

Current Educational Practices from Multicultural Perspectives in Oromia Secondary Schools: Opportunities and Challenges

Debela Tezera*

Department of Teacher Education, College of Education and Behavioral Sciences, Wollega University, Oromia, Ethiopia

Corresponding author: Debela Tezera, E-mail: tazara2009@yahoo.com

ARTICLE INFO

Article history

Received: April 22, 2020

Accepted: July 10, 2020

Published: July 31, 2020

Volume: 8 Issue: 3

Conflicts of interest: None

Funding: None

ABSTRACT

The purpose of this study is to examine the current educational practices from multicultural perspective in secondary schools of Eastern Wollega Zone, Oromia, Ethiopia. To realize this, survey method was adopted to collect data from 5 experts, 10 principals, 51 teachers, and 102 students. The students were selected randomly by using simple random sampling techniques while experts, principals, and teachers were selected by the availability sampling method. Questionnaires and interviews were used for data collections. The collected data were analyzed by frequencies, percentages, and narration of words. The findings revealed that respondents were highly aware of multicultural education. However, it was not implemented into educational practices. Furthermore, lack of skills, knowledge, negative attitude, and discrimination based on prejudices, ethnocentrism, politics, and religion were the main challenges. The study confirmed that establishing clubs could boost multicultural education awareness and positive attitude. It could also raise the students, teachers, and the society's awareness about multicultural education. Teachers should encourage students in practicing tolerance and respecting differences. Furthermore, school principals and Oromia Education Bureau should create different mechanisms for nurturing multicultural education and creating a means to minimize discrimination. Finally, the study indicates the need for preparing teachers, students, and the school community to build unity within diversity and tolerance in the schools.

Key words: Diversity, Educational Practice, Multicultural Perspective, Secondary Schools

INTRODUCTION

Multicultural Education (MCE) emerged during the civil right movement of the 1960s and 1970s in America. It grows out of the demands of ethnic groups for inclusion in the curricula of the schools, colleges, and universities as well it has profound historical roots in American ethnic studies that emerged in the late of 19th and early 20th centuries in America (Banks, 1995; Manning & Baruth, 1996).

Furthermore, different scholars have different believe about MCE because some rely on the cultural feature of diverse groups, while others emphasize social problems, political power, and reallocation of economic resources. Some restrict multicultural to local schools and still others provide direction for school reform in all set despite their characteristics. For this reason, there is no comprehensive concept about MCE accepted by scholars. Nevertheless, to be more relevant to this provide evidence to the issues will be discussed from line of this study. Consequently, according to Manning and Baruth (1996, pp. 3-4) MCE is believed that:

MCE is the concepts and deliberate process designed to teach learner's to recognize, accept, appreciate cultural ethnic, social class, religious, gender differences,

and learners during these crucial developmental years a sense of responsibility and commitments toward the of ideal of justice, equality, and democracy.

From the above idea we can realize that MCE is an idea and process that planned to educate students to recognize, accept, and appreciate diversity. Diversity includes culture, linguistics, social class, religion, political view, and genders issues in school and students to have the senses of responsibility and also commitments and recognize issues of diversity from the idea of democracy, justices, and equality of human beings.

Consistently, Jagannath (2004) states that MCE is an education for freedom that is essential into ethnically polarized issues. It aims to create equal opportunities for students from racial, ethical, social, and cultural groups. It also helps all learners to get knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society like Ethiopia. MCE in its most comprehensive form of teaching and on democratic values that promote cultural pluralism. It is also a promise to achieve educational equality, developing curricula that build understand about ethnic groups and competing for oppressive practices. MCE is also begins without the right rejection of the view that educational the true existences of diversity.

Furthermore, nowadays we are living in a multicultural world where many different our real world due to globalization. Peoples and nations are being brought together voluntarily or involuntarily increasing integration of markets, the emergencies of new regional political alliances, significant advances in telecommunication and transportation that have promoted demographic shifts. With the intention of peoples around the world are faced with problems of how to reflect their racial, ethnically, cultural practices, and religious diversity with their society while maintaining national unity. In today world a ready citizen to function effectively in a multicultural world, education is needed in considerable ways. Education within the pluralistic society should confirm and help students understand their society (Jagannath., 2004; Manning & Baruth, 1996).

In Ethiopia, different people are different cultural groups. So, not isolated from the world; now Ethiopia is on the ways of promoting diversity within unity. As Gay (1992) noted, diversity should incorporated into all level of political, economic, and social aspects of policy direction. Supporting this idea, Banks (1998) knowledge about pluralism is a necessary for respecting, appreciating, valuing, and celebrating diversity.

More to the point, Gay (1994) supposed that MCE is to be a regular part of education for five major reasons. These are the social reality of the county, the influences of cultures, ethnicity on the human growth, development, suitability of MCE for effective teaching, and learning activities. Similarly, Beyene (2007) support this idea by stating that in multicultural society like Ethiopia MCE is needed for three main justifications. These are: it directs schools towards the cultural enrichment of all students; ensures cultural diversity as facts of life in a pluralistic society and reveals cultural diversity as valuable reserved and extended of MCE.

