



THE IMPEDIMENT IN IMPLEMENTING MULTICULTURAL EDUCATION IN SOME
SELECTED SECONDARY SCHOOLS OF OROMIA, ETHIOPIA

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ABSTRACT

The purpose of this study was to examine the impediment in implementing multicultural education in case of Wollega Zone in Oromia Ethiopia. Using the survey method, data were collected from 5 educational experts, 10 school principals, 51 teachers and 102 students. Students were selected randomly by using simple random sampling techniques and educational experts, school principals and teachers were selected by availability sampling method. Questionnaires, interview, and observation were used. As data collection tools the collected data were analyzed in terms of frequencies, percentages, and interpreted by words. The findings indicated that respondents were highly aware of multicultural education, but they were not implemented into educational practices from multicultural perspective. As the indicated that the lack of skills, Knowledge, attitude, inadequacy of multicultural education materials, and discrimination based on prejudices, ethnocentrism, politics, and religion view were the major impediment hindering implementation of multicultural education. The study also revealed some strategies of implementing multicultural issues in schools. Such issues are, establishing various clubs which used to create awareness and create positive attitude toward diversity issues, create equal opportunity for all students, empowering students in all activities, giving workshop for teachers on services and in-services, reducing discrimination and educating society about issues of multicultural education. In light of these findings, it is recommended that teachers have to encourage students in practicing, respecting, and appreciating diversity. Learning and teaching process has also to incorporate reflective diversity into teaching from multicultural education perspective. Moreover, school principals, Oromia education bureau, and ministry of education should have created different strategies or mechanisms for fostering of multicultural education and create a means in order to minimize discrimination. Finally, ways of improving students and teachers educational practices from multicultural perspectives and organizing panel discussion with regards to diversity issues through media and giving due attention for practical parts were recommended.

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INTRODUCTION

Multicultural education challenges, rejects racism and other forms of discrimination in schools in society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic and gender among others) that students, communities, and teachers represent multicultural education promotes the democratic principles of social justice (Neito, 1995). As (Lynch, 1984) defined diversity is an inherent characteristic of every human society. It is concrete biological or social reality that differentiates one group of people from the other. Ethiopia is a country of diverse ethnic and cultural groups. There are over 80 ethnic groups all having distinct culture of their own.

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According to multicultural perspectives in pluralistic country, there is no single acceptable way to live, look and behave as a citizen. In countries of diverse population, like Ethiopia, it is recommended that the educational program be designed from multicultural perspectives. All school subjects should be designed and thought from diverse cultural background, because the major aim of multicultural education is creating equal educational opportunities for students from diverse ethnic, social class, cultural groups etc. In line with this Jagannth (2004) underlined the goal of multicultural education is to help all students to acquire the knowledge, attitude and skill needed to function effectively in a pluralistic democratic society and to interact, negotiate and communicate with people from diverse groups in order to create civic and moral community that work for common goals. However, learning to teach in culturally diverse society with students from different cultural and experiential backgrounds remains a challenge.

This challenge encompasses questions based on ideology, the purpose of schooling, and teaching competence (Hollins, 2008). Similarly, Banks (1995) clearly states that, discovering how the interactions of these backgrounds influence education and educational opportunities. The dominant school culture functions not only to legitimate the interests and values of dominant groups, but it also functions to marginalize and disconfirm knowledge forms and experiences that are extremely important to subordinate and oppressed groups. This can be seen in the way in which school curricula often ignore the histories of women, racial minorities, and working class. In addition to this, Sleeter (1996) strongly argues by stating that multicultural education can be understood as form of resistance modes of schooling and particular to white domination. As trait removal from office of its progressive education advocates and practitioners, which weakens attempts in this conservative area to challenge oppressive social relationships through school. In line with this issue, Manning (1996) also states that multicultural education is relatively new field and young that has faced a constant struggle for its legitimacy. It addressed regarding of human differences, social justice, and forms of education in pluralistic society that are as old as the United States conservative educated critics of multicultural education. In relation to this, Manning (1996) clearly states that: "Multicultural education is divisive and minority groups from the system by talking to teach to participate only in the culture of the achievement of human race." (P, 5).

From the above discussion, we can deduce that, some people give their suggestion regards to multicultural education. They believe that multicultural education is dividing nations and they also assume that it is an education for minority group, and it is for women as well as for poor societies. This indicates there is a misconception about multicultural education among peoples. Moreover, Ethiopian Minister of Education ((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 over and over again 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. For this reason, the criticized educational system of Ethiopia was there and the relevant educational system reform of (ETP, 1994) underlining equity in one of the most problems area which the system had to address promoting diversity. It also gave, among others, the right for the ethnic groups of the country to receive education in their own language in the first cycle primary grades. In Oromia Afan Oromo is being given from Elementary schools up to colleges of teachers education and at national level in university.

