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ASSESSING PSYCHOSOCIAL DEVELOPMENT OF FOSTER CARE CHILDREN '
THE CASE OF BETHANY CHRISTIAN SERVICES

By

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Acronyms and Abbreviations

AIDS:	Acquired immune-deficiency syndrome
BCS:	Bethany Christian services
CSA:	Charity and Society Agency
FDREMTWA:	Federal Democratic Republic of Ethiopian, Ministry of Women's Affairs
FHI:	Family Health International
GO:	Governmental Organization
HIV:	Acquired immunodeficiency virus
MOH:	Ministry of Health
NGO:	Non-governmental organization
NICHD:	National Institute of Child Health and Human Development
OVC:	Orphans and Vulnerable Children
PSWB:	Psychosocial Well - Being
REPPSI:	Regional Psychosocial Support Initiative
SES:	Socio- Economic Status
STD:	Sexually transmitted diseases
UNAIDS:	United Nations Agency for International Development
UNICEF:	United Nations Children Education Fund
USAID:	United States Agency for International Development
WHO:	World Health Organization

Abstract

The objective of this study was to assess whether foster child care services in Ethiopia were adequately addressing the psychosocial development of children included in foster care facilities. Qualitative and quantitative data were collected using open ended and closed ended questionnaires, structured interviews and observation checklists as data collection tools. Accordingly, separate structured questionnaires were designed and used to collect data from foster family parents and foster children. Data were also collected from representatives of governmental and non-governmental organizations through detailed interviews and the data were analyzed. Findings of the study indicate the foster parents, foster children and teachers anonymously agreed that all the children go to school; they are all provided with all the materials they require for their education, and that the majority of the children are happy with their education. The willingness of foster parents to accept and care for the needy children is also highly commendable. Furthermore foster parents are neither willing to allow their children to visit their friends in the neighborhood, nor let them to entertain their friends at home. In addition most of the parents are not happy to take their foster children along with them when they go to visit families or relatives and of the few that take their children along with them, there are parents who feel uncomfortable to introduce their foster children to their families. Finally, based on the major findings have been identified and some recommendations were made to strengthen and enhance the contributions of child foster care in the country in general and in Adama in particular. The minimum accepted income and education level that qualifies an individual to be a foster parent should be specified. BCS should take levels of education and income into serious consideration during the selection process. External financial support seems to be one the factors which will negatively affect the further bonding and attachment of foster children and their parent, this gap needs to be addressed.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Internationally, the rights of children, and specially focusing on, the best interest of the child, have been addressed in various legal frameworks. The United Nations Convention on the Rights of the Child (UNCRC) is the leading legal framework which addresses mainly the rights of children in general and vulnerable children in particular. Article 20 of the UNCRC specifically addresses the issue of children without parental care and provides some basic guidance. The other legal instrument is the UN Guidelines on Alternative Childcare which also gives emphasis to the implementation of the United Nations Convention on the Rights of the Child. It is especially intended to enhance the implementation of the UNCRC and other international instruments regarding the protection and wellbeing of children who are deprived of parental care, and who are at risk. Continentally, the African Charter on the Rights and Welfare of the Child (ACRWC), and locally at a national level, the constitution of the Federal Democratic Republic of Ethiopia (FDRE), and the National Guidelines on Alternative Childcare are the main legal instruments safeguarding the rights of children. The Constitution of the Federal Democratic Republic of Ethiopia (FDRE) reflects in Article 36 key principles of the United Nations Convention on the Rights of the Child, most importantly the best interests of the child principle. It specifically states that every child has the right to life, to a name and nationality, to know and be cared for by his/her parents or legal guardians, and not to be subject to exploitive practices nor be permitted to work in hazardous situations, and to be free of cruel and inhuman treatments (FDRE, 1995).

The Federal Democratic Republic of Ethiopian Ministry of Women's Affairs (2009) explained that, although institutional child care is considered as one mechanism for rearing children, it has negative effects on the children's physical, intellectual and emotional development. Institutional child care service institutions increased in number in the past decade. It is also considered as one option for carrying a child individually. However, nowadays, it is criticized because of its limitations such as an institution makes it harder for a child to assimilate back into the community, and denies them access to the lifelong attachments and community support systems

(FDREMTA, 2009) and hence alternative child care services are recommended. Alternative child care services include community care, reunification and reintegration programs, kinship care, foster care and domestic adoption being given priority (Federal Democratic Republic of Ethiopia Ministry of Women's Affairs (FDREMTA, 2009). In this regard the researcher preferred to investigate the situation of the best recommended is foster care services.

Foster care services are one of alternative child care services. It refers to short or long term care within the private house of foster families, mainly addressing those children who are unable to live with their biological parents and families. According to the alternative child care guideline of Ethiopia has the following advantages (FDREMTA, 2009).

Foster care can provide the child with a high level of attention, nurturing and continuity which is only possible within a family setting. Placement in the foster parent family gives the child a better chance of getting familiar with life in a family environment and facilitates his/her smooth integration into the community at a later stage. Furthermore, as seen from the practice of some organizations, placing children in a foster family has served as a stepping-stone to child-family reunification. In light of this, implementing foster care arrangement needs guidelines that should be adhered to by foster care implementing (FDREMTA, 2009).

In the western society, Foster care service is a program which provides safe and supportive homes for children who are unable to live with their own biological families. In most cases the aim of foster care is to reunite children with their own biological families, although this is not always possible. When reunification is not possible alternative permanent place arrangements will be explored (Ritcher L, Foster G, Sherr L. 2006). Children can be in a care service facility for any period of time - from overnight to several years - depending on their family circumstances. Children are placed in a foster home for many reasons, but the main reasons are because many children are abused by their caregivers. The caregiver can put a child's life in danger; therefore intervention is needed to protect the child. According to Child Welfare Information Gateway, the court must decide whether parents are unfit to take care of the child and that this decision should be based on the best interest of the child (Child Welfare Information Gateway, 2012).

Children who need foster care services are come into care at all ages, from babies a few days old to teenagers sixteen or seventeen years old who have experienced some form of trauma. They are from all cultural, religious, and socio-economic backgrounds. Foster families can specify the age of children they are willing to provide care for, or if they have a preference for providing care for children of a particular gender, cultural or religious back ground as a result the behaviors of children and young people in care may sometimes be challenging, as many children have suffered some form of abuse, neglect or broken attachment. In a report posted by Monica Martinez and Nadine Tatge on August 24, 2015, UNICEF Ethiopia, foster families often need to be very patient and committed to helping the children under their care to bring impact on the psychosocial development of the children. Whereas, the actual situation in Ethiopia for fostering children is a result of multi directional problems faced children and their families including, poverty, HIV/AIDS, natural and manmade disasters, abuse, neglect, drought, etc. (Getnet, Desta, & W/Kidan, 2013).

According to UNICEF (press center Updated: 15 June 2015) the number of single or double orphans has reached 151 million worldwide. The Causes of parental death in sub-Saharan Africa are diverse, with HIV/AIDS being one of the most prevalent. Other factors contributing to the growing number of orphan and separated children in sub-Saharan Africa in general and in Ethiopia in particular, include poverty, natural disaster, armed conflicts, disability and discrimination.

In Ethiopia, the number of orphans and vulnerable children (OVC) is increasing, while the capacity of the extended family, which has been at the forefront of caring for them, is declining. Children without parental care are at a higher risk of discrimination, inadequate care, abuse and a host of unmet development needs. The lack of proper care for a staggering number of these children has been recognized as a severe problem requiring comprehensive and urgent intervention. (FHI, 2010), Almost sixteen percent of the total orphan population of 5,423,459 in Ethiopia is orphaned by HIV/AIDS (MOH, 2007; cited in Sarah, 2010) and 537,501 of those orphans under age 18 have lost both parents (Population Census Commission of Ethiopia, 2007). Approximately 18% of Ethiopian households are caring for an orphan (Save the Children UK, 2010).

Those children who are placed in foster care face different challenges and problems. Among these challenges and problems are lack of attachment with their foster parents, normal psychosocial development and academic achievement. For the purpose of this study each of the above variables motivation for less are explained in the following way. For the purpose of nurturing, protective, and fosters' trust and security, attachment is important. An attachment refers to the strong emotional bond that exists between an infant and his or her caretaker. According to Roy and Kathleen (2007), attachment is also defined as a relationship between two people and forms the basis for long-term relationships or bonds with other persons which help for the development of psychosocial matters.

Attachment to a primary caregiver is essential to the development of emotional security and social conscience. One of the biggest challenges faced by young children in foster care is maintaining attachment with their parents. Children and parents need the opportunity to maintain an attachment and develop more positive interactions (American Academy of Pediatrics center, 2009).

However, visits with biological parents can be upsetting to young children in foster care and disruptive to other aspects of their development. Psychosocial well-being is the positive age-and stage-appropriate, outcome of children's physical, social and psychological development. It is determined by a combination of children's capacities and their social and material environment. Psychosocial well-being is essential for children's survival and development, especially in chronically difficult circumstances (Linda, Geoff & Lorraine, 2006). In other words, psychosocial well-being may be defined as mental health, social adaptation, or a combination of the two. Specifically, with regard to the population of children affected by HIV and AIDS, psychosocial well-being includes the ability to cope with the illness or death of a parent through the grieving process; the resilience to deal with the challenges specific to their situation (Ritcher, 2006); and the possession of social, emotional, motor, and cognitive skills appropriate for their age and developmental stage so that they can fully participate as members of society, both now and in the future. It also reflects the dynamic relationship between psychological and social processes. Psychological processes are internal; they include thoughts, feelings, emotions, understandings and perceptions. Social processes are external; they are comprised of social networks, community, family and environment (Bhargava, 2005).

The national guideline on alternative childcare mainly focused on community based childcare, reunification and reintegration program, adoption, foster care and institutional care. The overall objective of the guideline is to monitor the service and service quality of agencies involved in childcare systems and to advance the welfare of orphans and vulnerable children (MoWCYA, 2009). Based on these legal frameworks, there have been initiatives and interventions by states and concerned agencies to halt the vulnerability of children in crisis.

Foster care service in Adama was launched by Bethany Christian services in 2010. Adama was selected to be the first city where this program started by cooperating with local care giving institutions. Before selecting Adama as a first place where this program will began, a series of study was carried out on orphan crisis in Ethiopia (www.bethany.org). A Bethany Christian service is an organization that focuses on the rights of the child and is one of the agencies that are committed to the fulfillment of the *National Guideline on Alternative Childcare mainly focused on foster care services*.

Though the main aim of foster care hinges on addressing the best interest of the child, according to Welbourne (2012), fostering families also need some competencies (knowledge and skills) concerning their roles and responsibilities, as well as the needs and interests of children. In addition, they need to acquire the knowledge on how to nurture and care for the child, and address the challenges they might face while parenting a foster child, or their psychosocial development of the foster children. Webb further summarized the interdependence of children and their families stating “when one member of a family system is experiencing difficulties, the stress reverberates to all members of the family” (2003).

The study conducted by Habtamu, (2014) on the knowledge, attitude and practice of a foster care family, with particular emphasis on foster parents in Adama town, reflected that, the foster families have enough understanding on foster care. He further stated that they also have the knowledge and skill for child nurturing, child care and support, which they have gained through their own experience and excessive trainings after joining the family foster care system.

In this study, the researcher tried to assess the impact of this newly introduced program called foster care services on the psychosocial development of a foster child in the sight of the psychosocial development of Erik Erikson theory. Furthermore, the relevance and contribution of foster care services in the Adama context, as well as on the psychosocial development of the child is examined.

1.2. Statement of the problem

As mentioned above, there is a serious paucity of literature on the psychosocial and psychological development of foster children in Ethiopia. A child is the most precious and the focal point of development for any society. However, the physical, emotional and psychosocial development of children could be affected by un-conducive and inappropriate upbringing. In less developed countries like Ethiopia, children, which are always the most vulnerable, are the first to be victimized due to man-made and/or natural calamities, and poverty. As a result, there are many unaccompanied, orphan, displaced, homeless and street children in the country. A considerable number of these children either work or, beg around street corners, while others are totally living on the streets without any adult care or support. Most of these children are either dropouts from school or may not have had an opportunity to go to school in the first place. More serious still, they often encounter a variety of problems, including, violence, abuses and various forms of social exploitation (FHI, 2010).

A study conducted by the Labor and Social Affairs Office of Adama, showed that factors like break-up of families, poverty and displacement, were found to be the major contributors to force children to resort to spending their lives on the streets (ACSA,2005). This study clearly showed the magnitude and seriousness of the developmental and psychosocial problems facing children as a direct result of lack of the most basic parental/ guardian care and support. All these are, therefore, recognized to be major problems encountered by vulnerable children in Adama. It is vital, therefore, that all children have an opportunity to live, develop, and grow in a family environment. Unfortunately, this is not possible for some of these children, and that is why Bethany Christian Services introduced foster care service in Adama Town in 2012.

But, it seems like there is no research conducted around these kinds of services to disclose the effectiveness of the resource on the beneficiaries within the perspective of psychosocial development. Hence, this study examined the impacts of this foster care services on the perspective of psychosocial development of the beneficiaries.

Therefore, in order to accomplish these objectives, the following questions were designed.

1.3 Research questions

This study is concentrated on psychosocial development of children in foster care services. The general research question of the study is:

- ✓ *“Do foster care services being implemented in Adama adequately address the psychosocial development aspect of the foster children?”*

Specific research questions include:

1. What factors contribute to the successfulness of the foster care services?
2. What are the impacts of foster care services on the interpersonal interaction of the foster care children?
3. Are there significant difference between the foster care children and the biological children with in the perspective of care and support?

1.4 Objective of the study

1.4.1 Main objective

The main objective of this study was assessing the impacts of foster care services on psychosocial development of children included in foster care in Adama town.

1.4.2 Specific Objectives

- ✓ To assess factors that makes foster care services successful.
- ✓ To examine impacts of foster care services on the interpersonal interaction of foster care children.
- ✓ To identify significant relationship between foster and biological child and their parents.

1.5 Significance of the study

Findings of this research are expected to produce crucial and valuable information on, not only the management and impacts of foster care on the psychosocial development of the foster children, but would also provide important database on the performance and effectiveness of foster parents. On top of this, the findings of the study would also help policy makers, and other agencies engaged in children and family welfare activities, to identify the current strengths and weaknesses of the child foster care system in its present form, and make corrective interventions for possible knowledge or skill gaps. Although foster care, family care and child rearing practices are new concepts in Ethiopia, it is the hope of this researcher that the findings of this study would adequately identify the positive and negative aspects of foster care services.

Furthermore, the findings will not only help to enhance the awareness of foster parents on psychosocial development of their children, but will also encourage other parents to open their hearts and homes to offer love and care for disadvantaged children. Finally, as mentioned earlier, there is a serious shortage of literature on foster care services in Ethiopia, particularly on psychosocial development of foster children. Findings of this study are, therefore, expected to provide valuable information in this area, which could be used in future studies.

1.6 Delimitation of the study

Even though, there are a large number of children, who are abandoned and vulnerable to various problems such as, sexual and physical abuse, STD, HIV/AIDS, and delinquency, there are also those, that are exposed to a great deal of other complex problems due to loss of their parents. Secondly, those factors raised in this thesis work there are different factors which will be influencing foster care services such as children health status, being institutionalized and its effects, other dimensions of development, including cognitive, behavioral, psychomotor, and interpersonal communications. In addition to this, although there are 18 kebeles in Adama City Administration, this study delimited itself to kebeles which were randomly selected where foster families are residing. The study will also delimit itself to investigating abandoned and vulnerable children who are in foster family care services at school age (4 to 18 years). Although there are a number of psychosocial development theories, this study will use the widely used Eric Ericson psychosocial development theory as a theoretical frame.

1.7 Limitation of the study

The reader of this thesis should interpret the study results by taking the following limitations into consideration. Since the study was delimited to not only to Adama city but also to few families who are included in foster care services, the results cannot be generalized to include the result will not be generalized to a larger community. This study was confined only on assessing psychosocial development children included in foster care services. These limitations were observed in the collection, analysis and interpretation of data.

