



RESEARCH ARTICLE

TEACHER'S AWARENESS OF MULTICULTURAL EDUCATION: IN THE CASE OF DIRE DAWA PREPARATORY SCHOOLS

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ABSTRACT

The main objective of this study was to investigate teacher's awareness about multicultural education. To give a response for this objective, 120 Dire Dawa Administration preparatory teachers' were selected by non-probability sampling method, particularly purposive sampling technique. From these participants, the data was collected by a five point likert scale questionnaire (Validity of the questionnaire as well as clarity of language was checked by multicultural experts and its reliability was calculated using cronbach alpha 0.78). After that, the collected data was analyzed by descriptive (mean and standard deviation) and inferential (simple t-test and independent t-test) statistics. The analyzed data showed that the participants have high level of awareness about multicultural education. Both females' and males' teachers have similar and high level of awareness about multicultural education, but well experienced teachers have more awareness than less experienced once. So, we recommended that teachers' awareness in multicultural education there will be helping them to implement culturally sensitive strategies and content to ensure equitable opportunities for academic success if necessary.

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INTRODUCTION

Ethiopia is the second most populous nation in Africa, only preceded by Nigeria, and has more than 80 ethnic groups living together. The major ethnic groups are: Oromo (34.5%), Amara (26.9%), Somali (6.2%), Tigre (6.1%), Sidama (4%), Guragie (2.5%), Wolyita (2.3%), Hadiya (1.7%), Afar(1.7%), and Gamo (1.5%) (Federal Democratic Republic of Ethiopia Population Census Commission, 2008, p. 16). It can be characterized as a variety of nations, nationalities and peoples, as well as linguistic groups (Abbay, 2004; Levine, 1974). Well over 80 different languages are spoken in the country constituting 22 Cushitic, 18 Omotic, 18 Nilo-Saharan, and 12 Semitic languages (Ethiopian Ministry of Information, 2004). Dire Dawa is a multiethnic city located in eastern part of Ethiopia. According to 2007 National Census, ethnic groups which account one percent out of the entire 342,827 population in the city including Oromo (46.08%), Somali (24.24%), Amara (20.09%), Gurage (4.54%), Tigre(1.23%), and Harare (1.08%). Similarly, languages spoken in the city Administration include Afan Oromo (47.95%), Amharic (26.46%), Somali (19.74%), Guraga (2.78%), Harari (1.04%).

The city is located between Somali and Oromo regions which made it, and since 1992 it becomes a bone of contention between Oromo and Somali ethnic groups. The two major religious groups, Islam and Christianity dominate in the Administration. The majority of the population (70.71%) belonged to the Muslim faith; and Christians account for the remaining (29.01%) and traditional or others 0.28 percent. Amharic language is the working language in Dire Dawa Administration (CSA, 2008). Each ethnic group has been practicing their own language, religion, traditional values, economical and societal norms and life styles being passed from generation to generation. Indeed, these make each ethnic group unique and rich with its own cultural heritage.

According to Bennett (1995) in a society where there is cultural diversity, the nature of education should be multicultural in character. This means, the educational subjects should be taught from the stand point of all cultures. Culture influence not only our values, beliefs, and social interactions, but also how we view the world, what we consider important, what we attend to, and how we learn and interpret information (Philips, 1983; Delgado-Gaitan & Trueba, 1985; Huitt, 1988; Jacobs & Jacobs, 1988; Jacobs, 1990; Rhodes, 1990). Furthermore, the effect of ethnicity on cognitive and motivational styles within an ethnic group persists across social-class segments (Banks,

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1988). Diversity is important for Ethiopia to implement multi-ethnic and multicultural education at all levels to make education accessible to its people. Multicultural education is to enhance understanding, build relationships and self-concepts, improve multicultural climates of schools, and implement curricula that encourage multicultural awareness (Banks, 2007). Cultural diversity is generally accepted fact. Therefore; the understanding of other cultures is crucially important and it may help to maintain the stability in society. Living in multicultural society requires a high level of understanding and respectfulness to those from other cultures. In this context one of the best ways to inculcate this value is through education. Cultural diversity poses a pedagogical and social challenge to educators.