In view of the fact that, a field of multicultural education is new and young in Ethiopia, it is impracticable to expect various studies on the field. However, few studies were done by graduate students of Addis Ababa University for their partial fulfillment of MA degree. Among these, Ayelew (2010) and Melaku (2007) educational practices in multicultural community and teachers prospective teachers awareness and attitude toward multicultural education. Moreover, two local studies in this area were conducted with attitude, and practices of multicultural education in teachers' colleges. The aim of their study was to explore the degree of teachers' attitude and practice of multicultural education in colleges.

The findings indicate that awareness of teachers was high and practice of education was at low level in these colleges. The major difference between this study and other in generally two local studies in educational level both studies focused on only on attitude and practices of education, whereas this study was conducted on secondary schools of educational experts, school principal, teachers and students. The above two – mentioned studies did not incorporate challenges, and strategies in implementing multicultural education issues in schools. Therefore, the following aspects of diversity issues (awareness, challenges and means in implementing multicultural education and a means of implementing multicultural education issues) are embodied in this article. Therefore, the researcher has been interested to conduct this study on the area of the challenges, awareness and means in implementing multicultural education in schools, because, Oromia is proximate to the researcher place of work; the school were also known for its observable diversifies ethnic groups and the researcher had more opportunity to discuss with educational practitioners in schools wollega Zone relatively when comparing with the schools of Oromia.

Likewise, the researcher observed the activities of schools since he become the teacher in the schools. As the researcher observed, there was shortage of teaching materials, absence of instructional materials, a disagreement among teachers themselves, students, and students based on different ideological point of view. And also multicultural education is a new field and young in our country context and no further studies were conducted on the issues of diversity in research site area and schools are also said to be the place where different ethnic groups, having with different culture, religious, racial, color, age, sex, and language are found. Moreover, having different outlook to diversity they come together and these cultural norms are reflected over all operation of schools including interactions among the students. Even this is true among teachers and students.

Objective of the Study

The main objective of the study was to examine the impediment in implementing Multicultural education in some selected secondary schools of Oromia Regional State in Ethiopia. The specific objectives of the study were the following:

- To explore students, teachers, school principals and educational expert awareness towards multicultural education in the study area.
- To probe the major impediment that affects the implementation of multicultural education in schools;
- Finally, to find out the strategies in implementing multicultural education issues in schools;

RESEARCH METHOD AND MATERIALS

To explore the impediment in implementing Multicultural education in the schools, the study attempted to utilize descriptive survey method which involves qualitative and quantitative data within the stages of the research process.

Data sources

In this study, both primary and secondary data were used. Primary data were collected from students, teachers, Principals,

and Educational experts. Secondary data were collected from theories and research, journals, books and other written materials related to the topic.

Sample and Sampling Techniques

The researcher has been selected Oromia regional states as sample of the study. Thus, the research was conducted in three secondary schools (42.85%) of the school populations selected by using purposive sampling techniques. Because, these schools were diversified by different, ethnic groups relatively compared with other schools and schools were also a well experienced in the year of services relating with others schools of the zone and better in environmental realities. However, teachers, school principals, and educational expert were selected by using availability sampling. Because, they were a few in number and it was easily to manage due to their position. On the other hand, the students were selected randomly by random sampling techniques. Because, this sampling method gives equal opportunities for all members of the population to be involved in the study.(Fraenkel, 2005;Kotheri,2004).Accordingly, the sample students were selected from each school by using proportion.

Instruments Data Collection

In order to obtain relevant information from the participants of the study, the following instruments were employed.

Questionnaire

Questionnaire was prepared for teachers and students. Accordingly, both open-ended and close-ended questions were prepared for all respondents generating both qualitative and quantitative data pertaining to the impediment and strategies in implementing multicultural education in the schools.

Interview

Semi-structured questions schedules were prepared for 10 schools principals and 5 educational experts from woreda education office to regional educational bureau .The rationale was that it has the advantage of flexibility for participants to give their opinion and provides the opportunity to express their feelings, awareness, problems and intentions related to implementation of multicultural education in the school.

Procedure for Data collection

Previous to administering the questionnaire to respondents, a pilot test was conducted. From the experience gained in the pilot test, improvement was effected and modifications were made depending on the comments collected during the tryout. At last, the questionnaire was set in its final form. Then, the questionnaires were administered to respondents after a brief orientation about the purposes of the study were given to them. To maximize the quality of the responses and the rate of return, respondents took the questionnaires to their home and filled there. At last, the filled questionnaires were collected from the respondents with the help of assistant data collectors.

Methods of Data Analysis

In this study, both qualitative and quantitative data analysis methods were used.

