feeding & wearing)* are major factors that affecting their academic performance.

4.7 Discussion

- Concerning the extent of *Educational Participation of Ethnic* minority Children in Yem woreda, the four related items result is an average mean of $X=3.32$ it shows that there is no external challenges in ethnic minority student educational enrolment. In other way the item “Their parents should not have provide sufficient educational support for ethnic minorities children to come to school average mean $X=2.2$ and in the next item “Ethnic minority children are not always voluntarily come to school” was also an average mean of $X=2.2$ the result of these two items shows that drop in low performance and need attention. In generally this shows that the major challenges of ethnic minority children educational participation was lack of students their own willingness and lack of students parents educational support.

The result shows that negative attitude of school peers and other societies towards ethnic minority students or their own social attitude towards their school peers and other societies, student parents less educational support and students their own willingness was a major problem regarding their enrollment rat.

According to the PVEST model *components* of a dynamic theoretical system, “Identity processes are of critical value in that they provide behavioral stability over time and space. Identity lays the foundation for future perception, self-appraisal, and behavior, yielding adverse or productive *life-stage, specific coping outcomes*”. (Osborne, 2001 (Herweijer, 2003) (Osborne, 2001).

- Regarding the second basic question that deals with the ethnic minority children *major learning challenges* in the school; the four related items result with average mean of $X=3.26$ it shows that moderate or there is no learning challenges in ethnic minority student educational.

In other way the item “Most students would not make friends with ethnic minorities’ children in the school (in the class)” an average mean $X=2.83$ and in the next item “Most students would not mind letting to ethnic minorities children every where” was also an average mean of $X=2.81$ these two items result drop on low performance. This shows that the internal and external learning challenges were in same way affects their learning conduction specifically the item “Most students would not make friends with ethnic minorities’ children in the school (in the class)” and also item “Most students

would not mind letting to ethnic minorities children every where” it is psychologically very dominant attitude.

The perception of focus group discussion and interview participants also shows that; in addition to above problems the major learning challenges of ethnic minority children in their school are the ethnic minority people do not have enough agricultural farming land because they live for many years in one area and ethnic minority population is denser than the other societies.

Therefore, as indicated in both data gathering tool the major learning challenges of ethnic minority children in the school were *because of the ethnic minority people lack of enough agricultural farming land low economic potential of their parents they have not provide sufficient educational materials for their children*. Therefore, the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students’ psychosocial treatment and economical support specifically for ethnic minority students in the school.

According to different research “Students who misbehave in school are more likely to perform poorly (Alexander et al 2001; Ekstrom et al 1986; Kaufman et al 1992; Rumberger 2001; Wehlage and Rutter 1986). Maintaining low educational expectations is linked to poor academic performance (Gleason and Dynarski 2002; Rumberger 2001; Wehlage and Rutter 19896). Not being able to get along with peers or feeling socially isolated is linked to poor academic performance (Jimerson et al 2000)

- Concerning the third basic questions that deals with the *social attitude of students* “the school peers and other societies’ social attitude towards ethnic minority children in the school, and also ethnic minority children social attitude towards their peers and other societies”; the result of quantitative data with grand mean ($X=2.90$) drop in low performance having different items with different mean scores. The item that deal with all the school communities has a negative relation towards ethnic minority’s students with mean ($X=2.96$), I am not able to have a healthy communication with ethnic minority students in the school (in the class) with mean ($X=2.46$) and the Ethnic minority children always would feel inequality perception to making friends with their school peers and other societies in the school (class) with mean ($X=2.33$) recorded low performance (disagree). Where as, the rest items are purely in moderate level.

On the other way, the qualitative data shows that; the responses of epically the school teachers, school and other non fuga student parents reported shows that the social attitude of their school peers and other societies was dominant perception in the past time but now it was shifted to positive, because of the begging new countries education training police the social and cultural inequality perception was changed in the whole society, accordingly all students use all educational materials in commonly, plays equally and others. But the *ethnic minority children their own social attitude towards their school peers and other societies' in their school is not completely changed from the pervious cultural flirty, they under main inferiority complex. Thus shows that the ethnic minority students must have change their own social perception towards their school peers and other societies' in their school.* Therefore, as the same way the government, schools and other educational stakeholders should pay attention to made practical activities to shift the students' psychosocial perception.

As noted by Ingold (1994, p. 330), “people live culturally rather than . . . live in cultures.” Understanding cultural influences in this way can help mitigate the pitfall of cultural determinism and inherently emphasizes the changing nature of cultural practices at both the individual and group levels.

