

WOLKITE UNIVERSITY



INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING MANAGEMENT

SENIOR ESSAY REPORT

**PROBLEMS AND PROSPECTS OF MULTICULTURAL EDUCATION
SETTING IN WOLKITE SECONDARY SCHOOLS OF WOLKITE TOWN.**

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**INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**PROBLEMS & PROSPECTS OF MULTICULTURAL EDUCATION SETTING IN
DALOCHA SECONDARY SCHOOLS OF WOLKITE TOWN**

**A SENIOR ESSAY SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING
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Acronyms/Abbreviations

FDRE	Federal Democratic Republic of Ethiopia
TPLF	Tigray People Liberal Front
OLF	Oromia People Liberal Front
CD	Compact Disk
SCFAE	Social and Cultural Foundation of American Education
NCATE	National Council for Accreditation of Teacher Education

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Abstract

The purpose of this research was to assess problems and prospects multicultural education setting school learning. The research employed observation, focus group discussion and questionnaire to gather data from secondary students and teachers of Dalocha secondary schools, in Dalocha Woreda Silte zone. It employed simple random and purposive sampling techniques in which it covered 61 sample students out of 826 targeted student population and 34 secondary school teachers, that was, 50% of the focused teacher population of the schools. The study was employed both quantitative and qualitative research methods. Moreover, the quantitative data analysis was complemented by tabular descriptions, whereas, the qualitative data was analyzed by narration and description. The result reveals that the major multiracial prospects and problems for the students to express their own opinions are: fear of self expression, lack of multicultural responsiveness, inadequacy of exposure to multicultural accommodative environment, fear of being politicized, complexity of the existing ethno-linguistic and cultural diversity, the time-esteemed nature of teaching methods, and conceptual and attitudinal challenges. In contrast, the apparently existing opportunities are the existence of constructive views about cultural diversity in education, the inclusive attempts of school mini media services, the celebration of a special school culture day and the feeling of liberalism. In a short, teaching in a multiethnic and multicultural setting demands the need to build up a system of shared learning practices, and inter-reliant relationships between schools and the communities at large. The study was tried to explore and identify multiracial prospects and challenges and in multiethnic school learning. As to the result, students face a number of challenges to communicate their own socio-cultural experiences. Some of the common themes stated as challenges are: fear of self expression, lack of enough multicultural awareness, inadequacy of exposure to multicultural responsive environment, fear of being politicized, the existence of complex ethno-linguistic diversity, and conceptual and attitudinal challenges. Finally, in the stud some students tended to fear of being marginalized. Therefore, teacher recommended that they should acknowledge, recognize as well as give an opportunity to participate, communicate freely during instruction and in every situation.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

As we live in a world dominated by multiple diversities, the cultivation of equity, respect and tolerance among all students should be the central goal of a school in multiethnic and multicultural societies (Banks & Banks 2001; Hollins 2008). One reason is when students exercise free interactions and intercultural dialogues, they develop tolerance and the habit of listening to each other through respecting differences. In addition, as Seelye & Wasilewski (1996:12), state “Most of us in today’s world find ourselves in multicultural surroundings. Some of us enter a multicultural environment every time we open our front door and step out onto our block and cruise around the neighborhood.” Seeing as we live, learn and work with people of various backgrounds, nurturing students’ multiculturally constructive attitudes and communication skills are practically imperative.

Banks & Banks (2001) and Hollins (2008) have had the idea that when students are exposed to diverse life experiences, they become in a better position to explore more sensitive socio-cultural issues with little counterproductive reactions and anxieties. They also increasingly get insight into the beliefs and life stories of others through internalizing tolerance and exercising negotiations of differences within cultural contexts. This helps students who live and learn in a world of suspicion and divisions to clear their doubts about others with different identities (Gay 1997). The point is, as to Mey (2009:395), developing multicultural abilities become increasingly “...essential for peaceful co-existence, mutual tolerance, necessary understanding in [the school] and in other walks of life in the increasingly global, and yet in many places increasingly diversified world.”

Stated differently, the periodically addressed reason to inject the perspectives and ideas of multiculturalism into formal schooling is, on one hand, to clear an individual’s self-doubt and misconceptions about others’ socio-cultural values and practices (Cheng 2004). On the other, to help individuals acknowledge the existence of others and see others with different identity marks as partners rather than as rivals (Taylor 1994; Sliwak 2010). In effect, respecting racial and socio-cultural diversities in school learning is meant to ensure the prevalence of a system which

guarantees all inviting academic contexts where individuals experience the habit of solving differences through interpersonal and inter-cultural dialogues, discussions, open reflections and negotiations of differences in thoughts (Ovando, Collier and Combs 2003).

Schools in multiracial setting should be places where students feel secured and in no doubt to rejections and prejudice, and to celebrate diversity (Sliwak 2010; Sinagatullin 2003; Hollins 2008). As students develop multicultural competence, they could easily succeed in their after school life. Illustratively, Miller, Kostogriz and Gearon (2009:3), citing European Commission (2008:3), have pointed out, multicultural communication skills and experiences are practically important because, it may increase citizens employability, facilitate access to rights and services and contribute to solidarity through enhanced intercultural dialogues and social cohesion”.

Due to some evidences gained from teachers of Dalocha secondary school the school has problem in addressing multicultural education. Therefore, this study is aimed at the investigate problems and prospects of the multicultural education due to legal provision of inclusive education in diverse school setting. Specifically, the purpose of this study is to investigate whether or not the addresses diversity related expectations and directives that can promote multicultural education in the Dalocha secondary school. Dalocaha secondary school is one of four the secondary schools from Dalocaha Woreda Silte Zone.

1.2. Statement of the Problem

All evidences points to the reality that teaching students of multicultural backgrounds effectively is difficult; it is more than teaching content or objectively describing a set of issues (Gallos & Ramsey, 1997). It requires understanding students’ cultural as well as social life experiences. It questions our institutions and polices values and behaviors, definitions of truth and equity, choices and omissions, self-images and professional roles.

It is important to note that, on one hand, it is widely accepted that there is almost no better environment than a school setting for students to learn and experience how to respect each other, live together and benefit from each others’ differential cultural and social life experiences (Gallos & Ramsey 1997; Hollins 2008; Banks and Banks 2001). On the other hand, research findings have shown that there have been significant cases in which schools tend to establish their own culture of teaching (Hollins 2008; Sinagatullin 2003). Still, in some other cases, it has

been reported that some students are less likely to communicate their thoughts or feelings or to talk about their differences plainly owing to some barriers such as fear, uncertainty, misconceptions and limitations to the value of social and cultural differences for academic learning (Gay 1997; Banks & Banks 2001; Taylor 1994).

Correspondingly, Gay (1997), Banks & Banks (2001) and Hollins (2008) argue that schools where racial and cultural discrimination prevails hurt students' feelings and self-images that can last lifetime. This could negatively affect students' goals, ambitions, life choices and feelings of self-worth. Possibly, some more barriers to learning may exist either because they may be linked to the accustomed school system, culture of teaching, the teachers' own values of cultural issues, diversity, or it may be linked to the students' own behaviors, or it may be stemmed from outside the control of the school.

As commented by Gay (1997) and Hollins (2008), if a student lacks the access to exercise the behavior of tolerating and appreciating cultural and opinion differences, and if, on the other hand, his/her opinions lack acceptance, it could lead the individual to misunderstandings and confusions. Even worse is that the student may be forced to acculturate or accept other's opinions or beliefs at the cost of own individuality and identity. In some cases, the student may flounder between cultures without a specific sense of belonging to anyone (Gay 1997).

Typically, in countries like Ethiopia, where multi-ethnicity and multiculturalism is an everyday encounter, schools should entertain cultural values in school learning. Ethiopia has, for example, approved cultural policy in 1997 which assures equal access to culture for 'all nations, nationalities and peoples of Ethiopia'. Article 39/2 of the constitution of the Federal Democratic Republic of Ethiopia states: 'Every nation, nationality and people in Ethiopia has the right to speak, to write and to develop its own language; to express, to develop and to promote its culture; and to preserve its history' (Council of Ministers of FDRE, Oct. 1997). To circulate multicultural values of nations and nationalities, one element of the cultural policy reads: 'Cultural themes shall be included into the educational curricula with the aim of integrating education with culture and thereby to shape the youth with a sense of cultural identity'.

For Seelye and Wasilewski (1996:19), the main challenge in teaching culturally and linguistically diverse students is put as: 'The great challenge of our time is to view or not to view

cultural and linguistic diversity as a resource rather than as a problem. All students need to communicate their differences and learn to appreciate who they are.’ It means the primary reason why learners need to use their own thoughts and prior information is to learn how to think differently and develop multiple perspectives in the learning process. Contextualizing the scholarly views, the researcher conducted a pilot study to check out the planned research project at the actual school setting. The research conducted by Fiseha Motuma (2015) in Addis Ababa Minellik II and Dejazimach Wondirad secondary schools, on multiracial prospects and challenges in a multiethnic school learning states that, teaching in multiracial and multicultural setting appears to be more challenging. It often pressurizes us to feel uncertain and anxious about how to approach students of diverse backgrounds, how to behave in the classroom, and how to deliver an all-inviting lesson regardless of students’ differences. The gap of his study is that, the study mainly focuses on multiethnic school learning. Therefore, this study was aimed to assess the problems and prospects of multicultural education setting in case of Dalocha secondary school of Dalocha woreda. Due to this, the researcher will be expected from this study to fill the gap of multiracial prospects and challenges in multicultural school learning to ensure that all citizens could enjoy meaningful and measurable learning outcomes and equal school success.

1.3. Research Questions

Specifically, this research sought to explore and identify multiracial prospects and challenges in multiethnic school learning. It attempted to answer these research questions:

1. What understanding do teachers and students have, about the opportunities and challenges of multicultural existence in school learning?
2. What should a school need to fulfill to secure constructive multicultural prospects in which students benefit from the increasingly diverse school population?
3. What measures need to be taken to empower students to value and celebrate the contributions of multiple socio-cultural life experiences to academic learning?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The overall objective of this study was to investigate the problems and prospects of multicultural education setting in wolkite secondary school in gurage zone wolkite town.

1.4.2. Specific Objectives of the Study

To answer the basic research questions, this study was focus on the following specific objectives:

- Investigate the understanding of students and teachers about problems of multicultural education at wolkite secondary school learning.
- Assessing the mechanisms to secure constructive multicultural prospects in diverse school populations of wolkite secondary school.
- Investing measures to be taken to empower students to value and celebrate the contributions of multiple socio-cultural life experience into academic learning in wolkite secondary school.

1.5. Significance of the Study

In countries like Ethiopia, cultural diversity or multiculturalism is a matter-of-fact of school population. The researcher believes that this study was provided information about the problem and prospects of multicultural education setting in wolkite secondary school of wolkite town. Therefore, the study is significant regarding to the following points of view:

1. It explores and specifies prospects and challenges in multicultural school learning for better insights.
2. It offers the opportunities to look into individual themselves and their school systems.
3. It is taken-for-granted behaviors, beliefs and academic practices regarding the contributions of multicultural resources and experiences for school learning.
4. It initiates other researchers to undertake related researches and use it as literature review in the area.

