

**TEACHERS' AWARENESS, PERCEPTION AND PRACTICES TOWARDS
DIVERSITY IN THE CLASSROOMS AT SELECTED PRIMARY
SCHOOLS OF JIMMA TOWN**

BY

GETAHUN BEKELE HAFA



ADVISORS:

MAIN ADVISOR: Mr. TEMESGEN YADETA

CO-ADVISOR: Mr. ABERA HUSSEN

**A THESIS SUBMITTED TO DEPARTMENT OF TEACHER EDUCATION AND
CURRICULUM STUDIES, COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES OF JIMMA UNIVERSITY AS PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
ARTS IN CURRICULUM AND INSTRUCTION**

JIMMA UNIVERSITY

JUNE, 2019

The researcher here by declares that the research entitled, **“Teachers Awareness, Perception and Practices towards Diversity in the Classroom at Selected Primary Schools of Jimma Town”** is my original work. All sources of materials used for this thesis have been duly acknowledged with complete references.

Student’s name: Getahun Bekele Hafa

Signature _____

Date of approved _____

This thesis has been submitted for examination with my approval as:

Main advisor: Mr. Temesgen Yadeta

Signature_____

Date of approved _____

Co- advisor: Mr. Abera Hussen

Signature_____

Date of approved_____

Place: Jimma University

LETTER OF APPROVAL

The thesis entitled “**Teachers ‘Awareness, Perception and Practices towards Diversity in the Classrooms at Selected Primary Schools of Jimma Town**” by Getahun Bekele has been approved for the degree of “Master of Arts’ in curriculum and instruction.

Board of Examiners

Main-Advisors	Signature	Date
_____	_____	_____
Co-Advisor	Signature	Date
_____	_____	_____
External examiner	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date
_____	_____	_____

ACKNOWLEDGMENT

Above all, I would like to thank the almighty God for giving me time and health to make this work real. In a special way, I would like to thank my advisor Mr. TemesgenYadeta and my co-advisor Mr. Abera Hussen for their careful and persistent effort in reading thoroughly and offering me constructive advice, insights, timely comments and proper guidance starting from the very out sets of the research design up to the end of the research report.

My heartfelt thanks also go to the teachers, students, principals, cluster supervisors and vice principals of the sampled schools of Jimma town for their cooperation during data collection. The unit leaders also deserve my appreciation for their patience and all rounded support in collecting the questionnaires and co-working with me during lesson observation.

Finally, my special thanks also go to my families and friends for their encouragement and support throughout my stay in the graduate school.

Table of Contents

ACKNOWLEDGMENT.....	iv
Table of Contents.....	v
List of Tables.....	vii
Acronyms.....	viii
<i>Abstract</i>	ix
Chapter One: Introduction.....	1
1.1. <i>Background of the study</i>	1
1.2 <i>Statements of the problem</i>	3
1.3. <i>Basic research questions</i>	5
1.4. <i>The objectives of the study</i>	5
1.4.1. <i>General objective</i>	5
1.4.2. <i>Specific objectives</i>	5
1.5. <i>The significance of the study</i>	6
1.6. <i>Delimitation of the study</i>	6
1.7. <i>Limitation of the Study</i>	6
1.8. <i>Operational Definitions of Key Terms</i>	7
1.9. <i>The Organization of the Study</i>	7
Chapter-Two: Review of Related Literature.....	8
2.1 <i>Diversity in the Classrooms</i>	8
2.2. <i>Teachers Awareness, Perception and practices in Diverse Classroom</i>	9
2.2.1. <i>Teachers Awareness towards Diversity in the Classrooms</i>	9
2.2.2. <i>Teachers perceptions Towards Diversity in the Classrooms</i>	10
2.2.3. <i>Teachers’ practices Towards Diversity in the Classrooms</i>	11
2.4. <i>Challenges Related to Handling Students Diversity in the Classrooms</i>	12
2.5. <i>Diverse Classroom Management</i>	14
2.6. <i>Mechanisms to Support Diverse Learners</i>	19
2.7. <i>Diversity in Ethiopian Context</i>	20
Chapter Three: Research Design and Methodology.....	23
3.1. <i>Research Design</i>	23
3.2 <i>Research Method</i>	23
3.3. <i>Sources of Data</i>	24
3.4. <i>The Samples and Sampling Techniques</i>	24
3.5. <i>Data Collecting Instruments</i>	26
3.5.1. <i>Questionnaires</i>	27
3.5.2. <i>Class room Observation</i>	27

3.5.3. Interview	28
3.5.4. Focus Group Discussion	28
3.6 <i>The data collection procedures</i>	29
3.7. <i>Method of Data Analysis</i>	30
3.8. <i>Validity and Reliability of Instruments</i>	30
3.9. <i>Ethical issues</i>	31
Chapter Four: Presentation and Analysis of Data	32
4.1. <i>Demographic Characteristics of the Respondents</i>	32
4.1.1. Background Information of the Participants	32
4.2. <i>Teachers Awareness, Perceptions, and Practices towards Diversity in the Classrooms</i>	36
4.2.1 Teachers Awareness about Diversity in the Classroom.....	36
4.2.2. Teachers' perception towards Diversity in the Classrooms	38
4.2.3. The practices of Teachers towards Diversity in the Classroom.....	40
4.2.4. Presentation and Analysis of Data Obtained through Observation	42
4.2.5. Challenges Facing Teachers to Handle Diversity in the Classroom.....	44
4.3. <i>Analysis of the Interview</i>	45
4.3.1. How Diversity is conceptualized in primary Schools?	45
4.4. <i>Discussion of Results</i>	47
4.4.1. The Extent of Teachers Awareness of Diversity in Learning Situation.....	47
4.4.2. The Perception of Teachers towards Diversity in the Classroom.....	48
4.4.3. How Teachers Manage Diversity Issues in the Classroom?	49
4.4.4. Challenges against Students Diversity Management in the Classrooms.....	50
Chapter Five: Summary, Conclusion and Recommendations'	51
5.1 <i>Summary of the Major Findings</i>	51
Teachers Perception towards Diversity in the Classrooms	52
5.2. <i>Conclusion</i>	53
5.3. <i>Recommendations</i>	53
References	55
Appendix	I

List of Tables

page

Table 1: Total Population of Sample Schools and Sample Size of the Research.....25

Table 2: Participants Sex.....32

Table 3: Age of Respondent Teachers.....32

Table 4: Teachers Education Level.....33

Table 5: Teachers Overall Teaching Experiences.....34

Table 6: Teachers workload per week.....35

Table 7: Teachers Awareness about Diversity in the Classroom.....36

Table 8: Teachers Perception towards Diversity in the Classrooms.....37

Table 9: Teachers practices towards Diversity in the Classrooms.....40

Table 10: Observation of Classroom situations43

ACRONYMS AND ABBREVIATIONS

BA	Bachelor of Arts
B.Ed.	Bachelor of Education
CMCD	Consistency Management and Cooperative Discipline
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
ICDR	Institute for Curriculum Development and Research
INTASC	Interstate New Teacher Assessment and Support Consortium
M.Ed.	Master of Education
MA	Master of Arts
MOE	Ministry of Education
NCATE	National Council for Accreditations of Teachers Education
SPSS	Statistical Package for Social Sciences
TGE	Transitional Government of Ethiopia

Abstract

The purpose of this study was to assess primary schools teachers' awareness, perception and practices towards diversity in the selected primary schools of Jimma town. In order to achieve this objective, descriptive survey design was employed for the study. Teachers, students, principals, supervisors and lesson conducted in the classroom were the main sources of data. Stratified sampling for study site selection, convenient sampling for principals and cluster supervisors and stratified sampling followed by simple random sampling techniques for teachers and purposive sampling techniques for students were used. Questionnaire, interview, focus group discussion and observation check list were the main instruments of data collection. Accordingly, the data were collected from ninety eight teachers, twenty-eight students, four principals, five vice principals, four cluster supervisors and twelve lesson observations. The quantitative data collected through questionnaire and observation checklist were analyzed using percentage and mean with the help of SPSS version 24 software. The qualitative data gathered through open-ended questionnaire, focus group discussion and interviews were analyzed qualitatively by summarizing the words of respondents to supplement the quantitative data. The findings revealed that teachers had inadequate awareness about students' diversity, had positive perception about students' diversity and low practices to address diversity in the classroom. In addition, the findings depicted that teachers and students tendency to favor traditional/lecture strategy, teachers inadequate awareness of diversity in the classrooms, students' low interest to attend lesson, low parent- school relationship and low commitment of principals and supervisors support as the main challenges to address diversity in the schools understudy. In conclusions, teachers had positive perception about students' diversity that could serve as a fertile ground to obtain benefit from addressing diversity. Teachers' had also inadequate awareness and low practices in addressing diversity that could hamper the quality of teaching and learning in the classrooms of Jimma town primary schools under study. Thus, researcher recommended adequate awareness raising trainings, extensive orientations and follow-up to improve teachers' awareness and practices in addressing diversity.

Chapter One: Introduction

This introductory chapter consists of backgrounds of the study, statements of the problem, basic research questions and objectives of the study, significances of the study, delimitations of the study, limitations of the study, operational definitions of key terms and organization of the study.

1.1. Background of the study

Education and schooling can be considered as crucial path to develop diversity literate citizen. In this regard, many scholars (Ramsey, 1982; Derman-Sparks, 1989; Sleeter, 2002; Abdullah, 2009) emphasize the belief that primary education should be regarded as a critical site for introducing ethnic and diversity issue through the curriculum. The reason is that children are not born with attitudes that cause them to discriminate against others. However, they quickly learn such attitudes as they watch and learn from what others do and say (Ramsey, 1982). They also begin to notice differences and construct classificatory and evaluative categories very early (Derman-Sparks, 1989).

As the National Council for the Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support consortium (INTASC) require teacher preparation programs to assess the disposition and perception of the teacher candidates believe, teacher dispositions play as crucial a role in teacher quality and effectiveness as do pedagogical and content knowledge/skills (Wasicsko, 2002).

According to the NCATE (2006), teachers' perceptions are values, commitments, and professional ethics that influence teacher's behavior toward his/her students, families, colleagues, and communities. This affects students learning, student motivation, and student development.

Despite all the emphasis on teachers' perception, educators believe that if perceptions are vague it will be hard to define and assess (Singh, 2008). Wasicsko (2002) maintains that teachers' perceptions are attitudes and/or beliefs that lie inside us and are not available for direct assessment or modification. Richardson and Onwuegbuzie (2003) confirmed that perceptions represent the ways in which an individual has stocked, structured, and ordered his/her psyche or mind set.

A review of research by Rilke & Sharpe (2008) identified teachers perceptions believed to be appropriate for teaching. These traits, attitudes, values, and beliefs include fairness, being democratic, empathy, enthusiasm, thoughtfulness and respectfulness. Research demonstrates a high correlation exists among educator's perceptions, beliefs, and behaviors towards students of other cultures, their knowledge and application of diversity awareness information, and diverse students' successful academic performance (Banks, 1987; Sleeter & Grant, 1987). However, the assessments of vague dispositions that may immutable and may not relate to positive perceptions toward diversity are used as a gatekeeper to the teaching profession.

Ethiopia also experienced a change of government in 1991 that led to constitutional and educational reforms in the country. These constitutional provisions and educational reforms facilitated access to education to the nations and nationalities of Ethiopia. For instance, Article 39 of the constitution states, "Every Nation, Nationality and People in Ethiopia has the right to speak, to write and to develop its own language; to express, to develop and to promote its culture; and to preserve its history" (The Constitution of the Federal Democratic Republic of Ethiopia 1995, p. 96). This constitutional provision was reinforced by reforms in the education system of the country. The educational reforms began with the formulation of education and training policy (1994), including its strategies like educational structures ,curricula , educational administrations and organizations, educational finance, educational measurements and evaluation and language as medium of instruction.

The constitutional provision and educational reforms instilled a sense of freedom and pride among nations in the country. Encouraged by these reforms and expansions of schools in their vicinities, access has increased. People from all corners of the country started to send their children to schools. For example, during the first two Education Sector Development Programs (ESDP I and II) enrolment rates in primary schools had risen from 3 million in 1994/95 to 15.5 million in 2008/09 (MoE, 2010). People from different regions, cultures, languages, socio-economic status, sex, age, and religions backgrounds had obtained access to education.

In line with the crucial importance of the study on teachers' awareness, perception and practices about students' diversity in the primary schools of Jimma town, the town is with multi ethnic people and diverse backgrounds and the selected primary schools also were students with diverse needs for instance, where students with mentally retarded were attending their lesson in special classrooms

Therefore, the main purpose of this study was to explore the status of the selected primary school teachers 'awareness, perceptions and practices towards students' diversity at Jimma town.

1.2 Statements of the problem

Diversity is a fundamental aspect of our world and defining characteristics of the field of education. Accordingly, adequate awareness about diversity and positive perception towards celebration of students' diversity is very essential to the school teachers teaching effectiveness. This is because, the quality of instruction is fundamental to students learning. In this respect, McCown et al. (1999: 98) argue that consideration of students' diversity would enable teachers to understand how students learn and how they establish social cohesion and inform their development of management mechanisms that relate to student diversity and their learning needs. Besides, differences among students influence the demands made on teachers' selection of contents, teaching methods, instructional materials, and assessment and effective classroom management.

