



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

CHALLENGES AND PROSPECTS OF CULTURAL DIVERSITY OF
SCHOOL LEADERSHIP, TEACHERS AND STUDENTS IN
MULTICULTURAL SCHOOL: IN THE CASE OF BINGHAM ACADEMY

MASTER'S THESIS

BY

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ADVISOR

TAMIRIE ANDUALEM (PHD)

OCTOBER, 2024

ADDIS ABABA, ETHIOPIA

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DECLARATION

I, hereby, declare that this Master's Thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used for this thesis have been duly acknowledged.

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THESIS SUBMISSION APPROVAL SHEET

This is to certify that the Thesis entitled “Challenges and prospects of cultural diversity of school leadership, teachers and students in multicultural school: the case of Bingham Academy” submitted in partial fulfillment of the requirements for the degree of master’s with specialization in Social Psychology, the Graduate Program of College of Education and Behavioral Studies, has been carried out by Kokebe Teka W/Tsadik (GSE/8696/14), under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the Thesis to the department for defense.

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Abstract

The objective of this study was to assess and describe the challenges and prospects of cultural diversity of school leadership, teachers and students in a multicultural school. Mixed method and exploratory design were employed. The study included 164 students, 1 Principal, 2 Vice Principals and 16 main teachers. Simple random sampling technique was employed to select students and teacher samples. Questionnaire, semi-structured interview and document analysis were used as data gathering instruments. The necessary primary data were generated from students, the principal and vice principals. Besides, secondary data were collected from written documents and different records about multicultural classrooms, arranged events in the Bingham Academy (BA), documents that show prospects and challenges of multicultural classrooms in BA, training minutes and other related documents were carefully examined. The research's most significant conclusions show that there are not enough supportive books that address the ethnic and cultural diversity of the students in the school.. Besides, the study uncovered that principals' lack commitment to support students' diversified backgrounds. Therefore, the researcher recommends the school to avail books that are required in multicultural classes. It is also a good idea to provide principals with extensive training on how to effectively and strategically manage multicultural cultural classes.

Key words: *Multicultural, Prospects, Challenges*

CHAPTER ONE

1. INTRODUCTION

Under this introductory Chapter, Backgrounds of the Study; Statement of the Problem; Research Questions; General and Specific Objectives; Variables of the Study; Significance; Delimitations of the Study; Limitations of the Study as well as Definitions of Key Terms and Organization of the Study are discussed hereunder in their respective order.

1.1. Background of the Study

Researches indicated that almost in any country, region or community there has been major increase in the presence of students from diversified backgrounds. This trend has changed the composition of students from literally homogeneous to multicultural population. According to Palaiologou et al., (2020) in the world dominated by multiple diversities equity, respect and tolerance among all students should be the central aim of a school in multicultural societies. Another local researcher called Motuma (2015) also added that 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 (Cultural diversity expands our knowledge, views and relationships. Not only did students in diverse environments learn more, but also these students may engage in deeper and higher order of thinking. Students in diverse learning environments such as Bingham Academy (BA) are more motivated and better able to participate in a heterogeneous and democratic society (Maehr & Yamaguchi, 2001).

Multicultural school environments can be overwhelming. However, if an educator can understand the different dimensions and be sensitive to students' cultural needs, abilities and barriers a positive student learning environment is obtainable (Luther, 2021). Education paves the way for equal opportunity and empowers people to exercise and demand their rights. As more students are from diverse backgrounds school principals, teachers and supervisors must maximize their efforts to identify effective method to teach these students in unbiased ways (Mengesha, 2022). Creating a favorable classroom environment in the learning and teaching process requires high priority. (Motuma, 2015).

In heterogeneous classrooms or at least different behavior patterns are part of the group dynamic and people there need to learn how to cope with various situations (Venäläinen, 2010). According to the study of Anyichie and Butler (2023), learners bring their individual differences such as their interests, expectations, aspirations, social and cultural heritages into the classroom. Educators increasingly point to problems of educating students who diverge from presumed cultural norms (Maehr & Yamaguchi, 2001). This cultural diversity in schools means that educators and the education system are faced with a set of challenging issues (Palaiologou et al., 2020). Schools in the world faced with meeting the needs of children from different backgrounds, abilities, orientations, beliefs, values and identities (Maehr & Yamaguchi 2001).

According to Babanoglu, and Agçam (2023) since multiculturalism and its reflection on education require cultural-sensitivity as the basic foundation, teachers are expected to be culturally-sensitive to be qualified as multicultural teachers. Katherine (2008) also suggested that many teachers are not getting enough training in multicultural education. As result, many teachers lacked the knowledge and background needed to make multicultural connections with students from diverse backgrounds.

Teachers play a key role in transforming existing diversities in their classrooms into opportunities and eliminating educational inequalities (Akcaoglu, 2021). Multicultural leadership by school leaders inspires teachers in their multicultural teaching practices Musadad, & Adha (2022). School principals also had profound influence in creating school culture and in shaping how teachers could create a safe, nurturing and stimulating learning environment which is sensitive to multicultural students. The students and faculty of Bingham Academy come from a little less than thirty different nations all around the world. The linguistic and ethnic variety that exists at Bingham Academy creates a vibrant atmosphere in which students may learn from and collaborate with other individuals. Thus, this study has assessed the challenges prospects of BA leaders', teachers' and students' practices as a multicultural school.

1.2. Statement of the Problem

Scholars of the field and Educational researchers tend to amplify the huge contribution of students' diverse socio-cultural experiences to achieve meaningful academic success

(Motuma, 2015). But there is no empirical evidence of how perceived norms and their related aspects are reflected in different cultural approaches at schools (Civitillo, 2019). In culturally diverse schools students experience lack of engagement and motivation in classroom activities that are disconnected from their cultural backgrounds, interests, prior knowledge and experiences (Anyichie and Butler, 2023). According to Chouari (2016) teachers in multicultural classrooms face challenges in providing an appropriate classroom environment and high standards of instruction that foster the academic achievement of all students, particularly students from low socioeconomic backgrounds. The appointment of principals in multicultural schools is steadily increasing, yet little is known about the impact of their leadership practices on schools' climates (Matthew, 2016).

Though our Country, Ethiopia contains many cultures, the essence of multicultural classrooms as a learning environment has not been studied well (Mengesha, 2022). According to Mengesha (2022) studies conducted on diversity and multicultural issues so far remain scarce. To the best knowledge of the researcher, there was no researcher who attempted to scientifically investigate the challenges and prospects of multicultural classrooms in Bingham Academy. Therefore, the researcher with her own self-motivation and worked to assess and describe the challenges prospects of cultural diversity with regard to school leadership, teachers' classroom activities and students' interrelation to one another.

1.3.Objectives of the Study

1.3.1. General Objective

The general objective of this Study was to assess the challenges and prospects of cultural diversity of school leadership, teachers and students in multicultural school.

1.3.2. Specific Objectives

The following are specific objectives of the Study:

- Assess prospects of multicultural classroom at Bingham Academy.
- Explore challenges faced by school leaders, teachers and students in multicultural classrooms of Bingham Academy.
- Examine the relationship between teachers' classroom leadership styles and students' motivation.

1.4. Research questions

1. What are the prospects of multicultural classrooms at Bingham Academy?
2. What are the challenges of multicultural classrooms school leaders, teachers and students faced at Bingham Academy?
3. What is the relationship between teachers interactional leadership styles and students motivation at Bingham Academy?

1.5. Significance of the Study

This study may have several significances. It may add literature to the sparse body of knowledge on school diversity management. It is also important in putting information to the next work who would like to conduct detailed and comprehensive studies in the area of multicultural classrooms. In addition, it is useful to amplify energy and motivation of the staff members and students of Bingham Academy. Besides, it may contribute to build commitment and help students and teachers to know more about multicultural classrooms. The study may also help the school leaders to understand the school environment and work towards maintaining the school diversity.

1.6. Scope of the Study

Since teachers' multicultural issue encompasses dozens of interrelated concepts, it is not viable to study it covering larger geographies being a self-sponsored individual researcher. Therefore, this study was geographically demarcated only to Bingham Academy. The time horizon of the study covered only the 2024/25 academic year. Furthermore, the data gathering instruments were also delimited to questionnaire, semi-structured interview and document analysis. Therefore, the study didn't try to address all the other unspecified multicultural issues in Bingham Academy.

1.7. Limitations of the Study

The study included teachers and students of Bingham Academy. Hence, the findings of the Study may not be representative to governmental and local private schools found in Ethiopia. Hence, these limitations may lessen the generalizability of the findings of the study. However, the researcher has done all her best to access regional and international resources

that are made available over the internet and she has also accessed the Library of AAU and also its research portals.

1.8. Definitions of Terms

Leadership: Those activities engaged in by an individual or members of a group contribute significantly to “development and maintenance of role structure and goal direction necessary for effective group performance”. It focuses on the instruction of students and improving learning outcomes (Motuma, 2015).

Multicultural: it includes people who indicated their race(s) as “multicultural,” or of a different culture or race, other than “Caucasian,” such as “African American,” or “Hispanic” (U.S. Census Bureau, 2010).

Challenges: barriers or constraints that interfere in the efforts to practice multicultural responsive school instructions and learning practices.

Multicultural school learning: refers to the attempt to set inclusive school environment and learning practices (Civitillo, 2019).

1.9. Organization of the Study

This Study is organized in five subsequent Chapters. The First Chapter deals with Background of the study, Statement of the Problem, Research Questions, Objectives of the Study, Variable of the Study, Significance of the Study, Delimitation of the Study, Limitations of the Study Definitions of Key Terms and Organization of the Study.

The second Chapter tries to deeply review related literature regarding contribution of implementing of CCAs for students’ learning in GSSs. The Third Chapter is concerned with Methodological issues and includes Description of the Study Area, Design and Method of the Study, Sources of Data, Sampling Designs, Instruments of Data Collection, Data Gathering Procedures, and Techniques of Data Analysis, as well as Validity and Reliability Checks and Ethical Considerations. The Fourth Chapter deals with Presentation, Analysis and Interpretations of Data. The last Chapter of the Study which is Chapter Five contains the Study’s Summary, Conclusion, Recommendations and Areas of Future Research. Finally, the

Appendixes enclosed List of References, Sample Questionnaire presented to students and Interview Guides for teachers and principals.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts and definition of culture

This section defines the most main terms for this study. The first of these words is culture. Cultureit can be defined as ‘an integrated constellation of practices, symbols, values, and ideals that are constructed and shared by a community or ethnic group, transmitted from one generation to the next, constantly renegotiated and subject to change, and operating at the individual and societal level’(Civitillo, 2019).It is the “norms or specific guides that shape conduct, the agreed upon values espoused through an organization, the philosophy that guides the campus’ attitudes, understandings, priorities, and actions regarding students, staff, faculty, and teaching, research and service” (Moss, 2018).

Culture is that complex whole that includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (Soupen, 2017).It refers to the whole way of life of the members of a society or group and includes how they dress what and how they eat, family life, their patterns of work, and works of art. It is displayed and expressed through language, thought and action (Brown et al., 2022).Culture as the social setting’s overlapping expectations, responsibilities, and regulations and understood as a group trait that develops over time (Gromova et al., 2022).

2.2. Concepts of Diversity

According to Mengesha's (2022) definition, diversity encompasses characteristics such as different changes, variations, and multiple formats. We can categorize diversity into four distinct categories: cultural, political, social, and racial (Moss, 2018). This phrase is devoid of any bias. The concept of diversity refers to the acceptance of differences and the inclusion of individuals from all walks of life. In addition to racial and ethnic diversity, diversity may also include gender, sexual orientation, social and economic origins, religious views, and a tremendous deal more. Respecting, appreciating, and empowering individuals regardless of who they are is an essential component in promoting and encouraging diversity. The many different cultures that exist among the people in a country comprise cultural diversity. This thesis uses the term "cultural diversity" to describe the diverse student body in schools,

taking into account their traditions, mother tongues, and religious beliefs (Soler, 2020). Mengesha, (2022) diversity means difference change, variety, and multi-format. It is a neutral term that encompasses cultural, political, social, and racial diversity (Moss, 2018). Diversity is about embracing differences and including people from all walks of life. Diversity can include race, ethnicity, gender, sexuality, social and economic backgrounds, religious beliefs and much more. Promoting and encouraging diversity means to actively respect, appreciate and empower people for who they are. Cultural diversity is constituted of a variety of cultures that exist among citizens. In this thesis, cultural diversity is used when referring to the heterogeneous students' group in the schools concerning their customs, mother tongue, religion (Soler, 2020).

2.3. Diversity in Education

Throughout this literature, the terms multicultural and diversity were used interchangeably as referring to cultural awareness. This synthesis of terminology was deemed necessary since the term multicultural was generally used when researchers referred to diversity in the general context of school (Lynne, 2004).

