

**THE PRACTICES OF MULTICULTURAL EDUCATION IN
SECONDARY SCHOOLS OF BUNO BEDELE ZONE**

BY

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JIMMA UNIVERSITY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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Declaration

The researcher hereby declares that the thesis entitled “**The Practices of multicultural education in Secondary Schools of Buno Bedele Zone**” prepared under the guidance of Main advisor Dereje Daksa (MA) and Co advisor Tigist Tajebe(MA) is my original work and all sources that was referred to and quoted by indicated and acknowledged with complete references.

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Acronyms and Abbreviations

ESDP	Education Sector Development Program
ETP	Education and Training Policy
MoE	Ministry of Education
MCE	Multicultural Education
UNESCO	United Nation Education Scientific and Cultural Organization
WEE	Woreda Education Expert
ZED	Zone Education Department
BBEO	Buno Bedele Education Office
EUEE	Ethiopian University Entrance Exam

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Abstract

The purpose of this study was to assess the practices of multicultural education in secondary schools of Buno Bedele Zone. To achieve the objectives, the study employed descriptive research design and quantitative research method. About 210(100%) teachers selected using simple random sampling, and 10 vice principals, 10 principals and 10 supervisors were selected using purposive sampling from 10 secondary schools out of 34 total schools in the zone. Standardized questionnaire items containing 32 items were employed along with interview items. Analysis of quantitative data was made using frequency, percentage, mean and standard deviation. The analysis found that there moderate level of content integration ($M = 3.06$), low level of practices of equity pedagogy ($M = 2.91$), low level of practices of prejudice reduction ($M = 2.88$), and low level practices of empowering school culture ($M = 2.50$) this reveals that there is no conducive school culture that support multicultural education in secondary schools of the study site. Students were not proficient in using language ($M = 2.90$). The findings also shows that students are not proficient in using the first language of the majority of the population and in using English which is the instructional media in secondary school teachers ($M = 2.90$, $SD = 1.07$), and cultural competency were moderately practiced ($M = 3.03$). The findings of the study found out that there were low level of multicultural education practices in the dimensions of equity pedagogy, prejudice reduction, empowering school culture and linguistic proficiency. It was also found out that the extents of content integration and cultural competency were high when compared with other variables. It was also found out from the study that lack of focus from school leadership teachers team ($M=3.76$, $SD = 0.95$), lack of training on multicultural education teachers ($M = 3.03$, $SD = 0.68$) and lack of clear guide lines on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone. For this reason it can be concluded that multicultural education practices are getting less focus and multicultural education was not practiced properly to the diverse students in class room when analysed in general in secondary schools of Buno Bedele zone. Teachers, principals, supervisors and educational leader at different level should monitor and evaluate the practice of multicultural education and check how schools are running multicultural education and should take measure to make correction or give training to teachers.

CHAPTER ONE

INTRODUCTION

This chapter consists of background of the study, the statement of the problem, basic research questions, objectives, significances, delimitations, operational definitions and organizations of the study.

1.1. Background of the Study

Education is a process by which human being transmits knowledge to generations. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, skills and attitudes (MoE, 1994). One of the aims of education is to strengthen the individual and society's problem-solving capacity starting from basic education and at all levels. Education enables human being to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of all-rounded development by diffusing science and technology into the society (Derebessa, 2006)

School is a place where students learn definite curriculum in definite time by definite teachers. It is generally believed that a society's future depends on the success of schools in effectively carrying out objectives of education of a country (MoE, 2013) implying that the conception of education can come in to reality when schools function properly. In order to accomplish their purpose, schools need to deliver learning through effective teaching to determine students' learning (Tigist, 2018). This is an implication of the fact that school as an educational organization cannot be a guarantee for any form of development unless they are effective enough to achieve the given mission in creating competent citizen by enhancing students' learning.

Schools are full of barriers and diversity. According to Cengiz (2009), diversity is differences among groups of people and individuals based on ethnicity, race, socio economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. In addition Tariku & Gara (2016) noted that diversity is reflection of a mix of ideas, cultures, economic statuses and other characteristics among a group. Diversity in an academic setting refers to the inclusion of students from different types of backgrounds. Ethiopia is the country where the very diverse groups of people live together (Bezabih, 2019). It is the most

diversified country in sub-Saharan African country next to Nigeria and demands multicultural education.

It is known that in a community rich with diversity, students come to school with diverse background which in deed needs multicultural education. This means multicultural education need to be integrated in instruction in order to welcome and teach students who may contribute to the development of a country if they are accessed with good instruction. This requires understanding the rich dimensions of diversity contained within each individual. This implies that each individual is unique and recognizing individual differences and hence accepting and respecting that difference is essential to teach and learn(Banks ,2007).

Multicultural education is a process that is planned to address students for the purpose of recognizing, accepting, and appreciating different diversity (Banks, 2001). Multicultural educations (MCE) is providing equivalent opportunity as a planned and deliberate attempt for each student to have equal opportunity to learn regardless of sex, ethnicity, social-class, language proficiency, and other background. It concerns the development of skills and attitudes to function in a culturally diverse society, their ethnic back ground, religion, gender, social class, disability and the like (Banks,2001). Major goal of multicultural education is to reform the school that students from diverse racial, ethnic, and social-class groups will experience educational equality. That was why the 1994 EPRDF education and training policy state that education should promote democratic culture, tolerance, and peaceful resolution of differences.

Multicultural education can be described through different dimensions including content integration; the knowledge construction process, prejudice reduction, equity pedagogy, empowering school culture (Banks, 2011), as well as cultural competency (Sue and Sue, 2008). Multicultural competence is the ability to engage in actions or create conditions that maximize the optimal development of individuals (Sue and Sue, 2008). Cultural competency includes three level of component including awareness, knowledge, and skills needed to function effectively in a pluralistic class room and responsive to all groups (Sue, 2001). This refers to the idea that multicultural education can be provided in class by integrating content that welcome different diversity, using teaching learning methods that favors students from diverse backgrounds, approaching in a way that reduce negative attitudes towards different groups of students and strengthening cultural diversity that could

be useful when empowered for the best of students learning. Again it is possible to see that a teacher needs to be culturally competent to address students' individual differences.

Some studies for instance Robles and Beck, (2007) have shown that culture influences the learning process and social adjustment of students. As agents of change, teachers need to be multi-culturally aware of differences among students and promote cultural understanding to enable them to become sensitive to other students from other cultures and to eventually be able to live harmoniously in a multicultural community.

It is thus important for teachers to be culturally competent to address the diversity in the classroom which enable them to score better academic achievement (Lehman, 2017). Academic achievement refers to the extent to which students' achieve their short term educational goals. Students' academic achievement is very crucial at every level; from a perspective of an individual, a family, an organization (like a school) and the nation as a whole (Ali, Hider, Munir, Khan, and Ahmed, 2013). Since students' academic achievement is the ultimate result of any activities in school, the factors that influence this were given attention in some prior studies.

The practices of multicultural education are different in different countries of the world. The developed countries practiced it more than developing one. This study were analyzes the extent to which multicultural education are practiced in secondary schools of Buno Bedele Zone.

1.2 Statement of the Problem

Multicultural education is the difference in learning style between the students who have different interest, who come from family with different cultural back ground. It is a process that is planned to address students for the purpose of recognizing, accepting and appreciating different diversity (Banks, 2001).

At the global level Bennet (2003) describes multicultural education as teaching and learning underpinned by democratic believes and values that assert cultural pluralism in culturally diverse society. Moreover, Jay and Jones (2005) argue that multicultural education is the common term used to describe the type of pluralist education where its advocates are seeking for all children. According to Gay (2000) and Ladson-Billings (2003) multicultural education refers to adopting a culturally responsive pedagogy and having trained instructors that

facilitate this pedagogy. Nieto (2003) add that multicultural education is not a subject matter but the very education that gives equal opportunities for all students to achieve their maximal potentials and educational excellence. In addition, Gollnick and Chinn (2009) define multicultural education as an educational strategy in which students' cultures are used to develop effective classroom instruction and school environments. It supports and extends the concepts of culture, diversity, equality, social justice and democracy into the school setting.

Multicultural education must begin without rejection of the view that educational institutions should melt away cultural differences at the expense of the dominant core culture and maintaining the true existence of cultural diversity. Hence, multicultural education directs schools toward the cultural enrichment of all students. Supporting this, Gay(2007) after enumerating various definitions argues that: Multicultural education means learning about, preparing for respecting and celebrating cultural diversity or learning to be bi cultural. It requires changes in school programs policies and practices.

According to scholars content of multicultural education programs should include ethnic identities, cultural pluralism, equal distribution of resources and opportunities, and other socio political problems stemming from long histories of oppression. They believe that MCE is a philosophy, a methodology for educational reform and a set of specific content area within instructional programs. For Manning and Baruth(1996), multicultural education is both as concept and deliberate process designed to teach leaders to recognize, accept, and appreciate cultural, ethnic, social classes, religious, gender, and other differences. For them this is to in still a sense of responsibility and a commitment to work towards the democratic ideals of justice equality and democracy in learners during their crucial development.

Furthermore, according to Lynch (1983), multicultural education enhances multicultural social competence, interpersonal relations, analysing how cultural conditions affect values, attitudes, beliefs, preferences, and expectations. Learners who fell well about themselves are likely to be more open and receptive to interaction with others and to respect their cultures and identities. Multicultural education promotes personal empowerment for social reform. This will be accomplished by cultivating students' attitudes values, habits, and skills. So that, they become social change agents who are committed to reforming society in order to eradicate racial disparities in opportunities and are willing to act upon this commitment.

Banks (2007) noted that in a community rich with diversity, students come to school with diverse background which in deed needs multicultural education. This means multicultural education need to be integrated in instruction in order to welcome and teach students who may contribute to the development of a country if they are accessed with good instruction. This requires understanding the rich dimensions of diversity contained within each individual. This implies that each individual is unique and recognizing individual differences and hence accepting and respecting that difference is essential to teach and learn. Students have different needs, skills, and experiences that must be recognized in developing educational programs (Golnick & Chinn, 2009)

At the national level the researcher knows, studies on multicultural education practice are very limited in Ethiopia. The existing ones focus on policy issues than practice, for example Belete (2011). Even though policy provisions are the first step to multicultural education, policy alone can do nothing to install concepts of diversity among students unless teachers are competent at it. Other diversity based researches were conducted at University level focusing on diversity management,for example,Abebaw and Tilahun (2007) and Tilahun (2007).

It is possible to see that though Ethiopian government is designing many programs, educational organizations, teachers and school leaders are under extensive pressure to achieve the desired objective. Ethiopia is a country of multi ethnic diversities. For such countries, it is very important to prepare and practice multicultural education. This is true in the area where this research is conducted. Past researcher conducted the study on multicultural education and students' academic achievement and their finding shows that multicultural education has positive relation with students' academic achievement (Amy, 2011; Altugan, 2014; Ayalew, 2010; & Abdulhayi, 2009). The students come from different ethnic groups, from peoples speaking different language, cultural and religious background. It is impossible to teach such multicultural society without addressing multicultural education.Tariku and Gara (2015) conducted a study with the title "Place of diversity in the current Ethiopian education and training policy: Analysis of Cardinal dimensions". The result of the study indicates that multicultural education is not well practiced. This implies that the levels of practices of multicultural education are not to the desired level and there are even perspectives which are not addressed well.

Locally, Ayalew (2010) conducted a study entitled “educational practices in multicultural community: the case of Bati-town woreda” concluded that failure to apply multicultural education to students from diverse background causes disparity in academic achievement of students. Some research findings indicate that the level of practices of multicultural education is not to the expected level. For instance, Debela (2017) conducted a study entitled “practices of multicultural education in some selected preparatory schools of eastern Wollega zone”. The findings indicate that the level of multicultural education is less and the majority of the teachers did not give attention to addressing diversity among their students because of lack of teachers’ competency. .

Conducting current study on the practices of multicultural education in secondary schools of Buno Bedele zone is very important to make cross-check on the result of the above previous study with the result of current study were important since there is the gap of time between the previous studies and the current study. Furthermore, the practices of multicultural education activities that have been practised continuously. Therefore, identifying the current status of the practices of multicultural education is also mandatory. Finally, this study is aimed to explain and analyze the practices of multicultural education in secondary schools of Buno Bedele zone.

1.3. Basic Research Question

To this end the following research questions will be considered:

1. To what extents multicultural education practiced in secondary schools of Buno Bedele zone?
2. Which multicultural education variables are highly practiced in secondary schools of Buno Bedele zone?
3. What factors hinder implementation of multicultural education in secondary schools of Buno Bedele zone?

1.4 Objectives of the Study

1.4.1 General Objective

The major objective of the study were to explain practices of multicultural education in secondary schools of Buno Bedele zone.

1.4.2 Specific Objectives

Having the above general objective, the study will have the following specific objectives.

- To identify the level of practices of multicultural education in secondary schools of Buno Bedele zone.
- To identify multicultural education variables that are highly practiced in secondary schools of Buno Bedele zone.
- To identify factors hinder implementation of multicultural education in secondary schools of Buno Bedele zone.