1.8 Operational definitions of terms

Psychosocial development: developmental psychology is the scientific study on how and why human beings changed over the course of their lives. Originally concerned with infants and children the field expanded to include adolescence, adult development, aging the entire life span. This field examines changing across a broad range of topics including motor skill, cognitive development, self-concept and identity information is also progressive interaction between a person and his/her environments through stages beginning in infants, ending in adulthood.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with a review of the literature on the issue of psychosocial development of foster children through examining scholastic, humanitarian organization reports. Other literatures related to the subject matter were carefully reviewed to validate the findings of the study. In addition, relevant Webpages and secondary sources, documents, and other published and unpublished sources were reviewed.

2.1 Factors that cause the children to be susceptible to hazardous situation

Children are in especially difficult circumstances when their basic needs for Food, shelter, education, medical care, or protection and security are not met. Such children are at great risk of suffering malnutrition, disease and possibly death. Unless their own situation changes, their condition of gross disadvantage will extend to their own children who may suffer even greater Misery and suffering (CEDS, 2010).

Foster care is one component of an alternative childcare service where children are provided a substitute parental care. As stated by Webb (2003) foster care is needed when parents cannot take care of their own child because of some serious situations. The situations might be homelessness, abuse, alcohol use or substance abuse, domestic violence, HIV/AIDS, poverty or any other social or economic challenges that forced children to vulnerable life. According to (Webb, 2003 & MoWCYA, 2009) the overall objective of foster care service is to secure a substitute and temporary family environment for orphans and vulnerable children on a temporary basis, till a child is reunified with her or his birth or extended family or placed in other permanent alternative child care program like adoption.

2.2 Impacts of institutional care on the foster family care services

As stated by Family Health International (FHI, 2010), institutional care refers to an establishment founded by a governmental, nongovernmental, or faith based organization to give care for unaccompanied children. It sometimes referred as an orphanage, children's home, or residential care.

Compared to other alternative child care services like foster care and adoption, institutional care is not preferred for child placement due to its high operational costs and the vulnerability of children to abuse and maltreatment. Therefore, the national alternative child care guideline describes child placement in institutional child care as “...long periods in an institution make it harder for a child to assimilate back into the community and deny them access to the lifelong attachments and community support systems that family relationships and communities can provide” (MoWCYA, 2009).

The national guideline on alternative child care (MoWCYA, 2009) describes that foster care is a short or long term care within the private house of foster families, mainly addressing those children who are unable to live with their biological parents and families. As clearly described in the guideline, family foster care is a demanding and difficult job, but it has several advantages over other alternative child care services, especially over institutional care.

- First, it can provide the child with a high level of attention, nurturing and continuity which is only possible within a family setting.
- Secondly, placement in the foster parent’s family gives the child a better chance of getting acquainted with life in a family environment and facilitates his/her smooth integration into the community at a later stage.
- Thirdly, placing children in a foster family has served as a stepping stone to child family reunification. Finally, family foster care is much cheaper than institutional care which needs more staff and budget.
- The Constitution of the Federal Democratic Republic of Ethiopia (FDRE) reflects in Article 36 key principles of the United Nations Convention on the Rights of the Child, most importantly the best interests of the child principle. It specifically states that every child has the right to life, to a name and nationality, to know and be cared for by his/her parents or legal guardians, and not to be subject to exploitive practices nor be permitted to work in hazardous situations, and to be free of cruel and inhuman treatments (FDRE, 1995).

The Federal Democratic Republic of Ethiopian Ministry of Women’s Affairs (2009) explained that, although institutional child care is considered as one mechanism for rearing children, it has negative effects on the children’s physical, intellectual and emotional development. Institutional child care service institutions increased in number in the past decade. It is also considered as one

option for carrying a child individually. However, nowadays, it is criticized because of its limitations such as an institution makes it harder for a child to assimilate back into the community, and denies them access to the lifelong attachments and community support systems (FDREMTWA, 2009) and hence alternative child care services are recommended. Alternative child care services include community care, reunification and reintegration programs, kinship care, foster care and domestic adoption being given priority (Federal Democratic Republic of Ethiopia Ministry of Women's Affairs (FDREMTWA), 2009). In this regard the researcher preferred to investigate the situation of the best recommended is foster care services.

2.3 Processes of Foster Care services

The UN guideline on alternative child care (UNICEF, 2009) of article 29 describes foster care as situations where children are placed by a competent authority for the purpose of alternative care in the domestic environment of a family other than the children's own family. The UN guideline stated that the child placement in the alternative family has its own process and steps. Accordingly, the parents or caregivers have been selected, qualified, approved and supervised for providing the expected care and support. As stated in a draft report entitled "the need to strengthen foster care in Ethiopia", the foster care process has steps or stages which include recruitment of foster families, assessment phase which includes assessment of potential caregivers and foster children, training of parents or care givers, matching children with families and caregivers, follow up after placement and reporting. Pecora and et al (2010). also added the child reunification, preparation for adoption, and preparation for independent living as a processes and major components of family foster care. Specifically, they raised child permanency as a process of achieving a more permanent living situation for the child through reunification, adoption by relatives, foster parents, or other methods. According to Pecora and et al. (2010), the main benefit of child permanency is it minimizes the movement of the child from one home to another and from one school to another. On the other hand, as stated in the National guideline (MoWCYA, 2009), the process of foster care includes the steps like assessment and screening of families, recruitment and case study of caregivers or parents, case study of potential foster child , matching of a potential parent, where the child's needs are paramount, than the prospective family. The approval of the foster family with introductory period is also part and

parcel of the process. Next to the introductory phase then follows the placement of the child and the follow ups after placement (MoWCYA, 2009)

The assessment or case study of the parents according to the national guideline of alternative childcare includes general socioeconomic and demographic information, family history and psychosocial and economic status. The eligibility of the parent which includes criteria like, Ethiopian nationality, age appropriateness which demands at least 25 years, sufficient income to raise the child, health status: free from any incurable and contagious diseases and mental health status are some among the many criteria. The assessment of the potential foster child also includes his/her biological parent's status, child's psychosocial and mental health issues, his/her placement history, child's emotional, educational, medical, social , cultural, religious needs, physical status and other personal information (MoWCYA, 2009). The roles and responsibilities of a foster family or organization, the relevant authority and the caregivers in each and every step beginning from the recruitment to child reunion or permanency, also described in the guideline in light of the best interest of the child. Accordingly, the foster family, with respect to the foster family care organization (MoWCYA, 2009) has the right to receive information that pertains to the psychological, emotional or health history of the child and his/her family. They are also obliged to provide the child with adequate material care and emotional support and protect the child from any type of abuse and neglect.

2.4 Duration of Stay at Foster Care

Pecora and et.al (2010) argued that the primary goal of foster care is achieving a permanent living situation for the child. However, other practitioners in the field of child welfare have expectations that “the child will return to the biological parents’ home or other relatives when the conditions those precipitating the foster placement have been corrected” Webb, (2003) The options are either providing permanent home by returning to their biological parents or by placing with relatives which also seen as first and second best option respectively. The third alternative is placing in legal bounded adoptive family and the final option is a reasonably permanent foster family. From all these options, it is easy to understand that foster care is either a temporary placement or a permanent one, but all are determined and based on the best interest of the child. In all circumstances, whether it is temporary or permanent, children in foster care in general and family foster care in particular have difficulties of adjusting themselves in a new

home where they may not be able to trust the foster parent or conform to a new routine and expectations. In addition, children born and grown up in families with various challenging social circumstances like, substance abuse, domestic violence , AIDS, emotional disturbance , poverty, incarceration and others suffer from its consequences in the form of attachment, trust, identity and loss difficulties. According to Webb (2003), even their development has been compromised because of the environmental factors that have left their parents overwhelmed, helpless and hopeless. Hence, those children with such background comes to the foster care with multiple problems and require the help of individuals or foster parents to assist them and work on their unfinished grief work and other psychosocial and emotional issues. On top of this, foster parents have to be also very competent to address the losses and extensive needs of foster children as well as their own emotions and feelings in the course of caring out their parenting responsibilities. The reality is that as stated by Webb (2003), most foster parents experience considerable stress in their course of parenting. So, in order to cope up all these multiple issues either from the side of the foster child or from their own side, foster parents must need competences or knowledge and skills concerning how to deal with diverse issues.

2.5 Studies on the psychosocial development of foster children

Scholars who studied about the psychosocial development of foster children discussed different issues. Among those scholars the following are prominent figures by giving adequate information about the issue. Nshamba, (1999) on the Manual for Psychosocial Support for Orphans, shows the psychosocial effects to orphans and other vulnerable children are very often neglected. It is considered as a mere transitional stage of difficulties and disorder which will pass after some time, this impact is mentioned as private and not public phenomenon- so it is a hidden impact. This impact appears in very different forms like depression, and aggressiveness, some children may have difficult to sleep, to learn, to interact or to eat. Therefore, psychosocial development of the foster children is linked to the political world, culture, economic and community. The orphanage center's or foster families has the responsible for the provision of emotional, mental need, physical, and spiritual, the orphans/foster children meet the best attachment and is able to get his/ her identity and other requirements from the world.

2.6 Factors Associated with the psychosocial development of the Foster Children

One of the important things to consider regarding the development of foster children is psychosocial well-being. It is affected by different factors, among these factors the following are the major one. These factors include physical factor (i.e. physical means relating to the body rather than mind) concerned with the physiological structure development of a child whose need include good diet of balanced diet or nutritious food for the body, physical exercise and others (Malimi, 2009), social factor refers to how one relates to activities that involves being with other people, especially activities that one does for pleasure, the social contact, emotional factors refers to the feeling that child experience for example love or anger; it is the feeling that affects the way of a life of an individual (Macmillan Dictionary, 2002). According to REPPSI (2007) Mental is defined as relating to the mind, includes the process of activities in the mind of human beings, and spiritual factors are related to one spirit instead of the physical world, it is relate to the religious issues such as spiritual ceremonies. These factors are related to the family, community, economic, political and cultural environment (Malimi, 2009).

2.7 Effects of Lack of Psychosocial development of the Foster Children

Failures to meet the above factors affect the psychosocial wells- being of foster children directly or indirectly. The results may be foster children do not match with their environment which do not promote the physical, emotional, social, mental and spiritual well- being of them (Ritcher, Foster & Sherr, 2006). In addition to this the results are malnutrition, illness, physical disabilities, little emotional and intellectual development and limited skills in communication, negotiation and decision making, hopelessness, depression and low self-esteem (REPPSI, 2007). This consequence or manifestation jeopardizes the personal development, future foundation for strong families, communication and entire nations. Moreover, feeling may be expressed later in the negative ways and may put them at greater risk of even contracting HIV.

Maltreated foster children are more likely than their peers to exhibit aggression, poor peer relations, and emotion deregulation (Dodge et al., 1994; Wolfe, 1999, as cited in Alexandra, 2009). Unstable living conditions and disruptions in placements undermine children's social, emotional, and physical development, perpetuating poor outcomes (Robertson, 2005). Different demographic characters predicted the parent –child relationship in different ways. Basically sex, age, and length of stay are frequently described as the predictors of psychosocial development of child.

2.8 Psychosocial Risk Factors

Attachment can be affected by different psychosocial risk factors. Among the most investigated factors consideration to have a detrimental effect on parent–child relationship and child healthy development are low Socio Economic Status^{ll} of the family and maternal psychopathology. SES influences physical and psychological health as well as the chances of social and cultural achievements during the all life span. Children born and raised in low SES families have higher chances of parental negative outcomes and fewer chances of receiving the appropriate physical cares and cognitive stimulation they need for their healthy development (Yoshikawa et al., 2012). Low parental SES has been predicatively associated with lower children IQ and school achievements (Clearfield & Niman, 2012). The effect of low SES on child development is partially mediated by reduced parenting quality.

Parenting quality is thought to be affected by the increased instability and stresses connected to low income and poor education conditions (Seow, 2012). Lower levels of attachment security and a higher rate of disorganized attachment have been clearly documented in studies on low SES and low income families. However, some level of inconsistency exists in this body of research and meta-analytic studies demonstrated comparable levels of attachment security between low SES and middle class children when isolated cases of neglect and maltreatment were excluded. Maternal depression has been empirically linked to lower levels of attachment security and diminished maternal sensitivity connected to the nature of depressive symptoms has been accounted to mediate this association. However, the strength of this association has been found to be modest and maternal depression alone may not result in inadequate parenting quality or attachment insecurity for some children (Toth and etal., 2009).

2.8.1 Length of Stay in Foster Family

Foster children were found to display constant attachment behaviors as soon as a few months after placement. These early behavioral patterns were related to behaviors in the Strange Situation at least three months later (Bernier & Meins, 2008). These results highlight the significance of the first few months in placement for attachment formation. Though, previous studies were mainly cross-sectional and studies substantially differed according to the time foster children already spent in care. A study with two-year-old foster children who already spent at least one year in care found stability in attachment patterns from 2 to 3 years of age, with about

68% of children being securely attached at both waves (Jacobsen et al., 2013). Similar to these findings, Smyke and Colleagues (2010), found 49.5% of foster children to be securely attached one to three years after placement. Therefore, foster children seem to be able to be securely attached after some period of time. To sum up, results show that foster children are able to form secure attachments with their new foster caregivers although attachment-related difficulties are common (Stovall-McClough & Dozier, 2004). As foster children's behaviors have the potential to evoke parental behaviors that confirm the foster child's negative expectations, the provision of sensitive parenting to these children seems to be a challenging task (Katrin, 2014).

2.8.2 Socio-Demographic Risk Factors

Socio- demographic factor have been investigated as potential risk factors in the parenting literature are two socio-demographic factors, namely young maternal age, and, to a lower extent, single parenting. However, both factors are thought to affect parent-child relationship mainly when occurring together with psychosocial risk conditions, as those described above, which indeed are especially frequent among young and single mothers (Svoboda et al., 2012). Adverse health and psychological outcomes have been associated with adolescent pregnancy and parenting (Long, 2009) including gestational hypertension, preterm labor and delivery, and children's cognitive and language delayed development (Rafferty et al., 2011). Being themselves in a process of separation-individuation and in a period of emotional and social changes during the transition to adulthood, adolescent mothers may find it difficult to face the challenges of parenthood. There is a strong body of research showing that compared to older mothers; adolescent mothers display less desirable childrearing attitudes, lower sensitivity and diminished (Bornstein & Putnick, 2007). Accordingly, researchers found that children of adolescent mothers are less likely to develop a secure attachment and more likely to develop behavioral problems. Raising a child without the help of a partner exposes the mothers to more challenges, stress and fatigue, leading to higher chances of psychological problems (Broussard et al., 2012).

Children raised by single parent (Only their mothers) show poor outcomes in several areas of development. Research in this domain has demonstrated lower levels of social emotional adaptation, social competence, cognitive scores, school achievements as well as higher rates of anxiety disorders and deviant behaviors in children raised in single-mother compared to two-

parent families (Shaw et al., 2012). Studies on attachment relationship between single mothers and their children showed inconsistent results ranging from increased to slightly decreased children's attachment security. All the mentioned risk factors may negatively affect mother-child relationship quality and children's attachment security eventually affecting child healthy development. However, the predictive value of each risk factor appears to be moderated by the co-occurrence of other risk factors in a complex additive model. Nevertheless most of the studies within this body of literature took into account one risk factor at the time. Moreover, some inconsistency in the results might be related to the tendency to operationalize risk factors only in a dichotomist way by comparing families with and without a specific risk condition, disregarding factors 'intensity that can be instead accounted by considering risk factors at a continuous level (McCabe, 2014).

2.8.3 Influence of Sex on child placement

Different researchers argue that gender differences in attachment-related behaviors are to be expected. Sex differences in adolescent parental attachment have also been reported. Some studies report that girls rate attachment to parents higher than do boys (Wilkinson, 2006). A number of studies, however, have not found significant differences in reports of overall parental attachments. Perhaps a more important issue than the relative levels of parental attachment is their differential impact on adolescent adjustment. Fathers have a greater impact on adolescent wellbeing than mothers. Similarly, Rice et al. (as cited in Wilkinson, 2006) found that attachment to fathers was a better predictor than maternal attachment of social adjustment and self-efficacy for adolescent males. However, for females in that study, both parental attachments were strong predictors. Both maternal and paternal attachment had a great contribution to longitudinal changes in psychological well-being for males and females. On the other hand, for both girls and boys there were similar relationships between paternal and maternal attachment and instrumental and social/relational competence. Smyke and Colleagues (2010), found that girls to be more securely attached than boys.