Engaging in addressing diversity in the school in general and classrooms in particular, improves the academic achievement and students' access to school by creating a welcoming learning environment for diverse students. More specifically, the most structured approach to engage in diversity topics in the classroom is through the inclusion of diverse perspectives content of the curriculum. However, including diverse perspectives into the content addresses only one aspect of creating inclusive learning environments (Hurtado et al., 2012). Thus, other aspects like teachers' awareness of teaching strategies mainly student centered methods and classroom management with an aim to shine spotlight on current prevailing teaching practices seems very important (Wang,Haertel& Warburg, 1993).

Teaching in the diverse classroom requires teachers who examine their own values, awareness and teaching practices about diversity to avoid biased education (Brown and Marchant, 2002). This is because as Lynch and Hanson (1998, cited in Abdullah, 2009) stated the "prime time" for emotional and social development in children is birth to 12 years of age. Thus, it is better to "catch" them as early as possible before they develop negative stereotypes and biases (Abdullah, 2009). In addition, Fenwick et al. (2011) consider diversity competence of teachers as interactive process in which teachers continuously explore their perception and beliefs about diversity

issues, increase their awareness of specific populations, and examine the impact this awareness and perception has on what and how they teach.

Similarly in Ethiopia, the education and training policy (1994) advocates for inclusive and responsive type of education to the existing students diversities through the provision of multicultural learning experiences to promote the idea of respect, tolerance, mutual understanding, and peaceful coexistence and conflict resolution. This calls for an educational practice that offers school children with the opportunities to appreciate their differences, while enabling them to acquire the skills, attitudes and knowledge essential for making a living within diversities (Belete, 2011). In this regard, the recent educational reform efforts in Ethiopia need to be measured, among others, by the extent to which they address cultural pluralism, mutual coexistence and unity within diversity. Thus, diversity-based researches were conducted at University level focusing on diversity management, for example, Abebaw and Tilahun (2007). Still other researchers like Zelalem (2008), focused on diversity contents of primary school textbooks.

The major difference between the present study and the above two local studies is that both studies focused on university level diversity management and focused only on diversity content of primary school text books; whereas this study was conducted on teachers awareness, perception and practices towards diversity in the classrooms at primary schools.

As a result, the researcher was initiated to investigate the issues of diversity in the classrooms in selected government primary schools of Jimma town where students from different backgrounds were observed in the city. Therefore, the purpose of the present study was to fill in those gaps of research on primary school teachers focusing on dimensions of teachers' awareness, perception and practices towards diversity in the classrooms at Jimma town.

1.3. Basic research questions

1. To what extent primary school teachers are aware of diversity in the classroom learning situation at Jimma town?
2. What do the perceptions of teachers towards diversity in the classrooms look like at Jimma town primary schools?
3. How do primary schools teachers handle students' diversity in Jimma town at selected primary schools?
4. What are the challenges teachers faces in managing diversity in primary schools classrooms at Jimma town?

1.4. The objectives of the study

1.4.1. General objective

The general objective of the study was to assess teachers' awareness, perceptions and practices towards classrooms diversity at selected government primary schools of Jimma town.

1.4.2. Specific objectives

1. To examine the extent of teachers awareness to address diversity issues in the classroom of Jimma town selected primary schools.
2. To investigate teachers perceptions towards diversity in the classroom of Jimma town primary schools.
3. To explore the practices of teachers related to diversity issues in the classroom of Jimma town primary schools.
4. To identify the challenges facing teachers in managing diverse classrooms at Jimma town selected primary schools.

1.5. The significance of the study

The findings and recommendations of the study would have the following significances.

- It would help school teachers to raise their awareness, perception and practices to work with diversified students populations in the primary schools.
- It would help school teachers to identify their areas of strengths and weakness in relation to awareness, perception and practices they have in work with diversified students' populations in the primary schools.
- It would inform policy makers and educational officials about problems related to teachers 'awareness, perception and practices associated with students diversity in the primary school.
- It would serve as springboard to other researchers would conduct further study in the area.

1.6. Delimitation of the study

The scope of this study was delimited to the teachers' awareness, perception and practices towards diversity at selected primary schools of Jimma town in the academic year of 2018/19. As to its area coverage, Jimma town is multi ethnic independent city in which people with diversity capital and different backgrounds are found; So that the study area is confined to this town.

The researcher's experiences as a teacher for many years helped to investigate problems related to school 'teachers' awareness, perceptions and practices towards diversity in the classroom' in those schools that would result in getting rich, and in depth data from the participants. The researcher has gathered accurate data from the school principals, students, teachers & cluster supervisors of Jimma town primary schools.

1.7. Limitation of the Study

Due to shortage of time, lack of finance and other resources, the observation strategy was employed once period in twelve classes, so this may not be enough to assess every teachers' and students 'diversity related activities in which complete data can be obtained .Besides, the samples taken as sources of data were not full representatives of the data for which the study was

conducted. Hence these were among the factors that have put limitation to the study. Unreserved effort has been made to minimize the effects of the limiting factors. However, the capacity of the researcher was limited to focus on one administrative town of four selected primary schools. So the study was not included others, private schools and other grade levels.

1.8. Operational Definitions of Key Terms

In the following sections, the researcher has elucidated definitions of key terms like diversity, teacher's awareness, perception and practices in relation to the context of the study.

Diversity: Differences prevailing among human being in terms of gender, ethnicity, learning style, language, disability, religion, socioeconomic status...etc

Teacher's awareness: How teachers identify classroom differences and treat learners equally in the teaching and learning process.

Teacher's perception: The way a teacher views diversity.

Teacher's practices: The actual act of teacher in handling and supporting diverse learners.

Challenges: problems may encounter teachers in managing and handling differences in the classrooms.

1.9. The Organization of the Study

The report of this study is organized into five chapters. Chapter one presents the introduction which includes the background of the study, statement of the problem, research questions, the study's general and specific objectives, significance of the study, delimitations of the study, limitations of the study, definition of terms, and the organization of study. Chapter two deals with the literature review. Chapter three presents the research methodology that comprises the research design, data sources, sampling techniques and sample size, data collection procedure, instruments validity and reliability, data analysis techniques etc. Chapter four treats data obtained from field, its analysis, interpretations and discussion. Chapter five contains the summary of findings, conclusions and recommendations.

Chapter Two: Review of Related Literature

In this chapter, literatures related to teachers awareness, perceptions and practices towards diversity in the classrooms would be reviewed. In particular the chapter discusses how teachers should treat, view, support and handle differences and also challenges may face teachers to address diversity.

2.1 Diversity in the Classrooms

Diversity is human differences that can be classified as visible and non-visible. Visible diversities are dimensions like religious, and linguistic backgrounds but non visible dimensions are different learning styles, different levels of motivation, and different opinions about the world. Diversity refers to all of the ways that people are different, and this includes individual groups and cultural differences. The way that different people react to diversity is driven by values, attitudes, beliefs, being different things to different people, especially in education and workplaces; the word often means any point of human difference (DeVito et al,2012).

Another definition describes diversity as a variety of learning styles. Hall and Mosely (2005), identify that there are a few main types of learning styles that students may possess. These main styles of learning are visual, audio, and kinesthetic. Hall and Mosely (2005) address visual learners as those who learn best through what they see in front of them (i.e., through diagrams, displays, or handouts). Second, auditory learners are those who learn best through hearing what they learn through lectures, discussions, and debate. Third, kinesthetic learners learn best through hands-on activities, and through physically interacting with the world around them.

So, human diversity is a salient and challenging issue that has become one of the most frequently used words in social sciences. However, there is no single way to define diversity. Finding an agreed upon definition of diversity is rather challenging. Literally, diversity is a state of being diverse. In some studies, diversity refers to “differences between individuals on any attribute that may lead to the perception that another person is different from the self” (Van Knippenberg, De Dreu, & Homan, 2004, p. 1008), or as a variation that exists within and across groups on the basis of race, ethnicity, language, religion, gender, sexual orientation, and social status (Banks et al., 2005). In general terms, diversity can be broadly conceived as all the ways in which people are different. This includes both visible and invisible differences that exist between people both at individual and group level.

2.2. Teachers Awareness, Perception and practices in Diverse Classroom

In this section, the cognizance of teachers, their perception and diversity handling mechanisms in the diverse classrooms were revised.

2.2.1. Teachers Awareness towards Diversity in the Classrooms

Teacher's awareness is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom. Literature highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students.

Several studies stress the importance of the awareness teachers hold, highlighting that in addition to assimilating academic knowledge, student teachers also need to incorporate awareness derived from experiential and practical experiences in the classroom.

While teacher awareness of students' diversity is certainly a component of teacher professionalism, professional competence involves more than just knowledge, Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning. Blömeke and Delaney (2012) proposed a model that identifies cognitive abilities and affective-motivational characteristics as the two main components of teachers' professional competence.

Teachers' diversity awareness is a more central effort needs to be accomplished to add diversity and multicultural content in teacher education programs. It is central to educate pre-service teachers and students in teacher education programs in a culturally responsive way, as well as to facilitate teacher candidates construct effective teaching pedagogies which drawing on experiences and awareness developed in their professional training processes.

In general, diversity awareness of teachers is characterized by teachers, who "cultivate cooperation, collaboration, reciprocity, and mutual responsibility for learning among students and between students and teachers" (Gay, 2010, p.45).

2.2.2. Teachers perceptions Towards Diversity in the Classrooms

The perception teachers feel to respect differences in the classrooms is also another issue that has impact on shaping their experiences and backgrounds to develop their teaching practices. Positive perception of teachers towards diversity in the classrooms of primary schools enables students to develop the idea of anti-bias, discriminations and the ways to promote and treat it.

To this regard, Pratt (2005), stats that, perceptions govern what we do as teachers, what we think, and whether we see actions as worthy or justified. He further explains that teaching is guided by individual perceptions on teaching which is defined by actions and intentions regarding teaching and learning. When teachers believe that their focus should be on what is required for students' success and needs, rather than that they cannot counteract the influences of family/society, they move away from identifying risk to assessing and building on capabilities.

Jordan (2007) confirms that teachers' perceptions have a major influence on shaping what they perceive and notice about their students, which in turn has a profound influence on how they teach. For example, when teachers believe that their focus should be on learners' self and dignity, they instill in their students a sense of self-confidence.

Teachers' perceptions about their roles and responsibilities in diverse classrooms influence both the quantity and the quality of their instructional interactions with students. Ginsberg (2005) affirms that the diversity of learners in a classroom suggests that a meaningful examination of teachers' beliefs and perspectives is fundamental. The distinction between different beliefs and assumption of students' abilities and disabilities underpins differences in the attributions that teachers and parents make about children's learning. In agreement with Ginsberg, Pratt (2005) also explains that teachers' beliefs are not limited to their personal ones, but also exist on global level. These beliefs also serve as overarching frameworks for understanding and engaging with the world. Pratt clarifies that some teachers use their own views and perspectives as guiding principles through which new experiences can be understood. Therefore, teacher's perceptions are a part of teachers' identities.

2.2.3. Teachers' practices Towards Diversity in the Classrooms

The teachers' classrooms practices to do on students' differences in the classrooms can have positive or negative impact on diverse learners depending on the degrees of teachers' classrooms practices. This is because of classroom practice can be the result of teachers' commitment to best support diverse learners by connecting effective teaching with diversity issues in the classroom. Confirming this, Martell (2013) recommends that teachers should go beyond the assessment of their students' aptitudes, skills, and awareness with respect to the subjects being taught. Thus, teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student's situations.

Teachers teaching in diverse classrooms should value differences and their teaching practices in the diverse classrooms has to be all inclusive in which diverse students in the classrooms actively participate in every activities going on in the class equally. To this fact, Martell (2013) synthesizes that engaging students in democratic process helps further students' sense of responsibility and appreciation for the participation of all community members in decision making. Simultaneously, teachers need to apply professional judgment in deciding when having students "assume control" of learning processes will best further their learning. Martell (2013) also stresses that teachers must recognize and value any incremental increases in students' awareness and understanding.

Johnson and Johnson (2009) link effective teaching in diverse classrooms to the social and cultural contexts within which students live. According to Johnson and Johnson, teachers should take into account attentiveness, communication, and engagement with the community. By doing so, teachers become familiar with community demographics, issues, and concerns and are aware of the main community attitudes, expectations, and social assumptions.

Through careful and thoughtful questions, teachers will be able to expand students' knowledge of situations and events. Encouraging reflection on events including self-reflection and focusing critical thinking on situations including social justice is the heart of equity and equality in the classroom. As the inquiry into the connection between teachers' perception towards diverse classrooms and their practices ensued, O'Donnell (2012) confirms that to appreciate and accommodate the similarities and differences between student diversities requires specific skills and reflective practices. Teachers of diverse students have more complex tasks in their classroom

than ever before. Teachers, educators, practitioners have to acknowledge both individual and differences enthusiastically, and identify these differences in a positive manner. No doubt, dealing with integrating diversity in the classroom needs a conceptual framework in order to make coherent decisions as a teacher. Furthermore, the necessity to create a bias-free environment mandates critical thinking and reflection on a school's cultures, program and curricula, and instructional strategies.

2.4. Challenges Related to Handling Students Diversity in the Classrooms

Managing diversity for learners with special learning needs is challenging in inclusive classrooms. Among these issues teachers related and school related issues are challenges that teachers face to handle diversity in the classrooms. Challenging factors related to teachers in handling and supporting diverse learners are teachers' awareness and competencies as a central feature of teaching and learning. They become more critical when we think of inclusion. In that regard, Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manage inclusive classrooms.