1.6. Operational Definitions of Basic Terms

1. **Multicultural Education:** An equity education that values students' diverse cultural and social life backgrounds as decisive resources for school success.
2. **Multiculturalism:** the thinking, values and attitudes we attach to multicultural existences that strive to ensure equitable rights and access to all school services and resources.

3. **Multicultural school learning:** the attempts to implement inclusive school instructions and learning practices so that all students regardless of their diverse cultural differences express their own thinking and lived experiences differently.
4. **Prospects:** Own outlooks or perceptions about the existence and life of others.
5. **Challenges:** barriers or constraints that interfere in the efforts to practice multicultural responsive school instructions and learning practices.
6. **Opportunities:** favorable conditions that facilitate the attempts to validate multiracial and multicultural values in school learning.

1.7. Organization of the study

The research paper was organized in five parts. The first part dealt with the problems and its approach, the second part covers review of the related literatures, the third part presents the methodology of the data collection and the fourth part presents the analysis and interpretation of the data, and lastly, the fifth part disclosed summary, conclusion and recommendations. Finally, list of reference materials were indicated.

1.8. Ethical Consideration

Ethical permission sought from the respective wolkite University; a formal letter submitted to all the concerned bodies to obtain their co-operation, the interviewers, who were educated, got informed written consent from the study subjects prior to the study. Then the researcher would be give all the respondents informed that their responses of the questionnaires and interviews made with privacy and assured confidential and thanks to the respondents in the beginning and at the end of the data gathering process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with reviewing various literatures and research findings which are assumed to have relevance to the study. Thus, it was organized based up on the following major topics theoretical or conceptual framework of multicultural education.

2.1.Theoretical support of multicultural education

The theoretical support of multicultural education includes definitions of what multicultural education means. Some of these definitions rely on the cultural characteristics of diverse groups, while others emphasis social problems, political power and the reallocation of economic resources. Similarly some definitions seems to be limited to characteristics of local schools while others provide directions for school reform in all settings, irrespective of the characteristics (Enoch 2007).

2.2. Definitions of Multicultural Education

Numerous definitions of multiculturalism and multicultural education have been proposed by scholars, researchers and organizations. The following is an examination of various definitions proposed by several authors. This analysis is important because it gives a theoretical base for this study. According to Bennett (2003), “Multicultural Education is an approach to teaching and learning that is based upon democratic values and beliefs and that affirms cultural pluralism within culturally diverse societies in an interdependent world”. Gorski’s (2001) definition of multicultural education provided a strong foundation on which curriculum should be developed. Multicultural education is a transformative movement in education that produces critically thinking, socially active members of society. It is not simply a change of curriculum or the addition of an activity. It is a movement that calls for new attitudes, new approaches, and a new dedication to laying the foundation for the transformation of society.

Banks (1999) suggested a parallel view: Multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse, racial, ethnic and cultural groups will have an equal chance to achieve academically in school.

According to Nieto (2000) multicultural education is also a process of school reform and it is for all students. It permeates whole curricula as well as the all school organizations. As Sleeter and Grant (1988) defined, multicultural education is not one subject matter, but is education itself. Banks (1997) also stated the components required for ensuring a multicultural education are: content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and an empowering school culture and social culture. Apparently, each element relates to the others, and each requires considerable attention.

Finally, across these numerous definitions, the main similarities are: multicultural education is a process, and a transformative movement. Its content should be infused into entire curricula and school programs in order to build educational equity and social justice.

2.3. Multicultural education in Ethiopia

Modern states whether emerged from war and conquest through imposition of rule of the powerful over the weak and subjugated societies surrounding the main stream of state formation process or appeared as independent states with varied groups of societies as a legacy of arbitrary political unit consequent to de-colonization process, they have multicultural societies. States, once established as distinct sovereign territory where their ruling wing can fully exercise authority over the ruled, the next step will be nation building process to win consensus of citizens and to assure legitimacy of their governance.

However, this process of nation building took different form in different states which determined their destiny in fact. While many states have pursued their nation building process based on the assimilation approach oriented to create peculiar society with unique identity by imposing majority's identities over minority identities on the rationale of national unity, many other follow multicultural state building approach which accommodate divers identities for the same purpose (Yonatan, 2008). In both cases education has role to play to win the heart and mind of citizens and then to accept rule of the state and to give their allegiance for the rule and to remain as politico-legal members of the state.

Either approach they followed, modern states have applied education mainly citizen education, as a medium to diffuse and orient their aspired state identity. Needless to say the centrality of

education is not only to equip citizens with knowledge and skill instrumentals but also to verse with the political ideas of the state. It is through citizens' education that states communicate their identity and heritages, their distinct values and interests, and their vision of future destiny as a political unit. More specifically, modern states organize citizen education based on the nation building approach they follow as means of safeguarding national unity and as instrument for national objective attainments. For instance, in the United States in the immediate post-civil war years, political science emerged as fields of study to solve emergent political and social problems of the state (Owen, 2004). Owen adds, in the United States Political Science was at the forefront in inculcating citizens with timely evolving problems to ensure America's unity and democracy until Civics Education was separately emerged in 1980s to teach citizens with ideas of political participation and political knowledge following the decline of American youth's civic engagements in national affairs.

Bandyopadhyay and Green (2008) have also noted, education as core player of nation building process has been also applied in newly independent African state mainly in Kenya, Nigeria, Mozambique, and Zambia. Harber(1989) as quoted in Bandyopadhyay and Green (2008) Kenyan 1975 curriculum states 'education in Kenya must foster a sense of nationhood and promote national unity.' Overall, regardless of the approach of nation building followed by states, in most cases education has played irreplaceable role to promote national unity and varied national objectives. However, impacts of education in nation building process largely depend on the political decisions of regimes in power of each state. Thus, while many states able to pass through successful citizen education which contributed much to their stability, national unity, and culture of democracy, in failed nation building attempts civic education remained unfruitful in diffusing values and identities of the state over majority of the citizens of the state.

2.3.1. FDRE: Education as Par Excellence of Guarantee of National Unity and Multicultural Democracy

Assimilationist approach of Ethiopian nation building process only led to armed struggles by ethno-nationalist movements. Hailesilasse's intention to assimilate Eritreans and compulsory language education policies only forced Eritreans to wage war of liberation in 1961, one year before the decree of unification passed. Oromo nationalist (mainly OLF) too forced to the bush in need of independent Oromiya state. In the same vein, Tigrayan nationalist have also decided armed struggle as the only means to respect their historical rich identity and to ensure democratic participation in Ethiopia. Many other ethnic groups too waged armed struggle one after the other either as separatist or democratic movements under the realm of Ethiopianness.

Finally, after 17 years bitter armed struggle the TPLF led EPRDF coalition forces toppled down the Derg and replaced government power. Thus, proving the failure of the century old nation building process, it was mandatory to pursue new path of national unity. After all, assimilation policy of unity had already cost Ethiopia national integrity. Eritrea won the battle and established its own government. Other ethno-national forces were seeking independence while the new coalition government was looking how to save integrity of the Ethiopian state. Thus, it became clear that the mercy of Ethiopian unity was only rest on the recognition of multicultural identity of the state. The only remaining avenue of national integrity was democratic unity (FDRE, 1995).

In fact multicultural education is becoming inescapable path to foster national unity and democratic participation of diversified societies in many states. For example, in Canada since the early years of 1970s, government accepted to reformulate its education policy vis-à-vis the growing Canadian multilingual and multicultural society (Chahal, 2004). In United States too significance of multicultural education is gaining momentum to promote democratic values (Moore, 2008). Apparently, post-1991 Ethiopia education policy is formulated to meet new national political, economic and social objectives. The incumbent government has enormously worked to make education compatible with the new quest for democratic national unity. However, some cynic observers view the new move to multicultural education as short-sighted decision of the government in power only done to serve limited political interests. Perhaps, if not for political and academic blindness, the only viable option of maintaining national unity and promotion of democratic politico-economic and socio-cultural governance of multicultural states

is vested on accommodative political system. Thus, as education remains with pivotal role to communicated as well as to realize national objectives, Ethiopia`s effort to implement multicultural education deserves limitless appreciation.

2.4. Goals of Multicultural Education

In the past, multicultural education was a term that considered differences. The term “melting pot” characterized a single American culture by combining the strengths of many cultures into something new and unique (Bennett, 2003). Today, “cultural pluralism” has emerged as an alternative to the melting pot. Maxim (2006) described cultural pluralism as how all the parts of society contribute to an American whole. Banks (1999) provided an interesting description of cultural pluralism:

Since schools represent community, importantly, schools must reflect the diversity of society. “If children frequently observe ethnic conflict among different minority groups in their neighborhoods, their behavior in school may mirror that conflict” (Pattnaik, 2003). Schools can make a significant difference for respect for diversity. The key factor is to help children construct an understanding of different cultures, respect for differences, and at the same time, overcome racial and ethnic barriers.

Bennett (2003) argued that educational excellence in schools cannot be achieved without educational equity. Equity in education means equal opportunities for all students to develop their fullest potential. Banks (1992) proposed that the goal of multicultural education is an education for freedom that should help students to develop the knowledge, attitudes, and skills to participate in a democratic and free society. He stated that “multicultural education promotes the freedom, abilities, and skills to cross ethnic and cultural boundaries to participants in other cultures and groups” (p.23).

According to Banks (1992) multiculturalism is a way of thinking and it appreciates and respects other perspectives. Kendall (1983) has parallel thoughts with Banks; she also states other goals for multicultural education: first, to teach children to respect others` cultures and values as well as their own, second, to help all children learn to function successfully in a multicultural, multiracial society, third, to develop a positive self-concept in those children who are most

affected by racism-children of color, fourth, to help all children experience both their differences as culturally diverse people and their similarities as human beings in positive ways, fifth, to encourage children to experience people of diverse cultures working together as unique parts of a whole community.

Educators today suggest infusing multicultural content into the entire curriculum and school program. Since children begin to notice differences and develop racial/ethnic biases at a very young age (Derman-Sparks, 1989); multicultural education should be implemented into curriculum in early childhood programs as well. Therefore, multicultural education needs to be provided from an early age so that children can develop positive attitudes toward people from other cultures. Integrating anti-bias, multicultural curriculum goals into the educational program of all children is, therefore, relevant, reflects the needs and interest of the children, and builds upon what children already know. Derman-Sparks (1989) provided four objectives of multicultural education to be fostered in each child: construction of a knowledgeable, confident self-identity; comfortable, empathetic interaction with diversity among people, critical thinking about bias, and the ability to assert one's own rights and the rights of others in the face of bias.

In sum, to build a rich multicultural program, educate children effectively, and build good relationships with families, the need is for learning how to respond to cultural and ethnic differences. This means that integrating multicultural curriculum goals into the educational programs help children to respect and understand diverse cultures.