2.8.4 Influence of Age on child Attachment

A number of studies have focused on age differences in parental attachment. When girls mature they perceive less closeness to both parents while boys actually feel closer to mothers and less attached to fathers (Wilkinson, 2006). Others have shown that older adolescent girls perceive their fathers as less available than do younger girls, and report being less dependent on their

fathers than mothers (Lieberman et al., as cited in Wilkinson, 2006). Middle adolescents relationship between girls and parents was less positive and had greater negative consequences for psychological well-being than for boys. Children of younger age were found to succeed to showing coherent attachment behaviors within the first months of placement (Stovall-McClough & Dozier, 2004). In contrast, older foster children appeared to have more insecure attachment patterns and had problems to behave in ways that evoked foster parents 'nurturing behavior (Smyke et al., 2010). Additionally, older foster children were mostly exposed to early adversity for longer time, which might further increase the rate of insecure attachments among older children (Tarren, 2008).

2.8.5 The influence of Foster Parent Education on the Psychosocial Well-Being of Foster Children

Parental education has its own effect on the psychosocial well-being of foster children. If the parent education level increased particularly mothers 'educational statuses have been linked with better behavioral and emotional adjustment in children. This indicated that at the time of selection should consider the educational status of the family (John et al., 2013). Although foster parent education and income are important to fostering, this is not to say that only highly educated or financially well-off families should be selected. Supporting qualified foster families with diverse educational backgrounds and income is essential for several reasons. First, it can be argued that those with diverse education and income can provide good family foster care. Second, to some extent, education and family income are markers of social privilege, and this might be one of the reasons they are related to the behavioral and emotional adjustment of children. It can be argued that foster care organizations should not show deference to social privilege, but should be inclusive and provide the supports necessary to facilitate good fostering among qualified families with diverse education and income. Third, there is a shortage of foster families, especially African-American families. If those with less education and income are excluded from fostering, the pool of qualified applicants will be restricted significantly, especially among kinship caregivers, and it will be more difficult to match foster children and families and to keep children in their communities. Finally, parent education or family income might moderate the negative effect of psychosocial problems on the probability of selection. Applicants with more problems might be able to foster if they have more education or family income, resources that might partially compensate for psychosocial problems. In this case, parent

education or family income would moderate the effect of the number of problems on the probability of selection (John et al., 2013).

2.9 Educational achievement motivation of foster children

In this part the of developmental theorists common view of development in terms of periods related to an individual's age. Most widely theorists' classified developmental periods begins with the prenatal period and goes on to infancy, early childhood, middle and late childhood, early adolescence, middle adolescence and late adolescence, adulthood, and aging (Alexandra, 2009).

According to developmental theorists each developmental periods has the need and impacts on foster children. Foster children experiences maltreatment during each developmental period. Maltreatment during infancy increases the risk of disorganized attachments to caregivers. For preschoolers, the experience of maltreatment may result in unrealistic conceptions of self and negative conceptions of caregivers. The experience of maltreatment during the school-age years may cause children to have negative attribution biases and inadequate inhibitory control, which may lead to aggression. Inadequate inhibitory control may lead to labeling of the child by teachers and peers as aggressive, which in turn may negatively affect their education. The experience of maltreatment for adolescents during adolescence can disrupt their identity formation and the transition to a period of greater autonomy (Dozier & Rutter, 2008). Academic achievement motivation is one way to measure positive developmental adjustment (Hines, Merdinger & Wyatt, 2005). Collaboration role playing of parent, school and teachers on adolescent's protective lives increase the amount of academic achievement motivation to balance the positive developmental adjustment of foster children. Youth in foster care may not have parents or foster parents who can play a role in their academic achievement and in fact frequently go without the educational services they need to learn because they lack educational advocates (i.e., parents, foster parents, case workers, teachers) (Zetlin, Weinberg & Kimm, 2004).

2.10 Risk Factors of Academic Achievement Motivation

Different factors have contribution for the low academic achievement of foster children. These factors often coexist, and the presence of one can make worse another (Alexandra, 2009). Among the factors the following are the major.

Poverty: Youth from economically disadvantaged families exhibit lower levels of cognitive functioning and academic achievement, along with lower levels of physical and social development, than do other youth from more advantaged families. The unstable and impoverished conditions that contribute to difficulty in parenting and learning may also determine maltreatment and learning problems for youth (Crozier & Barth, 2005). Youth who spend more time in poverty receive fewer years of schooling, are less likely to graduate from high school and attend college, and have lower earnings. Research also shows that achievement test scores and grades are highly correlated with parental SES (Kao & Thompson, 2003).

Family structure: Growing up in a one-parent home is associated with lower educational achievement and more behavioral and psychological problems. Youth raised in single-parent families, especially those in mother-only families, have high rates of poverty, further contributing to their low educational achievement. Youth in single-parent homes may also be disadvantaged in that they receive less parental supervision and monitoring of school work, and have less social capital. Biblazar and Raferty (as cited in Alexandra, 2009) suggest that the limited economic and social resources of many single parents are the primary cause of the lower educational achievement of youth from single-parent families compared to those from two parent families.

Parent level of education: Research has shown that better-educated mothers are more likely to spend more time supervising their children and that better-educated parents are more likely to advocate for their child's placement in honors courses, manage more actively their child's academic achievement, and be more informed about school issues than less-educated parents (Yonzewa, 2000). The educational attainment of female children has also been shown to be enhanced by having a more educated mother. Having parents who did not graduate high school is also positively associated with children's likelihood of dropping out of high school (Teachman, Paasch, Day & Carver, as cited in Alexandra, 2009)

2.10.1 Gender

Socialization by parents, peers, and schools contribute to gender differences in academic achievement motivation. Differential socialization sends different messages to girls and boys regarding their efficacy at different tasks (Arbona, 2000).

2.10.2 Socio-economic Status (SES):

Research shows that achievement test scores and grades are highly correlated with parental SES (Kao & Thompson, 2003). Youth from economically disadvantaged families exhibit lower levels of cognitive functioning and academic achievement, along with lower levels of physical and social development, than do other youth from more advantaged families. Parents' level of education: Parental education background is significantly related to student academic achievement outcomes (House, as cited in Alexandra, 2009). A mother's education level has been found to be a predictor of first-grade student achievement test scores. The research finding of Alexandra (2009) revealed that parent level of education was not significantly related to test scores in the foster care population.

Bowlby's attachment theory recommended that, children with secure attachment histories have a sense of trust to others and feel the self-worth reflected by the nurturing care they have received. In contrast, children with insecure histories are likely to view others as less available and less trustworthy and to have internalized a compromised sense of self. Foster care children have suffered by different attachment based disturbance, one of that trauma is hurtful and fear-provoking parenting. Because of this these type of children practice insecure and/or disorganized attachment

2.10.3 The parent– child relationship

The parent – child relationship can be affected by several psychosocial and socio- demographic risk factors that undermines its quality and in turn plays a negative role in short and long term child psychological wellbeing. Stovall-McClough & Dozier (2004), found that, foster children were still found to have representations of others mirroring their preexisting representations of their biological mother: the more severe the maltreatment in the biological family and the more

negative mental representations were when entering foster care, the more negative feelings they had about their relationship to the foster parents and the less proximity they desired.

If the foster children have a secure relationship with their foster family their psychosocial wellness become normal and their academic achievement motivation increase. If it is not the reverse may occur. Pro-social and antisocial behaviors are also associated with children's academic achievement motivation and attachment.

Psychosocial well-being is essential for children's survival and development, especially in chronically difficult circumstances. Foster care children often struggle to succeed their psychosocial wellness, academic achievement and relationship with their foster families. They experience negative outcomes after transitioning out of the system, including poor mental health, substance abuse, serious physical and sexual victimization, incarceration, hospitalization, homelessness, hopelessness, abduction, unemployment, lack of maintaining attachment relationships with their parents, etc. The most promising mechanism to mitigate the negative outcomes of foster care children is a foster parent socialization process (i.e. culture based socialization, cognitive socialization, and academic socialization). Attachment relationships are the first and most crucial and essential tool for implementing good socialization process.

Different theorists suggest diversifying ideas about the foster children psychosocial wellbeing. Erik Erikson on his psychosocial theory suggested that development consists of a series of psychosocial crises which are resolved by the maturity of the individual. Individuation and collectivism conflict each other in the person's development. In accordance with this, Self-determination theory also concerned with human wellbeing (Ryan & Deci, 2000). A key subcomponent of the theory is that human beings have evolved psychological needs that are essential for the maintenance and development of health and wellbeing. Researchers argued that physical factors, social factors, emotional factors and spiritual factors affect foster children psychosocial well-being. The results are malnutrition, illness, physical disabilities, stunted emotional and intellectual development and limited skills in communication, negotiation and decision making, hopelessness, depression and low self-esteem (REPPSI, 2007). This consequence or manifestation jeopardizes the personal development, future foundation for strong families, communication and entire nations. This is supported by different research findings such

as, Nshamba (1999), on the Manual for Psychosocial Support for Orphans, show that —the psychosocial effects to orphans and other vulnerable children are very often neglected, Muhamba (2004), stated that; lack of an effective mechanism to coordinate care, support and protection efforts provided to orphans causes poor provision psychosocial and support to OVC.

According to Bronfenbrenner's ecological theory, academic achievement motivation often experienced by youth in foster care. It discusses the issue of mutual interaction between the individual and the environment. Also developmental theorists argued that each developmental period has the need and impacts on foster children. Foster children experiences maltreatment during each developmental period.

Poverty, family structure, foster family educational levels, foster child's length of stay in a foster family, etc. affects the academic achievement motivation of foster children directly or indirectly. Different researcher's findings support this idea. Among the researchers Imaobong and his colleague suggested that level of achievement motivation has a significant impact on academic engagement of students (2013).

2.11 Psychosocial Support Models

The service delivery model of orphan and vulnerable children support programs will affect the satisfaction and wellbeing of the children. Poor outcomes may be observed when the child is receiving care from a delivery system other than the one that provided the low- quality care. A study in Eritrea concludes that orphanages are necessarily the breeding grounds of psychopathology. This study also recommended orphanages must therefore be avoided at all Costs. The comprehensiveness of the services might become the second level criteria for children to feel comfortable. For example, successful interventions will be those that build on the strengths of family functioning by developing models based on knowledge about how families

Provide care and support to children, and develop appropriate models of delivery suitable in varied social, economic and infrastructure contexts. In additions, use of standardized and locally adapted guidelines by international relief organizations would strength national capacity to deal

With prioritized health problems and link relief efforts with development. The psychosocial support for children would be effective if it is in a family setting. Many studies showed, families

and communities are best placed to deliver cares, yet many are currently overburdened and urgently need interventions that strengthen their ability to provide for these children. Based on the study conducted in china, children living in group homes reported better improvement than children in orphanages in some aspects of mental health (e.g., mood and peer relationships). This finding suggested that group homes may serve the children's psychological needs better than AIDS orphanages. However, in a similar study one interviewee explained 'they live in a big family of affection and friendship where people love and take care of them'. Due to the rule and regulation for living, some children felt that they do not have enough freedom at the orphanages and others feel secured as study in USA indicated. With increasing number of orphans due to HIV/AIDS, this experience suggests that orphan children are best cared for within families and communities from the same cultural milieu including traditional healers. However, orphanages are not homogeneous; some provide attentive, loving, individualized care in a group setting that can be superior to indifferent foster care. Furthermore, study conducted in five countries (Ethiopia, Kenya, Tanzania, Cambodia and Nagaland) did not support the hypothesis that institutional care is systematically associated with poorer wellbeing than community care.

2.12 Theoretical Perspectives on Adolescents from 4-18 years

Different theorists view adolescence differently; however, they all agree that adolescence is a very important stage, one that needs to be handled with care. Therefore a clear understanding of adolescence is important, since it provides a picture of the role-expectations of adolescents. Hall's storm and stress model of adolescence describes adolescence as a stage in life that is characterized by a high level of emotional turmoil and stress, due to the hormonal disruption associated with puberty Hall, (1904). He views adolescence as a time of sexual confusion, great emotional stress, and self-doubt. It can be concluded, based on Hall's model, that adolescence is a stage wherein teenagers are not entirely in control of their lives, and as a result become vulnerable to health-risk behaviors because of the ensuing confusion and self-doubt. During this stage, teenagers are expected to simply deal with the emotional stress caused by the biological changes taking place. Halliwell (2003) suggests that good parenting is vital during this stage of human development if the teenagers are to adequately adjust to these new processes. On the other hand, Erikson's (1950) psychosocial theory of development argues that human beings pass through eight stages of development, and each of these stages must be resolved successfully

before the individual can progress to the next. Stage five of his psychosocial theory denotes the adolescent stage, described as “personal identify versus role confusion” Erikson (1950). Erikson views adolescence as a major stage in human development, one in which teenagers construct the roles they will occupy as adults. During this stage, teenagers re-examine their inherited identity and attempt to define one of their own making, sexually and occupationally. Like Hall, Erikson sees this stage as a very confusing and dangerous one in human development, since it determines how a teenager sees himself/herself in relation to his/her family and society. Erikson (1950) problem-behavior theory emphasizes the importance of adolescence, arguing that it is in this critical period that teenagers become vulnerable to risk behaviors. These risk behaviors may have negative health outcomes because this it is in this crucial stage that risk-related learning takes place. All these theories highlight the importance of adolescence, and these insights are applicable to adolescent orphans affected by HIV/AIDS.

2.13 Theories on child development

There are number of theoretical approaches to understanding child development. These theories strengthen many child and family interventions that promote positive Child development. The quality of inter-parental relationships and parenting practices are important factors in children’s development. Parental problems such as domestic violence, Substance misuse and mental ill-health can have an impact on all aspects of Children’s development. Contemporary research highlights effective targets for intervention and prevention programs aimed at remedying negative family influences on development.

The study of child development examines the changes (and the processes underpinning those changes) that begin at conception and continue throughout infancy, childhood and adolescence and into emerging adulthood. Developmental progression (physical growth, the development of a secure attachment relationship, the acquisition and development of language, the development of adaptive social/peer relationship behaviors) explores the trajectories that underpin processes of *normal* development. Understanding normal development is a pre-requisite to understanding aspects or patterns of abnormal development.

Many influences can help shape a child’s development. Some are internal and integral to the child, such as genetic factors. Others are external such as physical, Psychological and family influences, and wider neighborhoods and cultural factors. Disabled children, including those with

learning disabilities, may have a different rate of progress across the various developmental dimensions. And traumatic events, such as abuse or neglect, can lead to disruption in the developmental processes. Subsequent influences on a child can either ameliorate or exacerbate the effect of early damage (McLeod, S. A., 2008).

Poverty has a pernicious impact on child development. Children living in poverty have poorer physical health and high proportions on children development. Frameworks that set out to explain what underpins child development can be classified into specific theories. Such theories provide a coherent view of the complex influences underpinning child development and offer guidance for practical issues encountered by parents, teachers, therapists and others concerned with promoting positive child development (Dozier, M., & Rutter, M. 2008).

2.13.1 Erikson's Theory of Psychosocial Development

Erik Erikson was born June 15, 1902 in Frankfurt, Germany "The common story was that his mother and father had separated before his birth, but the closely guarded fact was that he was his mother's child from an extramarital union. He never saw his birth father or his mother's first husband," reported Erikson's obituary that appeared in *The New York Times* following his death 1994. His young Jewish mother, Karla Abrahamsen, raised Erik by herself for a time before marrying a physician, Dr. Theodor Homberger. The fact that Homberger was not in fact his biological father was concealed from him for many years. When he finally did learn the truth, Erikson was left with a feeling of confusion about who he really was.

This early experience helped spark his interest in the formation of identity. While this may seem like merely an interesting story about his heritage, the mystery over Erikson's biological parentage served as one of the key forces behind his later interest in identity formation. He would later explain that as a child he often felt confused about who he was and how he fit into to his community. There are different theories used by different researchers in the study of psychosocial well-being among foster children. On the other hand different criticisms have been raised, but only a few of the theories survived the rigorous testing; Erickson (1950), as cited in McLeod (2008) on the stages of psychosocial development is one of them. For the purpose of this study, the researcher adopted this theory to assess the challenges associated with the

psychosocial well-being of the foster children aged 4-18 years old. The reason of the choice of the theory is, since The reason of the choice of the theory is, since it determines how children see himself/herself in relation to his/her family and society. Erickson's, psychosocial theory of development has eight stages of development, and transferring from one stage to the next successfully shows the right development of the individual. According to him adolescence stage considered as a major stage in human development, if the adolescent, perform his/her role correctly at this stage to achieve the next stage with good manner; if not role confusion may occur. In another way adolescents at this stage search their identity in different status and occupations. Success in their identity leads them to make a good transition to the next stage. However, sometimes unsuccessfulness may occur in their life because of their identity crisis. Therefore, a clear understanding of adolescence is important, since it provides a picture of the role-expectations of adolescents. This theory highlights the importance of the adolescence, and these in sight are applicable to the adolescent foster children. Also, this stage tends to coincide with the conflict between adolescent foster children with their care givers in the foster family. The role that care givers and social workers play in providing guidance to them should not be underestimated (Zabibu, 2012).