The quantitative data collected through close and open-ended questionnaires were analyzed through descriptive statistics such as frequency and percentage. In order to analyse the qualitative data, Therefore, the researcher repeatedly read the interview questions to find words and phrases that repeat themselves. Then the data were categorized into themes using the phrase and words. Following this, the analysis was made to see the convergence of the data with that of the quantitative one. Furthermore, the data collected through questionnaire and interview also used

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Under this section, impediment of implementing multicultural education has discussed based on the items of the study and the data collected from questionnaire through lickrt scale. Therefore, to enrich the result, the data obtained from observation and interview was also presented and analyses qualitatively. As shown in Table 4.1 item 1 about 25 (49%) of the respondents believed that racism, prejudice, and ethnocentrism were the main factors that affect educational practice from multicultural perspective in school. This shows that discrimination based on racism, the ignorance without any base of information on some things and superiority of individuals were the key factors in implementation of multicultural education.

Moreover, to get additional information about the factors that affect the implementation of multicultural education the open-ended item in the questionnaire used which was read as "Please can you list the main factors that affect the implementation of multicultural education in your school?" Most of the respondents were responded the question: misunderstanding of difference and similarities, ideology of various religions, discrimination based on race, color, gender and languages. On the same item (1) about 14 (27.5%) of the respondents reported on low level on this question, yet, about 12 (23.5%) of the respondents were belief that racism, prejudice, and ethnocentrism were not the factors in the implementation of educational practice from Multicultural perspective in school.

Table4.1 also reveals that on the category of item 2 about 19 (37.3%) of the respondents were know about multicultural education, but they were not practice it, when they were taught in school. This shows that, some teachers have knowledgeable about multicultural education, but they never want to practice it in teaching and learning process. In relation to this, Banks (1997) pointed out knowledge of diversity is a requirement for the success implementation of equity pedagogy. About 2 (13.7%) of the respondents believed that they had a moderate level about the knowledge with regard to multicultural education. However, they were not practices .Only 16 (31. 4%) of the respondents were reported that teachers were not have knowledge about multicultural education and they were not practice it.

From the above, discussion every one can understood that slightly of the respondents' believed that teachers were not practices multicultural education in school, because lack of knowledge and skills about diversity. The finding obtained from the open-ended question was also conforming the above findings, most of the respondents replied regard to this question by stating: lack of knowledge, skills, and positive attitude toward the importance of education from multicultural

perspective in school were the main factors in practices and implementing multicultural education. Moreover, during interview held with all school principals responded that the factors that affect practices and its implementation multicultural education were: lack of books, magazines, bulleting, newspaper from multicultural perspective knowledge, skills, and positive attitude on important of diversity issue in school. And less attention from the concerning bodies were the factors that affect practices and implementation of education from multicultural perspective.

As well, the findings that obtained from open-ended questions were also realized based on the respondents' response. From these, absence of education regard to religions, ethnic groups, genders and culture. Lack of educated human power on diversity issues, shortage material from multicultural perspective and some discrimination based on various ideology politics, language, culture, and ethnic groups were other factors. As it is observed from Table 4.1, with regard to item (3), it indicates that majority of the respondents 23 (25.1%) reported that they were not practice and implementing multicultural education. And the remaining 12 (23.5%) of the respondents of the total population believed that at moderate level on item (3). Concern with category of 4 item, about 34 (66.7%) of the total respondents were believed that today curriculum is unnecessary to practices and implementing of multicultural education. They were supported that the current polices and strategy not necessary to practices and implement multicultural education. While, about 11 (21.6%) of the respondents were belief that at moderate level on the importance of to day policy in practicing and implementing of diversity issues, but the remaining 5 (9.8%) of the respondents reported that the curriculum is necessary to practice and implement multicultural education. This implies that the current polices is use for the practice and implementation of multicultural education.

One can observed form Table 4.1, on the last item (5) about 34 (66.7%) of the total number of respondents were believed that multicultural education is education for minority group and it is also indicates that multicultural education is for minority group not inclusive education. Were as, about 7 (13.7%) of the total number of respondents on the item 5 had moderate, while about 10 (19.6%) of the respondents were believed that multicultural education is not for minority groups. This shows that multicultural education is an education for minority students. Therefore, the data obtained from questionnaires and interviews were revealed that challenge of multicultural education in its implementation was high.

Due to lack of guide lines regard to diversity issues, books, magazines, news paper, bulleting and ethnocentrism. lack knowledge, human power on the subject matters, misunderstanding about importance of diversity issues, ideological point of view, based on various religion, politics, less attention from the concerning body, past discrimination practices based on racism, religions, and politics lack of appropriate material from multicultural perspective were some challenges in implementing multicultural education. In summing up the Table 4.1 the largest proportion of the respondents were deemed that in practicing and implementing multicultural education. About 25 (50%) of the respondents viewed that high challenges in practicing and implementing multicultural education. Whereas, about 15 (26%) of the

respondents deemed that challenges of multicultural education was at low level. The remained about 7 (19.2%) of the respondents deemed that challenges of multicultural education. at moderate level. Therefore, Table 4.1 reveals that the overall challenges of practicing and in implementing multicultural education in school high. Thus, to confirm the above idea the challenges of multicultural education from student view it also assessed and presented in the next section. The data collected from questionnaires through 5 points were presented and analyzed the 5 points scale were condensed in to three as high (strongly agree, agree), moderate (undecided), and low (disagree and strongly disagree for easy to handling. The data obtained qualitatively were also analyzed and presented in this section. As can be seen from Table 4.2 the challenges of multicultural education play from high to low roles.