2.5.Multicultural Education Approaches

Advocates of multicultural education generated approaches for how to accomplish multicultural education in practice. Bennett, Banks, Gay, Sleeter, and Grant are among the leaders in the field who have developed models for implementing multicultural education. For example, Banks (1993) identified four approaches to multicultural education, each increasingly more significant and comprehensive: teaching about contributions of culturally different groups and individuals, an additive approach in which multicultural lessons and units of study are supplements or appendages to existing curricula, a transformational approach in which the basic nature of curriculum and instruction change to reflect the perspective and experiences of diverse cultural, ethnic, racial, and social groups, and a decision-making and social action approach that teaches

students how to clarify their ethnic and cultural values and to engage in socio-political action for greater equality, freedom, and justice for everyone.

Sleeter and Grant (1988) generated five common approaches: (1) teaching culturally different students to fit into mainstream society; (2) human relations that emphasizes diverse peoples living together harmoniously; (3) single group studies which concentrates on developing awareness, respect and acceptance of one group at a time; (4) focusing on prejudice reduction, providing equal opportunities and social justice for all groups, effects of inequitable power distribution on ethnic or cultural groups; and (5) multicultural and social re-constructionist for teaching students to become analytical and critical thinkers and social reformers who are committed to redistribution of power and other resources among diverse groups.

Since other proposed approaches to multicultural education are variations, Gay (1988) generalized three general approaches that can be extrapolated from these more specific approaches: teaching content about cultural pluralism, teaching culturally different students, and using cultural pluralism to teach other academic subjects and intellectual skills. Teaching content about cultural pluralism is the most traditional and common approach. It is primarily content-centered, with an emphasis on developing units of instruction (lessons, modules, courses) about the history, heritage, contributions, and social issues of ethnic groups (Gay, 1988).

Teaching culturally different students is more process-oriented than content oriented. Its center of attention is establishing more effective instructional relationships and rapport with students from different ethnic, cultural, and racial backgrounds as a basis for improving educational opportunities and outcomes. Teachers, administrators, counselors, and supervisors learn about the cultural values and experiences of different cultural groups to determine how they may affect attitudes and actions in teaching learning situations (Gay, 1988). Whereas teaching about cultural pluralism emphasizes materials development and curriculum design, teaching the culturally different gives priority to teacher education, staff development, and classroom instruction (Bennett, 2003).

The third approach to multicultural education combines content and process, and is often referred to as infusion. In practice, it means using culturally pluralistic content, experiences, and perspectives in teaching other knowledge and skills. Ethnic and cultural materials provide the

contexts for students to practice and demonstrate mastery of more general academic and subject matter skills (Gay, 1988).

In primary school programs, educators usually adopted Sleeter and Grant's (1988) human relations approach and education that is multicultural and social reconstructionist in technique. But today, early childhood educators accept that anti-bias multicultural education is the most appropriate approach for young children. Because anti-bias multicultural approach encourages the development of positive attitudes towards others while seeking social justice, and it considers multicultural education in terms of the totality of the child's education, not just a part of education. It becomes essential to all aspects of daily classroom life (Derman-Sparks, 1989).

In sum, this section focused on various approaches to multicultural education on both the general education and the early childhood perspective. The next section provides guidelines for developing effective multicultural practices in primary education programs.

2.6. Guidelines and Strategies for Developing Effective Multicultural Practices

Teachers play an important role in children's lives, and they affect children's views, conceptions, and behaviors (Ming & Dukes, 2006). Young children's perspectives on diversity are influenced by the beliefs and behaviors of family members and teachers. (Ramsey, 1987; Seefeldt, 1997). These people have significant power in guiding children's learning about cultural differences, either positively or negatively. Active intervention by teachers through all aspects of daily classroom life can change children's negative concepts about another group. A more global perspective involves influencing the environment in which children's daily classroom lives create an anti-bias culture in their classrooms, thus preparing children for a diverse world.

In order to have an effective multicultural and anti-bias curriculum, teachers must examine their own knowledge and teaching behavior; and second, they must examine the values, beliefs, and perspectives of the cultural groups, who are the subjects of their teaching (Seefeldt, 1997). Advocates of multicultural education must ask the question, "What is the importance for teachers to know themselves, to examine their own attitudes and values toward other people?" According to Ramsey (1987), one answer is that challenging and exploring habitual attitudes and beliefs creates a state of cognitive dissonance that can lead to growth and development of thought. A

person can either justify the preexisting points of view or explore the basis for beliefs and gain new knowledge. When done in a group setting, this self-reflective process is most effective in a safe and supportive environment.

Also important is that teachers' beliefs, values, and perspectives of the other cultural groups affect curricula and teaching practices (Garmon, 2004). As teachers examine and realize their biases and stereotypes, they begin to recognize how these biases influence their teaching and relationships with children who are culturally diverse. Ming and Dukes (2006) pursued the examination of beliefs and values as introspection. "During this time of self-reflection, teachers analyze their own feelings toward those who are culturally different, determine how it relates to the dominant culture, and think about what frame of reference influences these feelings" (Ming & Dukes, 2006,)

After this self analysis, teachers must learn about cultural groups that they are teaching. "They should also acquire the skills needed to translate that knowledge into effective instruction and enriched curriculum" (Banks et al., 2001, p.197). Building a global understanding between dominant and minority culture(s) in their classroom by using culturally responsive strategies, and activities is essential. According to Banks et al. (2001) and Ramsey (1987), teaching should be culturally responsive. Culturally responsive teaching is a pedagogy that recognizes the importance of children's cultural references in all aspects of learning (Ladson-Billings, 1994). Culturally responsive teaching strategies bring home and community culture into classroom practice. "Effective teachers use knowledge of their students' culture and ethnicity as a framework for inquiry and they organize and implement instruction" (Banks et al., 2001, p.198). Those are the teachers who understand, accept, and adopt multicultural perspectives.

According to Derman-Sparks (1989) implementing anti-bias multicultural curriculum requires sensitivity and respect for individuality. She maintained that while implementing multicultural aspects into daily classroom programs, teachers should challenge children with practical critical thinking and activism. "The point to remember that is, an anti bias approach integrated into rather than added onto, existing curriculum" (Derman-Sparks, 1989, p. 8). Banks (1991b) suggested a parallel view that multicultural education is, holistically, an integral part of the total curriculum.

Meyer and Rhoades (2006) stated that programs that consist of food, festival, folklore, and fashion may not be multicultural in focus. According to Meyer and Rhoades (2006), studies emphasize a skewed view of ethnicity, gender, and minority cultures. Rather than produce multicultural relationship, they emphasize the differences, which may teach some level of tolerance, but not understanding. Like Meyer and Rhoades, many researchers shared a parallel view about this issue (Pattanik, 2003; Aldridge, Calhoun, & Aman, 2000; Derman-Sparks, 1989). According to Pattanik (2003), this particular viewpoint reflects a tourist approach. In such an approach, minority cultures are not integrated into the school's total framework; rather, the cultures are relegated to certain times during the year. Therefore, children of the majority culture may perceive minority cultures as trivial; minority children may feel the same about other cultures and sometimes even about their own.

Derman-Sparks (1989) highlighted that tourist curriculum emphasizes the exotic differences between cultures and does not deal with real life, daily problems: Children "visit" non-White cultures and then "go home" to the daily classroom, which reflects only the dominant culture. The focus on holidays, although it provides drama and delight for both children and adults, gives the impression that is all "other" people –usually people of color- do. What it fails to communicate is real understanding. Derman-Sparks (1989) argued that early childhood teachers can avoid the dangers of the tourist approach through anti-bias curriculum. Anti-bias curriculum provides a more inclusive education: a) It addresses more than cultural diversity by including gender and differences in physical abilities; b) it is based on children's developmental tasks as they construct identity and attitudes; and c) it directly addresses the impact of stereotyping, bias, and discriminatory behavior in young children's development and interactions.

Jones and Derman-Sparks (1992) and Ramsey (1982) highlighted other problems of inappropriate approaches found in early childhood programs:

1. Focusing on giving information about other countries. For example learning about China. An appropriate approach would be learning about Chinese-Americans or their culture.
2. Being colorblind. This approach ignores the children of color and their cultural background, and establishes the dominant culture experience as the norm.

3. Assuming that multicultural education is necessary if diversity exists in the classroom. Implementing multicultural curriculum into whole school programs is also an issue for teachers in totally Caucasian classrooms.

Jones and Derman-Sparks (1992) and Ramsey (1982) argue that multicultural education often fails to its mission because of the above unexamined beliefs held by teachers and administrators. Creating a diverse environment is another important step in implementing a multicultural curriculum. In her book, Derman-Sparks (1989) highlighted ways that teachers can develop an anti-bias curriculum by focusing on the visual aspects of the classroom environment, toys and materials, and classroom practices. Other authors also have identified developmentally appropriate anti-bias skills and tools to help young children recognize and criticize stereotyping (Hall, 1999; Copple & Bredekamp, 2006).

Based on the aforementioned studies, posted images (photos, posters) should show various cultural backgrounds of people (children, families) in the classroom. Dramatic play equipment and objects should reflect cultural diversity. Cooking tools, clothes, personal objects, and objects used for holiday celebrations should reflect a variety of cultures. Art materials should include skin tone (tan, brown, and black) paint, paper, markers and crayons. Baby dolls should represent various racial and ethnic backgrounds. Manipulative materials (puzzles, little people figures, and games) should depict diversity in race and ethnicity. Music is the universal language, so teachers should have various musical instruments and CDs in their classrooms. Singing and teaching songs in other language reflect various cultural styles. Teachers should use music from other cultures for a background, movement, dancing and nap-time lullabies. The classroom environment should also provide opportunities for children to experience other languages. Teachers should reflect spoken and written language represented in the classroom. Teachers can teach children other languages (common words, colors, numbers, food names, family names, months of the year, days of the week, greetings), and display different writing systems in the classroom. Labeling classroom materials in different languages provides awareness of cultural differences and similarities.

The use of multicultural children's literature is a key ingredient in the school programs. Pattanik (2003) stated that designing a literature-based curriculum can help young children develop understanding and respect for other cultures. According to Pattanik (2003:210), "Children's

literature is a critical component in an intercultural curriculum, because it conveys difficult and sometimes abstracts concepts in a simple yet effective manner to young children". Children books should present real images and information, and reflect different languages and cultures. Books should show people from around the world living their daily lives, and they should contain settings in the United States that help children build an accurate conception of the culturally diverse nature of the country (Meyer & Rhoades, 2006). Teachers should choose books that represent different ways of living. Books should contain different people from different cultural backgrounds solving similar problems.

In dealing with issues of diversity and multiculturalism, school management teams and educators can use strategies suggested by Lee (2010:158). There are four basic attitudes according to Lee individuals can strive for which includes understanding, empathy, tolerance and willingness to communicate.

- **Understanding**

People cannot be discriminated against based on sex, race and so forth, everyone needs to be treated the same. This can cause problems regarding behaviour amongst people. Not all people are the same and differences amongst people do exist. Therefore, to treat everyone the same without regard to their human differences can only lead to problems. We need to understand cultural factors can cause people to behave in different ways and these differences should be respected.

- **Empathy**

In any organization, people should try to understand the perspectives of others for example organization consisting predominately of men should be supportive when a woman joins the organization or management structure.