- The deal of critical factors that affecting the ethnic minority children ***academic performance*** in the school is the last basic question of the study. For five quantitative items, the Relationship between Teacher and Students' in the classroom psychosocial environment affects ethnic minority's children in their academic performance with average mean ranges from minimum (X=2.56) to the maximum (X=3.52) and the grand mean is (X3.03) which is a moderate problem in most items. In addition to this the item; Teachers are always only interested in hard working students in the class with average mean (X=2.86) the two items are low and need attention for feature.

The school document review also shows that the total Passing rat of ethnic minority students in three years grade 1-8 was out of 1052 total students and 174 total Ethnic Minority Students only 107(61.5%) students was passed to next grade level and this indicates also very less number of students was passed and the rest 67(38.5%) students were not passed to next grade level or left from class.

The result of FGD and interview also shows that; *their more time absent from class (especially in market day), always let coming to class, shortage of sufficient educational materials, their family educational back ground and their family less economic conduction (insufficient feeding & wearing) are major factors that affecting their academic performance.*

Finally as the indication of both responses the Relationship between Teacher and Students' in the classroom psychosocial environment, students class missing, always let coming to class, shortage of sufficient educational materials, their family educational back background and their family less economic conduction (insufficient feeding and wearing) are major factors that affects the ethnic minority students academic performance. So according to respondents' views government, school,' student parents, teachers and student them must have pay attention to overcome the problem.

According to Noble (2006), students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. Socio-economic factors like attendance in the class, family income, and mother's and father's education, are also affected the performance of the students. (Raychauduri et al., 2010)

In generally, the major factors mentioned earlier, were the EMC learning challenges in primary education of Yem special Wereda Natisi Primary School in teaching learning process especially from students educational participation to academic achievement of students.

CHAPTER FIVE

5. SUMMERY, CONCLUSIONS AND RECOMMENDATION

This chapter is compilation of three sections the first deals with the general summary of the major findings of the study. The next presents conclusions drawn from the findings and the last section deals with recommendation so as to solve problems ethnic minority children educational practice.

5.1 Summery

The purpose of this study was to assess the psychosocial challenges of ethnic minority children in primary educational in Yem Special Woreda Natsi Primary School. For this reason, the following five major basic questions were raised.

1. What are the major learning challenges of ethnic minority children in Yem Special Woreda Natsi Primary School?
2. What are the school peers and other school society's attitude towards ethnic minority children in Yem Special Woreda Natsi Primary School?
3. What is the ethnic minority children their own attitude towards their school peers and other school societies in Yem Special Woreda Natsi Primary School?
4. To what extent that the major factors that affecting the ethnic minority children academic performance in Yem Special Woreda Natsi Primary School?

To this effect, the study was conducted in S.N.N.P.R.G Yem Special Woreda Meleka Kebele Natsi primary schools. Accordingly, 5 sampled teachers, 2 school leaders (1 principals & 1 unit leaders), 1 cluster supervisors, 1 KETB members 1 PTA members and 4 WEO officers,1 Kebele administration bodies, 90 students and 50 student parents totally 155 respondents were included in random and purposive sampling techniques.

A mixed research approach was employed to conduct by gathering data through both quantitative and qualitative methods. SPSS version 24 was used to analyze the quantitative data. The quantitative data was collected by using questionnaire and analyzed and interpreted by using mean scores of the two respondent groups. For this, mean, average mean, standard division and P-value was computed by using two tailed t-test. Percentage was also used during the analysis of the background information of the respondents. The qualitative data collected through focus discussion group and interview and it was analyzed qualitatively by descriptive

narration and finally the two forms of data are compared and triangulated. Therefore, based on the analysis of data, the major findings of the study were summarized as following;

5.2 Conclusion

Based on the research questions and in line with the findings of the study, the researcher has come up with the following conclusions;

The study was indicated that on the *psychosocial challenges of ethnic minority children in primary education in Yem Woreda Natisi Primary School* had such problems in *educational participation, students' social attitude and students' academic performance* in the class.

The result of the study first issue shows that the students' *educational participation* was decreased because of ethnic minority people lack of enough agricultural farming land low economic potential their parents have not provide sufficient educational materials for their children, lack of students their own long term learning vision (willingness), their own negative social interaction with their school peers and other societies (their inferiority attention) and the negative attitude of school peers and other societies towards ethnic minority students were major problems so these made there learning conduction challenge full.

According to the study result of second issue that the *major learning challenges* of ethnic minority children in the school were *because of the ethnic minority people lack of enough agricultural farming land low economic potential of their parents they have not provide sufficient educational materials for their children*. So the government, schools and other educational stakeholders should pay attention to do practical activities to shift the students' psychosocial treatment and economical support specifically for ethnic minority students in the school for the feature.