As we see from the above it is not only the importance of MCE as suitable means of celebrating schools of multicultural countries, but also practices of MCE that enhances the capacity of ethnicity influences human growth, development, and in turn, this understanding helps to be successful in teaching and learning activities in schools. Ethiopia is the country known by diversity. Accordingly, having much diversity is making the country a multicultural country. In line with this issue, Mehari (2007) states that Ethiopia is the most diversified country in sub-Saharan African country next to Nigeria.

Hence, Ethiopia needs MCE. Because, Ethiopia is believed to be a home of different linguistic, ethnic, cultural, and religious groups. Every linguistic group have the rights to develop their outlook customs, values, and beliefs which makes one different from the others. Despite many things, Ethiopia peoples have in common; there are also important differences among them. This has resulted in an in veritable diversity which is issue of paramount importance in schools (Manning & Baruth, 1996).

MCE is recent phenomena. In line with this Ethiopian Training Policy (ETP1994) seems to support the urgency of MCE since it states that education should promote democratic culture and peaceful resolution of differences. The Cultural

Policy Ethiopia (CPE 1997) also states that education should develop the cultures of all ethnic groups in the country by integrating their values in the school curriculum. The country also suggests the development of shared common culture for mutual understanding based on the equal development of ethnic groups' cultures in the country and there is a fruitful view to encouraging multiculturalism in Ethiopian education and diversity is no more a problem to defeat through regulating the function of education (Ayalew, 2010).

According to Tormey (2005) young should be enabled people to rich of diversity, supported in practical line ways to recognize, and challenge the discrimination based on prejudice when they exist. Therefore, considering the importance of MCE, the researcher has examine the educational practices from MCE perspectives. Indeed, with principles of MCE and preferred set of circumstance that is appropriate to implement schools. Because, the preferred schools are believed by having different diversity due to come with different background from a different area to learn. Therefore, the researcher selects the same selected Secondary schools in Eastern Wollega Zone.

Statement of the Problem

Learning and teaching process in line with culturally diverse society with students from different cultural group remains a challenge (Hollins, 2008). In this regard, Banks (1995) states that, discovering how the interaction of background influences 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 paradox knowledge forms, 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 the working class.

Moreover, according to MoE (2008) modern education was introduced almost about a century ago in Ethiopia. However, the system was not addressing an 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 the good will of males and planned from dominant culture perspectives.

For this reason, Ethiopian educational system was criticized and the relevant educational system. The ETP (1994) gave, among others, the right for the ethnic groups of the country to receive education in their language in the first cycle of primary grades. For instance, Afan Oromo (mother tongue language) is given from elementary schools up to colleges and University. This indicates that the policy of the Ethiopian education system gives recognition for diversity.

Concerning this, because a field of MCE is new in Ethiopia, it is impracticable to expect various studies on the issues. Few studies been studied .Moreover, two local studies conducted on attitude and awareness of MCE in teachers' colleges. Their study aimed to investigate to what extent teachers', attitude, awareness, and practice of MCE

in colleges. The findings revealed that awareness of teachers was high whereas the practice of multicultural education was low in the colleges.

The major difference between this study and the above-mentioned two local studies on an educational level both studies focused on colleges and only on attitude and awareness of MCE whereas, this study is conducted in secondary schools. The above mentioned two studies did not incorporate educational practices, challenges in implementing MCE and opportunities in the implementation of MCE.

Therefore, the researcher has inspired to conduct on this study. Because Eastern Wollega Zone has more diversified students comparing with other Oromia schools. Additionally, the researcher has observed there was a shortage of teaching materials, absence of instructional materials and as well disagreement between teachers and teachers, students, and students based on different ideological point of view. Besides, MCE is a new field in 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 different culture, race, colour, sex, and language. And having different outlook to diversity come together and cultural norms are reflected the overall operation of schools including interactions among the students.

Thus, the above issues attracted the researcher to conduct this study. The purpose of this research is, therefore, to examine opportunities and challenges in educational practices from MCE in selected secondary schools of Eastern Wollega Zone, Oromia Regional State.

Research Questions

Specifically, the following basic research questions were used to guide the present study:

1. What are the major challenges in the implementation of multicultural education in schools?
2. What is the current status of educational practices from a multicultural perspective in the schools?
3. What are the opportunities for the implementation of multicultural education in the schools?

LITERATURE REVIEW

Since its earliest conceptualizations in the 1960s, MCE has been transformed, refocused, conceptualized, and in a continuous state of evolution both in theory and in practice. Some discuss MCE as a shift in curriculum, teaching styles, institutional systemic issues, and education change (Banks, 1995). Teaching multiculturalism starts with the teachers' understanding of their perceptions of their own culture and education. Educational practices from multicultural perspectives provide the necessary feedback and results of educational effort which promotes tolerance among diversified students.

