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Psychosocial Coping and Resilience of Pot Maker's Children: Focus on Educational Challenges in Harotesa and Bobucho Primary Schools in Hadiya Zone-Hosana

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Abstract. The purpose of this study was to assess coping and resilience of pot-makers' children focus on educational challenges in Harotesa and Bobucho primary schools in Hadiya zone-Hosana town. The specific objectives were to see psychosocial coping strategies and resilience of pot makers' children in the school, to identify educational challenges of pot makers' children in the school and to compare educational achievement of pot makers' children with the non-pot makers' children. From 2112 population, the sample comprised 343 pot makers' and non-pot makers' children in Bobicho and Harotesa primary schools. The participants were chosen by Stratified, random sampling technique and the data was collected by using interview and questionnaire. The data obtained through questionnaire were analyzed using percentage, multi-nominal regression and chi-square. Chi-square test was used to find out the association between academic achievement and family background, the association between social interaction and family background and, association of coping and resilience by socio-demographic backgrounds of respondents. Multi-nominal regression was taken to see the magnitude and direction of the association i.e. to check whether the association is positive or negative. For qualitative part of the study, the analysis was made by transcription of the interpreting words directly obtained from the qualitative data. The finding indicates that some socio-economic and demographic backgrounds of respondents have significant relation with variables in relation to academic achievements and participation. From these, family background (pot makers' and non-pot makers') has significant association with academic achievement, condition of absent and active participation of respondents in the class at $P < 0.01$. The multi-nominal regression result also shows that students' low level of academic achievement is positively (directly) related with pot makers' children ($\beta = 1.76$ and Wald = 11.85) whereas none pot makers negatively associated with low academic achievement ($\beta = -0.25$). In addition, the study has shown that copying and resilience strategies of discriminated children against harassments and segregations are variable. Accordingly, respondents' strategy is significantly different among schools. For example, coping is positively associated with students who are learning in Bobicho ($\beta = 3.1$ and Wald 12.3). This implies using copying as a strategy is more common for students of Bobicho primary school than Harrotesa. On the basis of these results, it was suggested that, the schools should have a special treatment and monitoring for students of pottery workers family. Likewise, families and the nearby community shall contribute their part to reduce social discrimination in terms of preach equality, non-discrimination and fraternity. Moreover, the concerned bodies (such as families and schools should do their best to empower these groups thereby to increase their academic achievements and, pottery makers' children (students) shall better use resilience than copying to challenge discrimination against them.

Keywords. coping, resilience, academic achievement, social interaction, family background

1. Introduction

1.1 Background of the Study

Green et al., (2001) stated that in any societal phenomena, it is undeniable that there is a social stratification based on unequal amounts of wealth, power and prestige. Norayan (2000) also pointed out that, in all types of societies people live in social groups stratified by ethnicity, cast, race, tribe or clan. Thus, when society categorizes individuals in to certain groups the labeled person is subjected to status loss, stereotyped and rejected. At this time, society will start to form expectations about those groups once the cultural stereotype is formed. The nature, degree and effects of isolation which rejected people suffer from are highly varied. However, the existences of occupationally specialized endogamous groups, who suffer from restrictions based on concepts of pollution, are common to all these peoples.

Pankhurst (1999) argued that these occupational specializations of endogamous groups are widely spread in parts of Africa, particularly amongst certain communities in West Africa, as well as amongst the Somali. The main occupational and descent groupings of the caste peoples can be classified as simply blacksmiths, potters, tanners, leatherworkers, woodworkers, brass-casters and other craft specializations.

Similarly, cast groups are found throughout Ethiopia and are associated with the production of certain types of objects. Ethiopia, as one of the sub-Saharan African countries with inhabitants of different nations and nationalities shares the above diversity issues. Although the social, political, economical and cultural deprivations jeopardize the well being and welfare of the majority of the population, the problems are not equally affecting all social or ethnic groups (Silverman, 1999).

