

**PROSPECTIVE TEACHERS' AWARENESS OF AND
ATTITUDES TOWARDS MULTICULTURAL EDUCATION:
THE CASE OF AWASSA COLLEGE OF TEACHER
EDUCATION**

BY

MELAKU ADELA



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



AUGUST 2007

**PROSPECTIVE TEACHERS' AWARENESS OF AND ATTITUDES
TOWARDS MULTICULTURAL EDUCATION: THE CASE OF
AWASSA COLLEGE OF TEACHER EDUCATION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES**

ADDIS ABABA UNIVERSITY

**In Partial Fulfillment of the Requirement for the Degree of
Masters of Art in Curriculum and instruction**

By Melaku Adela



AUGUST 2007

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PROSPECTIVE TEACHERS' AWARENESS OF AND ATTITUDE
TOWARDS MULTICULTURAL EDUCATION: THE CASE OF AWASSA
COLLEGE OF TEACHER EDUCATION**

By Melaku Adela

Approved by Board of Examiners

Abdulaziz Hussien

Department chairman

Gizaw Tadesse

Advisor

Amisse K.

Internal Examiner

Alemu Hader

External Examiner



ACKNOWLEDGMENTS

Many people have played their own roles in shaping me to be who I am today. But it would be next to impossible to mention them here. I simply say thank you all of you who have touches in my life.

I would like to thank my advisor, Gizaw Tasissa, for his guidance and advice while doing this research. Special thanks is due to the participants of this research at Awassa college of Teacher Education in social Science and language streams.

I would also like to thank my friend Hailemichael Tesfaye for his all inclusive support and encouragement for completing this work.

Many thanks goes to my friends Zewge Abate, Terefe Belayneh, Nunu and Asmeret for their moral and material supports.

Finally , I thank Addis Ababa University for providing financial support to carry out this research.



TABLE OF CONTENTS

Pages

ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS	ii
LIST OF TABLES.....	iv
ABSTRACT.....	v
Chapter One	
Introduction.....	1
1.1. Background of the study	1
1.2. Statement of the Problem.....	3
1.3. Objectives	5
1.4. Significance	5
1.5. Limitations	6
1.6. Delimitations.....	6
1.7. Operational Definition of Terms.....	6
Chapter Two	
Review of Related Literature.....	7
2.1. Definition and Concept of Multicultural Education	7
2.2. History of Multicultural Education.....	10
2.3. The Need for Multicultural Teacher Education.....	12
2.4 Effective Teachers and Their Strategies for Culturally Diversified Learners	16
2.4.1 Effective Teachers in Culturally Diversified Classrooms	16
2.4.2 Strategies to Teach Culturally Diversified Learners.....	19
2.4.3 Multicultural Awareness and Attitude and Their impact on Education.	20
2.5 Modes of Multicultural Teacher Education	22
2.5.1 The Integration/ infusion Mode	22
2.5.2 Multicultural Education plus Integration Mode.....	23
2.6. Approaches to Multicultural Education and its Classroom Practices.....	23
2.6.1. Approaches to Multicultural Education	23
2.6.1.1 The Additive Approach	24
2.6.1.2. The Infusion Approach to Multicultural Teacher Education.....	25
2.7. Multicultural Teacher Education Classroom Practices.....	26
2.7.1. Self-analysis/ Exploration.....	26
2.7.2. Observing Others doing Cultural Context Teaching	28
2.8. History, Status and Prospect of Multicultural Education in Ethiopia.....	28

Chapter Three

3. Method of the Study	31
3.1 Sampling Technique	31
3.2. Subject	32
3.3. Instrument	32
3.3.1 Multicultural Awareness Questionnaire.....	32
3.3.2 Multicultural Attitude Scale.....	33
3.4 Procedure	33
3.5. Data Organization and Analysis	34

Chapter Four

4. Presentation, Analysis and Discussion of the result.....	35
4.1 Profile of the respondents	35
4.2 Distributive analysis of Awareness and attitude.....	36
4.2.1 Extent of awareness of Prospective teachers on Multicultural Education	36
4.2.2 Attitude of Prospective teachers towards Multicultural Education	43

Chapter Five

5. Summary, Conclusions and Recommendations.....	55
5.1. Summary	55
5.2. Conclusions.....	56
5.3. Recommendations.....	57

References

Appendixes

LIST OF TABLES

Table	Pages
1. Profile of the respondents.....	32
2. Awareness on the concept of multicultural education.....	33
3. Prospective teachers awareness on the role of culture on education.....	35
4. Awareness on the significance of multicultural education.....	37
5. Awareness on the role of a multicultural teacher.....	39
6. Attitude towards students cultural diversity.....	41
7. Attitude towards teaching and learning in culturally diversified classrooms	45
8. Attitude towards gender and ability differences.....	47

ABSTRACT

The purpose of this study was to investigate prospective teachers' awareness on issues of multicultural education. The study was also aimed at exploring the attitudes of prospective teachers towards multicultural issues and its classroom practices. The participants involved in this study were purposively selected 3rd year students at Awassa College of Teacher Education. Awareness questionnaire and attitude scale were used to collect data. Percentage was used to analyze the data obtained using the two instruments. Correlation coefficient was also calculated to examine the relationship between awareness and attitude. The results indicated that the marginal majority of prospective teachers, 51%, were highly aware of the role of students cultural background in designing and implementing lessons in multicultural settings. Again the majority of the prospective teachers were found to be aware of the concept of multicultural education. The majority of the respondents, 60%, believed that teachers in multicultural classrooms could provide instruction is an all inclusive one. Prospective teachers reported to have positive attitude towards gender, ability and ethnicity differences of students. From these, it was concluded that these prospective teachers are with high awareness and positive attitude towards multicultural education and its classroom practices.

CHAPTER ONE

1. Introduction

1.1. *Background of the study*

Ethiopia is a country of many ethnic groups. Each particular ethnic group has its own distinct culture, beliefs and system of knowing. In line with this, education has a potential impact in bringing mutual understanding among the different ethnic groups. But this can only happen when teachers have a proper understanding and attitude towards issues of multicultural education. If they (teachers) fail to have a workable knowledge and positive attitude towards having students of different ethnic and social background in their classes they are likely to face increasing challenges in providing appropriate classroom environment for their students. McAllister and Jordan (2000:3) underline that in order for teachers to interact effectively with their students; they must control their biases and perceive the world through diverse cultural lenses. If teachers fail to have this kind of outlook, their biases and attitudes can negatively affect the teaching learning process. Fox and Gay (1995:69) write that:

Because they (students and teachers) often do not share the same background, experiences, ethnic identities and frames of references, these incompatibilities can become major obstacles to teaching and learning in pluralistic classrooms.

Therefore, teachers' awareness and attitude towards issues of multicultural education are major variables that can affect the teaching learning process. Gay (1986) cited in Gay (1997:163) indicates the following as important ingredients among others, in making prospective teachers multicultural in perspective.

- a. Different theoretical conceptions of multicultural education and their important implications for classroom interaction.
- b. Various assumptions and beliefs about the values and benefits of cultural diversity for learning, and individual development.

What can be noted from this is that prospective teachers should be well aware of the nature and scope of multicultural education issues if they are to effectively teach in classes of diversified student population. To this effect, Diamond and Moor cited in Jones and Walker (1991:87) add that "teachers become powerful facilitators of learning when they draw on their students' cultural capital and diversity to make learning exciting and dynamic." One can, however, argue that teachers' level of awareness and attitude towards diversity in their classes can influence the teaching learning process. Hence, knowledge of their awareness and attitude to issues of diversity is of paramount importance in order to see their effectiveness in the teaching learning process. Gay and Fox (1995:69) underscore that "understanding in variations in values, communication, rational learning and problem solving styles are particularly important for teaching culturally diverse students."

Similarly (Hollins et al 1994; Ladson- Billings, 1994: Pai 1990) in Gay and Fox (1995:71) argue that teachers in multicultural societies should understand cultural differences of their respective societies as these differences are necessary foundations for teachers to be able to work effectively with culturally different students in instructional situations.

It is therefore reasonable to investigate prospective teachers' awareness and attitude towards issues of diversity as it has a direct impact on their performance in culturally diverse classrooms. Similarly McAllister and Irvine (2000:4) argue that if prospective teachers are to be effective teachers in their future classes they should be cross culturally competent.

In addition to what has been mentioned earlier on, classrooms are composed of different students' population in terms of their ethnicity, gender and ability. These being the facts and education being value oriented, prospective teachers need to have a comprehensive view of this student population of their future classes. As Banks (1991) puts it "sound materials and other instructional program components are ineffective in the hands of teachers who lack the skills, attitudes, perceptions and content and background that are said to be essential for a positive multicultural school environment."

Gay and Fox (1995:69) also maintain the view that the extent to which teachers know, appreciate, and are able to bridge these cultural differences in classroom instruction will directly affect educational opportunities and outcomes for students from marginal groups such as ethnic minorities and females. It, therefore, can be a reasonable quest to explore the views and attitudes of prospective teachers towards issues of classroom diversity.

1.2. Statement of the Problem

Ethiopia is a country with many ethnic groups. Each ethnic group has its own cultural dispositions. The reality is unlikely to permit the country to train and assign teachers from each ethnic group for the ethnic community on a one to one basis. Therefore, it is a common practice to see teachers teach in ethnic communities other than their own with their long held beliefs and attitudes towards others. Some researches have been conducted to investigate the awareness and attitudes of teacher educators. Alemayehu (1998) investigated teacher educators' awareness and attitude at Aawassa and Arbaminch teacher training colleges. The findings of this investigation have indicated that even teacher educators' attitude and awareness towards multicultural education issues has been reported as low, hence they are monoculture in perspective (Alemayehu 1998). This being the fact, this study attempts to investigate

prospective teachers' awareness of and attitude towards multicultural education.

On the other hand, the country has changed the provision of education since the change of government in 1991. Education in the country has long been criticized among others, for its lack of equity and relevance (MOE 2002). To change this, new education and training policy has been put in effect. Accordingly the New Education and Training Policy Implementation Document published by the Federal Ministry of Education in (2002) states that regional governments have the legitimate power to administer educational practices of their respective regions. To this end, they are empowered to have an eye on their education up to junior college level in accordance with the country's education policy and design and implement a primary school curriculum that reflects each region's specific needs and culture. The proper implementation of such curriculum, however, is dependent on the awareness and attitudes teachers have towards multicultural education. The proper implementation of such curriculum is likely to be more difficult in Southern Nations Nationalities and Peoples State where the study focused as the region contains more than half of the 80 nations and nationalities of the country. Owing to this, an attempt has been made to see the prospective teachers of this area as they are demanded to be peculiar to multicultural issues.

By the same token, this study tries to investigate prospective teachers' awareness and attitude towards issues of diversity in education.

1.3. Objectives

1.3.1 Main objective

The main objective of this study was to investigate prospective teachers' awareness and attitude towards multicultural education issues and see its implication for classroom teaching.

1.3.2 Specific objectives

Specifically, the research tries to address the following research questions,

- ↓ To What extent are prospective teachers aware of multicultural education issues?
- ↓ What is the prospective teachers' attitude towards multicultural education?
- ↓ Is there any relationship between their awareness on multicultural education and attitude towards multicultural education?