1.5 Significance of the Study

The study may have the following major significances.

- it will be an input for teachers and school leaders to redesign class room instruction.
- It will enable school principals to prepare unique problem solving strategic plan.
- It will help principals and stakeholders to discharge their duties to reshape weak practices that have been adversely affecting multicultural education.
- The finding may help to develop awareness about the multicultural education.
- This study may become a reference for similar or relative topic in the area of multicultural education.

1.6 Delimitation of the Study

This study is aimed to explain the extents to which multicultural education is practiced in secondary schools of Buno Bedele Zone. Therefore, to make it manageable, the researcher delimited the study to 10 randomly selected secondary schools of Buno Bedele zone. Besides, the study also conceptually delimit to explaining the level of practices of multicultural education in secondary schools of Buno Bedele Zone. Hence, the elements included in multicultural education includes content integration, equity pedagogy, prejudice reduction, linguistic proficiency, empowering school culture, and cultural competency like knowledge, skill and attitude (AERA, 1993). Moreover, the study is aimed to be conducted in the years 2021/2022.

1.7 Limitation of the study

It is obvious that research work could not be free from limitation, that matter this study is constrained with some limitations. One of the limitations is that there is no sufficient internet access in the rural area to enrich the study more. In addition, there is also no sufficient related study in the site that would serve as a reference. Despite this, the student researcher was tried to overcome the limitations by using published research paper related to this research, using data internet and moving to city where there is internet access.

1.8 Operational Definition of Key Terms

Multicultural education: is an approach to teaching and learning that considers cultural pluralism to provide equitable education to diverse students in class (Bennet, 1990).

Equity pedagogy: Refers to techniques and teaching methods that teachers use to facilitate teaching learning and the academic achievement of students from diverse learning styles (Bennet, 1990).

Prejudice reduction: It refers to the attitudes of teachers on students' background

Linguistic proficiency: It describes the ability of students in fluently listening, writing, reading and speaking English (Bennet, 1990).

Empowering culture: describes the process in school to welcome students from diverse background and provide equitable access to education (Bennet, 1990).

Cultural competence: It refers to the ability of teachers to be culturally competent in knowledge, skill and attitude to teaching students from diversified background (Lehman, 2017).

1.9 Organization of the Study

The study was organized in to five chapters. The first chapter deals with background of the study, statements of the problem, basic research questions, and objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study. The second chapter of the study presents the review of related literature. The third chapter will include the research design and methodology. The forth chapter will deals with data presentation, analysis and interpretation. The fifth chapter will focus on summary, conclusions and recommendations.

1.10 Conceptual Frame Work of The study

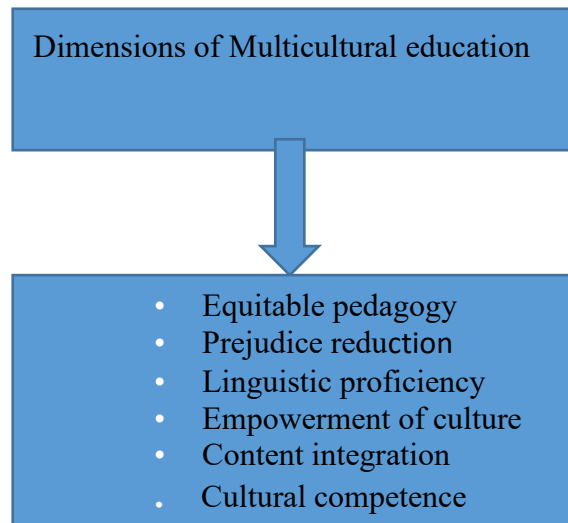


Figure 1: Conceptual Frame work of the study (developed from Banks,2002).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In the study, the practices of multicultural education will be explained. In relation to this, concepts, dimensions of multicultural education will be presented together with related issues. Before directly going in to multicultural education, it is necessary to pinpoint some concepts about diversity.

2.1 Definition & Concept of Diversity

According to Pollar and Gonzalez (1994) diversity means the ways people are different from each other. This means though all people on earth share major similarity of being human being, but there is also things that make them different. This individual or group difference is termed as diversity. A society in a given country be diverse in race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies (Cengiz, 2009). Therefore, diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding the differences contained within each individual.

This diversity is the central concern of social, political and cultural issues. Since we are different in some of our aspect which led to diversity, we need to understand that each individual is unique, recognizing, accepting and respecting our individual differences is beneficiary. Gay, (1995), a scholar in the field state that in society full of diversity, all citizens irrespective of major social and economic differences, class, gender, religion, disability must be given equivalent opportunity. To Gay,(1995) such equivalent opportunity is not available on the ground which should be counteracted by framing national policies. Our country Ethiopia is not different. This study, therefore, is based on the assumption that diversity education requires reflecting the social, cultural, ethnic, and linguistic pluralism of a given society.

The investigation is designed in terms of the comprehensive understanding of diversity education involving approaches that promote the understanding of the diversified groups' identity embedded in their cultures, histories, values, beliefs, attitudes and behaviors to shift from ethnocentric to ethno relative perspectives (Bennett, 1995). This indeed requires among other measures, reforms of educational policies. The essential elements of the policy through the phases of planning, implementation and evaluation are expected to entertain the needs and

existing merits of all the beneficiaries. Accordingly, in the document issues of cultural, ethnic, religious, gender and other related dimensions of diversity that help school children learn about themselves and others are given top priority for the analysis.

According to Banks (2004), diversity is about more than just differences, the new diversity paradigm defines it as the process of creating and maintaining an environment that naturally enables all participants to contribute to their full potential. In Ethiopian context, policy directions support recognition of diversity issues such as mutual respect, tolerance, living in harmony, equality, liberty, justice and moral values which take important place in building pluralistic society.

2.2 The Concept of Culture

To discuss and understand the concept of multicultural education, discussing about the meaning of culture is very important. Different scholars defined the term culture from different perspectives. For instance, according to Adler (1990) there is no single definition that all social scientists accept. Among some of the widely accepted definitions by social scientists, O'Neil (2006) states that culture is the full range of learned human behavior patterns. For him culture is abstract, powerful tool that helps survival of human being. Despite this, he also stated that culture is a fragile phenomenon which may disobey the pattern through years when the society disobeys the pattern of life. It means that culture is constantly changing and easily lost because it exists only in human minds. The languages, governments systems, arts in buildings, and other man made things are norms of culture.

Similarly, Neito (2010) noted that culture is ever changing values, traditions, social, and political relations, and world view created and shared by a group of people bound together by a combination of factors which can include a common history, geographic location, language, social class, and/or religion. On the other hand, Banks (1977) described culture as a set of behavioral patterns, symbols, rituals, values, unique achievement of a human group, which distinguishes that group from other human groups. There is no unique culture in any human society, rather there are common natural elements shared by all.

Culture is the social inheritance of all human being. Through our culture we learn to relate to the other people, appreciate beauty, and develop better performances. Our culture influences every part of our lives, from the way we dress for particular occasions to the way we express

joy and sorrow and the way we think about issues, feel about events, value people, places and things. Any culture has both objective and subjective layers. Objective components of a culture refer to the visible and tangible aspects of a particular group of people such as people artifacts, clothing's, and foods are into this category. On the other hand, its subjective components include attitudes, values, and norms of people that are more difficult to study, inspect and analyze because it is subjective, less visible, and less tangible in nature. Multicultural education practice helps to perceive students' culture in any kind of school program (Banks, 1991). These statements show how much education and culture are interrelated. In the following section, the concepts of multiculturalism and multicultural education will be discussed.

2.3 Multiculturalism and Education

2.3.1 The Concept of Multiculturalism

According to Banks (1997), the early 1970's marked the emergence of the multicultural movement at first in Canada and Australia and then in the U.S.A., U.K, Germany and elsewhere. It has now begun to dominate the political agenda of even France, the strongest position of the nation state which takes no official note of its citizens' ethnicity, culture and religion. The ideology of multiculturalism was developed between 19605 and 19705 by small number of academicians, social workers, and activists of blacks rights and immigrants welfare, especially in the United States of America and Australia.

Multiculturalism is the co-existence of different cultural groups in one country or state. According to, Shi-Jian (2006) defines multiculturalism as a phenomenon of coexistence of several cultures within one locality, one society or one community. For Banks (1997), multiculturalism is a position that rejects assimilation and instead prefers cultural group in the population maintains its distinctiveness. So, multiculturalism includes addressing all differences and their effects. However, the definition of multiculturalism depends heavily upon the context in which it is discussed.

For instance, in the United States, multiculturalism is a social and political movement and position that holds differences between individuals and groups to be a potential source of strength and renewal rather than of trouble. It values the diverse perspectives people develop and maintain through varieties of experience and background stemming from racial, ethnic, gender, sexual orientation or class differences in the society. In such a way, it strives to

uphold the ideals of equality, equity and freedom on which the United States is based, and includes respect for individuals and groups as a fundamental principle to the success and growth of the country(Banks, 1991).

2.3.2 The Concepts of Multicultural Education

Many scholars have explained the cultural paradigm with regards to creating classroom interventions and strategies to support the learning of students of color. There is not an agreed definition of multicultural education among scholars and practitioners. What all agree is that there is room for further discussion about the definition. The idea of multicultural education is various and difficult to define for many educators. The difficulty to define multicultural education is the result of its complex nature. Multicultural education has diverse perspectives that emerge from its multiple dimensions and different social realities of the human societies. (Bennet, 1990)

Hence it is difficult to come with single and common definition that has acceptance by all scholars of multicultural education. However, to understand the concept of multicultural education comprehensively it seems important to see the following definitions given by various scholars of the field. Multicultural education challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic and gender among others) that students, communities, and teachers represent multicultural education promotes the democratic principles of social justice (Neito 1995:307). According to Bennet (1990), multicultural education is an approach to teaching and learning based upon democratic values that foster cultural pluralism.

It is a commitment to achieving educational equality developing curricula that build understanding about ethnic groups and competing oppressive practices.

Bennet (2003) describes MCE as teaching and learning underpinned by democratic believes and values that assert cultural pluralism in culturally diverse society. Moreover, Jay and Jones (2005) argue that multicultural education is the common term used to describe the type of pluralist education where its advocates are seeking for all children. According to Gay (2000) and Ladson-Billings (2003) multicultural education refers to adopting a culturally responsive pedagogy and having trained instructors that facilitate this pedagogy. Nieto (2003)

add that MCE is not a subject matter but the very education that gives equal opportunities for all students to achieve their maximal potentials and educational excellence. In addition, Gollnick and Chinn (2009) define multicultural education as an educational strategy in which students' cultures are used to develop effective classroom instruction and school environments. It supports and extends the concepts of culture, diversity, equality, social justice and democracy into the school setting.

Multicultural education must begin without rejection of the view that educational institutions should melt away cultural differences at the expense of the dominant core culture and maintaining the true existence of cultural diversity. Hence, multicultural education directs schools toward the cultural enrichment of all students. Supporting this, Gay(2007) after enumerating various definitions argues that: Multicultural education means learning about, preparing for respecting and celebrating cultural diversity or learning to be bicultural. It requires changes in school programs policies and practices.

According to scholars content of multicultural education programs should include ethnic identities, cultural pluralism, equal distribution of resources and opportunities, and other socio political problems stemming from long histories of oppression. They believe that MCE is a philosophy, a methodology for educational reform and a set of specific content area within instructional programs. For Manning and Baruth(1996), multicultural education is both as concept and deliberate process designed to teach leaders to recognize, accept, and appreciate cultural, ethnic, social classes, religious, gender, and other differences. For them this is to instill a sense of responsibility and a commitment to work towards the democratic ideals of justice equality and democracy in learners during their crucial development.

As to Banks (1993), multicultural education consists of three major components: an idea or concept, an education reform movement, and a process. As an idea or concept, multicultural education maintains that all students should have equal opportunities to learn regardless of the racial, ethnic, social class or gender group to which they belong. As a reform movement, multicultural education aims to reform schools so that all students have an equal opportunity to learn. As a process it is a continuous development with a goal to create within schools and society the democratic ideals such as justice, equality and freedom which are never totally achieved. Multicultural education is facilitating instructional process in culturally diversified

educational setting. In this part, it is useful to see some of the important uses of multicultural education. Multicultural education educates culturally diversified students in a way that will enhance personal development by emphasizing on developing self-understanding, positive self-concepts and pride in one ethnic identity. Multicultural education promotes the basic values that stem from the principles of human dignity, Justice, equality, freedom, self-determination, and democracy.

Furthermore, according to Lynch (1983), multicultural education enhances multicultural social competence, interpersonal relations, analyzing how cultural conditions affect values, attitudes, beliefs, preferences, and expectations. Learners who feel well about themselves are likely to be more open and receptive to interaction with others and to respect their cultures and identities. Multicultural education promotes personal empowerment for social reform. This will be accomplished by cultivating students' attitudes values, habits, and skills. So that, they become social change agents who are committed to reforming society in order to eradicate racial disparities in opportunities and are willing to act upon this commitment.