Teachers' awareness and attitudes about culturally diverse students in the classrooms are the key factors in motivating, educating, and making a difference in the education of students irrespective of their gender, ethnicity, age, religion, language, or exceptionality. The majority of teachers usually, consciously or unconsciously, exhibit biases towards students in some manner. Often teachers' teaching styles are very different from the learning styles of culturally diverse students (Gollnick & Chinn, 1991). Another research shows that the teachers' knowledge of their students' cultures, as well as the infusion of culturally sensitive pedagogy and materials has an influence on students' academic performance (Pope and Wilder, 2005). Other research conducted by Cho and DeCastro-Ambrosetti in 2006 shows that teachers' attitudes improved as they developed an increased awareness of and appreciation toward other cultures and that this had an effect on the attainment of students.

In general, according to the foregoing agreement, the awareness, attitudes and the practice of teachers toward multicultural education seem very important for successful implementation of multicultural education in their day to day teaching-learning activities. The role of teachers in multicultural education has paramount importance because personnel's awareness, attitude and activities affect the learner in particular and the teaching environment in general (Manning and Baruth, 1996). Moreover, research suggested that teacher's perception of the particularity of a new teaching practice influences implementation (Spark, 1988). According to Gay (1994), teachers often perceive their values, beliefs, and actions as the standard norms, and what they know and what they teach is governed by educational principles of teaching. Due to the lack of understanding of ethnic, racial, social, and linguistic diversity of students, teachers can engage themselves consciously or unconsciously in "mis-education practices." Due to the failure on the part of teachers to understand, accept, and appreciate who these students are, students feel that the school environment is alien and hostile toward them. This situation causes stress, anxiety, and a feeling of a lack of support among students, which can affect students' daily academic performance. Learning in a school setting is high risk-taking activity for the majority of the culturally diverse students. All students, including culturally diverse students, work better when they feel that they are securing regarding who they are.

In related to this area, Tonbuloglu, Aslan & Aydin, (2016), found that the actual knowledge of the teachers with regard to multicultural education and diversity was found to be adequate and their opinions towards multicultural education were

observed to be largely positive. Similarly Yared and Taha (2014), found that students and teachers were well acquainted with the knowledge and skills of developing and reflecting the cultural values and the overall awareness levels multicultural issue was high. In addition to this the overall attitude of participants toward implementing multicultural issues in their art practices was also have positive attitude toward implementing the multicultural issues. Our research is focus on teacher's awareness of multicultural education in Dire Dawa preparatory schools.

Objectives of the Study

The purpose of this study was to investigate the awareness of teachers' in multicultural education

The Specific Objectives

- To evaluate teachers' awareness about the cross-cultural communication in culturally diverse background
- To investigate teachers' awareness about the significance of multicultural education
- To compare teachers' awareness based on gender difference
- To compare teachers' awareness based on teaching experience

Significance of the Study

This study will have the following significances.

- It will contribute the awareness of teachers' in multicultural education particularly around the preparatory schools
- The study tries to assess awareness of teachers' in multicultural education.
- The study can be used in arranging training multicultural education awareness If, it necessary.
- It will also help as a ground for future researches on the issue in the area.

Delimitation of the Study

This study aims at shading light on teachers' awareness in multicultural education in Dire Dawa administration preparatory schools. The researchers limit its scope so as to make it manageable with the time, resources and other factors available. Therefore, the study focused awareness of teachers' in multicultural education in Dire Dawa government preparatory schools.

REVIEW OF RELATED LITERATURE

Multiculturalism

Culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society (Tylor 1871). Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. According to Warren (2002) culture can be understood as the whole way of life that is vital for the survival

of a specific group or people living in a specific society. Thus, culture can be the dominant values that give direction for the day-to-day activities of people in society, comprising of the symbolic values and beliefs, intellectual and artistic achievements, traditions and rituals as well as the dominant patterns of living. Multiculturalism is a philosophical position and movement that deems that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of educational institutions, including the staff, the norms, and values, the curriculum, and the student body (Banks & Banks, 1997). In addition to this, multiculturalism refers to an applied ideology of racial, cultural, religion, gender and ethnic diversity within the demographics of a specified place, usually at the scale of an organization such as a school, business, neighborhood, city or nation (Parekh, 2006).

