



ADDIS ABABA UNIVERSTY

COLLEGE OF EDUCATION AND BEHAVIORIAL STUDY

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**ASSESSING THE PRACTICE OF DIVERSITY MANAGEMENT IN
GOVERNMENT SECONDARY SCHOOL IN STUDENTS LEARNING
PROCESS THE CASE OF FITCHE TOWN, NORTH SHEWA ZONE:
OROMIA REGIONAL STATE, ETHIOPIA**

BY

DAGNUAMENSISA

ADVISOR:

HAILEMARIAM KEKEBA (PH.D)

DECEMBER, 2020

ADDIS ABABA

ADDIS ABABA UNIVERSTY

COLLEGE OF EDUCATION AND BEHAVORIAL STUDY

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSING THE PRACTICE OF DIVERSITY MANAGEMENT IN
GOVERNMENT SECONDARY SCHOOL IN STUDENTS LEARNING
PROCESS THE CASE OF FITCHE TOWN, NORTH SHEWA ZONE: OROMIA
REGIONAL STATE, ETHIOPIA

BY: DAGNU AMENSISA

THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL LEADERSHIP

DECEMBER, 2020

ADDIS ABABA , ETHIOPIA

ACKNOWLEDGEMENTS

First and foremost, praises and thanks to the God, the Enormous, for his showers of blessings throughout my research to complete the research successfully.

I would like to express my deep heart-felt and sincere thanks to Hailemariam Kekeba (Ph.D). His contribution as an advisor has been unforgettable. I have also learned a lot from his humble advice, guidance, and technical support, and friendly approach for this study to come in to effect.

I would like to share my thanks to teachers, directors, and students members of Abdisa Aga secondary School, Fitcha No 2 Secondary School and Fitcha preparatory school for their enormous contributions. I want to appreciate all members of my family for their love, prayers, carrying and sacrifices to complete this research work.

SIGNATURE

This is to certify that the thesis presented by **Dagnu Amensisa**, entitled: “Assessing the Practice of Diversity Management in government secondary Schools “in students learning process Partial Fulfillment of the Requirement for the Degree of Master of Arts (MA) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the examining committee:

Examiner _____ Signature _____ Date

Examiner _____ Signature _____ Date

Advisor _____ Signature _____ Date

Chair of Department for Graduate Program Coordinator

Declaration

This thesis is my original work and has not been presented for a degree in any other Universities and that all sources of information used for the thesis have been fully acknowledged.

Name Dagnu Amansisu

Signature _____

Place Addis Ababa University

Date of Submission: December, 2020

Table of Contents

| | |
|--|----|
| ACKNOWLEDGEMENTS | ii |
| ABSTRACT | vi |
| CHAPTER ONE | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Statement of the Problem | 4 |
| 1.3 Research Questions | 4 |
| 1.4 Objectives of the study..... | 5 |
| The specific objectives of this study are: | 5 |
| □ To analyses the options of teachers on diversity in teaching and learning process in fiche town secondary schools..... | 5 |
| □ To examine the current status of diversity management practice in teaching and learning process in the study area..... | 5 |
| □ To explore factors affecting the efforts of diversity management in teaching and learning process in the study area..... | 5 |
| 1.5 Significance of the Study | 5 |
| 1.6 Scope of the Study..... | 5 |
| 1.7 Limitation of the Study | 6 |
| 1.8 Organization of the Study | 6 |
| CHAPTER TWO | 7 |
| REVIEW OF RELATED LITERATURE | 7 |
| 2.1 The Concept of Diversity | 7 |
| 2.2 Diversity Management | 8 |
| 2.3 Kinds of diversity | 11 |
| 2.3.1 Ethnic Diversity | 12 |
| 2.3.2 Religion diversity | 14 |
| 2.3.3 Language Diversity..... | 16 |
| 2.3.4 Cultural diversity | 18 |
| CHAPTER THREE | 20 |
| RESEARCH METHODOLOGY | 20 |
| 3.1. The Research approach and Design | 20 |