2.4 Historical Development of Multicultural Education in Ethiopia

Nobody doubts that Ethiopia is a country of culturally, ethnically, linguistically, diverse society (McNab, 2004:41). Adding, the author states that Ethiopia is a country of pluralistic society, having at least eighty nations and nationalities. All of these ethnic groups have their own cultures, norms, values, etc., which should be considered not only as diversity but also as a resource. Hence, education system must be responsive to the needs of ethnic groups; particularly in countries of ethnic, cultural, religious and also other types of diversities. Therefore, it is important to review the historical development of multicultural education in Ethiopia whether the education system of country, Ethiopia, addresses multicultural education or not since the introduction of modern education (Bezabih,2009)

2.4.1. Multicultural Education in Ethiopia during Emperor Menelik II

In Ethiopian education history, modern education was introduced during Menelik II in 1908. Following it, modernizing education expanded in Addis Ababa and to the rest provinces. Bezabih (2009), Siyoum (1996) and Mehari (2011) noted that the driving force to introduce and expand modern education during this era were the interest of the Emperor to understand international political order and the need for modernizing the country,

Ethiopia, and the need for international interpreters. For this, teachers and schools leaders were from foreign countries; mostly they were Egyptian and Frenches. Even though, modern education was introduced at the beginning of 20th century it did not address the existing diversity. To witness this fact, Mehari (2011) showed that education practices of a country geared toward one dominant cultural perspective.

Besides, Siyom (1996) further condemned that though Ethiopia experienced modern education during the Emperor Menelik II. It was totally resembled western experiences. Especially it was exact copy of French system. Further teachers and school administrators were from abroad. Even though Ethiopian education system was a copy of western education, school opportunity was for children of high official class living in urban areas where as rural community were lack such opportunity. According to Tekest (1990) and Robsan (2015) it was perceived that Menelik school was not served as instrumental for development, rather it was served political purpose. To cope up with international diplomacy so as to maintain national sovereignty, Ethiopian education was emphasized on language teaching. Languages such as French, Arabic, English, Italian, Ge'ez, and Amharic are included in school curriculum.

Bezabih (2009) showed that the fundamental principle that dictated the development and use of school curriculum in this French period was political interest. The curriculum did not well address basic educational, societal, and economic need of the country. This was because curriculum was designed by foreigner. The learning outcome to be achieved was not on Ethiopian socio-economic and cultural reality, but it was based on the situation of a country from which advisors, teachers, and school leaders were used to come. This was because languages such as French, Italian, and Arabic English etc. were important to maintain international political relations for wellbeing of the emperor and existing aristocracy.

Generally, since the inception of modern education to Ethiopia, the provision of education for its citizens had been mainly characterized by disparities among the diverse nations and nationalities. For instance, during the reign of Emperor Menelik II, the education system was in favor of males, nobilities, and urban people and for ruling classes. Whereas, females, lower class members, rural people, pastoralist society and peasants were denied their right of access to educational opportunities. It was on this basis that MoE (1961) concluded that during the reign of Menelik II, the education system did not fairly serve the diversified nations

and nationalities of the country. Further, the content of curriculum was not responsive to the culture values of the nations, nationalities and people of Ethiopia. Thus, the Menelik Regime education system was not fairly addressing the diversity, so that it was partisan to few classes and its content was non Ethiopian values (Robsan, 2015 & Tekeste, 1990).

2.4.2. Multicultural Education during Emperor Haile Selassie

The other commitment to education began during the reign of Teferi Mekonnen. Teferi Mekonen was coronated as Emperor of Ethiopian in 1930 by the name of HaileselassieI. following his coronation the majesty Haile Selassie took different reforms in the country, among which education reform was one. Thus, his political leadership stated establishing modern schools in different provinces in the country, Ethiopia. Schools were opened in Dessie, Harar, Gore, Nekemtie, Dire Dawa, and so on due to many encouraging factors (Bezabih, 2009), Mehari (2011) and Teshome ,1979). Bezabih (2009) stated that the concern of Education during Haileselassie I was to produce citizens who would be loyal to the king and the country. Education was under the influence of Egypt, Sweden, and USA. The curriculum during this period focused on teaching foreign languages in maintaining the international political relationship useful for the well-being of the emperors and the aristocracy. Only in the last part of this period did some schools include science, mathematics, history, sports in their curricula (Bezabih,2009)

However, the five year Italian invention seriously affects the education system. As a result, schools were destroyed, and used for military purpose; buildings were taken over for Italian children. Teshome(1979), Robsan (2015) and Mehari (2011) clearly explained that only for political purpose, Italian opened elementary schools with Italian and others languages of Ethiopian ethnic group like Amharic, Oromigna, Tigrigna, Harari, Sidama as medium of instruction. The curricula developed and implemented during the Italian occupation were for the purpose of achieving Italian ruling class political ambition. However, after Italy was exiled and following the return of the emperor to the throne from England, British oriented education was introduced. Siyoum (1996) and Tekeste (1990) showed that British influences were highly manifested in Education system of the period. Medium instruction become English, and accepted as official language of the country.

As a result, students who succeeded in matriculation were directly sent to universities of Great Britain. As opposed to the pre-war educational emphasis on the training of foreign languages, the post-war emphasis was to train technicians and professional who would serve the government (Bezabih, 2009). However, in early years of 1950s the influence of British in Ethiopian education system begun declining and gradually substituted by American. Accordingly, 1951-1959 was termed as American Period. Thus, America begun to shape the Ethiopian Education policy through coming in to being of education advisory group assimilated into planning committee. Many Ethiopian Teachers, supervisors, and school administrators were trained to function. Educational reforms come to place into effect to transform academic schools into comprehensive as well as vocational and training education (Bezabih, 2009).

During this time, education was aimed to produce semi-skilled and skilled man power for different economic activities. Primary education level which encompasses grade 1-6 aimed to enable children to foster traditional values of loyalty and devotion, to emperor, meet urgent need to boost literacy and develop sense of citizenship that help them to foster proper moral and spiritual values. Similarly, secondary schools education was also aimed at guiding the emotion properly, developing inner resources of spirits that brought self-awareness, preparing to participate effectively and efficiently in productive work force of the world. Accordingly, Amharic became medium of instruction in elementary schools (Bezabih, 2009).

Aweke (2015), Bekele (2016), and Ashenafi (2014) clearly depicted that Haile Selassie heavily and effectively implement education as means of force assimilation to create Amharanized Ethiopian. The time of Emperor Haile Selassie was a regime that promoted religious and linguistic homogenization in Ethiopia where Amharic became the only language of primary education and literatures were band in all other languages. Even during Haile Selassie times missionaries were obliged to use Amharic language. Furthermore, Amharization became one prerequisite criteria to grant citizenship by law (Aweke, 2015).

According to Mahari (2011) during the period of Haile Selassie, the first remarkable progress was made in the education system of Ethiopia in general. It was in that time that the curriculum began to relate to the Ethiopian culture and Amharic was selected to serve as a medium of instruction in all primary school of the country. However, the educational system

of the country at that time was unfair and lack justice. Supporting this, Tekeste (1990) indicates all instruction in the primary schools was in Amharic, the official language, severely hampered the learning capacity of all those children whose first language was not Amharic.

In summary, as compared to the previous times, remarkable progress was made in the country's education system. By that time, curricular contents were began to be related to the Ethiopian culture; Amharic being medium of instruction in primary schools. Nevertheless, during this time also, the education system did not provide equal educational opportunities for the diversified people of the country. The empire educational policy mostly male, predominantly Christian and largely the Amhara and Tigirie ethnic groups. The education system was mainly characterized by the melting pot Journal of Philosophy, Culture and Religion.

2.4.3. Multicultural Education during Derg Time

According to Mehari (2011), following the down fall of imperial regime of Haileselassie I, it was Derg that led by military junta who came to power in 1974. Derg declared socialism as sociopolitical and economic system that focus on the doctrine of Marxism and Leninism principles to guide the socio economic and political affair of the country. Numerous resolutions were passed by the state that includes changing the attitude of people involved in educational system, changing the school curriculum, structuring and restructuring the education system.

Derg created strong bond with socialist countries to brought advisors and experts to reform educational policy. The main target of Derg was to serve better interest of the mass and enhance their contribution toward the establishment of socialism. As explained by Bezabih (2009), Mehari (2011), and Robsan (2015) to promote socialism ideology, the ministry of education takes steps to change the curriculum. As a result, in 1981 the military government of Derg launched the General Poly Technique Education Program. Specially to produce fertile ground for the implementation of Marxism Leninism ideology many proclamations were issued and declared.

Among this; The 1974 Ethiopia Tikdemthe 1974 Ethiopian socialism the 1975 economic guide for socialist Ethiopia and The 1975 land Reform proclamation are few to list. Bezabih (2009), Tekeste (1990) and Mehari (2011) commented that critics raised during

Imperial Haile Selassie time were tried to be corrected by Derg. There was an introduction of educational programs that proved education step by step to the broader mass. All the necessary measures were taken to eliminate illiteracy. However, since the Derg regime persuade socialism-oriented education that indoctrinate Marxism Leninism ideology, the education system of a country was pure pro socialism. Bezabih (2009) still explained that Ministry of Education of Ethiopia introduced National Literacy Campaign which was successful in eradicating illiteracy which in turn contributed much to national development. He further noticed that in line with the implementation of Marxism Leninism educational principles, the following educational policies had been included. These are equal right to education for all members of the society; education for all sided personality; and general and compulsory education for all children of the society.

On the other hand, national education objectives include education for production, education for scientific inquiry, and education for socialist consciousness. Mehari(2011) explained that even though new education reforms were introduced by Derg, there is no difference from that of imperial time, by using education for political purpose education as instrument for creating assimilated Ethiopian. Tekeste (1990) showed that Derg forced Ethiopian students to be indoctrinated with Marxism Leninism socio economic and political ideology. Thus Derg continued the assimilationist policy started by Haileselassie with new version of Ethiopia tikdem. By Derg time, Amharic becomes the only language used as medium of instruction. It is possible to say that Derg repeated the empirical time negligence to address diversity to maintain stability and equality among Ethiopian nation, nationality and people. Thus, Derg deny the right to equality, self-determination, and strongly uphold assimilation that further marginalizes many of nations and nationalities of Ethiopia (Mehari,2011)

In summary, the Derg education system was characterized by high centralized socialist ideology in which schools were obliged to produce citizens that are loyal to socialist principles. Simply the Derg regime proclaimed the existence nations nationalities and people with their unique culture languages, and their equal rights in the countries overall activities for political advantage. Because the educational system of the country was highly centralized by the socialist ideology, for this Amharic was serving as a medium of instruction for the assimilation of different cultures of the country.

2.4.4. Multicultural Education during EPRDF since 1991

After the Derg regime was thrown from power in 1991, the EPRDF government came to power and introduced the Education and Training Policy in 1994 (Bezabih, 2009). Based on the analysis conducted regarding the education system of the past time, the policy came up with well identified major problems that demand reforms and immediate intervention. These include; Equitable access to primary and vocational education. During the period curriculum was restructured (Tekeste, 1990) so that the previous 6, 2, 4 (grade 1-6 elementary schools, grade 7 and 8 Junior primary schools and grade 9 to 12 high schools) structure was changed to 4, 4, 2, 2, that stands for grade 1-4 lower primary school; grade 5-8 upper primary school, grade 9 and 10 lower high schools and grade 11 and 12 preparatory schools. For students up to grade 3 automatic promotions were introduced, up to grade 8 mother tongue is used as medium of instruction. General education up to grade 10 is provided freely for children while from grade 11 to higher education are provided based on cost sharing strategy.

It is to the experience of the student researcher that consistent resistance emerged in Ethiopia against the EPRDF which was may be the strongest in some part of West Oromia. As a result, the people won the struggle and by reforming itself the party known as “Ethiopian prosperity party” comes to power. MoE (2018) noted that in the practices of EPRDF education policy, student learning outcomes were very low and in a deteriorating trend, majority of secondary and

Preparatory students do not have the expected knowledge, attitudes and skills, the students are viewed as lacking the necessary competence and skills to join the world of work upon completion of grade 10 and 12.

Hence, immediately after EPRDF, some research findings of scholars in Universities and MoE were used and framed a new education road map (MoE, 2018). According to the document a number of efforts have been made to reform the inherited education system which was characterized by irrelevance, poor quality and unemployable graduates. MoE in its document noted that comprehensive curriculum will be designed to facilitate the holistic development of the child, which may include cognitive, socio-emotional physical as well as life skills development (P.12) which include activities that promote national identity and unity within diversity with special focus on ethics, mutual respect, cooperation, inclusiveness,

values of patriotism, through children's literature games, stories, music, life skills development, experience sharing programs and ethical education; and create secure, safe, accessible and equitable academic, social and physical inclusive education environment for all children, and ensure that children with special needs have the same opportunity to succeed.