The study result focus on *social relation of students in the school* also shows that; the social attitude of ethnic minority students school peers and other societies was dominant perception in the past time but now it was shifted to positive, the social and cultural inequality perception was changed in the whole other society, accordingly all students use all educational materials in commonly, plays equally and others. But the *ethnic minority children their own social attitude towards their school peers and other societies' in their school is not completely changed from the pervious cultural flirty, they under main inferiority complex. Thus shows that the ethnic minority students must have change their own social perception towards their school*

peers and other school societies' in their school. Therefore, as the same way the government, schools and other educational stakeholders should pay attention to made practical activities to shift the students' psychosocial perception.

In the case of the ethnic minority children *academic performance*; Teacher and Students' in the classroom psychosocial environment, students class missing (especially in market day), always let coming to class, shortage of sufficient educational materials, their family educational back ground and their family less economic conduction (insufficient feeding & wearing) are major factors that affects the ethnic minority students academic performance.

5.3 Recommendation

Based on the findings of the study, the following recommendations were drawn to minimize and solve the educational challenges that impede the practice of ethnic minority children in primary education of Yem Special Woreda; the finding of the study revealed that:

- Government must conduct continue study on the problem to deliver sustainable solution; in addition must have provide economic support for ethnic minority people and must have deliver educational materials, feeding and wearing support specifically for the ethnic minority students to integrate their educational participation;
- The school and all the surrounding community must support these ethnic minority students in side and outside the school;
- School must have provide educational support, psychological advise and treatment specifically for the ethnic minority students to integrate their educational gap;
- Teachers also must have plan and implement continuous tasks to help specifically the ethnic minority students to integrate their educational practice according to their fillings;
- Ethnic minority people (students parents) also must have try to devolve their economic conduction to provide sufficient educational support (educational materials, enough feeding & wearing) and deliver psychosocial advise and treatment for their children.
- Ethnic minority students also must have shift s their own future educational perception.
- Other NGOs also must have support specifically the ethnic minorities' people according to their shortage of living conduction to develop their economic potential to provide their children education support.

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APPENDIX – I

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND BEHAVIOURAL SCIENCE
DEPARTMENT OF PSYCHOLOGY
EDUCATIONAL PSYCHOLOGY POST GRADUATE STUDIES

Survey Questionnaire to be filled by Educational stockholders and All Students

Purpose questionnaires: Dear Educational stockholders and Students, the purpose of these questionnaires is to collect data for the work of a master's thesis on Psychological challenges of ethnic minority children in primary education enrollment, student social attitude towards their school peers and other society in the school and their academic achievement in the class in case of yem worda. The study aims to identifying major challenges and proposing feasible solutions. You are being invited to participate in this study and your participation is completely voluntary. Moreover, there is no penalty for not taking part in the study, and you also will not lose any benefits if you choose not to participate. Since your personal information and your educational identity will be protected by use of a code, all information that is collected in this study will be treated confidentially. In the first I would like to thanks you in advance for your cooperation in filling out the questionnaire by dedicating your precious time & effort.

Additionally: If you have any question related to the survey questionnaire, please contact me by the following address: Name: Sisay Tilahun G/tsadik

Tell: 0912-422932 or 047-4640069

E-mail: stilahun018@gmail.com

Direction-1: General information asks you about your demographic factors and your Educational background. Please fill your appropriate answer correctly in the provided space.

❖ Sex:- _____ Age _____ Educational level _____

❖ Working position _____ Date _____

Direction-2: The following 4 questions ask you about the ethnic minority, ethnic minority students Psychological challenges of educational enrollment in primary schools, ethnic minority students' social attitude in the school and their academic performance in the class. On given 5 scales below, indicate the extent to which you agree or disagree about the students' activities in

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the school and outside the school. Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.

No	Questions Contents	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
A	Why the ethnic minority children were <i>don't come to school</i> in your school (class)?					
1	In your understanding every human being are not equal in every where with their different ethnic diversity.					
2	Government, teachers & school leaders should not focus to support ethnic minorities' children to get integrated with all other students in the school.					
3	Your schools should provide sufficient educational support specifically for ethnic minorities' children to come to school.					
4	The negative attitudes of the people in my surrounding affect the ethnic minority children towards to come to school negatively their eagerness					
5	Their parents should not have provide sufficient educational support for ethnic minorities children to come to school					
6	Ethnic minority children are not always voluntarily come to school in my school (class)					
B	What are the ethnic minority children <i>major learning challenges</i> in your school (class)?					
1	Ethnic minority children should not enjoy equal opportunity with all students in your school (in the class)					
2	You will feel uncomfortable if you always get to touch with ethnic minorities children in your school (in your class)					
3	Most students would not make friends with ethnic minorities children in your school (in your class)					
4	You would feel uncomfortable to making friends with ethnic minorities children in the school					
5	You would not mind your relatives to use all educational materials with ethnic minority students in the school (in the class)					