1.4. Significance

The study would hopefully help to show the awareness and attitude prospective teachers have on issues of diversity. This in turn, would help teacher educators to identify and devise proper interventions to trainee teachers. It is also hoped that this research would help as a springboard to other researchers to carry out further research on issues of multicultural education and their implications for classroom teaching.

1.5. Delimitations

The study is limited to Awasa College of Teacher Education 3rd year trainees of 1999 E.C in two selected departments, namely Language and social science. Therefore, the study does not include trainee teachers other than the aforementioned departments.

1.6. Limitations

The Researcher employed awareness questionnaire and attitude scale to collect the necessary data for the study. The awareness and attitude scales were adapted from other researchers. Thought attempts were made to modify these instruments to fit the context, still it is suspected that some items of the instruments might have validity problems. Rigorous mathematical calculation was not done to check the validity of these instruments except carrying out pilot test. In addition to this, only ethnicity, gender and ability differences among students were considered of the many components of multicultural education.

1.7. Operational Definition of Terms

Multicultural Education- the provision of classroom instruction from the perspectives of different culture.

Attitude- a predisposition to act in a positive or negative way.

Awareness- the act of having or showing perception or knowledge on multicultural education issues.

Prospective teachers- trainee teachers who are on the verge of completing their study at the coll

CHAPTER TWO

2. Review of Related Literature

2.1. Definition and Concept of Multicultural Education

Multicultural education (MCE) has been defined by different scholars differently with a considerable emphasis on some common elements. For example McNergney and Herbert (1995:268) citing Banks 1992 define MCE as:

Multicultural education is a reform movement designed to bring about educational equity for all students, including those from different races, ethnic groups, social classes, exceptionality and sexual orientations

Multicultural education is, therefore, a movement that is aimed at changing the traditional way of educating the different cultural groups naturally present in schools. It is a movement because it tries to change the practice /approach that has never considered the interests of the varying cultural groups within a classroom room merely focusing on the interests and cultures of dominant cultural groups. One can also note from the above definition that the aim of multicultural education is bringing educational equity where the different cultural groups in the school served equally, their views expressed, their cultures reflected, their interests considered.

Scholar and Taliaferro (1999) define multicultural education as” an educational reform movement whose major goal is to restructure curricula and educational institutions so that students from diverse backgrounds will experience equal educational experiences.”

Again, Scholar and Taliaferro mention that multicultural education is a reform movement. They explained that restructuring of curricula and educational institutions is one major concern of this reform movement. According to these scholars, if curricula and educational institutions are not reformed in line with

the need of the varied cultural group, they can't accommodate equal educational experiences.

Singleton and Lawrence (1976: 22) define multicultural education from two vantage points. They argue that multicultural education in one sense is an argument for an "indigenization" of the schools so that educational programs might more truly represent the cultural and political interests of the particular children and communities involved. In another sense it is an argument for the importance of all children receiving the advantages of cross-cultural experience that gives them meaningful skills as well as values, facilitating their perception in cross-cultural collaboration for goals important to them, whether they are associated with subordinate or dominant social groups. Multicultural education is, therefore, tapping the interests and needs of the different cultural groups and catering it in educational institutes.

Hence, a truly multicultural education program takes into account the interests and a culture of the very groups it claims to serve and makes its part. According to Singleton and Lawrence, multicultural education attempts to create what most multiculturalists like Banks call 'unity' within diversity'. As can be noted from the above statements they made, on one hand, it strives to create programs that incorporate learning experiences very close to the cultural elements of a group. On other hand, multicultural education encompasses and addresses issues of culture and social phenomena of groups other than one's cultural group so as to create awareness about of others culture which in turn help to bring cross- cultural competency. The argument is if one develops a cross-cultural competency he/she can easily switch between cultures.

For Gay (1997:160) multicultural education refers to "both a methodological and substantive domain" she further elaborated this from the point of view of teacher education programs. She notes that prospective teachers should acquire skills that are necessary to teach culturally diversified learners as

much as they exposed to learning other subjects. The methodological addresses skills essential to teach different subject area courses. According to her, prospective teachers should learn the skills necessary to teach culturally diverse students.

Similarly Nieto (1996) defines multicultural education as a process of total school reform that strongly challenges and rejects discriminations of any sort in schools and society and accepts and affirms pluralism. Nieto's definition stretches and encompasses activities carried out outside school. It calls for societal reform. As Kliebard (1996:157) put it school curriculum is nothing but a selection of a certain element of a society's culture.

Chisholm (1994) sees multicultural education as an idea that come to emerge as a response to the challenges cultural diversity poses to pedagogical skills and educational provision in culturally pluralistic societies. It can therefore be inferred here that multicultural education is all about reforming the provision of education. Fullinwider (1996:3) also maintains that multicultural education is what good schools do in the face of extensive cultural differences among students and teachers. The implication is that good schools in multicultural society strive to bridge cultural gaps inherent among students, teachers and the school and minimize their negative impact on education.

For Banks (2001) multicultural education is an idea or a concept an educational reform movement and a process. He maintains that MCE is an idea because it promotes the idea that students regardless of their entity, be it gender, ethnicity, social, racial or culture, should get equal opportunity to learn in schools. According to Banks MCE is a reform movement in the sense that it strives to minimize the long established practices that educational institutions deny certain cultural groups such as the mentally gifted or retarded, girls, and students from minority language groups and lower classes access to fair education. He argues that MCE as a reform movement is all about leveling the

field for marginalized cultural groups in a society for equal educational opportunity. He, however, admits that MCE is a process. It is a process because its goals cannot be fully attained. Banks (2001:4) states :

Racism discrimination and sexism will exist to some extent no matter how hard we work to eliminate these problems. When prejudice and discrimination are reduced to one group, they are usually directed toward one group or they take new forms.

2.2. History of Multicultural Education

Many scholars in the field of education wrote the historical origin of multicultural education to date back to the civil right movement of early 1960s in some western countries. Minority groups began to challenge the unequal treatment of students of color and other minority groups in educational and other institutions (Banks 1997, Banks 2001).

Multicultural education is an outgrowth of the civil rights movement of the 1960s (Sleeter 1996, Banks, 1997, Banks 2001, Olson 2003). Similarly, Bennett (2001:171) wrote that multicultural education, though in a continuous change of evolution, emerged as a response to the civil rights movement of the 1950s and 1960s that developed into a black power movement and spread to including women. It can be noted that multicultural education has come into existence to challenge educational practices that ignored children of color and other minority groups. As responses to the movements during these days, holidays, ethnic celebrations, and elective study courses began to be offered (Erickson 1987/1992 in Olson 2003)

On the other hand, Sleeter (1996:229) maintains that as multicultural educational was the outgrowth of the civil rights movement, there was a very thin line almost invisible between community activists and professional proponents of multicultural education in the 1970s. The same author explains that the presence of culturally diverse learners in most U.S schools and the

growing literature base in multicultural education in the mid- 1980s, attracted white teachers to join the movement and in turn put a clear demarcation between political activists and multicultural educationists.

Following this and other groups' appeal for fair and equal educational opportunities multicultural education began to receive attentions and legal backings especially in the U.S. According to McNergney and Herbert (1995:101) in 1972 the US congress passed title IX of the education amendment act that openly prohibits discrimination of education based on sex.

According to these scholars, the struggle for equal educational opportunity for women (one concern of multicultural education) began to get momentum following the above legal undertakings.

Legal measures such as the 1974 women's educational equity Act (WEEA) contributed a lot towards addressing sex discrimination in education and changes in curriculum and instruction (McNergney and Herbert 1995:101).

Although the historical root of multicultural education is the civil rights movement of the 1960s and 1970s mainly in the US, its domain is not only educating students of color. Hanley warned that "multicultural education is often given narrow parameters. In a democratic, multicultural society all children must be educated about the multiple strands of the past that have created the webs of the present". (<http://www.newhorizons.org>). Similarly, Olson 2003 argues that multicultural education is essential not only for a society which is heterogeneous in composition it is also equally important for homogeneous societies.

Therefore, multicultural education has evolved into a more comprehensive concept that attempts to address educational needs of various cultural groups. It encompass voicing the needs of ethnic minorities to cultural groups such as women people of different social background, abilities---- etc.

The visible outcome of the civil rights movement of mostly African Americans of the 1960s encouraged other minority groups in the US to challenge discriminatory practices against them. They demanded that the then educational system reflect their needs, aspirations, culture and histories (Banks 2001:5).

According to Banks the responses to the demands of equal educational opportunities, however, were unplanned, and hurried. "Courses and programs were developed without the thoughts and careful planning needed to make them educationally sound or to institutionalized them with the educational system. The same author looks back at the mistakes made by the social studies curriculum reformers of the 1960s.

Teacher development and involvement are essential to the effective implementation of curriculum reforms and prospects this basic principle of curriculum reform was largely ignored by the social scientists who led most of the social studies curriculum projects of the 1960s (Banks 1997:23).

2.3. The Need for Multicultural Teacher Education

This sub-section discusses some of the most important argument that made multicultural education a necessity in teacher education programs.

It is known that every society has its own unique culture, belief, system of knowing and dispositions. But it is a rare case to find people who have a sound understanding of the culture belief and other related disposition of cultural groups outside their own. One can, therefore, reasonably argue that teachers which are products of their own respective cultures won't have a good understanding of their student population which is characterized by diversity. To narrow this gap which can be an obstacle for effective teaching-learning,

educators recommend multicultural education to be one major area of emphasis in teacher education programmes.

Scholars such as Taliaferro and scholar (1999:235) underscored the need for multicultural education as prospective teachers should be prepared to work with diverse groups of learners.

Similarly Gay and Fox (1995:69) argue that

It (multicultural education) accepts culture as an essential filter through which individuals make sense and assign meaning to life experiences, then effective education for students from different ethnic, social, and racial groups requires culturally responsive or culturally congruent teaching.

Prospective teachers are expected to see their diverse student population from different perspectives, to be effective teachers in multicultural classrooms. Similarly, Hudalla (2005) argue that teachers with students of diverse racial, ethnic, cultural and language groups need to acquire new knowledge, skills and attitudes to effectively teach in culturally diverse classrooms.

Artiles and McClaffery (1998:190) citing Zeichner et al (1996) added that because of diversity in students' population in the U.S schools, state departments of education increasingly require colleges and universities to include in their curricula courses on cultural diversity. They further noted that this is mainly done to help prospective teachers be exposed to issues of multicultural education and become more sensitive to the needs of culturally diverse students.

If such under takings are not promoted with ultimate aim of helping prospective teachers become multicultural, the consequence could be a severe one. Bennett (2003) warned that teachers that misunderstand a students' cultural behavioral style may underestimate that students' intellectual potential and unknowingly misplace, mislabel and mistreat them. To avert this from happening and bring meaningful learning teachers should be aware of various cultural variables that, properly understood, would facilitate effective teaching

learning. McAllister and Irvine (2000:3) argue that the starting point to this is teachers self evaluation of themselves (reflection). The actual words of these scholars run as.

In order for teachers to be effective with diverse students, it is crucial that they first recognize and understand their own worldviews, only then, will they be able to understand the worldviews of their students.

Similarly, Olson (2003) underlined that preservice teachers must examine their own views and assumptions about different cultural groups. It is only then that they understand various unfolding of different cultures. Recognizing the importance of multicultural education to prospective teachers, some states in the U.S have begun to put this issue as one of the requirements for teacher certification (Herbert and McNergvery 1996). Making teachers see their students in multicultural perspectives has immense instructional benefits. McNerney and Herbert (1996:249) substantiate this as follows:

Culture teaches; it shapes learners, identifies beliefs and behaviors. Understanding students' culture is a prerequisite to enlisting the force of culture as an instructional ally. To ignore or misunderstand students' cultures is to risk teaching at cross-purpose with them.