2.5 Mechanisms of Promoting Multicultural Education

2.5.1 Framing Multicultural Issues and Policies

Diversity is a significant distinguishing feature of Ethiopia. Different sources show that in Ethiopia there are around 80 ethnic groups with distinct language and cultural features. Cognizant of this fact the current government of Ethiopia has been attempting to maintain the Ethiopian state on the bases of ethnic federalism as well as cultural, language, and political autonomy at regional and sub-regional levels. The regional autonomy sub-section indicates specific ethnic and regional rights included in accommodating perceived demands of major ethnic groups. Ethnic federalism institutionalized ethnic groups as fundamental constituents of the state (Habtu, 2003). Prior to the EPRDF Education and Training policy, modern education in Ethiopia has been criticized that it was monoculture. Hamdessa(1982) indicates that the educational activities in Ethiopia were carried out from one dominant culture perspective. The constitution of the Federal Democratic Republic of Ethiopia (1994) declared that the Government shall have the duty to support on the basis of equality, the growth, and enrichment of cultures and traditions that are compatible with fundamental rights, human dignity, democratic norms and ideals (Article 91/1).

In line with the constitution, two important policy documents were issued among (other activities so as to implement the ideals in the constitution. That is Education and Training policy (1994) and the cultural policy (1997) respectively. Both documents imply multiculturalism should be an integral part of the Ethiopian education. Following the issuance of the Education and Training Policy(1994), the major reforms in the Ethiopian education sector are changes in the school curriculum, the decentralization of education, the use of regional languages for instruction(as opposed to the former use of the national language, Amharic) Emphasis upon democratic values, and multiple perspectives in addressing diversity issues in education, These changes constitute a significant turning point in the history of education of this country(Teklehaimanot, 2001). The reform was not merely the change of curriculum that the change in curriculum should take into account the larger

socio cultural context(Cronbleth, 1990). In relation to this the following basic policy statements addressed the issue of diversity in the country.

Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education is given in nationality languages. This confirms that the Ethiopian Education and Training policy addresses the issues of medium of instruction, gender, ethnicity, special needs, and other aspects of diversity in education(Teklehaimanot,2001). Yet, research results following the implementation of education policy have indicated that many barriers must be overcome to advance increased sensitivities to such areas. Addressing multicultural issues to the multicultural community through education are very rare in any program of educational practices.

2.5.2 Culturally Responsive Teaching

The second mechanism of improving multicultural education is culturally responsive teaching. Gay (2000) defines culturally responsive teaching as using cultural knowledge, prior experience, and performance styles of diverse students to make learning more appropriate and effective for them. Gay (2000), also describes culturally responsive teaching acknowledges the legitimacy of the cultural heritages of different ethnic groups. It builds bridges of meaningfulness between home and school experience, it uses a wide variety of instructional strategies that are connected to different learning styles, it teaches students to know and appreciate their own and each other's' cultural heritages. It incorporates multicultural information resources, and materials in all subjects and skills routinely taught in schools.

Multidimensional nature of culturally responsive teaching involves curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments. Empowering nature of culturally responsive teaching enables students to be better human beings and more successful learners. It can be described as academic competence, self-efficiency and initiative. Learners must believe they can succeed in learning tasks and have motivation to persevere. Shor (1992) characterizes empowering education as a critical democratic pedagogy for self and social change. It is a student-centered program for multicultural democracy in school and society. It approaches individual growth as an active cooperative and social process, because the self and society create each

other. The goals of this pedagogy is to relate personal growth to public life, to develop strong skills, academic knowledge, habits of inquiry and critical curiosity about society, power inequality and change. The learning process is negotiated requiring leadership by the teacher, and mutual teacher -student authority. In addition, the empowering class does not teach students to seek self-centered gain while ignoring public welfare. Transformative culturally responsive teaching does not incorporate traditional educational practices with respect to students of colour (Gay, 2000). It means respecting the cultures and experiences of various groups and then uses these as resources for teaching and learning. It appreciates the existing strengths and accomplishments of all students and develops them further in instruction.

Emphasizing this, Banks(1991) asserts that if education is to empower marginalized groups, it must be transformative. Being transformative involves helping students to develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal social, political, and economic action. In general, culturally responsive teaching recognize, respects and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments.

2.6 The Dimensions of Multicultural Education

There are different approaches to deal with multicultural education. The dimension preferred for this study is the five factor model of Banks (2003). These are content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and an empowering school culture and social structure. Each of the dimensions is defined and illustrated, and a brief overview of each major section is presented.

2.6.1 Knowledge Construction

The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed (Banks,2002). It describes the procedures by which social, behavioral, and natural scientists create knowledge. When the knowledge is constructed teachers help students to understand how knowledge is created and how it is influenced by the racial, ethnic, and social-class positions of individuals and groups.

2.6.2 Prejudice Reduction

As to McDiarmid (2009), prejudice is conscious or unconscious negative belief about another social group and its members without knowledge. The prejudice reduction dimension of multicultural education describes the characteristics of children's racial attitudes and strategies that can be used to help students develop more democratic attitudes and values. In any society and most importantly in a diverse society, the school textbooks should contain accurate facts, impartial interpretations, as well as reflect past and present situations of a society and at the same time avoid biases, stereotypes and generalizations. Textbooks' content should be maximally objective and unbiased, protected from the influence of short-lived political intrigues and mystifications and they should be tools to promote social cohesion than stratification (Schaefer, 1988). In most textbooks used in schools in Ethiopia there is still unjust treatment for culturally diverse students. This may happen due to the existence of stereotypes, prejudices, and other equally important factors which affect the practice of incorporating multiculturalism and so ethnic and cultural diversity in the education system. In this line, Sanchez (2005) describes bias in textbooks appears in several forms, including stereo typing, distortions, overrepresentations, omissions, in certain contexts romanticized portrayal, token representations and biased language.

Stereotype is a preconceived or oversimplified generalization about an entire group of people without regard for their individual differences. Stereotypes and stereotyping impair the ability to assess or understand others accurately and can readily lead to misinterpretations produced on overly general mental picture that usually results in judging negatively the images of a person or an entire culture (Manning and Baruth, 1996). Prejudice is the other aspects of misrepresentation of cultural and ethnic diversity in textbooks.

2.6.3 Equity Pedagogy

It is using different teaching styles to meet the diverse needs of students. Equity pedagogy exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups. This section consists of a review of selected studies of approaches, theories, and interventions that are designed to help students who are members of low-status population groups to increase their academic achievement (Delpit, 1988). The literature reviewed in this section is discussed within a historical context. The kinds of theories that have been constructed to help teachers develop more effective strategies for use with students of color and low-income students have varied throughout time.

2.6.4 Empowering School Culture

The concept of an empowering school culture describes the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups experience educational equality and cultural empowerment (Cummins, 1986). Creating an empowering school culture for students of color and low-income students involves restructuring the culture and organization of the school. Among the variables that need to be examined in order to create a school culture that empowers students from diverse ethnic and cultural groups are grouping practices.

2.6.5 Content Integration

Content integration refers to the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area. In many school districts, as well as in popular writings, multicultural education is viewed only or primarily as content integration. The widespread belief that content integration constitutes the whole of multicultural education might be an important factor that causes many teachers of subjects such as mathematics and science to view multicultural education as an endeavor primarily for social studies and language arts teachers.

The literature on content integration focuses on what information should be included in the curriculum, how it should be integrated into the existing curriculum, and its location within the curriculum. Another important issue discussed in this literature is who should be the audience for ethnic content. This is first level of content integration in which most frequently utilized form of multicultural education approach commonly referred to as the heroes and

holidays approach. It is characterized by the addition of ethnic heroes into the existing curriculum by using criteria similar to those used to select mainstream heroes. The curriculum remains essentially unchanged in terms of its basic structure, goals, and main ideas (Banks, 1999). There are different approaches to content integration.

2.6.5.1 The Additive Approach

The second level of content integration is the additive approach, sometimes called the ethnic additive approach because content from different ethnic groups is added to the pre-existing curriculum. The additive approach is often the first phase of curriculum. Material is studied from the perspective of mainstream historians and the events, concepts, ideas, and issues are presented from a dominant perspective (Banks, 1999). Like the first level, this approach seems to defy many of the basic tenets of multicultural education. Individuals or groups of people from marginalized groups in society are included in the curriculum, yet ethnic and cultural inequities are not necessarily addressed. The first two levels of content integration approaches are the easiest and require the least amount of change on the part of educators. They are the most commonly seen in the field of education.

2.6.5.2 The Transformative Approach

It requires the infusion of perspectives, frames of reference, and ideas that will expand students' understanding of an idea. This approach actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view.

2.6.5.3 The Decision Making and Social Action Approach

It is component that requires students to make decisions and to take action related to the concept, issue, or problem they have studied. This approach requires that students not only explore and understand the dynamics of oppression, but also make commitments to making decisions and changing the system through social action

2.7 Multicultural Competence

As far as the researcher knows, studies on multicultural education practice are very limited in Ethiopia. The existing ones focus on policy issues than practice, for example Belete (2011). Even though policy provisions are the first step to multicultural education,

policy alone can do nothing to install concepts of diversity among students unless teachers are competent at it. Other diversity based researches were conducted at University level focusing on diversity management, for example, Abebaw and Tilahun (2007) and Tilahun (2007). Still other researchers like Zelalem (2008) focused on diversity contents of primary school textbooks. The implementation of multicultural education requires teachers who examine their own values, knowledge, and teaching practices about diversity to avoid biased multicultural education (Brown and Marchant, 2002).

According to Critical Multicultural Education Competency Model (Acar-Çiftçi, 2014), the competencies that teachers should possess are cultural competency components such as awareness, knowledge, attitude and skills. The awareness component that is located in the first dimension of the model is connected with the human consciousness which is bidirectional; and which can focus on both itself and the objects and the situations around it (Duval & Wicklund, 1972). Most people are blind to their own cultural heritage. They tend to consider the practices of dominant cultural groups as “standard” and those of other groups as variations (Rogoff & Morelli, 1989). When people have conflicts with any standard, they attempt to change either the standards or their features (Silvia & Duval, 2001). This is the beginning of transformation.

Knowledge is another sub-dimension of the cultural competency components. Knowledge basically serves to actions. Any form of knowledge is contextual and it only makes sense within a certain perspective. According to critical theory, knowledge is socially and historically defined and it is a product of people who hold the power (Tierney, 1991). The central argument of critical theory is that all knowledge, even the most scientific or “commonsensical”, is historical and broadly political in nature. Critical theorists argue that knowledge is shaped by human interests of different kinds, rather than standing “objectively” independent from these interests (Friesen, 2008). Knowledge reflects people’s social status, cultural status and power status and based on the knowing person’s context, this knowledge is always defined and confirmed through one of such variables as gender or class (Banks, 1993; Tetreault, 1993).

In the model, attitude is described as pre-disposition of emotional and behavioral responses with the understanding, which was built by individual at the stage of mental awareness and knowledge. Culturally competent teachers have the attitude to properly acknowledge students from different backgrounds (Villegas & Lucas, 2002). Researches show that the affirmative

attitudes have a positive effect on the learning of students (Ladson - Billings, 1994; Lucas, Henze, & Donato, 1990; Nieto, 1996). Skill is yet another component in this dimension. Skill can be defined as the use of appropriate intervention in order to carry out education with a critical multicultural approach. The implementation of multicultural education requires teachers to examine their own values, knowledge, and teaching practices about diversity to avoid biased Multicultural education (Brown & Marchant, 2002).

Teachers who have sociocultural awareness take responsibility to eliminate social inequalities. They are aware that there are no gaps in institutional structures or practices but that these are consciously or unconsciously created and maintained by humans. Therefore teachers need to develop their decision making, social action, leadership and political activity skills, as well as a moral determination for human dignity and equality as much as their knowledge on ethnic issues (Banks, 1991; Gay, 1994). Therefore teachers need to have a clear vision regarding the goals of education and their roles. According to Villegas and Lucas (2002), teachers who view themselves as agents of change can understand how school and society are interrelated. They believe that although education has the potential to eliminate inequalities at schools and transform society, unless there is an intervention in schools, schools tend to reproduce these inequalities by giving more status to the thinking, speaking and attitude styles of the dominant culture.

2.8 Factors Affecting Student Academic Achievement

Student achievement is often an area of great concern to stakeholders in education because it is the hallmark of what the educational system is all about. A brief look at the educational literature quickly unveils the many factors that affect student academic achievement including school related factors, student related factors, family related factors and teachers related factors.

2.8.1 School Related Factors

Students' academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelry or day scholar. The school has the responsibilities of equipping its student with necessary knowledge, skills and develop positive attitude in them.

Sharamd (2008) state that the schools act as an intermediary organ between the family and state and it has the responsibility of training children for adult social life. Some of these school related factors includes leadership styles, school facilities and the like.

Among the various factors determining the success of educational program, the school environment is one that directly or indirectly influences the effectiveness of teaching learning process. The school achievement and regular attendance of students in school are promoted by pleasant school environment. Therefore, it is desirable that the school should be clean and comfortable for attracting pupils and their families in the community. Aggarwal (1986:49) states that the teachers should give attention to the physical condition of the classroom that there should not be distracting factors in and around the classroom like noise, strong light and some undesirable scenes which often distract the attention of students and do way with them. Thus, a classroom needs to be a suitable location in the school where an actual teaching learning process takes place with aids of well-planned instructional materials or equipment that can provide suitable condition for the implementation of the curriculum.