Multicultural Education

Multicultural education is considered to be an “education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis” (Santrock, 2001). Nieto and Bode (2010) define multicultural education as a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in school and society and accepts and affirms the pluralism that students, their communities, and teachers reflect. According to Hall (1997) multicultural education as humanistic concept based on the strength of diversity, human rights, social justice, and alternative lifestyles for all people, it is necessary for a quality education and includes all efforts to make the full range of cultures available to students; it views a culturally pluralistic society as a positive force and welcomes differences as vehicles for better understanding the global society.

Similarly, Baker (1979) defines multicultural education as an approach to teaching and learning based upon democratic values that foster cultural pluralism; in its most comprehensive form, it is a commitment to achieving educational equality, developing a curriculum that builds understanding about ethnic groups, and combating oppressive practices. He further notes that multicultural education is a reform movement that changes all components of the educational enterprise, including its underlying values, procedural rules, curricula, instructional materials, organizational structure, and governance policies to reflect cultural diversity. There is general agreement among most scholars and researchers that, for multicultural education to be implemented successfully, institutional changes must be made, including hangs in the curriculum the teaching materials; teaching and learning styles; the attitudes, perceptions, and behavior so, teachers and administrators and the goals, norms, and culture of the school (Banks, 1992; Bennett, 1990; Sleeter & Grant, 1988).

Awareness of Multicultural Education

According to Erickson, (1987/1992) Multicultural education allows students to see different points of view, gives minority students validation in the classroom, and decreases the amount of prejudice and misunderstanding that occurs between races. According to Gay (1994) the psychological underpinnings of multicultural education give details its importance on developing greater self-understanding, positive self-concepts, and pride in one's ethnic identity. Emphasizing these areas is

part of multicultural education's goal of contributing to the personal development of students, which contends that a better sense of self contributes to the overall intellectual, academic, and social achievement of students. Therefore, Gay concluded that students who feel good about themselves are likely to be more open and receptive to interaction with others and to respect their cultures and identities.

Teachers must recognize the value of ethnic and cultural diversity as a basis for societal enrichment, cohesiveness, and survival. They must also know in detail about experiences, viewpoints, and needs of various cultural groups so that they are able to teach their students about these different groups. Teachers need to acquire sensitivity to words and actions insulting or hurtful to minority groups. So, they can be aware of their own biases and discrimination towards different groups, and also discourage students' actions and words that may be hurtful to individuals. Teachers must use various classroom techniques to demonstrate how people of various cultures and backgrounds can communicate effectively and work cooperatively.

Cross-cultural Communication

Cross cultural communication can be a thorny skill (Rymes, 2008). There is a much greater emphasis on the interrelatedness of the individual to others and the environment; the self is meaningful in the context of social relationships, duties, and roles. According to Rymes (2008). All successful communication results from one person understanding the meaning and intention of what another person has said. The skills associated with effective and rewarding cross-cultural communication can seem elusive to many people who lack experience of this form of interaction. Cross-cultural advocates agree that a positive cross-cultural relations that exist between culturally different communities help school children in their academic success at multicultural schools. On the other hand, when there is a lack of cross-cultural relations between culturally different communities, those school children attending a multicultural school will have a great role in bridging the gap and bringing positive cross-cultural relations (Bennett, Hammer and Wiseman, 2003). In addition to the above Bhawuk and Brislin cited in Bennet, (2003) stated that “To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures.” According to Bennett, Hammer and Wiseman (2003) found that individuals who have received largely monoculture socialization have a high possibility of becoming ethnocentric and those who have received largely multicultural socialization have a high possibility of becoming ethno relative. The more ethnocentric orientations can be seen as ways of avoiding cultural difference, either by denying its existence, by raising defenses against it, or minimizing its importance. The beliefs and values that teachers impart on their students have an effect on their daily interaction with culturally diverse students which, in turn, has an effect on how students perceive their learning environment and academic attainment.

Culturally Diverse background

Multiculturalism means diversity was presented through teachers' descriptions of their student populations as culturally diverse and therefore multicultural. When teachers understand

multiculturalism as classroom diversity it is reduced to superficial elements and does not increase students awareness of one another or society. As, Cho, G. & DeCastro-Ambrosetti, D. (2006) the attitudes that multiculturalism is difference and the melting pot occurred when teachers spoke of their desire to value differences in conjunction with their description of how distinctions fade as cultures become integrated. This melting pot theory has maintained Western values in schools not allowing integration of ideas from other cultures. For these teachers, respect for other cultures meant learning about them with an underlying assumption that they eventually melt into the dominant culture.