According to Erik Erikson's (1950), development consists of a series of psychosocial crises which are resolved by the maturity of the individual. Individuation and collectivism conflict each other in the person's development. Those conflicts involve the person's struggle to achieve individuality and, at the same time, to learn to function in society. According to Erikson, every individual moves through an orderly sequence of stages, each of which is more complex. Maturation occurs as the individual ascends from one stage to another. At each stage, the individual is faced with a psychosocial conflict which must be resolved before moving on to the next stage of development (Zabibu, 2012). Erik Erikson's stage theory of psychosocial development contributed to our understanding of personality development throughout the lifespan.

Erik Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Much like Sigmund Freud, Erikson believed that personality develops in a series of stages. Unlike Freud's theory of psychosexual stages, Erikson's theory describes

the impact of social experience across the whole lifespan. In this research the psychosocial development of children are assessing according to this theory.

One of the main elements of Erikson's psychosocial stage theory is the development of ego identity.

“Ego identity is the conscious sense of self that we develop through social interaction. According to Erikson, our ego identity is constantly changing due to new experience and information we acquire in our daily interactions with others. In addition to ego identity, Erikson also believed that a sense of competence also motivates behaviors and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which he sometimes referred to as ego strength or ego quality. If the stage is managed poorly, the person will emerge with a sense of inadequacy” (Erik Erikson's, 1950).

In each stage, Erikson believed people experience a conflict that serves as a turning point in development. In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure.

2.14 Challenges of Foster Care on psychosocial development of foster child

Most foster parents experience considerable challenges while working on the child care services. As described by Webb, (2003), stress is one of the challenges they have been facing in the course of carrying out their parenting responsibilities. Most of the time children placed in foster care services accordingly experiences multiple problems and difficulties which includes trusting others, aggressiveness, sleep and eating difficulties and possible antisocial behaviors like stealing and others which in one or another creates a challenging situation for foster parents .

Added to that, according to Chipungu and Bent-Goodly (2013), the foster care system faces serious challenges like high rate of child and family poverty, substance abuse, HIV/AIDS, family and community violence and others which have a significant effect on families and directly impact the child psychosocial development and welfare system. Besides, recognizing the limits of foster parents emotional attachment to the child, understanding mixed feeling toward the child's birth parents, recognizing their difficulties in letting the child return to birth parents, dealing with the complex needs like: emotional, physical and psychological needs of children in

their care and dealing with the child's emotions and behavior following visits with parents and others (American Academy of child and adolescent psychiatry,2011) are also the main challenges of fostering and foster parents. When confronting death. Caregivers, teachers, and other stake holders have a lack of awareness of the problem and how to support OVC. This leads to confusion how to identify psychological and social problems, unable to offer psychosocial support and consequently failed to offer individual and group attention. This also indicated that the stockholders should be trained in diagnosing psychosocial problems and given skills to deal with them. Many of the orphaned children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons, first, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults, thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them (Sengondo et al., as cited in Zabibu, 2012). Muhamba (2004) stated that: ... lack of resources both material and human, for the coverage of the needed orphans care, support and protection, lack of effective mechanism to coordinate care, support and protection efforts provided to orphans causes poor provision psychosocial and support to OVC. HIV/AIDS pandemic, poverty, social disintegration and conflict are main factors forces children to flow in child care institutions where there is poor facilities and over crowdedness. Foster children face many psychosocial challenges that involve the lack of parental guidance, love, care, and acceptance in the new families or institution care they join. They also face social problems which include the lack of supportive peer groups and role models, stigma and other risk in their immediate environment. Foster children suffer emotional stress, higher levels of anxiety, depression, and anger, along with the associated problems (Nasaba et al., 2006). Gumede (2009) found that: caretakers in foster or extended families provided shelter and clothing, but that this was often insufficient. Problems that were reported were insufficient space and the resulting lack of privacy, not having new clothes, not having a full school uniform, and not having sport clothes. The final unmet (lack of formal psychosocial support) need expressed by the research participants was the lack of a formal and clear support system.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the description of the research design, study area, population and sample, sampling technique, sample size determination, research instruments (tools), the procedure for data collection, and data analysis methods for the study. During the course of this study, the knowledge of the foster parents about foster care was assessed and any knowledge gap observed were indicated and explained.

3.1 Research design

The research design for this study is both qualitative and quantitative approach, which is used in line with the overall purpose and objectives of the Study. Qualitative method was used in exploring the psychosocial development of foster children within foster family or foster care service facilities in Adama Town. The rationale and justification for employing a qualitative approach is that, it enables the researcher to get in-depth and rich information on the topic. Qualitative information was used to capture the respondent's views, feelings and sentiments on challenges associated with the psychosocial development of the child, such as academic achievement motivation, and attachment relationship with foster children. While, quantitative method was used to in this study to triangulate the results of the study and to assess the key variables in numerical forms which would enable the researcher to understand and interpret the progress of the psychosocial development of children included in foster care services.

On the other hand, a descriptive approach was used to interpret the identified issues concerning the psychosocial development of foster children, as well as the practice of foster care services. The descriptive research design is particularly useful for providing very engaging and rich explorations of the subject under study in a real life setting (Abiy, et al., 2009)

3.2 Sources of Data

In order to investigate the psychosocial development of children included in foster care services both primary and secondary sources of data were utilized.

3.2.1 Primary sources of Data

Foster parents, foster children and teachers of foster children, were chosen as a primary source of data by expecting that, they have better exposure, experience and enough information regarding the issue under study.

3.2.2 Secondary source of Data

Document analysis has been done to analyze the recorded of foster children profile and foster family and reviewing different books, reports, newsletter on child development in especially reference of psychosocial development of children.

3.3 The Study Area

The study was conducted in Adama Town; Oromia regional state. The study site was selected because of the availability of fostering families and its easy accessibility to carry out the study. In addition, the researcher has had access to some information on the subject, not only because of the nature of the work, which is associated with child foster care services, but also because of a close working relationship the researcher has with some contact persons and officials working in governmental and non-governmental agencies focusing on child foster care services.

3.4 Target Population

The current study targeted foster children who are currently found under foster care and support in alternative family- based care. In other words, these are children who live with foster families which are supported by *Bethany Christian Services at Adama project*. The overall population of the foster care children who are under the care of foster families is 52.

3.5 Sample size and Sampling techniques

The participants in the study of the psychosocial development of foster children under foster care services were selected by random and purposive sampling methods, which helped to decide the basis of the type of data collection method adopted. Five children who can express their feeling which are included in foster care service were selected by a simple random sampling especially by lottery method. 10 teachers of children included in foster care were included to the study by purposive sampling, whereas among 28 total families 15 parents of foster children were selected by using convenient sampling method. Finally one responsible person from women and children affairs office and one from Bethany Christian services office were participated.

During data collection parents of foster children were asked their consent to participate in the study. Only those who were willing to give relevant information were included in the study. Both Interview and, observation were the major techniques to generate information on the topic the study were carried out.

Table 1: Summary of population, sample size and sampling technique

S.N	Participants of the study	Total popn.	Sample size	%	sex		Sampling techniques
					M	F	
1	Foster children aged above 9 years old	11	5	45	2	3	5 foster children are selected by a simple random sampling by lottery
2	Foster family	28	15	54	7	8	15 foster families were selected by using convenient sampling
3	Teachers of foster children	11	10	90	3	7	10 teachers of foster children were selected purposely
4	Key informants	2	2	100	2	0	Representatives of GO and NGO were selected purposely
	Total	52	32	61.5	14	18	

3.6 Data collection instruments

Creswell, (2009) reported that qualitative research depends on multiple sources of data to obtain a comprehensive understanding of the research issue (Creswell, 2009). Using qualitative data Collection method for the study of psychosocial development of children under foster care services would also make the study more trustworthy. Therefore, from among the various data

collection techniques, the following tools were selected to explore the research problems based on the research questions and objectives.

Therefore, the primary and secondary data sources were used for this study. The primary data were collected through in-depth interviews, questionnaires, and observations made by the researcher. The secondary sources are gathered from books, newspapers, magazines, newsletters and online sources from the Internet, as well as from reports of relevant organizations reports.

The following data collection techniques were used to collect primary data from the various respondents.

3.6.1 Questionnaires

Questionnaires addressed to teachers of the foster children were separately developed and used for data collection. Closed ended questions were used to measure the knowledge of the teachers towards foster care services and foster children's psychosocial development. For the purpose, in order to collect data, self-developed statements were given to the participants in order to indicate their understanding on each item.

3.6.2 Interview

Interviews with key informants were the primary sources of data where prearranged open-ended questions concerning issues like the significance of foster care services on foster children, and the challenges encountered by foster care service providers, were forwarded to two relevant staff members of *Bethany Christian Services* (BCS), Adama branch, and to two process officers of the Adama City administration Women and Children Affairs Office.

Appropriate guiding questions were prepared earlier for the detailed interviews on the basis of which the questions were put to the key informants and their responses recorded accurately. The interviews were held face to face and lasted, on the average, for 15- 20 minutes.

The interviews were conducted using structured open-ended guiding questions. This is mainly because qualitative research primarily utilizes structured data collection tools to gather the required information using open-ended questions (Abiy et al., 2009; Creswell, 2009).

The in-depth interview guides used open-ended questions were used so as to create an informal and friendly environment for the participants to share their views and experiences freely. The in-depth interview guides were designed in such a way as to help extract the necessary information on research questions like the improvement of psychosocial development of foster children and challenges that foster care services might encounter.

3.6.3 Observation

The researcher's observations were based on the self-developed observation checklist and were made in the residential areas of the foster families in order to have detailed information on their parenting or childcare services, which include the practice of foster care in general. The overall conditions of the homes of the foster parents; the availability and accessibility of basic facilities; the type of care provided to the foster child as well as the relationship and interactions between the foster child and foster parents were observed and noted.

3.7 Validity and reliability of instruments

The researcher tried to avoid personal judgments especially while conducting the in-depth interviews and recording observations, with the view to avoid any personal bias while taking notes. According to Monette and et al (2007), validity refers to the accuracy of a measure. Even though several approaches to the question of validity exist, however, the researcher checked and has made some adjustments to the measurements based on the result of the data of observation. The face validity issues were addressed while conducting face –to- face interviews with the respondents. However, the content validity of the measurements was checked through a pilot test before starting the actual data gathering. The tools were commented upon by thesis work advisor, one PhD students and second degree graduates from the departments of social psychology and the school of social work. Professionals working on children and families also give their comments on the validity test. All suggestions and comments made were incorporated accordingly.

3.8 Data Management and Analysis

In order to collect data from the foster parents, foster families were identified through the assistance and involvement of the concerned government agency, namely, the Adama town Women and Children Affairs Office, and the non-governmental agency, Bethany Christian Services, which is engaged on child foster care activities. After the respondents were identified, the purpose objective of the study was clearly explained to each respondent individually to enable him/her to give an informed consent to willingly participate in the study. Each respondent was also assured of the anonymity of his/her identity. Accordingly, during data collection, codes were used in place of parents' real names English, based on the already created themes. The interviews were conducted by the researcher. In in-depth interviews, each parent was interviewed for a minimum of half an hour, and maximum of one hour. The interviews, which were

conducted in Amharic, were transcribed and translated into face to face with a one-to-one contact with each respondent. In addition to the practice of foster care, which includes the care, support and nurturing given by the foster parents, their attachment was also observed by the researcher in the presence of the family members using an observation checklist.

3.8.1 Methods of Data Analysis

According to Creswell (2009), data analysis is one of the important components of a research work, where researchers get a deeper insight of the research questions and a clearer understanding of the data they have gathered so that they would be able to reach objective conclusions and draw accurate interpretations as well as to make practical and meaningful recommendations that can be offered to readers. In conducting qualitative research, data analysis is continuous starting from the time of data collection (Creswell; AbiyZegeye, et al., 2009). Hence, the data analysis part of this research was started along with the data gathering process through taking notes, observing coincidences and other important and emerging issues on the psychosocial development of foster children that need to be included in the final draft. Continuous reviewing of gathered information and cleaning data throughout the whole process is an integral part of the research work.

Creswell (2009) has clearly indicated the general steps that are mostly followed in qualitative researches. In that regard, the data analysis of this research was started by transcribing the gathered data following the themes identified and, in some instances, by directly quoting the participants. The transcribed data was carefully read and presented in an organized manner so as to be familiar with the information gathered. Finally, the findings of the study were linked with the reviewed literature and the theoretical frameworks, and discussed to make logical and objective interpretations of information obtained.

3.9 Ethical Consideration

Participation of respondents was strictly on a voluntary basis. Participants were fully informed as to the purpose and objective of the study and gave their verbal consent. Measures were taken to ensure the respect, dignity and freedom of each participant as well as to maintain the confidentiality of their responses. Participants were informed that the information they provide would be kept confidential and would not be disclosed to anyone else.

As stated by Walliman (2011), working with human participants in research practice always raises ethical issues. Accordingly, people involved in any research should be treated with respect during and after the research.

Based on this assumption, the researcher conducted the study based invariably on the free will and consent of respondents. In order to obtain their voluntary participation, an informed oral consent was secured from each participant. There are two aspects of ethical issues in research process. “The individual values of the researcher relating to honesty, frankness and personal integrity” is the first issue (Walliman, 2011). Since the research was carried out particularly with the involvement of foster parents and children, issues like honesty and integrity are must to consider more. In addition to formal consents, the researcher has tried to create a good relationship and rapport with the respondents in order to obtain appropriate and uninhibited responses. The second and most necessary aspect mentioned by Walkman, (2011) is the issue of confidentiality, anonymity and courtesy. In line with this, the researcher has clearly explained the purpose and objective of the research and reached a consensus on issues of confidentiality of their responses as well as the anonymity of their identity. Krueger & Neuman (2006), described that researchers must try as much as possible to minimize risks to participants, colleagues, and society while attempting to maximize the quality of information they produce. Therefore, The researcher has also given due attention to avoid words that stereotype the participants based on their age, sex, economic status, health and other physical conditions.

CHAPTER FOUR

RESULT AND DISCUSSION

1.1 Data presentation analysis

In this chapter, the data collected from the various sources are presented and analyzed. The data are, in most cases, presented in Table, and narrated forms. The data presentation and analysis are presented in line with the theories discussed in the literature review which in turn were dealt with according to the orders of the questions designed under chapter one. Therefore, to answer the the research question, the findings of this study were presented and analyzed as follows.

First, the qualitative data gathered from the foster parents on knowledge about foster care, foster child and foster child schooling, and also data gathered from the foster child on their psychosocial aspects including their schooling situation were presented and analyzed. The data collected through semi structured questionnaire from the teachers of children included in foster care services were presented and analyzed. Accordingly, findings of this study were presented and analyzed as following.

4.1.1 Foster children schooling and interaction with foster families

Table 2: Demographic information of the foster children

		<i>Frequency</i>	<i>Percentage</i>	<i>Remark</i>
<i>Age</i>	<i>8-14</i>	<i>4</i>	<i>80</i>	
	<i>15-19</i>	<i>1</i>	<i>20</i>	
<i>Level of education</i>	<i>1-5</i>	<i>4</i>	<i>80</i>	
	<i>6-10</i>	<i>1</i>	<i>20</i>	
	<i>10-12</i>	<i>0</i>	<i>0</i>	
<i>No of families</i>	<i>3</i>	<i>0</i>	<i>0</i>	
	<i>5</i>	<i>2</i>	<i>40</i>	
	<i>7</i>	<i>3</i>	<i>60</i>	
<i>No of children</i>	<i>2</i>	<i>1</i>	<i>20</i>	<i>Total 5 foster children</i>
	<i>3</i>	<i>2</i>	<i>40</i>	
	<i>5</i>	<i>2</i>	<i>40</i>	

As illustrated in *Table 2*, five children were participated in the structured interview. The ages of 4 (80%) of the foster children ranged from 8 to 14 years, and one (20%) child was 16 years. Similarly, the levels of education of 4 (80%) of the foster children were between grades 1 and 5, while one of the respondents was in grade 9. When we see the family size, 40% of the respondents have a family member ranged from 4-6 while the rest 60 % of the respondents have greater than 6 family members.