Educators as key figures in the successful implementation of an inclusive education, their competencies in this field are of utmost importance. The effective implementation of the Programme depends on the high quality of professional preparation of teachers in all levels to equip them for and update their knowledge in handling mixed ability groups. This is supported by Winter (2006) when he points out that those teachers who are willing to pursue their skills-development need to be trained in a range of issues so that their contributions could be of value. It also recommends that educators among others be competent in communication skills and multidisciplinary work, some essential knowledge of common disabilities, behavior management, the effects of poverty and social deprivation and the skills to identify all the above by means of assessment process.

From the above discussion, one may conclude that the teachers' lack of competency in managing their inclusive classrooms is a serious problem as it makes them feel stressed and less confident. Other researchers (Broderick 2005, Ainscow 2009, and Landsburg 2011), have highlighted that it is not practically possible to make specialists of all educators on all the diverse needs in overcoming barriers to learning, but there may be a way of assisting all learners to benefit from

inclusive classes, that is, by empowering teachers with basic skills so that they may become competent inclusive teachers. Van Zyl (2002) states that there are various skills those are important for a teacher to teach in an inclusive school.

The next school related challenge that can encounter in the diverse classroom is lack of proper teaching and learning materials that would help accommodate the learners with diverse needs. Learners need concrete materials that they can touch and feel if the learner is visually impaired. Moreover, the learner's thought processes depend on contact with concrete objects.

Another challenge that can be pointed out is large enrollment in the classrooms that makes teaching in an inclusive classroom challenging; because large classroom prevents teachers from developing close relationship with the learners thus progress is hindered as they are unable to assist the learners who need more attention. So, to avoid this, the school should take into consideration the number of children in each classroom, with teacher's ratio. When students are beyond standard, they lack equipment that may help them to learn effectively and they develop frustration that leads them to misbehavior. While the teacher is busy with the slow learners (mentally challenged), the gifted learners become bored and start making noise. It also brings back the need for educators to be well equipped with knowledge on how to manage behavior in the classroom.

In general, engaging in issues of diversity in the classroom is critical toward creating a welcoming classroom environment for diverse students. The most structured approach to engaging in diversity topics in the classroom is through the inclusion of diverse perspectives into the content of the curriculum. However, including diverse perspectives into the course content addresses only one aspect of creating inclusive learning environments (Hurtado et al., 2012). In order to create inclusive learning environments that promote learning outcomes for all students, it is best to take a comprehensive approach and address student and faculty identities, curricular content, and pedagogy/teaching methods.

2.5. Diverse Classroom Management

Classroom management has two purposes, to establish a quiet and calm environment to promote meaningful learning and to help support children's social, moral, and academic development (Doyle, 1986). Because teachers have a large impact on student learning, researchers Stronge, Ward, and Grant (2011) examined what makes up a "good" teacher. They found that how the teacher manages the classroom, their personal qualities, and their relationship with their students have the biggest impact on the success of the student.

Teachers' management plays a critical role in a student's success. Wubbels (2011) conducted research on classroom management and found that successful classroom managers focus their attention more on the students' learning and less on creating a noiseless atmosphere. Teachers with good classroom management skills introduce their procedures at the beginning of the school year while making sure not to overload the students. Throughout the year they continue to model appropriate behavior while stopping unwanted behavior before it escalates (Wubbels, 2011).

Researchers van Tartwijk, et.al (2009) observed twelve teachers who were considered good classroom managers. Each teacher was videotaped while teaching and was interviewed about the choices he/she made during the lesson. During the interview, all teachers talked about monitoring and managing the students' behavior. A majority of the teachers discussed having clear rules and procedures in the classroom in order to create an orderly work environment.

The research findings indicate that it is important to consistently apply these rules, remind students of these rules, warn students when they are breaking a rule or procedure, and to impose punishment when rules or procedures are broken (van Tartwijk et al, 2009). Because punishing a child can lead to a negative classroom environment and a situation being escalated, many of the teachers mentioned using a small correction for unwanted behavior, and to just ignore small misbehaviors. Doing this helps create a more positive classroom environment for all students.

Many of the teachers also specified the importance of having a good relationship with their students and how this can make classroom management easier (van Tartwijk et al, 2009). Along with having a good relationship with students, it is important to keep them attentive and engaged during lessons to help with diverse classroom management. Students who are engaged in the lesson are easy to keep on task and focused, which can eliminate behavior problems.

Even though teachers have a big influence on their students' behavior, some teachers may not be aware of the amount of influence they have (Roache & Lewis, 2011). Hence, teachers often resort to using punishment and aggressive behavior to correct student behavior. Riley, Lewis, and Brew (2010) found that teachers justify their aggressive behavior by talking about the students' unacceptable behavior. Because teachers want students to be focused during class, they claim their aggressive behavior is to fix the child's behavior to help them concentrate.

Riley et al, (2010) also found that many of the teachers who use punishment and aggressive behavior do not connect their actions to any classroom management theory and seem to lack awareness of any management theories.

It is becoming uncommon today to see a classroom set up with desks in perfect rows and a teacher standing in the front of the room for a majority of the day. Classrooms are becoming diverse, student-centered learning environments, which require a unique management technique. Although there are numerous classroom management theories, how can teachers effectively manage a classroom with a wide range of learning abilities and styles, in a diverse classroom?

There is no one single formula to successfully manage diverse classroom. Each individual classroom is made up of a diverse population of learners, and student-centered classrooms focus on the needs of each individual student. There are, however, different management programs, which suggest specific strategies for teachers and students to implement. Specifically, the shift from teacher-centered to student-centered classroom management is possible only if there are strong positive relationships between the teacher and students as well as, students and their peers.

In diverse classrooms, teachers share responsibilities with students, so having mutual respect for each other is essential. Also, in order for a diverse classroom to be successful, classroom expectations must be established. As previously stated, diverse classrooms rely on both ideas and opinions from teachers and students.

Therefore, especially in the beginning of the year, it is important for teachers and students to establish and practice classroom expectations and routines. Diverse classrooms can be successful when each individual teacher and student knows his/her contributions are needed in order for the whole classroom community to succeed.

Teachers and students begin establishing a classroom management system on the first day of school. An effective management system must be followed consistently throughout the school year. Consistency Management and Cooperative Discipline (CMCD) “is an instructional and classroom management program that provides teachers, administrators, students, and school staff with the tools needed to build community and organizational capacity within their schools” (Jerome-Freiberg, Huzinec, & Templeton, 2009, p. 64). This management program creates a diverse classroom and school by giving students responsibility for their actions, which promotes active learning.

According to Jerome-Freiberg et al. (2009), often times management programs focus on discipline after the issue, instead of prevention. Schools and classrooms who apply CMCD, "create fair, consistent, and engaging instruction with predictable daily classroom routines in which students are active participants" (Jerome-Freiberg et al., 2009, p. 65). A predictable school and classroom environment, where students are given responsibilities and held accountable for their actions, will decrease the amount of time teachers and students have to spend on classroom management and discipline (Jerome-Freiberg et al., 2009). When teachers and students spend less time on classroom management and discipline, they are able to devote more time to learning.

Albert's Cooperative Discipline (2005), also states students need to be given responsibilities and held accountable for their actions. According to Charles (2005), he believes that all students need to feel capable while connecting with others, and making contributions in the classroom, school and community. Charles (2005) states, "Albert's main focus is on helping teachers meet student's needs, thereby prompting students to cooperate with the teacher and each other" (p. 200). When students are active participants in their learning and feel their contributions are valued in the classroom, it is more likely the students will have a positive attitude about school.

It is crucial that teachers develop the knowledge, skills, and predispositions to teach children from diverse racial, ethnic, language, and social class backgrounds because classrooms today are continuing to become increasingly diverse. In order to be culturally responsive, we must acquire "cultural content knowledge." We must learn, for example, about our students' family backgrounds, their previous educational experiences, their cultural norms for interpersonal relationships, their parents' expectations for discipline, and the ways their culture treat time and space.

Teachers need to educate themselves, or have students educate them, about different cultural values and traditions. Teachers need to communicate regardless of culture, abilities, disabilities, and personal style" (Charles, 2005, p. 206). Teachers must remember to encourage a positive, culturally responsive learning environment because students of all cultural backgrounds need to feel comfortable in the classroom in order to maximize their learning opportunities.

In order to build a classroom and school community, teachers must develop a strong positive relationship with each student. Also, teachers must encourage strong student-peer relationships. Dollard, Christensen, and Colucci (1996) state, "the positive connection formed within a relationship between student and teacher becomes the foundation for all interaction in the classroom" (p. 5). Students must feel safe and feel they are able to express their feelings in a classroom in order to excel academically.

According to Bondy and Ross (2008), "what is missing is not skill in lesson planning, but a teacher stance that communicates both warmth and a nonnegotiable demand for diverse students' effort and mutual respect" (p. 54). Teachers must make time to show diverse students they care about them. When diverse students know their teacher cares and respects them, the students will be more likely to work to their full potential. Teachers need to be consistent in communicating expectations for respect between teachers and diverse students as well as students and their peers. Dollard, Christensen, and Colucci (1996) would agree with Bondy and Ross (2008) when stating there needs to be mutual respect amongst everyone in the diverse classroom.

In diverse classrooms, teachers need to give up some control and trust their students to manage and be teachers as well. For example, Soter and Rudge (2005), describe the most productive diverse classroom discussions are when the teacher has control, but there is room for flexibility and elaboration from the diverse students. Teachers are not the only teachers in a classroom. Diverse students can learn a lot from each other and student-centered classrooms have valuable discussions throughout the day. Teachers need to facilitate, not control, conversations.

According to Nystrand (2006), "dialogically organized instruction involves fewer teacher questions and more conversational turns than recitation, as teachers and students alike contribute their ideas to a discussion and the exchange of ideas are at the core" (p. 400). It is difficult for teachers to give up control; however, the most productive conversations in classrooms are facilitated by students.

Although diverse learners' classrooms are collaborative learning environments with input from all students, the teacher is the main facilitator who sets the tone. As Nystrand (2006) states, "what counts as knowledge and understanding in any given classroom is largely shaped by the questions teachers ask, how they respond to their students, and how they structure small-group and other pedagogical activities" (p.400). In diverse learners' classrooms, teachers value all students and view all students' opinions and contributions as a chance to learn.

Smith and Lambert (2008) agree with Nystrand (2006) by stating in productive learning communities, teachers must assume all students want to be in school each day, participate, and learn good behavior, Lane, Wehby, and Cooley (2006), conducted a study during the 2001-2002 school year in a large school district in Tennessee and asked teachers which social skills they believe are necessary for success. A questionnaire was given to teachers in the district at the elementary, middle, and high school levels. The questionnaire gathered information about the teachers' demographics and also asked them what social skills they think are essential for learning to be successful.

The researchers found: General and special education teachers at the elementary and middle school levels shared similar views regarding the importance of self-control skills, whereas high school special education teachers viewed self-control skills as significantly more important than did high school general education teachers. (Lane, Wehby & Cooley, 2006, p. 163).

In diverse classrooms, it is especially important for students to have self-control because students will be responsible for engaging in individual, or group work assignments with minimal teacher interaction and supervision. Smith and Lambert (2008) agree with Lane, Wehby, and Cooley (2006) and suggest a few strategies for teachers to implement while managing diverse classrooms.

According to Smith and Lambert (2008), "many teachers believe they are showing students they care when they continually give one more chance. Unfortunately, giving one more chance demonstrates that a teacher does not mean what he or she says" (p. 18). It is important for teachers to clearly explain directions and routines, especially in a student-centered classroom because often times students will be required to use self-control to complete tasks with minimal teacher interaction once it is expected all students can complete tasks independently.

In diverse learners' classrooms, teachers must expect that each student in their classroom will succeed. Bondy and Ross (2008) believe that day-to-day interactions with students are essential. Each individual student in a classroom needs to feel appreciated. It is not enough for teachers to give students a "get to know you" survey at the beginning of the year. Similarly to Bondy and Ross (2008), Smith and Lambert (2008) suggest that teachers take time every day to have a personal conversation with students about anything the student is interested in. For example, "the use of a student's name, or a question that shows you remember something the student has mentioned- these small gestures build and nurture teacher-student relationships" (Smith & Lambert, 2008, p. 56). In student-centered classrooms, it is significant to establish clear expectations from the beginning of the year. Teachers will need to be a role model for how certain routines should be completed; however, accepting new ideas from students is the key to success.

2.6. Mechanisms to Support Diverse Learners

In considering how best to provide support for diversity and social justice, Martell (2013) recommends that teachers should go beyond the assessment of their students' aptitudes, skills, and knowledge with respect to the subjects being taught. According to Martell, teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student's situation.

As the inquiry into the connection between teachers' perception towards diverse classrooms and their practices ensued, O'Donnell (2012) confirms that to appreciate and accommodate the similarities and differences between student diversities requires specific skills and reflective practices. Teachers of diverse students have more complex tasks in their classroom than ever before. Teachers, educators, practitioners have to acknowledge both individual and differences enthusiastically, and identify these differences in a positive manner. No doubt, dealing with integrating diversity in the classroom needs a conceptual framework in order to make coherent decisions as a teacher. Furthermore, the necessity to create a bias-free environment mandates critical thinking and reflection on a school's cultures, program and curricula, and instructional strategies.

Wighting (2005) and O'Donnell (2012) agree that teachers' reflection on their behavior, perception, and attitudes towards diverse classrooms is a key point. The need to understand the family uniqueness that encompasses ethnic, racial, linguistic, and socioeconomic differences, as well as the unique structure and tradition of individual families, is crucial for the students and school success. This is especially important as our society becomes more diverse and families encompass unique blends of backgrounds. This type of a bias-free perspective recognizes and respects the different needs and values systems of the students and families. A bias-free perspective must be translated into practice by developing programs that naturally integrate differences into everyday activities.