Diversity in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many identities as possible (Mengesha, 2022). Cultural diversity in education can be defined as 'promoting through education awareness of the positive value of different identities, values, and lifestyles' (UNESCO, 2002) (Civitillo, 2019). However, awareness of cultural diversity is a precursor to cultural proficiency and the use of culturally responsive teaching methods. According to Jamellah(2016),unfortunately many teachers lack an awareness of cultural diversity and do not understand that an awareness of cultural diversity is one of the foundations for creating equitable learning opportunities for all students.

School leaders and teachers were expected to create a learning environment that addressed the learning needs of these culturally diverse students through the school's leadership placed great effort in creating opportunities through planned events such as meet the teacher night, conferences, multi-cultural potlucks, and special events such as Christmas concerts (Reid, 2022).

A multicultural environment is a classroom in which more than one culture exists among the students, or more cultures are present than the mainstream (Soler, 2020). It is one where there exists a range of students from various cultural, religious or ethnic backgrounds (Häärä 2019). Jabeen (2019) described that a diverse multicultural classroom is an environment where both students and teachers belong to different ethnic backgrounds, accepting all races, cultures, and religions. It is a composition of students from various cultures, and it forms a diverse learning environment.

2.4. The Multicultural Classroom: Challenges

Cultural diversity to school classrooms produces new challenges for teaching, but also for assessment in which cultural BAses may have far-reaching consequences for the students' further careers in education, occupation and life (Punzenberger et al., 2020). However, there are also challenges within the multicultural classroom; they can be rife with cultural misunderstandings and miscommunications, (Hirsch, 2016). Also growing mismatch between the background and lived experiences of different educational stakeholders represents a potential challenge to effectively teaching diverse students in their classrooms (Civitillo and Juang, 2020). Since its beginning in the 1960's, research on multicultural education has highlighted the numerous obstacles that infest the multicultural classroom (Banks, 1993). However, studies conducted in the beginning of the twenty-first century show that these challenges are increasing.

A brief analysis of these studies indicates that the most important obstacles that multicultural education teachers face today include the following: ethnicity, racism/inequality, and different epistemologies/ways of knowing and different learning styles (Chouari, 2016). With the intention of peoples around the world are faced with problems of how to reflect their racial, ethnically, cultural practices, and religious diversity with their society while maintaining national unity. In today world a ready citizen to function effectively in a multicultural world, education is needed in considerable ways (Tezera, 2020). Learning and teaching process in line with culturally diverse society with students from different cultural group remains a challenge (Tezera, 2020).

2.5. Challenges to manage cultural diversity in the classroom by the teacher

Besides the process of adaptation to a new country, culture and school system is a challenge for the new students and teachers experience it in class and on the other hand, some believe that children that wear traditional clothes from their culture might feel different and it is difficult to have these feelings when you are a teenager (Soler, 2020).The challenges that teachers face working in culturally diverse classrooms are often replicated outside of the classroom when collaborating with a culturally diverse faculty and staff within an international school (Hirsch, 2016).

2.6. Leadership

Leadership involves aligning individual goals and needs with those of a collective group in order to fulfill various needs and it can be viewed as a transformative change process that involves integrating the ethics of individuals into the community's norms to foster evolutionary social development (Huang & Marechal, 2023). According to Anuar (2022), leadership can be defined as a person's ability to lead; to inspire and motivate others while carrying out a task.

2.6.1. Leadership Styles

For an individual with assigned or emergent authority to reach an efficient and constructive leadership, the style of leadership is a vital aspect to influence and motivate its followers. Furthermore, different leadership styles can have a fluctuating impact on followers' everyday satisfaction (Huang & Marechal, 2023). According to Anuar (2022) the leadership styles of school heads have an impact on teachers' teaching motivation, which leads to the school's performance and achievement.

2.6.1.1. Transformational leadership style

Transformational leadership style emphasizes inspiring and motivating followers to achieve their full potential and it involves creating a vision for the future and inspiring followers to work towards that vision by empowering and developing those also it involves raising followers' consciousness and expectations, mobilizing them to perform beyond their self-interest (Huang & Marechal, 2023).

According to Anuar (2022), transformational leadership is one leadership style with charismatic qualities where a leader can inspire, intellectually stimulate, and be considerate

individually to his subordinates. In addition, another trait found in the transformational leadership style is individual consideration, where a leader needs to pay full attention individually by emphasizing the causes of needs and understanding the abilities that can trigger satisfaction among members of his organization. Transformational leadership enhances the motivation, morale, and performance of followers through connecting the follower's sense of identity and self to the project and the collective identity of the organization (Lin, and Chuang (2014).The role of transformational school leadership behavior is very important in maintaining the scientific knowledge and technology at school, the adaptation of the school to changing environmental conditions and increasing the quality of education. The school principal as a transformational leader, therefore, is expected to make the school compatible with society and science by providing innovation with this role (Eres, 2011). According to Isabella (2013) transformational leadership is made up of inspiration, individualized consideration, intellectual stimulation and idealized influence.

2.6.1.2. Transactional Leadership Style

The transactional leadership style distinguishes itself from the wide variety of leadership styles due to it is based on the exchange process between leaders and followers. It involves setting clear expectations and goals for followers, and providing incentives and consequences based on their performance and the key features that make up the transactional leadership style are contingent rewards, management by exception and the laissez-faire leadership (Huang & Marechal, 2023).

Transactional leadership style consists of an exchange between a leader and followers. This exchange clearly state what the leader requires from his/her followers as well as specify the conditions and rewards for fulfilling the requirements. Robinson considers transactional leadership as a leader whose primary objective of leadership is to use social exchange for transactions (Isabella (2013).Transactional leadership style usually focuses on the role of supervision, organization and group performance etc. Lin, and Chuang, (2014) suggested that transactional leader generally works with a focus on continuing the works of the past and maintaining them to future.

2.6.1.3.Laissez-Faire Leadership

The laissez-faire leadership style name originates from the French language and can be translated to the term let it be. Huang & Marechal (2023) indicated that it is a leadership style in which the leader gives minimal guidance or direction to his/her followers and allows them to make their own decisions and work independently. The laissez-faire leadership style means a passive role of the leader, who limits his or her participation as much as possible, leaving the students to take all initiatives. He / she exhibit a friendly attitude but by all he or she does suggest indifference and non-involvement: he / she hesitates when put in the situation of offering suggestions and constantly avoids any evaluation of participants' ideas or behaviors (Drobot, and ROŞU (2012).

2.6.1.4.Authoritative, or Autocratic, Leadership

According to Veale, (2010) Authoritative, or autocratic, leadership can be both desirable and unrelenting when used in a supervisory role in education. It describes the authoritative-autocratic cluster of leadership style as “being arbitrary, controlling, power-oriented, coercive, punitive, and close-minded”. He seems to mean when leading in this manner, the person is solely in control of the performance of their subordinates and of all the decision-making. According to (Venditti et al., (2022), Authoritarian leadership styles are often associated with negative performance, complex leader–follower relationships, and high intentions of followers to leave. It includes exercising discipline, authority, and control over followers”.

2.7. The Concept of Culturally Responsive Leadership

Leaderships less about what individuals think or do, but it focuses on achieving desired learning outcomes through collaborative and cooperative work (Reid, 2022).Successful culturally responsive leaders make institutional adjustments to welcome and support students with the implementation of administrative procedures and encourage academic achievement by assisting teachers in integrating experiences into their class's and lessons. They also promote positive relationship among students, teachers, parents and the community around the school which enhances students' connectedness and parents' engagement with school and are essential in the successful learning outcomes of students (Brown et al., 2022).

Leadership is a practice whereby a group of individuals are influenced by a single individual to accomplish mutual objectives and leaders are perceived as individuals in a group with an objective to be achieved, and also influence the behavior of others often referred to as subordinates (Isabella, 2013).

2.8. The challenges for culturally responsive leadership

School leaders face challenges when being held accountable for their positions. They are responsible for academic achievement and they have a significant influence on the culture of the school. There are a broad set of skills that all school leaders need, including the ability to form collaborative faculties, build vision, to be open-minded and flexible (Hirsch, 2016). BAs, fear, lack of cultural awareness, the absence of professional strategies and adequate support structures impede the ability of some educator's to develop culturally responsive learning environments.

Such educators are inclined to consider students from a different cultural background in a 'deficit' manner, blaming the students for what they lack (Brown et al., 2022). Schools are social environments in which social interactions with teachers and peers shape children's learning processes. The quality of relationships is especially important for students' motivational and learning outcomes. Students who have better relationships with peers and teach who feel greater sense of relatedness, belongingness, inclusion, and support by peers and teachers are more likely to be motivated to engage in learning (Epskamp et al., 2017). Research shows, however, that stereotypical expectations and cultural differences may hamper the quality of relationships, leaving some students more vulnerable to rejection and exclusion (Epskamp et al., 2017).

School leaders and teachers should create a learning environment that addressed the learning needs of these culturally diverse students through planned events such as meet the teacher night, conferences, multi-cultural potlucks, and special events such as Christmas concerts (Reid, 2022). To bring about school improvement initiatives, understanding of culture is very important. Once the cultural context is clearly understood, several recommendations of key values that could be promoted in school, including equity, tolerance, multilingualism, openness, accountability and social honor (Soupen (2017).

Teachers are supposed to facilitate the cognitive as well as the moral development of all students in order to enhance students' learning outcomes. According to Egne, (2015), when students interact in a learning environment with many cultures and perspectives, their learning may be enhanced as they acquire knowledge from different aspects if teachers have knowledge, attitudes, and skills necessary to treat the learners in a culturally responsive way.

2.9. Relationship between teachers leadership style and students motivation

The growth of the cultural diversity has been increasing both internationally and domestically which as a result has affected the performance and the behavior of the individuals in the workplace (Azhar et al., 2020). Employees' performance and attitudes are affected due to working with people who have different background; their values, norms, attitudes, (Azhar et al., 2020). According to Fischer et al., (2023) in classrooms with a low (compared with high) minorities student concentration, peer relationships can mediate the positive as well as negative effects of different dimensions of multicultural education on student engagement.

According to Mucuk and Öznacar (2020) a positive, moderate relationship was found between administrators and teachers and their diversity management skills. The study of Mengesha (2022) also shows that, poor relationship between the school leaderships and teachers of the school, teachers believe that school leaders are the only person responsible to maintain effective school diversity management, Also the study of Wilfried et al.,(2022) found that the behavior of the school principal enables the student achievement to be positively affected by the impact of leadership on school climate and on his or her teaching members.

Leadership style at a school promotes a supportive workplace culture, teachers' subjective levels Quinn (2005). According to Karen (2016) leadership is building and maintaining relationships within the school and school community to build a positive school culture. Students who have better relationships with their peers and teachers are more likely to be motivated to engage in learning activities (Epskamp et al., 2017). According to Sotiroula et al., (2010) there is a relationship between leadership styles and approaches to multiculturalism and argues that an integration of multicultural and leadership.

According to Borta and Rosander (2017) the leadership is influenced in a different way when the level of education is included in the multicultural teams. The results Huszka et al., (2022)

of also confirmed that learning in a multicultural environment could positively affect students' working abilities. The study of Hoque and Raya (2023) indicate that a democratic leadership style addresses the issues of teachers' emotional behavior, while instructional leadership, which is the most perceived leadership style, does not. On the other hand the results of Debbag and Fidan, (2020), showed that most of the participants adopted authoritative style in terms of classroom management.

Research on schools shows multicultural schools experience numerous challenges (Matthew, 2016). In addition to this lack of collaborative work interest, inadequate training facilities, unable to tolerate diversities and absence of flexible learning style, and to some extent teachers, lack of cooperation by the staff, little understanding of diversity management are problems in multicultural classroom (Mengesha, 2022).

The study of Chouari (2016), indicated that teaching trainees requires special training, extra competencies, and "culturally responsive" pedagogies. It is important that principals of multicultural schools understand the roles of the leadership and the relationship of leadership to school culture (Matthew, 2016). Different beliefs that teachers hold about cultural diversity have been associated with differences in the execution of teaching practices (MeriHäärä (2019).

Based on the study of Civitillo (2019), found a mismatch between students' and teachers' perceptions of whether the presence of students from different cultural and ethnic backgrounds caused difficulties in the classroom. Studies show that schools often do not appropriately support the needs of students from non-native backgrounds, and non-native students continue to lag behind their native peers, there is still very little known about what kind of beliefs teachers hold about cultural diversity (MeriHäärä (2019). Also the study of Aryal, (2022), found that the problems faced by teachers in multicultural classroom were communication problems, teaching overload, lack of professional training, and teaching without contextualization.