Table 3: Foster children's schooling situation

	Items	Yes	%	NO	%	Remark
1.	Are you going to school?	5	100	0		
2.	If you are going to school, do you always arrive on time?	3	60	2	40	
3.	Do you always put on neat and clean school uniform?	5	100	0	0	
4.	Do you always have all materials you need for school?	5	100	0	0	
5.	Do your parents pay your school fee on time?	5	100	0	0	
6.	Are you always happy to go to school?	5	100	0	0	
7.	Are members of your family willing to help you in doing your homework?	5	100	0	0	
8.	Do you have a favorite teacher?	5	100	0	0	
9.	Do you have favorite subject	5	100	0	0	

When item 1 in the above table (Table 3) is analyzed, all the students included in the study are going to school. But, for item 2, 60% of the children reported that they mostly arrive at school on time while the remaining 40% responded that they usually arrive late. The children explained that the main reasons for their being late were that, a) they are usually engaged in some domestic duties, and b) they are not allowed to go to school before they completed their domestic responsibilities. This idea was substantiate by the interview result from foster child of age 13 who is attending in grade five;

“....I usually arrives at school late because I have to finish my domestic duties before I leave to school including making my parents bed, cleaning the house, washing utensils used for breakfast...”

On the other hand, for items 3 and 4, all of the students included in the study stated that they always put on clean and tidy school uniforms, and that they are always equipped with all the materials they require for their school.

Similarly, for items 5 and 6, all of the children reported that their foster parents always paid their school fees on time, and that they are always happy to go to school. A teacher of one the foster children was asked to answer whether parents of one of the children included under her care were paying monthly School fee on time or not.

The teacher replied that “.....some of foster families are fulfilling the needs of their foster children even more than some biological parents...”

For item 7, all of the children responded that members of their families are willing to help in doing their assignments and home works and similarly all the children further explained on item 8 and 9 that their choices of a favorite teacher and subject were based on the ability of the teachers effectively deliver the lessons on the subject matter. All of the children (100%) of them responded that they have a favorite subject. Some of them have mentioned that science is their favorite subject and the others have mentioned that English is their favorite subject. They also have mentioned that they chose these subjects because their teacher explains these subjects very clearly, when they teach. In line with their favorite subject, they have mentioned their future aspiration and desire.

Table 4: Interactions of foster children with the members of the foster families

	Items	Yes	%	NO	%	Remark
1.	Do your foster parents have their own biological children?	5	100	0	0	
2.	Do your foster parents treat you the same way they treated their biological children?	3	60	2	40	
3.	Are you going to the same school with your foster brother and sisters?	3	60	2	40	
4.	Do you always take your lunch box?	5	100	0	0	
5.	If yes does the lunch box always contain adequate meal?	5	100	0	0	
6.	Do you go home with your foster brothers/sisters after school?	3	60	2	40	
7.	When you go to home after school is there anyone waiting for you at home?	4	80	1	20	
8.	Do you have someone who serves you with meals when you go home after school?	3	60	2	40	
9.	Are you satisfied with the services rendered to you at home?	3	60	2	40	
10.	Do your parents introduce you to their visitors or guests?	3	60	2	40	

Based on the results from the above table (table 4) items 1 and 2 it can be seen that all foster parents have their own (biological) children, and that their foster families treat their foster children in the same way they treat their own biological children. Nevertheless, closer observations made by the researcher on the general attitude and the facial expressions of the children during the interview revealed that 40% of the children were rather shy and showed serious reservations to explain their situation freely. This could be an indication that foster

children may not have been treated the same way as the biological children of the parents. It may be because of the pressure on them by their foster families. From the semi structured interview from the parents of children included in the foster care, one mother revealed that

“...they will be punishing her foster child for any mal-behaving assuming that he/she will continue to show the same behavior in his/her future development...”

As far as school attendance is concerned in item 3, 60% of the children reported that they were attending the same schools with the biological children of foster parents; while 40% reported that they were attending schools which were different from those attended by the biological children. The later also explained that the quality and standard of education offered by these schools were lower than those attended by the biological children. Substantiating this result, the interview with parents of foster children revealed that;

“....she primarily send her foster child to the same school, but in the meantime she withdrawn her foster child from that school and send to one lower level standard school stating that her foster child was misbehaving in the school where her own child is attending school...”

Again, for item 6, about 60% of the children reported that they usually go to and back from school with their foster brothers and sisters. However, 40% of the children reported that they do not go to and back from school with their biological children, mainly because they attend different schools.

All of the children agreed on item 4 and 5 that they do take lunch boxes to school every day, but on item 8 and 9 only 60% of these children reported that they have snacks ready when they go home from school. The remaining 40% stated that they do not always have snacks when they went home from school. These same children also reported that meals provided to them at home were mostly inadequate both in quality and quantity. when the semi structured interview with a foster child who is nine years old and is attending in grade 2 in attending his school in Adama no five primary school stated that,

“.....his parents are not coming to pick him up from school when classes are done, he will not get enough food both in the morning when he is going to school and after school...”

Although 60% of the children reported that their foster parents always took them along whenever they went to visit their friends, or relatives, 30% of these children expressed their disappointment in that, they showed some reservations to introduce them to these friends or relatives and that they felt very sad about the alienating attitude demonstrated by their foster parents. The remaining 10%, however, reported that their parents did not take them along when they went for such visits, primarily because they are kept busy at home by their domestic duties. When interviewed with a semi structured questionnaire one of a foster mother responded that,

“...I am not taking her foster child along with her to visit relatives and friends because her relatives always claim that it will be good if she would have raised one of the child from her own relatives...”

4.1.2 Socio-economic status of foster family

Table 5: Demographic information of the foster parents

S/N	Item	Characteristics	Distribution		Remark
			Freq	%	
1	Age	25-35 years	0	0	
		36-45 years	7	47	
		46-55 years	5	33	
		Above 56	3	20	
2	Level of education	12 Th graduate	9	60	
		Diploma	5	33	
		BA/BSc	1	7	
		MA/MSc	0	0	
3	Employment status	Employed	8	53	
		unemployed	4	26	
		Own business	3	20	
4	Monthly income	500 - 1500.00	0	0	
		1,500.00 - 3000.00	9	60	
		3,000.00 - 4500.00	2	13	
		4500.00 - 7,000.00	3	20	
		Above 7,000.00	1	7	
5	Marital status	Married	11	73	
		Single	3	20	
		Widow	1	7	
6	Number of families	≤ 3	4	27	
		4-5	3	20	
		≥ 6	8	53	
7	Number of biological children	≤ 3	8	53	
		4-5	1	7	
		≥ 6	6	40	
8	Years' service delivered to children	1-5 month	0	0	
		6 months – 2 year	0	0	
		Above two years	15	100	

According to item one analyzed in Table 5, the number of foster parents who participated in the in-depth interview was 15. When seen by age ranges, 47% were with age range of 36 – 45 years; 33% were with the age range interval of 46-55 years, while (20%) of them were above 56 years.

Based on item 2, the respondents' educational levels also ranged from grade 12 to first degree. Accordingly, 9 (60%) of respondents levels of education is grade 12 and below; 5 (33%) were diploma holders, and 1(7%) was degree holder.

Concerning item 5 their marriage status, 73% of the respondents were married, 3 (13%) were single, and 1 (7%) was a widow.

Meanwhile, on item 4 the amounts of the monthly incomes of the respondents about 60% of respondents are earning a monthly gross salary of between, 1,500.00 – 3,000.00, and 13% are earning a monthly salary of 3000.00 to 4,500, and the remaining 27% are earning a monthly gross salary more than 4,500.00 to 7,000. Regarding the status of employment, 53%of them were unemployed; 26% were employed and 20% were running their own businesses. The result of interview revealed that most of the unemployed respondents were either their monthly income is dependent of their husband or they are getting their monthly income from social security...”

With regard to item 6 and 7 the sizes of the families, 26% of the respondents had 3 members in the family, including the foster child; 20% had 5 and 56% had family sizes of more than 6. 53% of the foster parents have 3 biological children; 7% have 5 and 40% had no children of their own. All (100%) of the respondents on item 8 have served as foster families for more than 2 years.

4.1.3 Basic knowledge status of parents and foster children about foster care services

Table 6: Knowledge of parents on foster care services and foster child

Items								
1. Do you have children of your own (biological)?	Yes		No					
	Freq.	(%)	Freq.	(%)				
	12	80	3	20				
2. If Yes, how many (biological) children?	0		1-3		4-6		7 above	
	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)
	5	33	7	47	3	20	0	0
3. Why did you decide to have foster child	Have no child		Have grown children		To care needy one		Other	
	Freq.	(%)	Freq.	(%)	Frequency	(%)	Freq.	(%)
	2	13	0	0	12	80	1	7
4. For how long have you had your foster child(service year/s)	1-3 year		4-6 year		Above 7yrs			
	Freq.	(%)	Freq.	(%)	Frequency	Percentage (%)		
	7	47	8	53	0	0		

According to the above table, when asked to respond on item 1, 80% of the foster parents reported that they have their own (biological) children. But, 20% of them responded that they did not have their own (biological) children. For item 2, much less than half (33%) of parents having their own children reported that they have only one child. But about half 47% of respondents who have their own children reported that they have 2-3 children and only 20% of those having own children reported that they have 4-6 children.

When asked why they decided to accept a foster child on item 3, 80% of the parents explained that they simply wanted to help needy children and families; 7% explained that their biological children requested them and 13% because they did not have their own children. Item 4 result shows that a positive implication that the foster parents mainly have the heart to help the needy ones and the start to serve those foster children for about four to six years. One of the respondents for the semi structured questionnaire replied that,

“...she already has six children and her foster child is the seventh one whom she is raising...”

4.1.4 Psychosocial implications of the foster care services on the foster children

Table 7: Psychosocial implications of the foster service

S/N	Items	Responses				
		Always	Most often	sometimes	Rarely	Never
1.	Does your foster child get along easily	0	9	4	1	0
	With his/her foster brother/ sister?	0	60%	27%	7%	0
2.	Does the foster child feel at home in the	0	12	3	0	0
	Presence of other members of the family?	0	80%	20%	0	0
3.	Do you take your foster child along with	2	10	2	1	0
	You when you go to visit your Friends/relatives?	13%	67%	13%	7%	0
4.	Is he/she happy when you take him/her	2	12	1	1	0
	along during such visits?	13%	80%	7%		0
5.	Do you allow him/her to visit and or play	0	1	11	3	0
	with his/her friends?	0	7%	73%	20%	0
6.	Do you let him/her bring home his/her	0	5	8	2	0
	school friends to play or to study together?	0	33%	53%	13%	0
7.	Do the children have separate bedrooms	0	9	6	0	0
	Or do they sleep in the same bedroom?	0	60%	40 %	0	0
8.	How often do your children take a bath?	0	5	0	0	0
		0	100%	0	0	0

According to Table 7 item 1, 60% of the parents reported that the children could easily mix well and get along with the other members of the family most often, whereas, 27% of them responded that they sometimes. Only 7% of them were reported that they have difficulty of adapting to new environment.

On the basis of the observation made on the facial expressions and the general attitude of the children, it was quite evident that the children looked too shy and inhibited even to communicate with their mothers on simple family issues. Such behaviors are indicative of strict and authoritative parental approaches adopted by the foster parents. One of the parents in her semi-structured interview reported that, she will be punishing her foster child for any deviation it rather be corrected by love and affection and through counseling.

When item 2 was analyzed about 80% of the parents reported that the children could easily mix well and get along with the other members of the family, whereas, 20% explained that at the initial stages, the children found it difficult to readily adapt themselves to the new environment, but through time, and with the assistance and care provided to them by the foster parents, they were gradually able to assimilate themselves into the family.

But, according to the findings of item 3, only 13% of the parents always take their foster children when they go to visit friends. 67% of the respondents take the children along with them in most cases while 13% only take them along occasionally. 7% of the parents reported that they do not take the children along with when they go to visit friends.

Lack of awareness or less knowledge towards foster care make few families unwilling or not taking the foster children while visiting their families and relatives but most of them on item 4 are taking their foster children with them to visit relatives and families as a result all foster children who experienced to visit families and relatives are feeling happy.

In the above table item 5 and 6 shows that 33% of the parents allow friends of the children to come and visit them, 53% sometimes and 13% rarely. On the other hand, 7% of the parents allow their children to go to their friends' house; 73% allow them sometimes and 20% never allows them to. From the above table, 33% of the parents allow friends of the children to come and visit them, 53% sometimes and 13% rarely. On the other hand, 7% of the parents allow their children

to go to their friends' house; 73% allow them sometimes and 20% never allows them to with them. when interviewed why they are not letting their foster children to play with other outside home, they reported that primarily they will be learning misbehavior from others and the play grounds outside home are not suitable for children.

The data analyzed in Table 6 item 7 shown that all the children share the same bedroom with the biological children. 60% of the children have their own beds while the remaining 40% share with other children in the family and all foster parents respond on item 8 that all children are keeping their hygiene well.

4.1.5 Psychosocial development of foster children in school environment

Table 8: Parents' Knowledge about foster child schooling

S/ N	Items	Alw ays	Most often	sometim es	Rarely	Never
1.	Does your foster child get up early to go to school?	0	10	5	0	0
		0	67%	33%	0	0
2.	Is he/she always happy and eager to go to school?	0	12	3	0	0
		0	80%	20%	0	0
3.	Does your foster child always do his/her homework willingly?	0	13	2	0	0
		0	87%	13%	0	0
4.	Does he/she do his/her homework all by him/herself or does he/she need your assistance?	0	13	2	0	0
		0	87%	13%	0	0
5.	How good his/her school performance?	2	2	11	0	0
		13 %	13%	74%	0	0
6.	Does your foster child have a tendency to be absent from school?	0	8	1	6	0
		0	53%	7%	40%	0
7.	Do you occasionally go to his/her school to check on his/her progress at school?	0	8	7	0	0
		0	53%	47%	0	0
8.	Have you ever had complaints about his/her conduct at school from his/her teachers?	0	4	3	8	0
		0	27%	20%	53%	0
9.	Do you sometimes regret for having he/she as a foster child?	0	2	0	9	4
		0	13%	0	60%	27%

Foster parents reported under item 1 that all foster children are regularly attending school, and that 67% of these children usually arrive at school on the other hand there are some (33%) of

children who usually leave for school late. According to some respondents, these children arrive late at school, because they need someone to wake them up and encourage them to go to school.

When item 2 was analyzed, 80 % of the foster children are also eager to go to school to learn new things and to get their school friends and according to item 3 and 4 shows that 87% of foster children are eager to do their homework as soon as they return from school and they are also trying to ask their parents for help when they need clarification on their homework while the rest of 13% of foster children are lack motivation to go to school and to do their homework by themselves.

The respondents also explained on item 5 that few foster children 13% are outstanding in their performance but the majority (87%) of them are average students and they need additional support. According to the respondents on item 6, 53% of foster children sometimes have no tendency to be absent from school and 40% of them never have the tendency but few (7%) of them sometimes have the tendency to be absent from the school.

Respondents for item 7 and 8 reported that 53% of the foster parents have experience to go to the schools occasionally, on their own initiative, to check the educational progress of their foster children but they have never been invited by the school officials on matters related with the conduct of the children. The remaining (47%) of foster parents did not have any contacts with the school regarding the academic progress of the children, although occasionally they had been invited by the schools on matters pertaining to the conduct of their children.

With respect to item 9 the cause of foster care children hard and difficult behavior they obtained from the previous situation make 13% or few foster families most of the time have the feeling of regret in having the foster children and majority of them 60% foster families experienced the same feelings when they face some challenges but few 27% of foster families have never experienced the feeling of regression in having foster children. This was substantiated by the interview. Most of the respondents had similar feeling for their regression from fostering because foster children are coming to home with their own behavior which is challenging foster parents and their children.