- **Tolerance**

Despite people learning to understand others and even trying to empathize with them, they might still not accept or enjoy some aspect of their behaviour, such as bullying, behaviours, which

break social rules, like lying, stealing amongst others. Tolerance is about accepting people for who they are, not about accepting bad behaviour.

- **Willingness to communicate**

Willingness to communicate can often lead to problems being magnified because people are afraid or unwilling to discuss issues relating to diversity or multiculturalism. For communication to work more effectively it must work in two ways. If for example people feel their behaviour is offensive to someone else, they should be able to ask the individual to stop or change their behaviour. In the same manner if someone is offended by someone else's behaviour, they should be able to explain to the individual how their behaviour is being perceived and request the person stop, as it might cause further problems (Lee 2010:158-159). While it is important for individuals to deal with issues of diversity, the organization also plays an important role in the process of managing diversity. Through policies and practices, people within the organization can come to understand what behaviours are appropriate and what are not. Therefore, training for diversity and multiculturalism is very important in managing diversity. The following are issues organizations and schools need to look at: -

2.6.1. Organizational policies

Organizational policies provide the starting point in managing diversity and issues of multiculturalism as this affects the people within the organization directly. This can be seen through equal employment opportunities, as it will help determine the potential of diversity within the organization. Another way in which policy affects diversity and multiculturalism is how problems are addressed which arises from different people within the organization. The most effective way however, through which an organization can reflect its position regarding diversity and multiculturalism is through its mission statement. Everyone who encounters it will grow to understand and accept the importance of diversity and multiculturalism within the organization.

2.6.2. Organizational practices

The management of diversity and multiculturalism can be done through a variety of ongoing practices and procedures, such as for example making important committee teams more diverse.

Lee (2010:159-160) states even though diversity exists within the broader structure of the organization it does not reflect diversity in groups such as committees or teams, implying diversity is not a fully ingrained element within the culture of the organization.

2.7. Diversity and multicultural training

Diversity and multicultural training in organizations has been an effective means of managing diversity and minimizing conflict. Diversity and multicultural training should be designed to allow members of an organization to function in a diverse and multicultural workplace. The training can be done in a variety of ways, organizations can help people learn more about their similarities and differences, men and women can be taught to work together. In the same manner, white and African managers may need training to understand each other better. Some organizations according to Lee can provide language training as a means for managing diversity and multiculturalism.

2.7.1. Organization culture

The culture of the organization will reflect a commitment to managing diversity and multiculturalism. An organization, which truly wants to promote diversity and multiculturalism, must shape its culture to support diversity and multiculturalism throughout the whole organization. This can be reinforced through clear and consistent set of policies and practices allowing diversity and multiculturalism to become a fundamental part of the organization. Another researcher who also shares his views on managing a multicultural environment and diversity is Maloney (2001). According to him, a successful manager is one who is able to adopt management practices helping them to become more effective. Maloney (2001) states a successful manager possesses the following characteristics.

2.7.2. Overcoming the language barrier

Learning to speak a language other than their own will assist both school management teams and educators in overcoming the language barrier and thereby gaining the respect of others.

2.7.3. Learning about the culture of others

Learning the cultures of others will allow the school management teams and educators to understand each other and understand what acceptable and unacceptable behavior of others are.

2.7.4. Accepting and appreciating the differences others bring to the work place

Issues such as racism and prejudice will sometime or the other appear within the workplace, and thereby create tension and disrespect amongst individuals. Finding ways to address these issues effectively is important and all need to be treated with respect and dignity regardless of race or culture.

2.7.5. Successful communication of proper conduct

By establishing policies within the workplace, would communicate to all what proper conduct of school management teams and educators are within the workplace. School management teams and educators face many challenges in the management of a multicultural teaching environment. The strategies provided by Lee and Maloney are just some of the methods school management teams and educators can use in managing the challenges diversity and multiculturalism present.

2.8. Challenges in the Management of Multicultural Education

A key element regarding the challenges of multicultural education is the notion implying all learners are entitled to “equal opportunity to learn in school” (Banks 2004). Nieto (2004) agrees by explaining the challenges within multicultural education is the rejection of racism and other forms of discrimination in schools and society, acceptance and affirming of pluralism (ethnic, racial, linguistic, religious, economic and gender, among others) learners, their communities, and educators represent.

According to the Social and Cultural Foundations of American Education (SCFA) (2010), educators are facing new challenges everyday due to the global society within which they live. The traditional teaching methods are being challenged to focus more on the needs of the learners in today`s society. School management teams and educators need to learn to adjust to a more multicultural dynamic school environment. Multiculturalism asserts the idea “modern societies should embrace and include distinct cultural groups with equal social status”. Learners are

diverse; they come from different backgrounds, families, lifestyles, environments, and locations and some do not speak English. The task of the school management team and educator today is to adapt their management and teaching styles to encompass all the diversity, which they have in their schools and classrooms.

The challenge of managing multicultural education, according to Guang-Lea (2002) is it suffers from a disturbing gap between stated ideals and actual practices; implying what is supposed to be happening and what is actually happening within the schools are two different things. Guang-Lea also asserts there are many efforts focused on the implementation of multicultural education, such as education associations promoting multiculturalism, National Council for Accreditation of Teacher Education standards (NCATE) specifying multicultural experiences for teacher education learners and individual educators making efforts to improve their ability to teach learners from diverse backgrounds.

However, despite the above the discussion about multicultural education efforts seems to outweigh the actual efforts (Guang-Lea 2002). Even though efforts have been made to incorporate ethnic diversity into educational programmes, the biggest challenges for school management teams and educators is to acquire professional training, improving the skills of school principals in managing their schools, provide culturally-rich curricular materials, and create a multicultural environment, involving all parents, family and community members in the educational process are still huge. These challenges, will continue until efforts are made for it to become a reality (Guang-Lea 2002). How can these challenges be changed into reality? The following are but some of the ways in which the challenges multicultural education presents can be managed:

2.9. Management of challenges in multicultural education

2.9.1. Curriculum Reform

The first process in managing the challenges of multicultural education focuses on changing the goals and structures within the curriculum. Learners are exposed to information through books, lessons and group discussions concerning various ethnic and cultural groups. Educators have a responsibility to become aware of what learners learn through the curriculum. The curriculum is defined as “a way of ordering content, such as subjects taught, instructions and assessment as

well as the purposes for teaching and learning in schools” including content from textbooks, curriculum standards and guidelines. The curriculum also informs the educators how material is organised and around what issues it is organised (Walker as cited by Sleeter 2005:5).

Changing the curriculum is necessary in achieving the aims of multicultural education. As the curriculum is the structure in which teaching and learning takes place, it serves as the ideal place to understand the aims of multicultural education as it includes a plan of ideas of what is taught and the goals of school manager’s and educators. The curriculum needs to acknowledge diverse groups, recognize cultural differences, academic challenges, learner interactions, resources and assessment practices and techniques (Naidoo 2007:34).

In bringing about changes to curriculum, developing skills and creating an awareness of the curriculum content and teaching strategies needs to be emphasized. Making changes to the curriculum requires making changes to the skills of school managers and educators. These changes include looking at their professional growth and effectiveness as well as looking for strengths and weaknesses within the curriculum. According to Gorski (2010) the fundamental values of a good curriculum is accuracy, completeness and inclusion. He states accuracy and completeness relates to and refers to the extent to which information presented represents a full picture of a given topic through various sources and perspectives, if for example history textbooks represent all people of colour as slaves, does one present sources representing otherwise. Educators have an obligation to reassess both accuracy and completeness of the curriculum. Educators should have the perspective, knowledge base and understanding of their subject or learning area, as this would enhance their understanding of the learners thinking in the subject or learning area.

The effectiveness of multicultural education within the curriculum requires cultural diversity in all curricula materials (Guang-Lea 2002). Instructional materials reflecting a nation`s increasing diversity would allow learners to accept other people`s differences. It will also allow learners to understand people`s similarities, to acknowledge theirs and other peoples cultural heritage, and develop a positive cultural identity and appreciate the unique contributions of all cultures (Banks 1994; Bishop 1997; Wardle 1993 cited in Guang-Lea 2002).

The task of school management teams and educators concerning curricula materials is to scrutinize all printed and non-printed materials for bias, racism, omissions and distortions. They need to look for and discard materials which show people`s culture in a derogatory or demeaning light and the use of stereotypical images portraying characters, for example all families are two-parent and white and living a middle-class lifestyle. Guang-Lea states a curriculum, based only on the knowledge and perspective of the dominant culture, would encourage admissions of racism and oppression within society. A curriculum as such would in fact support the superiority of the western thought over all others and would provide minimal or no introduction to other cultures. Changing the curriculum needs to be accompanied by changes within the school environment demonstrating respect for all forms of diversity. The second manner in managing the challenges of multicultural education is through the development of professional development programmes.

2.9.2. Professional Development Programmes

Noel (as cited by Guang-Lea 2002) asserts educators who fail to accept racial and cultural differences will fear and dislike those who are physically and culturally different. Noel further states educators` judge learners from a culturally different background, ability and characteristics even before they meet them. To overcome these educators need to acquire professional training allowing them to work with learners from different types of backgrounds, training will allow them to understand the effects of culture on learning, and convey feelings of acceptance and respect for all people. Manning and Baruth (as cited by Guang-Lea 2002) states in addition to educators receiving professional training, it must be accompanied by a sense of commitment and a prerequisite for teaching. They should also not just know a relationship exists between cultures and education, but by continuing to teach in styles and strategies appropriate only for one culture will fail to meet the needs of learners from other cultures. Fioriello (2010) states professional development of educators will help educators to identify certain facets of classroom teaching to preserve an atmosphere of homogeneity in the most diverse environments in schools with diversity. Educator education programmes according to Barnes (2006) will create a learning environment where future educators can learn to welcome and support all learners. The third manner of managing multicultural education is through creating a school environment demonstrating multiculturalism.

2.9.3. School Environment Demonstrating Multiculturalism

Schools are representatives of our culturally pluralistic society; educators are responsible therefore to plan appropriate learning experiences for different learners, as well as learners from different economic, social and religious backgrounds. While doing their planning school managers and educators need to answer the following questions: How will cultural differences affect testing and assessment? What special problems will learners from diverse cultures bring to school? How will learning styles of learners differ (Guang-Lea2002)? The successful functioning of multicultural education is dependent on the effective management of this diversity.

According to Gorski (2010), managing diversity should be a comprehensive, holistic process for developing the environment, which works for all. Using Gorski, in referring to the South African school context managing diversity should be an ongoing process where the capabilities of educators, learners, parents and the community are unleashed. According to Kottolli (2006), cultural diversity can have a positive and negative impact on school. While the positive affect of cultural diversity can improve conditions within the organization through an increase of creativity. This can be achieved by being more resourceful, having a vision for success from those within the organization, developing a better understanding of problems within the organization, the search for better solutions to problems, better decision making and an increase of effectiveness from those within the organization. The negative impact of cultural diversity according to Kottolli can lead to faulty management, lack of training, not willing to change or accept change, lack of skills and politicizing issues negatively affecting the working conditions within the organization.