Therefore, to value students' differences in the classroom, teachers should recognize students' diverse backgrounds and special interest while treating individually and in group. To this lots of efforts are expected from a good teacher by offering effective strategies that encourage students to discuss, debate, and agree Sommer, (2001).

Davis (as cited in Inoue, 2005, p. 9) even valued opposing strategies. He stated, "Ongoing contact outside the classroom provides strong motivation for students to perform well in class, and students who come to office hours can get benefit from the one- to-one conversation and attention".

2.7. Diversity in Ethiopian Context

It is difficult to give, a single definition for diversity because different groups and individuals were defining it in different ways. For this reason, there is no a comprehensive definition of that accepted by scholars. However, the following definitions are found to be more relevant and hopefully provide evidence to the issues will be discussed from different writers in line of this study. Accordingly, diversity is visible and invisible human differences that have been planned to educate students for the purpose of recognizing, accepting, and appreciating different diversities in school and outside schools.

Diversity includes culture, linguistics, learning styles, religion, and genders issues in school and students to be having the senses of responsibility and commitments to respects and recognize issues of diversity from the idea of democracy, justices, and equality of human beings. Ethiopia is a country of diverse, ethnic, and different cultural groups, and it is not isolated from

the world; Now Ethiopia is on the ways or on line of promoting diversity within unity in schools and outside schools.

As Gays, (1992) clearly states, diversity should be incorporated into all level of political, economic, and social aspects of policy direction. Supporting this idea, Banks (1998) point out that awareness about pluralism is a necessary foundation for respecting, appreciating, valuing, and celebrating diversity.

Furthermore, Ethiopia is the country known by diversity and this diversity reflect that in terms of culture, language, religion, and age. Accordingly, having of many diversity is make the country multicultural country .In line with this issue, Mehari(2007) stats that Ethiopia is the most diversified country .

Hence, Ethiopia needs diversity educations because it is believed to be a home of different linguistic, ethnic, cultural, and religious groups .This mixture of differences in the country dictate that every linguistic groups has the right to develop their own world, outlook, customs, values, and beliefs which make one different from the other. Despite of many things, Ethiopian peoples have in common; there are also important differences among them. This is resulted in an invertible diversity, which is increasing and becoming an issue of paramount importance in schools (Manning and Baruth, 1996). Schools are considered as mini-states where students from diverse groups come together and interact. Education is therefore, has fundamental roles to play in promoting positive awareness of diversity. In fact, education is considered in all societies the ways of transmitting awareness, positive perception, good practices, custom and values among school communities.

In Ethiopian context, The Ethiopian Training Policy (1994) states that education should promote democratic culture, tolerance, and peaceful resolution of differences by integrating values in school curriculum. The educational policy of the country also suggests the development of shared common values for mutual understanding based on equal development of diversity in the country. There is a fruitful view to encourage diversity in Ethiopian education and diversity is no more a problem to be overcome through regulating function of education (Ayalew, 2010).

In addition to this, learning to teach in culturally diverse society with students from different cultural and experiential backgrounds remains a challenge. This challenge encompasses questions based on perceptions, ideology, the purpose of schooling, practices, and teaching competence (Hollins, 2008). Moreover, MOE (2008) states that in our country modern education was introduced nearly about a century ago; the system was not addressing equal chance for all citizen of the country. For many years, the educational system of Ethiopia had been repeatedly criticized for many reasons including: discriminatory by its nature that is only for selected groups; limited in urban areas and biased by gender in goodwill of males, and planned from dominant culture perspectives.

In general, students' differences were addressed differently by different regimes in the past. For instance, The Ethiopian governments' perspectives of addressing students differences ranged from a total neglect of student differences during the Hailesilassie I era to the much emphasis being placed on some diversity issues of the present EPRDF government. For instance, social differences related to ethnic, linguistic, and religious differences had neither been recognized during the Minelik II (1886-1912) era nor during the Hailesilassie I (1930-1974), whereas they were given recognition during the Dergue regime (1974-1991) and much attention by the EPRDF government since 1994.

In order to address the long standing diversity issues pertaining to 'nations and nationalities' the Ethiopian government established diversity based national states that clearly differentiated Ethiopian government from the past regimes.

Chapter Three: Research Design and Methodology

This chapter treats the design and methodology in general and data sources, sampling techniques, instruments of data collection, data collection procedures, data analysis and the issues of ethics.

3.1. Research Design

In order to explore the status of primary school teachers' awareness, perception and practices about students' diversity management, a survey design with descriptive purpose which explores all peculiar characteristics of the target population is used to obtain a more realistic result. In this design the researcher investigated how teachers' value differences in primary school classrooms and their management practices to overcome the existing challenges in the diverse classroom. As Creswell (2012), survey design with descriptive intention has an advantage of measuring current conditions, attitude or practice. Attitudes, beliefs and perceptions are ways in which individuals think about issues whereas practices are their actual behaviors. The reason behind this survey design is that it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew, cited in Mekonnen, (2018). Particularly, descriptive survey is one which is commonly used in educational research.

3.2 Research Method

Research method is a style of conducting a research work which is determined by the nature of the problem. This study employed the quantitative and qualitative research methods since both methods are assumed to be valuable to improve the validity and the reliability of the research outcome. Johnson et al. (2007, p. 113) claim that "mixed research is a synthesis that includes ideas from qualitative and quantitative research". Silverman (2006, p. 29) asserts that "no research method stands on its own" since each research method has its own strengths and weaknesses. Hence, combining research methods is supposed to help maximize the strength and minimize the weaknesses.

Ragin and Amoroso (2011, p. 51) argue that, although some research strategies are more popular than others, in essence, there is no single "correct" way of conducting social science research.

Scholars, such as Bryman (2012), Johnson et al., (2007), Hammersley (2008), and Tashakkori and Creswell (2007) propose the importance of combining the quantitative and qualitative methods in social science research to examine whether they corroborate each other. According to Silverman (2006, p. 291), triangulation usually refers to combining multiple theories, methods, observers, and empirical materials to produce a more accurate, comprehensive and objective representation of the object of study. Other authors (Creswell, 2003, Howe, 2004, Kvale&Brinkmann, 2009) claim that mixing qualitative and quantitative methods may be difficult as each method has its own distinct theoretical and practical assumptions.

According to Hammersley (2008, pp. 22-23), due to its dependency on pre-structured data, quantitative research alone cannot provide adequate understanding of people's perspectives. Hence, the statistical analysis obtained from quantitative study can be supported by qualitative study to give realistic results. Furthermore, Ragin and Amoroso (2011, p. 34), confirmed that, since the goals of social researches are multiple and sometimes contradictory, no single goal dominates its research.

3.3. Sources of Data

In order to obtain the relevant data for the study, the researcher prepared tools by which different data are generated. In this study, primary data sources were used to obtain reliable information about teachers' awareness, perception and practices towards students' diversity in the classrooms. The sources of data were primary schools' principals, Vice principals, teachers, students and cluster supervisors. In addition, classroom observation was held to realize the ongoing classroom practices.

3.4. The Samples and Sampling Techniques

Government primary schools in Jimma town were organized under seven clusters. Using simple random sampling method, the investigator of the present study selected four primary schools with great deal variation within them using strata by cluster. The purpose of stratified sampling is to ensure that every stratum is adequately represented (Ackoff, 1953). After stratifying the primary schools, randomization (lottery) method is used to obtain four representative sample schools stratified under four clusters.

However, principals, vice principals and cluster supervisors were selected by convenience/availability sampling. Typically, convenience sampling tends to be a favored sampling technique among others as it is inexpensive and stress free option compared to other sampling techniques (Ackoff, 1953). But, teachers by simple random sampling and students by simple random sampling were selected in order to get the intended results. Favoring this assertion, Silverman (2013, p. 148) states “purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested’.

To determine sample size, based on Krejcie and Morgan’s (1970) table of determining sample size at a confidence level of 95% and margin of error of 5% a population of (N=150) teachers gave a sample size of (n=108) teachers .This sample size included (n=4) principals (n=5) vice principals and (n=4) supervisors were totally taken as a sample.

Table1: Total Population of Sample Schools and Sample Size of the Research

No	Names of selected primary schools	Population of sample schools						Sample size by %					
		Principal	Vice principal	Supervisor	Teacher	Pedagogical head	student	Principal	Vice principal	Supervisors	Teaches	Pedagogical head 100%	Students
1	Mandara	1	1	1	31	1	1780	1	1	1	21	1	356
2	Ginjo	1	1	1	43	1	3659	1	1	1	33	1	731
3	Jiren-no-2	1	1	1	30	1	1247	1	1	1	22	1	376
4	Hermata	1	2	1	46	1	2194	1	2	1	32	1	438
To tal	4	4	5	4	150	4	8880	4	5	4	108	4	1901

3.5. Data Collecting Instruments

To secure reliable and adequate information, selecting appropriate data collecting instruments were selected as research methods on the basis of their instrumentality to gather pertinent and complementary qualitative data that could answer the research questions outlined. Therefore, this study was mainly employed questionnaires, lesson observations interview, and focused group discussions. Collections of data by means of these strategies have helped the researcher for triangulation that result in the trustworthiness of this study.

3.5.1. Questionnaires

Questionnaires are widely used in educational research to obtain information, conditions, practices, and inquire in to opinions and attitudes of individuals or group (Kual, 1996:142).Based on this fact to collect relevant and adequate data, the researcher approached the respondent teachers in person and requested their participation providing information about the purpose of the study, how the result would be used, and clearly explained to them the terms of anonymity and confidentiality by giving them sufficient time to provide their responses. The items of the questionnaires had 27close-ended and 6 open ended questions which were distributed to 108 teachers to be responded in order to obtain quantitative and qualitative data respectively. Out of the sample teachers, the return rate was 98(90.74%) which is beyond the acceptable response rate (50%) in social researches.

3.5.2. Class room Observation

Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which lesson observation is the most appropriate method of data collection. Lewy (1977:163) noted that lesson observation is useful to indicate how the lesson is divided in a variety of activities such as: group work, individual work, role-playing, discussion and the others. From the departments of language, natural science, social science & mathematics, subjects were selected using randomization system.

Accordingly, the face to face lesson observations were made to check teachers' classroom practices for subjects such as English, Geography and physics at each of four target schools preparing the observation checklist. The lesson observation checklist had four parts which contained items related to the study topics. These are classroom condition, teacher's activities, students' activities, and the utilization of instructional materials and evaluation respectively.

3.5.3. Interview

In qualitative research, conducting interviews is a key data collection method for interaction between researcher and participants'. Interviews provide the researcher with the opportunity to understand the meaning that respondents attach to their experiences (Gay et al. 2006: 418). Interviews are also useful to construct knowledge from participants' stories contained within the microcosms of their consciousness's (Seidman 2006: 7–8; Cohen et al. 2000: 273).

According to Sarantakos (2005, pp. 285-286), interviewing is commonly used in the social sciences due to its unique qualities. Some of its merits are: flexibility, high response rate, ease of administration, opportunity to observe non-verbal behavior, control over the environment, possibility to correct misunderstandings of respondents, control over the order of questions, opportunity to record spontaneous answers, control over the identity of the respondents, and control over the time, date and place of the interview.

On the other hand, according to Sarantakos (2005), compared to other methods of data collection, it can be costly, susceptible to the interviewer's bias, inconvenient for the informants because of lack of anonymity and unsuitability with respect to sensitive issues. This would help in collecting rich information regarding the nature of the teaching–learning process in line with teachers' awareness, perception and practices towards diversity in the classroom. The interviews were developed based on the basic research questions and had two parts: the interviewees' & personal characteristics of the respondents.

Accordingly, the interviews were conducted among four principals, five vice principals and four cluster supervisors on items related to the teaching–learning process in line with the teachers' awareness, perception and practices towards diversity in the classrooms. Thus, the response rate was (100%) for this category of respondents.

3.5.4. Focus Group Discussion

Focus group discussion is a carefully planned discussion designed to obtain perceptions on a defined area of interest. In these discussion , the total of 28 students from grade 5-8 who were expected to have understanding and experience relating to a study phenomenon was selected from each class in each study sites in school campuses as confirmed by (Creswell 2012: 218).

The purposively selected students were asked semi structured questions to gather relevant data on issues and concerns based on a list of key themes drawn up by the researcher for an hour. According to Casey and Krueger (2000), focus group provides “a more natural environment than that of individual interview because participants are influencing and influenced by others- just as they are in real life” (p.11).

3.6 The data collection procedures

In order to start the study, the researcher of the study site applied to Jimma university department of teachers' education and curriculum studies to get letter of cooperation to the municipal education office of Jimma town administrative city. The municipal education office accepting the letter of cooperation wrote confirmation letter to the selected primary schools of Jimma town administrative city under the study. Then, the school leaders accepted the letter sent from Jimma town administrative city education office in order to facilitate the study.

Accordingly, the school principals introduced the researcher to the unite leaders of the selected primary schools under the study site to facilitate the work of administering questionnaires and arranging when and where to make the interviews for school leaders ,focus group discussion for selected students and teachers classroom lesson observations for identified subjects. Agreeing on this fact, the questionnaires were dispatched to the sample teachers to be filled and returned soon asking the permission of the respondent teachers. Then, the teachers returned the questionnaires by the time they decided to return.

The school principals and cluster supervisors in turn were asked the appropriate time to be interviewed .They decided the suitable time and place where the interview can be conducted based on their willingness and their school situations. The focus group discussion for students was conducted in agreement with school leaders at a time students were out of class.