Minority groups of Ethiopia, who are one of the categories of cultural and environmental deprivation, usually face unique vulnerability to these rampant problems as consequence of various factors. Potters, who are being living in Haddiya zone, are one of socially ostracized and marginalized ethnic groups. These people were subjected to low status and were considered as dirty and impure because of different culture and religious reasons (Demeke, 2009, Addisalem *et al.*, 2015).

Resilience helps such people to deal with stress and adversity, overcome childhood disadvantage, and reach out to new opportunities. Researchers have found that resilient people are healthier, live longer, are more successful in school and work, are happier in relationships and are less prone to depression (Masten & Coatsworth, 1998 as cited on CCCF/WINTER, 2007 p: 11).

Programs to promote resilience in children have existed since the 1970s. These have focused primarily on building self-esteem, increasing school readiness and supporting the parent-child relationship. Most promotion efforts, however, have tended to overlook the importance of thinking processes in the development of resilience and the handling of stress and adversity. Therefore, the difficulties of alienation, discrimination, and identity issues have been widely researched in the psychological literature. While such an approach has provided an understanding of the level of related psychopathology, limited attention has been given to individuals' positive adaptations.

1.2. Statement of the Problem

In most parts of Ethiopia, hand craft people like pot makers belong to special peoples (sometimes a distinct ethnic group) that live apart from the rest of society as can be seen in different way. Even if the reasons for such attitude vary according to locality, they are still used to enforce rejection against cast people on the basis of their work and descent. The continued existence of rejection against these groups on the basis of their descent prevents them from

gaining equal rights within their community especially in educational settings for their children (WCAR, 2001).

In relation to this, Roman (2011) found out that psychosocial adjustment of pot makers' children in school. But, the study overlooked to entertain the resilience aspects of people who said to be discriminated due to their occupation or livelihood. Despite of this, there are literatures that teach students to view the world from the reverse end of a telescope-a constrict view that does not allow much deviation or perspective. From this restricted view, cultural transmission may contribute to feelings of cultural superiority, a belief that "we are the best," that we are "number one". Such implicitly nationalistic views may decrease to learn from and respect other cultures and individuals. In contrast, some believe that transmitting cultural values is a purpose of most schools, because they find certain cultures and current practices less than ideal. These people believe that cultural values should be adjusted and improved, and that schools are the perfect place for such midcourse corrections of society (McGraw, 1984, pp.35-39)

In addition to this, Addisalem *et al.*(2015) proved that in Hadyia zone handcraft people particularly '*fugas*' have been facing discrimination that affect their enjoyment of the political, social and economical rights which are considered as human right. However, the study is purely qualitative which fail to quantify the extent and magnitude of discrimination and its impact on such people.

Thus, this study is essential to measure and quantify the impact of discrimination on the success of students in one hand and to identify and examine the coping and resilience mechanisms of pot makers' children on the other hand focusing on educational challenges in Harotesa and Bobucho primary schools in Hadiya zone.

1.3 Objectives

1.3.1 General Objective

The grand objective of this study was to assess the psychosocial coping and resiliency mechanisms of pot makers' children focus on educational challenges in Harotesa and Bobucho primary schools in Hossana town.

1.3.2 Specific Objective

- To see psychosocial coping strategies of pot makers' children in the school.
- To asses psychosocial resiliency of potters' children in the school.
- To identify educational challenges of pot makers' children in the school
- To compare educational achievement of pot makers' children with the non- pot makers' children

1.4. Research Questions

Accordingly, the study is designed to respond the following specific research questions.

- What are the psychosocial coping strategies of pot makers' children?
- What looks like the psychosocial resilience of pot makers' children?
- Is there a significant academic achievement difference between pot makers' children and non- pot makers' children in the school (Bobucho primary school)?
- Are there educational challenges pot makers' children are facing in the schools?

3. Research Methodology and Description of the Study Area

3.1 Study Area

The study is conducted in Hadiya zone capital, Hossana town, in Harotesa and Bobucho primary schools. These schools founded in the year 2010 and 1950 respectively. While Bobicho is a host for 2005 students (from grade 1-8), Harotesa, in its turn, is educating 250 students from grade 1-4 even though currently functional for only grade one and two.