These and other questions would raise the level of what school management teams and educators should do to foster multicultural education. A once a weekly multicultural or an occasional unit has not and will not work, as simply being aware of diversity does not necessarily result in acceptance and respect of learners who are different. In influencing the schools culture, every effort should be made to ensure multicultural perspectives are incorporated into all aspects of school life by promoting diversity as a positive learning experience. This can be done by way of including multicultural perspectives across all learning areas, incorporating multicultural, anti-racism and human rights perspectives in school policies and practices, as well as enhancing

educators` and learners` intercultural understanding and cross cultural communication (Victoria 2009). A school environment reflecting the cultural diversity of its learners and educators, the curriculum, learning environment and the mindset of all need to become multicultural in nature, as well as include changes in the way schools are managed and the skills school managers need in order to become more effective (Guang-Lea 2002:1). The design of the curriculum needs to ensure the development of skills, knowledge, values and attitudes allowing learners to contribute to their own success as well as to the success of their family, community and nation as a whole. The fourth manner in managing multicultural education is through the process of leadership and management in schools.

2.9.4. Leadership and Management of Schools

The role of school managers is important in the achievement of the learners and the changes within the school and the curriculum (Gamage, Adams & McCormack 2009:1). Many scholars according to them acknowledge the importance of school managers improving school and learner performance. Effective leadership helps to develop a school climate and culture motivating the educators and learners in working towards creating a better teaching and learning environment. School managers are accountable for the success of the learners and improving conditions of teaching and learning, they should begin to develop a shared vision for motivating and stimulating educators and learners to work together. School managers are regarded as being the front-runners in managing the school and taking the school to new levels of effectiveness (Hess & Kelly 2007). Gamage *et al`s* (2009) reference to literature shows the leadership behaviour of the school managers has an important influence on creating effective schools. They state the following authors: Quinn 2002; Cotton 2003; Gold, Evans, Earley, Halpin and Collarbone 2003; Gamage 2006b; Gentilucci and Muto 2007 found the following behaviours of school managers have a significant influence on learner achievements:

- Establishing a clear focus on learners` learning by having a vision, goals and high expectations of learning for all learners.
- Interactions and pleasant relationships with all stakeholders regarding communication, interactions, emotional and interpersonal support as well as parents being visible and accessible.

- Developing a school culture conducive to teaching and learning through shared leadership, decision-making, working together, taking risks leading to continuous improvements.
- Instructional leadership through discussions of various issues, observing classroom teaching and providing support and protecting instructional time.
- Becoming accountable for affecting and supporting continued improvements through monitoring progress and using learners progress to improve programmes provided (Adapted from Cotton 2003).

Effective school leadership and management can have a positive impact on the success of the school through enhanced school performances and learners achievements. School managers are regarded as “those persons who occupy certain positions within the school, working with others in providing directions and influencing educators and activities in order to achieve the goals of the school” (Leithwood & Riehl 2003). Gamage *et al.* (2009) state research done by Townsend (1997) shows an effective school can be characterised by good leadership, educators, policies and a safe and supportive environment where parents, educators and learners can be encouraged to work as teams towards a common goal.

The leadership of school managers is necessary but not sufficient as the contributions of educators make a big difference to the management of the school. Developing educators’ skills and the differences they will make to the management of the school is important. School management teams and educators need to work together and share in the leadership of the school (Goniwe 2004:7). This will contribute to the success of implementing an education programme multicultural in nature as the needs and contributions of all are considered. The fifth manner in the management of multicultural education is through the participation of parents, families and the community.

2.9.5. Parents, Families and the Community

The successes of implementing education programmes multicultural in nature recognize the role of parents, the family and the community. The problems schools encounter in helping learners achieve academic skills and becoming productive citizens can become increasingly difficult, unless it seeks the support of the parents and the community. The support of parents, the family

and the community in a democratic multicultural nation is important in achieving the overarching ideals of the nation, such as human rights, justice and equality and therefore become committed to the maintenance and protection of these ideals.

Democratic citizens should be willing and able to take action to close the gap between these ideals and the practice violating them, such as social, racial, cultural and economic inequality (Banks cited by Democracy and Diversity 2005). Barnard (2004) Manz, Fantuzzo and Power (2004) define the involvement of parents as being involved at school, through parent-child educational discussions, homework help, time management and parent educational expectations. Christenson and Hurley (as cited by Smith & Wohlstetter 2009) states 'parental involvement', 'family involvement', 'parent engagement', 'parent empowerment' and 'school-family partnerships' are often used interchangeable, therefore parent involvement need to be used to encompass activities parents engage in order to help their children succeed at school. While it is important parents fulfil their obligations, it is necessary for schools to realise the situations parents face could hinder their ability to do so, such as working extra hours, single parents, and struggling with poverty.

Involvement and participation at schools is not only limited to the parents and learners, everyone within the community gains from a good school. A good school according to Johnson (2004) increases the property values and improves the quality of life for all members of the community. The school is an integral part of the community. The community is filled with volunteer organisations, which can provide many services and benefits to the school. Reflected in the faces of the learners is a community, which shows an interest in their school. Schools are essential for businesses in the community to thrive. Collaborative efforts between schools and businesses will cause both to benefit from these efforts. Schools are an investment worth making. Through various programmes such as internship, mentoring and shadowing, businesses are able to help learners discover their talents, abilities and skills and be able to apply lessons learned in the classroom (Johnson 2004:5). The sixth manner of managing multicultural education is through language development.

2.9.6. Language development

As racial, cultural and linguistic diversity increases, so does the importance of language development within our schools. Language plays a fundamental role in the education process. Nesamvuni (2009) asserts learning between educators and learners can only take place when they have the skills to communicate effectively with each other. Language as a process shapes our world and has always been a controversial issue in education both in South Africa and in the United States. The drive for the use of mother-tongue education compare to the ever-pressing need to be able to use English as a language of learning and instruction in determining the success in any classroom communication skills are critical (Welsh 2010). Even more so in a multicultural learning environment as educators and learners often face language and cultural barriers at the same time. Clarke (2007) states a language and communication barrier forces learners to communicate in a language other than their own home language. Schools continue to underestimate the impact this has on learners, despite this fact, learners are able to communicate effectively within a social context in their second language, it does however not imply they are able to learn effectively in this language.

Clarke states research has shown, ideally all learners should be taught through the medium of their home-language at least to the end of grade six and preferably longer. Multicultural education would be able to help learners become more proficient in a language or languages other than their own, it would allow them to develop an in-depth knowledge and an awareness of their own and other cultures, as well as gain a better understanding of and skills to interact in, intercultural settings. The seventh manner of managing multicultural education is through the use of effective teaching methods (Clarke, 2007).

2.9.7. Teaching Materials and Methods

The use of teaching materials such as textbooks, television, computers amongst other can help learners from different racial backgrounds and ethnic groups develop a more democratic attitude and perception of others (Bunker 2003:1706). The teaching and learning methods of the educators need to be more accessible and equitable to the learners. According to the Kea, Campbell-Whatley and Richards (2006:8-9) subjects, reading materials and methods of teaching should include the interests and contributions of the diverse learner population of the school. The

resources and reading materials to study and learn about these subjects should be made available for the learners either in the school library or on the internet. Kea *et al.* (2006) also stresses the importance of providing different activities through which learners would be able to gain knowledge or skills demonstrating competence within the learner.

The development of teaching materials and methods according to Kea *et al.* (2006) needs to promote collective participation of learners through interaction with others, by getting learners to engage in discussions on issues of beliefs and assumptions of others. It also needs to encourage learners to participate in games and cross-cultural interactions as a way of experiencing firsthand the socio-cultural differences of others who are different from them. Learners should also have the opportunity to interview family members for example grandparents and parents as a way of understanding the effects of cultural on their lives. The development of teaching materials and methods should also allow the learners the opportunity to experience the effects of racial and ethnic identity in their educational development as well as examine their own personal history and development regarding their awareness of their identity and values they have (Kea *et al.* 2006). Introducing educators and learners to the use of different types of materials and teaching styles will help with introducing the concept of multicultural education within the classroom (Zimmerman 2006). The eighth manner of managing multicultural education is through educator and learner interaction.

2.9.8. Educator and Learner Interaction

Educators are the best at becoming agents of change. According to Gnawali (2008), educators are the ones responsible for the changes taking place in learners. He states their words and actions trigger positive behavioral changes in learners. However, the educator's role as change agent is not limited to the classroom or the school only. It can be in the community where the literacy rate is low and people are not aware of their rights and responsibilities. Due to educators being conscious and educated, they can cause change to take place in their communities. This process can be linked to Vygotsky's theory of social development of forgoing one's personal achievement for the good of others (Miller as cited by Woolfolk 2010). Nkomo; McKinney and Chrisolm (as cited by Nesamvuni 2009) states research revealed the personality of educators can contribute to the learning environment as it affects how they would approach their subject

matter, attitude, relationship with learners and understanding of the teaching process. The ninth manner of managing multicultural education is with the use of a school policy.

1.9.9. School policy

School policies need to be guided by non-racial, non-sexist democratic principles, protected in the Constitution of the country and the relevant legislation (Orfield 2004:101). He states, “Announcing a policy does not mean the policy is realized”. This just indicates the importance of looking at actual practices in schools. Schools with progressive policies made few changes to their practices. An example of this is the existence of mainly white teaching staff in racially integrated schools, despite an overall higher percentage of black educators in the system, schools ‘need to walk the talk’. Sufficient attention should be given to the practical aspects of policies and a need to bridge the gap between policies and practice (Dhunpath & Joseph as cited by Nkomo & Vandeyar 2008:45).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Method

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). Based on this research the researcher was employed qualitative and quantitative methods. Hence, to get the subject of the issue in selected research area, quantitative and qualitative method was employed in this study.

3.2. Research Design

This research was carried out using the descriptive method of study. Descriptive design of research attempts to describe, explain and interpret conditions of the present and its purpose is to examine phenomena occurred at a specific place and time. It concerned with conditions, practices, process or relationship that exist, option held, process that are going on or trends that are evident. Thus, to explore a depth understanding about the problems and prospects of multicultural education setting in Dalocha secondary school descriptive design was employed.

3.3. Sources of Data

The sources of data for this study were entirely primary source. Therefore, the data that was obtained from the students and teachers who are teaching at wolkite secondary school through questionnaires, observation and focus group discussion in which the researcher was meted physically.

3.4. Population, Sample and Sampling Techniques

3.4.1. Population

This study was employed in wolkite secondary school in gurage zone wolkite town . The target populations of this study were the teachers and students of grades 9 and 10 at wolkite Secondary and Preparatory Schools in gurage zone wolkite town. The total populations of grades 9 and 10 students of the school are 1126. And also, total number of teachers who teaching at the school are 68.

3.4.2. Sample size

From the total population of 826 students 61 (7.4%) students were selected and from total population of 68 teachers 34 (50%) teachers were sampled. The reason to select the schools that the schools were one of the very populated schools and so, there are found students of diverse socio-cultural and ethno-linguistic backgrounds and the motive to choose this grade level is that a student learning in these grades is believed to have better school life experiences and socio-cultural exposures as compared to students of other grade levels.