The lesson observation was conducted on selected subjects like Physics, English and Geography asking the will of the subject teachers and the time they preferred watching at the school time table. So, the observations were done by the researcher and the selected schools unite leaders uniformly to check practices going on in the classrooms.

Finally, out of 108 questionnaires 98 of the distributed were returned and the rest data tools were implemented in to practice without any wastage.

3.7. Method of Data Analysis

After the data have been collected using different tools, responses on the questionnaires were coded and analyzed to facilitate interpretations of the findings. For the qualitative data analysis, the field notes taken from male principals have been coded as (P1,P2,P3, M)and the data obtained from vice principals(V1, V2,V3, M) or (VP A,VP ,B) and tape recorded interview evidences were carefully read, listened and were transcribed and analyzed consistent to research questions. This involves the breaking down of the existing complex factor in to simpler parts and putting them together in new arrangements for the purpose of interpretation.

The researcher also analyzed the collected quantitative data to make a series of operations involving editing to eliminate inconsistencies, classification on the basis of similarity and tabulation to relate variables. Subsequently, the refined data was analyzed using descriptive statistics involving frequencies, mean and standard deviation to determine varying degrees of response-concentration. Statistics were generated with the aid of the Statistical Package for Social Scientists (SPSS) Version 24.

3.8. Validity and Reliability of Instruments

According to Neuman (2006, p. 188), “validity addresses the question of how well the social reality being measured through research matches with the constructs researchers use to understand it. In the words of Neuendorf (2002, p. 12), validity concerns the question “are we really measuring what we want to measure?” This implies that the concept of validity is mainly related to the trustworthiness of the knowledge that a researcher produces. The truthfulness of the knowledge that a researcher produces depends on a number of factors that the researcher needs to address throughout the research process.

Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. To check content validity and internal consistency (reliability) of the instruments pilot test of the study was conducted at Hibirat primary school prior to the final administration of the questionnaires. Then, the quantitative data obtained through questionnaires and lesson observation was tested in crambach Alpha software which resulted in 0.7. These result helped the researcher to make necessary modifications so as to

correct and avoid confusing and ambiguous questions. However, the validity of the qualitative data was checked by voice recording and repeating to the speakers to listen their voice.

Validity is greater when the tools are based on a carefully designed structure thus ensuring that the significant information is elicited (content validity).The critical judgment of experts in the field of inquiry is helpful in selecting the essential questions.

3.9. Ethical issues

Informed consent was obtained from each respondent willing to participate in the study. The respondents of the study (teachers, students ,principals ,supervisors) were informed of their voluntary participation to fill the questionnaire, to conduct interviews, classroom observation and focus group discussion that they had a right to anonymity ,confidentiality as well as the right to choose not to answer questions if they didn't feel comfortable doing so. The researcher conducted the study following these ethical issues of a research in to consideration.

Furthermore, the researcher acknowledged the sources cited in the study to avoid plagiarism (Kvale&Brinkmann, 2009).

Chapter Four: Presentation and Analysis of Data

This chapter deals with the presentation, analysis and interpretation of the study. The data obtained from the study sites is believed to address the basic research questions posed in the introductory chapter of this study.

Accordingly, the data were collected from four selected government primary schools of Jimma town teachers, students, principals, vice principals and clusters supervisors. Four tools were used to gather data. These were questionnaires, interviews, lesson observations and focus group discussions. The questionnaire was administered to 108 participating teachers; of these 98 filled and returned the questionnaire making 90.74% response rate which is high and contributive to the reliability of the data.

Likewise, prepared semi-structured interview guide questions were used to gather information from four supervisors, four principals and five vice principals all of which have responded to the interview. Observation was made from the four selected sample schools on the total of 12 classes in three subjects which were selected by simple random method on physics, English and Geography in the sampled schools of grades 5- 8, to check teachers and students activities and the availabilities of facilities in the classroom in relation to teachers awareness, perceptions and practices towards diversity in the classrooms.

4.1. Demographic Characteristics of the Respondents

The first part of the questionnaire focused on the demographic characteristics of the respondents. Accordingly table 2 indicates the summary of the characteristics of the respondents' in terms of sex, age, and years of experience, educational qualification, and teaching workload per week.

4.1.1. Background Information of the Participants

The characteristics of the respondents are shown in terms of sex in the following table.

Table 2: Participants by Sex

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	41.8	41.8	41.8
	Female	57	58.2	58.2	100.0
	Total	98	100.0	100.0	

As indicated in Table 2, the number of female teachers was 58.2% and the number of male teachers was 41.8% in which the number of female teachers is greater than the number of males in the selected primary schools of Jimma Zone city administration which realized high female teachers' participation. But; the numbers of female teachers empowered as principals and cluster supervisors were less than male teachers in the selected study site.

Table 3. Age of Teachers

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 years old	3	3.1	3.1	3.1
	26-30 years old	19	19.4	19.4	22.4
	31-35 years old	8	8.2	8.2	30.6
	36-40 years old	9	9.2	9.2	39.8
	41-45 years old	25	25.5	25.5	65.3
	46-50 years old	14	14.3	14.3	79.6
	51-55 years old	13	13.3	13.3	92.9
	56-60 years old	7	7.1	7.1	100.0
	Total	98	100.0	100.0	

It is apparent from the above Table 3 that the majority of the participants' ages range between 26 and 45 years making about 53.3% of the total respondents. This suggests that the participants are both well experienced enough in valuing and treating diversity in the classrooms and active group for teaching profession and hence important sources of the study. Similarly, principals and supervisors of the selected study sites were experienced enough in advising and leading teachers.

Therefore, teachers', principals and supervisors within these years of ages are expected to implement the curriculum by identifying students' differences in the classroom.

Table 4. Teachers education qualification

		Education level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	54	55.1	55.1	55.1
	First Degree	42	42.9	42.9	98.0
	Second Degree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

As shown in the above Table 4, 54 (55.1%) and 42(42.9%) of teachers have diploma and 1st degree holders respectively. Besides,2(2%)of the primary schools teachers' have 2nd degree beyond the requirement to be found. This shows that the majority of teachers met the minimum requirement of qualification to work at primary schools second cycle level. Therefore, one of the important indicators of quality education is assigning the number of qualified teachers at the level they are qualified for.

According to the education and training policy, the minimum qualification requirement for teachers at upper primary schools (5-8) is that teachers should have obtained diploma in the subject they are assigned to teach and principals, vice principals and cluster supervisors should hold first degree (MoE, 2009). Regarding principals professional 4(100%) of principals, 5(100%) of vice principals and4 (100%) of the cluster supervisors were 1stdegree holders. From these facts, it is possible to deduce that all of the primary school principals, vice principals and cluster supervisors, in the selected study site of Jimma town hold the required qualification (1st , degree) for the position they are currently assigned. This implies the stakeholders of the study site (teachers, principals and cluster supervisors) had the requirements enable them guide and manage the diversity in the classrooms in the way it can be treated equally.

Table 5. Teachers work Experiences.

		Overall teaching experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	9	9.2	9.2	9.2
	6-10 years	10	10.2	10.2	19.4
	11-15 years	9	9.2	9.2	28.6
	16-20 years	13	13.3	13.3	41.8
	21-25 years	20	20.4	20.4	62.2
	26-30 years	9	9.2	9.2	71.4
	31-35 years	16	16.3	16.3	87.8
	36-40 years	12	12.2	12.2	100.0
	Total	98	100.0	100.0	

Regarding work experience the above Table shows that 13% of the teachers had 16 to 20 years' experience, 20 (20.4%) of them were between the experience range of 21-25 and 9 (9.2%) of the teachers had 26-30 years of experience. In addition, teachers of (16.3%) were 16 and (12.2%) of the study site teachers were 12. From the above analysis it could be possible to conclude that, the majority of the teachers experience indicated that they are more professionally experienced in their subject areas to do on issues of diversified learners.

Furthermore, principals, vice principals and the cluster supervisors of the selected schools were well experienced in leading the schools and advice. This indicated that the majority of the principals vice principals and cluster supervisor of the selected schools were well experienced and this might help them to contribute much to play in teaching learning process.

Table-6 Teachers’ Teaching Load per week

Teachers work load per week and its influence would be indicated in the following Table 6 below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 periods	1	1.0	1.0	1.0
	6-10 periods	1	1.0	1.0	2.0
	11-15 periods	11	11.2	11.2	13.3
	16-20 periods	35	35.7	35.7	49.0
	21-25 periods	37	37.8	37.8	86.7
	26-30 periods	13	13.3	13.3	100.0
	Total	98	100.0	100.0	

As shown in the above Table, 5 only 11% of the teachers had a workload of 11 to 15 credit hours; 35.7% of the teachers had workload that ranges from 16 to 20 credit hours; and 37.8% of the teachers had a workload between 21-25 credit hours per week and 13.3% of them had 26-30 periods. From the above Table data we can deduce that most teachers (73.4%) hold 16-25 periods per week. This shows that the maximum credit hours covered by teachers in the above range was suitable to work on diverse classrooms since the average number of students in the classroom is manageable (50-55) as indicated by education and training policy of (MOE-2010).

4.2. Teachers Awareness, Perceptions, and Practices towards Diversity in the Classrooms

The study site teachers of Jimma town selected primary schools awareness, perceptions and practices towards diversity in the classrooms have been analyzed in separate tables one by one below.

4.2.1 Teachers Awareness about Diversity in the Classroom

It is imperative that understanding inevitably influences his/her practices ,in line with this view the primary school teachers awareness about students diversity were examined and the evidences have been presented and analyzed below.

Table 7: Teachers Awareness about Diversity in the Classroom

S.N	Indicators for Teachers Awareness about Diversity in the Classroom	Teachers view			
		N	Sum	Mean	Std. Dev.
1	Primary school teachers fairly treat every student in their classroom.	98	313	3.19	0.89
2	Teachers are aware of students' diverse background at school.	98	369	3.77	0.82
3	Teachers' professional & ethical responsibility is considerable while teaching diverse classroom.	98	384	3.92	0.85
4	Teachers are well informed how their values influence diverse learners learning needs.	98	373	3.81	0.85
5	The diverse learners need requires varied teaching strategies.	98	384	3.92	0.97
6	Diversity awareness makes teaching effective.	98	398	4.06	0.88
7	Students' differ in attributes such as learning preferences.	98	394	4.02	0.79
8	Diversity competent teachers meet the needs of diverse learners.	98	393	4.01	0.81
9	Teachers know diversity dimensions and how to respond to it.	98	382	3.90	0.92
	Valid N (list wise)	98			

The above Table shows that the level of awareness of selected primary school teachers about diversity in the classroom. As the result indicated the awareness of primary school teachers towards diverse backgrounds of students with relation to equal treatment of individual in the classroom is indicated by the mean of 3.19; though the mean score was inadequate compared to the scores of others items. This implies that meeting the needs of diverse learners is what teachers should think over.

Item 2 shows the close connection between teachers and students in identifying students' background in the primary schools of the selected study site. In item 3 of the above Table the result of the investigation showed teachers' professional and ethical responsibilities while teaching. The general respondents mean average (3.84) indicated that teachers' awareness of diversity in the classroom was accepted positively by the respondents. But, the result obtained from the lesson observation showed low practice on meeting the needs of diverse learners in practical classroom activities. This suggests that what teachers claim about their awareness regarding students' diversity is inconsistent with their actual classroom management practices.

4.2.2. Teachers' perception towards Diversity in the Classrooms

It is obvious that perception determines action of teachers and managing practices towards diversity in the classroom negatively or positively. To this fact, respondents replied their views as follows here under.

Table 8: Teachers Perception towards Diversity in the Classroom

S.N	Indicators for teachers perception towards diversity in the classroom	Teachers view			
		N	Sum	Mean	Std. Dev
1	Teachers' value and respect diversity in the classroom.	98	346	3.53	0.97
2	Teachers believe that cooperation with diverse students' families is important.	98	371	3.79	0.90
3	Teachers' perceptions influence students' academic achievements.	98	406	4.14	0.95
4	Students' differences create diverse needs among them.	98	417	4.26	0.78
5	Access to diverse learners enables teachers to use diverse teaching method.	98	408	4.16	0.77
6	Teachers' perception towards diversity is shown by how he/she perceived differences and strived for change.	98	397	4.05	0.80
7	Meeting the needs of diverse learners is the result of diversity competent teachers.	98	390	3.98	0.81
8	Perception of teachers to differentiate students allows them to learn in the way they can understand.	98	407	4.15	0.92
	Valid N (list wise)	98			

According to the data, teachers agree and disagree on all issues related to teachers' perceptions towards diversity in the classroom. Teacher's perception towards diversity plays a facilitating role for the success of diverse students learning. Teachers positive perception, diversified teaching strategies used in the classroom, their interest can affect students learning achievements.

Therefore; the learning effectiveness of diverse learners with diversified backgrounds may be affected by positive or negative perception of teachers towards students 'differences.

Confirming this idea; Wighting (2005) and O'Donnell (2012) agree that teachers' reflection on their behavior, perception, and attitudes towards diverse classrooms is a key point. Teachers' perception on students diversity can be governed by what they do as a teacher, what they think and how they act has worthy(Pratt 2005).It was on cognizance of this fact that teachers were asked about their perception towards diversity in the classroom.

Accordingly, items related to assumptions about diversity in the classroom, advantages and their views about diversity were presented to find out the perceptions of teachers using the questionnaires administered to teachers.