As it is observed, about 48 (47%) of the respondents deemed that teacher practiced culturally informed examples in their teaching method. This implies that teachers were used to teach by means of cultural responsive teaching method and they considered students' background in teaching method. While, about 35 (35%) of the respondents viewed that opposed the above idea. This shows, that teachers were not practices cultural teaching responsive in teaching and they did not considered cultural background of the students. The reaming 18 (17.7) of the respondents responded that they had moderate level on their teaching method.

Table 4.2 also indicates on the second category of item the slightly of the respondents reported as teachers were usually employed active learning approach in school. That is about 45 (44.1%) of the respondents were believed that teachers were not used active learning approach in teaching method. The reaming 37 (37%) of the respondents were deemed that teachers were not usually employed active learning approach which is used to address diversity. This demonstrates that the participation of the students in classroom was low and teachers participation were high. Only 20 (19.6%) of the respondents were viewed that at moderate level on the idea of teaching method. From this, we can deduce that more than half of the respondents were deemed that teachers did not use teaching method which used to promote diversity issues and teaching method was one challenge in practices and in implementation of multicultural education.

As Table 4.2 also depicts the majority proportion of the respondents on the item 2 about 43 (42%) of the respondents showed that teaching styles of teachers did not utilize cultural diversity of students, but about 41 (40.2) of the respondents reported that teaching styles of teachers employed cultural diversity of the students, Only about 18 (17.6) of the respondents responded that at average level on the issues of teaching styles. From the above item (2), we conclude that teaching styles of teachers did not address diversity and it was other factor that affects practices and implementation of MCE issues.

Table 4.8S, also shows that, about 51 (51%) of the respondents believed that learning with culturally diverse components was promoting diversity issues. This demonstrates that learning with cultural diversity with other students has a key role and most important in promoting diversity issues. However, about 29 (28.9%) of the respondents viewed that learning with culturally diverse students was not means of promoting diversity in school. This implies that lack of more awareness about the importance of diversity and tolerance in school.

Table 4.1. Level of Impediment toward Multicultural Education (Teachers' Responses)

No	Items	Level of challenges						Total	
		High		Moderate		Low		No	%
		No	%	No	%	No	%		
1	Racism, prejudice, and ethnocentrism are the factors that affect the practices and implementation of multicultural education.	25	49	12	23.5	14	27.5	51	100
2	You know education for diversity but, you do not want to practice it when you are teaching	19	37.3	7	13.7	25	49	51	100
3	You have failed to practice multicultural education, due to lack of awareness	16	31.4	12	23.5	23	45.1	51	100
4	The current curriculum of today is unnecessary to practice and implements multicultural education	35	68.9	11	21.6	5	9.8	51	100
5	Multicultural education is an education for minority groups	34	66.7	7	13.7	10	19.6	51	100
Average		25	50	7	19	15.4	26.		

Source: Field survey, 2016

Table 4.2. The level of Impediment toward Multicultural Education (Students' response)

No	Items	Level of challenges						Total	
		High		Moderate		low		No	%
		No	%	No	%	No	%		
1	All our teachers use culturally informed examples when illustrating concepts of diversity in classroom	48	47.1	18	17.6	36	35	102	100
2	Teachers usually employ student-centered approach	45	44.1	20	19.6	37	36.2	102	100
3	The teaching styles of teachers employ cultural diversity.	41	40.2	18	17.6	43	42.2	102	100
4	Learning with culturally diverse students is promoting the concept of diversity in the schools	51	50	22	21.6	29	28.9	102	100
5	Knowledge and skills are prerequisite for the implementation of multicultural education in the schools.	51	50	19	18.6	32	31.4	102	100
6	The teaching practice legitimizes the cultural knowledge in the school	41	40.2	16	15.7	45	44.1	102	100
Average		46	45.3	18	18.5	41.8	36.		