Also, teachers can reduce issues in the multicultural classroom through improving their teaching approaches and learning. Flexibility is more important than knowledge in dealing with multicultural issues. Based on empirical evidences of Alsubaie (2015) the problems experienced by classroom teachers were categorized under five main sub-themes these are;

teaching inexperience, time management, classroom management, communication skill, and attitudes and prejudices (Yüce, 2020). Problems in terms of primary school students coming from different cultural backgrounds are problems regarding learning, discipline problems, communication skill, insufficient knowledge, basic needs, and attitudes and prejudices (Yüce, 2020).

The study of Moss (2018) revealed that students who have experienced the benefits of diversity positively show enhanced intellectual and psychosocial development, are civically engaged, are multicultural competent, demonstrate leadership capabilities, and have interpersonal intelligence. According to their understanding, they have found a positive perspective in terms of knowledge, skills, attitudes and practices of multiculturalism (Dawi et al., 2018).

The results indicated that there was no significant relationship between teachers' awareness of cultural diversity and perceived academic achievement growth (Jamellah, 2016). Study revealed that teachers' felt that they were insufficient with pre-service experiences and training to work with culturally diverse students but showed a desire to provide experiences for their students to help them understand multicultural studies (Lynne, 2004). The findings of Reid (2022) indicated that school leaders and teachers had limited targeted resources to effectively meet the unique needs of culturally diverse newcomer students.

2.10. Summary of reviewed related literatures

In her attempt to review literatures written about multicultural classrooms, the writer of this thesis has grabbed many preliminary and important concepts, point of views, critical arguments and substantial generalizations. She, the researcher, has worked hard to evaluate the works of different (both local and international) writers. Hence, the concepts and the definitions of culture are well addressed. The concepts of diversity and diversity in education are also overviewed. The Multicultural classroom challenges as well as challenges to manage cultural diversity in the classroom by the teacher were also investigated. Moreover, the leadership styles that are effective in managing multicultural classrooms were assessed and the concepts of culturally responsive leadership styles were also studied. Furthermore, the challenges for culturally responsive leadership style and the relationship between teachers' leadership styles and the students' motivation were also briefly discussed.

Thus, the Study of Jabeen (2019) that uncovers diverse or multicultural classroom is a school setting where both learners as well as teachers belong to different racial, lingual, cultural, national, religious and the like backgrounds, accepting all races, cultures, and religions and a blend of students from various cultures and forms a diverse learning environment (Jabeen, 2019). Again, the study of Maehr & Yamaguchi (2001) indicated that students in diverse learning environments are more motivated and better able to participate in a heterogeneous and democratic society.

CHAPTER THREE

3. METHODS

This chapter of the thesis, discusses the study's method, design, data sources, sample and sampling techniques, instruments and procedures of data collection, method of data analysis and other important issues, such as instrument validity and reliability as well as ethical issues related to the study.

3.1. Research Approach

In this study, mixed approach was employed. The researcher applied the combination of both quantitative and qualitative approaches. Mixed approach involves in pragmatic philosophical assumptions, the use of qualitative and quantitative approaches, and mixing of both approaches in a study. It also involves the use of both approaches simultaneously so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell, 2014). As indicated by Creswell, pragmatism is not committed to any one system of philosophy and reality. This worldview intends mainly to inquire consequences of actions. It is problem-centered, pluralistic and real-world practice oriented (Creswell & Plano Clark, 2011). Thus, the researcher decided to employ mixed approach seeking to better understand multicultural classrooms of Bingham Academy, BA.

In the study, the quantitative approach was given more emphasis since majority of the data required for the study were collected from students using questionnaire as a quantitative instrument. However, the qualitative approach was also utilized in order to validate, substantiate, triangulate and authenticate the quantitative data of the study. Mixed approach

research holds the idea that all methods had BAs and weaknesses and the collection of both quantitative and qualitative data neutralized the weaknesses of each form of data (Gaey et al. 2009, Tashakkori and Teddlie 2010).

3.2. Research Design

In this study, exploratory sequential design (QUAN → Qual) was applied. It is a mixed methods strategy that involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results and then uses the results to plan (or build into) the second, qualitative phase. The design is more analogous and suitable for mixed method research. It allows researchers to collect and describe large amount of quantitative and qualitative data sequentially in a relatively short period of time.

Exploratory sequential research design involves combining or integration of qualitative and quantitative researches and data in a research study. It is said to be sequential because quantitative data were collected and analyzed prior to the qualitative ones; the initial quantitative phase was followed by the qualitative phase (Creswell, 2014).

3.3. Sources of data

In order to assess and describe prospects and challenges of multicultural classrooms in BA, helpful data were collected from both primary and secondary sources sequentially. To hunt those data, valid instruments and traceable sources were applied. Thus, the primary sources of data for the study were students, the principal and vice principals. These bodies were chosen as primary sources of data expecting that they have better exposure, experience and firsthand information regarding the issue of multicultural classrooms at BA.

The data that were gathered from secondary sources were collected from written documents and different records about multicultural classrooms in BA, arranged events in the School, documents that show prospects and challenges of multicultural classrooms in BA, training minutes and other related documents were carefully examined.

3.4. Sample size and sampling techniques

In the academic year 2023/24, there were 278 secondary school students (Grades: 9 to 12), 1 Principal, 2 Vice Principals and 23 Teachers in BA. The students and faculty of Bingham Academy come from a little less than thirty different nations all around the world. The

linguistic and ethnic variety that exists at Bingham Academy creates a vibrant atmosphere in which students may learn from and collaborate with other individuals. Thus, in order to get relevant, representative and authentic data about multicultural classrooms, sample students were selected using simple random sampling method. In doing so, 164 samples out of the 278 (58.9%) students were sampled using a lottery method. In addition to those sample students, 25 more students were also randomly sampled for the pilot test of the study.

Moreover, the School's Principal and Vice Principals were fully included in the semi-structured interview session. Besides, 16 (69.56%) out of the 23 (100%) teachers of the school were randomly selected and qualitative data were generated from those samples. Therefore, out of 297 total target population, 183 (One hundred and eighty-three) samples were drawn for the study. The sum of samples of the Study was 183 samples i.e., 164 (58.9%) students, 1 School Principal (100%), 2 Vice Principals (100%) and 16 Teachers (69.56%). The representativeness of the samples was 183 (One hundred and eighty-three) samples out of 304 (Three hundred and four) total populations (60.19%). The selection of students was calculated by using Yemane's (1967) sample size determination formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size,

N = Total number of population (278),

e = Sampling error (95% confidence level/0.05 P-value).

Therefore, it can be calculated as:

$$n = \frac{278}{1 + 278(0.05)^2} = \frac{278}{1 + 278(0.0025)} = \frac{278}{1.695} = \underline{164} \text{ student samples}$$

To give proportional distribution of samples between the four grade levels (Grades: 9, 10, 11 and 12), proportional allocation of sampled teachers in each school was done. Thus, to represent the schools with equal chance of sample students, William's (1977) formula of distribution was applied. It was calculated as: $Ps = \frac{n}{N}(X)$

Where: Ps = Proportional allocation to size,

n = Total number of sample size (164),

N = Total number of students in the secondary school (278),

X = Average number of students in each grade (70).

So, it can be calculated as: $P_s = \frac{164}{278}(70) = \frac{11480}{278} = \underline{41}$ representative samples

Therefore, as it is shown in the calculated output of the formula, the chance of each grade level to be represented was by 41 students out of the 70 students in each grade level. After that, the researcher employed simple random and census (full inclusion) sampling techniques and drew the participants of the study. The sample sizes and techniques employed in the study were the following as shown in table (3.1) below.

Table 3.1: List of population, sample sizes, techniques and data collection tools

S	Samples	Population	Sample Size	Sampling Techniques	Primary data collection tools
1	Teachers	23	16	Simple random	Interview
2	School Principal	1	1	Census	Interview
3	Vice Principals	2	2	Census	Interview
4	Students	278	164	Simple random	Questionnaire
	Sum total	304	183 (60.19%)	-	-

3.5. Instruments of data collection

In order to obtain the necessary data from participants, both qualitative and quantitative data gathering instruments were employed in this study. Hence, three types of data collecting instruments were used in the study. The data collection instruments that were employed in the study are discussed in detail hereunder.

3.5.1. Questionnaire

In this study, structured questionnaire was employed to collect both quantitative and qualitative data from sample main teachers. This was because questionnaire as a data

collection instrument is suitable to conduct surveys as well as appropriate to collect necessary information and data from large number of samples with relatively short period of time. Furthermore, questionnaire is an economical way of using time and also it provides a high proportion of usable responses (Best & Kahn, 2003).

Since BA is an international School, the questionnaire, interview and document analysis guides were prepared using the English language. The questionnaire was developed by the researcher and the questions in its closed-ended part were made to follow the Likert psychometric scaling techniques. Pilot test was done before the questioner distributed for the students. Thus, the value of the scales was made to fall in between one and five. In addition, open-ended questions were also attached after each five quantitative questions.

3.5.2. Interview

Supportive qualitative data were generated through semi-structured interview. The interview was held with the School Principal, Vice Principals and Teachers. Because their sizes were found manageable, these stakeholders were fully included to the interview session. .As it is known, interview has great potential to manipulate more in-depth data and it provides opportunity for researchers to observe non-verbal reactions of respondents. So, it gives opportunities for clearing up misunderstandings, as well as, it could be adjusted to meet many diverse situations (MoE, 2004).

For the sake of convenience, the data collected through interview were mainly administered by the researcher herself by physically appearing in the schools and offices where the participants work at. Similar to the questionnaire, here also the researcher used English as a medium of communication during the interview session. The researcher applied transcription and note taking methods to record main points of the sessions. Due to the interviewees' busy schedules, the average time consumed during the interview was about 45 minutes.

3.5.3. Document Analysis

In addition to questionnaire and interview, document analysis was also used to validate the information gathered through the two quantitative and qualitative methods of data collection instruments. Documents like, minutes of meeting, policy documents, the School's strategic and annual plans as well as different written records regarding the prospects and challenges of multicultural classrooms were purposefully and deeply analyzed.

3.5.4. Validity and reliability

In order to check the validity and reliability of the research instruments, pre-test (pilot test) was done using some junior secondary school students and staff members of BA. Hence, the pilot test was conducted with randomly selected 25 students, and 5 teachers and 1 Vice Principal. Thus, after dispatching the questionnaires and collecting important feedbacks from those samples of the pilot test, necessary modifications on the questionnaire were done. Accordingly, some of the contents were altered and also few of them were exempted for their vagueness, equivocalness and repetition. A reliability test was also performed to check the consistency and accuracy of the measurement scales. Thus, the reliability of the questionnaire was measured by using Cronbach alpha test and in this regard, the items were checked for reliability and their overall Cronbach's alpha measure was found to be .824. In principle, the reliability coefficient greater than 0.7 alpha coefficients is regarded as reliable. So, this assured that the major data gathering tools used in this study were reliable.

In addition, to the Cronbach alpha test, to check the content validity of the instruments the researcher invited senior workmates including PhD holders in education field of study to provide her with comments about the items' validity. For that reason, according to their arguments and comments, the numbers of questions per scale were reduced to five from ten and all the doubly worded questions were made to be questions with single action words.

3.6. Procedures for data collection

The data collection processes of the study were completed in three phases. In the first phase, questionnaire prepared for the sample students were addressed. The questionnaire sheets were dispatched and get collected by two assistant data collectors and the researcher. To make the data collection procedure smart and clear from any sorts of confusion, the data collectors were adequately oriented about the procedures and she was also with them in person all the times. In the second phase, semi-structured interview was conducted with the sample interviewees. Before holding any discussion, the researcher made initial contact with them in person and explained them the objective of the study and gave them more explanations about the purpose of the study.

In the final phase of the data collection process, the researcher worked towards analyzing



important documents produced and documented about prospects and challenges of multicultural classrooms at BA. Diagrammatically, the sequential flow/phase of the data collection process presented as follow.

Figure II: Diagrammatic representation of phases of the data collection process

3.7. Techniques of data analysis

Next to collecting data from the respondents, the subsequent step was analyzing the collected data in different ways. Quantitative data analysis methods were applied to the data collected through questionnaire. Whereas, for qualitative data collected through semi-structured interview and document analysis, qualitative data analysis methods were employed. Therefore, the researcher employed the percentiles of the quantitative data from the closed-ended section of the questionnaire. The study also utilized percentile and frequency tables to examine the quantitative data. The data collected from teachers through closed-ended questionnaire like the respondents' background information (Gender, Age, Grade Levels) were analyzed by applying frequency tables and percentages. Therefore, version 25 of statistical package for social science (SPSS) software was used for easy calculation and dependable accuracy. Whereas, for qualitative data collected through semi-structured interview and document analysis, qualitative data analysis methods were employed.

