



**PERCEPTIONS AND PRACTICES OF MULTICULTURAL EDUCATION IN SOME
SELECTED PREPARATORY SCHOOLS OF EASTERN WOLLEGA ZONE**

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ABSTRACT:

The purpose of this study was to examine perceptions and practices of multicultural education in some selected preparatory schools of Eastern Wollega Zone Oromia Regional State. Using the survey method data were collected from 51 teachers, 3 school principals, 11 educational expert, and 102 students. The Students were selected randomly by using simple random sampling method were as school principals, teachers, and educational expert were selected by availability sampling method. Questionnaires, interview, and observation were used. The collected data were analyzed by frequencies, percentages, and words. The findings of the study indicated that 56.5 % of respondents perceive multicultural education, but 52.98% of respondents did not translated into educational practices from multicultural perspective. The study also revealed some practices of implementing multicultural issue in schools. such as, establishing various clubs which used to create awareness and positive attitude toward diversity issues , create equal opportunity for all students, empowering students in all activities, giving workshop for teachers in services and services, reducing discrimination and educating society about issues of diversity. In light of these findings, it is recommended that teachers have to encourage students in practicing, respecting, and appreciating diversity. Learning and teaching process has also to incorporate reflective diversity into teaching from multicultural education perspective. In addition, school principals, Oromia education bureau, and ministry of education should create different

mechanisms for fostering issues of diversity and a means to minimize discrimination. Finally, ways of improving students and teachers’ educational practices from multicultural perspectives such as maintaining objectives of multicultural education, practices, and organizing panel discussion with regards to diversity issues through media and giving due attention for practical parts were should done .

KEYWORDS: Perceptions, Practices, Multicultural Education and Diversity

INTRODUCTION

Multicultural Education was emerged during civil right movement of the 1960s and 1970s in America. It grows out of the demands of ethnic groups for inclusion in the curricula of the schools, colleges, and universities. Although Multicultural Education was an out growth of the ethnic studies movement of 1960s and it has profound historical roots in American ethnic studies movement that emerged in the late of 19th and early 20th centuries in America (Banks, 1993).

It is difficult to give, a single definition for Multicultural Education because different groups and individuals were defining Multicultural Education in different ways. For this reason, there is no a comprehensive definition of that accepted by scholars. However, the following definitions are found to be more relevant and hopefully provide evidence to the issues will be discussed from different writers in line of this study. Consequently, according to Manning and Baruth (1996) multicultural education is defined as:

Both concepts and deliberate process designed to teach learner’s to recognize, accept, and appreciate cultural ethnic, social class, religious, and gender differences and instill in learn during these crucial developmental years a sense of responsibility and commitments to work toward the democratic ideas of justice, equality, and democracy (pp,3-4).

From the above scholarly statement, we can understand that Multicultural Education (MCE) is an idea and process that planed to educate students for the purpose of recognizing, accepting, and appreciating different diversity. Diversity includes culture, linguistics, social class, religion, politics view, and genders issues in school and students to be have the senses of responsibility and commitments to respects and recognize issues of diversity from the idea of democracy, justices, and equality of human beings.

Ethiopia is a country of diverse, ethnic, and different cultural groups, and it is not isolated from the world; Now Ethiopia is on the ways or on line of promoting diversity within unity. As Gays, (1992) clearly states, diversity should be incorporated into all level of political, economical, and

social aspects of policy direction. Supporting this idea, Banks (1998) point out that knowledge about pluralism is a necessary foundation for respecting, appreciating, valuing, and celebrating diversity.

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

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

In our country’s context, issues of multicultural education is a recent phomomena.The ETP(, 1994) seems to support the urgency of Multicultural Education(MCE), since it states that education should promote democratic culture, tolerance, and peaceful resolution of differences. The CPE (1997) also states that education should develop the cultures of all ethnic groups in the country by integrating their values in school curriculum. The educational policy of the country also suggests the development of shared common culture for mutual understanding based on equal development of ethnic groups’ cultures in the country. There is a fruitful view to encourage multiculturalism in Ethiopian education and diversity is no more a problem to be overcome through regulating function of education (Ayalew, 2010).