| | |
|---|----|
| 3.2 Research Design | 20 |
| 3.3 POPULATION OF THE STUDY | 21 |
| 3.4 Sampling Techniques | 21 |
| 3.4.1. Sampling Techniques | 21 |
| 3.3.2. Data Gathering Instruments..... | 22 |
| 3.5 Development of the Instruments | 24 |
| 3.6 Data Collection Procedure | 24 |
| 3.7 Data Analysis | 25 |
| CHAPTER FOUR..... | 27 |
| PERFORMANCE AND DISCUSSION OF THE DATA..... | 27 |
| Table 1: Profile of Teachers and School Principals..... | 27 |
| Table 2: school leaders /Principals Responses..... | 28 |
| Table 3: Principals responses on how the following diversity management issues are frequently practiced in the schools (N=16) | 32 |
| Table 4: Principals Response for Yes/No Item of the Questionnaire (No =16) | 34 |
| 4.1 Teachers Responses..... | 35 |
| Table 5: Teachers Responses on Rating Item Questions (N = 40) | 35 |
| Table 6: Teachers responses on how the following diversity management issues are frequently practiced in the schools (N=40) | 39 |
| Table 7: Teachers Response for Yes/No Item of the Questionnaire (No=40) Instruction: Please express your idea on the following diversity management issues by putting the right (√) mark in front of your choice..... | 41 |
| 4.2 Students Responses | 42 |
| Table 8: Students Responses on Rating Item Questions (N = 57)..... | 43 |
| 4.3 Responses from Open-ended Item of the Questionnaire | 51 |
| 4.5 Observation Report | 53 |
| 4.6 Discussion of the Results | 54 |
| CHAPTER FIVE | 57 |
| SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS | 57 |
| 5.1 SUMMARY | 57 |
| 5.2 CONCLUSION | 58 |

| | |
|--|----|
| 5.3 RECOMMENDATIONS | 59 |
| ERGAMA(MISION):..... | 79 |
| MUL`ATA(VISION..... | 79 |
| 5. Duudhaalee Waldaa Jaarsoo (Cooperative principles)..... | 80 |
| KUTAA LAMAFFAA..... | 80 |
| HUNDEEFFAMA WALDICHAA..... | 80 |
| 8. Barbaachisummaa Waldichaa..... | 80 |
| 9. Kaayyoo Waldichaa | 81 |
| 10. Miseensummaa | 81 |
| 11. Ulaagaalee Miseensummaa..... | 81 |
| 12. Buusii Miseensummaa | 82 |
| 14. Miseensummaa Gad lakkisuu | 82 |
| KUTAA SADAFFAA | 83 |
| MIRGAA FI DIRQAMA | 83 |
| 15. Dirqama Miseensaa | 83 |
| 16. Mirga Miseensaa | 84 |
| 17. ADABBII | 84 |
| KUTAA ARFAFFAA..... | 85 |
| CAASEFAMA SEERICHAA | 85 |
| 20. YAA'II WALII GALAA..... | 85 |
| 22. Koree Hojiii Raawwachiistuu | 86 |
| 24. Gahee Hojiii Koree Hojiii Raawwachiistuu | 86 |
| 25. Gahee Miseensota Hojii Raawwachiistuu | 87 |
| KUTAA SHAN..... | 88 |
| TUQAALEE ADDAA ADDAA | 88 |
| 28. Galii waldichaa | 88 |
| 31. Hoiiii Irra Oolmaa Seerichaa | 89 |

ABSTRACT

The purpose of this study was too assessing the practice of diversity management in students learning process at Abdisa Aga secondary School, Fitcha No 2. Secondary school and Fitcha preparatory schools. The study used questionnaire as the main tool of data collection. There were three questionnaires: one for the principals, one for the teachers and a similar one for the students. The questionnaire was followed-up by interview with principals and teachers and finally, observation was used for further input. Based on the data gathered, the study finding showed that, the practice diversity management in students learning process in the selected schools was not only limited to culture, linguistics and religion dimensions but also other diversity aspects was shown. The study was also identified the knowledge and skill of leaders to manage diversity in giving trainings and orientation on diversity was questionable. The study also found managing diversity couldn't play special role for the success of student's academic achievement in these grade level. But managing diversity was valuable to harmonize student's life when the students joined more diversified contexts. It was recommended that multi-ethnic and multicultural education into the general national curriculum framework and specific professional courses should be an integrated in practical guidelines should be designed for school managers and leaders in line with Ethiopian Government Education and training policy.