“...When I brought him home there was no one to stay with him. He has not begun even to walking. I put him with my sister-in-law while I went to office. I suffered a lot for two months till I hired someone looking after him. That time I was unhappy in fostering the child, but now I am the happiest one...”

4.1.6 Psychosocial development of foster children in school environment

Table 9: Adoptability of the foster children in school environment

According to table 9 the responses of teachers regarding their students under study were analyzed in the following way. Primarily the questions were rated in five points believing that the researcher got responses on each alternative. The result of data collection forced the researcher to minimize the five alternatives to three by collecting similar responses to one. Accordingly, the alternatives for the purpose of this analysis are squeezed to three, very good (excellent and very good) and, poor (poor and very poor) and good.

S.N	Items	Responses					Remark
		Very good	%	Good	%	Poor	
1	How strong is the adaptability of the student with his classmates?	6	60%	4	40%	0	
2	How do you rate the student's challenge management in classroom?	7	70%	3	30%	0	
3	How do you rate the sociability of the student with his/her peers in the class?	5	50%	5	50%	0	
4	How do you rate his/her performance at school?	3	30%	7	70%	0	
5	How do you rate his/her participation in the class?	3	30%	7	70%	0	
6	How is his/her punctuality in doing his/her homework?	6	60%	4	40%	0	
7	How do you rate his/her personal mood\ (happiness, sadness etc.) in class room?	9	90%	1	10%	0	
8	How do you rate his/her controlling aggression?	5	50%	5	50%	0	
9	How do you rate his/her assertiveness?	7	70%	3	30%	0	

On the above table item 1 the Teachers explained that 60% of the foster children demonstrated a very good interaction within the school environment or with their peers, whereas, 40% of them are not and on item 2 the teachers also noted that 30% of foster children are difficult to manage stresses or challenges of these children in the classroom, whereas 70% of the children were reported are very good in managing challenges. According to the above table item 3 the teachers of foster children rate 50% of the foster children have well rate of sociability with his/her peers in the class while the rest are not. According to the above table, item 4 and 5 30% of the foster children are very good in academic performance and also have a very good participation in class room while 70% of foster children are not that much good and less participation in class room in which they are in need of support to improve their academic performance. From interview result of the foster parent stated that while a foster child was included to that family his foster child did not have any knowhow in learning especially when compared to his age level. Seeing that he gap he replied that he hired a home tutor teacher and by now the child from no how become average student...”

On to the above table item 6, 60% of the teachers of foster children were reported that the foster children were punctual in doing and submitting assignments and whereas 40% of them were reported late in doing and submitting assignments. The teachers further revealed that on item 7 whereas 90% of foster children are happy and actively participating in the class, the remaining 10% are neither motivated nor actively participate in class discussions. According to the above table, item 8 90% of the foster children teachers were reported that the foster children were very good in their personal mood (happiness, sadness etc.) in the classroom, whereas only 10% of them were reported well in their above mentioned characters. The above table item 8 indicates that 50% of the teachers were reported the foster children have a very good in controlling their aggression and half of them were reported not well in controlling their aggression in classrooms.

“...when interview a teacher of one the children included in foster care services stated that, the child was so strange, aggressive and restless at the moment. We as a care givers and teachers of this student were patient and were following his adaptability through time and furthermore we discussed with families so that nowadays he is becoming middle level student...”

Table 10: Monitoring of children's progress in education by foster parents

S.N	Items	Responses					
		Most often	%	Some-times	%	Never	%
	Questions on academic progress						
1	Have you ever invited his/her parents to discuss issues relating to his/her conduct or school performance?	3	30	7	70	0	0
2	Is he/she always equipped with the necessary school materials?	10	100	0	0	0	0
3	On the basis of your observation, do you believe that his/her foster parents are taking good care of this child?	10	100	0	0	0	0
	Question on hygiene						
4	Does he/she wear clean and tidy uniform?	9	90	1	10	0	0
5	Does he/she keep good personal hygiene?	9	90	1	10	0	0
6	In your opinion, do his/her foster families look after his/her hygiene properly?	9	90	1	10	0	0
7	DO his/her foster families provide him/her with soap and water to help him/her clean his/her clothes?	9	90	1	10	0	0

Concerning the Monitoring of children's progress of education, from table 10 item 1, 30% of the teachers responded that they invite the foster children's parents to discuss issues relating to his/her conduct or school performance while 70% of them responded that they do not usually invite foster parents to discuss about the issue mentioned above. Similarly when item 2 was analyzed the teachers also explained that that all foster parents provide all the necessary school materials to the foster children who would help the children to have respect for their parents and confidence for themselves.

On the basis of foster children teachers' observation, on item 3 they believe that his/her foster parents are taking good care of foster children. From the above table, item 4 Question on hygiene 90% of the teachers of foster children reported wearing clean and tidy uniforms, and to the contrary only 10 of them reported not wearing tidy and clean uniforms. From item 5 of table 10, 90% of the children reported that they are very good at keeping their personal hygiene and to the contrary only 10 of them reported to the opposite. From the above table, item 6 90% of the teachers of foster children reported that their foster parents look after their hygiene properly and to the contrary only 10 of them reported that their parents are not looking after their hygiene and also on item 7, 90% of the teachers of foster children reported that their parents do provide soap and water and to the contrary only 10 of them reported not providing water and soap to these children to keep their clothes clean.

“...the interview with teachers of children included in foster care stated that almost all foster parents are keeping their foster children hygiene clean even as compared to the children who have biological parents...”

4.1.7 Data analyzed from government and non-government officials

Detailed interviews were conducted with two representatives each from both governmental (Women and Children Affairs Department) and non- Governmental (Bethany Christian services) organizations. The highlights of these interviews were given below:

The respondents of Bethany Christian Services explained that the organization stands for children's' rights. The foster care program was started in Adama town in 2010 for the vulnerable children. BCS also prepares potential foster families for those needy children in order to get proper care and support for their psychosocial well-being.

To keep on this children are placed under foster family care by the referral system from Adama women and children's affaires office and then the BCS starts solely to check the real background of the children based on the information obtained from the organization like the police and other governmental departments. Further more women and children affaires and the organization that are involve in the foster care services also work cooperatively for the investigation process of children back ground. Majority of children referred for foster care services is because of parents' death in HIV/AIDS, poverty, abounded cases, etc.

The organization follows government standards and procedures for selecting the children who qualify for foster children, and then foster parents are selected in accordance with selection criteria including;

- ❖ Willingness of both parents; where parents either to support these disadvantaged children at least to grow in a safe environment where basic needs are fulfilled or those parents who do not have their own biological children
- ❖ Commitment; includes the heartfelt need of parent to help a child to grow in a safe environment at least to the age of 18.
- ❖ Social status; where the status of foster family will be evaluated by the day to day interaction and social acceptance they have within the society.
- ❖ Economic status; where the families in need to foster children at least have to have the economic status which will satisfy basic needs of a child to be fostered.
- ❖ Medical certificate; where parents in need to foster a child must be healthy.
- ❖ Age 25-60; Families who are interested to foster a child should not be
- ❖ Nationality; parents must have Ethiopian nationality to foster a child.
- ❖ Declaration certificate not being criminal; parents with any criminal act will not be qualified to be a foster parent.
- ❖ Marriage certificate; high weight will be given for couples coming with a certificate of their marriage and high emphasis will also be given not to accommodate single parents.

According to the guideline of Women and Children Affairs of Ethiopia the following child care alternative are acknowledged;

- ❖ Community based care; where children should have child care services within respective community they belong to.
- ❖ Reunification; reunite children with their biological and/or extended families
- ❖ Foster care/domestic adoption; primarily parents foster a child willingly to satisfy their basic needs, though time, when awareness is grown and other favorable conditions are fulfilled the same parent will adopt the child
- ❖ Inter country adoption; adopting child for willing parents coming from different parents of the world other than the country of the child's origin.
- ❖ Institutional care; temporary home for children to transfer them to their permanent place.

The representatives of BCS explained that, among the above alternative child care services BCS frequently prefers foster care services and domestic adoption, because it gives an opportunity for the children either to reunify the child with his/her biological families, and to give the child the opportunity to live in his/her homeland and to protect the child from experiencing identity crisis if placed in foreign countries. In addition foster care gives the parents to seriously consider and finally adopt the foster child.

Even if the organization frequently uses foster care and domestic adoption we are working for best interest of the children. The organization also has its own criteria to place a child in a given alternative care services. These criteria are;

- ❖ Child background assessment
- ❖ Child health status
- ❖ Religion
- ❖ Child right policy

Regarding the government policies governing foster care services, the representatives commented that they are neither practical nor, comprehensive or efficient because the agreements signed between the foster parents and child welfare organizations are not binding. The representatives also pointed out weakness demonstrated by the communities, the foster parents and the government agencies working on child care. The representative commented that the staffs assigned to work on child care services in governmental agencies usually lack the necessary background and experience and because of their political involvement they are not able to attend promptly to emergency cases of child care. The representatives added that the problem of foster care services cannot be handled only by governmental and non-governmental agencies, and need the support, assistances and commitments of the community, FBO, CBOs, professionals, higher education institutions, court, police and health care institutions.

The representatives of women and children affairs of Adama town expressed his serious concerns about the policies of foster care services adopted by the government. According to these representatives, these policies were copied directly from the policy of foreign counties and no adjustments were made to them to suit the Ethiopian context, this has resulted in difficulties to implement the policy's effective.

4.2 Discussions

This part consists of the discussions of the results of the study which have been presented in result according to the headings dealt with in pervious result.

4.2.1 Foster child schooling and family interaction situation

The analysis of the data presented in Tables 3 clearly shows the majorities of the children have keen interest in their education and are well contented with the general care and education materials provided to them by their foster parents. It is of special interest to note that all of the children have favorite teachers and subjects, which is indicative of not only the undivided attention the children give to their lessons, but it also shows the efforts these children are making to assess the teaching performance of their teachers. This also validates that the children are making a good progress with respect to their psychosocial development. Furthermore, their choice of such high profile professional studies like, engineering and medical education clearly shows the high self- esteem and the confidence they have in their academic performance, which is also another indication of a healthy psychosocial development pattern. However, there is some concern about the 40 % of the children who reported that they usually arrive late for school because they are tied up with domestic duties they need to accomplish before they go to school.

“....I usually arrives at school late because I have to finish my domestic duties before I leave to school including making my parents bed, cleaning the house, washing utensils used for breakfast...”

Article 36 (d) of the Federal Democratic Republic of Ethiopia (FDRE) clearly states that, “Every child has the right not to be subject to exploitative practices, nether to be required nor permitted to perform work which may be hazardous or harmful to his/her education, health or well- being”.

There is no doubt that continuation of this practice would have adverse effects, not only the performance of the children at school, but also on their overall emotional and psychological development. The solution to the problem is an appropriate and timely intervention by the concerned regulatory agencies, such as Bethany Christian services is needed.

4.2.2 Interactions of foster children with foster families

According to the analysis made under Table 4, all the foster parents do have their own biological children, and that the foster children are treated in the same way as the biological children. However, a closer observation of the general attitude and interview result of the foster children made by the researcher indicated that 40% of the foster children may not have been treated the same way as the biological children.

However, Table 4 indicates that, 40% of the children attended schools which were different from those attended by biological children; and that schools attended by the foster children were inferior to the school attended by the biological children, both in quality and in standards. This is clear evidence that foster and biological children are not treated the same way by foster parents, whereas, 60% of foster children are treated equally with those of biological children.

“....when interviewed to respond whether a foster mother send her foster child the same school with her own, she replied that she primarily send her foster child to the same school, but in the meantime she withdrawn her foster child from that school and send to one lower level standard school stating that her foster child was misbehaving in the school where her own child is attending school...”

Similarly, 40% of the children explained that they neither have snacks when they go back home from school, nor provided with adequate food when meals are served at home. The impacts of lack of good quality and quantity food, on the physical and psychological development of young children are unquestionable, and intervention by the concerned bodies is a must to ensure normal psychological and physical development of the children whereas the 60% of foster children are getting good foster care services.

According to Eric Erikson psychosocial development theory children who get due care on the age level 5 to 11 will grow competent who believe in their skills (Erikson, 1950). Accordingly this theory, some foster parents demonstrated their love and affection to their foster children by taking them along to visit friends and relatives to introduce them to their friends just like their

own biological children. Unfortunately, 30% of the children, although they reported during the interview that they accompanied their foster parents when they visited their friends, they were disappointed because their parents were neither comfortable nor willing to introduce them to their friends. Moreover, 10% of the children reported that they never accompanied their parents when they went to visit their friends, because they were always kept busy by domestic duties assigned to them.

Children get the opportunity to go to places and meet new people when they accompany their parents when they go to visit relatives. Apart from enjoying the sight of new surroundings, the children would also develop a sense of belongingness in the family circle as well as securing acceptance by the families and relatives of the foster parents. Denial of these basic familial interactions to the foster children would make it very difficult for the foster child to convince him/herself that he/she is an integral part of the family. This would, undoubtedly create a sense of being alienated or rejection by the foster family. This may have serious and lasting implications on the normal development of the child. Malimi, explained the importance of social interaction for foster children by stating the social factor refers to how one relates to activities that involve being with other people, especially activities that one does for pleasure and social contacts (Malimi, 2009).

4.2.3 Socio-Economic status of the foster family

Analysis of data presented in Table 5, shows that there are several socio-demographic factors that can affect the normal psychosocial development of foster children, and one of these factors is the age of the foster parents. Many research studies for example have shown that compared to older mothers, adolescent mothers display less desirable child-rearing attitudes; lower sensitivity and diminished affection for the children. As a result, children raised by such mothers are less likely to develop a secure attachment and are more likely to develop behavioral problems (Bornstein & Putnick, 2007). Table 5 shows that all of the foster parents are above the age of 36 and, therefore the effect of the age factor is minimized. However, the age of one foster mother, (single parent) is 56 and this relatively advanced age may put the foster child at risk.

Similarly, the presence or absence of both parents makes a big difference in the psychosocial development of the child. Wilkinson (2006) reported that both maternal and paternal attachments have a great contribution to longitudinal changes in the psychosocial development of the children. Research in this domain has demonstrated lower level of social and emotional adaptation, social competence, cognitive scores school achievement as well as higher rate of anxiety disorder and deviant behavior in children raised by single mothers compared to two parent families (Shaw et al, 2012). As shown in the socio-demographic data, 27% of the foster mothers are either single or widowed, which indicates that a quarter of the foster children may be at the risk of poor psychosocial development. Broussard also argues that raising a child without the help of a partner exposes the mothers to more challenges, stress and fatigue, leading to higher chances of psychological problems which indirectly affect the psychological development of the child adversely (Broussard et al., 2012).

“..... When she joined us she used to call every one mom and dad. Even she never recognizes me and my husband as a family when we are among others. There was no attachment at all. My sessions were changing those things, and strengthen her attachments to the family. I started calling my husband Dad in front of her, and he also called me mom till she started calling us the same. That was a tough task that we have performed.”

The negative effects of low social and economic conditions have been reported by various researchers. For instance, Shoshikawal (2012) explained that the socio-economic condition of the foster parents highly influence the physical and psychological health as well as the chances of social and cultural achievements during the all life span. Children born and raised in low socio-economic families have higher chances of parental negative outcomes and fewer chances of receiving the appropriate physical cares and cognitive stimulation they need for their healthy development (Yoshikawa et al., 2012). It has also been reported that low parental socio-economic conditions have been predictably associated with lower children IQ and school achievements (Clearfield & Niman, 2012)

Analysis of the socio-economic status of the foster parents shows that 60% of the parents are in the lower income (Birr1, 500-3,000) bracket. Furthermore, Table 5 shows that 56% of the

respondents have more than 6 family members. Besides, 26% of the respondents are unemployed or retired which makes matters worse. The combined effects of lower socio-economic conditions, large family sizes; the lack of employment opportunities, and the low level of education of the majority (60%) of the parents, would significantly constrain the normal physical and psychosocial development of the children. It is important that all these factors are taken into consideration when selection of foster parents and placement arrangements are made for the children (John et al., 2013).

According to (Crozier & Barth, 2005), youth from economically disadvantaged families exhibit lower levels of cognitive functioning and academic achievement, along with lower levels of physical and social development, than do other youth from more advantaged families.