In addition to this, learning to teach in culturally diverse society with students from different cultural and experiential backgrounds remains a challenge. This challenge encompasses questions based on perceptions, ideology, the purpose of schooling, practices, and teaching competence (Hollins, 2008). Moreover, MOE (2008) states that in our country modern education was introduced nearly about a century ago; the system was not addressing equal chance for all

citizen of the country. For many years, the educational system of Ethiopia had been repeatedly criticized for many reasons including: discriminatory by its nature that is only for selected groups; limited in urban areas and biased by gender in goodwill of males, and planned from dominant culture perspectives. Among these, Dejene (2007) and Melaku(2007) teachers education understanding of attitude toward of multicultural education and prospective teachers awareness and attitude toward multicultural education selected issues of diversity in colleges respectively.

The major difference between the present study and the above two local studies in educational level is that both studies focused on colleges and focused only on attitude, awareness, and practices of education, whereas this study was conducted on preparatory students, teachers, and school principals. The above-mentioned two studies did not incorporate perceptions and practices in implementing Multicultural Education (MCE). Therefore, the researcher had interest to conduct this study on the area of the perceptions and practices of Multicultural Education (MCE) in schools. To address this issue, the following specific objectives were forwarded:

- I. To assess the perception of students, teachers, school principals, and educational expert of the region about multicultural education ;
- II. To investigate educational practices from multicultural education perspectives in schools

METHODS AND MATERIALS

The study area is located in western part of Ethiopia that is Eastern Wollega Zone Oromia Regional State. Eastern Wollega Zone is one of the zones which found in Oromia Regional state so that, the study was conducted in Oromia regional state Eastern Wollega Zone some selected preparatory schools. The research design was a descriptive type of study utilizing survey method. It is used to gather data from a relatively large number of cases at a particular time and it deals with the relationships between variables, the development of generalizations, and surveys are used in descriptive research study (Best, 2003).

SAMPLING TECHNIQUE

East Wollega Zone Administrative Zone has 17 Woredas and 7 preparatory schools (grade11-12). Out of these, Nekemte, Arjo, and Sire preparatory schools were selected by purposively sampling were as the students of the schools were selected by simple random sampling to keep the fair distribution. On the other hand, teachers, school principals, and educational few experts

were selected by using availability sampling for they are a few in numbers in the school. Bailey (1994, Berg (2001), (Frankel, 2005)

INSTRUMENTS

Using from multiple instruments of data collection is used to overcome the shortcoming of each instruments of data collection (Kathari, 2004).As Instruments Questionnaires, interview, and observation was used. Questionnaire, which composed of both close and open-ended items. The closed ended items contained liker scales of summated ratings (high=3, Moderate=2 and Low=1) and filled by students. Further, the interview was conducted with three school principals and one educational expert. Finally, researcher to triangulate the data used observation checklists.

DATA COLLECTION

The data for the study was collected from both primary and secondary sources. The primary sources data were from educational expert Oromia, preparatory school principals, school teachers, and students. In addition, the secondary sources that involve books, journals, thesis papers, published, and unpublished materials were examined.

METHOD OF DATA ANALYSIS

In this study, both quantitative and qualitative analytical proceeds were employed. In conformity to this, Flick (2002) suggests that both quantitative and qualitative methods should be viewed as complementary rather than as rival camps. So that the data gathered using questionnaire were first arranged and organized in tables totally into frequency and percentage, and then, it is classified and tabulated. Percentages and changed employed particularly for close-ended questionnaire. On the other hand, the data gathered from interview and observations were analyzed in qualitative/narration under each category in relating issues addressed through the questionnaires. Thus, data were analyzed both qualitatively and quantitatively

RESULT AND DISCUSSION

Under these heading, the data collected through questionnaires, interview and observation were presented and discussed after categorizing them according to their relationships and their relevance.