The number of students has its own impact on teaching learning, quality of teaching and to coordinate supervise group making and order. Smaller classes permit more interpersonal interaction and this enable each student to secure more attention either from the instructor or from the rest of the class, smaller classes are, therefore, likely to provide friendly and more satisfying than larger one. This implies that small class size enables the teachers to closely supervise the progress of students.

Atkinson (1983:127) has wrote the ideal class size well vary with the circumstance particularly the age, ability of students, the methods of teaching and types of achievement that is aimed for. Coombs (1985:106) states that crowded classroom creates distance on the side of the teacher towards the quality of education by hampering students' academic achievement. This large class size is in generally practiced in developing countries due to economic problems.

School facilities play an important role for effective teaching and learning processes in order to take place. These school facilities are: Libraries, Laboratories, Classrooms, students and teacher's seats, black boards and other teaching resources. According to Levin (1976:200) school library and laboratory can support the effort that is made by teachers to encourage

independent learning students educational materials and equipment are used at different aims to strength motivation for learning, to illustrate a point, to open a subject extend the lesson. Pupils couldn't be expected to learning effectively if the classroom didn't have fundamental items such as black boards, seats, writing places for pupils and other teaching materials. The presence or absence of quality educational materials can greatly affect the quality of education. Other things being equal, the greater the quality and the more sufficient the supply of educational materials, the greater the achievement of students are (Colcloagh and Lewin, 1993:34).

Conducive teaching school environment enhances the effectiveness of teaching learning process and students' academic progress by developing mutual respect and concern between teachers and students. The school discipline is the guidance of the conduct of pupils in a way which permits the order and efficient operation of the school and thus the existence of good teaching and learning. In relation to this, Kujoth (1970:271) explains the importance of school discipline as the guidance of conduct of pupils in a way which permits the order and efficient operation of the school. Thus, the presence of good discipline in the school can lead to healthy teaching learning atmosphere for both teachers and students. Therefore, this clearly indicates that discipline is very essential for the effective functioning of the school and for the promotion of students' success in their learning.

2.8.2 Students Related Factors

In addition to other factors students related factors can also contribute to their academic achievement student related factors include the following:

Students' knowledge about effective way of study skill enables to deal effectively with daily task and progress successfully in their schooling: effective use of reading and library usage and time management. Cruick Shank et al (1999) reported that although poor students' performance in daily education tasks may be the result of many factors, lack of effective study skills is a major contributing factor. These study skills are associated with various learning components such as: Effective use of reading rate, Library usage, access too much information and Time management.

2.8.3 Family Related Factors

Socio economic position is one of the important factors that undermine the achievement of students in different activities. Our target here is how the economic position of family

influences students' achievement. Children with lower socioeconomic background family achieve less in school when compared to students from middle and high socioeconomic level families. According to Ahmar and Ehtesham (2013) children's academic achievements are influenced by the personal, educational, and economic background of their parents. Less educated parents are less likely to be involved in their children's education. Children with poor social background start schooling with significantly lower cognitive skills than their more advantaged pupils. American center of education policy (2011) stated that involvement of parents in early education of children plays a vital role in shaping academic mindset and motivation.

Students whose parents have a higher level of education, a better occupation and greater income tend to have higher achievement than students with low socio-economic status. Grolnick and Bellas (2009) confirmed that that home environment influences a child's interest in school and aspirations for the future. Children from high and middle socioeconomic status parents are better exposed to better learning environment which will have impact on their academic achievement. Due to this, many students will be forced to leave the school.

2.8.4 Teachers Related Factors

The teachers have responsibility for the improvement of student achievement and in supporting students in their schooling. Relationship between teachers and students are an important instrument to facilitate teaching and learning activities. Amare (1998:88) states that mastery of the subject matter alone is not enough for effective teaching. There is a need to establish good relationship between a teacher and students and among students. Common understanding and respect to one another facilitate smooth communication between a teacher and among students which enhance effectiveness in teaching. Teachers as a whole could influence the rate and efficiency of teaching learning process. Students in a given classroom came from various linguistic, economic and cultural backgrounds. The existing diversities maximize the difference in needs and interests in the classrooms. Since the situation affects teaching, the teachers should be aware of the differences and manage the class efficiency. As Fraley (1981:87) writes, the care teachers presumably accept the assignment to exercise strong leadership, serve as a guide and leader in every phase of the class activities; allow pupil to make their own decision, give pupils freedom to talk informally during work periods;

point out to pupils the area in which they need work and provide situation where by individual pupil can succeed according to their abilities.

2.8.5 Methods of Teaching

Methods of teaching also have their own impact on student achievement. Among these methods, teacher centered methods of instruction are based on teachers' talk and students are passive. In learner centered methods of instruction, however students are not passive recipients of knowledge, they are active learners. They are not only receiver of information from teachers and books; they also collect information; record it systematically, discuss it, compare it, analyze it, draw conclusion from it and communicate about it. The role of teachers are guiding the students through their activities, help them find additional sound information; make sure they are really thinking and analyzing and check their progress to make sure that all students are learning (Abraham et al, 1999:71). Therefore, encouraging and motivating students plays a significant role in students' learning and academic achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section of the study which is concerned with description of the study area, the overall design, method, and sources of data, sampling size and sampling techniques, data gathering instruments, procedures of data collection, method of data analysis and ethical consideration of the study.

3.1 The Study Site

The specific site of the study is Buno Bedele Zone. Buno Bedele zone is one of the zone among the 21 zones of Oromia regional state which is found at about 480 km away from Addis Ababa to the south west of Ethiopia. It has a total area of approximately 8, 555 km². Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,271,609. It is bordered to the north by West Wollega, to south by Kefa Zone, to the West by Ilu Aba Bor zone and to East by Jimma Zone. Based on the 2007 census conducted by the CSA, the two largest ethnic groups reported in Buno Bedele zone are the Oromo (89.67 %) and the Amhara (7.37 %); all other ethnic groups made up 2.96 % of the population. Afan Oromo is spoken as a first language by 90.68 % and 7 % spoke Amharic; the remaining 2.24 % spoke both Afan Oromo and Amharic languages. Concerning the religion, the majority of the inhabitants were Muslim, with 50.6% of the population having reported they practiced that belief, while 26.51% of the population practiced Ethiopian Orthodox Christianity and 22.51% professed Protestantism. Majority of people are farmers. The crop that is produced more coffee. And also this zone get rainfall throughout the year.

3.2 Research Design

The purpose of the study was explaining and analyzing practices of multicultural education practices in secondary schools of Buno Bedele zone. So that the study was employed descriptive survey research design.

Research design is a plan for action that links philosophical assumptions to specific methods. (Creswell, 2007). According to Govinda and Tapan,(1999).descriptive survey design gives a better and deeper understanding of the phenomena that helps for fact-finding. It is adequate and accurate to analyze and interpret data. As stated by Cohen (1994). It helps to gather data

at a particular point in a given period of time. This research design helps to describe the existing situation of the issue.

3.3 Research Method

The methods employed for this study were quantitative and qualitative methods. Quantitative data regarding multicultural education were collected to deal with the problem. Qualitative data were collected using semi structured interview to support quantitative data. It is one in which both quantitative and qualitative methods are used to answer research

3.4 Sources of Data

The data were collected from both primary and secondary sources which are specified as follows.

3.4.1. Primary Sources of Data

The primary data were collected from teachers, principals, vice principals and cluster resource supervisors. The reason why the researcher selected these participants as a primary source of data would be based on the expectation that they have better information and experiences in relation to the study and this primary source is used as the major source.

3.4.2. Secondary Sources of Data

In order to substantiate the result from primary source, the researcher were collect data from secondary sources. The source of such data includes regional abstracts and manuals related to multicultural education.

3.5. Population, Sample Size and Sampling Techniques

3.5.1 Population

The study was conducted in 10 Buno Bedele Zone, secondary schools. The study populations are 210 teachers, 10 vice principals, 10 principals and 10 supervisors.

3.5.1 Sample Size and Sampling Techniques

There are ten woredas in Buno Bedele zone. The researcher used non probability sampling (convenience sampling) for the 34 secondary schools found in Buno Bedele zone. 10 schools were selected by using simple random sampling method. Out of 598 total population of the study the researcher selected 240 in each schools using simple random sampling method to let them have equal chance to be selected. Therefore, out of 568 total teachers, 210 teachers

were the participant of the study, from 10 principals 10 were selected, from 10 vice Principals 10 were selected, from 10 supervisors 10 were selected as the respondents of the questionnaire by using sample size determination formula adopted from the Krejcie's and Morgan's (1970).

Thus, the formula was used to determine the sample size is; $n = \frac{N}{1+N(e)^2}$

Where: n= is the sample size N= is the total population

e= is the error term which is 5% Z= is the confidential level=95

Therefore $n = \frac{598}{1+598(0.05)^2} = 240$ N= 598 n = 240

For selecting Teachers for each school we use $n/N = 240/598 = 0.40$

Table : 3.1 Population and sample of respondent

Woreda	Schools	Population					Sample				
		Teach	Princ	v/prin	Sup	Tot	Teach	Princ	v/prin	sup	Total
Mako	Mako	45	1	1	1	48	16	1	1	1	19
Dega	Negeya	62	1	1	1	65	23	1	1	1	26
Chora	Chora	66	1	1	1	69	25	1	1	1	28
Bedele Town	Wayessa Gota	104	1	1	1	107	40	1	1	1	43
Bedele Woreda	Laliso Haro Ture	32	1	1	1	35	11	1	1	1	14
Dabo	DaboTemo	51	1	1	1	54	19	1	1	1	22
Chewaka	Barkume	46	1	1	1	49	17	1	1	1	20
Gechi	Gechi	59	1	1	1	62	22	1	1	1	25
Borecha	Borecha	51	1	1	1	54	18	1	1	1	21
Didessa	Dembi	52	1	1	1	55	19	1	1	1	22
Total		568	10	10	10	598	210	10	10	10	240

Source: Buno Bedele Zone Education Bureau (2014 E.C)

3.6. Instruments of Data Collection.

To obtain relevant and reliable data for the study questionnaire, interview and document review were used.

3.6.1 Questionnaire

A questionnaire is enquiries of data gathering provided or respond to statements in writing and used to get factual information (Best and Kahan, 2005). So, to secure the reliability and adequacy of information, a questionnaire comprising both open and close ended questions was standardized for sample secondary school. Since the study was quantitative predominantly quantitative data were collected on large size of teacher population. Therefore, close ended questionnaire items was prepared for teachers, vice principal and principals. The questionnaires was prepared in English. The researcher believed that selected participants can easily read and give answer by reading it since the instructional medium is English in secondary schools.

3.6.2 Interview

Besides the quantitative data, qualitative data about the various components related to the problems under study were collected using semi-structured interview with cluster supervisors. The reason for using semi structured interview was based on the assumption that they provide sufficient information on the problem.

The data collected by administering the above instrument, other related pieces of information that could support the study were collected in a form of field notes informally during the process of data gathering from sample secondary schools.

3.7 Procedures of Data Collection

Ten secondary schools of Buno Bedele zone were contacted by the researcher to get their consent for participating in the study. The school teachers, vice principals, principals and supervisors from these participating schools became the subjects. To answer the research questions raised in chapter 1, the expected relevant data were gathered by using questionnaires and interview . Having letters of authorization from Jimma University and zone education office the researchers directly go to Woreda education office and secondary schools. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample participants. The researcher had appointment for two days to collect data filled by participants from each school. Also, interview was held with cluster supervisors.

3.8 Method of Data Analysis

Data collected from quantitative were analyzed in a way that responds to basic research questions. Therefore, mean of responses of respondents were analyzed for responses to close ended questionnaire, the data collected was entered in to SPSS version 22 for each respondent. Frequency and percentage was computed to indicate responses of respondents. The mean scores (M), standard deviation (SD) were computed to find out the level of practices of multicultural education and to serve for interpretation.

3.9. Ethical Considerations

In conducting this research, all ethical issues of research are considered. Accordingly, supportive letter from the department of educational planning and management was obtained. Then the research permit was given from Education office. After that the researcher distributed the letter to sample secondary schools and made contact with teachers, principals, vice principals and supervisors to get their consent to be involved in the study. In every data gathering occasions, the researcher informed participants about the purpose of the study and the information they give is used only for educational purposes. Participants were assured of confidentiality of all data collected. Hence, the name of participants remained unidentified and all data were confidential to the researcher. In addition, all participants were informed that they have the right to withdraw from the study. The researcher also tried his best to make them feel at ease and believe that no psychological or physical harm was come to them as a result of participating in this research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Chapter four contains the descriptions, data analysis and discussion of the results. This chapter has been further divided into three sections. Section one provides the demographic information and questionnaire returning rate, second section provides the descriptions of the data gathered from the respondents and data were analysed and interpretation was made per item and variable wise. The third section was the analysis of factors affecting multicultural education in Secondary schools of Buno Bedele zone. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows: the mean value of 0-1.49 as strongly disagree, 1.50-2.49 as disagree, 2.50-3.49 as undecided, 3.50-4.49 as agree and 4.50-5.00 as strongly agree.