3.4.3. Sampling Techniques

To select sample respondents from total population of students and teachers' simple random sampling and availability purposive sampling were used respectively. In order to select students the researcher was employed stratified simple random sampling technique was used because, to give every respondents equal chance of being selected. The reason why the researcher was used availability purposive sampling method is because teachers are believed to have knowledge, experiences and expertise regarding the issue.

3.5. Tools and Procedures of Data Collection

3.5.1. Tools of Data Gathering

The study was employed four data gathering instruments: questionnaire with different types of items, observation and focus group discussion (FGD). To collect written data from the sample teachers and students, the researcher was prepared some questionnaires with open-ended and multiple choice items. Both of the questionnaires were prepared and developed to directly focus on: determining the potential challenges to implement multicultural responsive school learning practices, and identifying the nature of multicultural education views in school learning. On the other hand, structured interview and focus group discussion was also designed for fully investigation of the opinions of the teachers regarding multicultural education in the school setting.

3.5.2. Procedures of Data Collection

First the questionnaire was initially developed in view of the basic research questions of the study. Secondly, after preparation of the data collection instruments, the procedures of data collection was carried out by the process of self-administered and with the help of assistants. Third, this questionnaire was set in their final forms and administered to respond. At last, interview questions and observation check-list was developed.

3.6.Data Analysis, Interpretation and Presentation

The study was employed both quantitative and qualitative research methods. To analyze the quantitative data collected through the open-ended questionnaires, first, the data collection was completed and the collected data was organized in an appropriate manner. Then, a set of frequently addressed common themes were identify and tally, and third, reorganize for further analysis and interpretation.

The results of the data was gathered through observation, structured interview and focus group discussion was mainly used to triangulate and cross-check the written responses of the subjects of the study. The data was collect through multiple choice items were tabulated and described in percentage based description along with other responses and the scholarly views being presented. Finally, the major suggested multicultural prospects, problems and opportunities in multicultural school learning was sort out and treat separately.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section tried to discuss and analyze the data of the research. As the data were chiefly gathered through questionnaires of two types/items, (*open-ended and multiple choice items*), the researcher employed thematic analysis to identify the most frequently addressed responses to the open-ended questionnaire, whereas tabular presentation and discussions were applied to analyze the responses to multiple choice items.

4.1. Characteristics of Respondents and Participants

wolkite town secondary schools students and teachers were involved in filing the questionnaire. The total of 95 questionnaires were distributed for teachers and student respondents, out of these all or 95(100%) were replied and used for analysis.

Respondents were asked to indicate their background information;the details of the characteristics of the respondents are given in table 1 below.

Table 1: Characteristics of Respondents and Participants

No	Characteristics		Teachers		Students		Total	
			No	%	No	%	No	%
1	Sex	Male	21	61.7	39	64	60	63
		Female	13	38.2	22	36	35	37
		Total	34	100	61	100	95	100
2	Age	Below 16	-	-	-	-	-	-
		16-20	-	-	31	50.8	31	32.6
		21-30	14	41	17	27.8	31	32.6
		31-35	16	47	8	13.1	63	66.3
		36-40	4	11.7	5	8.1		9.4
		Above 40	-	-	-	-	-	-
		Total	34	100	61	100	95	100
		Diploma	8	23.5			8	23.5
3	Academic Qualification	BA/BSC	22	64.7			22	64.7
		Above	4	11.7			4	11.7
		Others	-	-			-	-
		Total	34	100			34	100
		0-5	-	-			-	-
4	Work experience	6-10	11	32.3			11	32.3
		11-15	8	23.5			8	23.5
		16-20	13	38.2			13	38.2
		Above 20	2	5.8			2	5.8
		Total	34	100			34	100

From the data collected and tabulated the following significant characteristics of the respondents have been obtained. According to the personal details shown in table 1, the teacher respondents consisted of 21 (61.7%) Males and only 13(38.2%) Females, and 39(64%) male and 22(36%) of student respondents were females. This shows that , a low Female participation in the teaching

and school leadership of the education system have been indeed a common characteristics of all secondary schools in the secondary schools under study.

Regarding the respondents' age, as shown in table 1 of item 2, 14(41%), 16(47%) and 4(11.7%)of the teacher respondents were between 21-30, 31-40 and 36-40 years old respectively. In the case of students31(50.8%), 17(27.8%), 8(13.1%) and 5(9.4%)were between 16-20, 21-30, 31-35 and 36-40years old respectively. From this data most of the respondent and participants of the study were matured to implement multicultural education in school setting.

Regarding their qualifications, some of the teacher respondents 8(23.5%)were diploma holders. Even though, most of the teacher respondents 22(64.7%)had BA/BSC Degrees and the rest had above BA/BSC.From this data and actual observation it can be inferred that retaining experience and qualified teachers is vital, since today's promising young people are less likely to enter teaching profession and more likely to leave at the beginning stage of their carrier, (Jhonson, 2012).

4.2. Analysis of Teachers' Responses to Close-ended Questions

Table 2: Responses to incorporating multicultural issues into school curriculum

No.	Alternatives	No of Respondents	
		Frequency	%
1	Yes	24	70.5
2	No	6	17.6
3	Reserved	4	11.76

As can be seen from Table 2, 24 respondents out of 34 were likely to substantiate that incorporating multicultural education in school curriculum is important. 6 respondents appear to be reserved, while only 4 informants seem to react negatively. That is to say, 70.5% of the teacher respondents reported that they supported the inclusion of multicultural education into school curriculum, whereas 11.76% would appear reserved to make their opinions or responses apparent. The latter respondents might have their own rationale for not choosing either 'Yes' or 'No'. It is also clear that only 17.6% responded against incorporating multicultural education in school curriculum. Overall, it could be deduced from the above table that the majority of the

respondents reacted positively saying: ‘Yes’. Similarly, the thematic analysis reveals that the most frequently reported reasons is that it is important to infuse multicultural concepts and perspectives into school curriculum because it would appear that the respondents generally acknowledge Ethiopia as a center of multicultural nations and nationalities.

Table 3: Responses to students’ cultural composition

No.	Alternatives	No of Respondents	
		Frequency	%
1	Homogeneous	-	-
2	Heterogeneous	27	79.4
3	I do not know	7	20.6

Table 3 illustrates that 27(79.4%) of the teacher respondents admitted that they teach students of heterogeneous cultural composition. In other words, 25 of 34 teachers confirmed that their class is composed of multicultural groups of students. The table also shows that none of the respondents felt that they teach students of homogeneous culture, whereas two of the respondents would seem that they knew little about their students’ cultural composition. It means almost 20.6% of the teachers are likely that they did not get enough awareness about how to teach students of multicultural backgrounds.

Table 4: Supportiveness ideas of teachers about promoting multicultural concept in school learning

No.	Alternatives	No of Respondents	
		Frequency	%
1	Very high	24	70.6%
2	High	8	23.5
3	Average	2	5.9
4	Low	-	-
5	Very low	-	-

Table 4 displays that, while 2 informants out of 34 would seem that they appear average, none of the respondents rejected the case. Yet, the highest number of the respondents, 24 out of 34 appears very highly supportive towards promoting multicultural education in school learning.

In other words, the result illustrates that 70.6% of the teacher respondents confirmed the positive influence of including multicultural education in school learning. While, 23.5% of the respondents would seem interested in the idea of promoting multicultural school, 5.9% of the respondents tended to react indifferent or uninterested. Therefore, this can be deduced as promoting multicultural education in school learning has positive influence.

Table 5: Responses to training taken on how to teach multicultural students

No.	Alternatives	No of Respondents	
		Frequency	%
1	Yes	10	29.4
2	No	20	58.8
3	Neutral	4	11.76

As is evidenced from table 5, 58.8%, or 20 out of 34 teacher respondents, approved that they did not take course or training on how to teach multicultural students, whilst 29%, that is to say, 10 teacher informants out of 34 indicated that they took a course or training on how to teach multicultural students. The rest that is 11.7% or 4 out of 34 respondents tend to indicate neutral. It would seem that the teachers who responded “yes” might be teachers who are teaching civics and ethical education courses or any related courses, or teachers who might get opportunity to take training on multicultural education. Hence, from this evidence one can conclude that, there was lack methodological training how to teach multicultural students.

Table 6: Responses to the learning activities and their applicability

No.	Alternatives	No of Respondents	
		Frequency	%
1	Strongly Agree	4	11.76
2	Agree	26	76.5
3	Neutral	2	5.9
4	Disagree	1	2.94
5	Strongly Disagree	1	2.94

As can be seen from 76.5% of the respondents approved that they agree with the idea that the learning activities in students' textbooks are applicable to students of multicultural backgrounds. Still, some respondents, around 11.76%, tended to substantiate that they strongly agree with the applicability of the learning activities to encourage students of diverse cultural backgrounds. However, more than 5.9% of the respondents shown that they remain neutral concerning this issue. Alternatively, the figure illustrates that of the remaining respondents, 2.94% would prove that they disagree with the idea that the learning activities in students' textbooks are applicable to encourage students of multicultural backgrounds. Besides, around 2.94% tended to indicate that they strongly disagree with the point raised.

From this, it could be deduced that respondents who responded indicating 'Disagree' and 'Strongly Disagree,' would suggest the mismatch between the learning activities in the textbooks and their applicability to encourage students of diverse cultural backgrounds. In other words, it sounds that around 5.9% of the respondents seem to feel uncomfortable with the suitability of the learning activities to motivate students of diverse backgrounds. The remaining, more than 5.9%, of the respondents appeared 'Neutral'.

Table 7: Responses to whether the school meets the needs of multicultural students

No.	Alternatives	No of Respondents	
		Figure	%
1	Very Good	4	11.76
2	Good	24	70.6
3	Undecided	4	11.76
4	Poor	2	5.9
5	Very Poor	-	-

As table 7 above shows, more than 50% of the teacher respondents were appeared that they think their school is trying to meet the needs of multicultural students. While 11.76% of the respondents indicated that the school's attempt to support students of different cultural backgrounds becomes 'Very Good, 5.9% of the respondents showed their disappointment by rating 'Poor' to their school's evaluation. Again, none of the respondents were rated 'very Poor' to the school's attempts to meet diverse students' needs. Statistically, more than 70.6% of the respondents tended to approve that their school provides something that helps them to exercise their own opinions or cultural issue in school learning.

In a research, conducted by Ellwein, Grave and Comfort (1990), it has been found out that student interest, participation, and prompting inclusive learning practices characterized successful lessons. Many of the respondents in this study were reported that they acknowledged lessons that generated different student reactions as lessons that challenged students' thinking. Mostly, lessons were believed to be successful when they were connected to students' prior experience or actual life realities. Likewise, their result indicated that teaching methods, materials and/or learning activities that were creative, fun and situated within students' experiences contributed greatly to the success of school learning.

Nonetheless, there is no ground to argue that there is always the same approach to establish multicultural school learning. Sinagatullin (2003:3) has, for instance, had the view that: Obviously, no single multicultural formula will work in all schools or situations. "Successful innovations" notes Cushner (1998), "is more likely to occur when educators make the effort to adapt what is known about specific cultural issues and effective schools to their own situation." So, there is no hard reason to try to apply certain universal principles to multiculturalize school curriculum. It means we should consider actual reality on the ground.