3.2 Research Approach

The research was taken place by using both quantitative and qualitative methods -explanatory type of mixed method for the sake of triangulating data and hence helps for reliability of the data collected to be ensured.

3.2.1 Study Population

The target populations of this study were children of potters' who are attending their education in Harotesa and students from both pottery workers and non-workers family in Bobucho primary schools. Moreover, school directors from the two schools were also included in the study as a key informant.

3.2.2 Sample Size and Determination

The total number of the targets of this research was 2112 of which 150 of them are children of pottery and other hand craft makers'. Among 150, 135 are attending exclusively in pottery workers' primary school while 15 of them are being learning with non pottery workers. The sampling technique that applied to select the *schools is non-probability sampling*.

There are a number of strategies in determining a sample size including using a census for small populations, imitating a sample size of similar studies, using published tables, and using formulas to calculate a sample size (Israel, 1992). Among such strategies, the researchers are in a position to use formula based on the real context of the study. In applying formula, one has to consider certain factors to determine the appropriate sample size such as the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measure in addition to the purpose of the study and population size as noted by Israel (1992).

As cited on Israel (1992), Cochran (1963:75) suggested a formula for a questionnaire survey studies sample size determination when the population is not as such large. The formula is:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n is the sample size,

N is the population size, and

e is the level of precision/margin of error//confidence

interval.

Accordingly, the total population is 1850 from this, students learning with non pottery workers. are only 15(taken as it is-not calculated) and hence we can take census. Students of pottery workers learning independently and non pottery workers learning with pottery makers children are 135 and 1700 respectively. Let's calculate separately taking $\pm 5\%$ margin of error.

$$n = \frac{1835}{1+1835(0.05)^2} = \frac{1835}{1+1835(0.0025)} = \frac{1835}{1+4.59} = \frac{1835}{5.59} = 328$$

Therefore, the required sample size for this study is 328 individuals. But, the question is how can these individuals be selected? And hence, we need to consider two stratum. Consequently, the required sample population (328) will be distributed to each of the two stratum students who are all from pot makers' children in a school (25), students of pot makers' children learning with non pottery makers (15) and those students who are children of non pot makers' children but learning with pot makers' children (303). Finally, the individuals to be involved to the questionnaire were selected in random sampling method.

For the interview participants, school directors and teachers were selected using purposive sampling method.

3.2.3 Instruments of Data Collection

The instrument for quantitative part of the study employed questionnaires having different scales, while semi-structured interview was data collecting instruments for qualitative part of the study.

3.2.4 Data Analysis

A/ Quantitative Data

The data entry and analysis was performed using the statistical package for social science (SPSSV-20). The raw data is computed using inferential statistics (chi-square test and multinomial regressions) and descriptive statistics (mean standard deviation and percentages).

B/ Qualitative Data Analysis

For the qualitative data, the meanings of certain ideas and concepts from participants grouped and narrated in line with the qualitative result. It was recorded on separate analysis note book which also help in the revision and refinement of the questions. Finally, the two components of the data analysis integrated in the result and discussion phase.

4. Data Analysis, Result and Discussion

This chapter of the study is devoted for the analysis of the data collected from the respondents in the study area. The respondents were 343 of which four questionnaires are not included due to incomplete responses and none returned. The questionnaire is basically categorized in to five teams including background information of respondents, academic situation of respondents, and social interaction of both pot makers' and none pot makes' children while the last category focused on coping and resilience strategies of pot makers' children against discrimination and social exclusion.

4.1 Background Information of Respondents

The background information of respondents includes variables such as age, family background, school, family size, grade level and gender of respondents. Accordingly, the majority (49.1%) of respondents' age group is found in the category of 11-13 and its mean age is around 12 years old. Regarding gender of respondents, it is more or less in equal share where women contain 51.2% and men accounts the rest. the other important variable was grade level in which the majority of respondents included in the sample are in the range of 4-6 which accounted 66% while majority(64.2) of the respondents responded that their family size is in the range of 5-9 in which the mean family size is around six(refer table 4.1).