Table 1: The Results of Teachers’ Perception toward Multicultural Education

No	Items	High		Moderate		Low		Total	
		No	%	No	%	No	%	No	%
		1	Diversity in the schools embraces all human being differences.	34	66.7	4	7.8	13	25.5
2	Most of teaches are not aware of diversity in the schools.	21	41.2	15	15.7	15	15.7	51	100
3	I never tolerate discrimination based on age, gender, religion and language.	28	54.9	12	23.5	11	21.6	51	100
4	I always try to promote equity out side of the school and in the classroom.	35	68.6	5	9.8	11	21.6	51	100
5	I try to educate students to respect diversity in the schools.	26	51	15	26.4	10	19.6	51	100
Average		28	56.5	10	16	12.4	20.8		

As observed from table 1, most of the teachers in question seem to be perceived high level on the first item that states that diversity in the school embraces all human beings differences. Because, the slightly of the respondents 34 (66.7%) of the teachers were had high level of perceptions toward MCE. While, about 13 (25.5%) and 4 (7.8%) of the respondents had low level and moderate level of perception toward the first item respectively.

As it is indicates that in table 1, in the category of item 2 about 15 (15.7%) of the respondents had low perception with regard to item which was devotes on most of teachers were not aware about diversity in school. However, on the same item about 21 (41.2%) and 15 (15.17%) of the respondents were had high-level perception and moderate level perception in respectively. From table 1, we can deduce that perception of teachers were high, because more than half of the respondents had high-level perception with related to the 2 item. Table 1, also shown about 28 (54.9%) of the respondents had high level perception with regard to item (3). However, 12 (23.5%) and 11 (21.6%) had moderate level of perception and low level perception on the item which was focused on never tolerating discrimination based on age, gender, religion, and language. This implies that, perception of teacher on the question number 3 in table 1 was low toward near tolerating discriminations on emphasizing of diversity issues.

Table 1, demonstrates that about 35 (68.6%) in response to question number 4 said they had high level of perception toward promote equity outside of the school and in classroom. While, about 5 (9.8%) of the respondents had moderate perception level and about 4 (21.6%) of the

respondents had low level of perception on the same question. This shows that most of the respondents had high-level perception toward question number 4.

Lastly, as we can seen from table 1, on the last item about 26 (51%) of the respondents had in high category on the statement of the teachers were try to educate students to respecting diversity issues in school. However, about 15 (26.4%) and 10(19.6%) of the respondents had moderate level of perception and low level of perception on the same item. This demonstrates that perception of teachers toward the last item was at high level.

In general, the findings from quantitative data revealed that the perception of respondents to MCE were at high level. The result of quantitative data indicates that about 28 (56.5%) of the respondents deemed that they had high perception of Multicultural Education (MCE). While, about 26 (26.28%) of the respondents were had low perception toward Multicultural Education (MCE). Only 10 (16.64%) of the respondents had moderate perception toward Multicultural Education (MCE). Consequently, the perceptions of teachers to Multicultural Education (MCE) were high level. Therefore, table 1, demonstrates that more than have the respondents had relatively high level of perception toward Multicultural Education.

Table 2: Students' Perception about Multicultural Education

No	Items	Level of awareness						Total	
		High		Moderate		Low		No	%
		No	%	No	%	No	%		
1	Most of teachers are not aware of about diversity in their schools.	52	50.9	17	16.7	33	32.3	102	100
2	I never tolerate discrimination based on gender and disability.	43	42.2	15	14.7	44	43.1	102	100
3	I always try to foster positive relations among classroom students.	68	66.7	23	22.5	11	10.7	102	100
4	I appreciate and respect the individuals' differences of my friends.	67	65.7	21	20.6	14	13.7	102	100
5	I considered the problems faced by students longer their background.	46	45.1	23	22.5	33	32.4	102	100
Average		55	54	19	19.4	29	26.		

As seen from table 2, the level of the respondents perception on the 1 item 52 (51%) were perceived on the statement most of teachers were not aware about diversity issues. Whereas, about 17 (16.7%) and 33 (32.3%) of the respondents were perceived at moderate and low level of

perception toward the first item. This implies that most of the respondents were perceived high perception on the 1 question.