The impost of learners' learning provides objective evidence necessary in the decision-making process in education. As clearly pointed out by Stleeter (1998) MCE can understand as a form of resistance modes of schooling and particular to white domination. As trait removal from office of its progressive education advocates and practitioners which weakness

attempts in this conservative area to challenge oppressive social relationships through school. In line with the idea, Manning (1996) also states that MCE is a relatively new field and young that has faced a constant struggle for its legitimacy. It addressed human differences, social justice, and forms of education in a pluralistic society that are as old as the United States conservative educated critics of MCE. Concerning this, Manning (1996) clearly states that: MCE is divisive and will lack out minority groups from the system by talking to teachers to participate only in the culture of the achievement of the human race.

In this regard, Gordon 1999 (as cited in Halah, 2016) found out that challenges in multicultural education are that of providing a fair education for students to achieve social justice in the schools. Halah (2016) noted that the multicultural perspective should train the teachers to think critically about the power and privilege of education. The dominants culture, its place in these systems and its deconstruction to create social equality through teaching.

In summing up the above idea, the concept and of MCE both theoretical and practical application in the teaching process and indicate evidence that educational practices from multicultural perspectives. Not only these challenges to implementing MCE to improve teachers' academic performances in multicultural schools. Nevertheless, it seems that studies did not address the practices and challenges of MCE implementation in much detail beyond assessing teachers and students' awareness of educational practices from multicultural perspectives in the schools.

Therefore, this study is more detailed in terms of its depth and it included three secondary schools teachers and students placed different contexts in the western part of Ethiopia where no such extensive studies that assess the status of MCE implementation, challenges in line with the implementation of MCE have been conducted. Hence, there is a knowledge gap that should be filled and this study is warranted.

METHODS

Research Design

The descriptive survey research design with a mixed approach was used. Data were both from the quantitative and qualitative designs complemented each other and to discover the challenges and opportunities in educational practice from MCE perspectives in the schools (Burke, 2014; Creswell, 2009).

Sources of Data

To collect the required data, both primary and secondary sources were used. Primary sources of data were collected from an expert, school principals, teachers, and students by interview and questionnaires respectively. As secondary sources, MoE's policy, research papers, books, research articles, and written materials were reviewed in the literature.

Sample and Sampling Techniques

The research was conducted in three secondary schools (52%) of the school populations selected by using purposive

sampling techniques. Because, these schools were diversified by different, ethnic groups relatively compared with other schools. However, teachers, school principals, and educational expert were selected by using availability sampling. Because they were a few and it was easier 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).

Instruments

To obtain relevant information from the participants' questionnaire and interview instruments were employed. A pilot test was conducted to ensure the reliability and validity of the questionnaire before collecting the actual data. To ensure this, the researchers consulted two instructors working in the school of language; additionally, two experienced researchers in the area of diversity and inclusive education and checked the content validity of the questionnaire. Thus, productive comments and recommendations were obtained. A pilot test was carried out on 15 teachers and 20 students not included in the sample. Finally, internal consistency reliability was computed and the average reliability coefficient of 0.79 was found from 20 items which were constructed by the researcher.

Procedures of Data Collection

Previous to administering the questionnaire to respondents, a pilot test was conducted. From the experience gained in the pilot test, the 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. At last, 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 adopted. The qualitative data, which were collected through interview and open-ended questionnaire analyzed thematically. The quantitative data collected through close-ended questionnaires were analyzed through descriptive statistics such as frequency and percentage.

RESULTS AND DISCUSSIONS

In line with the research questions, the major findings and discussions are presented below.

Background of the Respondents

Based on the information obtained from the questionnaire, the backgrounds of the respondents were assessed in terms of sex, ethnicity, and religion for both teachers and students.

As observed from Table 1, the majority of the teachers (38) 74.5% were males, whereas female teachers account only 13 (25.5%) of the samples of the population. This demonstrates that the numbers of females' teachers were smaller than male teachers. This also indicates that most of the participants of the study were male teachers. In the religion category, Table depicts that most of the teachers had the followers of Orthodox religion which accounts (26) 50.9% of teachers and (4) 7.84% of teachers were the followers of the Muslim religion. The results shows that the participants of the study were diversified with their religion.

With ethnic groups Table 1 show that most of the teachers were Oromo ethnic groups that count (29) 56.9 % of the population. About (15) 29.41% of the participants were Amahara ethnic group and (3) 5.9 %, (4) 7.8 % of the respondents of the study were Gurage and Tigre ethnic.

Implementation of Multicultural Education

Challenges of implementing MCE have discussed based on the items of the study and the data collected from the questionnaire through scale.

Table 1. Distribution of teachers by sex, religion, and ethnic groups

No	Items	Respondents	Teachers					
			M	%	F	%	Total	%
1	Sex	Variables						
			38	74.5	13	25.5	51	100
2	Religion	Orthodox	18	35.25	8	15.6	26	50.9
		Protestant	15	29.5	3	5.8	18	35.25
		Muslim	2	3.92	2	3.92	4	7.84
		Wekefata	3	5.9	-	0	3	5.9
3	Ethnic groups	Oromoo	26	50.9	3	5.8	29	56.8
		Amahara	8	29.4	7	6.86	15	29.41
		Gurage	2	5.9	1	0.98	3	5.9
		Tigre	2	3.9	2	3.9	4	7.84

Source: Field survey, 2019

As it can be observed in Table 2, item 1 about 25 (49%) of the respondents believed that racism and ethnocentrism were the main factors that affect educational practices. 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 the implementation of MCE in the schools.