Teachers must evaluate instructional materials to make sure that they are unbiased and factual and complete in describing the influence and contributions of individuals of minority race (Gallagher, 1998). For teachers to be effective in implementing a multicultural program in their classrooms and schools, they must have the ability to recognize their feelings and attitudes as part of their cultural norms and biases. Establishing effective meaningful relationships is a process requiring a commitment from all educational stakeholders. It involves sharing and sustaining open lines of communication and understanding. Culturally Diverse families need to be provided with relevant school information in their language of origin. Also translators and interpreters need to present and able to work in close collaboration with school authorities to promote active family participation in their child's education (Harry, 2008)

Multicultural Education and Classroom Environment

The classroom setting is a very important aspect for representing the teacher understands of multicultural education. An environment that is rich in possibilities for exploring gender, race/ethnicity, and cultures sets the scene for practicing multicultural education (Derman-Sparks, 1989). Creating a diverse environment is an important step for implementing multicultural education (Morrison, 2000). In schools, many plans for establishing multiculturalism use the teachers as vehicles of knowledge. Pullen (2000) suggests that a series of in-service workshops will assist in preparing teachers in creating multicultural school environments. The workshops consist of four phases: self-inventory, mini-lectures, a multicultural mentoring program, and a mandatory multicultural lesson. The self-inventory portion provides teacher a measure of their cultural awareness and tolerance. Mini-lectures are presented by individuals of a wide-range of ethnicities, which may include students, teachers, and professors of multicultural education.

A multicultural mentoring program will allow teachers of different ethnicities to share in question and answer sessions that may help lead to understanding and education. After teachers have completed the first three phases of the workshops, they are required to teach a multicultural lesson based upon the information that they received at the workshops. It is important the pre service teachers are taught the theoretical basis and goals of multicultural education, and have an attitude that will create an environment conducive to the learning of all students from all walks of life. A culturally inclusive classroom is one where students and staff alike recognize, appreciate and capitalize on diversity so as to enrich the overall learning experience. Fostering a culturally inclusive learning environment encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic

status, sexual orientation or political beliefs – to develop personal contacts and effective intercultural skills. Different circumstances have prompted different countries to adopt strategies to infuse cultural adaptations in the curriculum. For such a challenging enterprise, a teacher has to promote changes in the academic curriculum, in the learning environment and also in the approach of the teachers toward the students. Children coming from different cultures have different understanding levels and hence require for different teaching methods. It is the teacher's primary duty to cultivate an environment which aims at bridging cultural gaps. The teachers' ability to look through the lenses of students with diverse cultural backgrounds, study and purport culturally relevant pedagogies, select and propose culturally relevant material, all contribute towards the attainment of students. Banks (2007) argues that teacher preparation programs are failing to design cultural courses that fit into existing curricula.

METHODOLOGY

Research Design

Based on the purpose of the study; the study was used descriptive survey and quantitative method using descriptive and comparative design

Sampling Technique

In this study, 120 Dire Dawa administration preparatory teachers (60 females, and 60 males) were selected using non probability sampling method, particularly purposive sampling technique was employed. The age of the teachers is ranged from 29 to 63 years with both sexes and most of the teachers had degree (N=115, 95.8%) and a few had second degree (N = 5, 4.2%)

Data Collection Instrument

In this study closed ended questionnaires was employed as a data collection instrument. The questionnaire was prepared by researchers. It consists of two sequential parts. The first part is intended to collect personal data and background information of the respondents including age, gender, and years of teaching experience. The second part of this questionnaire was consist of 13 items which was prepared using a five point likert type scale ranging from strongly disagree (1) to strongly agree (5). The items were identified and divided into two sub groups, the first group was used to measure teachers' awareness about cross-cultural communication in culturally diverse back ground and the second group was used to measure teachers' awareness about the use of multi-cultural education. Validity (face, content, and construct validity) of the questionnaire as well as clarity of language were tested by three experienced multicultural experts who worked in different sectors. The reliability of the questionnaire was calculated using cronbach alpha and its reliability coefficient was 0.78 for full scale, 0.76 for teacher's awareness about the Significance of multicultural education and 0.77 for teachers' awareness about cross-cultural communication in culturally diverse background.