In the category of the item 2 about 43 (42.2%), 15(14.7%), and 44 (43.1%) of the respondents were perceived at low, moderate, and high level of perception respectively. In this category slightly of the respondents were perceived low level on the item (2).Table 2, illustrates that on item (3) on the reverses of the above most of the respondents 68 (66.7%) had high level of perception on the concept of always try to poster positive relations among classroom students. About 23 (22.51) and 10 (1.8%) of the respondents had moderate and low level of perception. From the above statement we can conclude that slightly of the respondents were had high perception on the item 3.Table 2, also indicates that 4 category items about 67 (65.7%) of the respondents had high level of perception on the statement appreciation and respecting of the individuals difference. As it is also can be seen from the table 2, about 21 (20.6%) and 14 (13%) of the respondents had moderate and low level of perception on similar statement on the item4.Consequently, with regard to 4 item categories the perceptions of the respondents were high level.

Lastly, as table 2 shows on item (5) about 46 (45.1%) of the respondents high perception on the statement regard to the problems that faced by students backgrounds. As nearly same extent about 33 (32.4%) and 23 (22.5%) of the respondents had moderate and low level of perception on the statement on item 5. It is also seen as from the table 2, among the low-level of perception item number 2 and 5 were hold the largest proportion of the respondents. That is 44 (43.1) and 33 (32.4%) respectively. In other hand, as it is observed from the table2, among the high level of the respondents item 3, 4, and 1 were hold the largest proportion of the respondents. This implies that about 68 (66.7%), 67 (65.7%) and 52 (51) of the respondent had high level of perception on the facts that try to faster positive relation among classroom students, appreciation and respecting of the individual difference respectively. Whereas, among the total moderate level of perception item, 3, 5, and 4 were had moderate level of perception on the statement of try to poster positive relations among students class room with regards to the problems that faced by students longer background, and most of teacher were not aware about diversity in their schools at largest proportion in the perception of moderate level.

Furthermore, to evaluate the respondents' level of perception on the concepts of diversity issues, the researcher observed students in classroom when teaching and learning process was take place

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in classroom. So during observation students asked question their teachers which was says “what is the difference between Federal state and Regional state?” be remind that the class was civic and ethical education subject matters, then the teacher was give a chance for the students to answered for the given question. So that two students were replied, the answer by stating likes in common idea:

The Federal states is a system of government in which all regional states are holding to gather to form the federal states of government it self. Whereas, the regional states are nine in numbers according to our country context and when they come to go there they create Federal states. These regional states have their own constitution based on the constitution the of Federal Democratic Republic of Ethiopia, and they have the right to develop their culture, their language, expressing their idea of their regional level of states (Grade 12th March 7/2011).

From the above quote, every person can deduce that students were had a well aware about their country and their regional states regard to cultural, language, and freedom of society based on the constitution of the country. This implies that students had perceived about diversity issues as positively in their classroom and outside of their school, because of the importance of civic and ethnical education in education that was given from grade 5-up to higher education in our country in general .To evaluate the level of perception on the concept on MCE the researcher also asked the school principals responded the question on the question which say “how do you perceived MCE?” School principal one (SP1) replied as:

He said the word is new for me; however, the concept is not new for me, as I think it is studying of diversity regardless of age, religion, culture and language in the given country. He was also stated that today every person should be aware about diversity. Because, or country is said to be home of diversity in Africa next to Nigeria and every Ethiopian people are living to gathers for a long time with tolerance in all aspects(March, 2/2015).

From the above statement, we can realize that the findings of students and teachers were to mach in the same way and they described about diversity issue. In sum up, about the perception of students toward Multicultural Education (MCE) data result from both quantitative and qualitative were show that perceptions of students toward Multicultural Education (MCE) were high. The table 2 indicate that, about 55 (54%) of the respondents deemed that they had a well perceived about MCE. Ware as, about 29 (26%) of the respondents reported that they had low perception with related to issues of multiculturalism. Only about 19 (19.4%) of the respondents had

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moderate level of the perception. Therefore, perceptions of students were high toward issues of Multicultural Education (MCE).