CHAPTER ONE

1.1 Background of the study

Diversity can be defined as acknowledging, understanding, accepting, and valuing differences among people with respect to age, class, race, ethnicity, gender, disabilities, etc. Therefore, in broad terms, diversity is any dimension that can be used to differentiate groups and people from one another. It means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion. When defined accurately, diversity is a universal phenomenon. That means, we can apply techniques for its management to any set of differences and similarities (Esty et al, 1995).

Education is believed to be one of the major forces that speed up economic, social and political advancements in society. It plays a major role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and it helps to foster changes in technology (MoE, 1994 E.C). In 21st century diversity has affected nearly every aspect of education such as access and equity, teaching methods and student learning, quality, management, social relevance, autonomy, finance etc. In an increasingly diverse country like Ethiopia obviously, the secondary schools have a great responsibility to develop awareness among its student, and teacher community about valuing, managing and leveraging diversity by being an active and productive member of the society. Increasing literature on this has shown that diversity enhances teaching and learning effectiveness, as well as institutional citizenship behavior. Research findings have also provided the evidence of the benefits of educational outcomes of diverse educational environments. In a number of ways students' learning engagements/ process outcomes and performance/ learning outcomes are enhanced by increasing critical thinking, problem solving ability and sense of social responsibility. However, more attention is needed to be given on the aspects like the benefits of recruiting diverse faculty in enhancing teaching-learning effectiveness, pedagogical implications, interdisciplinary research and developing multiple abilities. But all these issues should go along with the institutions' goals and budget. Moreover, many secondary schools are facing numerous complex challenges like how to structure their programs for enhancing the flexibility and responsiveness in fulfilling students' expectations and demands as well as

maintaining the quality of education. They must chalk out how diversity is defined, valued, measured, and incorporated into planning, execution and evaluation process.

We should remind that we are different in many causes' means: culturally, gender, religion, age, abilities/disabilities, ethnicity, educational background, race, military/veteran status, sexual orientation, language; emotionally, historically; how we think family; how we communicate; perspective; how we learn politics; how we show respect relationships; how we reach agreements (Palmer, 2003)

Diversity management makes use of diversity through target-oriented actions (Mansouri & Wood 2007: 9). In Ethiopia, diversity-related issues such as the right and equality of gender, ethnic and religious groups have been the historic and prevalent questions of Ethiopian society. In relation to issues of diversity, Ethiopia has exercised two broad ideologies of state policy. The first state policy was a unitary system of government that was operating until the downfall of the Derg regime. Emperor Haileselassie's regime was a strong centralized state (Tronvoll, 2000) that designated homogenization as the nation-building strategy that provided the best guarantee for state integration. In pursuance of this policy of national integration, the regime wanted to create a national culture, language, and religion for all Ethiopians. As a result of this policy, Amharic was the only local language used for media, court, education, and other publication purposes. It was not legal to teach and publish other than Amharic and English (Abebaw 2014). The policy attempted to bring unity without due recognition of diversity, and resulted in hegemony and suppression. During the Derg regime, the policy recognized ethnic and religious equality and linguistic diversity but failed to succeed. The second state policy is a federal system of government that has been operational since 1991. It emphasizes and promotes diversity without balancing with unity, and this potentially threatens national unity and leads to tension, conflict and disintegration. So far, Ethiopia has failed to properly deal with issues of diversity but is striving to address by maintaining a delicate balance between unity and diversity (Abebaw, 2014).

Regarding research works on diversity management; a small study conducted in 2007 and early 2008 titled "Representations of cultural diversity in school and community settings sought to explore how a number of government schools were responding to these changing times"

(Burridge & Chodkiewicz 2008). The study involved case studies of three public schools in the greater Sydney region that were characterized by referring to the context of cultural homogeneity in northern Sydney. A series of structured interviews and focus group discussions in each school and its community were carried out with teachers, students, and members of school executives. In addition, key members of the local community were interviewed, and information on cultural diversity programs in the area was obtained from local government documents. Data were analyzed using a qualitative approach designed to allow the voices of the participants to emerge. A number of key themes were identified and the findings were discussed in the context of recent studies on “Outlining the policies of managing cultural diversity in Australian and overseas schools” by Mansouri & Wood 2007; Banks 2006. “The ways of involving multicultural school communities” by Mansouri & Wood, 2007. “The debate over differing interpretations of multiculturalism”. The study identified a number of different ways in which cultural diversity was understood and addressed at each school, and found that schools' responses to issues of diversity were shaped by the cultural context of the school and its community and by the response of the school's leadership team. These studies have addressed the issue of diversity and diversity management in government secondary schools in students learning process.