4.2. The Questionnaires Returning Rate

Out of the 240 questionnaires sent for secondary schools to teachers, principals and vice principals of the ten selected secondary schools, all questionnaires were returned. All returned questionnaires were confidentially and completely filled. The total number of returned questionnaires was 240 (100%). The researcher managed it by distributing surplus or additional papers of questionnaires to additional respondents and used it at a place where respondents refused to return back the questionnaires.

4.3. Respondents Demographic Information

The following table shows the demographic information of the respondents in secondary schools in Buno Bedele zone.

Table 4.1***Demographic Information of Respondents***

Demographic Variables	Options	Frequency	Percent(%)
Sex	Male	167	69.6
	Female	73	30.4
Age	20-30	138	57.5
	31-40	68	28.3
	41-50	34	14.2
Current position	Teacher	210	87.5
	principal	10	4.16
	Vice principal	10	4.16
	Supervisor	10	4.16
Service year	1-5	34	14.2
	6-10	172	71.7
	11-20	34	14.2
Educational level	Diploma	35	14.6
	BA/BSC	137	57.1
	MA	68	28.3
	Total	240	100.0

Out of 240 participants included in this study, 167(69.8%) were male and 73(30.2%) were female. These show us the schools are dominated by male teachers since the numbers of male teachers are greater than female teachers. The majority of respondents 138 (57.5%) were aged between 20-30 years. Of the remaining respondents 68 (28.3 %) were aged between 31-40 years, 34 (14.2%) of the respondents were aged between 41-50 years.

The participants of this study included 35 graduates, who had Diploma which is (14.6%), 137 had Bachelor degree (Education) which is (57.1%), 68 had MA (28.3%). This tells us most of

teachers in Buno Bedelle secondary schools fulfilled the minimum requirement in educational B.Ed/B.A/B.Sc (71.7) which is the majority.

From these respondents 210(87.5%) were teachers, 10(4.16%) were vice principals 10(4.16 %) were principals and 10(4.16%) were supervisors. The researcher collected more responses from teachers who is the majority of the respondents.

The majority of respondents 172 (71.7%) were served for 6-10 years. Of the remaining respondents 34 (14.2 %) were served between 11-20 years, and 34 (14.2%) of the respondents were served between 1-5 years. Majority of respondents are who serve for 6-10(85.8%).

4.3 Analysis of Level of practice of Multicultural Education

The major objective of the study was to identify the practices of multicultural education. In dealing this each of the variables of multicultural education practices were quantitatively analysed as perceived by teachers, principals and vice principals. In relation with this the extent of practices of content integration, equity pedagogy, prejudice reduction, empowering school culture, linguistic proficiency, and multicultural competency were discussed in detail. Also factors that affect multicultural education were analysed.

4.3.1 The practices of Content Integration

Under this dimension the extent to which teachers uses examples and information from different ethnic and cultural groups to illustrate concepts and principles in the content areas. Teachers, principal and vice principal were requested to rate the level to content reflecting multicultural education is incorporated in the content of text books and class room presentations. The data they provided on closed ended items are presented in table 4.2 below.
1.0-1.9= very low 2.0-2.5 = low 2.6-2.9 = moderate, 3.0 – 4.0= high, above 4.0 = very high

Table 4.1 Analysis of Level of Content Integration as perceived by respondents

	Items	Mean	Std. Dev	DF	Sig
1	The historic and cultural heritages which describes cultural diversity are included	3.41	1.10	239	.582
2	Hero's and famous persons representing various ethnic groups are included	3.12	1.07	239	.585
3	Diverse cultural values which shows respect for diversity are included	3.15	.97	239	.833
4	Culture of an existing ethnic group is equally treated in text book	3.14	.929	239	.002
5	Information from a variety of cultures are used to illustrate key concepts	2.69	.794	239	.210
6	Average	3.102	0.9726	239	0.4424

Respondents were requested to rate the practices of inclusion of historic and cultural heritages which describes cultural diversity. An independent t test was carried out to identify the level to which of historic and cultural heritages which describes cultural diversity are included in secondary schools of Buno Bedele Zone. As can be seen from item 1 of table 4.2 respondents agree teachers (M = 3.41, SD = 1.10) that in text books and teaching learning historic and cultural heritages which describes cultural diversity are included in secondary schools of Buno Bedele Zone.

Item 2 of the table 4.2 above concerns about the inclusion of hero's and famous persons representing various ethnic groups are included. Regarding this it was agree by teachers (M = 3.12, SD = 1.07) that in the text books different individuals who are taken as hero in earlier periods are included. This implies that teachers believe that in instruction as well as students text books there is a trend of including persons known in different culture which can motivate students' attention towards teaching learning.

According to item 3 of the above table 4.2 teachers were requested to provide their view regarding inclusion of diverse cultural values which shows respect for diversity. As to the data obtained there is above average level of including diverse cultural values which shows respect for students from diverse backgrounds. Hence the analysis from indicates that there is moderate level of including cultural values that respects students from diverse perspectives.

It was also the issue of the study to identify the extent to which culture of an existing ethnic group is equally treated in text book. According to the perception of teachers ($M = 3.14$, $SD = 0.928$) teachers believe that there are equal treatment of culture of different ethnic group in text books.

As can be seen from item 5 of table 4.2, the extent to which information from a variety of cultures is used to illustrate key concepts was also assessed. As long as the analysis shows there is lower than average level of using different cultural information to illustrate concepts in text books. Depending on this, it is possible to state that in text books culture of different ethnic group is not used both by text books and teachers to explain and elaborate different concepts in order to make students pay attention to lesson.

Regarding content integration one of the interview participants also stated that “this worded has variety of ethnic group. As far as my opinion the text book has trial to include some examples and illustrations that recognizes different ethnic group especially in civics. However, not all subject incorporate issues in diversity to motivate and inspire as well as support students know each other story through printed books(Sup 1, 1/10/2014). This implies that text books have trial to include content from different diversity concerns but it is not the level that can strongly support learners from different cultural background.

In summary, analysis was carried out to find out the extent of practices of multicultural education with respect to content integration. As far as the data obtained from respondents there is moderate level of integrating different cultural elements in text books and illustrations in instruction teachers ($M = 3.10$, $SD = 0.97$) witnessing that there is moderate level of integrating cultural elements in such a way that students from different cultural groups have better chance to follow instruction attentively and improve their academic achievement.

4.3.2 The Level of Practices of Equity Pedagogy

The following table presents the extents of practices of equity pedagogy as perceived by teachers and students.

Table 4.2 Analysis of Level of Equity Pedagogy as perceived by respondents

	Items	Mean	SD	DF	Sig
1	Teachers use different teaching styles to meet the diverse needs of students	3.06	.998	239	.001
2	Teachers' aware diversity and use different teaching styles to meet the diverse needs of students in classroom.	3.12	0.87	239	.0029
3	Teaching methods is adapted to meet the needs of a culturally diverse student group	2.95	1.034	239	.008
4	Teachers vary activities that make teaching learner-centered make proper plan to use a variety of instructional strategies	3.20	1.025	239	.0051
5	Teachers have training for diverse class management took training that is significant for class room instruction	2.66	1.136	239	.894
6	Vary activities that make teaching learner-centered	2.56	1.156	239	.493
	Average	2.92	1.036	239	0.234

As it can be seen from table 4. 3 above, the extents of practices of multicultural education in the dimension of equity pedagogy was investigated. As long as the data obtained, it was found out that teachers ($M = 3.06$, $SD = 0.99$) moderately agree that there is average level of using teaching styles that meet the diverse needs of students.

According to item 2 of table 4.3 above, the extent to which teachers are aware of diversity of cultural backgrounds in classroom were also assessed. In relation with this, teachers ($M = 3.12$, $SD = 0.87$) agree that teachers have awareness of presence of culturally diverse students in class room.

The third item of table 4.3 regards about teaching methods in relation to equity pedagogy. As far as the data obtained from sample respondents show, there is lower than average level of fit between teaching method and cultural diversity in class. This is observed from the analysis teachers ($M = 2.95$, $SD = 1.03$). According to this analysis, the teaching method that the teachers use does not welcome and support learners from diverse cultural backgrounds. It is known that students have different learning styles which need different styles of teaching to make them understand the instruction and improve academic achievement.

The other element investigated in the study under equity pedagogy is if teachers vary activities that make teaching learner- centred. Regarding this the analysis show that teachers agree ($M = 3.20$, $SD = 1.025$) on use of learner cantered teaching method.

As it can be seen from item 5 of table 4.3 respondents were asked to forward their view if teachers have training on managing students from diverse cultural backgrounds. In relation with this it was found out that teachers ($M = 2.86$, $SD = 0.92$) disagree that teachers are not trained to properly manage accordingly culturally diverse background. This involves skill in counselling and guiding students from diverse culture to make them concentrate on teaching learning and improve academic achievement.

Interview of all supervisors also supports the above analysis. For instance, one of the respondents noted that “there are diverse group of students having different learning styles as well as expecting different approaches to manage their behaviour. Despite this, almost all teachers except language teachers use lecture method. Students have low participation. There are no laboratory activities since there are lab technicians and use of teaching aid is limited to some teachers and subjects. (Sup 3, 05/10/2014). From this it is possible to see that in practice there is no equity pedagogy in class meaning that not all students having different needs are supported fairly.

To sum up, aggregate level of practices of equity pedagogy was computed. Regarding this teachers ($M = 2.92$, $SD = 1$) indicates there is lower than average level of practices in practicing multicultural education with respect to equity pedagogy.

4.3.3 The Level of Practices of Prejudice reduction

Under this element the practices of multicultural education practices with respect to prejudice reduction was presented as rated by teachers. The detail analysis is presented below in table

Table 4.3 Analyses of Practices of Prejudice Reduction As Perceived By Respondents

	Items	M	S.D.	DF	sig
1	There is programs to investigate students from diverse back ground	2.89	.897	239	.200
2	Teachers design interventions to help students to develop more positive attitudes	3.70	1.071	239	.0016
3	There is a system of motivating students with low expectation for their success	2.92	1.055	239	.845
4	Students from rural areas are treated equally as urban areas	2.62	.806	239	.667
5	Schools have regular counseling programs to avoid negative attitudes	2.67	1.155	239	.051
6	Male and female have equal opportunity and circumstance to succeed	2.64	.767	239	.497
7	Teachers often expect less from students from the lower socioeconomic class teachers design interventions to help students to develop more positive attitudes	3.24	.825	239	.112
	Average	2.95	0.83	239	0.33

Teachers were also requested to rate the extent to which schools has programs to investigate students from diverse back ground. Regarding this, the analysis shows teachers ($M = 2.89$, $SD = 0.89$) that there is low level of practices of prejudice reduction by investigating students cultural differences and have the data to work on the problem. This shows that schools do not have planned system to address diversity in secondary schools. Therefore it is possible to state that schools were not working on identifying students with different prejudice.

The item 2 of table 4.4 above was concerned about designing interventions to help students to develop more positive attitudes. These interventions can take place within a broader context of commitment to diversity in terms of institutional and cultural change. The data collected from teachers reveals that teachers are working above average in designing strategies to intervene students with problems of prejudice ($M = 3.7$, $SD = 1.0$).

Respondents were also requested to rate the level to which there is a system of motivating students with low expectation for their success. The table above shows that teachers($M = 2.92$, $SD =1.05$) shows that there is no organized system of motivating students who do not have high expectation for themselves and for this show less effort to achieve school goal. Schools are not properly working to improve students' expectation for themselves. There are

students who come to school having low moral to succeed but schools can work on those students to make them own high expectation for themselves.

In addition, it was also found out that the extents of treating students from rural areas equally as urban areas teachers ($M = 2.62$, $SD = 0.806$); schools having regular counseling program to avoid negative attitudes teachers ($M = 2.67$, $SD = 1.15$); availing equal opportunity to female and male teachers ($M = 2.64$, $SD = 0.76$). These all show that there is low level of treating students equally in their sex and dwelling area as well as providing counseling service to reshape students with negative attitude towards themselves.

According to the interview obtained the level of prejudice reduction is also low. For example one of the respondents stated that "...the main problem of some students is that they have low expectation for themselves. They have no vision. Schools are not working to help students make their own plan to look forward in order to withdraw them from low moral level. Especially rural students and girls are in need of support" (Sup 2 ,3/10/14). This implies that schools are not working to address diversity in class by reducing discriminations and prejudice which indeed affect teaching learning and academic achievement.

The aggregate level of analysis from data obtained from table 4. 4 indicates that teachers ($M = 2.95$, $SD = 0.93$). These schools are not helping students to develop more democratic attitudes and values to ward school and improving academic performance.

4.3.4 The Level of Practices of Empowering School Culture

The fourth element of multicultural education is empowering school culture. Here under, the extent to which the total school culture is modified to make education more equitable was assessed and presented below.