Item 1, shows ‘how teachers value and respect diversity in the classroom’ the result has shown that the mean value of the item is 3.53 which implies teachers focus on students differences in identifying and treating accordingly. Therefore, to value students’ diversity in the classroom, lots of efforts are expected from a good teacher by using effective strategies (Malekzadeh, 1998; Ward, 2002). Davis (1993) also recommended that teachers should recognize students’ diverse backgrounds and special interests when giving assignments and exams.

On the other hand, item 2 on the same Table about cooperation of teachers with diverse students’ families indicates less collaboration of students families with teachers. This implies that the absence of integration between teachers and students families has become lower so that commitments and efforts of principals and others concerned bodies is very important. Reeve (2006) believes that teachers originated their perception about teaching and diversity, from their personal experiences as students. To provide examples, some teachers’ beliefs might be driven from other personal experiences such as family traditions and values, or social encounters and community participation.

In item 3 of the same Table how teachers’ perception influences students’ academic achievements has shown results .In this tool the mean of 4.14 teachers have confirmed that teachers perceptions can influence students’ academic achievements. This indicates that teachers’ perception determines the achievements of diverse learners positively or negatively.

Item 4 of the Table shows that the mean of 4.26 of the respondents agreed students’ differences can create diverse needs among learners. Regarding these items the majority of the respondents showed that their agreement with the influence of perception of teachers towards diverse in the classrooms prepares teachers for participation and makes them responsible for their own teaching diverse learners.

The general analysis of almost all the items indicates that most teachers seem to have positive perception towards diversity in the classroom. Hence, one can deduce that teachers have perceived diversity in the classroom positively. The teachers’ positive perception of diversity in the classroom is strengthened by the interview conducted with principals, vice principals and

cluster supervisors. Hence, it is also appeared that almost all of the teachers showed their agreement and strong agreement with the assumption of diversity raised in the questionnaires.

The main intention here is that there is strong tie between human perception and their effort to implement or practice any task. Supporting this idea, Sguazzin and Grann(1998) showed that teachers' perception have a great influence in the effective implementation of diverse learners needs. Interviewees conducted with principals, vice principals and cluster supervisors suggested that most teachers have positive perception towards diversity in the classroom and do accordingly. In general, the result of this finding depicted that, positive perception of students and teachers are developed towards diverse instructional strategy and conducive class room environment is available. Students and teachers were agreed of diverse method of teaching for diversified students as effective instructional strategy to be employed in primary schools with a mean of 3.93 that indicated respondents' level of awareness.

4.2.3. The practices of Teachers towards Diversity in the Classroom

The views of teachers about the managing practices of teachers towards diversity in the classroom were viewed with low practices of teachers in the classroom.

Table 9: Teachers practices towards Addressing diversity in the Classroom

S.N	Indicators for teachers practices related to addressing diversity in the classroom	Teachers view			
		N	Sum	Mean	Std. Dev
1	Students are provided equal opportunity to participate in the classroom at your school.	98	412	4.20	0.86
2	Students' classroom seats are arranged depending on students' differences.	98	315	3.21	0.92
3	Varied method of teaching suit different students backgrounds including special needs.	98	379	3.87	1.04
4	Proper classroom management caters students' diversity.	98	376	3.84	0.98
5	Teachers practices reflect, teachers' attitudes experiences and his/her backgrounds.	98	395	4.03	0.92
6	Students learn more when they are in heterogeneous than homogenous	98	389	3.97	0.95
7	Instructional approach plays a role in getting to know students differences.	98	394	4.02	0.92
8	Learning style is among students diversity in the classroom.	98	387	3.95	0.79
	Valid N (list wise)	98			

Classroom practice is one of the management processes or organizing and conducting the activities of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however. It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010). Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arranged classroom space to support a variety of independent, small and large group activities (Crane, 2001). Elementary teachers also designate a large area of floor space where students can gather for read-aloud, demonstrations, and class meetings. In all classrooms, there should be no “blind” areas in the room where students can be out of view. To structure “traffic flow” and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centers, students’ desks, the teacher’s desk,

As indicated from the above Table item 1, students’ equal opportunity to participate in activities provided by teachers was positively responded by the mean score of 4.20 which was seen as a good practice of teachers at the study site. But students perform less in participation.

Item 2 of the questionnaire has shown the result of 3.21 to indicate that students’ seats are arranged depending on students’ differences. In addition to this, teachers practices in terms of varied teaching method, proper classroom management and teachers instructional approach have shown positive results. For instance teachers who use the instructional approach to classroom management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin (1970) and Frederick Jones (1979) advocate the instructional approach to classroom management.

Generally, the average mean of the above table indicated 4.3699 which shows that teachers practices towards diversity in the classroom is positively accepted in front of teachers. But the classroom observation depicted that teachers’ practices of diverse classrooms was low in managing students and using diverse methods of teaching. Though the mean score showed positive result, the actual practices that were going on in the class were the reverse.

4.2.4. Presentation and Analysis of Data Obtained through Observation

The analysis and presentation of data collected through classroom observation is presented below. To carry out the purpose of the observation, three randomly selected teachers were observed from each selected schools in which the total of 12 teachers were seen in selected schools under study. The data were collected based on the requirements of the classroom observation checklist. They were analyzed in separate tables. The observation was conducted by the researcher and his co-observers and the result of the observed cases based on the lesson observation checklist were analyzed here under.

Table 10: Observation of Classroom Situations

S.N	Indicators for observation checklist	Observation rating computed			
		N	Sum	Mean	Std. Dev
1	Is there enough sitting space for all students?	12	13	1.08	0.29
2	Are the desks arranged in straight row?	12	13	1.08	0.29
3	Is the class size appropriate or manageable?	12	14	1.17	0.39
4	Are students arranged for different classroom activities?	12	18	1.50	0.52
5	Are all students involved in each activity?	12	21	1.75	0.45
6	Using different instructional strategy to access diverse learners.	12	22	1.83	0.39
7	Classroom management while teaching the diverse learners.	12	21	1.75	0.45
8	Are students allowed to learn in group way?	12	19	1.58	0.51
9	Are students discussed on issues in group?	12	20	1.67	0.49
10	Are students taking part in explaining their idea?	12	20	1.67	0.49
11	Do the materials represent the topic of presentation?	12	15	1.25	0.45
12	Has the teacher illustrated concepts using instructional materials?	12	17	1.42	0.51
13	Are there opinions of using experiences of students in teaching?	12	18	1.50	0.52
	Valid N (list wise)	12			

The classroom condition is one of the non-human factors that can affect to promote diversity in the classroom having conducive, relaxing and non-threatening environment as a prerequisite for an effective learning to take place (MOE, 2007).

As the observation result showed, students sitting spaces and desks were simply arranged due to the appropriateness of the class size in the way that diverse learners can be grouped in diversified ways to facilitate learning. But; the arrangement of students was not in the way that diversity in the classroom can be promoted. This means; all students are not involved in the activities since most teachers do not engage their students in activities equally; instead they use lecture method in which quick learners are dominant and most students are passive. In the class of the observed schools, teachers' classroom management and instructional strategies while teaching was very low.

In addition, from the observed schools; the facilitation of students learning in group and discussing on issues in group was only for the sake of grouping. Students are not allowed to take part in every activity since the teacher centered method of teaching is more influential. The utilization of instructional materials is not significant enough in the almost all observed classes because teachers do not use instructional material rather than books.

On the other hand, from observation average result teachers' activities need improvement. Like arranging students for different classroom activities, clarifying the learning objectives, giving direction about the procedures and activities, managing the class for different activities, using an exercise to elicit students' ideas, knowledge and skill; provide opportunities for all students to involve in each activity and giving group work, asking questions and giving exercise for all students.

Availability of instructional materials in classroom is the major factors to enhance the whole process of education, whereas, on the above table, the observation result indicates that in all of the observed classes, there were no charts, posters, diagrams etc. in each class; and teachers were not used instructional materials other than books.

While group discussion is conducted in the classes, there were enough pass ways to move among the desks and it is suitable for the students to move with different direction to face their group members. In contrast, in most of the observed schools, there were not enough students' text books to use individually and in group. Besides, in one of the school's, students of mental retardation and physically impaired do not have text books and other instructional materials that suits them to learn in the way they are intended to acquire knowledge

4.2.5. Challenges Facing Teachers to Handle Diversity in the Classroom

Recognizing and managing students diversity at schools is free from constrains. To this fact, teacher competencies are a central feature of teaching and learning in promoting all inclusive classrooms. They become more critical when we think of inclusion. In this regard, Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manage inclusive classrooms.

.Based on this, open ended questions were prepared for teachers to fill on challenges teachers face while teaching students with diverse needs. The response given by most teachers was students' lack of interest in participating in group discussion and self-response due to teachers less follow up.

On the other hand, teachers were asked to justify their ideas on biases and discriminations that young children hold and reflect in their classes. The respondent teachers clearly stated that teachers are seriously attending such habits. With regard to this Lynch and Hanson (1998, cited in Abdullah, 2009) stated that the “prime time” for emotional and social development in children is birth to 12 years of age. Therefore, it is better to “catch” them as early as possible before they develop negative stereotypes and biases (Abdullah, 2009).

Furthermore, teachers were also asked to fill questionnaire on the reason why learners are different in participation in the classroom. On the above mentioned issue most respondent teachers reply that students are different in class participation due to less interest in class attendance resulted in low self-confidence to ask and respond in the classrooms.

In order to avoid challenges hindering to address diversity in the classroom, teachers should go beyond the assessment of their students' aptitude, skills, and knowledge with respect to the subject being taught. Furthermore, engaging students in democratic process to help students to develop a sense of responsibilities and appreciation for the participation of all communities in decision making (Martell, 2013).Martell (2013) also confirmed that teachers must value and recognize any incremental increases in students awareness and understanding.

According to the data processed above, the most serious challenges hindering to promote diversity in the classroom are:

1. Students' lack of interest in heterogeneous group discussion.
2. Teachers tendency to use traditional/ lecture strategy than group discussion.
3. Low commitments of principals and supervisors on avoiding challenge.
4. Parents low participation to communicate with schools.

4.3. Analysis of the Interview

4.3.1. How Diversity is conceptualized in primary Schools?

The interview evidences obtained from primary schools administrators and supervisors were meant to triangulate the quantitative data gathered from teachers.

The interviewees involved in the study included: principals, vice principals and cluster supervisor on the awareness of diversity in the primary schools classrooms. Undoubtedly, principals and vice principals perception of diversity in the classroom has an important impact in influencing/refraining or promoting differences in the classroom. There were four principals, five vice principals and four cluster supervisors who participated in detailed interview.

The interview with the principals, vice principals and cluster supervisor examined that students are diverse in their learning style, family backgrounds, culture, languages, and learning needs and in the way they behave.

A. Principals and vice principals perspectives on diversity conceptualization, perception and handling practices at the selected primary schools.

Diversity in the school can be understood as different attributes of students in and outside the schools. Diversity in the classroom motivates the teacher to use diverse teaching strategies that meet the needs of the learners. Principals indicated the prevalence of differences among student manifested in terms of varied students attributes or backgrounds. The following quote justify this view: "diversity is exactly individual differences that each student has" (p1, M).

Other principals on their part expressed their feelings of teachers' awareness, perception and practices of diversity in the classroom in similar way. In this vein principals claimed that "diversity is not carefully treated in front of all teachers as the education policy demands because of the carelessness of some teachers" (P2, M, P3, M). The researcher asked the probing question: The principals replied: "we think diversity dimensions in school differently that it is theoretically useful and practically difficult to implement due to shortage of time, class size and teachers workloads per week".

In addition to the above factors, teacher's lack of interest and training on teachers' awareness, perception and practices towards diversity in the classroom may affect its practicability. If all these problems are minimized and the principals, vice principals and teachers accepted it willingly issues of diversity may be solved in the way it is intended to be practical.

The interview evidence further revealed that "some teachers fail to comprehend the interrelatedness of planned lesson and classroom behaviors". Likewise the interview held with the vice principals about teachers' perception of teaching at diverse classroom revealed that:

"We know that there are different students with diverse needs; not all teachers try to accommodate students' differences in the way they meet their needs. This because of most teachers run with quick learners using lecture method of teaching. Some teachers see diversity in the classrooms as time killing when they try to make students to participate in activities independently and in group. To avoid the issues teachers need to get timely training to update perception of diversity in the classrooms" (VP A, M).

As can be noted from the interview evidences above, primary school teachers are not equally committed to accommodate students' diversity matters in their teaching.

The interview data pertinent to the extent of treatment of diversity at schools and related encountering challenges explained by vice principals respectively are illuminated next:

[...], as you have observed the classes are not convenient; no resources are there, some students are not interested in participating in activities and reply. But I still try all my best to treat every student equally in my classroom" (VPA).

"To promote and manage diversity in the classroom, there are challenging issues. These can be the way teachers teach, the strategies teachers use, lack of timely training for teachers and

students less interest on actively engaging in diversity needs gap filling activities done by teachers. Besides, the preparation of the text books was not in the way that diversity can be promoted and also diversity issues were not included in the text books” (VPB).

B. Cluster Supervisors ‘Perspectives on Diversity conceptualization, perception and management practices at primary schools.

School supervisors were asked how diversity is conceptualized in primary schools by stakeholders and described that “differences in students in terms of their languages, learning styles, ability, culture and the like. They also talked about the mismatch prevailing between what is intended and the actual students’ diversity related practices at primary schools” (Sup, M).

Apparently supervisors’ seemed similar in their diversity conceptualization to school principals where they exhibited relatively better awareness. However, it was found that class room practice reflected/implied teachers’ low awareness about students’ diversity treatment. Perhaps this deviation suggests that primary school leadership is not supportive to teachers’ effort of students’ diversity management.