As we know, the diversity of most countries are varied from place to place even among the ethnic groups. Obviously, in many countries, the society has its own and common values. For instance, in Ethiopia, the existence of diversity is officially known. In this point of view, this research focuses on the practices of diversity management in government secondary schools in students learning process in secondary schools. The study tried to explore the challenges faced by managers of secondary schools in Abdisa Aga secondary School, Fitcha No 2 Secondary School and Fitcha preparatory school of Fitcha Town schools. The study explored the practices in diversity management in government secondary schools in students learning process for growth and development of overall schools leadership and students achievements. Fitcha Town is found in northern part of Addis Ababa. It includes some parts of “in Abdisa Aga secondary School, Fitcha No 2 Secondary school and Fitcha preparatory school” areas of the North Shewa with the “Fitcha” Governmental.

1.2 Statement of the Problem

Schools have high accountability in building nation. The most important function of schools in teaching-learning process is insuring quality of education in all aspects, recognizing and handling all diversity issues. The researcher knows that Fitch Town is well known for religious, socio-economic status, ethnic, language diversities.

In 21st century diversity has affected nearly every aspect of education such as access and equity, teaching methods and student learning, quality, and management. Increasing literature on this has shown that diversity in teaching methods has enhances teaching and learning effectiveness. Research findings have also provided the evidence of the benefits of educational outcomes of diverse educational environments. In a number of ways students' learning process, outcomes and performance are enhanced by increasing critical thinking, and problem solving ability. However, more attention is needed to be given on the aspects like how diversity is addressed and managed in the teaching and learning process to enhance the students understanding. But all these issues should go along with the institutions' goals and budget. Therefore, most of the time there is a gap between how many students' wants to learn, and teaching aids used by teachers, and how they teach in the class. The reason for choosing the Fitch town is that, its geographic location includes both urban and rural life style. So, by expecting more diversified society in the area and to use the researcher experience as a community member in the area. It helps to the study to identify and understand the context of the society for in-depth analysis and findings. Therefore this study identifies the diversity among students, teachers' opinion on diversity, and how they manage the diversity in government Secondary Schools fitch town.

1.3 Research Questions

The study has attempted to answer the following basic research questions:

1. In what extent school leaders apply diversity in government Secondary schools in students learning process?
2. How do school communities exercise diversity in government Secondary schools in students learning process?

3. How does the leadership play in managing diversity in government Secondary schools in students learning process?

1.4 Objectives of the study

1.4.1 General Objective:

The main objective of this study is to assess the practices and factors affecting diversity management in learning process in Fiche town secondary schools, North shewa zone, Oromia regional state, Ethiopia.

The specific objectives of this study are:

- To analyses the options of teachers on diversity in teaching and learning process in fiche town secondary schools
- To examine the current status of diversity management practice in teaching and learning process in the study area.
- To explore factors affecting the efforts of diversity management in teaching and learning process in the study area.

1.5 Significance of the Study

This study can be used to aware about diversity and diversity management in government Secondary schools in students learning process for school society. The information they get from the result of this study may stand to reduce the challenges of diversity management in the target secondary schools. It also provides framework on how schools could manage diversity. Besides, the findings from this study may be used as source of information for the future researchers those who might be interested to conduct research in the area.

1.6 Scope of the Study

The study is conducted in Fitch Town in three secondary schools. All the schools, which have grade nine and ten in the Fitch Town, have been selected in 2020 year. From which, three schools are governmental.