In this respect Gay (1986) in Gay (1997) listed what she says prospective teacher should know before going into actual classroom teaching. These are:

- a) different theoretical conceptions of multicultural education and their implications for classroom practice
- b) various assumptions and beliefs about the values and benefits of cultural diversity for learning, individual development, and the renewal of society
- c) cultural characteristics, heritages, contributions and sociopolitical experiences of different ethnic groups and
- d) materials and techniques for doing culturally pluralistic teaching (P 16.3)

What can be understood here is that prospective teachers should be well aware of the nature and scope of multicultural education and issues related to it if

they are to be competent to teach in classes of diversified student population. If prospective teachers are not aware of these, the result would be developing 'dysconscious racism' (King in Olson 2003) Dysconscious racism as defined by Olson is " the uncritical habit of mind , such as attitude , assumptions and beliefs which justifies inequality and exploitation by accepting the existing order of things as given."

To this Diamond and Moor cited in Jones and Walker (1991) add that "teachers become powerful facilitators of learning when they draw on their students' cultural capital and diversity to make learning exciting and dynamic." To this end, scholars in the field of education underscore the need to prepare teachers with multicultural perspectives. Among these scholars Gay (1997:154-5) quoting Gay (1993a) has the following.

The systematic inclusion of multicultural education in teacher preparation programmes has the potential for building bridges across the cultural borders ethnically diverse students bring to the class, creating shared referential linkages between students and teachers, and preventing impenetrable barriers to effective teaching and learning from occurring.

Hence, multicultural education is vital as it is difficult to assume that teachers and students have identical entities of any sort. It would enable them to reflect their views & assumptions and have a wider view of different cultures, beliefs, and backgrounds students bring to the class and make use of it to enrich their classroom instruction.

Ladson-Billings (1999:217) citing the work of Au and Jordan (1981) points out the advantages of knowing students culture on the part of teachers. Teachers can use students' culture as a bridge to school achievement. As Eggen and kauchak (2001) described all new learning depends on what is already known.

Similarly, Banks (1997:35-36) has also mention that the most important roles of teachers are selection of knowledge for instruction and the design of pedagogy to teach the selected knowledge. He, however, reminded that these tasks are very difficult especially in the social sciences and humanity fields as the selected knowledge and its instructional strategy are likely to be dependent on the implicit values, latent assumptions and ideology of teachers. He further argues that the situation for knowledge about ethnic groups is more so as it is emotion laden. Similarly, Sigurum Gudmundsdottir (1991) in McNergney and Herbert (1995) reported in his study of secondary school English and History teachers that teachers' values seeped into the curriculum through their personal interpretations of subject matters. It is this point which makes knowledge of multicultural education issues and developing a favorable attitude towards it a necessity for teachers to teach in culturally diversified classrooms. This awareness and positive attitude is believed to make teacher examine their value choices and other value alternatives and the possible outcomes.

2.4 Effective teachers and their strategies for culturally diversified learners

In a culturally pluralistic society there are fewer opportunities to teachers and students to share common cultural experiences. But in order to make teaching and learning effective many scholars recommend ranges of issues teachers need to know to be effective teachers in such settings.

2.4.1 Effective teachers in culturally diversified classrooms

Banks (1997:69) argues that the effective implementation of curricula materials in multicultural settings is heavily dependent on the clear understand teachers have on the various issues of multicultural education. Similarly Fox and Gay (1995:72) pointed out that one of the major issues addressed by multicultural education has to do with the methodology teachers use to improve the quality

of learning opportunities. Hence, teachers in multicultural classrooms are effective when they develop and apply a culturally responsive teaching.

Gay 1993 in Fox and Gay (1995:75) explain the essence of culturally responsive teaching as follows:

Synchronizing various cultural styles of teaching and learning and creating culturally compatible classrooms that provide genuine invitations and opportunities for all students without any one group being advantaged or disadvantaged.

The implication is that effective teachers in classrooms of diversified cultures adjust their instructional activities by considering all the cultural groups in their classrooms. More over, they carefully select learning activities and experiences that can equally engage and benefit all their students.

On the other hand, Banks and cherry in Banks (1997:78) underlined that effective teachers of diversified student population apply equity pedagogy. They define equity pedagogy as “teaching strategies and classroom environments that help students from diverse racial, ethnic and cultural groups to attain the knowledge, skills and attitudes needed to function effectively within and to help create and perpetuate a just, humane and democratic society.”

It can be noted here that teachers with a proper understanding of equity pedagogy devise teaching strategies that would engaged the various cultural groups with discussions and reflections that would facilitate mutual understanding. It can also be inferred here that these groups of teachers work towards reduction of biases and prejudices among various cultural groups.

In a similar vein Banks 1994a in Banks (1997:79) indicated that teaching in a multicultural society should not only emphasis mastery of contents. According to him, teachers who effectively implement equity pedagogy help their students

acquire attitudes and skills needed to know 'reflectively, to care deeply and to act thoughtfully. '

Similarly, Zeichner et al (1998:164) characterizes culturally responsive teachers to have the following qualities.

- a. Select and use instructional materials that are relevant to students' experiences outside school.
- b. Design instructional activities that engage students in culturally and personally appropriate ways.

Many, however, argue that to implement equity pedagogy and practice culturally responsive teaching teachers need to critically examine their value choices and perspectives. Banks and Cherry in (Banks 1997:870 underlined that self- understanding along with knowledge of the histories of various ethnic and cultural groups are competencies required for teachers to implement equity pedagogy .

Fox and Gay (1995:72) added that to understand other cultural groups prospective teachers need to understand themselves. One way of doing this according to Fox and Gay, is applying self-analysis and self reflexive techniques. It can be noted here that effective teachers in culturally diversified classrooms see things from multiple perspectives, make instructional decisions and take actions that are emotion free.

In summary, effective teachers of culturally diversified learners have proper understanding of the histories of the various cultural groups in their classrooms, use culturally response teaching and are aware of the essence and use of equity pedagogy. In addition, these teachers critically examine their views and perspectives and make sure their own cultural experiences do not guide their actions.

2.4.2 Strategies to teach culturally diversified learners

Teaching culturally different learners requires teachers to be equipped with effective strategies.

Banks (1997:69) argues that one way of devising effective teaching strategy to teach culturally diversified learners is proper implementation of some of the dimensions of multicultural education he identified. The first one is content integration. According to him, the way teachers use examples and content from a variety of cultures to explain different concepts, principles, theories and generalizations in their respective discipline constitute content integration.

Similarly, Jones and Walker (1991:30) argue that effective teaching strategies in multicultural classrooms promote and help to improve multicultural literacy. They maintain that this approach requires teachers to link the cultural experiences, histories, languages that students bring to school with other academic learning taking place in the school. A careful observation of these strategies indicates that the emphasis of both is basing instruction on things that are close to the experiences of various cultural groups. Therefore, effective teaching strategies for students of diversified student population makes connections with students' cultures and classroom learning. Researches carried out in this regard have proved the effectiveness of this strategy. Au (1980), Boykin (1982), Delpit (1995), Kleinfed (1975) Ladson-Billings (1995b), and shade and new (1993) in Banks (1997:70) indicated that academic achievements of students can be increased when teaching strategies and activities build upon the cultural strength of students. Similarly Ladson-Billings (1999:217) citing the works of Au and Jordan (1981) and Lee (1994) reported that instructions that are based on students' own social and cultural backgrounds facilitates learning. She then concluded that students' cultural background as critical to academic success. The conclusion that could be made here is that the effectiveness of any teaching strategy has to be seen from its role in bringing success to the intended learners. Scholars like Smith went on

to say that” any discussion of multicultural education of education within a multicultural context must consider the implications of personal and cultural knowledge values and language for the learning process” (1998:302).

Smith further explains that a culturally responsive education should acknowledge the relevance of approaches that incorporate students' cultures into instructional strategies used in schools.

2.4.3 Multicultural awareness and attitude and their impact on education

No matter how teachers recognize the presence of various cultural groups, learn different approaches and techniques to teach students of different cultural groups, these things won't help much to practice and implement multicultural education in its true sense unless teachers develop a positive attitude to these issues. Many scholars in the field of education stressed the importance of multicultural awareness and developing a positive attitude to multicultural education and its classroom practices on the part of teachers to teach culturally different learners.

Banks (1997:85) indicates that teachers who successfully implement equity pedagogy have a keen understanding of their cultural experiences, values, and attitudes towards people who are culturally different from them. This indicates that apart from skills needed to teach culturally different learners, teachers are expected to be knowledgeable about issues of multicultural education, value cultural differences and develop positive attitude towards it.

Similarly Bennett 1995 in McAllister and Irvine (2000:4) characterize effective teachers in culturally diverse classrooms as 'cross-culturally competent'. She elaborated this concept as these cross- culturally competent teachers have appropriate understanding and favorable attitude towards cultural groups

other than their own and reject all forms of prejudice and discrimination. Gay 1993 in Gay (1997:157) adds that teachers in culturally diversified classrooms must be cultural brokers. According to her these cultural brokers thoroughly understand different cultural systems and know how to make connections across cultures to facilitate learning. Hence, effective teachers of diversified student classrooms have clear understanding of the different cultures their students bring to their classes, have positive attitude towards them and as a result use them to facilitate learning.

Similarly, Gay (1995:69) indicates that teachers understanding and appreciation of cultural variations of students directly influences educational opportunities and achievement. The more teachers understand cultural variations among students, the more they develop positive attitude towards them. This in turn enables students benefit from classroom instructions and other educational activities. Spring 1995 in Gay (1995:71) adds that teachers in multicultural societies should understand cultural difference and cultural frames of reference's. The argument is that if teachers properly understand the various cultures of their students, they will easily understand why students from the various cultures in the class behave differently. Then, once they understood this, they are likely to develop favorable attitude to multitude of cultural groups that are likely present in the class. This positive attitude would help teachers to think of diversified learners in designing and carrying out instruction.

Jones and Walker (1991) argue that if multicultural education is to be implemented successfully, "it is critical for teachers to become aware of and discard any misconceptions or stereotypes about children of different culture." Therefore, teachers' awareness and attitude towards multicultural education are critical for successful implementation of multicultural education. In most cases researches found out that the higher the awareness teachers have on

issues of classroom diversity, the more successful they are in teaching culturally different students (Washonga 2005, Smith 1998).

On the other hand, Bennett (2001:181) argues that when cultural knowledge of students and teachers differ teachers may lower their expectations for student success. As a result, students may withdraw from lessons that do not address issues related to their background and values. Abdulfatah (2005) for instance, reported that teacher negative attitude towards girls education is one of the major factors that discourage girls in education.

2.5 Modes of multicultural teacher education

Many scholars have proposed different modes that teacher training programs should follow in preparing teachers to teach in culturally diversified classrooms. Banks (1997:118) points out that there are contending views as to how multicultural education should be taught for prospective teachers. The literature on multicultural education mainly presents two modes of multicultural teacher education. These are the integration mode and multicultural education plus integration mode.