To measure students' evaluations towards multicultural classrooms in BA, Likert's psychometric rating scales with five alternatives i.e., Strongly Disagree, Disagree, Moderately Agree, Agree and Strongly Agree were used. Corresponding quantitative values were attached with those ratings. Five points were used to represent the highest positive degree of agreement for positively constructed questions and one for inversely presented with negation and vice-verse.

3.8. Ethical considerations

First of all, the researcher went to the study area with the letter of entry issued by School of Psychology, College of Education and Behavioral Studies, Addis Ababa University. Then, the researcher briefed the objectives of the study for the school administrators clearly. At this juncture, the researcher appealed getting permission from those school governing bodies, began drawing samples and carried out the data collection process. For the sake of anonymity and privacy, respondents were not asked and/or forced to write or tell their names and

addresses. So, the data collected from each individual was not be explained using their actual names rather pseudo names like interviewee A, B, C, D and E were used to present the collected data using active voices.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter intends to present, analyze and interpret all the data collected for the study. It principally contains two broad sections. The first section concerns with describing background information of the respondents; whereas, the second and the largest one deal with presenting, analyzing and interpreting data.

4.1. Background information of respondents

Table 4.1: Demographic characteristics of student samples

S N	Items	Category	Number of Respondents and their Percentages	
			N	%
1	Sex	Female	88	53.7
		Male	76	46.3
		Total	164	100.0
2	Age	12-14 Years	18	11.0
		15-17 Years	130	79.3
		18-22 Years	16	9.8
3	Grades	Total	164	100.0
		Grade: 9	41	25
		Grade: 10	41	25
4	Race	Grade: 11	41	25
		Grade: 12	41	25
		Total	164	100.0
5	Years of learning in BA	White	54	32.9
		Black	90	54.9
		Hispanic	2	1.2
5	Years of learning in BA	Asian/Pacific Islander	18	11.0
		Total	164	100.0
		1-4 Years	68	41.5
5	Years of learning in BA	5-8 Years	50	30.5
		9-12 Years	36	22.0
		Above 12 Years	10	6.1
		Total	164	100.0

Source: Own Survey 2024

As it is indicated in Table 4.1 above, 53.7% of student respondents sample in this study (88 out of 164) were females. The remaining respondents 76 (46.3.9%) were male respondents. This clearly showed that females take the largest share in BA. The participation of women in secondary schools was limited in the past decades. This means men's share was considerably larger than women's. However, these days the participation of women in schools is considerably and alarmingly increasing. As indicated in the table 4.1, the number of women are excels than men's share.

As it is described in the second item, when we examine the age category of respondents, the age category of most students fell in between 15 and 17 years; hence, 130 (79.3%) students are seventeen and/or under years old. Besides, there were 18 (11%) students whose ages are between 12 and 14. Thus, the remaining 16 (9.8%) student respondents were found pursuing the oldest age category of the respondents that was 18 to 22 years. As a result, when we try to scrutinize the age mixture of the respondents', most of the respondents were found being under appropriate age group. This is because Ethiopia's education system commands to start grade one education at the age of seven. Thus, when a student continues her/his study without interruption she/he will join secondary school education when she/he struck 15 years old. Hence the proper age to complete secondary education will fell in between 15 and 18 years. Therefore, most student participants are inside the right age category.

When we come to analyze grade level distribution of the samples, based on William's (1977) formula of distribution $[P_s = \frac{n}{N}(X)]$ 41 (25%) samples were selected from each grade levels. When we come to analyze the races of the samples, amongst the 164 participants, 54% were White, 54.9% Black, 1.2% Hispanic and 11.0% were Asian/Pacific Islander ethnicities. This indicates that participants of the study were diversified and most of them were white and black in their races. From the total of 164 participants of the study 68 (41.5%) of them have been learning in BA for 1 to 4 years; the other 50 (30.5%) students have been attending their education in BA for 5 to 8 years; again, another 36 (22.0%) samples have been learning for about 9 to 12 years and the rest 10 (6.1%) have been attending their studies in BA for above 13 years. This shows that majority of students learn in BA attend their education there in the school for more than eight years.

Thus, the demographic data of the samples shows that the school's students were well diversified in sex, age groups and races. This indicates that classrooms in BA are multicultural and the school's students are from more than one culture which is other than the mainstream culture (Soler, 2020). Moreover, in the school there are diversities in religion and language (Häärä 2019).

Table 4.2: Demographic Characteristics of Teacher Respondents

Items	Category	Number	Percent (%)
Gender	Male	7	43.75
	Female	9	56.25
Age (in years)	25 – 30	0	0
	31 – 35	3	18.75
	36 – 40	5	29.41
	41 – 45	4	25.0
	Above – 46	4	25.0
Qualification	Bachelor degree	10	62.5
	Master's and above	6	37.5
	Nine	5	31.5
	Ten	5	31.5
Teaching Grade Levels	Eleven	5	31.5
	Twelve	1	6.25
Race	White	6	37.5
	Black	8	50.0
	Asian/Pacific Islander	2	12.5
Years of teaching in BA	1 – 3	8	50.0
	4 – 6	4	25.0
	Above – 6	4	25.0

Source: Own Survey 2024

Table 4.2 shows the distribution of respondents by gender, teaching experiences and academic qualifications. The survey found that 43.75% and 56.25% respondents compose males and female respondents respectively. This shows that most teacher respondents of the study were women. When we come to evaluate the age mix of the respondents, 18.75%, were young professionals aging 31 - 35 years old. Besides, 29.41% respondents were middle age professionals aging 36 - 40 years old. Moreover, 4 (25.0%) respondents were in the age category of 41 – 45 years and the rest 4 (25%) were above 45 years old. This indicated that teachers in BA are neither aged nor too young professionals.

When we come to see the respondents' educational qualifications, 62.5% and 37.5% were bachelor degree and masters degree and above qualifiers. This shows that teachers of BA are

moderately qualified. However, the new standard to education requires secondary school teachers to hold a minimum of MA/MSc degrees. The grade level respondents of the study used to teach were from grades nine to twelve. Thus, out of the sixteen teachers fifteen of them had classes in grades nine to twelve and the remaining one sample had classes in grade twelve. Among the 16 participating teachers, 37.5% were white, 50.0% Black and 12.5% were Asian/Pacific Islander. The total participants that have from 1 - 3 years teaching experience account 50.0%; those who have worked at BA for about 4 - 6 years were 25.0% and also there were 25% respondents whose work experience excels 6 years. This indicates that half of the teachers in BA have been working in the school for less than three years. The same is also true that halves have worked for more than three years.

4.2. Assessment of socio-cultural aspects of students in BA

Table 4.3: Socio-cultural experience related responses of the respondents

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	Is there a lot of cultural diversity in your class?	162	98.8	2	1.2
2	Have you experienced an interaction between diverse groups in class, were it positive, were respectful?	158	96.3	6	3.7
3	Do you feel those differences are understood and respected by others?	150	91.5	14	8.5
4	Do you feel the institution is supportive of diversity?	152	92.7	12	7.3
5	Do you feel any difference practicing other cultures and demonstrate their familiarity with cultural diversity.	104	63.4	60	36.6
6	Are you uncomfortable with people who have values or beliefs different from mine	24	14.6	140	85.4
7	Do you adopt traditional costumes of other races such as wearing clothes, having traditional dishes etc?	132	80.5	32	19.5

Source: Own Survey 2024

As it is shown in the first item of table 4.3 above, nearly all respondents, 162 (98.8%) indicated that there were a lot of cultural diversity in the classrooms. There were only 2 (1.2%) respondents who did not agree on the issue arguing that there isn't a lot of cultural diversity in the classrooms. This shows that there was a lot of cultural diversity in the classrooms of BA. As it is put in the second item, 158 (96.3%) respondents rated "yes" indicating that they have experienced interactions between diverse groups in their classrooms and those interpersonal interactions were positive as well as respectful. Nevertheless, there were 6 (3.7%) samples rated "no" stating that they didn't experience such interactions with diversified groups in their respective classrooms. The response indicated that students of BA have experienced positive and respectful interrelationships with diverse groups in their classes as well as in the school.

In the third item which raised the issue of understanding of cultures one another by the students, 150 (91.5%) of the participants of the study depicted that they feel those differences are understood and respected by others. Nonetheless, there were 14 (8.5%) respondents who treated the item negatively by rating "no" and arguing that that they did not feel those differences are understood and respected by others. The result shows that cultural differences in BA are understood and respected by one another. Many research studies indicated that in the world which is dominated by multiple diversities; equity, respect and tolerance among all students should be the central aim or core values of a school in multicultural societies. One reason can be when students exercise complimentary interactions and intercultural dialogues, they will gradually develop tolerance and the habit of listening to each other through acknowledging differences (Motuma, 2015).

In the fourth item that discussed the issue of BA's supportiveness to those diversities of students as well as the staff, 152 (92.7%) of the respondents rated "yes" indicating that the school was supportive of such diversities. Whereas, the rest 12 (7.3%) rated "no" mentioning that the institution wasn't supportive of diversity. The result in general showed that BA was supportive to diversity of its stakeholders. In the fifth item, 104 (63.4%) of the respondents have agreed that practicing others' cultures have differences and increase their familiarity with cultural diversity. However, 60 (36.6%) of the respondents did not agree upon the issue

and they indicated that they didn't practice the cultures of others and didn't demonstrate their familiarity with cultural diversity. When we see the result, most of the students have been practicing the culture of others so that they demonstrated their familiarity with cultural diversity. This result contradicts with the findings of Soler (2020) which indicated feelings of loneliness of students during the process of adapting themselves to a new culture. The researcher argued that most school systems are challenging for the newly coming students and teachers since they made to experience loneliness in classrooms (Soler, 2020).

In the sixth item, 24 (14.6%) indicated that they were uncomfortable with people who have values or beliefs different from them. Besides, a huge number of respondents, 140 (85.4%) have showed that they were comfortable with people who have values or beliefs different from them. This shows that students of BA were comfortable with people who have values or beliefs different from them. This result also contradicts with the findings of Epskamp et al., (2017) that argued that cultural differences may hamper the quality of relationships, leaving some students more vulnerable to rejection and exclusion.

In the last item of table 4.3, which is the seventh item, 132 (80.5%) indicated that they adopt traditional costumes of other races such as wearing traditional clothes, having their dishes together etc. on the contrary, 32 (19.5%) of the respondents insisted that they didn't adopt traditional costumes of other races by wearing clothes or having traditional dishes together. The result indicated that most students BA have adopted traditional costumes of other races by wearing traditional clothes and having traditional dishes together. The data collected via the interview also go in line with the above quantitative results. Hereunder was the speech made by one of the Vice Principals of BA.

“... in our Academy, there are culturally diversified students. Besides, not only students, teachers are also from different racial and cultural backgrounds. Hence, both students and teachers have been experiencing their unique cultures one another. Cultural differences in the school are understood and respected by the school's community. [Interviewee – (A)]

Table 4.4: School and classroom environment-related response of the respondents

SN	Questions/Items	Ratings	Responses	
			N	%
1	Teachers of the school have negative attitude of diversity.	Strongly Disagree	86	52.4
		Disagree	54	32.9
		Moderately Agree	20	12.2
		Agree	0	0
		Strongly Agree	4	2.4
		Total	164	100.0
2	Teachers have multicultural skills and apply their skills in the teaching and learning process in the classroom.	Strongly Disagree	2	1.2
		Disagree	8	4.9
		Moderately Agree	68	41.5
		Agree	70	42.7
		Strongly Agree	16	9.8
		Total	164	100.0
3	Teachers use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures.	Strongly Disagree	0	0
		Disagree	34	20.7
		Moderately Agree	54	32.9
		Agree	62	37.8
		Strongly Agree	14	8.5
		Total	164	100.0
4	I am sometimes surprised when members of certain ethnic groups participate in a particular school activity.	Strongly Disagree	56	34.1
		Disagree	40	24.4
		Moderately Agree	26	15.9
		Agree	18	11.0
		Strongly Agree	24	14.6
		Total	164	100.0
5	I would prefer to learn with students whose cultures are similar to mine.	Strongly Disagree	6	3.7
		Disagree	20	12.2
		Moderately Agree	48	29.3
		Agree	56	34.1
		Strongly Agree	34	20.7
		Total	164	100.0

Source: Own Survey 2024

As it is indicated in item one of table 4.4 above, the 86 (52.4%) of the respondents have strongly disagreed on BA teachers' negative attitude towards diversity. The other 54 (32.9%)

also disagreed upon the issue arguing that teachers of BA have no negative attitude towards diversity. However, there were also 20 (12.2%) respondents who showed moderate agreement rating the middle position of the scale. Besides, 4 (2.4%) respondents treated the item positively by strongly agreeing with it. Hence, when we see the majority of respondents, about 85.36% participants did not agree with teachers' negative attitude towards diversity. As mentioned by Azhar et al., (2020), teachers' attitudes are mostly affected by the working environment and by those who have different backgrounds such as values, norms and attitudes. Egne, (2015) also argued that teachers should have positive attitude towards diversity and should act in a culturally responsive ways.