1.7 Limitation of the Study

There are secondary schools in Fitch town. The study is conducted in three secondary schools in in Abdisa Aga secondary School, Fitch No 2 Secondary School and Fitch preparatory school. The findings to establish most important features that are necessary to enhance the proper. It is impossible for the researcher to include all those schools; Due to lack of resources, financial and time constraints, the researcher had attempted to observe the problem limited only to a few schools in Fitch town. Therefore, additional time was consumed for collecting diversity data to conduct the study. Due to this reason, it is difficult to generalize the finding in these selected schools directly learning and effectively to represent other schools.

1.8 Organization of the Study

The whole study is organized in five chapters. The first Chapter is hold the background and statement of the problem. It also explains the rationale for the research and describes its objectives, significance, scope, limitation and Organization of the study. The concerns of Chapter two provide review of literatures on diversity management in government secondary schools in students learning process and related issues. Chapter three referred to the aspects of methodology. The fourth Chapter is about the presentation, analysis and interpretations of the data. Finally, chapter five constituted summary of findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this literature review is to examine past research works on the practice of diversity management in government secondary schools in students learning process. It has six sub sections: the first sub topic is the concept of diversity; the second issue is diversity management; the third sub topic discusses kinds of diversity in Ethiopia. Each issue is given sub headings and discussed below.

2.1 The Concept of Diversity

In broad terms, diversity is any dimension that can be used to differentiate groups and people from one another. It means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion. Nevertheless, it is more than this. We all bring with us diverse perspectives, work experiences, life styles and cultures. (Pafia, 1997).

Rosado (2006) states that, managing diversity is an on-going process that unleashes the various talents and capabilities which a diverse population bring to an organization, community or society, so as to create a wholesome, inclusive environment, that is safe for differences, enables people to rejection, celebrates diversity, and maximizes the full potential of all, in a cultural context where everyone benefits. Multiculturalism, as the art of managing diversity, is an inclusive process where no one is left out. Diversity, in its essence, then is a —safeguard against idolatry the making of one group as the norm for all groups. Recognizing that we are raised in different environments and exposed to different cultures, this is a critical issue to value diversity. We are taught different values and beliefs, and our life experiences are unique. Differences are what an organization draws on for its strength. When differing opinions and ideas are considered, supportable decisions are born. In other words, diversity efforts must be requirements driven. The development towards diversity in the working life is necessary based on human rights issue.

Frequently, diversity tension is seen as a sign of a lack of progress when that is not necessarily so. Being diversity challenged is to have difficulty making decisions when differences, similarities and tensions exist. Therefore, schools and teachers should reflect the growing linguistic and cultural diversity of our communities, and need to find ways to address both the challenges and opportunities they represent. These remain complex issues to negotiate, on cultural diversity and decades of support for various multicultural education programs in schools (Mansouri& Wood 2007).

2.2 Diversity Management

The term diversity management originated in North America but has slowly taken hold in other regions and countries of the world .Diversity management refers to the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs. Diversity management is the strategy of using best practices with proven results to find and create a diverse and inclusive workplace in the school. Successful strategies link diversity progress directly to the schools. Best practices of diversity management include effective use of staff and students resource groups, diversity councils, mentoring and sponsorship, and stakeholders' diversity (Ozbilgin&Tatli, 2008; Palmer,2003).

Diversity management is a management understanding which has been emphasized often especially after the 1990s. Literally, “Diversity” means difference, variety and unlikeness. In the literature, the concept of diversity refers to the difference in the characteristics of individuals in a society (Belay & Saglam, 2004). Diversity represents the multitude of individual differences and similarities that exist between people.

According to this definition, diversity is a mixture, incorporates every person, differences and similarities that exist between people as well as their characteristics, processes, systems and variety in the global conditions to which the organization should respond. Diversity management provides an environment where everyone can contribute to the organization and show all their performance toward the goals of the organization (Veysel, 2014)

Diversity management aims at providing tangible benefits to the school community. Diversity management is seen as a strategy aimed at tapping into the full potential of all employees, customers [including students and parents] and the community in order to give the members a competitive advantage. Thus, the logic of diversity management is that it allows every member to bring to the workplace his or her unique perspective, benefiting the school organization, as a whole (Ozbilgin & Tatli, 2008).