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

Table 2 also reveals that on the category of item 2 about 19 (37.3%) of the respondents were aware of MCE, but they were not practicing it when they were taught in school. This shows that some teachers have knowledgeable about MCE, but they never want to practice in the teaching and learning process. Concerning this, Banks (1998) pointed out knowledge of diversity is a requirement for the successful implementation of equity pedagogy. About 2 (13.7%) of the respondents believed that they had a moderate level about the knowledge concerning multicultural education. However, they were not practices.

From the above, discussion everyone can understand that slightly of the respondents’ believed that teachers were not practicing MCE in school, because of lack of knowledge and skills about diversity. The finding obtained from the open-ended question was also confirming 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 a multicultural perspective in school were the main factors in practices and implementing MCE. Moreover, during an interview held with all school principals responded that the factors that affect practices and its implementation MCE were: lack of books, magazines, multicultural perspective knowledge, skills, and positive attitude on important of the diversity issue in school.

Moreover, lack of attention from the concerning bodies was the factor that affected the practice and perspective.

As well, the findings 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 a multicultural perspective and some discrimination based on various ideology politics, language, culture, and ethnic groups were other factors.

As it is observed from Table 2, concerning item (3), it indicates that the majority of the respondents 23 (25.1%) reported that they were not practising and implementing MCE. And the remaining 12 (23.5%) of the respondents of the total population believed that at a moderate level on item (3).

A concern with the category of 4 items, about 34 (66.7%) of the total respondents was believed that today curriculum is unnecessary to practices and implementing of MCE. They were supported that the current policies and strategy not necessary to practices and implement MCE. While, about 11 (21.6%) of the respondents were belief that at a moderate level on the importance of today policy in practising 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 policies used for the practice and implementation of MCE.

One can observe from Table 2 on the last item (5) about 34 (66.7%) of the total number of respondents was believed that MCE is education for minority group and it is also indicated that MCE is for a minority group, not inclusive education. Were as, about 7 (13.7%) of the total number of respondents on item 5 had moderate, while about 10 (19.6%) of the respondents were believed that MCE is not for minority groups. This shows that MCE is an education for minority students. Therefore, the data obtained from questionnaires and interviews were revealed that the challenge of MCE in its implementation was high.

Furthermore, due to the lack of guidelines regard to diversity issues, books, magazines and ethnocentrism. Lack knowledge, human power on the subject matters, misunderstanding about the 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

Table 2. Level of challenges toward MCE (Teachers’ Responses)

No	Items	Level of challenges						Total	
		High		Moderate		Low		f	%
		f	%	f	%	f	%		
1	Racism and ethnocentrism are affecting the practices of MCE	25	49	12	23.5	14	27.5	51	100
2	You know education for diversity but, you do not want to practice it.	19	37.3	7	13.7	25	49	51	100
3	You have failed to practice of MCE, due to lack awareness	16	31.4	12	23.5	23	45.1	51	100
4	The curriculum of today is unnecessary to practice MCE	35	68.9	11	21.6	5	9.8	51	100
5	MCE is education for a minority group	34	66.7	7	13.7	10	19.6	51	100
Average		25	50	7	19	15.4			

of appropriate material from multicultural perspective were some challenges in implementing MCE. In summing up the Table 2 the largest proportion of the respondents were deemed that in practicing and implementing MCE. About 25 (50%) of the respondents viewed that high challenges in practicing and implementing MCE. Whereas, about 15 (26%) of the respondents deemed that the challenges of MCE were at a low level. Therefore, Table 2 reveals that the overall challenges of practicing and in implementing MCE in school high-level challenges in its practices and implementation from a multicultural perspective.

As can be seen from Table 3 the challenges of MCE play from high to low roles. As it is observed, about (47%) of the respondents deemed that teacher practiced culturally informed examples in their teaching method. This implies that teachers were used to teach using culturally responsive teaching method and they considered students' background in teaching method. While about 35 (35%) of the respondents viewed that opposed the above idea. These shows, those teachers were not practices cultural teaching responsive in teaching and they did not consider the cultural background of the students. The reaming 18(17.7) of the respondents responded that they had a moderate level on their teaching method.

Table 3 also indicates the second category of an 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 the classroom was low and teachers' participation was high. Only 20 (19.6%) of the respondents were viewed at a moderate level on the idea of the 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 implementation of MCE.

As Table 3 also depicts the majority proportion of the respondents on 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 an 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 another factor that affects practices and implementation of MCE issues.

Table 3 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 a means of promoting diversity in school. This implies that the lack of more awareness about the importance of diversity and tolerance in school.

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 the cultural diversity of the students promotes diversity issues. Table 3 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 MCE, whereas, about 52 (51%) of the respondents reported that knowledge and skills are prerequisites for practicing and implementing MCE. The reaming about 19 (18.6%) of the respondents viewed that at the medium level on the use of knowledge and skills MCE.