The second item of table 4.4 raised the issue of teachers' multicultural skills and 2 (1.2%) of the respondent strongly disagreed that teachers of BA multicultural skills. Again, 8 (4.9%) of the respondents disagreed upon the issue. Whereas, 68 (41.5%) have shown moderate agreement, Moreover, most of the respondents [70 (42.7%)] have agreed that teachers of BA have multicultural skills and they apply those skills in their classrooms. Additionally, 16 (9.8%) have also supported the item by rating 'strongly agree' scale. Thus, as we see the ratings, about 52.43% of the respondents indicated that teachers of have multicultural skills and apply their skills in teaching and learning in the classroom. This indicates teachers have multicultural skills and apply their skills in teaching and learning in the classroom. This finding is supported by Egne, (2015). The researcher uncovered that when students interact one another with many cultures and perspectives, their learning outcomes are enhanced. Students also acquire knowledge from different aspects if teachers have multicultural skills, knowledge, attitudes and necessary abilities to treat students' in a culturally responsive way.

The third item of table 4.4 discussed the issue of appreciating cultural diversities at BA. Hence, the results indicated that on the result 34 (20.7%) of the respondents disagreed that teachers use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures. The other 54 (32.9%) showed moderate agreement and 62 (37.8%) of the respondents chose the opposite way arguing that teacher use their basic knowledge of diversity and the school's community appreciate such pluralities. Thus, 62 (37.8%) and 14 (8.5%) respondents rated 'agree' and 'strongly agree' scales respectively. In general from the above findings, we can conclude that

teachers of BA use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures.

The fourth item of table 4.4 raised the issue of participations of students in different cultural events at BA. The results indicated that 56 (34.1%) of the respondents showed strong disagreement indicating that it doesn't make them surprise to see the school community in different cultural events. Another 40 (24.4%) respondents also showed their support to the item by rating the 'disagree' scale. On the contrary, 26 (15.9%) indicated their moderate agreement depicting that they sometimes get surprised when members of certain ethnic groups participate in a particular school activity. There were also 18 (11.0%) and 24 (14.6%) respondents who rated the 'agree' and 'strongly agree' scales respectively arguing that they sometimes get surprised when members of certain ethnic groups participate in a particular school activity. However, when we see the aggregate result of the study, it indicated that about 96 (58.53%) respondents made clear that since BA is a multicultural school, they did not be surprised when members of certain ethnic groups participate in a particular school activity. The study of Moss (2018) also revealed that students who have experienced the benefits of diversity positively show enhanced intellectual and psychosocial development, are civically engaged, are multicultural competent, demonstrate leadership capabilities, and have interpersonal intelligence.

In the fifth item of table 4.4, 6 (3.7%) indicated that they strongly have disagreed with the issue of learning with students whose cultures are similar to their own. Besides, 20 (12.2%) of them also disagreed with the issue. Nonetheless, 48 (29.3%) of the respondents chose to opt the middle position which is the 'moderately agree' scale. On the other hand, 56 (34.1%) and 34 (20.7%) respondents rated the 'agree' and 'strongly agree' scales respectively indicating that they prefer to learn with students whose cultures are similar to them. Therefore, about 90 (54.87%) student samples showed their interest to learn with students whose cultures are similar to them. The above results were also supported by the qualitative data collected from sample teachers. Hereunder was an argument made by one of the participants of the study.

“... Teachers in BA do not have negative attitude towards diversity. They also have multicultural skills and usually use their basic knowledge regarding

cultural diversity in teaching and learning their students. They also appreciate the diversity of cultures. Besides, students also love to learn with students whose cultures are different from their own. [Interviewee (B)]

Table 4.5: Teachers and students interrelations-related activities

SN	Questions/Items	Ratings	Responses	
			N	%
1	Teachers are adequately prepared to teach multicultural students.	Strongly Disagree	10	6.1
		Disagree	28	17.1
		Moderately Agree	38	23.2
		Agree	64	39.0
		Strongly Agree	24	14.6
	Total	164	100.0	
2	Teachers offer students activities (group works, projects, etc.) to help them to know the cultural reality of the other students in the class.	Strongly Disagree	22	13.4
		Disagree	56	34.1
		Moderately Agree	36	22.0
		Agree	40	24.4
		Strongly Agree	10	6.1
	Total	164	100.0	
3	Language problems among students & between teachers & students are among the most occurring problems under the subtheme of communication skills.	Strongly Disagree	44	26.8
		Disagree	48	29.3
		Moderately Agree	36	22.0
		Agree	8	4.9
		Strongly Agree	28	17.1
	Total	164	100.0	
4	Teachers' have good understanding or knowledge to manage culturally diversified students.	Strongly Disagree	2	1.2
		Disagree	16	9.8
		Moderately Agree	42	25.6
		Agree	62	37.8
		Strongly Agree	42	25.6
	Total	164	100.0	
5	Teachers have the ability to teach students in a variety of ways.	Strongly Disagree	4	2.4
		Disagree	24	14.6
		Moderately Agree	26	15.9
		Agree	80	48.8
		Strongly Agree	30	18.3
	Total	164	100.0	

Source: Own Survey 2024

As it is presented in item one of table 4.5 above, 10 (6.1%) respondents of the study showed strong disagreement about teachers' adequate preparations to teach multicultural students. Besides, 28 (17.1%) samples have also disagreed with the item. On the other hand, 38 (23.2%) samples opted to rate the middle position. Whereas, 64 (39.0 %) and 24 (14.6%) respondents rated 'agree' and 'strongly disagree' scales respectively indicating that teachers of BA are adequately prepared to teach multicultural students. This implies that teachers were adequately prepared to teach multicultural students. According to the study of Aryal (2022), one of the common problems teachers faced by in multicultural classrooms were teaching overloads. Such overloads hamper them from being adequately prepared to teach multicultural students. However, teachers of BA have told the researcher that they are not overloaded with many periods. Here was the speech made by one of the teachers during the interview.

“... in our School most teachers hold 15 and below period loads per week. Thus we have sufficient time to get prepared to teach multicultural classes. The School also provides us frequent trainings about how to effectively handle multicultural classes...” [Interviewee (C)]

Item 2 of table 4.5 raised the issue of variety of activities to help them to know the cultural reality of the other students in the class. In this respect, 22 (13.4 %) of the respondents have shown strong disagreement and other 56 (34.1 %) rated the 'disagree' scale to indicate that teachers did not offer students activities (group works, projects, etc.) that help them to know the cultural reality of the other students in the class. Whereas, 36 (22.0 %) respondents of the study have shown moderate agreement to the item; on the other hand, 40 (24.4 %) and 10 (6.1 %) respondents rated 'agree' and 'strongly agree' scales to show that teachers of BA are good at offering students activities that help them to know the cultural reality of the other students in the class. Based on the result, one can easily understand that teachers of BA have limitations in offer students help them to recognize the cultural reality of the other students in the class.

The third item of table 4.5 discussed the issue of language problems and 44 (26.8 %) respondents indicated their strong disagreement indicating that language problems among

students and between teachers and students are not among the most occurring problems under the subtheme of communication skills. Besides, 48 (29.3 %) also disagreed that there is no language or communication barrier between students and teachers. There were also 36 (22.0 %) samples that have shown moderate agreement to the issue. Moreover, 8 (4.9 %) have indicated their agreement as well as 28 (17.1 %) respondents strongly agreed that language problems do exist between teachers and students of BA and it is among the most occurring problems under the subtheme of communication skill. From this result, it can be concluded that there was no language or communication problem between teachers and students of BA. This result however contradicts with the study of Aryal, (2022) that argued that the problems faced by teachers and students in multicultural classrooms were mostly communication breakdowns. Yüce (2020) also indicated that the problems experienced by teachers and students in multicultural classrooms could be categorized under five main sub-themes and are teaching inexperience, time management, classroom management, communication skill, and attitudes and prejudices.

Item four of table 4.5 discussed the issue of teachers' knowledge to manage culturally diversified students. Thus, 2 (1.2 %) of the respondents strongly disagreed that teachers of BA were not such knowledgeable in managing culturally diversifies students. There were also 16 (9.8 %) respondents who disagreed on the issue raised in the item. Nonetheless, 42 (25.6 %) showed moderate agreement and the rest 62 (37.8 %) and 42 (25.6 %) respondents rated 'agree' and 'strongly agree; scales respectively arguing that that teachers' have good understanding and knowledge to manage culturally diversified students.

The overall result of the study indicated that teachers' have good understanding and knowledge to manage those culturally diversified students. In this respect, about 65.85% respondents have shown their agreement upon the issue. This result is supported with the study of Jamellah (2016) that argued that cultural diversity is a precursor to cultural proficiency and the use of culturally responsive teaching methods is recommendable.

In the last or fifth item of table 4.5, 4 (2.4 %) and 24 (14.6 %) respondents rated 'strongly disagree' and 'disagree' scales to indicate that teachers in BA haven't the ability to teach students in a variety of ways. Needless to mentions, there were 26 (15.9 %) respondents who moderately agreed on teachers' ability to apply plenty of methodologies. In addition, 80 (48.8

%) and 30 (18.3 %) rated ‘agree’ and ‘strongly agree’ scales respectively signifying that teachers of BA have the ability to teach the students in a variety of ways. This indicates that teachers have the ability to teach the students in a variety of ways. The result depicted that about 67.07% of the respondents of this study believed teachers who work in BA have the potential to teach students in a variety of ways. The finding is supported with Mengesha, (2022) who discourages absence of flexible of teaching methods in multicultural classrooms.

Table 4.6: Diversity management-related issues

SN	Questions/Items	Ratings	Responses	
			N	%
1	Teachers’ have courage to help students with different backgrounds.	Strongly Disagree	8	4.9
		Disagree	14	8.5
		Moderately Agree	48	29.3
		Agree	46	28.0
		Strongly Agree	48	29.3
		Total	164	100.0
2	Teachers use a flexible teaching style to meet diverse needs of all students.	Strongly Disagree	4	2.4
		Disagree	42	25.6
		Moderately Agree	48	29.3
		Agree	58	35.4
		Strongly Agree	12	7.3
		Total	164	100.0
3	I sometimes experience frustrations in class activities (group discussions, projects, etc.) with students whose culture is different from my own culture.	Strongly Disagree	40	24.4
		Disagree	68	41.5
		Moderately Agree	32	19.5
		Agree	12	7.3
		Strongly Agree	12	7.3
		Total	164	100.0
4	School principals and teachers lack knowledge and experience of diversity management.	Strongly Disagree	50	30.5
		Disagree	56	34.1
		Moderately Agree	34	20.7
		Agree	18	11.0
		Strongly Agree	6	3.7
		Total	164	100.0
5	Teachers lack respecting, supporting and appraising diversities in the school.	Strongly Disagree	72	43.9
		Disagree	44	26.8
		Moderately Agree	34	20.7
		Agree	4	2.4
		Total	164	100.0

Strongly Agree	10	6.1
Total	164	100.0

Source: Own Survey 2024

As it is indicated in item one of table 4.6 above, 8 (4.9 %) respondents indicated that teachers of BA are not courageous to help students having different diversity backgrounds. There were also respondents 14 (8.5 %) who disagreed upon the item's theme. Whereas, 48 (29.3 %) respondents opted the middle scale which is 'moderately agree, scale. On the contrary, 46 (28.0 %) and 48 (29.3%) respondents have rated 'agree' and 'strongly agree' scales indicating that teachers' of BA are courageous to help students having different diversity backgrounds. Thus majority of the respondents assured that teachers are capable enough to settle diversity-related issues. This result is also supported with the study of Maehr & Yamaguchi (2001) which insisted that students in diverse learning environments are more motivated and better able to participate in a heterogeneous and democratic society (Maehr & Yamaguchi, 2001).

In the second item of table 4.6, 4 (2.4 %) and 42 (25.6 %) respondents have rated 'strongly disagree' and 'disagree' scales indicating that teachers in BA use a flexible teaching style to meet diverse needs of all students. However, there were 48 (29.3 %) participants of the study showed moderate agreement to the item; while 58 (35.4 %) and 12 (7.3 %) respondents rated 'agree' and 'strongly agree' scales agreeing that teachers in BA use a flexible teaching style to meet diverse needs of all students. Thus, about 41.46% respondents implied that flexible teaching styles were being applied to meet diverse needs of all students in the school. This finding nevertheless contradicts with the findings of Reid (2022). Reid indicated that teachers in multicultural schools were unable to effectively meet the unique needs of culturally diversified students because of limited targeted resources.