Table 4.1 Summary of Background Information of Respondents (N=338)

Variables	Category	Frequency	Percent	Mean	SD
Age	7-10	112	33.1	11.9734	2.24386
	11-13	166	49.1		
	14-17	60	17.8		
Gender of respondents	M	165	48.8	-	-
	F	173	51.2		
Grade level	1-3	115	34	4.2604	1.56472
	4-6	223	66.0		
Family background	Pot-maker	41	12.1	-	-
	Non-pot maker	297	87.9		
School of respondents	Bobucho	312	92.3	-	-
	Harotessa	26	7.7		
Family size	0-4	97	28.7	5.8166	2.13952
	5-9	217	64.2		
	10-14	24	7.1		

Source: Researchers, 2016

4.2 Academic Achievement and Participation of Respondents

As shown from table 4.2, majority (around 46%) of the respondents replied that they have high level of academic achievement while very few whom account 11% responded as they have low academic achievement. According to the data, most of the respondents which accounts 58.6% has rare absent case while only 13% of them confirmed that their absent is many times. On the other hand, the data shows that most of the respondents, which contain around 78% of the respondents, are active participant in the class while the rests are not.

Table 4.2 Academic Achievement and Participation of Respondents (n=338)

Variables		Frequency	Percent
Academic achievement	low	38	11.2
	medium	145	42.9
	high	155	45.9
Condition of absenteeism	really	198	58.6
	sometimes	95	28.1
	Many times	45	13.3
One to three rank	none	88	26.0
	sometimes	137	40.5
	Many times	66	19.5
	rarely	47	13.9
active participation of respondents in the class	yes	263	77.8
	no	75	22.2

Source: Researchers, 2016

4.2.1 Academic Achievement by Family Background

The descriptive statistics cannot show the differences on academic achievements among respondents due to their socio-economic and demographic backgrounds. Thus, the researchers resorted to inferential statistics. Accordingly, the Pearson chi-square test shows that some socio-economic and demographic backgrounds have significant relation with variables in relation to academic achievements and participation. Among these, family background (pot maker and none pot maker) has significant association with academic achievement, condition of absenteeism and active participation of respondents in the class at $P < 0.01$ (see table 4.2.1). Off course, gender and age of respondents also significantly associated with the aforementioned variables. From this, we can understand the fact that family background may affect students' level of achievement and participation either negatively or positively. If that is the case, it shows social exclusion.

Accordingly, the multi-nominal regression result shows that students low level of academic achievement is positively (directly) related with pot makers' children ($\beta = 1.76$ and Wald = 11.85) where as none pot makers negatively associated with low academic achievement ($\beta = -0.25$). This means most of the students who have low achievement are from pot makers' family and hence students' family background is a factor on their level of achievement. Likewise, being male is negatively associated with low achievement ($\beta = -0.098$). This implies that whenever the number of male students increases, the numbers of students for low achievement will be decreased (refer appendix IV. C). In relation to this, researches support that students with different racial backgrounds will engage course material in significantly different ways. For instance, Packard (2013) found out that white students are significantly more likely to connect course material with social class. Most lower class races have a lower chance of even getting in college. Black students confirm the inequality present with regards to social class. However, "while students of both races lamented class disparity, black students were much more likely to address issues of social class in a way that was specifically tied to racism ($\chi^2 = 14.96, p < .001$)."

On the contrary, education can also be a source of exclusion for children. Klasen (nd) explained this as;

This is particularly the case if, for some children, it fails to meet the standard called for in the Convention of the Rights of Children of 'development of the child's personality, talents, and mental and physical abilities to their fullest potential.' It can also be exclusionary if the process of education fails to promote equal participation and access. Educational policies can (instrumentally) promote (or fail to stem) social exclusion as adults. This can happen through educational policies that promote social exclusion among children which then translates to social exclusion as adults, or policies that are not necessarily exclusionary but fail to prepare some disadvantaged children adequately to be well-integrated in the economic and social life of adult society. Educational policies focused on preventing social exclusion will have to take a radically different tack. Instead of the average or top performance of a school or an educational system, the distribution of educational performance will now assume a much greater importance. In particular, the distance of the poorest performers to the average will now be of particular relevance, both for intrinsic and instrumental considerations.