Finally, Table 3 indicates that about 45 (44.1%) of the respondents revealed that teaching practice legitimates cultural knowledge and they also believes the importance of teaching practices for the recognition of cultural knowledge. Nevertheless, about 41(40%) of the respondents viewed that teaching practice is not used for legitimates cultural knowledge. The other is about 16 (15%) of the respondents were at a moderate level of on the issues of teaching practice used in legitimating of knowledge. Generally, Table 3 indicates the overall challenges to the practice and implementing MCE regarding the students' responses. Thus, about 46 (45.3%) of the respondents reported that challenges of practices and

Table 3. Level of challenges toward MCE (students' Responses)

No	Items	Level of challenges						Total	
		High		Moderate		low		f	%
		f	%	f	%	f	%		
1	Teachers use illustrating diversity in the classroom	48	47.1	18	17.6	36	35	102	100
2	Teachers usually employ student-centred	45	44.1	20	19.6	37	36.2		
3	Teaching styles employ cultural diversity	41	40.2	18	17.6	43	42.2		
4	Promoting unity in the schools	51	50	22	21.6	29	28.9		
5	Knowledge prerequisite implementation of MCE		50	19	18.6	32	31.4		
6	Teaching legitimizes cultural knowledge in the school	41	40.2	16	15.7	45	44.1		
	Average	46	45.3	18	18.5	41.8			

Source: Survey 2019

implementation issues of MCE 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 a multicultural perspective were at a moderate level. From this, we can conclude that the challenge of practicing MCE in school was high level.

Educational Practices from a Multicultural Perspective

Data collected from the questionnaire through a Likert scale was provided in the table. To make the discussion and analysis to simple for the presentation 5 points Likert scale as condensed into three as high (strongly agree, agree), as moderate (undecided) and low (strongly disagree) and (disagree) were used.

As it is observed from Table 4, in the category of the item (1) most of the respondents were deemed that not used students’ centered approach in their teaching method that address the issue of diversity. This implies that about 27 (52.9%) of teachers were not practicing student-centered approach in their teaching method. The observation results which has been obtained during observation session made was confirmed with these findings, because as the researcher observed teachers were not practicing students centered approach when they were taught in the classroom. On the same item, about nearly 16 (31.4%) and 8 (15.7%) of the respondents had a moderate and high-level practice of teaching methods from a multicultural perspective.

As seen from item 2, illustrates that the largest proportion of the respondents for the item (2) deals with teachers were not practices when he/she taught his/her students and they did not give special treatment for the minority group. About 33 (64.7%) of the respondents were deemed that not make special treatments like giving guidance and arranging tutorial class to preserve students who were an academically low performance. The result obtained from observation and interview was paradox with the above findings. Because during observation most of the teachers were made a future class for females’ students in school and one of the respondents SP1 (School principal 1) and SP2 (School Principal 2) was said in common idea in the following lines:

Now a day time of computation for all human beings, so everyone knows that a school is a place where human power is produced to help her/him and supporting their country by keeping the norms, social value,

culture, language and their identity in general. To effect this education has a key role in producing a good citizen who has reasonable for her/his country. They may be females or males, so that, in our school context tutorials class is given for male and female students at all, especially for female, because to create how females students should be compute with male students(March 22/2019 and March 25/2019).

On the same statement item 2, about 12 (23.5%) of the respondents reported that special treatment was given for females students in the teaching and learning process was at moderate in its practices. Only 6 (11.8%) of the respondents were deemed that special treatment was given for females students and the guidance was also in practice in school.

Table 4 also depicts that school was not practicing educational practices from a multicultural perspective as expected as the policy. Regards to this issue, about 29 (56.9%) of the respondents viewed that educational practice from MCP was not practicing as expected policy. This implies that most of the respondents’ do not believe that practices of MCE in school. The reaming about 9 (17.6%) of the total respondents were believed that MCE is a practice as expected policy in school. In line with this, Gay (1997) indicated that effective teachers of culturally diversified students made an effort to give instruction that is culturally grounded as it empowers students and makes learning easier. This implies that teachers would investigate the diverse cultures brought to the class by various cultural groups into practice.

Furthermore, to investigate how educational practices from MCP take place in the school, school principals were asked to state education practice from MCP in their school instruction. To this response SP1 (School Principal 1) and SP2 (School Principal 2) stated in common:

Educational practice in our school may be address diversity issues using celebrating and showing of different cultures, and developing language by organized different clubs in school such as language and culture development. For instance, Afan Oromo, Civic and Ethical education, Girls clubs, and guidance of females’ students, HIV club, and cultural heritage in the school, the teachers and students were participating in these various clubs in school. As they mentioned as since our students will be joined to higher education, so they should be aware and practice about diversity in the school, with regardless of age, politics, religion,

Table 4. Level of teachers’ practices toward multicultural education

No	Items	Level of practices							
		High		Moderate		Low		Total	
		f	%	f	%	f	%	f	%
1	I apply student-centered I am are teaching	8	15.68	16	31.4	27	52.9	51	100
2	I give special treatment for minority groups	6	11.8	12	23.5	33	64.7	51	100
3	MCE is practiced as expected by the policy	9	17.6	13	25.5	29	56.9.	51	100
4	I have attended training on issues of MCE	18	35.3	15	29.4	18	35.5	51	100
5	No need for knowledge and skills to implement MCE	14	27.5	9	17.5	28	54.9	51	100
Average		11	22.4	13	26.1	27.2			

Source: Field survey, 2019

culture, and language in their school. And they should practice about tolerance and they should know or aware of the importance of tolerance among various ethnic groups (March 5/2019 and March 25/2019).