2.5.1 The integration/ infusion mode

It is the integration/ infusion of the contents of multicultural education courses into already existing courses (Banks, 1997; Gay 1997, Chishom 1994). The proponents of this mode argue that instructors of courses such as foundations, general curriculum and the subject matter methods courses are encouraged and allowed to incorporate multicultural content into their courses. This mode of educating teachers for culturally diversified classrooms tries to continuously develop the awareness and attitude of prospective teachers to issues of multicultural education. Banks (1997) however, cautioned that this mode could cause frustration and anger upon students. His arguments are:

- Multicultural concepts, paradigms and ideologies are conflicting to the paradigms, concepts and theories taught in most mainstream general methods and curriculum courses. Multicultural education is a field with its unique sets of paradigms, concepts, theories and skills that needs expertise for its implementation (118-119). As a result, many go for the multicultural education plus integration mode for a meaningful practice of multicultural education.

2.5.2 Multicultural Education plus Integration Mode

Banks maintains that there are many constraints for the effective implementation of the integration mode. He listed down lack of expertise in integrating multicultural content into foundation courses and subject area methods course as some of the hindrances to the effectiveness implementation of this mode. Therefore, the multicultural education plus integration mode helps to mitigate the problems mentioned above by simultaneously giving multicultural education by multicultural education experts and professionals in different foundation and subject area methods course.

2.6. Approaches to Multicultural Education and its Classroom Practices

2.6.1. Approaches to multicultural education

Scholars in the field of education have come up with varying approaches in designing multicultural teacher education programs. Gay and Fox (1995:67) go for a developmentally appropriate approach that runs from inclusion/ addition to infusion and then to reconstruction. They stressed that the issue of multicultural education should be approached progressively. They argue that it should move from mere adding bits and pieces of fragmented information about cultural diversity to highly selective aspects of curricula, to the more systematic pluralizing of the major parts of teaching and learning to changing all parts of

the educational process to make them responsive to cultural diversity. Similarly, scholars such as McNergney and Herbert (1995), Banks (1997) are among the proponents of this developmentally appropriate approach in multicultural education.

Hence, valuing one or two approaches and devaluing the other(s) doesn't raise the awareness and bring the required attitude change on prospective teachers to become competent teachers to teach in culturally diverse classrooms.

Fox and Gay (1995:65-66) explain that curriculum designs tend to reflect one of three conceptualizations about the purposes, structures, processes and functions of schooling. Miller and Seller (1985) summarize these curriculum conceptualizations as transmission, transaction and transformation and further argue that these same curriculum conceptualizations have parallels in multicultural education.

They maintain that transmissive curriculum emphasizes transferring knowledge, facts and other types of information from the "collective heritage" of society and human kind to students. They explain that this type of curriculum assumes a high degree of similarity between the perspectives, experiences and referent orientation of students and teachers. Its parallel in multicultural education is additive approach to MCE.

2.6.1.1 The Additive Approach

It is an approach where by ethnic contents concepts, themes and perspectives are added to the curriculum without changing its basic structure, purposes, and characteristics (Banks 2001:231-32). According to Banks this approach to multicultural education is accompanied by the addition of a book, a unit, or a course to the curriculum without changing it substantially.

Similarly Derebessa (2004:99) underscores that the proponents of this approach believe that curriculum should contain only common heritages that must be passed on to each new generation. This approach to multicultural education seems to incorporate only views of the dominant groups leaving aside the voices of the varied cultural groups.

The concept of transaction in curriculum is analogous to infusion in multicultural education.

2.6.1.2. The Infusion Approach to Multicultural teacher education

This approach changes the basic assumptions of the curriculum and enables students to view concepts, issues themes and problems from several ethnic perspectives and points of view (Banks 2001:233). Banks further argues that the infusion of different perspectives, frames of references, and content from different groups that will extend students' understandings of the nature, development and complexity of society, is emphasized here. Fox and Gay (1995:74) outlined a comprehensive list of multicultural contents for inclusion in multicultural teacher education curriculum. According to them, contents derived from research and scholarships on ethnic and cultural diversity are important for inclusion. The information produced by sociolinguists, ethnographers, cultural anthropologists and social psychologists is especially insightful concerning the expressive and dynamic dimensions of cultural characteristics, and the interactions between culture, ethnicity and education (Gay and Fox 1995:74, Gay 1997:170-171). Similarly, Chisholm (1994) recommends literary heritages such as poetry, essays, biographies, autobiographies, novels, short stories written by authors from within various ethnic groups for infusion in multicultural teacher education programs.

2.7. Multicultural Teacher Education Classroom Practices

So far attempts were made to explain the meaning and concept of MCE and its origin and historical development, why multicultural education is important in teacher education programs. Attempts were also made to discuss the different approaches proposed in designing multicultural teacher education programs.

This sub-section tries to look into classroom practices of multicultural teacher education programs.

Many educators suggest the following classroom practices in multicultural teacher education programs.

2.7.1. Self-analysis/ Exploration

Banks (1997:107) underscores that teachers are human beings with their own cultural perspectives, values, prejudices, and stereotypes misconceptions. In order to make them multicultural in perspective, small group discussion would provide them the opportunity for self-exploration (scholar and Taliaferro 1999:235). The use of the self-analysis technique, however, seems to vary from teacher educator to teacher educator and dependent on course natures. For example, Banks (1997:108) narrates how he has employed this self-analysis technique in teaching social studies. He made his students read autobiographical accounts written by European Americans and another African American. Then, he asked his students to write their respective family history using family tree of their ancestors and by conducting interview with relatives. Each student was to write in a narrative form and to share it with a small group in the class and to submit it to the instructor. On the other hand, scholars and Taliaferro (1999) explained what they have done while teaching a multicultural unit freshman seminar course for education students using self-analysis technique. First students have defined several terms relating multiculturalism (race ethnicity, diversity, prejudice, culture). Then in groups, students have come up with definitions of each term. This would help to

sharing major awareness of differences. According to them this experiences (recognition of awareness) is important to gaining social consciousness, understand students from different cultural backgrounds. Following this, students share their past learning experiences about 'others'. This was followed by learning about and discussion of specific techniques that they can use to start putting some of the things they have learned into practice. Such an instance could be each student describes the meanings of their first and last names. Each of the activities was guided by questions and students were required to write individual reports each day.

Similarly Bowen and Salsman (1979) employed self-analysis technique to teach seminar course to trainee teachers. The orientation of the seminar focused on investigating multicultural education concepts, value clarification, and stereotyping using such instructional materials as films, articles and class exercise dealing with ethnicity and stereotyping (Bowen and Salsman 1979:391-392). After the orientation, students were engaged in discussion on other multicultural issues that are outlined in the seminar course in groups. At the end of each class, students were required to write a reaction paper to seminars activates.

The implication of the discussions above is that self-analysis techniques could take various forms. The crux of the matter lies on teacher educators' selection of thought provoking instructional materials and designing of questions that enable future teachers elicit prejudices, values and beliefs they brought to the class.

Fox and Gay (1995), Artiles and McClaffery (1998) and Chishom (1994) believe that after prospective teachers carryout the self-analysis learning experiences and activities, they should move to observing others doing cultural context teaching.

2. 7.2. Observing others doing cultural context teaching

According to Gay (1997) this observation can have two parts. The first is those students observe their classmates do miniteaches incorporating cultural diversity into subject matter topics, theme and activities at classroom level .The next observation is carried out outside their colleges in cooperating schools to examine issues in practice they have studied about in theory (Bowen and Salsman 1979). Gay and Fox (1995:76) emphasize that in the first phase of the field observation period, prospective teachers focus on the technical pedagogical skills demonstrated by master teachers. After this observation, student teachers move to teaching units and lessons in a culturally responsive way (Gay 1997: Fox and Gay 1995: Bowen and Salsman 1979). According to these scholars, this is the culminating field experience. The organization of learning activities and experiences for prospective teachers in multicultural education seems to have three major phases.

Phase I- self analysis and self-reflection of one's own biases, values and beliefs

Phase II- A detail and critical examination of issues of multicultural education and other related concepts theoretically.

Phase III. A practical application of the various lessons learned in phase two in actual classroom settings.

2.8. History, Status and Prospect of Multicultural Education in Ethiopia

Though Ethiopia is a country of many cultural groups, evidence whether its education was multicultural in approach and content is scarce at least for this study. As a result, it was difficult to back trace the beginning of multicultural education in the country.

Available documents within the reach of the research, however, indicate that multicultural education is a recent phenomenon in the country. The limited documents seem to indicate that the country's education system has considered multicultural issues following the change of government in 1991. The education and training policy and its implementation document published by the ministry of education MOE in 2002 states that regional governments are given the right to design primary school curriculum, that reflect their respective specific needs and cultures (P. 57). Following this states the same document various vernacular languages are serving as medium of instruction at primary level.

Before the Federal system of government was practiced the country's educational activities criticized as being monoculture. Hamdessa (1982:271) cited in Alemayehu (1998:27) stated that the educational activities in Ethiopia were carried out from one dominant culture perspective. Similarly Erango (1986) after reviewing the country's teacher training documents concluded that prospective teachers from monoculture cultural backgrounds were trained from monoculture perspectives (Alemayehu 1989:27). Alemayehu, however, argues that the current practice has been the changed. Accordingly, multicultural education issues are addressed. MOE (2002:30) states that one such action taken to fine tune the country's education was changing school text books. "Primary school textbooks have been based on the realities of the specific region and on the culture and achievement of the local population." MOE (2002:30)

Moreover, (MOE 2002:16-17) points out that the country's education policy stipulates that financial support is given to raise the participation of women in education and narrow the disparity gap between rural and urban areas. Similarly, many local languages are being used as medium of instruction both at primary level and in some Junior Regional teacher training colleges .MOE (2002:37) indicates that many vernacular languages are in use as medium of

instruction at primary level. In Southern Nations, Nationalities and people's Regional state alone about ten local languages (Sidamigna, Wolaytigna, Hadiygna, Kembatigna, Gediogna, Dawro, Keficho, Siltie, Amharic Kebena and Korotie) are in use at primary level as medium of instruction (MOE 2002:39).

In addition to these undertakings, Addis Ababa University has recently launched a post graduate program in multilingual and multicultural education studies. All these indicate that multicultural education is getting recognition and place in the country.

CHAPTER THREE

3. Method of the Study

The primary purpose of this study was to explore and describing prospective teachers' awareness and attitude towards multicultural education and its classroom practices. The appropriate research type to serve this purpose is descriptive survey. Best and Kahn (1989:24) explained the nature of descriptive survey and for what purpose it is most useful as "it describes what is, describing, analyzing and interpreting conditions that exist."

Cohen and Manion (1994) argue that a survey research, be it a small or large scale, always employs such data collection instruments as self-completion or mailed questionnaire and attitude scales. This study used these data collecting tools to obtain the necessary data. It was, therefore, felt that the appropriate research type to carryout this investigation is descriptive survey.