Table 3: Level of Teachers’ Practices toward Multicultural Education

No	Items	Level of practices							
		High		Moderate		Low		Total	
		No	%	No	%	No	%	No	%
1	You apply student-centered approach that address issues of diversity when your are teaching	8	15.68	16	31.4	27	52.9	51	100
2	In you teaching you give special treatment for minority groups (e.g. female students)	6	11.8	12	23.5	33	64.7	51	100
3	Issues of multiculralism is practiced as expected by the policy	9	17.6	13	25.5	29	56.9.	51	100
4	You have attended training to improve your awareness about issues multicultural education	18	35.3	15	29.4	18	35.5	51	100
5	No need of knowledge, and skills to practices and implement multicultural education	14	27.5	9	17.5	28	54.9	51	100
Average		11	22.4	13	26.1	27.2	52.98		

As it is observed from table 3, in the category of the item (1) most of the respondents were deemed that not used students centered approach in their teaching method that address issue of diversity. This implies that, about 27 (52.9%) of teachers were not practice students-centered approach in their teaching method. The observation results, which has been obtained during observation session, made was confirmed with this findings, because as the researcher observed teachers were not practice students centered approach when they were taught in classroom. On the same item, about nearly 16 (31.4%) and 8 (15.7%) of the respondents had moderate and high level practice of teaching methods from multicultural Perspective (MCP).

As seen from table 3, illustrates that the largest proportion of the respondents for item (2) deals with teachers were not practices when he/she taught his/her students and they were did not give special treatment for the minority group. About 33 (64.7%) of the respondents were deemed that not make special treatments like giving guidance and arranging tutorial class to preserve students who were academically low performance. The result obtained from observation and interview was disconfirmed with the above findings. Because, during observation most of

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teachers were made future class for females students in school and one of the respondents school principal one(SP1) and school principal two (SP2) were said in common idea in the following lines:

Now a day's a time of computation for all human beings so everyone knows that school is a place where human power is produced to help her/himself and supporting their country by keeping the norms, social value, culture, language and their identity in general. To effect this education has a key role in producing a good citizen who has reasonability for her/his country. They may be females or males, so that, in our school context tutorials class is given for male and female students at all, especially for female, because to create how females students should be compute with male students(March 1/2015 and March 2/2015).

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

Table 3, also depicts that the school was not practicing educational practices from Multicultural Perspective (MCP) as expected as the policy. With regards to this issue, about 29 (56.9%) of the respondents viewed that educational practice from multicultural Perspective (MCP) was not practice as expected policy. This implies that most of the respondents' do not believe that practices of MCE in school. However, about 13 (25.5%) of the respondent deemed that educational practice from multicultural Perspective (MCP) was at moderate level in school. The remaining about 9 (17.6%) of the total respondents were believed that Multicultural Education (MCE) is practice as expected policy in school.

Table 3 also shows that about 18 (35.5%) of the respondents replied that educational practices on item(4) teachers improve their awareness and practices of teaching from multicultural Perspective(MCP) by attending training. In another hand, table 3 also shows that about 18 (35.5%) of the respondents were deemed that educational practice item (4) teachers did not improve their awareness by attending training to practice Multicultural Education(MCE) in school. But, about 15 (29.4%) of the respondents belief that moderate level on the item in table 3, teachers were improve their awareness toward Multicultural Education (MCE) by taking workshop on the serves and in service.

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Moreover, during interview held with school principals the respondents were viewed that most of teachers in school were focused on the subject matter rather than engaging differences, which exist among students. The respondents were further said that, almost all the teachers were focusing on teaching subject matter rather than giving attention to differences between learning styles of the different students, This due to lack of knowledge, skills, and attitude about diversity issues. On the last item, about 28 (54.9%) of the total numbers of respondents were viewed that, knowledge, skills, and attitude were the prerequisite to practice and implementation of Multicultural Education (MCE). In other hand on table 3, indicate that about 14 (27.5%) of respondents were not support need of knowledge, skills, and attitude to practices and implementation of Multicultural Education (MCE). Yet, about 9 (17.5%) of total of the respondents had moderate level on item 5. The result obtained from the open-ended question was also revealed that the need of knowledge, skills, and attitude toward diversity issues in school relevant and importance for practices and implementation of Multicultural Education (MCE).