From the above point, we can deduce that educational practice from MCP on the ways to practice in school because the school administrators prearrange about the hint of educational practice in school.

Table 4 also shows that about 18 (35.5%) of the respondents reported that educational practices on item (4) teachers improved their awareness and practices of teaching from MCP. Table 4 also shows that about 18 (35.5%) of the respondents were deemed that educational practice item (4) teachers did not improve their awareness by attending training to practice MCE in school. But, about 15 (29.4%) of the respondents' belief that moderate level on the item in table 4, teachers improved their awareness toward MCE by taking a workshop on the serves and in service.

Moreover, during an interview held with school principals, the respondents were viewed that most of the teachers in school were focused on the subject matter rather than engaging differences which exist among students. The respondents were further said that almost all the teachers were focusing on teaching subject matter rather than giving attention to differences between learning styles of the different students, This due to lack of knowledge, skills, and attitude about diversity issues. On the last item, about 28 (54.9%) of the total numbers of respondents were viewed that, knowledge, skills, and attitudes were the prerequisite to practice and implementation of MCE. In line with this, Manning and Baruth (1996) state that knowledge, skills, and attitude toward the diversity issues are the most prerequisites element for the implementation of educational practices from MCP. From this, everyone can understand that for the practicing and implementing of MCE, there should be knowledge, skills, and positive attitude toward differences, similarities for various ethnic groups, and cultural groups of the society.

In another hand on Table 4, indicate that about 14 (27.5%) of respondents did not support the need for knowledge, skills, and attitude to practices and implementation of MCE. But, about 9 (17.5%) of the total of the respondents had a moderate level on item 5. The result obtained from the open-ended question was also revealed that the need for knowledge, skills, attitude toward diversity issues in school relevant, and importance for practices and implementation of MCE.

In general, the findings from both quantitative table 4 and the qualitative majority of the respondents reported that an educational practice from MCP was at a low level. Because overall practices of MCE in table 4 shows the result of quantitative data reveals that slightly of respondents 27(52.9) were low in providing educational practices from MCP. About 13(26.1%) of the respondents have had a moderate level of educational practices from MCE. Only about 11(22.4%) of the respondents were deemed that they had high level competent in making practices from MCE. Consequently, the quantitative and qualitative data reveals that educational practice from MCP in school was at a low level. And practices of MCE from students view also provided in Table 5

In the previous Table 4, we discussed on educational practices form MCP concerning teachers point of view. It is also relevant to analyze educational practice from students' point of view. The degree of measurement was the same as the measurement used in table 4. Accordingly, table 5 also used to illustrate that level of educational perform from MCP students' point of view.

Table 5, also reveals that the results of students' practice from MCP as observed from table 4. It depicts on item 1 about 43 (42.2%) of respondents were believed that the curriculum of school does not address the vision of the diverse students in school. This implies that the curriculum does not consider students backgrounds regardless of gender, age, ethnicity, language, and their culture when it developed as the policy in promoting unity within diversity.

However, about 38 (37.2%) of the total respondents were believed that the curriculum of the school addresses the vision of diverse students. This indicates that the curriculum is practice for addressing students' vision in school, while the remaining of 21 (20.6%) total respondents shows that curriculum of the school address students' vision at a moderate level in its practices. Thus, the respondents deep-rooted that the curriculum of the school has not addressed the vision of diversity.

As it is observed from table 5, slightly of the respondents were deemed that the curriculum used to aware about diversity of another ethnic group and used to develop self-identity. That accounts 40 (32.2%). It shows that the curriculum was the means of awareness toward diversity issues of the other cultural, ethnical groups, and it also develops self-identity of a human being.

Table 5, also indicates that on the category of the item (2) about 41 (41.2%) of the total respondents were believed

Table 5. Level of students' educational practice from a multicultural perspective

No	Items	Level of practices						Total	
		High		Moderate		low		f	%
		f	%	f	%	f	%		
1	Curriculum of the school addresses diverse	38	37.2	21	20.6	43	42.2	102	100
2	Curriculum helps me to know identity of students	40	39.2	21	20.6	41	41.2	102	100
3	Curriculum helped me to practice cultures	42	41.2	16	15.7	44	43.1	102	100
4	Influenced me to respect others.	31	30.4	15	17.7	56	54.9	102	100
Average		37.75	37.	18.	18.7	36	45		

Source: Field survey, 2019

that the curriculum does not hence to aware about issues of diversity. This illustrates that misunderstanding of curriculum used in educational practices especially from MCP. Though slightly of the respondent believed that the curriculum on practices to aware, respect diversity issues, and too reflective self-identity only small numbers of the respondents 21 (20.6%) had a moderate level idea in practices of the curriculum.