3.1 *Sampling technique*

More than half of the 80 nations and nationalities that are believed to live in Ethiopia live in Southern Nations Nationalities and Regional State (Ministry of Information 2004). Awassa college of teacher Education trains teachers recruited from the different zones of the region that are to teach in the region's different primary schools upon completion of the three year course work at the college. The college was, therefore, selected for this study as the graduates are expected to work within the region where there are many ethnic groups. Knowledge of the cultures of these various ethnic groups and having positive attitude towards these cultural groups is believed to affect the performance of the would be teachers in their future classrooms. The streams from which the participants of this study were selected were purposively sampled two streams. Of the five streams in Awassa College of teacher education (language, Social Science, Maths, Natural Science and Aesthetics) language and Social Science streams were purposively selected for the following reasons. Student teachers

from these two streams are assumed to be more exposed to issues of diversity than students in the other streams. Scholars such as Sigurum Gudmunddottir (1991) in McNergney (1993) Banks (1997) reported research findings that indicated History and English teachers' values seeped into their works while teaching through their personal interpretation of subject matters. They explained that in a class for instance that is meant to study a literary work, what is taken as a hero by one teacher might not necessary be taken as a hero by another teacher with a different perspective. It was, therefore, with this rationale that the two departments were selected for this study. In addition to this, only 3rd year students were selected for the study as they were on the verge of completing the 3- year course works and have undergone peer teaching and actual teaching practices.

3.2. Subjects

In the sampled streams there were a total of 200 3rd year prospective teachers (102 Social science 98 Language) being trained to teach in primary secondary cycle (5-8). Of this, 50 participants from each stream were taken as samples using convenience sampling technique. Cohen and Manion (1994) establish that this sampling procedure takes the nearest individuals as respondents until the required sample size is obtained. With this in mind data were obtained from the groups that were with in the reach during administering the questionnaire and the attitude scale. More specifically, these participants were attending class and it was convenient to administer the tools at once with their instructors and their own consent.

3.3. Instruments

3.3.1. Multicultural Awareness Questionnaire

A multicultural awareness questionnaire was adapted from McDiarmid and Price (1990) used to study prospective teachers' view of diverse learners. In

In addition to this, some items of the multicultural awareness questionnaire were developed based on the available literature. The questionnaire contains 18 items that deal with the concept, meaning, significance of multicultural education, its classroom practices. Washington (1981), Alemayehu (1998), Olson (2003) and (Wasonga 2005) employed awareness questionnaire to investigate awareness and attitudes of prospective and practicing teachers' towards multicultural education. It was; therefore, felt that this instrument was the appropriate tool to collect the required data.

3.3.2. Multicultural Attitude Scale

In order to see prospective teachers' attitude towards issues of classroom diversity and multicultural classroom practices, a five point attitude scale was used. The focus of this attitude scale was to see prospective teachers attitude towards issues such as the role of a teacher in multicultural classrooms, advantages of knowing students cultural background on the part of the teacher. The five point attitude scale contains responses ranging from strongly agree, with five points, to strongly disagree with one point.

3.4 Procedure

Both the multicultural awareness questionnaire and the attitude scale were administered in the presence of the researcher. First the researcher presented a letter from the department of teachers professional development and curriculum studies to the academic dean of the college. A pilot study was carried out to verify the tools for about 10 trainee teachers at Kotebe College of Teacher Education. Some three questions from the awareness questionnaire were modified. Then the respective department heads were contacted and were given explanations on the nature of the study and the required data. Then they arranged the appropriate time that would be convenient to find the participants. Then, the researcher along with the department heads went to the class and explained the purpose of the questionnaires. It was also made clear that if they find anything that doesn't make sense from the questionnaire items

they are free to ask. As a result, thought not much some students asked what was not clear to them and were given explanations.

3.5. Data organization and Analysis

The response of the multicultural awareness questionnaire items of the student teachers were classified into 'high', moderate and low. Those responses to the multicultural awareness questionnaire items were definitely correct with 5 points, almost correct with 4 points, probably correct with 3 points, definitely incorrect with 2 points and do not know with 1 point. The participants who responded to items as definitely correct and almost correct were considered as having high awareness to the issues of the items. Similarly, those who responded as probably correct to the presented items were considered to have moderate awareness to the idea the statements expressed. Those participants who opted for the alternatives definitely incorrect and do not know were taken as having low awareness to the concepts expressed by the items. The total sums for each items (high, moderate and low) was calculated. Then the percentages for each category were calculated and discussed using percentage.

Similarly, the attitude scale items responses were categorized into three. Agree, disagree and not sure. The total sums for each items (agree, disagree and not sure) was calculated. Then, using the percentage discussion was carried out. Tables were organized based on themes. Items that are believed to fall under similar theme were put together in both cases (multicultural awareness questionnaire and multicultural attitude scale). Similarly, to see the relationship between prospective teachers' awareness and attitude on multicultural education and its classroom practices the total sum for each of the multicultural questionnaire items and attitude scale were calculated. The means for the two grand sums were calculated and Pearson product moment correlation coefficient was obtained.

CHAPTER FOUR

4. Presentation, Analysis and discussion of the Result

This section presents the analysis of the responses obtained from the multicultural awareness questionnaire and multicultural attitude scale.

4.1 Profile of the Respondents

Table I profile of the respondents

The first part of the awareness questionnaire was meant to collect background information about the respondents. The profile of these respondents is summarized in the table below.

Characteristics	Categories			Proportion
Sex	Social Science	Male	27	54
		Female	23	46
		Total	50	100
	Language	Male	29	58
		Female	21	42
		Total	50	100
Age	16-18	65	65	
	19-21	29	29	
	Above 21	6	6	
	Total	100	100	

As can be seen from the above table, 27 (54%) and 29 (58%) were respectively male prospective teachers from social science and language streams. The data revealed that relatively large number of the respondents were male prospective teachers. This could imply that there is a gender gap between male and female students in the streams. Similarly, 23 (46%) and 21 (42%) of the respondents in

the social science and language departments were females. The data again portray the gender disparity between males and females in enrolment.

The ages of the respondents range from 16 to 21. Sixty percent of the respondents were between the age ranges of 16 to 18, while 29 % of the participants were reported to be within the age ranges of 19 to 21. The remaining 6% of the respondents were above 21 years. This indicates that the majority of the respondents were between 16 and 18.

4.2 Descriptive Analysis of Awareness and Attitude

4.2.1 Extent of awareness of prospective teachers on Multicultural education

Table II: Prospective teachers' awareness on the role culture plays in education

No	Item	Awareness								Total
		High		Moderate		Low		No response		
		No.	%	No.	%	No.	%	No	%	
1	Students cultural background has nothing to do in selecting methods of teaching	51	51	21	21	19	19	9	9	100
2	Students cultural background has very little use in adapting instructional methods	44	44	16	16	34	34	6	-	100
3	Students' cultural background is a hindrance in selecting learning experiences and instructional methods.	50	50	16	16	32	32	2	-	100

As can be seen from the above table, the awareness of the respondents regarding the role students' cultural background plays in education varies from high to low. Thirty two percent of the respondents have shown low

awareness on the roles students' cultural background play in selecting learning experiences and instructional methods. However, a marginal majority of the respondents (50%) are highly aware that students' culture plays pivotal roles to adapt learning experiences. Hence, they are considered to be effective teachers with regard. Gay (1997:164) characterizes effective teachers of diverse students as having strong feeling in favor of classrooms practices reflecting ethnic and cultural diversity.

Similarly, the awareness of prospective teachers on the significance of considering students' culture to adapt methods of teaching accordingly, seems to divide nearly equally between low and high.

Those prospective teachers with high awareness on the importance of students culture in considering methods of teaching is 51%, while 19% of them have low awareness to this issue.

Prospective teachers' awareness on the benefits they can enjoy by designing instructional activities and methods of teaching that take into account cultural diversity of learners seems to be generally vague. Thirty three and 44% respectively show low and high awareness on the importance of students' cultural background in choosing methods of teaching, while 16% of them are moderately aware on the role students' cultural background play in selecting suitable teaching methods. Jones and Walker (1991) argue that if teachers fail to understand and appreciate their students' cultures and the relationship that might exist among each culture, students tend to create suspicion among them.

In general, the data in the above table indicated that a marginal majority of the prospective teachers seem to have high awareness in making use of their students' cultural background in setting instructional activities and methods of imparting them. It may be concluded that these prospective teachers are likely to give culturally responsive teaching to their students. According Smith

(1998:303) a culturally responsive education acknowledges the relevance of approaches that incorporate students' cultures into instructional strategies used in schools.

Prospective teachers' awareness on the concept and domain of multicultural education was a concern of this study. The following table presents their awareness on the concept and domain of multicultural education.

Table III: Prospective teachers' awareness on the concept of Multicultural education

No	Item	High		Moderate		Low		No response		
		No	%	No	%	No	%	No	%	Total
1	MCE is education that deals with issues of diversity in classrooms	63	63	12	12	25	25	-	-	100
2	A multicultural teacher is one that eliminates biases, prejudices and discriminatory practices from the class	45	45	21	21	26	26	8	8	100
3	MCE is to process of making educational experiences more relevant to the culturally diversified students.	60	60	20	20	13	13	7	7	100

The number of prospective teachers with high awareness on the concept of multicultural education is relatively high. Sixty three percent of them are highly aware on the domain of multicultural education. Only 25% of them have shown low awareness on issues addressed by MCE, while 12% of the respondents are moderately aware of the issues MCE deals with.

It is therefore, encouraging to see that most of the prospective teachers have understood issues addressed by MCE. Hanley (1999) warned that MCE is not all about education of students of a particular cultural group but more than

that. Hanley further pointed out that proper understanding of issue of MCE enables teachers to consider various approaches to create all inclusive classrooms.

Similarly, the proportion of students who have shown high awareness on the idea that MCE is rather a process than a one time event is high (60%) only 13% of them seems to have difficulty with this issue (have low awareness). Yet, 20% of the respondents are moderately aware that MCE is a process aimed at making educational experiences more relevant to culturally diversified learners. This implies that they are highly aware of the nature of MCE and attempt to put it into practice into their future classrooms.

Bringing the concept of MCE towards teachers themselves, 45% the prospective teachers in this study are highly knowledgeable in that teachers in multicultural classrooms should avoid bias, prejudices and other discriminatory practices. Hence, they are likely to be cautious in treating issues of diversity in their future classrooms. On the other hand 26% of the prospective teachers have shown low awareness on what makes teachers multicultural. Similarly, 21% of the prospective teachers are moderately aware that a multicultural teacher should avoid biases, prejudices and other discriminatory practices of any sort in his/her classrooms.

The data seem to give an overall impression that more than half of the prospective teachers (65%) have moderate and above moderate awareness on what makes a teacher multicultural in perspective. The implication for classroom teaching would be that they are likely to cater interests and perspectives of their culturally diversified learners in their classrooms.

Prospective teachers were also made to reflect their awareness on importance of multicultural education in a culturally diversified society like ours. The table below summarizes their awareness on the why of multicultural education.

Table IV: Prospective teachers' awareness on the significance of MCE in culturally diversified society

No	Item	Awareness								
		High		Moderate		Low		No response		
		No.	%	No.	%	No.	%	No.	%	Total
1	The preparation of individuals to live in a culturally pluralistic society requires a properly planned education	58	58	23	23	16	16	3	3	100
2	MCE is education that enables me to understand the presence of various cultural groups in my future class	77	77	7	7	16	16	-	-	100
3	MCE promotes appreciation of similarities and differences among various cultures	63	63	15	15	14	14	8	8	100
4	MCE brings together cultural and psychological differences of learners to create individual learning environment	55	55	13	13	26	26	6	6	100
5	Properly planned, cultural diversity among students facilitates learning.	55	55	21	21	15	15	9	9	100

Prospective teachers' awareness on the significances of MCE is generally high. Of those prospective teachers who took part in this study, 58% and 23% are respectively highly and moderately aware on the significance of a carefully planned education so that people of different culture live in harmony in culturally pluralistic society. This may imply that those prospective teachers could contribute their share in promoting multicultural education in their future classrooms.