The third item of table 4.6 raised the issue of cultural differences that lead students to frustrations. In this respect 40 (24.4 %) of the respondents strongly disagreed and the other 68 (41.5 %) have disagreed insisting that they never experience frustrations while working on class activities (group discussions, projects, etc.) with students whose culture is different from my own culture. Conversely, there were 32 (19.5 %) respondents who moderately agreed on the existence of the problem. Moreover, 12 (7.3 %) and 12 (7.3 %) respondents have rated 'agree' and 'strongly agree' scales arguing that they sometimes experience

frustrations in working class activities (group discussion, projects, etc.) with students whose culture is different from their own culture. On aggregate, the findings showed that students of BA did not experience frustrations while working on class activities (group discussion, projects, etc.) with students whose culture is different from their own culture.

On the fourth item of table 4.6, 50 (30.5 %) of the respondents strongly disagreed that school principals and teachers lack knowledge and experience of diversity management. Again, 56 (34.1 %) respondents disagreed on the existence of the problem. But, 34 (20.7 %) respondents showed moderate agreement upon the issue. Moreover, there were 18 (11.0 %) and 6 (3.7 %) participants who treated the item rating ‘agree’ and ‘strongly agree’ scales respectively. Hence, about 14.63% respondents of the study indicated that that school principals and teachers lack knowledge and experience of diversity management. Nevertheless, about 64.63% of the participants argued that school principals and teachers have sufficient knowledge and experience of diversity management.

The last or the fifth item of table 4.6 discussed that issue of applauding cultures by teachers of BA and 72 (43.9 %) of the respondents strongly disagreed as well as 44 (26.8%) disagreed on the idea that teachers lack respecting, supporting and appraising diversities in the school. Though, 34 (20.7 %), 4 (2.4 %) and 10 (6.1 %) respondents rated ‘moderately agree’, ‘agree’ and ‘strongly agree ‘ scales respectively, about 70.73% of the respondents indicated that teachers of BA did not lack respecting, supporting and appraising diversities in the school. This shows that teachers give respect, support and appraise diversities in the school. The above findings were also supported with the Principal of the Academy. Hereunder was the argument made at the interview session.

“... As long as my knowledge is concerned, our teachers are capable enough to settle diversity-related issues by their own. They apply flexible teaching styles to meet diverse needs of our students. Our students also did not experience frustrations while working with students as well as teaches. The school administration also has ample knowledge and experience of diversity management...” [Interview (D)]

Table 4.7: Teaching methodologies-related activities

SN	Questions/Items	Ratings	Responses	
			N	%
1	In my class, there are books addressing racial and cultural differences.	Strongly Disagree	34	20.7
		Disagree	46	28.0
		Moderately Agree	46	28.0
		Agree	32	19.5
		Strongly Agree	6	3.7
	Total	164	100.0	
2	Teachers have inability of understanding students due to language differences.	Strongly Disagree	72	43.9
		Disagree	66	40.2
		Moderately Agree	12	7.3
		Agree	12	7.3
		Strongly Agree	2	1.2
	Total	164	100.0	
3	The school does not have access to basic services to meet diversity needs of all students.	Strongly Disagree	56	34.1
		Disagree	58	35.4
		Moderately Agree	34	20.7
		Agree	8	4.9
		Strongly Agree	8	4.9
	Total	164	100.0	
4	School principals' lack commitment to support students' diversified backgrounds.	Strongly Disagree	4	2.4
		Disagree	28	17.1
		Moderately Agree	40	24.4
		Agree	66	40.2
		Strongly Agree	26	15.9
	Total	164	100.0	
	Teaching methods employed by the	Strongly Disagree	4	2.4
Disagree		44	26.8	

5	teachers favor cultural diversity.	Moderately Agree	44	26.8
		Agree	64	39.0
		Strongly Agree	8	4.9
		Total	164	100.0

Source: Own Survey 2024

As it is indicated in item one of table 4.7, 34 (20.7 %) respondents of the study argued that they have strong disagreement towards the presence of books that help to address racial and cultural differences amongst students. There were also 46 (28.0 %) respondents who go in line with those 46 respondents rating the ‘disagree’ scale and showing support to the nonexistence of such materials in the School. On the other hand, 46 (28.0 %) respondents showed moderate agreement to the item and the rest 32 (19.5 %) and 6 (3.7 %) respondents rated ‘agree’ and ‘strongly agree’ scales indicating that there are enough books addressing ethnic and cultural differences in their classes. In general, about half of the respondents insisted in their responses that there were no sufficient books addressing racial and cultural differences in the school.

The second item of table 4.7 raised the issue of teachers’ ability to understand students with no language barrier and 72 (43.9 %) and 66 (40.2 %) of the respondents have strongly disagreed and disagreed upon the issue respectively. The other 12 (7.3 %) remained in the middle position by rating the ‘moderately agree’ scale. Whereas, there were 12 (7.3 %) respondents who have agreed that teachers of the School were unable to understand students because of language problems. There were also 2 (1.2 %) respondents who strongly agreed with item’s theme. This shows that teachers have ability of understanding students due to language differences. The overall result of the item indicated that teachers of the School did not have problem of understanding students due to language differences. In this respect, about 84.14% of the respondent indicated that BA teachers are able to understand students regardless of their language backgrounds.

The third item of table 4.7 discussed the issue of access to basic services and 56 (34.1 %) of the respondents strongly disagreed with item arguing that BA has access to basic services to meet diversity needs of all students. Again, there were also 58 (35.4 %) samples who disagreed on the existence of the problem. However, 34 (20.7 %) kept opting the middle position of the scale while 8 (4.9 %) and also another 8 (4.9 %) respondents show agreement

as well as strong agreement with the issue. Thus, majority of the respondents indicated that the School has have access of basic services to meet diversity needs of all students.

The fourth item of table 4.7 raised the issue of School principals' commitment to students' diversified backgrounds. The result indicated that 4 (2.4 %) and 28 (17.1 %) respondents rated 'strongly disagree, and 'disagree' scales respectively. whereas, 40 (24.4 %) of the participants opted the 'moderately agree' scale. Furthermore, 66 (40.2 %) and 26 (15.9 %) respondents of the study rated 'agree' and 'strongly agree' scales depicting that principals of BA lack commitment to support students' diversified backgrounds. Thus, about 56.09% of the respondents have agreed that principals' of the school lack commitment to support students' diversified backgrounds. The study of Wilfried et al., (2022) found that the behavior of the school principals could enable students to increase their academic achievement and impose positive impacts on the leadership as well as school climates.

The last item of table 4.7, which is item five, raised the issue of teaching methods and only 4 (2.4 %) and 44 (26.8 %) of the respondents rated 'strongly disagree' and 'disagree' scales respectively. These 29.26% respondents indicated that the teaching methods employed by teachers did not favor cultural diversity. Nonetheless, 44 (26.8 %) respondents showed moderate agreement to the item and the rest, 64 (39.0 %) and 8 (4.9 %) respondents rated the 'agree' and 'strongly agree' scales showing that teaching styles employed by teachers of BA favor cultural diversity. So, it can be concluded that teaching styles employed by teachers in BA favor cultural diversity. This is supported with the findings of Alsubaie (2015). The researchers argued that teachers can reduce issues in multicultural classrooms through improving their teaching approaches and methods. Hence, according to Alsubaie teachers' flexibility is more important than knowledge in dealing with multicultural issues. The data presented above are also shared by teacher samples of the study. Hereunder was the argument made by one of the teacher respondents of the study.

"... To my view, I don't believe that there are sufficient books addressing racial and cultural differences exist in the school. For the language barrier you mentioned, we have no problem of understanding students due to language differences. One thing, I shall add is that principals' of the school

lack commitment to support students' diversified backgrounds...” [Interview (E)]

Table 4.8: Classroom leadership styles-related activities

SN	Questions/Items	Ratings	Responses	
			N	%
1	I volunteer answers in class because my teacher promotes participation.	Strongly Disagree	8	4.9
		Disagree	14	8.5
		Moderately Agree	44	26.8
		Agree	46	28.0
		Strongly Agree	52	31.7
		Total	164	100.0
2	I enjoy attending classes because my teachers make learning interesting.	Strongly Disagree	14	8.5
		Disagree	38	23.2
		Moderately Agree	44	26.8
		Agree	52	31.7
		Strongly Agree	16	9.8
		Total	164	100.0
3	I take my studies seriously because my teachers showed me relevance of education to my live.	Strongly Disagree	22	13.4
		Disagree	36	22.0
		Moderately Agree	16	9.8
		Agree	48	29.3
		Strongly Agree	42	25.6
		Total	164	100.0
4	My confidence has grown because my teachers challenge me always.	Strongly Disagree	22	13.4
		Disagree	18	11.0
		Moderately Agree	58	35.4
		Agree	48	29.3
		Strongly Agree	18	11.0
		Total	164	100.0

5	Teachers acknowledge individual and group efforts to accomplish certain learning activities.	Strongly Disagree	4	2.4
		Disagree	14	8.5
		Moderately Agree	36	22.0
		Agree	88	53.7
		Strongly Agree	22	13.4
		Total	164	100.0

Source: Own Survey 2024

As it is indicated in item one of table 4.8, 8 (4.9 %) respondents indicated their strong disagreement about teachers' participatory classroom management styles. Besides, 14 (8.5 %) respondents also disagreed upon the item's theme. Nevertheless, 44 (26.8 %) opted to choose the middle position. However, 46 (28.0 %) and 52 (31.7 %) respondents of the study rated 'agree' and 'strongly agree' scales indicating that they have been volunteering answers in their classes because teachers in BA highly promotes participation. From the findings, we can understand that teachers promote participatory teaching methods.

The second item in table 4.8 has raised the issue of class attendance and 14 (8.5 %) of the respondents showed that they strongly disagree on the relation assumed teachers' classroom handling and regular class attendance. The other 38 (23.2 %) also disagree on the item. However, 44 (26.8 %) respondents rated 'moderately agree' scale indicating that teachers' ways of student handling have positive impact on their class attendance. Besides, 52 (31.7 %) and 16 (9.8 %) respondents rated 'agree' and 'strongly agree' scales telling that they enjoy attending classes because their teachers make learning interesting.

The third item in table 4.8 discussed the issue of relevance of education and 22 (13.4 %) respondents strongly disagreed that they did not take their studies seriously because their teachers showed them relevance of education to their lives. 36 (22.0 %) also disagreed upon the item's idea. On the contrary, 16 (9.8 %) participants showed moderate agreement while the rest 48 (29.3 %) and 42 (25.6 %) respondents rated 'agree' and 'strongly agree' scales respectively indicating that they have taken their studies seriously because their teachers showed them relevance of education to their lives. agree that they take their studies seriously because teachers showed the relevance to their live. In this respect, about 52.43% respondents argued that their teachers were good in making them understand the essence of education to their lives.

The fourth item in table 4.8 discussed the issue of confidence development. Thus, 22 (13.4 %) and 18 (11.0 %) respondents rated ‘disagree’ and ‘strongly disagree’ scales respectively. Hence, 24.39% respondents indicated that their confidence has not grown because their teachers challenge them always. Yet, 58 (35.4 %) respondents showed moderate agreement to the item. Whereas, 48 (29.3 %) and 18 (11.0 %) respondents rated ‘agree’ and ‘strongly agree’ scales respectively arguing that their confidence has grown because teachers challenges them always. This shows that student’s confidence has grown because teachers challenge them always.

The last item of table 4.8 which is item five raised the issue of teachers of BA acknowledgement of students’ efforts while learning. Thus, 4 (2.4 %) and 14 (8.5 %) respondents rated ‘strongly disagree’ and ‘disagree’ scales respectively indicating that teachers acknowledge individual and group efforts to accomplish certain learning activities in the school. Whereas, 36 (22.0 %), 88 (53.7 %) and 22 (13.4 %) respondents rated ‘moderately agree’, ‘agree,’ and ‘strongly agree’ scales respectively. Thus, about 67.07% respondents depicted that teachers in BA have been acknowledging individual and group efforts to accomplish certain learning activities.