Similarly, Sparkes (1999) on his part proved that a number of key background/non-school variables are associated with educational attainment in the literature. These are: Pupils' personal characteristics: prior attainment, gender, health; Socio-economic: low income (eligibility to free school meals), parental unemployment, social class (father's occupation) and housing (e.g. overcrowding); Family structure: family size, lone parent status, institutional care;

Ethnicity/Language: ethnic group, fluency in English; Other: parental interest / involvement /practice, locally based factors.

In relation to this, some scholars also agreed that persons with low educational attainment, is a secondary indicator for social exclusion for students among other indicators (Enoch *et al.*, nd). Thus, this study also confirmed that the educational achievement of students can be affected by their family backgrounds. In addition to quantitative data presented above, key informants also stated that there is resource limitation in pot makers' children school-Harotesa- as compared to Bobicho which is mainly school of none pot makers' children.

Table 4.2.1 Association between Academic Achievement and Family Background (n=338)

Co-factors	X ²	Family background	
		df	Sig.
Academic achievement of respondents	22.671	4	.000 ^{*,b,c}
Condition of absent of respondent	22.100	4	.000 ^{*,b,c}
One to three rank	9.836	6	.132 ^{b,c}
active participation of participants in the class	18.670	4	.001 ^{*,b,c}
cloth friend family background	57.747	4	.000 ^{*,b,c}
enjoyment in coffee break with their friends	8.071	2	.018 ^{*,b}
participation in clubs in the schools	3.764	2	.152 ^b
problems limit of social interaction	.092	2	.955 ^b

Source: Researchers, 2016

4.3 Social Interaction of Respondents

The data shows that for majority (66%) of respondents their close friends are none pot makers' children. This shows that students in schools are in favor of choosing none pot maker backgrounds for friendship. With regarding to their relation with their teachers, most (54%) of the respondents agreed that they did have strong relation where as few (19%) of them did have weak interaction with their teachers. The variable that great variation observed is respondents participation in clubs in their school where majority which accounts around 65% are participant in clubs working in schools (please observe table 4.3). The respondents also were asked regarding problems that limit their social interaction and most of them responded as they did have problems which limit their social interaction.

Table 4.3 Social Interaction of Respondents (n=338)

Variables	Category	Frequency	Percent
cloth friend's family background	Pot makers	40	11.8
	None pot makers	223	66.0
	Both	75	22.2
social interaction with their teacher	weak	64	18.9
	moderate	90	26.6
	strong	184	54.4
enjoyment in break with their friends	yes	186	55.0
	no	152	45.0

participation in the school clubs	yes	218	64.5
	no	120	35.5
problems limit of social interaction	yes	202	59.8
	no	136	40.2

Source: Researchers, 2016

4.3.1 The Association between Social Interaction and Family Background

Like that of academic achievements of respondents, social interaction related variables such as close friend's family background and enjoyment in breaks are statistically significant for social interaction of students family background at $P < 0.01$ and $P < 0.05$ respectively. While there is no significant association on their social interaction with their teachers and participation in clubs due to their family background. The other socio-economic characteristics of respondent that showed association with social interactions are gender and age group where both are significantly associated with some variables regarding social interaction of respondents at $P < 0.05$ (Appendix:IVB).

4.4. Discrimination, and Coping and Resilience Strategies of Pot Makers' Children

From the total of 41 respondents, almost half of them confirmed that they ever did face harassment because of their family background. This is also mentioned by key informants that pot makers' children are vulnerable for harassment and verbal abuse in school environments. As a result, most (73%) of them agreed that they felt hanger and anxiety following harassment. The other question raised to pot makers' children was regarding their reaction against harassment and majority (51%) of them responded that they resolve it via help seeking. On the other hand, some questions regarding different coping strategies were provided and most of them disagree on such strategies. For instance, around 37% of respondents disagreed on wearing, moving and speaking like non pot makers' children as a strategy while only 17% of them strongly agreed on this regard. This shows that respondents are not totally reliant on coping rather they sometimes challenge and at least they believed the rightness of their identity (see table 4.4).