Methods of Data Analysis

The data was analyzed descriptive (mean and standard deviation) and inferential (*simple t-test and independent t-test*) statistics using calculat

RESULT AND DISCUSSION

The data obtained from the participants are analyzed and the results are shown in the following tables. Based on table 1, 50% of the participants were males and the other participants were females (50%). From the table one can see that the teaching experience of the participants, 12.5% of the teachers had from 1 to 5 years teaching experience, 50% of the teachers had from 6 to 10 years teaching experience, and 37.5% of them had above ten years teaching experience. This implies that most of the participants were experienced. Equal number of females and males teachers' help to control tendency that the influence of extraneous variable on the outcome of the study result (comparison of males and females teachers' awareness about multicultural education).

who teach in Dire Dawa administration preparatory schools have a better understanding regarding to the awareness of cross-cultural communication even if they had culturally diverse background. Related to this, Banks (2001) claims for students to become successful in a diverse world, they need to have the ability to communicate and negotiate among diverse cultures. In the same way Schlosser (1992) most of effective teachers as being those who are able to learn to understand their students' cultures and who impart self-confidence to them. The beliefs and values that teachers impart on their students have an effect on their daily interaction with culturally diverse students which, in turn, has an effect on how students perceive their learning environment, academic attainment and cross-cultural communication in culturally diverse background. As shown in table 3, the obtained mean was 31.5 and also the

Table 1. Back ground information of the participants (N=120)

Gender				Year of teaching experience					
Male		Female		1-5 years		6-10 years		Above 10 years	
Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
60	50	50	50	15	12.5	60	50	45	37.5

Table 2. Means (M) and Standard deviation (SD) result of teachers' awareness about cross-cultural communication in culturally diverse background

Obtained mean(M)	SD	Expected mean(μ)	Df	Cal.t- value	t- table value
20.23	1.06	15	119	52.9	1.98

Table 3. Means (M) and Standard deviation (SD) result of teacher's awareness about the Significance of multicultural education

Obtained mean (M)	Standard deviation (SD)	Expected mean(μ)	Df	Cal.t- value	t- table value
31.5	0.86	24	119	94.9	1.98

Table 4. Means (M) and Standard deviation (SD) result of teacher's awareness based on gender difference

Variables	Genders	Mean(M)	Standard deviation (SD)	No	Df	cal.t- value	t- table value
Teachers' awareness about cross-cultural communication in culturally diverse back ground	Female	20.25	1.04	59	59	0.65	2.01
	Male	20.21	1.08	59			
Teachers' awareness about the Significance of multicultural education	Female	31.45	0.85	59	59	0.22	2.01
	Male	31.56	0.83	59			

Table 5. Means (M) and Standard deviation (SD) result of teacher's awareness based on teaching experience

Awareness	Year of teaching experience	Obtained mean(M)	Expected mean(μ)	SD	No	df	Cal.t- value	t- table value
Teachers' awareness about cross-cultural communication in culturally diverse back ground	1-5 years	18.2	15	0.85	15	14	14.5	2.14
	6-10 years	19.24	15	0.83	60	59	38.5	2.01
	Above 10 years	20.3	15	0.84	45	44	48.2	2.01
Teachers' awareness about the Significance of multicultural education	1-5 years	30.1	24	0.86	15	14	27.7	2.14
	6-10 years	31.2	24	0.86	60	59	56.4	2.01
	Above 10 years	32.3	24	0.87	45	44	63.9	2.01

As shown in table 4, the obtained mean was 20.23 and also the expected mean was 15. When we compared these numerical values the obtained mean is greater than the expected mean. So, the results showed that the teachers' awareness about cross-cultural communication in culturally diverse back ground is high and the mean result is statistically significance at ($p = 0.05$, Cal.t- value = 52.9, t- table value=1.98 df= 119). The SD (1.06) is also told us each teachers has similar level of awareness about the Cross-cultural communication in culturally diverse background. This is indicating that most of the teachers

expected mean was 24. These numerical values as shown the obtained mean was greater than the expected mean. So, the result told us the teachers' awareness about the use of multicultural education was high and the mean result is statistically significance at ($p = 0.05$, Cal.t- value = 94.9, t- table value= 1.98 df= 119). The Standard deviation is also told us each teachers has similar level of awareness about the Significance of multicultural education. This high level of teachers' awareness of multicultural education was helped them to use various classroom techniques to demonstrate how