Table 4.9: Teachers attitudes toward students’ learning

SN	Questions/Items	Ratings	Responses	
			N	%
1	While teaching, teachers follow only their own scheme without considering students’ interests.	Strongly Disagree	8	4.9
		Disagree	46	28.0
		Moderately Agree	80	48.8
		Agree	20	12.2
		Strongly Agree	10	6.1
	Total	164	100.0	
2	Teachers always impose their own aspirations and perspectives on students.	Strongly Disagree	10	6.1
		Disagree	58	35.4
		Moderately Agree	52	31.7
		Agree	28	17.1
		Strongly Agree	16	9.8
	Total	164	100.0	
3	Teachers make work done with pressure.	Strongly Disagree	22	13.4
		Disagree	34	20.7
		Moderately Agree	56	34.1
		Agree	50	30.5

		Strongly Agree	2	1.2
		Total	164	100.0
4	Teachers do not listen to students' voices and feedbacks.	Strongly Disagree	72	43.9
		Disagree	44	26.8
		Moderately Agree	30	18.3
		Agree	10	6.1
		Strongly Agree	8	4.9
		Total	164	100.0
5	Teachers believe that students need direction and feel insecure about their works.	Strongly Disagree	2	1.2
		Disagree	10	6.1
		Moderately Agree	30	18.3
		Agree	88	53.7
		Strongly Agree	34	20.7
		Total	164	100.0

Source: Own Survey 2024

As it is indicated in the first item of table 4.9 above, 8 (4.9 %) and 46 (28.0 %) respondents rated 'strongly disagree' and 'disagree' scales respectively. Hence, about 32.92 % respondents disagreed with the argument that teachers in the school follow only their own scheme without considering students' interests. Whereas, 80 (48.8 %) respondents have expressed their moderate agreement to existence of the problem; Furthermore, about 19% respondents [20 (12.2 %) and 10 (6.1 %) respondents] showed their agreement as well as their strong agreement that teachers follow only their own scheme without considering students' interests.

The third item of table 4.9 raised the issue of overloading students to make works done and 10 (6.1 %) respondents strongly disagreed that there were no pressure on students to make works done. There were also 58 (35.4 %) participants who disagreed upon the issue. Conversely, 52 (31.7 %) respondents showed their partial agreement to the existence of the problem. Moreover, 28 (17.1 %) and 16 (9.8 %) respondents rated 'agree' and 'strongly agree' scales respectively indicating that teachers always imposes what he/she wants his/her students to perform. Thus, about 41.46% respondents rejected the issue the remaining percent of respondents of the study showed that the problem is evident in the school.

The fourth item of table 4.9 raised the issue of teachers' habit of listening to students' voices and feedbacks. In this regard, 22 (13.4 %) respondents have shown their strong disagreement while another 34 (20.7 %) of them disagreed on the topic under discussion. Hence, about 34% of participants of this study indicated that it is not true that BA teachers do not listen to

students' voices and feedbacks. However, 56 (34.1 %) respondents showed their moderate agreement that the problem exists in the School. Additionally, 50 (30.5 %) and 2 (1.2 %) respondents rated 'agree' and 'strongly agree' scales indicating that that teachers usually make works done with pressure. Thus, from the results, we can understand that teachers of BA have been forcing students to accomplish certain tasks.

The last item of table 4.9 raised the issue of teachers' perception about students and 72 (43.9 %) and 44 (26.8 %) respondents rated 'strongly disagree' and 'disagree' scales arguing that teachers did not hold a belief that students need direction and feel insecure about their works. Whereas, 30 (18.3 %) respondents have shown moderate agreement and the rest 10 (6.1 %) and 8 (4.9 %) respondents rated 'agree' and 'strongly agree' scales depicting that teachers in BA held beliefs that students need direction and feel insecure about their works. In general, about 71% of the respondents did not believe that teachers in BA thought that students need direction and feel insecure about their works.

Table 4.10: Socio-cultural experience teachers' respondent

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	Do you teach students of heterogeneous cultural composition?	16	100.00	0.0	0.0
2	Do you take any course or training about how to teach multicultural students?	3	18.75	13	81.25
3	My culture is different from some of the children I serve or teach.	16	100.0	0.0	0.0
4	Would you prefer to work with children and parents whose cultures are similar to yours?	2	12.5	14	87.25

5	Are you comfortable in sitting with people who exhibit values or beliefs different from your own?	15	93.75	1	6.25
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Source: Own Survey 2024

As it is indicated in table 4.10 above, 16 (100.0%) respondents of the study rated ‘yes’ indicating that teachers teach students of heterogeneous cultural compositions. This result is supported with the study of Hirsch (2016). The researcher argued that teachers who had already intercultural experiences recognized the value of being intercultural competent, as well as the challenges and opportunities that come with working in a culturally diverse environment (Hirsch, 2016).

In the second item of the interview question, 3 (18.75%) respondents rated ‘yes’ indicating that they have taken courses about how to teach multicultural classes. However, the rest 13 (81.25%) rated ‘no’ arguing that they have never taken any course or training about how to teach multicultural students. This implies that teachers in BA generally did not take courses or trainings about how to teach multicultural students.

The third item of table 4.20 raised the issue of cultural differences between teachers and students and all teachers, i.e., 16 (100.0%) responded ‘yes’ indicating that teachers’ cultures were different from some of the students they serve or teach. In the fourth item, teachers were asked whether they prefer to work with children and parents whose cultures are similar to them or not and there were only 2 (12.5%) participants who showed their agreement to the item. However, the rest 14 (87.5%) respondents indicated that they did not bother to work with children and parents whose cultures are similar to them or not. This shows that teachers in BA have preference to work with culturally diversified students.

In the last item of the interview question, teachers were asked about how comfortable they were in sitting together with people who show values or beliefs different from their own and 15 (93.75%) of them rated ‘yes’ indicating that they were not uncomfortable in sitting with people who exhibit values or beliefs different from their own. There were only 1 (6.25%) respondents who argued that he was uncomfortable in sitting with people who exhibit values

or beliefs different from his own. In general, teachers were found being comfortable in sittings with people who exhibit values or beliefs different from their own.

Table 4.11: Classroom management/leadership style of teachers

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	The learning activities in students' textbooks are applicable to students' multicultural backgrounds.	10	62.5	6	37.5
2	Do you feel comfortable with the suitability of the learning activities to motivate students with diverse backgrounds?	4	25.0	12	75.0
3	BA is trying to meet the needs of multicultural students.	14	87.5	2	12.5
4	BA provides students something that helps them to exercise their own opinions or cultural issue in school setting.	6	37.5	10	62.5
5	Culturally diverse environment gives more learning opportunities to the students.	11	68.5	5	31.25

Source: Own Survey 2024

As it is shown in the first item of table 4.11, 10 (62.5%) respondents rated 'yes' arguing that learning activities in student's textbooks are applicable to students' multicultural

backgrounds. However, the rest 6 (37.5%) respondents did not show their positivity towards the textbooks applicability in multicultural settings. The second item raised the issue of suitability of learning activities and 75% respondents did not count on the learning activities that are set in students' textbooks are applicable to students of multicultural backgrounds. On the other hand, 25% of the respondents supported the idea. In general, we can conclude that teachers did not feel comfortable with suitability of learning activities to motivate students of diverse backgrounds. Thus as Yurchenko (2020) and Marvi, (2023) argued, to motivate their learners teachers should use different teaching methods and strategies.

The third item in table 4.11 discussed the attempts of BA to meet the needs of multicultural students and 14 (87.5 %) respondents indicated that the school is trying to meet the needs of multicultural students. Conversely, there were 2 (12.5%) respondents who did not believe that the school is trying to meet the needs of multicultural students.

The fourth item raised the issue of expressing opinions and 10 (62.5%) teachers indicated that BA did not provide students with something that helps them to exercise their own opinions or cultural issues. However, the rest 6 (37.5%) teachers treated the item positively. Hence, the majority result indicated that BA did not provide students with something that helps them to exercise their own opinions or cultural issue in school setting. Lastly, the researcher has asked the teachers whether they feel culturally diverse environment gives more learning opportunities to the students or not. Thus, 11 (68.5 %) respondents believe that culturally diverse environment gives more learning opportunities to the students. Nevertheless, 5 (31.5 %) respondents indicated that for them culturally diverse environment gives no more learning opportunities to the students. To conclude, most of the respondents have come to agreement that culturally diverse environment gives more learning opportunities to the students. Hence, as it is indicated by Maehr & Yamaguchi (2001; Mengesha, 2022; Chinna et al., (2019), high commitment of the school community is required to enhance a positive school culture in improving the students' performances as well as the school development.

4.3. Relationship between Leadership Styles and Students Motivation

Pearson correlation was computed to determine the correlation between the variables for this study. As it is indicated in table 4.12 below, the result showed that there was a positive and significant relationship between all leadership style dimensions and students' motivation.

Table 4.12: Relationship of Teachers' classroom leadership style with students' motivation

Classroom Leadership	Correlation	Students' Motivation
Transformational Leadership	Pearson Correlation Sig. (2-tailed)	.1 .000
Transactional Leadership	Pearson Correlation Sig. (2-tailed)	.426** .000
Laissez-fair Leadership	Pearson Correlation Sig. (2-tailed)	.299** .000
Authoritative leadership	Pearson Correlation Sig. (2-tailed)	.452** .000
Student motivation	Pearson Correlation Sig. (2-tailed)	.416** .000

Source: Own Survey 2024

Correlation coefficients of leadership styles with students' motivation were; with TL ($r=.1$) shows perfect positive relationship, TRS ($r=.426$) shows no significant influence, LSF

($r=.299$) shows medium correlation and AT ($r=.452$) indicates weak correlation. Thus, Transformational Classroom Leadership style has significant interrelationship with students' motivation.

The findings are supported with the studies of Emeanulu and Sayed (2024) and Debbağand Fidan, 2020). They reveal that there is a correlation between students' motivation and change management through a transformational leadership approach. The research further showed that the transformational leadership approach in the educational sector improves students' learning, motivation and academic performance. Similarly, the study of OBAnuju et al (2019) argues that there was a significant, positive and moderate relationship between teachers' classroom leadership styles and students' achievement motivation (OBAnuju et al., 2019).

CHAPTER FIVE

5. DISCUSSION

This research investigated the challenges and prospects of cultural diversity of school leadership, teachers and students in multicultural school: in the case of Bingham Academy. The descriptive result revealed that the school was well diversified in terms of sex, age and ethnicity as a multicultural environment it is a school in which more than one culture exists among the students, or more cultures are present than the mainstream. It is one where there exists a range of students from various cultural or ethnic backgrounds.

Therefore the result shows that the majority of the respondents confirmed that they volunteer answers in class because their teacher encourages participation; they enjoy attending classes because their teacher makes learning interesting; they are not deterred by failure in class because their teacher is very accommodating; they take their studies seriously because their teacher showed them the relevance to their lives, and; from this findings students confidence had grown because their teacher challenges them always. Based on the above findings there were a lot of cultural diversity in the school and students were experienced in diverse group.

And cultural difference were understood and respected by others in the school. This is because the school was support diversity. In the findings students were comfortable with people who have values or beliefs different from them. Based on the findings above even students adopt traditional costumes of other races wearing clothes, food, the rules of ethics and religion. The result identified that majority of teachers of the school have positive attitude of diversity. And they have multicultural skills and apply their skills in teaching and learning in the classroom. Similarly, teachers use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures.

Based on results of descriptive analysis, students did not be surprised when members of certain ethnic groups participate in a particular school activity. They were interested to learn in multicultural class. Also teachers were adequately prepared to teach multicultural students by offer students' activities (work, projects, etc.) to help them get to know the cultural reality of the other students in the class. From the above findings there were no language problems between teacher and students. Teachers' have good understanding to manage diversified students. Also they have the ability to teach the students in a variety of ways. Teachers have different diversity back ground that enables to help students. Through flexible teaching style meet diverse needs of all students. From the findings above students did not experience frustrations in class activity (group discussion, projects, etc.) with students whose culture is different from their own culture. And school teachers and principals have knowledge and experience of diversity management. Based on the findings teachers respecting, supporting and appraising diversities in the school. But in the school there were no books addressing ethnic and cultural differences in their school. The finding shows that teachers have ability of understanding students due to language differences. Also schools had access of basic services to meet diversity needs of all students. In addition school principals' were committed to students' diversified background for their academic performances. Teaching styles in the school employed cultural diversity. Students and their families have access to school/community academic services that support/supplement classroom instruction.

The findings identified that students were volunteer answers in class because teachers promotes participation. And they enjoy attending classes because their teacher makes learning interesting. Students in school take their studies seriously because teachers showed

them the relevance to their live. And their confidence has grown because teachers challenge them always. Based on the findings teacher's respect the individual of his/her work and they did not follow what he/she wants without consulting his/her people. Also teachers did not always impose what he/she wants to perform, did not makes work done with pressure. The findings identified that teachers listen to others voice and recognize the idea of the students. Teachers believe that they did not need direction and feel insecure about their work. And there is free delegation of responsibilities and duties for academic progress in the school.

From the findings above, teachers thought students of heterogeneous cultural composition. They take course or training on how to teach multicultural students and their culture was not different from some of the children they serve. And they prefer to work with children and parents whose cultures are similar to mine. Teachers were comfortable in settings with people who exhibit values or beliefs different from their own. Based on the findings learning activities in textbooks were not applicable. Teachers were comfortable with the suitability of the learning activities to motivate students of diverse backgrounds. And the school tried to meet the needs of multicultural students and provides something that helps them to exercise their own opinions or cultural issue in school learning. The findings identifies that cultural diverse environment, gives more learning opportunities to the students. And aware of the ethnic backgrounds of their students is important to teachers. Also identified that teacher easily able to establish a collaborative relationship with students' and parents.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter contains mainly three subsections. The first subsection deals with summary of the major findings. The second one presents conclusions which are drawn from the summary of major findings in the study and the third subsection introduces alternative solutions for the problems observed in the School by the Study. At the last segment of the chapter, areas of future research are dealt.