Similarly the great majority of the respondents (77%) have a high understanding that MCE would enable them to know the presence of various cultural groups in their future classrooms.

In a similar vein, the majority of the participants of this study (63%) have shown high awareness on the role MCE plays in promoting similarities and differences among students of various cultural groups that are likely to occupy their future classroom. This may imply that these prospective teachers are likely to use these students diversity to capitalize their instruction. Moreover, the prospective teacher will promote the idea that being different doesn't mean being deficient.

The over all awareness of prospective teachers on the various items that deal with the significance of multicultural education has been found to be high, i.e. the role of MCE in bringing into attention cultural and psychological differences of learners. Fifty five percent of them believe that handled properly, students cultural diversity facilitates learning. This indicates that this awareness would help these prospective teachers to give contextualized instruction that would help learners actively participate. This high awareness might be the result of the interaction students have with the various ethnic groups that the college admits from the different zones in the region. Smith (1998:311) in his study found out that teachers who communicated with various cultural groups increased the success of their students.

The literature on education in general and in multicultural education in particular suggest that teachers roles in classrooms is changing from all knowing and transmitter of knowledge to cultural brokers and facilitators for students to challenge existing knowledge and construct their own knowledge (Banks 1997, Gay 1997 and Ladson-Billings 1999). The table below presents the extent of prospective teachers' awareness on this issue and the role of a teacher in other classroom activities.

Table V: Prospective teachers' awareness on their future roles and other instructional activities.

No	Item	High		Moderate		Low		No response		Total
		No.	%	No.	%	No.	%	No.	%	
1	The main job of the teacher is to teach subject matter	50	50	35	35	15	15	-	-	100
2	The main job of the teacher is to transmit the values of the dominant culture	64	64	17	17	16	16	3	3	100
3	Student learn best if they have to figure things out for themselves instead of being told	55	55	23	23	20	20	2	2	100
4	It is impractical for teachers to prepare and carryout instruction as per the unique interests and abilities of different students	53	53	26	26	19	19	2	2	100

Prospective teachers' awareness on their future roles as teachers and implementing instruction seen from multicultural perspective was found to be high. The data revealed that 50% of the respondents have high understanding on the main job of a multicultural teacher. These prospective teachers are highly aware that the role of a multicultural teacher is beyond teaching subject matter knowledge. A teacher who is considered to be multicultural in perspective is the one that acts as a cultural broker (Gay 1997:159).

Similarly, the data in table V indicate that prospective teachers' awareness on whose culture to focus on while teaching is high. The greater majority of them (64%) are highly aware that in classrooms of diversified student population

teachers should give equal emphasis to the various cultures students bring to the class.

Nearly equal proportion of the respondents (17% and 16%) have shown moderate and low awareness respectively on the role teachers play in considering the various cultures represented by the different cultural groups in the classroom. seventeen percent of the prospective teachers possess moderate awareness on the issue that teachers in culturally diversified classes should not single out sets of cultures as dominant ones and concentrate on them in the class. The proportion of the respondents who have shown low awareness to this same issue is only 16%.

Similarly 53% of the prospective teachers who participated in this study are highly aware that teacher can prepare and carryout instructional activities that takes into account the unique interest of each learner in their future classes. The proportion of the respondents who are moderately aware to this concept is 26%, while 19% of them are said to lack the understanding to the principle that teachers can provide classroom instructions that tailored to the unique interests of individual learners. Again these prospective teachers seem to possess one impetus important for the implementation of multicultural education. Gay (1995) pointed out that commitment on the part of the teacher is a quality for the implementation of multicultural education.

4.2.2 Attitude of prospective teachers toward multicultural Education

As mentioned earlier on, one of the major focuses of this study was exploring prospective teachers' attitudes towards multicultural education and its classroom practices. The sum of each items of the multicultural attitude scale calculated and their percentages computed. Discussions were held using

percentages. In addition to this, the responses of open ended items were analyzed qualitatively.

The table below summarizes prospective teachers' attitude towards cultural diversity and its instructional benefits.

Table VI: Prospective teachers' attitude towards having students of different culture and its benefits for instruction

No	Item	Agree		Not sure		Disagree		No response		
		No	%	No	%	No	%	No	%	Total
1	Cultural differences among students are their personal and private matters	22	22	14	14	61	61	3	3	100
2	The role of cultural factors in classroom learning need not be considered.	15	15	29	29	49	49	7	7	100
3	Studying the histories and contributions of various ethnics groups helps teachers to become multicultural in perspective	80	80	10	10	3	3	7	7	100
4	Cultural differences of students in classrooms are obstacles for effective teaching	23	23	13	13	60	60	4	4	100
5	Knowledge of the students culture on the part of the teacher can positively affect students learning	80	80	14	14	6	6	-	-	100
6	Discussion of cultural differences among students in classroom can create suspicion among themselves	14	14	18	18	65	65	3	3	100
7	Talking about cultural differences (gender, ethnicity, and ability) in classrooms has no uses in bringing about understanding among students	38	38	8	8	51	51	3	3	100
8	Discussion about cultural differences of students can Jeopardize national unity	20	20	23	23	50	50	7	7	100

As can be seen from the table most prospective teachers (61%) believe that cultural differences among students in their classes are not private and personal matters that don't need teachers' attention. This may imply that these

prospective teachers would explore the various cultures brought to the class by the various cultural groups. It can also be said that these prospective teachers have understood the instructional benefits of culture.

Gay (1997:156) indicated that effective teachers of culturally diversified students made relentless efforts to give instruction that is culturally grounded as it empowers students and makes learning easier.

On the other hand, 22% of these prospective teachers believe that cultural differences among students are personal and private matters. This indicates that these prospective teachers seem to take no initiative to explore and make use of the various cultures of their students. The other 14% of them were unable to take any position regarding this issue.

Similarly, 49% of the respondents believe that cultural factors should be considered in planning and implementing instruction in classrooms of diversified student population. A considerable proportion of the respondents, however, (29%) were undecided on the significance of considering cultural factors in preparing and carrying out instruction in multicultural settings. Still the remaining 15% of the total respondents believe that cultural factors should not be considered in classroom teaching. The attitude of the prospective teachers towards considering culture in classroom teaching seems to be positive.

In the same vein, 80% of the respondents believe that studying the Histories and contributions of various ethnic and cultural groups would help teachers develop a multicultural perspective. This seems to imply that these respondents have open mind to issues of MCE. Beyond this, it could be said that these prospective teachers are likely to treat issues in their classrooms from different perspectives. Only 10% of the prospective teachers were unable to tell either the advantages or disadvantage of studying histories and contribution of various

ethnic and cultural groups of a society, while 3% of the respondents did not see the importance of studying these issues.

Similarly, 60% of the respondents are in favor of having students of different culture, hence with positive attitude. These respondents believe that cultural differences are not obstacles to conduct all inclusive instruction. This may indicate the commitment they have towards multicultural education. On the other hand, 23% of them believe that cultural differences among students are barriers for carrying out effective teaching. The implication could be these groups of respondents lack one of the important skills to teach in multicultural classrooms. The other 13% were unable to say this or that on this issue.

The over all result seems to indicate that these prospective teachers would appreciate cultural differences of their future students rather than taking it as an obstacle for effective teaching.



As to the importance of knowing the cultures of the different ethnic and cultural groups in the class, 80% of the respondents believe that this knowledge can positively affect students learning. Students are likely to learn most, if lessons are connected to their experiences. Hence, these prospective teachers seem to draw their lessons by considering the various cultural groups in their class. On the other hand, 14% of the respondents were unable to take either of the extremes (positive or negative) and reported that they are not sure of it. The remaining 6% were open enough in expressing their negative attitude towards the issue under discussion. The qualitative data obtained from the open ended questions also revealed that the respondents have well understood the benefits of knowing their students culture. They indicated that a proper understanding of various cultures brought to the class by culturally diversified learners would enable them to carryout, among, other things the following. They said that it will help them to:

- Know the diversity of the society they are to serve
- Know the behaviors of culturally diversified learners
- Teach positive aspects of each culture
- Make students share their respective views
- Respect each cultural groups culture
- Prepare classroom activities that appeal to the various cultural groups and
- Compromise interest.

A careful observation of the above points reveals that these prospective teachers are knowledgeable about issues of classroom diversity and are with positive attitude towards its classroom activities. Knowledge of students' culture has immense instructional benefits. Banks (1997:86-7) pointed out knowledge of cultural diversity is a requirement for a successful implementation of equity pedagogy. The prospective teachers in this study believe that knowledge of their students' culture at the onset would help them see how culturally diversified a society they are expected to serve. Culture does not exist in vacuum; it rather is manifested in stories, folklores and other norms of behaving of cultural groups. Hence, knowledge of these would help teachers to enrich instruction by taking the various cultures of their diversified learners into account when designing and implementing instruction.

Yet, 65% of the respondents in this study believe that initiating, encouraging and making discussions on cultural differences among students doesn't bring any harm to the learners. They seem to create opportunities and Venus to their students to discuss their sameness and differences. But 14% of the respondents believe that bringing cultural differences into classroom discussion can create suspicion and mistrust among members of the different cultures in the class, while 18% of the respondents were not sure whether this breeds suspicion and mistrust or not.

The prospective teachers in this study were also made to express their views on bringing issues of gender, ethnicity and ability differences to classroom discussion.

The proportion of the respondents who believe that discussions that revolve around these issues brings understanding is high (51%), still the proportion of the respondents who think this discussion has no use in bringing mutual understanding is not small (38%), while 8% of them were not sure of it. The data here seems to indicate that the marginal majority of the respondents are in favor of multicultural classroom practices.

The data in table VI reveal that 50% of the respondents have shown positive attitude to the item that was meant to solicit their views on having discussion on cultural differences that exist among students. They reported that talking about cultural differences in classes of diversified student population doesn't endanger national unity. This group of prospective teachers again seems to possess one critical skill of effective teachers need to have to teach in classes of diversified student population. Still nearly equal proportion of the responders either were not sure or against this idea. More specifically, 23% were not sure if discussion of cultural differences among students would weaken national unity. Yet another 20% believe that any discussion aimed at differences of students' culture can jeopardize their national unity. The majority of the prospective teachers are said to be with positive attitudes to openly discuss their students' cultural differences. This implies that they are effective teachers for classes of diversified student population. As Heard (1991:464) pointed out teachers who are truly multicultural openly discuss differences of culture among their students and use the discussion for creating mutual understanding.