On the contrary, in most of the questions of resilience, respondents confirmed the response of 'agree. For example, around 39% of them agreed with convincing others regarding none course of pot makers' family while (37%) of them strongly disagreed on this (refer appendix IV.A). In general, the majority who accounts around 59% responded that their strategy against discrimination is coping while the rest use to resilience. But, still this may vary among respondents in line with school, family size, gender, and age of respondents which can be proved via chi-square (X^2) test.

4.4.1. Coping and Resilience by Socio-Demographic Background of Respondents

Even though most of them confirmed that they did face harassments due to their social background; and employ coping as their main strategy of solving social exclusion, the inferential statistics results shows the existence of variation among respondents in light of their age, gender, school and grade level. Accordingly, their school and gender are significantly associated with facing harassment at $P < 0.01$ while grade level is significant at $P < 0.05$. This implies the degree of facing harassment is not equal among the different schools, gender and grade level (see tab.4.4.1). Regarding coping and resilience, as shown the under mentioned table (tab.4.4.1), school of respondents and gender are significant-have association- for respondents' choice of strategy. When we see the direction of association, copying strategy is positively associated to Bobicho ($\beta = 3.1$ and Wald 12.3). This implies that most of the students

of pottery workers' children in Bobicho primary school tend to use copying as a strategy to react discrimination. Similarly, copying is positively associated with male students ($\beta=0.58$).

5. Conclusion and Recommendation

5.1 Conclusion

The findings of this study come up with the following concluding remarks;

- The study proved that pottery workers' children are facing problems discrimination in the schools (both Bobicho and Harotessa), where the study were taken place, despite differences extent of social exclusion which is more sever in Bobicho. This is because partly they are learning together with non pottery workers whom tends to harass pot maker family backgrounds.
- The study also found out that pottery family background students are more vulnerable for low academic achievement as shown by multi-nominal regression result where low achievement has a direct relationship with pottery workers' family students($\beta=1.76$). With this regard, key informants from Harotessa primary school confirmed that there are educational challenges for students in terms of school materials besides problems in social exclusion which would affect the level of students' academic achievement status.
- Furthermore, the study investigated the copying and resilience strategies of discriminated children against harassments and segregations. Accordingly, respondents' strategy is significantly different among schools. For example, coping is positively associated with students who are learning in Bobicho ($\beta=3.1$ and Wald 12.3). This implies using copying as a strategy is more common for students of Bobicho primary school than Harrotessa.
- Generally, the study proved the fact that pottery worker families are not represented dully in the education, and they have been facing socio-cultural and economic problems which in sum creates a high challenge on their academic achievements and social interactions even thought the problem is significantly different across gender, age, grade level and the school where they are attending their education.

5.2 Recommendation

- ✓ Since pottery workers' children have been facing social exclusions, there should be efforts to mitigate this problem. For that matter, the schools should have a special treatment and monitoring for students of pottery workers family. Likewise, families and the near community shall contribute their part to reduce social discrimination in terms of preaching equality, non discrimination and fraternity.
- ✓ The study found out that the school where the pottery workers' children are attaining their education has lack of quality educational materials and equipments, and children of pottery makers are more vulnerable for low academic achievements. Thus, the concerned bodies such as families and schools should do their best to empower these groups thereby to increase their academic achievements.
- ✓ The pottery makers children (students) are tend to use copying predominantly than resilience as per this study. Therefore, they shall better to develop resilience as a strategy against discrimination since coping is not a healthy or positive strategy to challenge one's social problem like social exclusion. To do this, families and local governments should give trainings regarding the importance of developing one's identity rather than seeming and coping other by fearing social exclusion.

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