In response one of the open-ended items the questionnaire which says: “how do you evaluate educational practice from MCP in your school?” Most of the respondents were replied that practice of Multicultural Education (MCE) was low, this due to lack of knowledge, skills, positive attitude toward diversity, absences of experience about tolerance, mutual respect among students ,and peaceful coexistence unity in diversity.

In general, the findings from both quantitative and qualitative majority of the respondents reported that an educational practice from multicultural Perspective (MCP) was at low level. Because, over all practices of MCE in table 3 shows the result of quantitative data reveals that slightly of respondents 27(52.9) were low in providing educational practices from multicultural Perspective (MCP). About 13(26.1%) of the respondents were had moderate level of educational practices from Multicultural Education (MCE). Only bout 11(22.4%) of the respondents were deemed that they had high level competent in making practices from MCE. Consequently, the quantitative and qualitative data reveals that educational practice from multicultural Perspective (MCP) in school was at low level. In addition, practices of Multicultural Education (MCE) from students view provided in table 4.

Table 4: Level of Students’ Educational Practice from Multicultural Perspective

No	Items	Level of Practices						Total	
		High		Moderate		low		No	%
		No	%	No	%	No	%		
1	The curriculum of the school addresses the vision of the diverse students.	38	37.2	21	20.6	43	42.2	102	100
2	The curriculums help me to know diversity of another ethnic group and my identity.	40	39.2	21	20.6	41	41.2	102	100
3	The curriculums help me to practice and develop my cultures and languages in the school.	42	41.2	16	15.7	44	43.1	102	100
4	History of the past influenced me to respect other.	31	30.4	15	17.7	56	54.9	102	100
Average		37.75	37.	18.	18.7	36	45		

Table 4, reveals that the results of students’ practice from multicultural Perspective (MCP). It depicts on item 1 about 43 (42.2%) of respondents were believed that the curriculum of school do not addressed the vision of the diverse students in school. This implies that curriculum is do not considered students backgrounds regardless of gender, age, ethnicity, language, and their culture, when it developed as the policy. However, about 38 (37.2%) of the total respondents were believed that the curriculum of the school addresses the vision of diverse students. This indicates that the curriculum is practice for addressing students’ vision in school, while the remaining of 21 (20.6%) total respondents shows that curriculum of the school address students’ vision at moderate level in its practices. Thus, the respondents deep-rooted that the curriculum of the school was not addressed the vision of diversity.

As it is observed from table3, slightly of the respondents were deemed that the curriculum used to aware about diversity of another ethnic group and used to develop self-identity. That accounts 40 (32.2%). It shows that curriculum was the means of awareness toward diversity issues of the other cultural, ethnical groups, and it develops self-identity of human being.

Table 3, also indicates that on the category of the item (2) about 41 (41.2%) of the total respondents were believed that the curriculum do not hence to aware about issues of diversity. This illustrates that misunderstanding of curriculum use in educational practices especially from Multicultural perspective . Though slightly of the respondent believed that the curriculum on practices to aware, respect diversity issues, and to reflective self-identity only small numbers of the respondents 21 (20 .6%) had moderate level idea in practices of curriculum. In addition to

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this, the result from the observation was also making sure the above statement. Because, as the researcher realized that most of students specially Arjo and Sire students were not respect with each others, when they were learning in classroom and they were not practice for respect among themselves. They were also had less willingness to express their idea in classroom. In addition, they have less willingness to work cooperative work in their class and their interaction with among themselves was low. This indicates that students were not practices respecting with each other in school.