Hence, it was found that issues of diversity in the primary schools under study site regarding diversity management, awareness of differences among students and treating them demands collaborative work of stakeholders.

4.4. Discussion of Results

4.4.1. The Extent of Teachers Awareness of Diversity in Learning Situation

The study result disclosed that primary school teachers awareness of students ‘differences/diversity was in adequate as confirmed by the lesson observation conducted in all the selected primary schools under the study sites. Interviews evidences also revealed that students differ in all their activities in the classrooms; but how teachers implement on the gap differs from teachers to teachers in the classroom. The response of teachers on the question related to teachers ‘awareness, towards diversity in the classroom was validated by observation of the teaching learning process.

The most practiced learning strategies reported by teachers were lecture. This strategy was employed widely because most probably, both the teachers and the students were familiarized

with this strategy. But this strategy can help to develop only lower level of cognitive domains rather than solving the issues of students' differences.

In this regard, (Chickening and Gamson, 1997; Lue, 2000) in their research noticed that students do not learn much just sitting in the class listening to teachers, memorizing package assignment and spitting out answer. They must talk about what they learn, write reflectively about it; relate it to past experience and apply it to their daily life. They must engage in solving problems. Similar to the previous one, role play, panel discussion, project work and problem solving had been practiced sometimes in the schools as they have learning preferences. The teachers' awareness of students' differences lacked practical application of students' diverse needs gap filling as the interview evidences and classroom observation results indicated.

Based on the position of the response of respondent's questionnaires', interview and observation was made by the researcher. Therefore it is possible to infer that the extent of awareness of diversity in the classroom at primary schools needs further effort to improve.

4.4.2. The Perception of Teachers towards Diversity in the Classroom

Like any other educational issues in the teaching-learning process, it is also possible to think that teachers' perceptions may have its own limitation or constraints during teaching in diverse classroom. Jordan (2007) confirms that teachers' perceptions have a major influence on shaping what they perceive and notice about their students, which in turn has a profound influence on how they teach. For example, when teachers believe that their focus should be on learners' self and dignity, they instill in their students a sense of self-confidence. In this study, the perception of teachers in valuing differences by treating individuals equally in a sustainable ways was not as the curriculum demands.

The data gathered from questionnaire, interviews and observation checklist shows that, the perception of teachers towards diversity in the classroom has got less attention that needs teachers' commitment. With respect to this problem, the respondents again agreed that the perception of teachers and students to the traditional strategy of teachers' explanation or lecture was the major problem which negatively influencing the needs of diverse learners.

Hailom (1998) explains the perception of teachers to the traditional lecture strategy. He stresses that, many teachers perceived teaching as a transmission process where the teacher transmits

knowledge to students and the students receive that knowledge based on specified official syllabus. On the other hand, Bennet et.al (1996) noticed that most students fall into “old” curriculum and expect their teachers to lecture to them in traditional classroom manner.

4.4.3. How Teachers Manage Diversity Issues in the Classroom?

Classroom management practices are the results of teachers’ commitment to best support diverse learners by connecting effective teaching with diversity issues in the classroom. In considering how best to provide support for diversity and social justice, Martell (2013) recommends that teachers should go beyond the assessment of their students’ aptitudes, skills, and knowledge with respect to the subjects being taught. According to Martell, teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student’s situation.

In general, engaging in issues of diversity in the classroom is critical toward creating a welcoming classroom environment for diverse students. The most structured approach to engaging in diversity topics in the classroom is through the inclusion of diverse perspectives into the content of the curriculum. However, including diverse perspectives into the course content addresses only one aspect of creating inclusive learning environments (Hurtado et al., 2012). In order to create inclusive learning environments that promote learning outcomes for all students, it is best to take a comprehensive approach and address student and faculty identities, curricular content, and pedagogy/teaching methods.

Teachers practices in terms of varied teaching method, proper classroom management and teachers instructional approach have shown positive results .For instance teachers who use the instructional approach to classroom management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin (1970) and Frederick Jones (1979) advocate the instructional approach to classroom management.

In general, the data obtained from questionnaire and interview indicated that teacher’s classroom managing practices were accepted positively. But their positive response doesn’t let them to properly manage and practice in their classroom. This is also witnessed during the classroom

observation.so; it is good to have sustainable general attitudinal change on the managing practice in the diverse classrooms.

4.4.4. Challenges against Students Diversity Management in the Classrooms

In diverse classrooms, challenges that teachers' face to manage differences in the classrooms can be school and teachers related. Teacher competencies are a central feature of teaching and learning. They become more critical when we think of inclusion. In that regard, Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion.

Therefore, it is without doubt that they can, if given support manage inclusive classrooms. From the above discussion, one may conclude that the teachers' lack of competency in managing their inclusive classrooms is a serious problem as it makes them feel stressed and less confident. Besides, schools stakeholders should communicate with students' families in order to resolve the issues of teachers managing practices .This assumption was also raised in teachers' questionnaires, school leaders and students focus group discussions.

Chapter Five: Summary, Conclusion and Recommendations

This chapter contains the summary of the major findings of the study, conclusions and recommendations.

5.1 Summary of the Major Findings

Depending on the data obtained to address the basic research questions set, the following major findings has been summarized. The data were collected from ninety-eight teachers, four principals, five vice principals, and four cluster supervisors. The tools employed to gather data from the respondents were questionnaire, classroom observation, interviews and focus group discussions.

Interview was conducted mainly to explore important information on the study from the participants to strengthen/support the quantitative data that were collected through questionnaires'. Besides, observation was conducted to supplement the data obtained through questionnaires and the interview.

Quantitative and qualitative strategy were used and analyzed in terms of the frequency, SPSS version 24 software with percentage and mean average were used for the study. In the analyses of the qualitative data, narrative statements were used for word generalization.

The Personal Characteristics of the Respondents'

Regarding the age category of respondents, most teachers and all principals involved in the study were more experienced. Concerning qualification of respondents most teachers holds the minimum qualification to work at the primary school level as determined by the Ministry of Education. Similarly, the principals, vice principals and cluster supervisors hold the minimum requirement BA/BED as the Ministry of Education demands. The numbers of students in a class were in the standard of ministry of Education (50-55).From this one can deduce that school leaders of the study site, teachers and the class standards had fit the criteria that must be full filled. But, compared to the fulfillment of the criteria of the position, the attention given to the issues of differences in students' lacked sustainability in promoting and valuing diversity.

Teachers' Awareness of Diversity in the Classrooms

The analysis of the data clarified that the level of awareness of teachers about diversity in the classroom of Jimma town primary schools was positively accepted by respondent teachers with the mean score of 3.85 which indicated good result. However, its implementation was found inadequate when checked in lesson observations in the actual class; since every individual equal participation was not going on in the classrooms.

Teachers Perception towards Diversity in the Classrooms

The findings of nine items of questions for teachers indicated that the perception of respondent teachers towards students' diversity was accepted positively by average mean score of 3.51. However, the practicality in promoting it lacked continuity as checked from the schools administrators' interviews and students' focus group discussions'. This showed the researcher that the study site teachers use students centered method during classroom observation and lecture method other times. The findings revealed that the tendency to traditional lecture strategy greatly affected the implementation of diverse teaching method in which diversity of students can be identified and treated. In addition to this, the interviewees' principals and supervisors strictly stress that timely training which can bring behavioral changes to teachers 'perception should be provided in order that teachers do accordingly.

Teachers Practices towards Diversity in the Classrooms

The analysis of the data disclosed that the respondents' responses on the managing practices of teachers towards diversity in the classroom were almost fair. However, the interest of some teachers and most students towards the treatment of diversity in the classroom was low.

Challenges Teachers Face in Managing Diverse Classrooms

The analysis of open ended questionnaires conducted on teachers as well as the results of principals and supervisors interviews indicated that the challenges hindering teachers managing practices were teachers' related factors like lack of all-inclusive teaching strategies and school related factors such as less parent school communication and low commitment of school principals and supervisors in solving issues of students diversity in the classrooms.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn. The findings revealed that some teachers had inadequate awareness about students' diversity in the classrooms as checked during class observations. In addition, the findings indicated that the practices of diversity focused teaching and learning, the practices of recognizing and treating or addressing diversity needs of learners was low. Concerning the main challenges of teachers to manage diversity in the classrooms the following were found to be the most serious factors that can hinder diversity management in the classrooms. These were: teachers and student's tendency to favor traditional/lecture strategy, students less interest to attend lesson, low parent- school relationship and low commitment of principals and supervisors support to address the challenges.

Finally, teachers' had positive perception about students' diversity that could serve as a fertile ground to obtain the benefit of addressing diversity.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations have been forwarded so as to improve the awareness, perception and managing practices of teachers in diverse classrooms of Jimma town primary schools.

1. The level of awareness of teachers about diversity in primary schools of Jimma town was found to be low in most cases. Similarly, the degree of exercising diverse instructional strategies to promote classroom diversity in the schools was not used adequately.
 - Thus, it is advisable that continuous and extensive orientations, updating trainings and workshops need to be offered to teachers by cluster supervisors, Woreda education bureau, zonal education bureau and regional education bureau on practical aspects of diverse strategies for diverse learners with the stakeholders in sustained and committed way.
 - Diverse learners in the classrooms need diversified teaching strategies. Thus, for teachers to address the diverse learning needs of learners in the classrooms, the administration town education office, cluster supervisors

and school principals should make educational visit in selected model schools and organize experience sharing to the schools under the study.

- Besides, the school should use every possible opportunity that can help to familiarize and update teachers' awareness and practices with diverse strategies of teaching that can address diversity. It could also be possible to make available professional articles, periodical materials written on diversity issues.
 - The Woreda Education office should work together in equipping the schools with necessary instructional materials such as reference books, establishing pedagogical centers, so as to enhance teachers' awareness.
2. To cultivate fertile ground and maximize the level of teachers' awareness and practices towards addressing diversity in the classroom, it is recommended that:
 - All teachers need to be aware of the facts that diversity is difference in human being that should be treated differently.
 - The schools should establish and strengthen diversity club as co-curricular activities in primary schools to encourage students' collaborative learning in which they can learn respect, tolerance of their own differences.
 3. Low parent-school relationship, principals and supervisors low commitment to reduce diversity issues were found to be one of the challenges to promote diversity in primary schools of Jimma town. Thus, parents' school relationship should be strengthened through periodically meetings negotiations with school teachers and leader.
 4. Finally, further research is recommended by other interested researchers in the area.

References

- Abate, N.A. (2004). Ethnic federalism in Ethiopia: challenges and opportunities. *Journal of Mixed Research Methods*, 1(2), 112-133.
- Abdullah, A. C. (2009). Multicultural education in early childhood: Issues and challenges. *Journal of International Cooperation in Education*, 12(1): 159 -175.
- Abebaw, Y. (2007). Higher education institutions as pavilions of diversity: Opportunities and challenges, The case of Bahir Dar University. *Ethiopian Journal of Higher Education*, 4(1): 4968.
- Alemu, Y. (2017). Exploring primary school teachers' multicultural competence and its correlates. *African Educational Research Journal*, 5(3): 194-199.
- Ayalew Demissie (2010). *Educational practices in multicultural community: the case of Bati-town woreda* mA: Thesis. A.A.U.
- Banks, J.A. (1998). Multicultural Education: Natures, Changes and Opportunities in multicultural education in 21st century. Carlos Daiz. Washinton, DC.
- Belete, M. (2011). An investigation of multicultural provisions of the Ethiopian education policy. *Journal of Contemporary Issues in Education*, 6(1): 35-41.
- Benincasa, L. (2002) Teaching pre-schoolers about diversity: a view from Greece, *Journal of Education for Teaching*, 28(2), 103–122
- Beshir, M. O. (1979). *Diversity, regionalism and national unity*. Uppsala: The Scandinavian Institute of
- Best evidence synthesis. Wellington, New Zealand: Ministry of Education
- Bloor, M. J. (2001). *Focus groups in social research*. London: Sage.
- Broaderick, A. (2005). Differentiating Instruction for Disabled Students in Inclusive Classrooms. *Theory into practice* Vol.44:194-202.
- Brown, E. (2004b). What precipitates change in cultural diversity awareness during a multicultural course: The message or the method? *Journal of Teacher Education*, 55(4), 325-340.,
- Cochran-Smith, M. (2004). *Walking the road: Race, diversity and social justice in teacher education*. New York, NY: Teachers College Press.
- Cohen, L., Manion, L., and Morrison, K. (2000). *Research methods in education* (5th ed.) London: RoutledgeFalmer Tylor& Francis Group.

- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*, (3rd Ed.). Thousand Oak, Los Angeles.: Sage.
- Creswell, J. W. (2014). *Research Design. A qualitative, quantitative, and mixed method approaches*. (4th ed.). Thousand Oaks, Pearson: Sag
- Curran, M. E. (2003). *Linguistic Diversity and Classroom Management*. Theory into Practice, 42(4), 334–340
- Dagnachew Abebe (2010). Knowledge, attitude and classroom practices of regular class teachers including students with intellectual disability in regular classes of primary schools in Addis Ababa. Unpublished MA thesis, Special Needs Education, Addis Ababa University.
- Darling-Hammond, L. (2008). Knowledge for teaching: What do we know? In M. Cochran-Smith, S. Feiman-Nemser & D. J. McIntyre (Eds.), *Handbook of research on teacher education* (3rd ed.) (pp.1316-1323). New York, NY: Routledge
- Davis, B. G. (1993). *Diversity and complexity in the classroom: Considerations of race, ethnicity, and gender*. Retrieved January 16, 2019, from <http://teaching.berkeley.edu/bgd/diversity.html>
- Dawit Tessentu (2014). Exploring academic barriers to students with disabilities at Addis Ababa main campus. Unpublished MA Thesis, School of Social work, Addis Ababa University
- Dejene Gigew (2007). 'Teachers Education Understanding of Attitude and Practices of Multicultural Education: the case of Bonga Colleges of Teachers'. M.A thesis unpublished .A.A.U
- Edwards, C. (2000). *Classroom discipline and management*. New York, NY: Wiley
Elementary School Journal, 110(1), 64-80.
- Federal Democratic Republic Government of Ethiopia (1994). Education and Training Policy. Addis Ababa, Ethiopia
- Gay, G. (1992). The State of Multicultural Education in the United States. In K.A. Woodley (Ed.), *Beyond the Multicultural Education: International Perspectives* (pp. 41-65). Calgary, Alberta: Detesting Enterprises.
- Gezahegne Beyene and Yinebeb Tizazu (2010). Attitudes of Teachers towards Inclusive Education. *The Ethiopia Journal of Education and Sciences*, 6 (1), 89-96

- HailemariamKekeba .2007. *Diversity Issues: a concern in teacher education in the Ethiopian higher institutions*. IER FLAMBEAU, 14 (2): 43-55
- HaileyesusTadeBirhane. 2010. *Ethnic identity and interethnic relations among Addis Ababa University main campus freshman students*. Unpublished MA thesis. Addis Ababa: Addis Ababa University.
- HailomBanteyerga. 2009. *Revising the teaching of foreign languages in Ethiopia Dialogue (4th series)*, 1(1): 1-14.
- Hall, E., Moseley, D., (2005). Is there a role for learning styles in personalized education and history classroom? *Theory & Research in Social Education*, 4(1), 65-88
- Hay, J. F. Smith & Paulsen, M. (2001). *Teacher preparedness in inclusive education*. *South African Journal of Higher Education*, 21 (4) 213- 218.
- Hollins, E.R. (2008). *Culture in School learning*. New York: London.
- Hutchinson, N.L. (2011). *Inclusion of exceptional learners in Canadian school: A practical Handbook for Teachers*. (3th ed.). Pearson: Toronto.
- Kane, R. & Mallon, M. (2006). *Perceptions of teachers and teaching*. Wellington: Ministry of Education
- Kirk, S.A., Gallagher, J.J., Anastasiow, N.J and Coleman, M.R. (2006). *Educating Exceptional Children* (11th edition). Boston: Houghton. Mifflin.
- Kumar, K. (1987). *Conducting focus group interviews in developing countries*. A.I.D. Program Design and Evaluation Methodology Report No. 8. Washington, D.C.: U.S. Agency for International Development.
- Malekzadeh, A. R. (1998). Diversity, integration, globalization, and critical thinking in the upper division. *Journal of Management Education*, 22(5), 590-603.
- Manning, L, M., and Baruth, L.G. (1996). *Multicultural Education of Children and Adolescents*. Boston: Allyn and Bacon.
- Martell, C.C. (2013). *Race and histories: Examining culturally relevant teaching in the US*. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Mehari Taddale(2007). “Forum of Federations magazine”, November 200 forum federatioOttawa, *Retrvied on June, 2019*.

- Melaku Abdala (2007). 'Prospective Teachers, Awareness and Attitude towards Multicultural Education: case of Awassa Teachers College'. M.A Thesis. Unpublished .A.A.U.
 Methods Research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- MOE (1994) Education and Training Policy: Addis Ababa: Artistic.
- MoE (2002). The education and training policy and its implementation. Addis Ababa.
- MoE (2005). Education sector development program III (ESDP-III). Program action plan (PAP). Addis Ababa, Ethiopia: Ministry of Education.
- MOE (2008). Review of Ethiopian Education Training Policy implementation. Addis Ababa
- Mule, L. W. (2010). Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges. Rowman & Littlefield Publishers, INC.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Longman.
- O'Donnell, A. (2013). *Educational Psychology: child and adolescent development*. Publisher: on Exceptional Children, October, 29, 1-12
- Pianta, R. (2000). *Enhancing relationships between children and teachers* (2nd ed.). Practice, 44(3), 218-255
- Prashnig, B. (2000b). Mismatches between teaching and learning styles. Education Today, Unpublished MA thesis, Sweden: University of Lund
- Reeve, J. (2006). *Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit*. *Elementary School Journal*, 106, 225–236.
- Seidman, I. 2006. *Interviewing as a qualitative research: a guide for researchers in social sciences* (3rd ed.). New York: Teachers College Press
- Shulman, L.S. (1987). *Knowledge and teaching: Foundations of the new reform*. Harvard Educational Review, 57(1), 1-22.
- Silverman, David. 2006. *Interpreting Qualitative Data* (3rd Edition). London: SAGE Publications.

- Swart, E. & Pettipher, R. (2007). *Understanding and Working with Change*, Responding to the challenge of Inclusive Education in Southern Africa. Pretoria: Van 121-122
- Tilahun, B. (2007). Management of on-campus conflict among students of diverse background: A multicultural perspective – the Case of Bahir Dar University. Unpublished MA Thesis, Addis Ababa University, Ethiopia.
- Van Zyl, H. (2002). Management strategies for the implementation of an Inclusive education system for learners with Special Needs. Johannesburg: Rand Africans University.
- Wagaw, T. (1999). Conflict of ethnic identity and the language of education policy in contemporary Ethiopia. *Northeast African Studies*, 6(3), 75-8
- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). *Culturally responsive classroom. Teaching exceptional children* May/June, 25-35.
- Wiggins, R. A., Follo, E.J., Eberly, M.B., (2007). The impact of a field immersion program on Wiley & Sons. OISE: Toronto
- Winter, E.C. (2006). Preparing new teachers for inclusive schools and classrooms. *Support for learning* 21(2), 85-91
- Zelalem, G. (2008). *Analyzing first cycle primary school textbooks for diversity contents: its implication for a multicultural reform*. Unpublished MA thesis, Addis Abeba University, Ethiopia

Appendix-A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES

Part one: **Questionnaires to be filled by teachers.**

Dear respondent: I am a post graduate student of curriculum and instruction under department of (TECS) at Jimma University currently undertaking research in the area of **teachers; awareness, perception and practices towards diversity in the classroom.** The success of this study is highly dependent on the relevant and authentic responses you will provide to the questions raised here under. Therefore, you are kindly and respectfully requested to provide genuine and honest responses to all the questions. The researcher assures you that your response will be kept confidential and only be used for this research purposes.

You do not write your name.

Thank you in advance

Background information of teachers

1. School name----- 2. Subject you are teaching -----
3. Grade you are teaching-----4. Sex -----
5. Education qualification-----6. Service year-----
7. Years of Service as a teacher _____
8. Work load per week _____ 8. Age in years.....

Instruction: Items related to awareness, perception and practices of teachers on diverse classrooms are provided below. Please give your appropriate responses to each item based on your understanding and experience. Your responses could vary from “Strongly agree” to “strongly disagree” use tick “√” mark to give your responses.

Key: 5 = strongly agree 4=Agree 3 = Undecided 2=Disagree 1 = Strongly Disagree

No	i. Teachers knowledge of diversity	5	4	3	2	1
1	Primary school teachers fairly treat every student in their classroom.					
2	Teachers are aware of students' diverse background at your school.					
3	Teachers' professional & ethical responsibility is considerable while teaching diverse classroom.					
4	Teachers are well informed how their values influence diverse learners learning needs.					
5	The diverse learners need requires varied teaching strategies.					
6	Diversity awareness makes teaching effective.					
7	Students' differ in attributes such as learning preferences.					
8	Diversity competent teachers meet the needs of diverse learners.					
9	Teachers know diversity dimensions and how to respond to it.					
ii	Teachers perceptions towards diversity in the classrooms	5	4	3	2	1
1	Teachers enjoy teaching diverse classroom.					
2	Teachers' value and respect diversity in the classroom.					
3	Teachers believe that cooperation with diverse students' families is important.					
4	Teachers' perceptions influence students' academic achievements.					
5	Students' differences create diverse needs among them.					
6	Access to diverse learners enables teachers to use diverse teaching method.					
7	Teachers' attitudes towards diversity is shown by how he/she perceived differences and strived for change.					
8	Meeting the needs of diverse learners is the result of diversity competent teachers.					
9	Perception of teachers to differentiate students allows them to learn in the way they can understand.					
iii	Teachers practices towards diverse classrooms	5	4	3	2	1
1	Students are provided equal opportunity to participate in the classroom at your school.					
2	Students' classroom seats are arranged depending on students' differences.					
3	Varied method of teaching suit different students backgrounds including special needs.					
4	Proper classroom management caters students' diversity.					
5	Teachers practices reflect, teachers' attitudes experiences and his/her backgrounds.					
6	Students learn more when they are in heterogeneous than homogenous					
7	Instructional approach plays a role in getting to know students differences.					
8	Learning style is among students diversity in the classroom.					
	Specify any related issues regarding teacher practices towards diversity...					

APPENDIX-B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES

Questionnaires' to be filled by teachers.

Instruction: The following are open ended questions to be filled by teachers to indicate challenges facing to handle diversity in the classrooms.

1. What difficulties/challenges do teachers face when they teach students with diverse needs?
- 2 .Do you think young children hold biases and have you seen any discrimination going on in yourclasses?.....
.....
.....
- 3.What do you think will be for the differences in participation of students in the classroom?.....
.....
.....
- 4 .What measures should teachers take to avoid challenges hindering to treat diverse classrooms?.....
.....
.....
5. Is there anything you would like to add that hasn't been discussed?
.....
.....
.....

APPENDIX-C

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

**DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM
STUDIES**

Interviews guide for principals, vice principals and supervisors.

1. How is diversity conceptualized in primary schools by stalk holders ?
2. In your opinion, how well does planned lesson and classroom behaviors are interrelated?

Why?
3. What can you tell me about teachers' perception of teaching at diverse classrooms?
4. What is the state of students' diversity treatment at your school?
5. What are the challenges you faced to promote and manage diversity issues in the classrooms?
6. What measures should be taken to avoid those challenges hindering to manage diversity in the classrooms?

APPENDIX-D

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES

General information: The **focus group discussion** (students' interviews) aims at gathering information from students on the **teachers' awareness, perceptions and managing practices** towards diversity in the classrooms. Thus, you are kindly requested to respond to the following question mentioned here under.

1. What is diversity in the classroom means to you?
2. How is classroom interaction organized and managed?
3. What aspect of classroom relationship is interesting and disappointing at your school?
4. How is diversity seen and treated in your classrooms?
5. What are the challenges in relation to differences in the class rooms?
6. What do you think the teacher could do to help the diverse learners better?

APPEENDIKSII- D

YUUNVERSIITII JIMMAA

KOLEJJII BARNOOTAA FI SAAYINSII AMALAA

MUUMMEE BARNOOTA BARSIIISOTAA FI QORANNOO SIRNA BARNOOTAA

ODEEFFANNOO WALIGALAA

Mareen garee barattootaa xiyyeffannoon filamtanii dhiyaattanii kun kan inni iratti bu'ureffate barattoota wa'ee mata durekoo '**Hubannoo, Ilaalchaa Gocha Barsiisaa kutaa barattoota adda addee keessatti**' irratti hubannoo waligalaa qabdu jedhamtanii kanneen filamtan dha. Kanaafuu, gaaffilee andabareenisinnif dhiyyeessuuf mare taasisuun hubannoo keessan akkanaaf calaqisiiftaniif gaaffilee armaan gadii deebbi keessan kabajaanin isin gaafadha.

Gaaffilee

1. Akkakeetti ,addaaddummaa barattootaa daree keessattii akkamitti hubatta?
2. Barnoonni daree keessattii akkamiin qindaa'ee kennamuun hordofamma?
3. Daree keessatti, hariiroon ati itt gammadduu fi sitti hin tolle kami?
4. Ilaalchi adda-addummaa barattoota daree keessattii irratti jiru maal fakkaata?Maal maaliinsifa?
5. Hudhaaleen dhimmiadda-addummaa barattootaa karaa sirrii ta'een akka hin tarkaanfanne taasisan maal fa'a?
6. Hudhaalee kana hambisuu yookiin xiqqisuuf barsiisaa irraa maaltu eegama jettee yaadda?

APPENDIX-E

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES

Classroom observation Check list for teachers' about Teachers' awareness, perception and practices towards diversity in the classrooms.

1. General information

1.1. Observer's name -----

1.2. Woreda -----

1.3. Name of school-----Grade-----

1.4. Subject observed-----Date_____Period_____

2. Teacher's information

2.1 Education of teacher (current studies) -----

3. Relevant experiences in teaching -----Work load per week.....

3.1 Number of students in the class: Male _____ Female _____ Total _____

S/ N		Yes	N o	Remarks
	i. Classroom Condition			
1	Is there enough sitting space for all students?			
2	Are the desks arranged in straight row?			
3	Is the class size appropriate or manageable?			
ii	Teacher's activities			
4	Are students arranged for different classroom activities?			
5	Are all students involved in each activity?			
6	Using different instructional strategy to access diverse learners.			
7	Classroom management while teaching the diverse learners.			
iii	Students activities during lesson			
8	Are students allowed to learn in group way?			
9	Are students discussed on issues in group?			
10	Are students taking part in explaining their idea?			
iv	Utilization of instructional materials			
11	Do the materials represent the topic of presentation?			
12	Has the teacher illustrated concepts using instructional materials?			
13	Are their opinions of using experiences of students in teaching?			