Challenges of Primary Education in Yem Wereda Natisi Primary School

6	Imagine that you were the owner of property, you would not mind letting to ethnic minorities children every where.					
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N o	Questions Contents	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
C	What are the school peers and other societies' <i>social attitude</i> towards ethnic minority children in your school (class)?					
1	You would not mind sitting with ethnic minority children on the same desk in the class.					
2	In your school all the school communities has a negative relation towards ethnic minority's students.					
3	I am not able to have a healthy communication with ethnic minority students in the school (in the class).					
4	I am not work with ethnic minority students in a small group in the class or out side the class					
5	Ethnic minority children always would feel inferiority to making friends with their school peers and other societies in the school (class)					
D	What factors affecting the ethnic minority children <i>academic performance</i> in the school in your school (class)?					
1	The negative attitude of their school peers and other societies in my school affects the ethnic minority children on academic performance towards negatively their eagerness.					
2	Different curricula are not prescribed based on students of different ability levels and different ethnic diversity.					
3	Teachers are always only interested in hard working students in the class					
4	All teachers are not counsel all students equally on how to self study skills, notes preparations, solving questions and writing exterminations.					
5	The Relationship between Teacher and Students' in the classroom psychosocial environment affects ethnic minority's children in their academic performance.					

Open ended questions

1. Why the ethnic minority children *were not come to school*, in your school (in your surroundings)? _____

2. What are the *major learning challenges* of ethnic minority children in your school (class)? _____

3. What are their school peers and other *societies' social attitude* towards ethnic minority children in your school (class)? _____

4. What is the ethnic minority children *their own social attitude* towards their school peers and other societies' in your school (class)? _____

5. What factors affecting the ethnic minority children *academic performance* in your school (class)? _____

THANK YOU!!!

APPENDIX – II

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION & BEHAVIOURAL SCIENCE
DEPARTMENT OF PSYCHOLOGY
EDUCATIONAL PSYCHOLOGY POST GRADUATE STUDIES
Interview guide for Student parents

This *interview guide* is designed to collect information from Student parents On Psychological challenges of ethnic minority children in primary education participation. The genuine and honest responses of the interviewees to all questions are highly valuable for the success of the study. In the first I would like to thanks you in advance for your cooperation. (This will be completed by the Researcher).

General information

- ❖ Sex _____ Age _____ Educational level _____
- ❖ Date _____ Time of interview _____

Questions

1. Why the ethnic minority children *were don't go to school*, in your school in your surroundings? _____

1. What are the major *learning challenges* of ethnic minority children in their school?

2. What are their school peers and other societies' *societies' social attitude* towards ethnic minority children and their own *social attitude* towards their school peers and other societies' in their school? _____

3. What factors affecting the ethnic minority children *academic performance* in their school? _____
4. What action will be possible to activate the ethnic minority children *educational enrollment* for feature? _____
5. Who will do it? _____

THANK YOU!!!

APPENDIX - II

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 DEPARTMENT OF PSYCHOLOGY
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Instrument prepared for Document Analysis

1. Questions prepared to investigate documents on the practical ethnic minority group children ***class attendance*** in the selected school. (This will be completed by the Researcher).

1. Name of school **Natasi Primary school**

2. Number of students registered in the first class.

Academic year	Grade Level	Total Students			Students (other)			Students (fuga)			Enrollment rat in %
		M	F	T	M	F	T	M	F	T	
2010/2018	grade 1-4										
	grade 5-8										
	total 1-8										
2011/2019	grade 1-4										
	grade 5-8										
	total 1-8										
2012/2020	grade 1-4										
	grade 5-8										
	total 1-8										
Total in 3 years											

3. Number of students completed their last class section

Academic year	Grade Level	Total Students			Students (other)			Students (fuga)			Enrollment rat in %
		M	F	T	M	F	T	M	F	T	
2010/2018	grade 1-4										
	grade 5-8										
	total 1-8										
2011/2019	grade 1-4										
	grade 5-8										
	total 1-8										
2012/2020	grade 1-4										
	grade 5-8										
	total 1-8										
Total in 3 years											

2. Questions prepared to investigate documents on the practical ethnic minority group children **academic achievement** in the selected school. (This will be completed by the Researcher)

4. Number of students passed to the next grade (level)

Academic year	Grade Level	Total Students			Students (other)			Students (fuga)			Enrollment rat in %
		M	F	T	M	F	T	M	F	T	
2010/2018	grade 1-4										
	grade 5-8										
	total 1-8										
2011/2019	grade 1-4										
	grade 5-8										
	total 1-8										
2012/2020	grade 1-4										
	grade 5-8										

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	total 1-8										
Total in 3 years											

Thank You!