The result from the observation was also making sure the above statement. Because, as the researcher realized that most of the students were not respect with each other when they were learning in the classroom and they were not practicing for respect among themselves. But, they were active participants in the classroom. They were also had less willingness to express their idea in the classroom. And a willingness to work cooperative work in their class and their interaction with among themselves was low.

Furthermore, the data on Table 5 item3 indicated that about 44 (43.1%) of the respondents believed that curriculum was not used for practices; develop students cultures, and students languages in school. This describes that policy of today does not help to practice and develop the culture and language of an ethnic group in school. Nearly to this, about 42 (41.2%) of the respondents were believed that the curriculum on practices of developing cultures and language of ethnic groups in the school to reverse the above statement. Yet, 16 (15.7%) of the total numbers of the respondents were reported that they had a moderate level on the use of curriculum in developing cultures and languages.

With regards to the last item, about 31 (30.4%) of the respondents believed that the history of the past influenced them to practices and respect about other ethnic diversity issues in the school. Were as about 56 (54.54%) of the respondents were deemed that history of the past was do not influenced them to practices and respect about multicultural education issues in the school. So more of the respondents were claimed that the history of the past does not factor to respect and appreciate diversity issues in school.

However, 38 (37.2%) and 18 (19.6%) of the students were replied that to some extent the curriculum of the school address the vision of the student's backgrounds. It helps to know the identity of self and another identity to practice their cultures and their language was high and moderate level. Consequently, most of the respondents of the total population deemed that curriculum was one of the factors that hinder practice and implementation of MCE. With a line, this issues, one of the respondents of Oromia Region Education Bureau Experts (OREBE) expresses his point of view as quoted in the following lines.

The curriculum is prepared at the national level, which means the curriculum is to be prepared with mandatory Minister of education, but we are the participant of the curriculum when it is designed. When the curriculum is to be developed there is criteria to be in consideration, the criteria that to be in consideration are the need of the society, This means the need of teachers, parents and student and school community in general. There is also the social, economic, cultural background of the

society to be emphases and should be focused on when the curriculum developed. However, there is no actual practice due to different reason like lack of skills, and knowledge related to this issue of diversity in the country (April, 11/4/2019).

From this, there is criteria to be in consideration when the curriculum develop background of the society, but the theory and its practices were not matched. Due to lack of knowledge, skills, and specialization of human power in the area of diversity issues a country. Lacks knowledge about MCE in the curriculum development and less attention from the concerned bodies were the factors that hindered practice and implementing issues of diversity.

In general Table 5, indicates that the overall practices of MCE from a student point of view. The data obtained from quantitative were demonstrating that educational practices from MCP were low. This confirms with the findings of teachers practices in table 4 about 46 (45.4%) of the respondents were deemed that educational practices from MCP were at low. Whereas, about 37 (37.3%) of the respondents reported that practicing MCE was high level. Only about 18 (18.7%) of the respondents viewed that at a moderate level. As a result from table 5, we can conclude that educational practices from MCE were low level.

Opportunities in Implementing Multicultural Education Issues in the Schools

In the previous section, the overall challenges and strategies in implementing education from a multicultural perspective were discussed and analyzed based on the information obtained from the respondents. In this section, the means of implementing MCE 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 how 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 the school community about the importance of diversity and creating various clubs in the school from multicultural perspectives like mini-media, selecting students from the various cultural background and allowing them to share their experience in terms of their culture and language in the school.

Moreover, thinking globally, respecting each other cultural progress and development on effect to be rational and logical and having a 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 MCE issues in school?" they were stated as:

According to their view, they aspirated 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 a responsibility and educating about the importance of diversity in school. Not only this we can also address using making penal discussion seminar or long and short training workshop on the issue, and by giving apposite attitude toward diversity and giving attention for diversity regardless of age, religion, language and culture in school (March 25/2019, March 22/2019 and March, 5 /2019).

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

They said that creating co-curriculum activities concerning the knowledge of diversity for students and teacher in the school and creating awareness about the use of 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, colour and ethnic group in school. By giving more attention to educational practice from multicultural education perspective school and creating cooperative learning among various ethnic groups of students. Because diversity brings people to gather through peacefully of the common good and expanding of tolerance among school society. Moreover, diversity issues should also disseminate using 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 maybe disseminate issues of diversity in school (March 5 /2019 and March 22/ 2019).

From the above analysis, we can observe many ways of implementing MCE issues in school society, avoiding discrimination, creating cooperative learning among students in school. Also, most of the respondents stated as MCE issues may be implemented by creating a strong or positive relationship among teachers and students. 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 MCE perspective in school and avoiding various discrimination in school (April 11/2019).

From the above quotations, everyone can deduce that a means as of implementing issues of MCE was 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 MCE in schools, some of them were establishing various clubs which used to create awareness about diversity; working peacefully with the school community, with all teachers,

students and parents 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, colour, 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 in Ethiopia.

DISCUSSIONS

The major findings of the study were summarized based on 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. Knowledge and skills about the importance of MCE, discrimination based on prejudices, racism, and ethnocentrism in school society are the major impediment. Also, lack of resources related to MCE, like books, magazine, bulletin, and newspaper in school and lack of positive attitude toward diversity issues were other contributors and experiences to implement a policy of MCE and misunderstanding about cultural diversity among teachers and students were some factors that have contributed to the low implementation of MCE.