4.3. Analysis of Teachers' Responses to Open-Ended Questionnaire

Regarding the responses to 'how can a school environment provide and handle the learning of students with multicultural backgrounds?', the frequently suggested strategies are by promoting: multipurpose school mini-media services, multicultural art centers, diversity music clubs, school community awareness raising programs, and by encouraging clubs or volunteer groups to present culture-focused news or newsletters, stories, drama or plays at flag ceremony. There also suggested the importance of creating linguistic action zone, where students communicate in their own tongue, and diversity action zone, where students of diverse backgrounds are merged to exercise retelling their own indigenous stories and social life experiences.

As to the responses to the question: 'how do you think you best teach students of heterogeneous socio-cultural backgrounds? Some teachers would seem that they mainly use traditional teaching methods-telling, explaining, clarifying. Some other informants reported that they sometimes used questioning and answering methods. This goes in line with Gay's (1997) argument that the value given to multicultural approaches to school learning is mainly neglected. One convincing reason

is that teachers are supposed to acquire multicultural competence just by the very nature of their profession. The assumption is that teachers could develop how to inspire, communicate and understand students from diverse socio-cultural backgrounds in the course of their teaching experiences (Sinagatullin 2003). In this sense, it appears that what matters a lot in teaching students from diverse cultural and ethno-linguistic origins is just the experience of years of teaching. It was noted by the respondents that the potential challenges or difficulties to implement multicultural-oriented teaching were mainly: scarcity of relevant and supportive multicultural-related teaching materials, lack of multicultural competence and limited school opportunity to exercise own ideas. Others would seem that they become very much concerned about the existence of complex ethnic and cultural diversities in Ethiopia.

As a result, they tended to prefer silence on such issues. Regarding the problems teachers have observed related to teaching multiracial students in their classrooms or school, some reported constraints are: the existence of ethnic or cultural stereotypes, prejudices, negative attitudes towards others' authentic-self and/or identity marks, lack of a consistent teacher encouragement and the influence of language barriers.

On the other hand, there were respondents who expressed that there seemed to exist misconceptions concerning the need to multiculturalize school learning. It was reported that there were cases in which individuals attempted to spread propaganda saying that 'school should be free of politics, cultural views and religion'. In fear of this, it appeared as if some teachers felt that they would better not talk about culture related issues in a class.

Concerning the responses to the question: 'what classroom opportunities do you give your students to express their own beliefs, ideas or thinking?' It is perhaps surprising that almost all the respondents would appear that they were less likely to specify anything that could be used to help their students to express their own beliefs, ideas or thinking. The result of the interview also proved that teachers became more of lesson dependent and gives little room for students to exchange their own related opinions ahead of a topic.

4.4. Analysis of students' responses to close-ended items

Table 8: Students' awareness towards promoting multicultural concept in school learning

No.	Alternatives	No of Respondents	
		Frequency	%
	High	52	85.2
	Average	5	38.2
	Less	3	4.9

Table 8, reveals that more than 80% of the respondents confirmed they were very high awareness to promoting multicultural education in school learning. Of the respondents, more than 30% would seem that they showed indifference in the issue. In contrast, less than 5% of the respondents likely to reject multiracial and multicultural values in school learning.

The result of the written responses found that the highest number of teacher respondents reacted to this point very constructively. To be precise, a respondent stated: School learning should respect our diverse cultures because all students should know the realities of their societies. We have multicultural origins but, so far, we know little as we are not provided an all-inviting school opportunity. In this case, the result could imply that there is a positive and welcoming school community to implement multicultural sensitive school learning practices.

The result of the interview shows the respondents might evaluate their school's attempt to meet the needs of multicultural students positively, perhaps because, the school was reportedly allowing the students to celebrate special culture day in the school compound. Or else, it was hinted that the school was trying to encourage students to address cultural issues through school mini-media.

Table 9: Responses to the applicability of learning activities to diverse students

No.	Alternatives	No of Respondents	
		Frequency	%
1	Strongly Agree	21	34.42
2	Agree	30	49.2
3	Neutral	4	6.5
4	Disagree	4	6.5
5	Strongly Disagree	2	3.2

As can be seen from Table 9, 30 out of 61 respondents-that is, 49.2% would seem to claim that the learning activities in the students' textbooks are relevant to encourage the participation of students of multicultural backgrounds. The table also indicates that 34.4% of the student respondents approved that they strongly agree with the idea raised. While 6.5% of the respondents identified themselves as neutral, the same percent of students, that is, 6.5% confirmed their disagreement. The remaining 3.2% of the respondents noted that they strongly disagree with the idea.

This implies the need to reorganize the learning activities to meet the students' demands. As can be deduced from the ongoing discussions, there is a need to mainstream diverse socio-cultural and ethno-linguistic issues into formal academic materials. Of all, the most important is that in a multicultural setting, every classroom mirrors students of multicultural and multilingual backgrounds.

So, one can argue that successful learning, in a multicultural setting, requires an intercultural approach where students are responsible for, firstly, respecting the presence of others in all their acts, and, secondly, acquiring the habit of listening to each other and negotiating differences in opinions. This, in one sense, empowers students to experience multiple ways of thinking. In the other sense, students may come to understand that learning is not just about the mastery of the content of a subject matter, but also, it is about the generation of diverse thinking, and mutual reflection, (Kiyukano 2005).

Table 10: Students’ responses to expressing their cultural views during learning

No.	Alternatives	No of Respondents	
		Frequency	%
1	Yes	31	50.8
2	No	22	36
3	I am not sure	8	13.2

Table 10 reveals that the highest percentage of the respondents would seem to approve that they feel secured to express their own opinions and cultural views anywhere in their school. In other words, 50.8%; - that is 31 students out of 61 indicated that they are comfortable to express their ideas and cultural issues in class or outside in the school compound. However, the table also presents that 36%, that is, 22 out of 61 students would seem that they felt unsafe to communicate their own opinions and cultural views during schooling.

As shown in the table, the remaining 13.2%, or in other words, 8 out of 61 student respondents, reported that they were not sure whether they could communicate their opinions freely. The reason behind might be that students may not try-out to express their ideas or they may lack opportunities to link the learning activities to their own cultural contexts.

4.5. Analysis of students’ responses to open-ended questionnaire

Concerning on challenges a great number of student respondents suggested that the main challenges or difficulties to express their own beliefs in school learning are mainly fear of: being joked or laughed at, being called as backward, political attachment to culture related issues, and lack of teacher encouragement’. A case in point is that, as responded by a respondent, the main challenges are that: “Some individuals believe that your ethnic group is savage if you tell them that people in your culture have some different cultural attributes which maybe unpleasant for outsiders.

Within this context, the more seemingly recurring challenges as stated by a respondent is:”Some of the students believe or think that some cultures are inferior or superior because of these most of us are afraid of talking about our own indigenous cultural practices, norms and beliefs. Even, when we talk about self, we tend to be selective and often try our best to make others feel happy.

However, most often, some of us who come from countryside prefer silence when the insiders are talking. You know, because they may despise us verbally or non-verbally. ”

Apparently, as noted in the responses of the students, some students who tried to express their true-self in their own accent were likely to be labeled as ‘rural’ student, (which is reportedly given negative connotation), and others who tended to ‘acculturate urban style of self-expression’ appeared to be more favored and accepted. As to the results of the content analysis, there existed attitudinal challenges to exercise own identity. One of the teacher respondents, for instance, reported: “The students who come from rural area don’t want to be in the same group with those from urban area during classroom or outside classroom learning practices. I think those from the towns often tend to show-off and marginalize the rural ones. Perhaps, in my view, the rural students are expected to model the urban life styles and so they are supposed to be more of listeners rather than speakers. ”

The majority of the students reported that the major opportunities that the school provided are: firstly, students are encouraged to celebrate their own cultural values and practices on a special school culture day. Secondly, though the program was believed to have contributed little to talk about, there reported that there was a good progress in using school mini-media to mediate racial and cultural diversity issues to the school community. These cases are seen as good opportunity to mainstream and legalize cultural values in the school compound.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This part of the report deals with the summary of the major findings and conclusions on the basis of the findings and recommendations which are assumed to be useful in alleviating problems and prospects of multicultural education setting in wolkite town secondary schools.

The overall objective of this study was to investigate the problems and prospects of multicultural education setting in wolkite secondary school in gurage zone wolkite town. To address this purpose, the following basic research questions were raised:

1. What understanding do teachers and students have, about the opportunities and challenges of multicultural existence in school learning?
2. What should a school need to fulfill to secure constructive multicultural prospects in which students benefit from the increasingly diverse school population?
3. What measures need to be taken to empower students to value and celebrate the contributions of multiple socio-cultural life experiences to academic learning?

Consequently, 34 teachers and 61 students were selected as a sample by simple random and purposive sampling techniques. Data were collected from different sources through *observation*, interview, focus group discussion and questionnaire. The quantitative data gathered through questionnaires were analyzed using table, frequency and percentage. The qualitative data gathered through the open-ended question item, interview, document and observation were analyzed qualitatively by narration. Based on the analysis of the data, the following major findings were obtained:

1. Lack of methodological training: It would seem that the teachers who responded “yes” might be teachers who are teaching civics and ethical education courses or any related courses, or teachers who might get opportunity to take training on multicultural education. Hence, from this evidence one can conclude that, there was lack methodological training how to teach

multicultural students. attempt to incorporate multicultural perspectives in school system is seen as: ‘the route to a move to a more tolerant and inclusive society because it recognizes that there is a diversity of cultures, and rejects the assimilation of these into the cultural tradition of the dominant group.’” Yet, the critical point is whatsoever the reactions in multiculturalizing school learning may be; it challenges teachers and educators to capacitate all students to respect the contributions of cultural resources to academic success.

2. Lack of qualified and multiculturally competent teachers: the result shows almost all teacher respondents confirmed that they did not take courses or trainings on how to teach students of diverse cultural backgrounds. This suggests that little attention is given to multicultural perspectives in teacher training programs.

This appears in consistent with the argument given by Gay (1997) and Miller, Kostgrize and Gearon (2009) that there is great variability in what counts as sufficient preparation to take on the challenges of teaching students of cultural diversity. To be precise, teacher education institutions need to have clearly set standard and inclusive criteria that constitute a minimum of qualifications for teachers teaching in a multiracial and multicultural setting. Research findings, Ríos and Montecinos (1999), show that proficient multicultural teachers who consider their students’ cultural backgrounds and lived experiences are more skillful in how to ‘reduce the potential for discriminatory schooling practices’ against the students. In the words of Ríos and Montecinos (1999): If multicultural educators believe that race or ethnicity matters, then increasing the representation of students of diverse backgrounds in the educational programs requires that teacher educators examine the understandings, needs, and perspective that these students bring to their classrooms.