Table 4. 4 Analyses of Practices of Empowering School Culture as Perceived By Respondents

	Items	M	SD.	DF	Sig
1	Schools have restructured their culture so that students from diverse background get quality education	2.50	.87	239	.435 .434
2	Schools have created an empowering school culture for students of low-income	2.35	.76	239	.122
3	Schools are reformed their environment in order to increase the academic achievement	2.82	1.01	239	.137
4	School culture is positive for all students with diverse back grounds	2.56	.96	239	.397
5	School created, welcoming and inclusive environment educational equality	2.71	.700	239	.044
	Average	2.58	0.86	239	0.2615

According to the item 1 of table 4.5 above, analysis was conducted to identify the level to which schools have restructured their culture so that students from diverse background get quality education teachers ($M = 2.50$, $SD = 0.87$) shows that schools have not yet restructured their culture to make it conducive to students who come from diverse cultural backgrounds.

The item 2 also assessed if schools have created an empowering school culture for students of low income. It is known that in governmental schools children come from diverse community who even do not have daily diet. This children needs support from school and community. However as far as the data collected teachers ($M = 2.35$, $SD = 0.76$), there is low level of school performance in empowering school culture to welcome and serve children of low income. This means there is no school structure that generates income and support financially and materially.

It was also issue of the school to identify the extent to which schools are reformed their environment in order to increase the academic achievement of students. Regarding this it was found out that teachers ($M = 2.82$, $SD = 1.01$) disagree that school environment is not conducive to support students from diverse backgrounds. The school environment can be improved by its infrastructure, facilities, school community respect for each other, reducing causes of school conflict and the other. As far as school culture is not improved to support students from diverse need, their academic performance may not be changed.

Moreover, from item 3 of table 4.5 the level of school culture to be positive to students of diverse background was found to be low teachers ($M = 2.56$, $SD = 0.960$). Schools are not empowering their culture in order to create positive school culture that can be positive for all students. Besides this, the level of schools in creating sustainable, nurturing, welcoming and inclusive environment was also weak teachers ($M = 2.71$, $SD = 0.7$).

To sum up, aggregate level of practices of empowering school culture was computed. As can be seen from table 4.4, teachers ($M = 2.58$, $SD = 0.86$) reveals that there is no conducive school culture that support learning and academic achievement in secondary schools of the study site. This implies that schools have not yet restructured culture and organization of the schools so that students from diverse background can learn without barrier.

4.3.5 The Level of Practices of Linguistic Proficiency

The other element investigated in the study was the level of linguistic proficiency of students and teachers both in first language of the majority of the community and instructional media. This is concerned mainly with cultural competency specifically with that of language as indicated in table 4.6 below.

Table 4.5 Analyses of Practices of Linguistic Proficiency

	Items	Mean	SD.	DF	Sig
1	All students are fluent in a first language	2.91	1.10	239	.703
2	All students can read, hear and speak English	2.27	1.07	239	.197
3	In the school there is program that improves English proficiency of students	2.90	1.20	239	.213
4	Teachers are competent enough in English language proficiency	4.67	1.11	239	.000
5	Students from lower grades come to high school with good communicative English	2.24	.912	239	.000
	Average	2.998	1.07	239	0.222

As can be seen from item 1 of table 4.6 above, respondents were requested to rate the level to which they agree if all students can speak the first language of the majority of the society. It was confirmed that teachers ($M = 2.91$, $SD = 1.10$) disagree that students are not proficient in the first language of the majority of community (Afan Oromo). This is issue since English is instructional media at high school level and teachers are assumed to provide instruction in this language these days it is obvious that teachers use other language specially Afan Oromo. This means it has problem on the level of students learning and academic achievement.

Respondents were also requested to rate the extent to which all students can read, hear and speak English. As to this analysis it was found out that teachers ($M = 2.27$, $SD = 1.07$) shows that students have no basic skills in English language which is instructional media. Low level of proficiency in instructional media can truly lead to low level of learning and academic achievement.

According to item 3 of table above, the level to which there is program that improves English proficiency of students were also assessed. In relation with this it was explored that teachers ($M = 2.90$, $SD = 1.20$) agree moderately that there is trial from school to support students to improve English language. This means schools have clubs and tutorial programs through which they try to improve English though these programs are not effective enough. Respondents also provided their opinion regarding teachers' capability to use English language proficiently. To this end teachers agree highly ($M = 4.67$, $SD = 1.1$) they are nearly perfect in their own self-perception.

Besides, the extent to which students from lower grades come to high school with good communicative English was also investigated. Regarding this it was found out that teachers ($M = 2.24$, $SD = 0.91$). This means students come to high school without necessary English skill. There is low level of readiness of students in English language when they join high school where the instructional media demands this. Therefore it is the mandate of concerned body to improve students' level of English language proficiency.

Respondents to interview (Supervisors) also stated that "one of the main problems that I think is affecting students' academic achievement is language barrier. On one hand majority of the students are not competent in English language. They are at the compilation of high school but are very poor in basics of communication in English. On the other hand, teachers mostly use both Amharic and Afan Oromo in instruction. There are teachers who mainly use Afan Oromo to further explain content. There are also teachers who predominantly use

Amharic. In both cases students are disadvantage since there are students who are not proficient in the local language. Therefore it can be said that there is no cultural competency...”(Sup 04/9/10/14).

Generally, the average level of analysis from students respondents (M = 2.99, SD = 1.07) shows that teachers disagree that all students are not proficient in using the first language of the majority of the population and in using English which is the instructional media in secondary schools.

4.3.6 The Level of Practices of Cultural Competency of Teachers

Under this portion of the study, the multicultural competency of the teachers in teaching culturally diverse students is explored and presented in table 4.6 below.

Table 4.6 Analyses of Cultural Competency of Teachers as perceived by respondents

	Items	M	SD	DF	Sig
1	Teachers are multicultural competent and exhibit knowledge in their classroom instruction	3.35	1.12	239	.94
2	Teachers are multicultural competent and exhibit cultural awareness in their classroom instruction	3.37	1.03	239	.113
3	Teachers are multicultural competent and exhibit skill in their classroom instruction	3.37	1.04	239	.11
4	Students perceive their teacher’s multicultural competence from observations in the Classroom	2.88	.84	239	.77
5	Average	3.24	1.007	239	0.48

As can be seen from table 4.6 the level of teacher’s multicultural competency to exhibit knowledge in their classroom instruction was explore. In relation with this, it was found out that teachers agree (M = 3.35, SD = 1.12). Teachers agree more than average that they are culturally competent in their knowledge and believe that they can show their knowledge in class room instruction.

According to the second item, the extent to which teachers have multicultural competence and exhibit cultural awareness in their classroom instruction. As far as the above table show teachers (M = 3.37, SD = 1.03) agree that teachers are relatively competent in the culture they are working with.

Item 3 of table 4.6 focuses on identifying the level to which teachers are multicultural competent and exhibit skill in their classroom instruction, teachers agree slightly above average ($M = 3.37$, $SD = 1.04$) on the level to which teachers are multicultural competent and exhibit skill in their classroom instruction. This implies that teachers are moderately competent in using the skill they know to support culturally diverse students.

4.3.7 Summary of the Level of Practices of Multicultural Education Variables

It was clear that the first basic question was concerned with identifying the extents of practices of multicultural education. So far, the level of each of the sub variables in multicultural education practices was discussed in earlier section. In this section, summary of the cultural practices per sample school are presented.

Table 4.7 Summary of the Level of Practices of Multicultural Education Variables

	Secondary School	CI	EP	PR	ESC	LP	CC	AV
		Mean	Mean	Mean	Mean	Mean	Mean	Mean
1	Nagaya	3.38	2.93	2.79	2.72	2.79	3.4	3.001
2	Chora	3.35	2.75	2.65	2.5	2.85	2.85	2.82
3	Dabo temo	3.18	2.7	2.85	2.35	3.04	3.09	2.86
4	Barkume chewaka	3.07	2.99	2.71	2.55	2.71	2.96	2.83
5	Gachi	2.99	3.01	3.06	2.2	3.04	3.04	2.89
6	Dambi	3.14	2.94	2.87	2.55	2.92	2.92	2.89
7	Wayesa Gota	3.11	2.785	2.58	2.4	2.64	2.91	2.57
8	Lalisa Haro Ture	3.188	3.50	3.27	2.72	3.20	3.204	3.18
9	Boracha	3.1	2.85	3.2	2.54	3.2	3.04	2.98
10	Mako	2.11	2.73	2.85	2.52	3.04	2.96	2.7
	Average	3.06	2.91	2.88	2.505	2.9	3.036	2.88

CI = Content integration, EP = Equity pedagogy, PR = Prejudice reduction, ESC = Empowering school culture, LP = Linguistic proficiency, CC = Cultural competency, AV = Average
Source; Researchers own data, 2022.

From the above table it is possible to see that the aggregate mean was computed and content integration (M = 3.06), equity pedagogy (M = 2.91), prejudice reduction (M = 2.88), empowering school culture (M = 2.505), linguistic proficiency (M = 2.9), cultural competency (M = 3.036). This implies that except content integration and cultural competency, all the rest multicultural education variables was found to be rated below average. Therefore, it is possible to say that the level of practices of multicultural education was found to be low in secondary schools of Buno Bedele zone.

When analyzed at school level only two schools; Nagaya Secondary school and Lalisa Haro Ture found to be scored above the mean in all multicultural education variables used in this research (M = 3.001) and (M = 3.18). These shows as the secondary schools in Buno Bedele zone are not practicing multicultural education.

4.4 Analysis of the Factors That Affect Implementation of Multicultural Education

The final objective of the study was to identify the factors that inhibit implementation of effective multicultural education. The data obtained from respondents are presented, analyzed and interpreted in the following forms by categorizing it in to three main factors categories; factors related to leadership, school facilities and policies.

4.4.1 Factors Related to school Leadership

Table 4.8 Analysis of Factors related to School Leadership

	Items	Mean	SD	DF	Sig.
1.1	Lack of focus from school leadership	3.76	.95	239	.0021
1.2	Lack of awareness from school leadership	2.50	1.11	239	.011
1.3	Failure to create conducive school environment	2.60	.82	239	.013

As can be seen from item 1 .1 of table 4.9 above, issues related to lack of focus from school leadership was investigated. Lack of focus from school leadership affect implementation of multicultural education in secondary schools of Buno Bedele zone. As can be seen from item 1.1 of table 4.9 respondents agreed with the mean ratings teachers team (M=3.76, SD = 0.95)

that lack of proper focus from school leadership highly affect implementation of multicultural education in secondary school of Buno Bedele Zone.

According to item 1.2 of table 4.9 above, issues related lack of awareness from school leadership was taken consideration. As can be seen from item 1.2 of table 4.9 respondents disagreed teachers team (M = 2.50, SD = 1.11) that lack of awareness from school leadership cannot be bold factor that affect implementation of multicultural education in secondary school of Buno Bedele Zone. Because school leaders have training in PGDSL course and in short training.

According to item 1.3 of table 4.9 above, respondents disagreed with the mean ratings of teachers team (M = 2.60, SD = 0.82) that lack of creating conducive school environment leadership cannot be significant factor affecting implementation of multicultural education in secondary school of Buno Bedele Zone.

4.4.2 Factors Related to School Facility

Table 4: 9 Analysis of Factors related to School Facility

	Items	Mean	SD	DF	Sig.
2.1	Inadequate competent teachers from school	2.04	.83	239	.0001
2.2	Lack of supportive reference material on multicultural education	2.57	.65	239	.916
2.3	Lack of training on multicultural education	3.03	.68	239	.340

It is possible to see from item 2 .1 of table 4.10 above that if inadequate competent teachers from school affect implementation of multicultural education was investigated. As can be seen from item 2.1 of table 4.10 teachers disagreed (M=2.04, SD = 0.83) that lack of inadequate competent teachers from school are not dominant factor affecting implementation of multicultural education in secondary schools of Buno Bedele zone.

According to item 2.2 of table 4.10 above the extent to which lack of supportive reference material on multicultural education affected implementation of multicultural education was investigated. As can be seen from item 2.2 of table 4.10 respondents disagree with mean

ratings of teachers ($M = 2.57$, $SD = 0.65$) that lack of inadequate competent teachers from school are not major factor affecting implementation of multicultural education in secondary school of Buno Bedele Zone. Inadequacy of materials has not been significant influencing factor for low level of multicultural education.

Besides, item 2.3 of table 4.10 above considered the extent to which lack of training on multicultural education was a factor. Therefore, analysis was carried out to examine the extent to which lack of training on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone. As can be seen from item 2.3 of table 4.10 respondents agree with mean ratings of teachers ($M = 3.03$, $SD = 0.68$) that lack of training on multicultural was major factor affecting implementation of multicultural education in secondary school of Buno Bedele Zone. Lack of training on multicultural education has been significant influencing factor for low level of multicultural education.

4.4.3 Factors Related to school Policy

Table 4: 10 Analysis of Factors related to School Policy

	Items	Mean	SD	DF	Sig.
3.1	Lack of school policy on multicultural education	2.84	.93	239	.08
3.2	Lack of clear guide lines to use	3.89	.89	239	.0084
3.3	In adequate incorporation of cultural issues in text books	2.29	.81	239	.95

The third factor taken in to consideration was issues related to education policy. Regarding this, item 3.1 of table 4.11 above, the extent to which lack of school policy on multicultural education have been a factor for low level of implementation of multicultural education. As far as the data collected from respondents, an independent test was also carried out to examine the extent to which lack of school policy on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone. As can be seen from item 3.1 of table 4.11 respondents disagree moderately with mean ratings of teachers ($M = 2.84$, $SD = 0.93$) that lack of education policy was not major factor affecting implementation of multicultural education in secondary school of Buno Bedele zone. Lack of education policy on multicultural education has not been significant influencing factor for low level of multicultural education.