6.1. Summary of Major Findings

This research assessed and described the prospects and challenges of multicultural classes in Bingham Academy. It examined cultural diversity of school leaderships, teachers and students practices in the multicultural school, BA. The results revealed that the school was well diversified in terms of sex, age and race. As a multicultural environment, it is a school in which more than one culture exists among the students or more cultures than the mainstream culture. The study indicated that BA is a multicultural Academy where many cultures coexist across students and the staff.

The study confirmed that there was a lot of cultural diversity in the classrooms. Students in the School have experienced interactions between diverse groups in their classrooms and those interpersonal interactions were positive as well as respectful. Cultural differences in BA are understood and respected by one another. The School was also supportive to the diversity of its stakeholders. Hence, most of the students have been practicing the culture of others so that they demonstrated their familiarity with cultural diversity. The result showed that students were comfortable with people who have values or beliefs different from them. Students BA have also adopted traditional costumes of other races by wearing traditional clothes and having traditional dishes together.

Students of the School did not believe that teachers' have negative attitude towards their diversity. Rather they indicated that their teachers have multicultural skills and apply them skills in the classroom. Thus, teachers of BA use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures. Since BA is a multicultural school, students did not be surprised when members of certain ethnic groups participate in a particular school activity. Students in BA prefer to learn with students whose cultures are similar to them. Teachers were also adequately prepared to teach multicultural students. However, the study identified that teachers of BA have limitations in offering students that help them to recognize the cultural reality of the other students in the class. Regarding language or communication problem between teachers and students, the study indicated that there was no evident problem. Thus, teachers' have been found being good enough in understanding and to managing culturally diversified students. They also have the ability to teach the students in a variety of ways and were capable enough to settle diversity-related issues.

Teachers in BA use a flexible teaching style to meet diverse needs of all students. Students of BA did not experience frustrations while working on class activities (group discussion, projects, etc.) with students whose culture is different from their own culture. It can be concluded that school principals and teachers of BA have sufficient knowledge and experience of diversity management. They also give respect, support and appraise diversities in the school.

Nevertheless, the findings of the study showed that there were no sufficient books addressing racial and cultural differences of students learning in the school. The study also indicated that principals' of the school lack commitment to support students' diversified backgrounds. Whereas, teachers promote participatory teaching methods and students enjoy attending classes because their teachers make learning interesting. Teachers of BA were also good in making them understand the essence of education to their lives. Students' confidence has also grown because teachers challenge them always. Moreover, teachers in BA have been acknowledging individual and group efforts of students to accomplish certain learning activities.

6.2. Conclusions

The findings of the study indicated that there were many amiable practices at Bingham Academy that makes the School's future prospect brighter. As a result, the findings of the research demonstrated that the school had a satisfactory level of diversity with regard to age, race, and sex. There were cultural diversities in the classrooms. Students in the School have experienced interactions between diverse groups in their classrooms and those interpersonal interactions were positive as well as respectful. The School was also supportive to the diversity of its stakeholders.

On the other hand, the findings of the study showed that there were no sufficient supportive books addressing racial and cultural differences of students learning in the school. The study also indicated that principals' of the school lack commitment to support students' diversified backgrounds. The study also indicated that to some extent students of BA face pressures to get works done by their teachers.

6.3.Recommendations

The findings of the study identified three major challenges that have negative impacts in handling multicultural classes at BA. Thus, the researcher proposed the following recommendation so as to alleviate those challenges.

- A) The findings of the study signified that books addressing racial and cultural differences of students learning in the school were not sufficient. Thus, since books

- are very important inputs for schools that accommodate multicultural students, BA should fulfill all the required resources. Therefore, the school may generate more schools through motivating students to donate books that are written about their national cultures. It is also important to create linkage and work in cooperation with people whose work is importing books from different continents of the World.
- B) The result of the study also revealed that the other major challenge exist in BA was principals' lack of commitment to support students' diversified backgrounds. Hence, such gaps should be alleviated with continuous follow up by the upper most management team and via providing need-based relevant trainings. It could also be valuable if the School arranges interschool experience sharing programs; so that the principals may get exposures on how to support students that have certain cultural, language, racial and other diversified backgrounds. It is also advisable to arrange training packages to teachers about how to teach in multicultural settings like BA.
- C) The other challenge identified by the study was the pressure exerted by teachers on students to get works done on time. Although, getting works done on time is recommendable, teachers should be cautions that students may lose their devotions and courage when they feel that they are overloaded and overwhelmed with endless tasks. Therefore, activities such as home works, class works, projects, reflections and others should be given based on preset a schedule that considers the capacity of learners. In doing so, the School might make its students more fruitful in their education lives and also could make their school times enjoyable. If students are made so busy, they will gradually become bored and this no doubt will impact their performances negatively. Therefore, the researcher recommends the School's administration to give more attention to schedule and closely follow up each and every activity of teachers in the school.

Areas of Future Research

It is impossible to address all aspects of prospects and challenges of multicultural classrooms in a single study. It is not only dubious but also unmanageable. Thus, this study attempted only to assess and describe prospects and challenges of multicultural classrooms in Bingham Academy. The study addressed leadership, motivation and interaction-related activities. For

this reason, interested researchers may undertake further research studies and scientific investigations on the other aspects of multicultural classes in the future.

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APPENDICES – A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

DEPARTMENT OF SOCIAL PSYCHOLOGY

Questionnaire prepared to assess and describe “Challenges and prospects of cultural diversity of school leadership, teachers and students in multicultural school: the case of Bingham Academy” (To be filled by Students)

Introduction:

The purpose of this questionnaire is to collect substantial data about Challenges and prospects of cultural diversity of school leadership, teachers and students in multicultural school: the case of Bingham Academy. Hence, all your responses are so valuable and

significant for successful accomplishment of this study. For this reason, I request you to fill out all the questions in this questionnaire sheet.

This study is being conducted for partial fulfillments of the requirements of Master of Science Degree in Social Psychology from Addis Ababa University. Thus, all the data you provide me hereunder will be utilized only for **academic purpose** and your full privacy will be strictly kept and you will face **zero consequence** in reaction for the information you allow me to know by any means.

Thank you in advance for your cooperation!

Nota Bene:

- ❖ Please read out the questions thoroughly before giving any response.
- ❖ Do not ask others to help you in filling out the questionnaire.
- ❖ You need not write your name or any address on the questionnaire sheet.
- ❖ Do not use pencils to mark your responses, please use only pens.

Thank You!

PART I:

BACKGROUND INFORMATION

Please describe your background information putting an symbol in the boxes provided hereunder or write your personal information in words (when necessary).

1. **Sex:** Male: Female:

2. Age (in years)

A) 12-14: B) 15-17: C) 18-22:

3. Grade Levels:

A) Nine B) Ten C) Eleven: D) Twelve:

4. Races

A) Black: B) White: C) Hispanic: D) Asian/Pacific Islander:

5. Years of Learning in BA (in years):

A) 1-4: B) 5-8: C) 9-12: D) Above12 years:

PART II:

QUESTIONNAIRE PRESENTED TO STUDENTS

A) SOCIO-CULTURAL EXPERIENCE RELATED QUESTIONS

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	Is there a lot of cultural diversity in your class?				
2	Have you experienced an interaction between diverse groups in class, were it positive, were respectful?				
3	Do you feel those differences are understood and respected by others?				

4	Do you feel the institution is supportive of diversity?				
5	Do you feel any difference practicing other cultures and demonstrate their familiarity with cultural diversity.				
6	Are you uncomfortable with people who have values or beliefs different from mine				
7	Do you adopt traditional costumes of other races such as wearing clothes, having traditional dishes etc?				

If you have anything to add, please specify here.

B) SCHOOL AND CLASSROOM ENVIRONMENT-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses	
1	Teachers of the school have negative attitude of diversity.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
2	Teachers have multicultural skills and apply their skills in the teaching and learning process in the classroom.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

		Total		
3	Teachers use their basic knowledge regarding cultural diversity in teaching and learning as well as enable their students to appreciate the diversity of cultures.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
4	I am sometimes surprised when members of certain ethnic groups participate in a particular school activity.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
5	I would prefer to learn with students whose cultures are similar to mine.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

If you have anything to add, please specify here.

C) TEACHERS AND STUDENTS INTERRELATIONS-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses	
			N	%
1	Teachers are adequately prepared to teach multicultural students.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
	Teachers offer students activities	Strongly Disagree		
		Disagree		

2	(group works, projects, etc.) to help them to know the cultural reality of the other students in the class.	Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
3	Language problems among students & between teachers & students are among the most occurring problems under the subtheme of communication skills.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
4	Teachers' have good understanding or knowledge to manage culturally diversified students.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
5	Teachers have the ability to teach students in a variety of ways.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

If you have anything to add, please specify here.

D) DIVERSITY MANAGEMENT-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses	
			N	%
1	Teachers have courageous to help students with different backgrounds.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		

		Total		
2	Teachers use a flexible teaching style to meet diverse needs of all students.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
3	I sometimes experience frustrations in class activities (group discussions, projects, etc.) with students whose culture is different from my own culture.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
4	School principals and teachers lack knowledge and experience of diversity management.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
5	Teachers lack respecting, supporting and appraising diversities in the school.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

If you have anything to add, please specify here.

E) TEACHING METHODOLOGIES-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses	
			N	%
1	In my class, there are books	Strongly Disagree		
		Disagree		

	addressing racial and cultural differences.	Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
2	Teachers have inability of understanding students due to language differences.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
3	The school does not have access to basic services to meet diversity needs of all students.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
4	School principals' lack commitment to support students' diversified backgrounds.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
5	Teaching methods employed by the teachers favor cultural diversity.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

If you have anything to add, please specify here.

F) CLASSROOM LEADERSHIP STYLES-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses	
			N	%
	I volunteer answers in class	Strongly Disagree		
		Disagree		

1	because my teacher promotes participation.	Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
2	I enjoy attending classes because my teachers make learning interesting.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
3	I take my studies seriously because my teachers showed me relevance of education to my live.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
4	My confidence has grown because my teachers challenge me always.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
5	Teachers acknowledge individual and group efforts to accomplish certain learning activities.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
Total				

If you have anything to add, please specify here.

G) TEACHERS ATTITUDES-RELATED QUESTIONS

SN	Questions/Items	Ratings	Responses
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			N	%
1	While teaching, teachers follow only their own scheme without considering students' interests.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
2	Teachers always impose their own aspirations and perspectives on students.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
3	Teachers make work done with pressure.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
4	Teachers do not listen to students' voices and feedbacks.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		
5	Teachers believe that students need direction and feel insecure about their works.	Strongly Disagree		
		Disagree		
		Moderately Agree		
		Agree		
		Strongly Agree		
		Total		

If you have anything to add, please specify here.

APPENDICES – B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

DEPARTMENT OF SOCIAL PSYCHOLOGY

(INTERVIEW GUIDES FOR TEACHERS)

A) TEACHERS' SOCIO-CULTURAL EXPERIENCE-RELATED QUESTIONS

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	Do you teach students of heterogeneous cultural composition?				
2	Do you take course or training on how to teach multicultural students?				
3	My culture is different from some of the children I serve or teach.				
4	Would you prefer to work with children and parents whose cultures are similar to yours?				
5	Are you comfortable in sitting with people who exhibit values or beliefs different from your own?				

Further Information Discussed:

B) CLASSROOM MANAGEMENT/LEADERSHIP STYLE OF TEACHERS

SN	Questions/Items	Responses/Ratings			
		Yes	%	No	%
1	Learning activities in students' textbooks are applicable to students' multicultural backgrounds.				
2	Do you feel comfortable with the suitability of the learning activities to motivate students of diverse backgrounds?				
3	The school is trying to meet the needs of multicultural students.				
4	The school provides students something that helps them to exercise their own opinions or cultural issue in school setting.				
5	Culturally diverse environment gives more learning opportunities to the students.				

Further Information Discussed:

APPENDICES – C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY
DEPARTMENT OF SOCIAL PSYCHOLOGY
(INTERVIEW GUIDES FOR PRINCIPALS)

1. How do you evaluate the prospect of multicultural classes in your school?

2. Do you think sufficient required materials and human resources are allocated in the school?

3. What are the major challenges you encounter with as a principal while managing teachers' and students in your school?

4. Do you think your leadership (support and follow up) to teachers' is sufficient enough? If not, why?

5. How do you judge the willingness, effectiveness and attitudes of your staff towards working with culturally diversified students and parents?

Thank you!