Source: Field survey, 2016

Table 4.3. Results of Teachers' Awareness towards Multicultural Education

No	Items	Level of Awareness						Total	
		High		Moderate		Low		No	%
		No	%	No	%	No	%		
1	My school has a clear mission to meet the need of students	26	51	16	31.4	9	17.4	51	100
2	Multicultural education is designed to promote commitment and respect for justice, equity and human dignity	25	49.7	9	19.6	7	13.7	51	100
3	Multicultural Education is promoting an appreciation of similarities and differences among various groups.	26	50.6	19	17.6	6	11.8	51	100
4	Multicultural education enhances students to develop self-esteem and pride, when practically utilized in the school.	27	52.9	17	13.7	17	13.7	51	100
5	There is a proper implementation of multicultural education in my school.	27	52.9	9	17.6	15	29.4	51	100
Average -		26.2	51.42	16	20	8.8	17.2		

Source: Field survey, 2016

Table 4.4: Level of Student's Awareness toward Multicultural Education

No	Items	Level of Awareness						Total	
		High		moderate		Low		No	%
		No	%	No	%	No	%		
1	I never practice prejudices and any discrimination to students different from me	47	46.1	15	14.7	40	39.2	102	100
2	I feel my culture is superior to another .	25	24.5	19	18.6	58	56.9	102	100
3	Teachers often form ethnically mixed groups to provide students with regular basis of learning opportunities from each other	53	52	21	20.6	28	27.5	102	100
4	Teachers avoid assuming that any particular mode of communication is superior.	49	48	18	17.6	35	34.1	102	100
5	The elimination of biases and discrimination, practices from school is the relevance tasks of teachers.	47	46.1	18	17.6	35	34.3	102	100
Average		44.2	43.3	18.2	17.8	39.2	38.4		

Source: Field survey, 2016

Only about 22 (21 %) of the respondents viewed that they had average idea learning with other students used to promote diversity in school. From this, we can understand that most of the respondent were viewed that learning with cultural diverse of the students promotes diversity issues. Table 4.2 also indicates that about 32 (31.4%) of the respondents responded that knowledge and skills of learning were not prerequisite for the practicing and implementing multicultural education. Whereas, about 52 (51%) of the respondents reported that knowledge and skills are prerequisites for practicing and implementing multicultural education. The remaining about 19 (18.6%) of the respondents viewed that at medium level on the use of knowledge and skills multicultural education.

Finally, Table 4.2 indicates that about 45 (44.1%) of the respondents revealed that teaching practice legitimates cultural knowledge and they also believe the importance of teaching practices for recognition of cultural knowledge. Nevertheless, about 41 (40%) of the respondents viewed that teaching practice is not used for legitimates the cultural knowledge. The other is about 16 (15%) of the respondents were at moderate level of on the issues of teaching practice used in legitimating of knowledge. Generally, Table 4.2 indicates the overall challenges to practice and implementing multicultural education regarding on the students' responses. Thus, about 46 (45.3%) of the respondents reported that challenges of practices and implementation issues of multicultural education were high. Whereas, about 41 (36%) of the respondents viewed that at low-level. Only 18 (18.5%) of the respondents believed that challenges of educational practices from multicultural perspective was at moderate level. From this, we can conclude that a challenge of practicing multicultural education in school was high level.

Multicultural Education Awareness

About awareness of multicultural education were collected through a five points of multicultural awareness rating scale. To make the analysis simple the 5 points rating scale was condensed into three levels as high (strongly agree and agree), moderately (undecided) and low (strongly disagree and disagree). In the open-ended questions, observation, and interview data were also described where necessary. As seen from Table 4.3 awareness of the respondents with regard to education from multicultural perspective varies from high to low. In the category of the item 1, 16 (31.4%) of the respondents had at moderate level of awareness on a mission of the school that used to meet the need of students background, while the remaining only about 9 (17.4%) of the respondents had low awareness on similar item. Specifically 4.3 also indicates 25 (49.7%) of the respondents in item 2 said they had high level of aware on the significance of multicultural education that is used to designed to promote commitment to and respect for justice, equity, and human dignity among different ethnic group and cultural diversity. As seen from Table 4.3 on the same item (2) about 9 (19.6%) of the respondents were had moderate level of awareness on the issues. Only 7 (13.7%) of the respondents had low level of awareness on the significance of multicultural education. From this more than half the respondents had high awareness on item 2. Regarding to awareness of the respondents on item (3) 26 (50.6%); 19 (17.6%) and 6 (11.8%) respectively indicate high, moderate, and low level of awareness on promoting appreciation of similarities and differences among various group in using multicultural education.

As seen from the table 4.3, more than half of the respondents had argument on promoting an appreciation of similarities and difference among various ethnic and cultural groups. In lines to this, Parla (1994) argues that teachers need to be a well educated about their students and their backgrounds to promote appreciation and respecting for various cultures, races, and religion. So by doing this, the teachers were can better set-up an environment and students can be respect through acknowledgement of their background and they will also get more opportunities to learn from each other. The slightly of the respondents were had highly aware that multicultural education helps students to develop self esteem and pride, when it is practically utilized in the school on item 3. That was counts about 27 (52.9%) of the total population. Hence, they were considered to be effective teachers with concerning this issue. As Gay (1994) states that features of effective teachers diverse students has having strengthening in good will of classroom practices in reflecting ethnic and cultural diversity. With to the same item (4) about 17 (13.7%) teachers were had moderate level of awareness, while 17 (13%) of them had low awareness to the importance of multicultural education. Slightly of the respondents were believed that on significance of multicultural education to enhance all students to develop their self-esteem, and their pride, when it is practically utilized from multicultural perspective.