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

Moreover, 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, besides due to this, creating awareness, training teachers on reducing discrimination that happens based on racism, religion, colour, age, and gender and educating people on the importance of diversity and tolerance among various ethnic groups in school are suggested remedies.

CONCLUSIONS

The study can conclude as the implementation of MCE was low. The implications of this finding that there was lack of knowledge, skills, positive attitude toward the importance of MCE, shortage of instructional materials from a multicultural perspective, and ideological views based on racism, prejudices, and ethnocentrism were the main challenges in the implementation of MCE. Not only these, but also the separation of school society based on the political view, religious view, and shortages of books, magazines, a newspaper from

Multicultural perspective, less attention from the concerned bodies, and teaching methods of teachers had contributed to low implementation on MCE 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. Their issues need workshop, training, panel discussion and other means of minimizing the challenges.

Thus, the 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 a multicultural perspective to address diversity issues in the schools. They need to teach individuals to live together, to know each other and favour 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 respects and appreciate diversity issues in parallel with trying to cover their portions.

Oromia education bureau should provide in services workshop, and training 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 to minimize such discrimination in school working cooperatively.

The issues of diversity issue do not get attention from the concerned bodies. Hence; they should be given at attention, national level, and local level through mini-media, and panel discussion. School principals should create some multicultural environments that address issues of diversity in the schools and schools should be adopted multicultural environment that reflects, language, ethnicity, habit, and customs throughout the school society too is enhance and promotes diversity issues. Should be created on awareness of diversity, appreciating diversity, fairness, and democratic thinking among school society.

Ethiopian Minister of education should offer multicultural education as one subject or common course from primary school to a higher education institution.

Further research should focus on educational practices from multicultural perspectives in ameliorating the implementation of teachers and students in the schools by creating tolerance, love, unity within diversity secondary schools in the region. Since the current study was carried out in government school, future research should be planned with private schools in the region as a comparative study and this may yield a more in-depth understanding of the problem

REFERENCES

- Halah, A. A. (2016). Multicultural education: teachers' perceptions and preparation. *Journal of Education and Practice*, 7(11), 139-149.
- Ayalew, D. (2010). *Educational practices in the multicultural community: Case of Bati Woreda community* [Unpublished M.A Thesis]: Addis Ababa University, Ethiopia.
- Banks, J. A. (1998). *Multicultural education: natures, changes, and opportunity in multicultural education in 21st century*: Washington, DC.
- Banks, J. A. (1995). *Handbook of research on multicultural education*. New York: Macmillan.
- Beyene, B. (2007). *Educational practices in a multicultural community* [Unpublished MA Thesis]. Addis Ababa University, Ethiopia.
- Burke, J. (2014). *Educational research quantitative, qualitative, and mixed Approaches* (5th ed.). The University of South Alabama.
- Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approach* (3rd ed.). London England: SAGE Publications.
- FDRE. (1997). *Federal democratic Republic of Ethiopia cultural policy proclamation*: Addis Ababa, Ethiopia.
- Frankel, R. J. & Norman, E.W. (2006). *How to design and evaluate research in education* (4th ed.). New York: McGraw Hill Companies.
- Gay, G. (1997). *Multicultural Education, Commitments, issues, and Applications*. Washington, D.C. Association for Supervision and Curriculum Development.
- Gay, G. (1994). *A Synthesis of scholarship in multicultural education*. Urban Oak Brook. Illinois: North Central Regional Educational Laboratory.
- 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.
- Hollins, E. R. (2008). *Culture in school learning*. New York: Routledge.
- Jagannath, V.K. (2004). *Dimensions of multicultural education*. India Torn Offset: New Deli.
- Kathari, C.R. (2004). *Research methodology, methods*. New Age international Keynote address at the annual conference, Academic and Cultural excellence.
- Manning, M. L. (1996). Developmentally responsive multicultural education for young adolescent. *Journal of Multicultural Education*, 2(1), 114-123.
- Manning, L, M., & Baruth, L.G. (1996). *Multicultural Education of Children and Adolescents*. Boston: Allyn and Bacon.
- Mehari, T. (2007). *Forum of Federations Magazine*, November, 2007 Forum of Federations, Ottawa, Retrieved on October, 2010.
- Ministry of Education. (2008). *The Federal Democratic Republic of Ethiopia, Review of Ethiopian education training policy and its implementation, Ministry of Education*. Addis Ababa, Ethiopia.
- Ministry of Education (1994). *The Federal Democratic Republic of Ethiopia, Education and Training Policy*: Addis Ababa: Artistic press.
- Stleeter, C. E. (1998). *Culture, race and action: multicultural education as social activism*. Albany: State University.
- Tormey, R. (2005). *Intercultural education in the primary school: Enabling children to respect and celebrate diversity, to promote equality and challenges unfair discrimination*. Guidelines for schools NCCS. Center for Educational Disadvantage Research, Mary Immaculate College.