“....when interviewed to respond whether the criteria is effective or not for psychosocial development of foster children is not clear and detail criteria for example family size with monthly income, level of education etc.”

Although foster parent education and income are important to fostering, this is not to say that only highly educated or financially well-off families should be selected. Supporting qualified foster families with diverse educational backgrounds and income is essential for several reasons. First, it can be argued that those with diverse education and income can provide good family foster care. Second, to some extent, education and family income are markers of social privilege, and this might be one of the reasons they are related to the behavioral and emotional adjustment of children. It can be argued that foster care organizations should not show deference to social privilege, but should be inclusive and provide the supports necessary to facilitate good fostering among qualified families with diverse education and income.

As it was also shown under chapter four, all respondents reported that they are serving fostering for more than 2 years and above. This indicates that parents have succeeded to overcome the more serious challenges of foster parenting, because most of these challenges are encountered by the parents during the early stages of placement. However, there may be some psychosocial problems which may persist and remain with the foster children for longer periods of time. When foster parents are faced with such problems, the prompt intervention of Bethany Christian

Services either by way of giving training to the parents, in the management of the problems, or, by offering appropriate counseling services to the children, as well as, to the parents.

“....when he joined us the agency never told us that he has a health problem. So at that moment we suffered a lot. we were at clinic day and night. I remember that I was very stressed and sick at that moment because of his health conditions. He was also unique in behavior from our children. Mine have never touched anything in the house without our permission. But the foster child was as strange, and aggressive and restless as a career we need to be patient and responsible...”

According to (Webb, 2003), most foster parents experience considerable challenges while working on the child care services. As described by stress is one of the challenges they have been facing in the course of carrying out their parenting responsibilities. Most of the time children placed in foster care services accordingly experiences multiple problems and difficulties which includes trusting others, aggressiveness, sleep and eating difficulties and possible antisocial behaviors like stealing and others which in one or another creates a challenging situation for foster parents .As clearly described in the guideline, family foster care is a demanding and difficult job, but it has several advantages over other alternative child care services, especially over institutional care (MoWCYA, 2009).

Unfortunately, the majority of foster parents may not be aware of these challenges and, therefore governmental and non-governmental agencies working on children welfare should organize for them awareness creation and training programs on foster care services.

4.2.4 Implications of the foster service on the foster children psychosocial development

Erikson (1950), summarized that at stage four of the psychosocial development, children should have all sorts of social interaction with the society. The interaction of foster children with their friends and peers, in and outside, the schools is very important for their psychosocial development. Based on the findings of this study, shown in Table 7, 73% of foster families do not allow always their foster children to go and visit their friends. On the other hand only 33% of the foster parents allow most often the foster children to host their friends at home. Reasons given by some foster parents for not allowing their foster children to visit their friend are because

they fear that the children may develop some harmful and dangerous habits. There are some reasons raised by the foster parents that makes them not to allow is that the inconvenient environment for the children in the area where they are living, the parents fear that not to engage in a bad habit to home. Whereas few parents are allowing for the children to play and visit their friends in such case these children have better social interaction and psychosocial wellbeing than the other one.

“....One of the main reasons why foster child care is preferred to institutional care is because in institutional child care the children are confined to the institution and have no opportunity to interact with children in the community, and, therefore have little chance to develop their social interaction. Similarly, when foster parents deny their children the right to visit their friends they are indirectly limiting their opportunity to normal emotional and social development. The National Guideline on Alternative Child Care (MoWCYA, 2009) clearly states that placement in the foster parent’s family gives the child a better chance of getting acquainted with life in a family environment and facilitates his/her smooth integration into the community at a later stage...”

4.2.5 Parents’ Knowledge about foster child schooling

Table 8 gives the data on the foster parents’ knowledge on the performance and behavior of the foster children at school. The respondents reported that 67% of the children usually leave for school on time, and that they are always eager to go to school. These same children are also commended for the efforts they make to do their homework as soon as they come back from school. The parents also stated that the children were always ready to ask their parents for assistance if they have problems. On the other hand, 33% of the children usually leave late for school and according to some parents these children need to be wakened up earlier to report on time at school and that they cannot get up early enough by themselves. It is interesting to note that according to the discussion held with the children, the children’s late arrival at school is due to domestic duties and also not having sufficient sleep. On this issue, Erikson stated that when there is little or no encouragement from their immediate contacts including parents and teachers they will develop doubting in their ability to be successful. Meanwhile, 53% the foster parents

reported that they occasionally go to the school, on their own initiative, to check on the progress in the academic performance of their foster children, but that they have never been summoned by the school officials on matters related with the conduct of the children. The remaining (47%) of foster parents explained that although they have never gone to the schools to follow up the educational progress of their foster children, they had been asked on very few occasions to report to the school to discuss issues related to the conduct of their children.

With respect to the current opinion and attitude the foster parents in having about their foster children, 27% reported that they were very happy with their foster children and that they have never regretted accepting them. 60% of the parents, on the other hand, explained that they regretted having accepted the foster children, particularly, when they had to face some serious challenges during the course of their parental care services. 13% reported that they often regretted their foster parenthood.

“...one of the mother of a foster child replied that ‘to tell you the truth yes because it is difficult to raise children with the low level income or pension’....”

Webb explained that most foster parents experience considerable stress in the course of their parenting. Therefore, in order to cope with the multiple issues which arise either from the side of the foster child or from their own side, foster parent's needs to be equipped with the necessary competences, knowledge and skills relating to the diverse issues of foster care. Bethany Christian Services can contribute a lot to alleviate this burden of the parents through the provision appropriate training and counseling (Webb, 2003).

shows, 53% of the foster parents reported that they visited the school are occasionally going, on their own initiative, to the school to check the educational progress of their foster children but they have never been invited by the school officials on matters related with the conduct of the children.

As respondents say most of the foster children are an average students who need they need more assistance and coaching to improve their educational performance. . However, as mentioned earlier, the educational levels of the majority of the parents, especially mothers are below 12th grade, which has negative impact on the educational performance of foster children. It has

already been explained that the majority of foster parents do not go to the schools to check whether or not their children are making good progress. Therefore the lack of concern for the education of foster children would affect the educational performance.

“....most of foster parents said that in most cases children being included in foster care missing something in their mind which might be associated with different life events they have experienced. It could be family loss or abuse, and isolation.it is must to solve and make clear all those problems through discussion and dialogue. I have to empower them in ordered to make a good citizen with a bright vision.it is also my duty sustaining progress on their educational performance....”

Yonzewa (2000), has reported that better-educated mothers are more likely to spend more time supervising their children and that better-educated parents are more likely to advocate for their child's placement in honors courses, manage more actively their child's academic achievement, and be more informed about school issues than less-educated parents. The reality is that as stated by Webb (2003), most foster parents experience considerable stress in their course of parenting. So, in order to cope up all these multiple issues either from the side of the foster child or from their own side, foster parents must need competences or knowledge and skills concerning how to deal with diverse issues.

4.2.6 Teachers' opinions about foster child schooling

Teachers are obviously not expected to assess and give detailed accounts about all foster children in a given school, but they have expressed their opinions about the general attitude, performance and behavior of the children.

Accordingly, the teachers explained that 60% of the foster children demonstrated a very good interaction within the school environment and with their peers, while, 40% of them showed less participation in the classrooms, and their school performance was poor. The teachers also agreed that all the parents provided their children with all the necessary school materials and paid their school fees on time. Concerning the *Monitoring of children's progress of education*, all the teachers admitted that that they did not invite parents either to discuss the behavior of the children or the progress of their education. Zetlin, Weinberg & Kimm, (2004) have clearly

explained this situation by stating that, Collaboration role playing of parent, school and teachers on adolescent's protective lives increase the amount of academic achievement motivation to balance the positive developmental adjustment of foster children.

"....one of the foster parent replied for the benefit of regular visit to the school where her foster child is attending said that, usually I visited my foster child school situation to get additional information from her teachers about her conduct and educational performance accordingly I will act up on the gap they raised and also I discussed with those teachers when they unknowingly hearted her..."

4.2.7 Opinions of GOs and NGOs representatives on foster care services.

Detailed interview were conducted with two representatives and from women and children affairs departments and Bethany Christian services. The highlights of these interviews are given below;

4.2.7.1 Non - Governmental representatives

BCS focuses on the following five alternative child care system;

- ❖ Community based care services
- ❖ Reunification and reintegration
- ❖ Foster care and domestic adoption
- ❖ Inter-country adoption
- ❖ Institutional care services

Of the above alternative foster care is the most common and preferred for the following reasons.

- a. Foster care compared to institutional care is less costly and labor intensive
- b. The children may have two opportunities to grow up and develop in his/her own country and cultural environment.

"...when parents were asked to reply on the benefits of foster care service, they replied that, even though there are limitations in fulfilling basic needs of children, foster care is much better than inter-country adoption and institutional care. Foster care helps the children to grow up in their culture, religion, and traditions compared

to inter-country adoption. They have the chance to reunite with their biological families too. The benefits are two folds, and the children have the opportunities of family attachment and companionship....”

BCS uses the following criteria for the selection of foster parents

- ❖ Willingness / commitments of parents
- ❖ social status in the community
- ❖ Economic status
- ❖ Medical certificate
- ❖ Criminal free certificate
- ❖ Marriage certificate
- ❖ Nationality and
- ❖ Age

One major weakness of the foster care system is that it is not based on legally binding agreements between the foster parents on the one hand, and governmental and non-governmental child welfare organizations on the other. In the policy governing foster care services is neither comprehensive nor efficient. Another serious weakness observed is that the staff assigned to handle issues relating to foster care or child care in government agencies are mostly individuals who are qualified in professional area usually not related to child care. The representatives of BCS therefore strongly recommended that;

1. The policy governing alternative child care should be regularly reviewed and updated;
2. The foster care agreement should be legally binding;
3. All personal in government agencies who are assigned to routinely manage and process issues dealing with child care should have the necessary professional background.

4.2.7.2 Government office representatives

The alternative child care systems listed under BCS, in chapter four above are also recognized by ACWCA and both agencies use the same selection criteria for the selection of foster parents. The ACWCA commented that some of the items in the selection criteria were not specified and lacked clarity. For instance, although the income level that qualified an individual to serve as a

foster parent is one of the criteria, the actual income bracket has not been specified and it is strictly a subjective decision on the part of the person (s) who conducts the selection.

Secondly both BCS and ACAWCA pointed out that the agreements made between the BCS, ACAWCA and the foster parents was not legally binding and is, therefore, often difficult to make decision in favor of issues that are in the best interest of the child. For instance, foster parents were neither informed, at the time of signing the agreement, whether the foster child has biological parents, who could claim their child back to their families at any time, nor for how long they were expected to care for the child.

The obvious problem of the lack of these vital pieces of information is that the biological parents of the child may show up at any time and claim their child back. Unfortunately, the government policy supports the rights of the biological parents to claim their child. This would be really devastating to the foster parents.

On the other hand, the foster child may have developed a close and intimate attachment with the foster parents and may not wish to leave his /her foster families and join his /her biological parents. Under such circumstances there is no legal provision to make decision in the best interests of the child.

Another strong weakness of the policy is that the issue of the permanency of the foster care has not been fully addressed. The number of the years that a foster child has to stay his/her foster parents has not been fixed. The fate of the foster child after reaching adulthood is therefore unknown in this country. In the western world the government will take over these responsibility by providing the basic need of such people.

“....one of the respondents for semi structured interview said that, she (the child) has lost both parents. The agency told me that her grandmother is alive, but no one knows where she is. I have the awareness that foster care is temporary child placement till the biological families get better in their livelihood. But, I do not think that I simply let her to go to relatives. I cannot do that. Even I have never ever told her that I am not her mother. It is impossible, and it badly hurts her. It damages the attachment we have built so far...”

When the foster children care system was introduced in Ethiopia the parents were granted financial support amounting to USD 40 per month. This regular monthly income attracted many people to come forward to register as potential foster parents. However, after some time the project phased out and the monthly financial support for the parents was stopped. As a result of which the number of people applying for registration significantly dropped, because there was no more financial benefits to motivate them. As a direct result of this the government was not able to find foster parents to help the large number of needy children who desperately need love, care and supporter.

Chapter Five

Conclusion and Recommendations

5.1 Conclusions

On the basis of the findings of this study the following conclusions are drawn and presented as follows.

The foster parents, foster children and teachers anonymously agreed that all the children go to school; they are all provided with all the materials they require for their education, and that the majority of the children are happy with their education. The willingness of foster parents to accept and care for the needy children is also highly commendable. The minimum accepted income and education level that qualifies an individual to be a foster parent is not specified. During the selection process this would be challenging.

External financial support seems to be one of the factors which will negatively affect the further bonding and attachment of foster children and their parent, this gap needs to be addressed.

Both Governmental and Non- Governmental agencies have pointed out that the policies governing foster care services were copied directly from countries where the objective realities are significantly different from those of Ethiopia and that neither research nor appropriate adjustment were made to these policies to make them compatible with the Ethiopian conditions. This lack of compatibility has created serious problems in providing effective foster care services.

The levels of education of most of the foster parents as well as their monthly incomes are very low and this has had negative impacts on the psychosocial development of the children. Similarly, the great majority of the foster parents do not visit school to monitor both the school progress of their children as well as their behavior and conduct while at school.

Furthermore foster parents are neither willing to allow their children to visit their friends in the neighborhood, nor let them to entertain their friends at home. In addition most of the parents are not happy to take their foster children along with them when they go to visit families or relatives

and of the few that take their children along with them, there are parents who feel uncomfortable to introduce their foster children to their families.

The findings also show that some parents do not provide their children with food in adequate quantity and quality. Foster parents lack awareness on issues of foster care in general, and the knowledge and skills to effectively manage the challenge they encounter while discharging their foster care duties and responsibilities.

The unwillingness demonstrated by foster parents to allow their foster children to interact with their friends in the neighborhood, and their reservation to take foster children along with them when they visit their friends or relatives. The foster parent's lack of interests to monitor the educational progress and the conduct of the foster children would adversely affect the psychosocial development of foster children.

As mentioned earlier, foster child care services is a recent practice in Adama, and in spite of few weaknesses mentioned above, the impact of foster care services in Adama should, by no means, be underestimated. The introduction of the foster care system in to the country by itself, has not only given needy children and their families an opportunity to access desperately needed care and support, but it has also given members of the community the awareness about the plight and the unfortunate situation of the needy children and prompted them to cooperate with governmental and non-governmental agencies in their effort to provide the necessary love, care and support to needy and destitute children. If the appropriate corrective measures are taken by all parties the contributions of foster care services will be maximized.

5.2. Recommendations

Based on the major findings of the study the following recommendations are made to strengthen and enhance the contributions of child foster care in the country in general and in Adama in particular.

1. The minimum accepted income and education level that qualifies an individual to be a foster parent should be specified. BCS should take levels of education and income into serious consideration during the selection process.
2. External financial support seems to be one the factors which will negatively affect the further bonding and attachment of foster children and their parent, this gap needs to be addressed.
3. One of the objectives of foster care services is to secure a substitute and temporary familiar environment for needy children on temporary basis till the child is reunited with his/her extended family members or placed in other permanent alternative child care program. Unfortunately, the issue of the permanency of foster child care has not been addressed. Policy makers need to carefully study the current situation and come up with appropriate and practical guidelines.
4. The unwillingness demonstrated by foster parents to allow their foster children to interact with their friends in the neighborhood, and their reservation to take foster children along with them when they visit their friends or relatives, are mainly due to lack of awareness and knowledge on the part of foster parents. To fill this gape, BCS should offer continuous training programs to the foster parents on the proper conducts of child foster care services, both before accepting the child and during the delivery of foster care services.
5. The foster parent's lack of interests to monitor the educational progress and the conduct of the foster children would adversely affect the psychosocial development of foster children. The parents should be given the proper advice during the training to seriously and regularly contact the school to check on the performance of foster children and to take corrective measures.

6. Some of the children have reported that they are not provided with adequate food. The impacts of inadequate food on the physical and psychosocial development of the children should therefore be made clear to the foster parents during the training program. BCS should also arrange for periodic discussion stations with foster parents to enrich their knowledge on this and other similar issues.
7. Basic knowledge and experience on child care services is essential for all staff members that are involved both in the regulating and delivering child care services. All agencies involved in such activities, therefore need to carefully recruit personnel with the required education and experience to undertake and discharge their responsibilities effectively.