Moreover, table 4.3 reveals that the most proportion of the respondents were a well aware toward diversity issues. For instance on the item (4) about 27 (52.9%) of the respondents said that they were aware of multicultural education in helping students to develop their self esteem and pride, it properly practice utilized in the school. In line with Gay (1997) states that student can participate actively in classroom discussion when they begin learning their culture on the background of their culture. Furthermore, findings from observation and interview also confirmed the above findings. Because, the researcher observed the classroom activities when teaching and learning process took place in the schools. As the researcher observed on March 12/2016 in the schools, teachers treated students and encouraged, motivate the female students to answer the questions which were raised by students them self in classroom. This implies that, to some extents teachers were aware about diversity issues when they were taught their students in classroom. In relation to this, the researcher was held interview with school principals to assess their perception about multicultural education. "How do they received diversity issues?" The respondents were asked. In relating to this question, all school principals respondents expressed their views as:

They see multicultural education is an education which treat all diversity in equally in school or any institution, it also used to hence both teachers and students to aware about their self identity and to respect and appreciate another identity. They had also illustrates about the importance of multicultural education by saying it helps to develop democratic way of thinking and he also strongly said (recommend) that this subject matters very interesting in education and said that it education for peace, it means it helps to create peace, tolerance, negotiation and love among various ethnic group (Field survey March 5/2016). From the above point of view, we can deduce that about awareness of multicultural education as they state that they had aware about diversity issues.

According to their point of view, multicultural education should be given as one subject from grade one up to higher institution. The concerned bodies should create a means of implementing issues of multicultural education in school. The respondents also recommend that a means of implementing multicultural education issues. According to their point of view, we can implement multicultural education issues by doing of, creating awareness, educating human power, and giving short and long term workshop, and creating panel discussion on diversity issued in school. Because, teachers do not have training with regard to diversity issues, however they had to some extent concept of civic and ethical education, it is more enhanced them to aware about diversity, because civic and ethical education is more related to with diversity and it also shapes good citizen for the country. Generally, Table 4.3 portrays teachers' awareness about issues of diversity and the data results shows that 32 (76.2%) of the respondents were aware about multiculturalism. The remained 16 (20%) of the respondents reported that they were had moderate level of perception about multicultural education. From this, we can conclude that the overall aware of teachers toward multicultural education was at high level.

In Table 4.4 we have been discussed and analyzed teachers' level of awareness on multicultural education based on the data obtained from the respondents. In Table 4.4 awareness of students' towards multicultural education as obtained from the respondents of the study was to serve as confirmation of the awareness of students towards education provided from multicultural perspective provided. Table 4.4 shows as the respondents had high awareness on the concept of multicultural education. About 47 (46.1%) of them were to some extent aware on item 1 because they believed that they never practiced prejudices, and any discrimination among students different from them by means of various ideology like politics, religion, age, ethnicity, and language. Only 40 (39.2%) of them have shown their prejudice and discrimination among students different from them. They were also supporting any discrimination and practice based on various diversity and they had negative attitude toward various, ethnic groups, religion, political, age, and various languages. The rest 15 (14.7%) of the respondents had moderately aware of the issue of practicing prejudice based on discrimination issues. So, most of the respondents were aware about discrimination.

Comparable view, table 4.4 shows that the proportion of students who have high awareness on the concept which say no culture is superior to another culture or no culture inferior to other cultures with regard to this, more than half the respondents were supported this item. With line of this item 2, about 58 (56.9%) of them were viewed that all cultural are equal. Only 25 (24.5%) of them seem to have the idea of ethnocentrism ideology which was the factors that affect the implementation of diversity issues. Yet, 19 (18.6%) of the respondents had moderately aware on the item 17, superior or inferior of culture. This implies that, a misunderstanding of multicultural education in school. However, 58 (56.9%) of the proportion in this study were highly knowledgeable about quality of each culture with various ethnic groups. This also indicates that most of the respondents were highly aware about equality of each culture.