Table VII: Prospective teachers' attitude towards teaching and learning in diversified classroom

No	Item	Response category								
		Agree		Not sure		Disagree		No response		
		No	%	No	%	No	%	No	%	Total
1	It is practically impossible for teachers to make instruction inclusive of the views voices and interests of students in their classes	23	23	17	17	60	60	-	-	100
2	However diversified students may be in their learning ability teachers should consider the majority in choosing method of instructions	14	14	23	23	59	59	4	4	100
3	Teachers need to take the initiative to make their students share their views and cultural experiences to each other	83	83	7	7	7	7	3	3	100
4	The main task of the teacher is to teach subject matter	69	69	12	12	19	19	-	-	100

The above table reveals that (60%) prospective teachers believe that they can offer all inclusive instruction that considers the interests, views and voices of their diversified student population. This seems to imply that these prospective teachers would be effective in teaching students of diversified population. Further more it can be said that they have understood the concept of equality pedagogy. "It (equality pedagogy) incorporates issues, concepts, principles, and problems that are real and meaningful to students, (Banks 1997:84). On the other hand, 23% of the respondents believe that it is impractical for teachers to make classroom instruction an all inclusive one. It could be therefore, said that these groups lack and have a negative attitude to equity pedagogy. Teachers who are skilled in equality pedagogy are able to use diversify to enrich instruction instead of fearing or ignoring it (Banks 1997:87).

The rest (17%) of the respondents reported to be in dilemma concerning this issue and are likely to be poor in implementing equity pedagogy.

Similarly, 59% the respondents believe that teachers should not concentrate only on the majority of their students population while designing instructions, but they also consider the very minorities in their classrooms. The implication is that they have a positive attitude to culturally responsive teaching. Culturally responsive teaching involves incorporating elements of micro cultures, along with the macro culture into teaching process as a means of improving the academic success of all students (Fox and Gay 1995:70). Some 14% of the respondents have shown favorable attitude to the idea that teachers need to consider the majority of their learners while choosing instructional strategies. And some 23% were unable to express their attitudes (not sure).

The proportion of the respondents who believe that teachers should take the initiative to encourage their students share their views and cultural experiences is high (83%). Hence, one can conclude that these prospective teachers would work towards reducing negative attitudes and prejudices that might manifest among students because of their cultural differences. All port (1954) in Banks (1997:94) indicated that prejudice would be reduced if group members pursue common goals, if they get to know each other as individuals and if the contact has institutional support. The qualitative data also substantiated this.

Only 7% of the respondents have shown unfavorable attitude to the teacher's role as facilitators for discussions to be held, experiences to be shared among students of different cultures. Hence, they are likely to be ineffective to teach culturally diversified learners.

On the other hand, 69% of the participants in this study believe that the main task of the teacher is to teach subject matter knowledge. Seen from above this may indicate that these prospective teachers have unfavorable attitude to the

practices of multicultural education. But it can also be seen as a positive attitude to multicultural education. Banks (1997:35) pointed out that one of the most crucial roles of the teacher is selection of knowledge. The knowledge these prospective teachers are to select is likely to depend on their outlooks and perspectives. The previous discussions, however, indicated that in most occasions, these prospective teachers have shown that they have high understanding of issues of multicultural education and favorable attitude towards it and its classroom practices.

Similarly, 19% of the respondents believe that the main task of the teacher is not only teaching subject matter knowledge. Equally important to this is the design of pedagogy to teach this knowledge (Fox and Gay 1997:157). The remaining 12% of the respondents opted to stay neutral (not sure) whether the main responsibility of the teacher is to teach subject matter knowledge or not.

Finally prospective teachers were made to express their views towards gender and ability differences of students. The following table reflects their attitudes towards gender and ability differences.

Table VIII: Prospective teachers' attitude towards gender and ability differences

No	Item	Response category								
		Agree		Not sure		Disagree		No response		
		No	%	No	%	No	%	No	%	Total
1	Gender differences among students should be considered in explaining things	70	70	21	21	9	9	-	-	100
2	Whatever support teachers might give to help girls learn better they still remain to be low achievers.	30	30	16	16	51	51	3	3	100
3	If given the chance and encouragement to reflect every student has a point to make from his/ her perspective	81	81	9	9	6	6	4	4	100
4	All students in a classroom can equally learn and achieve the best regardless of their ethnic and cultural background	70	70	18	18	6	6	6	6	100

The above table reveals that 70% of the respondents believe that teachers should consider gender differences in making explanation of issues. This indicates that prospective teachers are aware and with positive attitude towards addressing gender equity. Skillful and efficient teachers give relatively equal attention to boys and girl (McNergy and Herbert 1995:389). The other 21% were not sure whether to consider gender differences while presenting a lesson or not, while the remaining 9% totally show unfavorable attitude to this idea. Similarly, the responses obtained from open-ended items indicated that these prospective teachers seem to be gender sensitive. They reported that they would make sure equal participation of girls and boys in their future classrooms. Many scholars reported in their research aimed at looking into the ways teachers treat female and male students in their class that more often, teachers

favor boys to girls (Abdulfatah 2005, McNergy and Herbert 1995). The over all result indicates that most of the prospective teachers have favorable attitude to the influence of gender in education. This could in turn help them be gender sensitive in their future classrooms.

On the other hand, though the proportion of the respondents who believe that given necessary support by their teachers, girls achieve better result is still high (51%) there are others (30%) who believe that even with necessary supports from their teachers, girls remain to be low achievers. The explanation could be that these prospective teachers are the products of the male dominant society common in the county. It is sometimes difficult to change long held beliefs. Zeichner and Gore (1990) in Zeichner et al (1998:165) argue that education could sometimes have limited impacts to change attitudes, beliefs and values developed over a Long period of time.

Still the great majority of the respondents (70%) believe that all, students, irrespective of their cultural backgrounds, can equally learn and achieve the best result. This is in line with what walker and Jones (1991) believe an important quality of teachers to promote and implement multicultural education. They argue that teachers need to be positive, affirming and maintain high expectations for all students. This is so important because according to Eggen and kauch (2001) research on learning indicates that all learning depends on what students already know- cultural knowledge. On the other hand some 6% of the respondents do not believe that all students can't equally learn. This group of prospective teachers lacks one of the critical elements that make a teacher effective to teach culturally diversified learners. McNergy and Herbert (1995) argue that successful teachers of diversified student population have equal expectations for all students irrespective of their cultural backgrounds. In a similar vein, 18% the respondents were unable to vividly express their views on this issue. As stated by Zeichner and other common sense experience tells us deep rooted and long held beliefs do not easily change.

Therefore, this attitude dilemma of prospective teachers could be attributed to this.

Finally, an attempt was also made to see the relationship between multicultural awareness and attitude towards classroom diversity and its classroom practices of prospective teachers. The calculated Pearson's correlation coefficient was found to be 0.66 (see Appendix III how this result was obtained). Best and Kahn (1989:253) explained that one way of evaluating the magnitude of correlation is the use of crude criterion. Using this method, the calculated Pearson's correlation coefficient has shown that there existed a substantial relationship between prospective teachers' awareness on multicultural education and its classroom practices and their attitude towards it. This seems to suggest that awareness and attitude have direct relationship. The implication is that a boost in awareness in multicultural education could lead to developing a positive attitude towards multicultural education and its classroom practices.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The purpose of this study was exploring and describing the awareness of prospective teachers on multicultural education and its classroom practices and sees its implications for classroom teaching. Another purpose of the study was looking into prospective teachers' attitudes towards multicultural education and its classroom practice so as to see its implication for classroom teachings. To this effect the following basic research questions were formulated.

1. To What extent are prospective teachers aware of multicultural education issues?
2. What is the prospective teachers' attitude towards multicultural education?
3. Is there any relationship between their awareness on multicultural education and attitude towards multicultural education?

To deal with these basic research questions, related literature was reviewed and two types of instruments (multicultural awareness questionnaire and multicultural attitude scale) were used to collect the necessary data. Using the percentage, analysis was carried out. Based on the data, the research has flashed out the following findings

Prospective teachers' awareness on the concept of multicultural education was found to be high. The majority of prospective teachers are highly aware that students' cultural background play important role in adapting instructional activities. The prospective teachers in this study have shown favorable attitude towards having students of varied cultures in their, classrooms. Prospective teachers have positive attitude towards gender and ability difference of students in their classrooms. There existed a substantial relationship between prospective teachers' awareness on multicultural

education and its classroom practices and their attitude towards it. The awareness of prospective teachers on the role of a multicultural teacher is found to be generally low. A significant number of Prospective teachers believe girls are always low achievers regardless of supports given by their teachers. Most of them also reported that if properly handled cultural diversity of students would facilitate learning.

5.2. Conclusions

Based on the findings the following conclusions were drawn.

Prospective teachers are aware of the meaning, concept and significance of multicultural education.

The majority of prospective teachers have positive attitude towards multicultural education and its classroom practices.

Participants reported Positive feelings to deal with multicultural issues in their classroom.

They also reported fewer personal attitudes that may prevent them from making use of multicultural approaches in their classrooms.

The prospective teachers of this study have shown unfavorable attitude towards having discussions that center around gender, ability and ethnicity differences in their future classrooms.

The majority of the prospective teachers (69%) believe that the role of a teacher is just teaching his or her subject matter.

A substantial relationship ($r= 0.66$) was found between their awareness on multicultural education and their attitude towards multicultural education and its classroom practices.

5.3. Recommendations

In light of the above findings the following recommendations were forwarded

1. Practical implementation of multicultural education in multicultural settings would require more than theoretical knowledge and favorable attitude towards multicultural education. Therefore, Venus and opportunities for direct interaction among the various cultural groups should be created for preservice teachers to connect these knowledge and awareness to teaching students of diverse backgrounds.
2. Appropriate interventions should be taken to change their unfavorable attitude towards the importance of having discussions on sameness and differences of students interims of their ethnicity , culture and ability. This could be done by arranging short term seminars and workshops aimed at discussing the instructional and social benefits of being different, be it ethnicity, culture or gender.
3. Similarly, efforts should be exerted to change misconceptions regarding the role of teachers – teachers’ role taken only as subject matter teachers. This could be approached through giving emphasis on the role of a teacher on subject method courses and other related courses.
4. Though the majority of the prospective teachers demonstrate awareness and positive attitude towards issues of multicultural education, further research should be conducted to see whether these awareness and attitudes are carried over to actual classrooms.