Supplementary, the findings of observation depicts that there was no enough instructional material from multicultural Perspective (MCP) in school. While, there were some instructional material that demonstrating multicultural issue in school and teaching aids on the issues of diversity that was Nine Regional States of Ethiopia names and their flags in school. Teachers were used as teaching aid especially in ethical and civic subject matter. It was made up of hard paper and that attach on the wall of the school. As well, there were also a big poster of Ethiopia Nation, Nationalities and People’s day that was celebrated a long with the convening on Ethiopia international conferences of Federalism Poster on the wall of Arjo and Nekemte School. In addition to that there was Oromo cultural guideline poster on the well of each school which stated that Oromo people advising as”Gadaa system “ As a result, to some extent the materials were indicates that the result of the policy of the country to day. However, it was not enough educational practice from multicultural Perspective (MCP), while there was hopefully practice in the future regard to diversity.

Similarly, the data on table 3, item3 indicated that about 44 (43.1%) of the respondents believed that curriculum was not used for practices; develop students cultures, and students languages in school. This describes that policy of to day not helps to practice and develop culture and language of ethnic group in school. Nearly to this, about 42 (41.2%) of the respondents were believed that the curriculum on practices of developing cultures and language of ethnic groups in the school to reverse of the above statement. Yet, 16 (15.7%) of the total numbers of the respondents were reported that they had moderate level on the use of curriculum in developing cultures and languages. Thus, from this we conclude that the curriculum of the school is doing not translate in practices in school.

Concerning the last item about 31 (30.4%) of the respondents believed that history of the past influenced them to practices and respects about others ethnic diversity issues in the school.

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Whereas, about 56 (54.54%) of the respondents were deemed that history of the past was do not influenced them to practices and respects about multicultural education issues in the school. So more of the respondents were claimed that history of the past not factor to respect and appreciate diversity issues in school. However, 38 (37.2%) and 18 (19.6%) of the students were replied that to some extent the curriculum of the school address the vision of the students backgrounds. It helps to know identity of self and other identity to practice their cultures and their language was high and moderate level.

In general, table3 indicates that the overall practices of Multicultural Education (MCE). The data obtained from quantitative were demonstrates that educational practices from MCP was low. This confirms with the findings of teachers practices in table 3, about 46 (45.4%) of the respondents were deemed that educational practices from multicultural Perspective (MCP) was at low. Whereas, about 37 (37.3%) of the respondents reported that practicing Multicultural Education (MCE) was high-level .Only about 18 (18.7%) of the respondents viewed that at moderate level .As a result from table 3,we can conclude that educational practices from MCE was low level.

CONCLUSIONS

The major findings of the study were clearly deduced based on the quantitative and qualitative methods of data analysis, and interpretations. Teachers’ perceptions toward Multicultural Education (MCE) were encouraging and school principals and educational expert of the region toward Multicultural Education (MCE) also on the ways of encouraging. Educational experts and school principals highly perceive about Multicultural Education (MCE), because both of them tried to show issues of diversity when asked during the interview session held. The school principals and educational experts’ perception toward, Multicultural Education (MCE) an issue was positively during interview session. Students positively perceive about issue of diversity, but they could not change into practice their perception from multicultural Perspective (MCP), however the relationship between teachers and students as well among teachers’ were at low level. This is so due to lack of teachers’ knowledge, mishandling students from diverse students and less attention given from the concerned bodies. Accordingly, Teachers, and school principals did not receive formal orientation on issues of Multicultural Education (MCE) in pre-services and in-services training program.

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Furthermore, an educational practice from multicultural Perspective (MCP) in school was under developed. This indicates the from school's actual practices as to the requirements of Multicultural Education (MCE) guidelines, the school's environments was so poor, and lack of instructional strategies from multicultural Perspective (MCP) in school . Most of the teachers did not teach their students how to solve problems; they did not know how to handle students on the concepts, and principles that can lead the students to have fundamental knowledge of diversity issues. In the same way, the majority of the teachers did not give attention to the importance of diversity among their students. Even, the performed educational activities in the school did not indicate an issue of multicultural educational (MCE). There is a gap between principles and educational practice activities in relation to multicultural education especially in addressing different issues of diversity in the school. Lack of knowledge, skills, and negative attitude toward an issue of diversity indicate that the activities have been not fully developed upon the basic principles, theories, and assumptions underlying the program from multicultural educational practice.

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