Table 4.4 item 3 also illustrates that 53 (52%) of the respondents had high understanding that the methods of teachers often thought students ethnically mixed groups to provide students with regular basis of learning opportunities

from each other. This implies that most of students were aware about teaching methods of their teachers. Their teacher should be teach cultural responsive teaching and teacher also more self aware and knowledgeable for his/her with regard to the category items of the Table greater than proportion of the other category which 28 (27.5%) have low awareness with relation to item 3 and about 21(20.6%) of the respondents were moderate level on the item. Thus, slightly of the teachers were aware about teaching methods on the 3 item above. Regard to the students' awareness in relating to with category on teachers avoid assuming that any particular made of communication superior. About 49 (48%) of the respondents illustrates that high level of awareness toward multicultural education and 18 (17.6%) and 35 (34.5%) of respondents were had moderate and low level of awareness on the issues for the 3 item. About 47(46.5%) and 35 (34.3%) of the respondents were have high and low level of awareness about the elimination of biases, discrimination, and practices in school.

The data also shows in Table 4.4 indicate that teachers awareness toward multicultural education were high level. Table 4.4 also shows that the slightly of the respondents that means about 44 (43.1%) of the respondents were highly aware about multicultural education in school. The data revealed that 39 (38%) of the respondents had low level of awareness toward multicultural education. The remaining 18 (17.8%) of the respondents had moderate aware about issues of in school. So that most of the responses had aware about issues of multicultural education. This indicates that the importance of civic and ethical education that has given one subject in school. As the researcher confirm by his observation and interviews result from the school principals. Moreover, in next section the alternative questions were organized and analyzed to realize the prior result of the respondent that mentioned in the earlier section.

Strategies in Implementing Multicultural Education issues in the Schools

In previous section, the overall impediment and strategies in implementing education from multicultural perspective were discussed and analyzed based on the information obtained from the respondents. In this section, the means of implementing multicultural education issues in the schools were presented and analyzed based on the data obtained from open-ended questions and interviews held with, teachers, students, school principals, and educational expert of education bureau. Most of the respondents reported that the way in which diversity issues implemented in the school were: giving special attention for diversity issues; reducing discrimination based on race, religion, political ideology; creating awareness about the equality of each nation, nationalities and Ethiopia peoples; educating school community about the importance of diversity and creating various clubs in the school from multicultural perspectives like mini media, selecting students from various cultural background and allowing them to share their experience in terms of their culture and language in the school. Being universality, thinking globally, respecting with each others cultural progress and development on effect to be rational and logical and having positive attitude towards every activity about diversity issue in the school. Similarly, respondents interviewed were asked to states the question that read." in your point view could you list a means implementing multicultural education issues in school?" they were stated as:

According to their view they aspired that implementation of diversity issues in the school using various ways. For instances, by educating teachers and students about the importance of tolerance, create more positive argument among teachers and students or school society in teaching and learning process on diversity and creating good atmosphere environment in the school like unity within diversity, have responsibility and educating about importance of diversity in school. Not only this we can also address by means of making panel discussion seminar or long and short training workshop on the issue, and by giving apposite attitude toward an diversity and giving attention for diversity regardless of age, religion, language and culture in school (March 25/2016, March 22/2016 and March, 5 /2016).

From the above quote, we can deduce it is possible address diversity issues in schools by using different mechanisms like educating school society about importance of tolerance and diversity issues. And making panel discussion on the diversity and giving various training with regard to the issues of diversity for the concerns body. The result from interview data analysis has also supported the above result on multicultural education as follows

They said that creating co-curriculum activities with regard to the knowledge of diversity for students and teacher in school and creating awareness about the use fullness, respecting various ethnic groups cultures, language and other experience in school. Educating teachers about diversity and educating equal education without any discrimination based on race, color and ethnic group in school. By giving more attention for educational practice from multicultural education perspective school and creating cooperative learning among various ethnic groups of students. Because, diversity is bring people to gather through peacefully of common good and expanding of tolerance among school society. Moreover, diversity issues should also disseminate by means of creating nationalistic citizen and voiding discrimination in any religion, educating citizen of the country about loving one own cultural language ethnic group identity, gender and methods are may be disseminate issues of diversity in school (March 5 /2016 and March 22/ 2016).

From the above analysis, we can observe many ways of implementing multicultural education issues in school society, avoiding discrimination, creating cooperative learning among students in school. In addition, 5 of the respondents stated as:

Multicultural education issues may be implement by creating strong or positive relationship among teaches and students and setting among full communication among school communities encouraging students how they make tolerances in their school and how they respect with each other in school. Moreover, making appreciation among students and teachers backgrounds on the bases of culture, language and ethnic group positive aspect and making school situation environment with students' diversity and providing instruction materials from multicultural education perspective in school and avoiding various discrimination in school (April 11/2016). From the above quotations, every one can deduce that a means as of implementing issues of multicultural education were creating positive relationships among school society, creating a tolerance, appreciation and respecting of individual difference among various ethnic groups. In general, the data

obtained from open ended questions and interviews indicate that the following summarizes of means of implementing of issues multicultural education in schools, some of them were an establishing various clubs which used to create awareness about diversity; working peaceful with school community, with all teachers, students and parents in order to minimize different discrimination, create equal opportunity for all students and involvements of teachers in school. Moreover, participating student parent in decision making activities in school and creating awareness, as well as educating teachers in services and perseveres. Reducing discrimination of racism, religion, color, age and gender among the school society. As well, educating about the importance of diversity and tolerance among various ethnic groups and respecting, appreciating culture equally and by saying the slogan which known as "our diversity is our beauty our beauty is diversity" in Ethiopia.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The major findings of the study were clearly summarized on the basis of quantitative and qualitative methods of data analysis, and interpretations. Consequently, the study has come up with the following findings based on the basic questions of the study. Concerning awareness of multicultural education the following findings were summarized:

Teachers' awareness toward multicultural education was on the way of encouraging, because slightly the most of the respondents were highly aware, but they had put translated into practice from multicultural perspective. Educational experts and school principals were highly aware of multicultural education. Students were also aware of issue of diversity, but they did not perform into practically. The relationship between teachers and students as well as teachers and teachers were at low level; due to lack of teachers knowledge, way of handling students in diverse context and less attention given by the concerned bodies. B. The study reveals the impediments in the implementation of multicultural education according to the following summarized findings:

Lack of knowledge and skills about the importance, discrimination based on prejudices, racism, and ethnocentrism in school society are the major impediment. In addition, lack of resources related to multicultural education, like books, magazine, bulletin, and news paper in school and lack of positive attitude toward diversity issues were other contributors and experiences to implement policy of multicultural education and misunderstanding about cultural diversity among teachers and students were some factors that have contributed to low implementation of multicultural education.

With regard to Strategies in Implementing issues of Multicultural Education, the following findings were summarized as follow

Some of strategies are establishing various clubs which used to create awareness about diversity, working in harmony with all school communities, involving teachers and parents in decision making activities at schools and empowering students in school, in addition due to this, creating awareness, training teachers on reducing discrimination that happens based on racism, religion, color, age, and gender and educating people

on the importance of diversity and tolerance among various ethnic groups in school are suggested remedies.

Conclusion

Based on the analysis, discussions and the major findings (results) the following conclusions were drawn: The study can be concluded as the implementation of multicultural education was low, lack of knowledge, skills, positive attitude toward the importance of multicultural education, shortage of instructional materials from multicultural perspective, and ideological views based on racism, prejudices, and ethnocentrism were the main impediment in the implementation of Multicultural education. Not only these, but also the separation of school society based on political view, religious view, and shortages of books, magazines, news paper from Multicultural perspective, less attention from the concerned bodies, and teaching methods of teachers had contributed to low implementation on multicultural education issues in the school. The concerned bodies did not enhance the school community to increase the vision of their cultural awareness, to respect, tolerate different ethnic groups, gender, class, and cultural groups in school. These issues need workshop, training, panel discussion and other means of minimizing the obstacles.

Recommendation

In countries of diversified population like Ethiopia, it is recommended that the educational programs should be designed from Multicultural education. Thus, effect based on the discussions and major findings of the study, the following recommendations need to be implemented at various levels: Teachers should provide instructional materials from multicultural perspective to address diversity issues in the schools. They need to teach individuals to live together, to know each other and favor their interactions based on values of tolerance. Teachers should be trained and educated on how to handle students from diverse backgrounds. Teachers have to encourage students to respect and appreciate diversity issues in parallel with trying to cover their portions.

Oromia education bureau should provide in services workshop, and trainings for teachers and school principals on services that can help them to develop their skills, attitude, and knowledge of rendering school principals, Woredas and zone education offices, Oromia education bureau, and ministry of education should create different mechanisms for fostering issues of diversity in order to minimize such discriminations in school working cooperatively. The issues of diversity issue is did not get attention from the concerned bodies. Hence; they should be given attention, national level, and local level through mini-media, and panel discussion. School principals should be create some multicultural environments that address issues of diversity in the schools and schools should be adopt multicultural environment that reflects, language, ethnicity, habit, and customs throughout the school society to enhance, and promotes diversity issues. Should be create on awareness of diversity, appreciating diversity, fairness, and democratic thinking among school society.

There should be programs that can be used to reduce prejudices of ideological views based on racism, prejudices, political views, religion, ethnocentrism, and discrimination in schools. Minister of education is should be offered as one subject or common course from primary school to higher education institution in Ethiopia. The teaching strategies of teachers should encourage success for all students, regardless of race, class, and ethnicity or gender and learning and teaching process has to incorporate reflective diversity into teaching from multicultural education perspective. The issue of multicultural education needs conscious follow up and awareness, knowledge, skills, and positive attitude toward diversity issues from school community, from all concerned bodies and society as well. To investigate the importance of multicultural education and addressing diversity in multicultural society like Ethiopia further studies should be conducted by the encouragements of the concerning bodies.

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