It is also possible to see from item 3.2 of table 4.11 above that lack of clear guide lines to use was also investigated. As to the data collected from respondents, the extent to which lack of clear guide line on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone. As can be seen from item 3.2 of table 4.11 teachers agree ($M = 3.89$, $SD = 0.89$). The lack of clear guide line was major factor affecting implementation of multicultural education in secondary school of Buno Bedele Zone.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to practices of multicultural education in secondary schools of Buno Bedele Zone.

This study was aimed to address issues related to multicultural education: education planned to address diversity. Diversity is an inherent characteristic of every human society. It is concrete social reality that differentiates one group of people from the other (Ayalew, 2010). Ethiopia is a country of diverse ethnic and cultural groups. There are over 80 ethnic groups all having distinct culture of their own. According to multicultural perspectives in pluralistic country, there is no single acceptable way to live, look and behave as a citizen.

In countries of diverse population, like Ethiopia, as well as Buno Bedele Zone which is composed of diverse ethnic group it is recommended that the educational program should be designed from multicultural perspectives. However, according to the intention of this study multicultural education attracted the attention of the researcher. In relation with this, the study had focused on identifying the practices of multicultural education and factors affecting implementation of multicultural education in secondary schools of Buno Bedele zone. The study was designed to find answer to the following basic research questions:

1. To what extents multicultural education practiced in secondary schools of Buno Bedele zone?
2. Which multicultural education variables are highly practiced in secondary schools of Buno Bedele zone?
3. What factors hinder implementation of multicultural education in secondary schools of Buno Bedele zone?

Having the above research question, quantitative data was collected from about 240 respondent; 210 teachers 10 principals 10 vice principals and 10 supervisors of secondary schools. Majority of the teachers in the sample have degree education level and majority of them own experience range between 6-10 and most of them had experience above six years. About 42 close ended items were used to collect quantitative data from respondents. The following were summary derived from analysis of chapter four.

5.1 Summary of Major Findings

As stated previously, the major objectives of the study were identifying the practices of multicultural education and factors affecting implementation of multicultural education. In relation with this the extent of practices of content integration, equity pedagogy, prejudice reduction, empowering school culture, linguistic proficiency, and cultural competency were discussed in detail in chapter four. The first basic question was thus to identify the extents of practices of each those variables and the findings are summarized here under.

- The findings revealed that there is moderate level of integrating different cultural elements in text books and illustrations in instruction teachers ($M = 3.06$, $SD = 0.97$) implying that there is moderate level of content integration in such a way that students from different cultural groups have better chance to follow instruction attentively in teaching learning process.
- It was revealed from the study that there is low level of practices of equity pedagogy teachers ($M = 2.91$, $SD = 1$) that its implementation does not fit the level to satisfy diversity in class room to improve students' academic achievement.
- The findings depicted that there is low level of practices of prejudice reduction teachers ($M = 2.88$, $SD = 0.93$) which shows that secondary schools in the study site are not supporting students to develop more democratic attitudes and values to improve their academic performance.
- In the study the aggregate level of practices of empowering school culture was computed and the mean ratings teachers ($M = 2.50$, $SD = 0.86$) reveals that there is no conducive school culture that support multicultural education in secondary schools of the study site.
- The findings also shows that students are not proficient in using the first language of the majority of the population and in using English which is the instructional media in secondary school teachers ($M = 2.90$, $SD = 1.07$).
- The study also confirmed that teachers are moderately competent in knowledge, skill and awareness to support culturally diverse students teachers ($M = 3.03$ $SD = 1.007$).
- It was also found out from the study that lack of focus from school leadership teachers team ($M=3.76$, $SD = 0.95$), lack of training on multicultural education teachers ($M = 3.03$, $SD = 0.68$) and lack of clear guide lines on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone.

5.2 Conclusions

Access, equity, quality and efficiency are major indicators of education. However, academic achievement is the center and ultimate goal of any school. To make students competent and achieve high academic and behavioral change it is mandatory to apply multicultural education.

The current study was intended to identify the extent to which multicultural education variables elements like content integration, equity pedagogy, prejudice reduction, empowering school culture, linguistic proficiency and cultural competency taking as independent variable were practiced in the context of Buno Bedele Zone secondary schools. Based on the major finding stated above, the following conclusions were stated.

- ❖ The findings from the study it was found out that there is low level of multicultural education practices in the dimensions of equity pedagogy, prejudice reduction, empowering school culture and linguistic proficiency. It was also found out that the extents of content integration and cultural competency were above average. This implies that secondary schools in Buno Bedele Zone, class room instruction do not address students having diversity of needs; students' negative intergroup attitudes, stereotypes and prejudices are not well treated to create positive and high expectation for them; students are not proficient in the language of instruction. For this reason it can be concluded that multicultural education practices are getting less focus and education is not addressed properly to the diverse students in class room.
- ❖ Low level multicultural education practices in secondary schools of Buno Bedele zone, leads to low students' academic achievement in grade twelve university entrance examination and in join higher institutions. As fewer number of students continue to join Universities and major population of students remain home, the community in Buno Bedele zone will be less competent as community which will contribute to Oromia to be less competent. Failure to be competent in education will negatively affect development of society.
- ❖ According to the findings from the study problems related to lack of leadership focus, lack of training on multicultural education and lack of clear guide lines on multicultural education affected implementation of multicultural education in secondary schools of Buno Bedele zone. To this end it is concluded that multicultural education is not issue for school leaders, school community do not have proper basic

understanding on multicultural education and there is no concrete school guide line that govern implementation of multicultural education.

5.3. Recommendations

Based on the conclusions and findings drawn, the following possible solutions are recommended so as to multicultural education.

This study has major practical implications for educational officers working at different levels. Secondary school principals are expected to improve student academic achievements focusing on multicultural education which is one domain of recently introduced Ethiopia school improvement programs in facilitating teaching learning process.

The school principal should take into account that students learn well when they get respect for their culture and treated equally in school and included in the curriculum, when teachers understand multicultural education and apply it in classroom.

There was a statistically significant achievement difference between the sampled schools. Moreover, it has been shown that, where there are better practices of multicultural education students and teachers are happy to teach and learn in the school. Therefore, principals need to practices of multicultural education by sharing experience from those schools those with better practices of multicultural education so as to improve the students' learning.

The successful function of a school depends upon the presence of a strong and positive climate in school and practices of multicultural education (Deal & Peterson, 1999; Freiberg & Stein, 1999). Thus, school principals and administrators need to be focus on multicultural education.

It is argued that schools that exercise multicultural education give due emphasis for the academic achievements of students and tend to be more successful than schools that do not exercise multicultural education. Thus, it is suggested that school principals should follow teachers to help them to exercise multicultural education in their classroom, exercise leadership that is friendly and open and being supportive to all diversity in school.

Teachers need to work together to practice multicultural education in their classroom or when they are in school.

Supervisors and educational leader at different level should monitor and evaluate the practice of multicultural education and check how schools are running multicultural education and should take measure to make correction or give training to teachers.

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APPENDICES

APPENDIX I

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY THE SECONDARY SCHOOLS TEACHERS, PRINCIPALS AND VICE PRINCIPALS

The purpose of this questionnaire is to collect data in the study entitled “the practice of multicultural education in secondary schools of Buno Bedele zone”. The success of this study entirely depends on your sincere, genuine and timely response to each question. Therefore, your responses are vital for the success of the study. So, would you, please assist the research by thoroughly filling the questionnaire? The information you provide remains confidential and use only for academic purpose.

Please fill the questionnaires.

1. You do not need to write your name on the questionnaires.
2. Read all instructions before attempting to answer the questionnaires.
3. Please provide appropriate response by using tick mark “√” or “X” to choose one of the suggested liker scales. But kindly write your opinion briefly for the short answer questions on the space provided.
4. Respond to every question **ONLY** in the context of your school.

Part I. General Information

Direction 1: Write information on the blank space provided and put (√) mark on questions holding choices(1= Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree).

1. Name of your Woreda: ----- secondary School: -----

2. Sex 1. Male 2. Female

3. Experience: 1.< 5 2. 6-10 3.11-15 4. 16-20 5. Above 20

4. Educational Background: 1. Diploma 2. B.Ed/BA/BSc 3. M.Ed/MA/MSc

Part II. Extents of Practices of Multicultural Education

1.1 The extents of Practices of Content Integration

	Items	Rate				
		1	2	3	4	5
1	The historic and cultural heritages which describes cultural diversity are included					
2	Hero's and famous persons representing various ethnic groups are included					
3	Diverse cultural values which shows respect for diversity are included					
4	Culture of an existing ethnic group is equally treated in text book					
5	Information from a variety of cultures are used to illustrate key concepts					

Is there any other thing you can add to the above -----

1.2 The extents of Practices of Equity Pedagogy

	Teachers:	Rate				
		1	2	3	4	5
1	Teachers use different teaching styles to meet the diverse needs of students Teaching methods is adapted to meet the needs of a culturally diverse student					
2	Teachers are aware of diversity of cultural backgrounds in classroom use different teaching styles to meet the diverse needs of students					
3	Teaching methods is adapted to meet the needs of a culturally diverse student group					
4	Teachers vary activities that make teaching learner-centered					
5	Teachers have training for diverse class management					
6	vary activities that make my teaching learner-centered make proper plan					

Is there any other thing you can add to the above -----

1.3 The Extents of Practices of Prejudice Reduction

	Items	Rate				
		1	2	3	4	5
1	There is programs to investigate students from diverse back ground					
2	Teachers design interventions to help students to develop more positive attitudes					
3	There is a system of motivating students with low expectation for their success					
4	Students from rural areas are treated equally as urban areas					
5	Schools have regular counseling programs to avoid negative attitudes					
6	Male and female have equal opportunity and circumstance to succeed					
7	Teachers often expect less from students from the lower socioeconomic class Teachers design interventions to help students to develop more positive attitudes					

Is there any other thing you can add to the above -----

1.4 The level of Empowering School Culture

	Items	Rate				
		1	2	3	4	5
1	Schools have restructured their culture so that students from diverse background get quality education					
2	Schools have created an empowering school culture for students of low-income					
3	Schools are reformed their environment in order to increase the academic achievement					
4	School culture is positive for all students with diverse back grounds					
5	School created, welcoming and inclusive environment educational equality					

1.5 The level of Linguistic Proficiency

	Items	Rate				
		1	2	3	4	5
1	All students are fluent in a first language					
2	All students can read, hear and speak English					
3	In the school there is program that improves English proficiency of students					
4	Teachers are competent enough in English language proficiency					
5	Students from lower grades come to high school with good communicative English					

1.6 The level of Cultural competency

	Items	Rate				
		1	2	3	4	5
1	Teachers are multicultural competent and exhibit knowledge in their classroom instruction					
2	Teachers are multicultural competent and exhibit cultural awareness in their classroom instruction					
3	Teachers are multicultural competent and exhibit skill in their classroom instruction					
4	Students perceive their teacher's multicultural competence from observations in the classroom					

2. Factors That Affect Multicultural Education

	Items	Rate				
		1	2	3	4	5
1	Issues related to leadership					
1.1	Lack of focus from school leadership					
1.2	Lack of awareness from school leadership					
1.3	Failure to create conducive school environment					
1.4	Failure to provide guide on instructional strategies					
2	Problems related to Facility					
2.1	Inadequate competent teachers from school					
2.2	Lack of supportive reference material on multicultural education					
2.3	Lack of training budget on multicultural education					
3	Problems related to education policy					
3.1	Lack of school policy on multicultural education					
3.2	Lack of clear guide lines to use					
3.3	In adequate incorporation of cultural issues in text books					

APPENDIX II
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEWS TO BE FILLED BY THE SECONDARY SCHOOLS SUPERVISORS

The purpose of this interviews is to collect data in the study entitled “the practice of multicultural education in secondary schools of Buno Bedele zone”. The success of this study entirely depends on your sincere, genuine and timely response to each question. Therefore, your responses are vital for the success of the study. So, would you, please assist the research by thoroughly answering the question? The information you provide remains confidential and use only for academic purpose.

Part I. General Information

Direction 1: Write information on the blank space provided

1. Name of your Woreda: ----- secondary School: -----

2. Sex 1. Male 2. Female

3. Experience: 1.< 5 2. 6-10 3.11-15 4. 16-20 5. Above 20

4. Educational Background: 1. Diploma 2. B.Ed/ BA/BSc 3. M.Ed/MA/MSc

Part II. Answer the following question

1. To what extents multicultural education practiced in your schools?
2. Is there a content that shows diversity in students’ text books?
3. Do teachers have awareness about multiculturalism and prepare their lesson based on diversity?
4. Is there equal treatment for students from multicultural diversity?
5. What are factors that affect that affect implementation multicultural education in secondary schools of your woreda?
6. What are the possible solution for those factors?