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Annex 1

Semi structured questioners filed by foster children

Section A: Introduction and general information

Dear Respondents:

I am a post graduate, Master's level student of Adama Science and Technology University. Currently I am carrying out a study as a partial fulfillment of Master of Arts degree in social psychology on the topic:

Assessing psychosocial development of children included in foster family care services

Thus, the main purpose of this questionnaire is to collect relevant information to complement this research work. Hence, this questionnaire is designed for foster children. It is with this background that you have been randomly selected to participate in the research work by complete the following questionnaire.

I am, therefore, kindly requesting your sincere co-operation to answer all the questions in accordance with the instructions given at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering these questions. Your responses will be highly respected and given the highest confidentiality.

I thank you in advance for your kind cooperation.

Please, show your consent to fill the questionnaires by answering the question.

Would you fill the entire questionnaires voluntarily? Yes ☐ No ☐

Note:

- ✓ *Do not write your name.*
- ✓ *Your answer should represent what is true in your thinking.*
- ✓ *Be frank at all stages of your response.*
- ✓ *Give a true picture of your thinking about your present performance in the school.*
- ✓ *Be sure to keep the statement in mind when deciding how you think about the aspect on your performance.*

- ✓ Give answers for all questions by filling in the spaces provided or by ticking the appropriate alternatives

Annex 2 Guiding question for foster children

I. SCREENING QUESTIONS

1. Have you been or are you the foster parent of a foster youth between the ages of 5 and 18 years?
 - i. Yes ☐
 - ii No ☐
2. Is your Foster Parent license up-to-date? Yes ☐ No ☐

(If your answer to any of the three previous questions is **NO**, we shall end the questions here and thank you for your time and cooperation. If your answer is YES to all of the previous three questions kindly respond to the questions in the following questionnaire.

{**Note to the respondent:** Please put a tick (✓) at the appropriate place or circle the letter against the correct answer. For open-ended questions please fill in the answers in the space provided}.

II. In-depth Interview Guiding Questions for Foster Children on:

A. Personal Information on Respondent

1. Age: 8-14Yrs ☐ 15-18Yrs ☐
2. Level of education (Grade level) 1-5 ☐ 6-10 ☐ 10-+2 ☐
3. Name of the school the foster child attends _____
4. Number of family members: 3 ☐ 5 ☐ 7 ☐
5. Number of children: 2 ☐ 3 ☐ 4 ☐

B. Foster child Schooling

1. Are you going to school? Yes ☐ No ☐
2. If **NO**, why?
 - a. My parents do not allow me to

- b. My parents want me to help them at home
 - c. I do not feel well most of the time
 - d. Others, please explain:
-

3. If you are going to school, do you always arrive at school on time? Yes ☐ No ☐

4. If No, why?

- a. Helping my parents to do some domestic works
 - b. The school is too far away
 - c. Breakfast is served very late
 - d. Others _____
-

5. Do you always put on tidy and clean school uniform? Yes ☐ No ☐

6. If No, why?

- a. There is no one to wash my uniform
- b. There is always shortage of soaps at home
- c. Other works at home keep me busy

7. Do you always have all the materials you need for school? (Notebooks, pens, pencils, school bag school uniform... etc.) Yes ☐ No ☐

8. If No, why?

- a. My parents are not willing to buy for me
- b. My parents have financial problems
- c. My parents often complain when I ask them to buy these materials.
- d. Others, please explain

9. Do your parents pay your school fee on time? Yes ☐ NO ☐

10. If No, why?

- a. They have financial problem
- b. They do not give it due attention
- c. They take it as an unnecessary burden
- d. Others

11. Are you always happy to go to school? Yes ☐ No ☐

12. If No, why?

- a. Most of the time I fail to do my homework
- b. I find it difficult to understand the lesson
- c. Most of the teachers do not treat me in a friendly way
- d. I usually lack materials I need for my schooling

13. Are members of your family willing to help you in doing your homework? Yes ☐ NO ☐

14. If No, why?

- a. They are always busy doing other things
- b. They do not feel happy when I ask them to help me
- c. I am afraid to ask their assistance
- d. Others _____

a. Do you have a favorite teacher? Yes ☐ NO ☐

b. If Yes, why is he/she your favorite teacher?

- a. He/ She is very friendly
- b. She/he explains his/her lesson very clearly
- c. He/she always encourages her pupils to work hard
- d. Others _____

c. Do you have a favorite subject? Yes ☐ No ☐

d. If Yes, which subject? _____

e. Why is it your favorite subject?

- a. The teacher explains the subject very clearly
- b. I have a special interest in the subject
- c. My parents encourage me to learn this subject
- d. Others _____

f. What do you want to be when you grow up?

- a. A medical doctor
- b. An engineer
- c. A pastor
- d. An artist
- e. Other

C. Family life

a. Do your foster parents have their own (biological) children? Yes ☐ No ☐

b. Do your foster parents treat you the same way they treat their biological children? Yes ☐ NO ☐

c. If No, in what ways do they treat you differently?

- i. My meals are inadequate
- ii. School materials are usually incomplete
- iii. My clothing's are of poor quality
- iv. I do not have a comfortable bed
- v. Others, please explain _____

d. Are you going to the same school with your foster brothers and sisters? Yes ☐ ☐

e. If No, is your school of the same standard with that of your foster brothers/sisters?

Yes ☐ No, it is of inferior quality ☐

f. Do you always take your lunch in a lunch box? Yes ☐ No ☐

g. If yes, does the lunch box always contain adequate meal? Yes ☐ No ☐

h. Do you go home with your foster brothers/ sisters after school? Yes ☐ No ☐

i. If No, why?

- a) Our parents pick them up from school
- b) The schools are very far away from each other
- c) We finish classes at different times

d) Others, please explain _____

j. When you go home after school is who is waiting for you at home?

- i. Mother
- ii. Father
- iii. maid servant
- iv. other relatives

k. Do you have snacks ready when you go home after school? Yes ☐
NO ☐

l. If No, why?

- a. Afternoon snacks are not common in our family
- b. We only have breakfast, lunch and supper.
- c. Snacks are ready only when mother is at home.

- d. Others, please explain_____
- m. Are you satisfied with the meals you have at home? Yes ☐ No ☐
- n. If No, why?
- a.Meals are not provided in adequate amounts
- b. Meals are mostly not well prepared
- c.My parents do not have enough money to buy the necessary food items.
- d. There are too many members in the family.
- 16, Do you eat your meals with all other members of the family? Yes ☐ No ☐
- o. If No, who do you eat your meals with? _____
- p. Do you feel that your parents love you and are fond of you? Yes ☐ No ☐
- q. If Yes, how do they show their love to you?
- a.They hug me and give me a kiss when I go to school
- b. The hug me and give me a kiss when I return from school
- c.They buy me surprise gifts once in a while
- d. They Encourage me to ask them anything I need
- r. When they go out to visit friends/relationships do they (foster parents) take you along with them? Yes ☐ NO ☐
- s. If No, do you feel sad about it? Yes ☐ No ☐
- t. Do they take their own (biological children) along with them? Yes ☐ NO ☐
- u. Do your parents introduce you to their visitors/guests? Yes ☐ No ☐
- v. Do you have adequate clothes? Yes ☐ No ☐
- w. If No, why?
- a.My parent are not willing to buy me clothing when I need them
- b. My parents have shortage of money
- x. Are you happy with your foster parents? Yes ☐ No ☐
- y. If No, have you ever considered changing your foster parents? Yes ☐ No ☐
- z. If yes, please explain the major reasons that prompted you to change your foster parents?

Annex 3:

In-depth interview questions for foster parents

I. SCREENING QUESTIONS

1. Have you been or are you the foster parent of a foster youth between the ages of 5 and 18 years? Yes ☐ No ☐
2. Have you cared for that foster child between the ages of 14 and 18 years for more than 30 days? Yes ☐ No ☐
3. Is your Foster Parent license up-to-date? Yes ☐ No ☐

(If your answer is **NO** to any of the three previous questions, you have completed the survey and thank you for your time. If your answer is YES to the previous three questions please continue with the survey.)

{**Note to the respondent:** Please put a tick (✓) at the appropriate place or circle the letter against the correct answer. For open questions please fill the answers in the space provided}.

II. In-depth Interview Guide for foster parents

A. Socioeconomic and Demographic Information of Respondents

1. Foster mother B. foster father
Code ----- code _____
- Age 25-35 ☐ 36-45 ☐ 46-55 ☐ 56≤ ☐
2. Level of education
12th grade ☐ Diploma ☐ BA/BSc ☐
MA/MSc ☐ PhD ☐
- (Space for the Age and level of education for the Father is not given)
3. Status of employment:
Employed ☐ Unemployed ☐ running my own business ☐
4. What is your monthly income: a) Birr _____ other _____
Birr 500-1500 ☐ Birr1500-3000 ☐ Birr3000-4500 ☐ Birr4500-7000 ☐
5. Marital status: a) Married ☐ b) Single ☐
c) Widow/widower _____
6. Number of family members : 3 ☐ 4 ☐ 5 ☐ 6≤ ☐
7. Number of own (biological) children: 3 ☐ 4 ☐ 5 ☐ 6< ☐
8. No. of years of service as a foster parent.
1-5 months ☐ 6 months-1year ☐ 1year-2+years ☐

I. Questions Concerning Respondent's Knowledge about Foster Care and Foster child.

1. Do you have children of your own (biological)? Yes ☐ NO ☐
2. If Yes, how many (biological) children? please give their names and ages

BOYS

GIRLS

	Name	Age		Name	Age
a.	-----	----	a.	-----	----
b.	-----		b.	-----	
c.	-----		c.	-----	
d.	-----		d.	-----	

3. Why did you decide to have a foster child?

- a. Have no child of my own
- b. All my children have grown up and living independently
- c. I want to care for needy children
- d. Others please explain.

What was the age of the child when you first accepted him/her as your foster child? -----years

4. For how long have you had him/her as your foster child-----years

Give Direction: To answer the following 8(6-13) questions place a tick (✓) in the appropriate Box

	Items	Always	Most often	sometimes	Rarely	Never
6	Does your foster child get along easily with his/her foster brother/ sister?					
7	Does the foster child feel at home in the presence of other members of the family?					
8	Do you take your foster child along with you when you go to visit your friends/relatives?					
9	Is he/she happy when you take him/her along during such visits?					
10	Do you allow him/her to visit and or play with his/her					

	friends?					
11	Do you let him/her bring home his/her school friends to play or to study together?					
12	Do the children have separate bedrooms or do they sleep in the same bedroom?					
13	How often do your children take a bath					

II. Questions Concerning Respondents Knowledge about Foster child Schooling

Note to Respondent: To answer the 9 (1-9) questions place a tick (✓) in the appropriate box

	Items	Always	Most often	sometimes	Rarely	Never
1	Does your foster child get up early to go to school?					
2	Is he/she always happy and eager to go to school?					
3	Does your foster child always do his/her homework willingly?					
4	Does he/she do his/her homework all by him/herself or does he/she need your assistance?					
5	How good his/her school performance?					
6	Does your foster child have a tendency to be absent from school?					
7	Do you occasionally go to his/her school to check on his/her progress at school?					

8	Have you ever had complaints about his/her conduct at school from his/her teachers?					
9	Do you sometimes regret for having he/she as a foster child? And if yes why?					

Briefly give your personal experiences (challenges and opportunities, if any). of foster parenthood. -----

Annex 4;

Semi- structured questioner for foster teacher

I. SCREENING QUESTIONS

1. Have you been or are you teacher of a foster child between the ages of 5 and 18 years? Yes ☐ ☐

(If your answer is **NO** to any of the three previous questions, you have completed the survey and thank you for your time. If your answer is YES to the previous three questions please continue with the survey.)

D. Questionnaire Guide for Foster Children's Teachers on Psychosocial development in school environment.

Note to respondents: To answer the 11 (D1 –D11) questions, place a tick (✓) in the appropriate box.

	Items	EXCELLENT	VERY GOOD	GOOD	POOR	VERY POOR
I.	Questions on Psychological aspect					
1.	How strong is the adaptability of the student with his classmates?					
2	How do you rate the student's challenge management in classroom?					
3	How do you rate the sociability of the student with his/her peers in the class?					

4	How do you rate his/her performance at school?					
5	How do you rate his/her participation in the class?					
7	How is his/her punctuality in doing his/her home work? Do you mean work?					
8	How do you rate his/her personal mood\ (happiness, sadness etc) in class room?					
10	How do you rate his/her controlling aggression?					
11	How do you rate his/her assertiveness?					
II.	Questions on social aspect	Always	Most often	sometime s	Rarely	Never
1	Have you ever invited his/her parents to discuss issues relating to his/her conduct or school performance?					
2	Is he/she always equipped with the necessary school materials?					
3	On the basis of your observation, do you believe that his/her foster parents are taking good care of this					

	child?					
III.	Question on hygiene					
1	Does he/she wear clean and tidy uniform?					
2	Does he/she keep good personal hygiene?					
3	In your opinion, do his/her foster families look after his/her hygiene properly?					
4	DO his/her foster families provide him/her with soap and water to help him/her clean his/her clothes?					

Annex 5:

Guiding Questions for Key Informants

Guiding questionnaires for interview of Adama city administration Women and Children Affairs

Dear government officials:

This interview guide is for children who are included under the foster care services like you who were expected to carry out to solve the problem of children in their psychosocial development under the foster care services. (The purpose of this interview is to collect relevant data on the management and impacts of foster child care services on the psychosocial development of the child from such institutions as yours, which are committed to the welfare of vulnerable and marginalized children). It is with this background that you have been purposely selected to participate in this research. You are kindly requested to be as honest as possible when answering these questions. Your response will be highly valued and accorded with highest confidentiality.

1. How many foster children are currently registered under family foster care programs?
2. How many foster parents (families?) are currently engaged in foster care services In Adama
3. What are the steps included in child placement process starting from the beginning to end?
4. In your opinion, is this process efficient and effective, or do you think that there are weaknesses which need to be corrected?
5. What criteria do you use to screen and select potential foster parents?
6. Do foster children participate/ have a say in the process of choosing foster child placement?
7. What are the main qualities required of an individual to be an acceptable foster parent?
8. Is there any type of activity in empowering foster parents? If yes, what are the themes or focus areas?
9. What support or assistance is provided to foster parents, and what strategy do you have in place to monitor their performance as foster parents?
10. What efforts have you been making to reunite the child with his/her birth families or on child permanency issues? What are the challenges involved in this regard?
11. What are the main challenges you have encountered in the management of the foster care services in general?
12. Are you satisfied with the current government policies governing foster child care services?

13. If your answer is No, please indicate the weaknesses and suggest possible solutions

Guiding Questions for Key Informants

Guiding question of interview for Adama Bethany Christian services

Dear Bethany Christian services staff

This interview guide is for children who are included under the foster care services like you who were expected to carry out to solve the problem of children in their psychosocial development under the foster care services. It is on this background that you have been purposely selected to participate in the research. You are requested to be as honest as possible when answering these questions. Your response will be highly respected and accorded with highest confidentiality

Name _____

Position _____

1. How is a particular child placed under your care?
2. Who brings a child to your organization?
3. Do you usually check the background history of children under your care or do you solely depend on the information you received from other organs like police, and/or from other government departments?
4. Who is responsible for checking the background history of the child?
5. What is the standard procedure followed by your organization before deciding to accept a child?
6. What are the criteria and conditions required to be met by a potential foster parents to obtain a license to run a foster care facility?
7. What do you understand by the concept “in the best interest of a child”?
8. What strategy does your organization use to ensure that everything is done in the best interest of the child?
9. What other child care alternatives do you know?
10. Which child care alternative is frequently used by your organization?
11. Why is it your preferred alternative?
12. What are the major criteria you use to select your preferred alternative from among the various other alternatives?

13. Does your organization have criteria to assess suitability of a given care alternative to meet the needs of particular child?
14. What are these criteria?
15. In your opinion, are government policies governing foster care services practical, comprehensive and efficient?
16. If there are some weaknesses in these policies, would you like to suggest corrective measures?
17. Which regulatory bodies are responsible for enforcing these policies?

Annex 6: Guiding points for observation

1. Living environment of foster child i.e. enough rooms ,compound and beddings
2. Personal hygiene
3. Physical appearance
4. Interaction with his/her foster parents i.e. Way of communication
5. Level of confidence of foster child at home