students of various cultures and backgrounds can communicate effectively and work cooperatively. As Banks (2004b) the more we know about a student's background the more accurately we can predict, explain, and understand the students' behavior in the classroom. In the same token Banks (2004 a) and Larke (1990) as explained the finding of many western studies stated clearly that a student academic achievement is influenced by the teachers' cultural awareness. The researchers also believe the teachers' awareness may affect their teaching of those culturally different students. In addition to this Pope and Wilder (2005) also research shows that the teachers' awareness of their student's cultures, as well as the infusion of culturally sensitive pedagogy and materials has an influence on students' academic performance. As shown in table 4, the mean of female teachers' awareness for cross-cultural communication in culturally diverse background ($M=20.25$; Cal.t-value = 0.65; t-table value = 2.01, $df=59$), Significance of multicultural education ($M=31.45$; Cal.t-value=0.22; t-table value = 2.01; $df=119$) was not significantly different from the mean of male teachers' awareness for cross-cultural communication in culturally diverse background ($M=20.21$; Cal.t-value = 0.65; t-table value = 2.01; $df=119$), and for significance of multicultural education ($M=31.56$; Cal.t-value=0.22; t-table value; $df=119$) respectively. From this findings seem to suggest that the male and the female teachers who participated in the study have high and similar level of awareness about cross-cultural communication in culturally diverse background and significance of multicultural education. So, we can conclude that gender difference does not influence awareness of teachers' about multicultural issues. As shown in table 4, the mean of teachers' awareness who were teaching 1- 5 years, 6-10 years and above 10 years for cross-cultural communication in culturally diverse background is high at ($M= 18.2$; $SD = 0.85$; Cal.t-value = 14.5; t-table value = 2.14, $M = 19.24$; $SD = 0.83$; Cal.t-value = 38.5; t-table value= 2.14, and $M = 20.3$; $SD = 0.84$; Cal.t-value = 48.2; t-table value= 2.01) respectively, for use of multicultural education is also high at ($M = 30.1$; $SD = 0.86$; Cal.t-value = 27.7; t-table value = 2.14, $M = 31.2$, $SD = 0.86$; Cal.t-value = 56.4; t-table value = 2.01, and $M = 32.3$ $SD = 0.87$; Cal.t-value = 63.9; t-table value= 2.01) respectively.

The result seems to suggest that even if all experienced teachers have high level of awareness but when the teachers teaching experience are increased their awareness about cross-cultural communication in culturally diverse background and Significance of multicultural education also increased. From this point of view it was possible to conclude that teaching experience was a positive effect for a better understanding of multicultural education. As to this Erickson (1992) high level teachers' awareness about multicultural education is helping them, to provide equal opportunities for all students through educational experiences, and allows them to see different points of view, gives minority students validation in the classroom, and decreases the amount of prejudice and misunderstanding that occurs between races. In general, the experiences that teachers get from these diverse cultures may help them develop intercultural communication. Such communication becomes more important in this globalized world in terms of helping the learners think beyond their specific cultural boundaries. In the same token, Koehn and Rosenau (2002), intercontinental (communication) helps to produce better educated, flexible, and intercultural competent professionals who possess multidimensional and shifting identities. This means the learners develop flexible and

multiple identities or cosmopolitan identities, which are characteristics of a global citizenship. In a nutshell, students are expected to develop a balance of cultural, national and global identifications (Banks 2006). Generally, multicultural education is to provide equal opportunities for all students through educational experiences that help them to become knowledgeable and respectful of others, making teachers' knowledge and skills extremely important.

Conclusion

Erickson (1992) high level teachers' awareness about multicultural education is helping them, to provide equal opportunities for all students through educational experiences, and allows them to see different points of view, gives minority students validation in the classroom, and decreases the amount of prejudice and misunderstanding that occurs between races. Based on the above premise, this study most of Dire Dawa administration preparatory teachers' have high level of awareness regarding to multicultural education with no gender difference but teaching experience had a direct relation with a different level of awareness regarding to multicultural education. This is indicating that when the teaching experience is increased, the awareness level of multicultural education also increased.

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