REFERENCES

Books

- Banks, J. (1997), *Educating Citizens in a Multicultural Society*, New York, Teachers College press
- Banks, J. and Banks, C. (2001), *Multicultural education, Issues and Perspectives* (4th ed.) New York, John Wiley and sons, Inc
- Bailey, D. (1994). *Methods of Social Research* (4th ed.). New York: The free press
- Best, W. and Kahn, V. (1989), *Research in Education*, (6th ed.) London, Prentice-Hall International
- Cohen, L. and Manion, L. (1994), *Research Methods in Education* (4th ed.) London, Routledge
- Creswell, J. (2003), *Research Designs; Qualitative, Quantitative and Mixed Methods approaches*, (2^{ed} Ed.) London, sage publications
- Eggen, D. and Kauchak, P. (2001). *Strategies for Teachers: Teaching Content and Thinking Skills*, (4th ed.). London, Allyn and Bacon.
- Fullinwider, R. (1996), *Public Education in Multicultural Society ,policy, Theory ,Critique*, Cambridge University press
- Kiebard, M. (1996). 'Constructing A History of the American Curriculum.' In *A Handbook of Research on Curriculum* Jackson, J.(editor)
- McNergney, F. and Herbert, M. (1995). *Foundations of Education: The Challenge of Professional Practice*. Boston: Allyn and Bacon.
- Sleeter, C. (1996). *Multicultural Education as Social Activism*. New York : State university of New York press
- Weiberge, H., Krosnick, J and Bown, B (1996). *An Introduction to Survey Research ,Polling and Data Analysis* (3rd ed.). California: SAGE publications

Web References

- Artiles, J. and McClafferty, K. (1998), "*learning to teach culturally diverse learners: charting change in pre service teachers' thinking about effective teaching*". The Elementary School Journal. 98(3). Retrieved October 14, 2006 from <http://links.jstor.org>
- Bennett, C. (2003), '*Genres of research in multicultural education*' Review of Educational Research. 71 (2). Pp 171-217. Retrieved January 10, 2007 from <http://links.jstor.org>
- Chisholm, M. (1994), "*Preparing Teachers for Multicultural Classrooms.*" The Journal of Educational Issues of Language Minority students. 14, Pp. 43-68. Retrieved September 13, 2007 from <http://ncela.gwu.edu>
- Fox, W. and Gay, G (1995), "*Curriculum Issues and the Postsecondary Preparations of Educators.*" Peabody Journal of Education. 70 (3), Pp. 64-82. Retrieved October 14, 2006 from <http://links.jstor.org>
- Gay, G. (1997), "*Multicultural Infusion in Teacher Education: Foundations and Applications.*" Peabody Journal of Education. 72, (1). Retrieved October 14, 2006 from <http://links.jstor.org>
- Hanley, M (1999). "*The scope of multicultural education*" New Horizons for learning quarterly Journal. Retrieved September 24, 2007 from <http://www.newhorizons.org>
- Heard, D. (1999), "*A developing Model of teachers educating themselves for multicultural pedagogy*" Higher education. 38 (4). PP. 461-487. Retrieved October 14, 2006 from <http://links.jstor.org>
- Jones and Walker (1991) "*Multiculturalism in Social Context: Conceptual problems raised by Educational policy Issues*", Anthropology and Education Quarterly. 7 (4). Pp19-23

- Ladson, Billings, G. (1999). "*Preparing Teachers for Diverse Student Population: A critical Race Theory*". *Review of Research in Education* .24, PP. 211-247 Retrieved October 14, 2006 from <http://links.jstor.org>
- McAllister, G. and Irvine, J. (2000), '*Cross cultural Competency and Multicultural Teacher Education*', *Review of Educational Research*. 70(1.) Pp3-24. Retrieved September 30, 2006 from <http://links.jstor.org>
- McDiarmid, G. and Price, J. (1990). "Prospective Teachers Views of Diverse Learners: A study of the participants in the ABCD". Michigan State University, National center for Research on Teacher Education. Retrieved September
- Miler. and Seller, H. (1985). "*The stages of ethnicity of preservice teachers and in-service personnel involved in multicultural education.*" *Peabody Journal of Education*. 65(1) Retrieved November 16, 2006 from <http://links.jstor.org>
- * Olson, B. (2003). "*Attitudes Toward Multiculturalism and Cultural Diversity: The Effect of Multicultural Training*" MA Thesis, University of Wisconsin. Retrieved november 2, 2007 from <http://links.jstor.org>
- Scholar, M. and Taliaferro. (1999). '*Multicultural Education: Using Penn State's Teacher Education Performance Framework to Help Education Students Develop a Multicultural Perspective.*' Pennsylvania state university. Retrieved December 21, 2007 from <http://links.jstor.org>
- Smith, R. (1998), '*Defining Culture as a Dimension of Academic Achievement: Implications for a Culturally Responsive Curriculum, Institution and Assessment.*' *Journal of Negro Education*.67(3). Retrieved September 30, 2006 from <http://links.jstor.org>
- Singleton, J. and Lawrence, J.T (1976), "*Multiculturalism in social context: Conceptual problems.*" *Anthropology and education quarterly*. 7(4). Retrieved May 10, 2006 from <http://links.jstor.org>

Tarrow ,N. and Ghosh, R. (1993) ' Multiculturalism and Teacher Education: Views from Canada and the USA.' *Comparative Education*. 29(1), pp 81-92. Retrieved April 30, 2006 from <http://links.jstor.org>

Washington, V. (1981), "*Impacts of Antiracism Multicultural Education Training on Elementary Teachers Attitudes and Classroom. Behavior*" *The elementary school Journal*. 31(3) Pp. 186-192. Retrieved April 11, 2007 from <http://links.jstor.org>

Wosongol, A. (2005) "*Multicultural education knowledge base, attitudes and preparedness for diversity*": *International journal of educational management*. 19 (1) Pp. 67-82. Retrieved April 5, 2007 from <http://www.emeralds.com>

Zeichner,M et al 1(998), "A Research Informed Vision of Good Practice in Multicultural Education : Design principles" *Theory in to Practice*, 37 (2), preparing Teachers for Cultural Diversity. Retrieved October 14, 2006 from <http://links.jstor.org>

Others

Abdulfatah Mohammed (2006). "Gender and Education: A Theoretical Analysis." *In the proceedings of the conference on Teacher Education for Sustainable Development in Ethiopia. May 5_6, 2006.College of Education ,Addis Ababa University.*

Alemayehu Belachew (1998), *The Attitude of Teacher Trainers toward the Implementation of Multicultural Education in Two teachers Training Institutes*, Unpublished MA thesis, Addis Ababa University

Derebssa Dufera (2004), *Fundamentals of Curriculum Development*, Addis Ababa university Unpublished

Ministry Of Education (2002). *The New Education and Training Policy Implementation Document*, Addis Ababa.

APPENDIX I
Multicultural Awareness Questionnaire
Addis Ababa University
School of Graduate Studies
College of Education

**Department of Teachers professional development
and curriculum studies**

Dear respondents,

This is a questionnaire designed to explore your awareness on multicultural education and its classroom practices. So would you please take your time and respond to each of the items. Your responses to these questions will be kept confidential.

Thanks in advance!

Personal information

Age_____ sex_____ Department_____ Academic year____

Your responses for the statements below could range from ' don't know' (1) to 'definitely correct'(5)

1. I don't know
2. definitely incorrect
3. probably correct
4. almost correct
5. definitely correct

Item	1	2	3	4	5
1. Multicultural Education is Education that deals with issues of diversity in classrooms					
2. Multicultural Education is Education that enables me to understand the presence of various cultural groups in a classroom					
3. Cultural groups in a classroom include pupil of different ability groups					
4. Cultural groups in a classroom include pupil of different ethnicity , ability groups and gender					
5. Students cultural background has nothing to do in selecting methods of teaching					
6. Students cultural background can be a good starting point to consider various methods of teaching					
7. Students cultural background has very little use in adapting instructional methods					
8. The main job of the teacher is to teach subject matter					
9. Students cultural background is a hindrance in selecting contents and instructional methods					
10. The main job of the teacher is to teach subject matter					
11. It is impractical for teachers to tailor instruction to the unique interests and abilities of different students					
12. Students learn best if they have to figure things out for themselves instead of being told or shown					
13. The main job of the teacher is to transmit the values of the main stream culture					
14. The preparation of individuals to live in a culturally pluralistic society requires a properly planned education					
15. properly handled, cultural diversity among students in the classroom facilitates learning					
16. A multicultural teacher is one that eliminates biases, prejudices and discriminatory practices from the classroom					
17. Multicultural education brings together cultural and psychological differences of learners to create individual learning environments					

APPENDIX II
Multicultural Attitude scale
Addis Ababa University
School of Graduate Studies
College of Education

**Department of Teachers professional development
and curriculum studies**

The purpose of this attitude scale is to find out prospective teachers attitude towards multicultural education and its classroom practices. Your responses are to be used purely for research purpose.

Personal Information

Age_____sex_____Department_____Academic year____

Dear respondents,

Indicate your agreement or disagreement by putting a tick mark for each of the following statements.

5. Strongly agree
4. Agree
3. Not sure
2. Disagree
1. Strongly disagree

No.	Item	5	4	3	2	1
1	Cultural differences among students are their personal and private matters					
2	The role of cultural factors in classroom learning need not be considered					
3	Studying the histories and contributions of various ethnic groups helps teachers to become multicultural in perspective					
4	Cultural differences of students in classrooms are obstacles for effective teaching					
5	It is practically impossible for teachers to make instruction inclusive of the views, voices and interests of students in their classes.					
6	Knowledge of the students culture on the part of can positively affect students learning					
7	Talking about cultural differences (gender, ethnicity and ability differences) in classrooms has no use in bringing about understanding among students					
8	Discussion of cultural differences among students in classrooms can create suspicion to one another					
9	However diversified students may be in their learning ability teachers should consider the majority in choosing instructional methods					
10	All students in a classroom can equally learn and achieve the best regardless of their ethnic and cultural backgrounds					
11	Whatever support teachers might give to help girls better learn they still remain to be low achievers					
12	If given the chance and encouragement to reflect every student in the class has a point to make from his/her perspective					
13	The main task of a teacher is to teach subject matter knowledge					
14	Teachers need to take the initiative to make their students share their views and cultural experiences to each other					
15	Gender differences among students should be considered in explaining things					

Would you please take your time to answer the following questions?

1. Do you think that you should know the culture of your future students?

Yes _____

No _____

If your answer to the above question is yes would you explain why?

1. Is there any advantage of having students of diversified culture on the part of the teacher? Would you mention some of them?

2. what measures will you take in your class to ensure

4.1 Girls' participation?

4.2 The three types of learners (slow, average and fast learners) are part of your class discussion?


APPENDIX III

Awareness X	Attitude Y	X-Mean	Y-mean	(X-mean) x (Y-mean) Product	(X-mean) Square	(Y-mean) Square
162	233	0.111111	-13.8333	-1.537037037	0.012346	191.3611111
139	220	-22.8889	-26.8333	614.1851852	523.9012	720.0277778
165	263	3.111111	16.16667	50.2962963	9.679012	261.3611111
160	229	-1.88889	-17.8333	33.68518519	3.567901	318.0277778
181	336	19.11111	89.16667	1704.074074	365.2346	7950.694444
178	237	16.11111	-9.83333	-158.4259259	259.5679	96.69444444
178	274	16.11111	27.16667	437.6851852	259.5679	738.0277778
197	280	35.11111	33.16667	1164.518519	1232.79	1100.027778
162	245	0.111111	-1.83333	-0.203703704	0.012346	3.361111111
161	216	-0.88889	-30.8333	27.40740741	0.790123	950.6944444
171	215	9.111111	-31.8333	-290.037037	83.01235	1013.361111
143	237	-18.8889	-9.83333	185.7407407	356.7901	96.69444444
165	252	3.111111	5.166667	16.07407407	9.679012	26.69444444
139	215	-22.8889	-31.8333	728.6296296	523.9012	1013.361111
135	210	-26.8889	-36.8333	990.4074074	723.0123	1356.694444
159	250	-2.88889	3.166667	-9.148148148	8.345679	10.02777778
167	270	5.111111	23.16667	118.4074074	26.12346	536.6944444
152	261	-9.88889	14.16667	-140.0925926	97.79012	200.6944444
Sum of X 2914	Sum of Y 4443	2752.111	4196.167	11548316.91	7574116	17607814.69
Mean of X 161.8889	Mean of Y 246.8333			Sum 11553788.57	Sum1 7578599	Sum2 17624399.19
					Product of Sum 1 and sum 2 1.33568E+14	
					Square root of the above product 11557173.54	
11553788.57 17624399.19 gives the Correlation coefficient 0.65555645						

DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been duly acknowledged.

Name : Melaku Adela

Signature 

This thesis has been submitted for examination with my approval as a university advisor.

Name: Gizaw Tasissa

Signature _____