3. Conceptual Challenges: another major finding is that some of the respondents directly or indirectly refer to lack of academic exposure to the concepts and essences of multiracial and multicultural approaches to school instructions. This implies that there exist misconceptions or conceptual challenges to implement multicultural-responsive school learning. In this regard, it has been made clear that it is of little significance to try to create a multicultural school without upgrading the school communities’ knowledge of multiracial and multicultural perspectives and without empowering the school communities to activate the very concept of multicultural school learning (Miller, Kostgrize and Gearon 2009; Milem et

al. 2005). Nor is it possible to talk about institutionalizing multicultural education while neglecting the level of the understanding of the school community.

4. **Attitudinal Challenges:** it seemed that some respondents likely to feel that creating a multicultural school could be a way to control any cases of interethnic and interreligious conflicts or frictions within the school. As to this group of respondents, the objective to legalize multicultural school learning is not to introduce it as an autonomous academic discipline, but as means of calming school problems stemming from intercultural tensions or ethno-linguistic or interethnic conflicts.

However, it appears that such opinions could be emotionally driven, or politically- motivated, or it could emanate from lack of enough awareness or knowledge of the principles and concepts of keeping diversity in education. Yet, even if what was speculated might come true, scholars like Sinagatullin (2003) and Gay (1997) have had the view that multicultural approaches to school learning is not only limited to capacitating teachers with the potential of how to minimize or avoid racial, linguistic, religious, social class and/or gender linked prejudices, but also it provides students with equal school opportunities to communicate their own thoughts and beliefs in the process of learning.

5. **The Practice of Preset Culture of Teaching:** The result of the analysis shows that some teachers came to class with a predetermined lesson and method of delivering it. It sounds that there existed a certain routine methods of teaching despite the students' diverse cultural compositions. Yet, there has been a widespread tendency to acknowledge that teaching culturally and linguistically diverse students does not mean teaching students as usual. It demands (Gallos & Ramsey, 1997) an ability to accept multiple perspectives on reality, and a tolerance for exploring the often unexamined parts of human experiences-areas blocked by fear, guilt, embarrassment, and denial. Defenses are easy to evoke as individuals look at themselves in ways that often stand in contrast to their espoused definitions of self. Educators wonder if and what students learn. Students question educational methods and their own capacities for growth interestingly.
6. **Fear of Being Marginalized:** as can be deduced from the discussion, the six major finding of this research is that some of the respondents were less likely to communicate their own true feelings, cultural values and beliefs in fear of that there could be possibilities of being

stigmatized or marginalized. As cited in the analysis, it would seem that some town students may externalize the rural ones during break time. Even worse was that some informants reported they sometimes withdrew themselves from classroom questioning and answering session in fear of others' murmur or disgusting facial expressions in case the class heard different ideas. Some scholars contend that some students whose cultural values and identities are given less value or ignored in the schooling process may feel they are marginalized or externalized from other groups who are given more concern (Gay 1997; Hollins 2008). Such students may feel frustrated, and may withdraw themselves from the so called mainstream groups of the school.

5.2. Conclusions

Based on the finding of this study persuasibly, teaching in multicultural setting appears to be more problematic. It often pressurizes us to feel uncertain and anxious about how to approach students of diverse backgrounds, how to behave in the classroom, and how to deliver an all-inviting lesson regardless of students' differences. So, in today's schooling, where individuals become increasingly assertive, there is a great pressure to acknowledge and entertain students with different perspectives. Illustratively, it is possible to secure diversity by varying the content of our syllabi and teaching methods, being more aware of classroom dynamics, and by paying more attention to our students and to how they are acting in the learning process. Our ability to respond to and be enriched by these challenges could certainly determine not only the success of our students and institutions, but also the success of the nation. This study has tried to explore and identify multiracial prospects and challenges and in multiethnic school learning. As to the result, students face a number of challenges to communicate their own socio-cultural experiences. Some of the common themes stated as challenges are: fear of self expression, lack of enough multicultural awareness, inadequacy of exposure to multicultural responsive environment, fear of being politicized, the existence of complex ethno-linguistic diversity, and conceptual and attitudinal challenges. On the other hand, the main opportunities are the existence of constructive views towards multicultural concepts, the broad role of school mini media service, the celebration of special school culture day, the feeling of open-mindedness and the recognition of the existence of multiple cultural and ethno-linguistic diversities in the country. In a nutshell, the motives behind creating multiracial and multicultural responsive school learning

are that students should not only be challenged to study hard and think critically, but they should also be encouraged to think differently. Students should be exposed to diverse life experiences that could capacitate them not only how to coping with success but also with failure. Secondly, schools should be the leading agents where students practice and personalize how to challenge and negotiate the differences arising in the process of interpersonal and interethnic interactions smoothly. Thirdly, students should acquire not only the habit of appreciating rather than criticizing or fearing differences, but also the habit of acting against cultural discriminations, prejudices and stereotypes whenever they confront them in their life instances. Schools should not only provide the conditions in which students learn and experience respecting human variations, dignity and equity, but also should facilitate the experience in which students celebrate their differences in all their walks of life.

5.3. Recommendations

Based on the major findings and conclusions drawn, the following recommendations were forwarded.

- In the study, it was found out that some respondents tended to politicize issues related to multiracial and multicultural aspects. Government policy and constitution recognizes education secular from any politics. Therefore, it was advisable to detach education from political issues.
- In the study, the result shows almost all teacher respondents confirmed that they did not take courses or trainings on how to teach students of diverse cultural backgrounds. This implies that there was lack of qualified and multiculturally competent teachers. Hence, the school should create an opportunity to develop the skill and competence of teachers through training towards how multicultural content to be delivering in classroom.
- In the study, that some of the respondents directly or indirectly refer to lack of academic exposure to the concepts and essences of multiracial and multicultural approaches to school instructions. To avoid this issue should organize methodological training for teachers towards multicultural education.
- The result of the analysis of the study shows that some teachers came to class with a predetermined lesson and method of delivering it. This implies to practice of pre-set

culture of teaching. Therefore, the teacher should address and apply multicultural teaching learning approach rather than pre-determine the lesson to be delivered.

- As can be deduced from the discussion, the six major finding of this research is that some of the respondents were less likely to communicate their own true feelings, cultural values and beliefs in fear of that there could be possibilities of being stigmatized or marginalized. This entails that, some students tended to fear of being marginalized. Hence, teacher should acknowledge, recognize as well as give an opportunity to participate, communicate freely during instruction and in every situation.

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APPENDEX-A

DILLA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL SUPERVISIONS

Questionnaires to be filled by Teachers

Dear Respondents!

The main objective of this questionnaire is to collect necessary information for the study the problems and prospects of multicultural education setting in wolkite secondary school in gurage zone wolkite town and to come up with some solutions that need to be considered to overcome the problem. Therefore, you kindly requested to fill in the questionnaire since the success of this study directly depends up on your genuine responses to the questions.

General Instruction

- No need of writing your name.
- Simply respond by putting a tick (√) mark in a box provided.
- Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number, if the space provided is not enough.
- The information to be obtained will certainly be used only for academic purposes, i.e. your responses will be kept confidential.

Thank you in advance for your cooperation!!

I. Personal Information.

1. Sex Male Female
2. Age in years A) Less than 25 B) From 26-30 C) From 31-35 D) From 36-40 E) More than 40
3. Qualification A) Grade 12 complete B) Graduated from TTI C) Diploma D) First degree E) second Degree F) Other _____
4. Field of Specialization major _____ Minor _____

5. Your experience if you have served as a teacher (in years) A) From 1-5 B) From 6-10
C) From 11-15 D) From 16-20 E) From 21-25 F) More than 25

Direction I: the following items are some issues related in multicultural school setting. Please forward your opinion by choosing a letter from the given alternatives.

1. Your school incorporating multicultural issues into school curriculum?
 - A. Yes
 - B. No
 - C. Reserved

2. Students' cultural composition in your school.
 - A. Homogeneous
 - B. Heterogeneous
 - C. I do not Know

3. There is training taken on how to teach multicultural students in your school.
 - A. Yes
 - B. No
 - C. Undecided

4. Your understanding towards promoting multicultural concept in school learning?
 - A. Very high
 - B. High
 - C. Average
 - D. Low
 - E. Very low

5. The learning activities to diverse students in your school are effectively applicable.
 - A. Strongly Agree
 - B. Agree
 - C. Neutral

- D. Disagree
- E. Strongly Disagree

6. The school meets the needs of multicultural students.

- A. Very Good
- B. Good
- C. Undecided
- D. Poor
- E. Very Poor

Direction II: the following items are some issues related in multicultural school setting. Please forward your opinion by writing your answer on the space provided, if the space provided is not enough you can write your answer on the free page at the back by writing the question number.

1. How can a school environment provide and handle the learning of students with multicultural backgrounds?

2. How do you think you best teach students of heterogeneous socio-cultural backgrounds?

3. What are the potential challenges or difficulties to implement multicultural-oriented teaching?

4. What problems do you observe to teaching multiracial students in their classrooms or school?

5. What classroom opportunities do you give your students to express their own beliefs, ideas or thinking?

APPENDEX-B

DILLA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL SUPERVISIONS

Questionnaires to be filled by Students

Dear Respondents!

The main objective of this questionnaire is to collect necessary information for the study the problems and prospects of multicultural education setting in wolkite secondary school in gurage zone wolkite town and to come up with some solutions that need to be considered to overcome the problem. Therefore, you kindly requested to fill in the questionnaire since the success of this study directly depends up on your genuine responses to the questions.

General Instruction

- No need of writing your name.
- Simply respond by putting a tick (√) mark in a box provided.
- Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number, if the space provided is not enough.
- The information to be obtained will certainly be used only for academic purposes, i.e. your responses will be kept confidential.

Thank you in advance for your cooperation!!

I. Personal Information.

1. Sex Male Female

2. Age in years A) Less than 25 B) From 26-30 C) From 31 and above

Direction I: the following items are some issues related in multicultural school setting. Please forward your opinion by choosing a letter from the given alternatives.

1. The extent in which incorporating and understanding towards promoting multicultural concept in school learning.

- F. Strongly Agree
- G. Agree
- H. Neutral
- I. Disagree
- J. Strongly Disagree

2. The learning activities to diverse students in your school are effectively applicable.

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

3. Do you have opportunities to expressing your cultural views during learning?

- A. Yes
- B. No
- C. I do not know

Direction II: the following items are some issues related in multicultural school setting. Please forward your opinion by writing your answer on the space provided, if the space provided is not enough you can write your answer on the free page at the back by writing the question number.

1. How do you understand multiracial and multicultural education?

2. What are the main challenges or difficulties to express your own beliefs in school learning?_____

3. What are the major opportunities that the school provided to promote multicultural education?_____

4. In your school, if there is no any comfortable situation to implement multicultural what measures your school should take to promote multicultural education?

DECLARATION

This research paper entitled Problems and Prospects of Multicultural Education Setting in wolkite Secondary Schools Of wolkite town. It is my own original work, effort and study. All sources of material, used for the study have been fully acknowledged. I have produced it independently except for the guidance and suggestion of research advisor.

This has not been submitted for any degree in this university or any other university.

Name

Signature

Date

MASKARM (MA)

____/____/____