Diversity Management aims to shape the structural and social conditions within the school system so that all members of staff can develop to the full within this environment. This helps increase the performance, motivation and social skills of employees, benefiting all those involved and increasing the schools success (Mansouri & Wood 2007). Diversity management is not the sole domain of the human resource function in the organization primarily aimed at compliance with legal requirements. It is a systematic organization wide effort based on the premise that for organizations to survive and thrive there is an inherent value in diversity (Kreitz, 2007).

Diversity Management as a human resources strategy can form an ideal basis for implementing broader diversity management strategies. However, this is not exclusively human resources policy. When a comprehensive approach is adapted, to the diversity, the diversity can be effectively managed at all levels. Diversity management processes include super ordinate strategies that cause the company and the environment to mutually influence each other (Burrige & Chodkiewicz 2008).

Diversity management has a dual focus: the first is enhancing social justice by creating an organizational environment in which no one is privileged or disadvantaged due to characteristics such as race or gender; these consist of increasing productivity and profitability through organizational transformation (e.g. Cox, 2001; Ozbilgin and Tatli, 2008). Hence, the goal of diversity management in schools should encompass acceptance and reveal progress of the school through harmony in all aspects of the organization. It is also respecting individuals, fairly selecting, and including individuals in all aspects of the school works. Workers should have contribution in building better school culture and play significant role to promote the school to a competitive level. Further, diversity management can create a competitive advantage in areas

such as marketing, problem solving, and resource acquisition (Cox, 2001). There ore, diversity management is not the sole domain of the human resource function in the organization (as has been the case with affirmative or positive action initiatives) primarily aimed at compliance with legal requirements. It is a systematic organization wide effort based on the premise that for organizations to survive and thrive there is an inherent value in diversity (Cox, 2001). However, it is important to note that careful research in a global context suggests that diversity management can have both positive and negative consequences as well as no change at all and that a more nuanced approach to the link between diversity management and organizational outcomes is in order. Diversity management policies and programs need to be designed to create a welcoming organizational environment encompassing all diversity groups. This implies that the diversity management in the schools needs to realize an improved cultural climate that well coming every member of the school as well as guests who come to take part in the promotion of the school activities.

Diversity management makes use of diversity through target-oriented actions. There are a number of reasons in favor of including diversity in schools. On the one hand, there is an effective argument in terms of human resources management, and on the other hand, there is an education-related argument that it brings knowledge that brings economic development. In addition, it helps to build social relations, which creates a favorable environment allowing for more innovation, flexibility and creativity (Kellough, 2006).

Therefore, if diversity is to be managed properly in order to foster better schools organizational performance, it is important for managers to understand and value cognitive diversity. One of the reasons is that the problems of today's schools activities are complex to a higher extent than multiple years ago. Understanding the concept of cognitive diversity therefore is highly desirable for good management.

Wrench (2007) also added, something that can cause confusion and is conceptually not very elegant is the fact that in the literature the term diversity is used in fundamentally different ways. Firstly, diversity refers to heterogeneity. Secondly, diversity is used to denote the characteristics in which individuals can differ. Thirdly, diversity is used to describe an attitude that values diversity, and fourthly, diversity is used as shorthand for the diversity

management approach itself. It is therefore; the term diversity shall refer to heterogeneity and will be distinguished from attitudes valuing diversity and a policy of diversity management.

School managers' awareness of all aspects of diversities will help people understand each other better, free from prejudices and lessen conflicts. In this way, it will lead a stronger social adaptation at school (Van Der, 2012). Managers should establish school policies providing respect for diversities and appreciation of diversities in order to manage diversities at schools.

Schools and teacher education institutions reflect the growing linguistic and religious diversity of our communities, and need to find ways to address both the challenges and opportunities they represent. These remain complex issues to negotiate, despite recent positive departmental policy statements on cultural diversity and decades of support for various multicultural education programs in schools (Mansouri & Wood 2007).

According to Ahmed et al. (2011), the effective management of diversity has different aspects that organizations must implement in the workplace. One of these aspects is training which is a common activity adopted by organizations to enhance awareness of diversity and management. To ensure that organizations take full advantage of the positive aspects of cultural diversity, their training programs should focus on four areas: awareness, attitude, knowledge and skills. Awareness is a skill that requires one to overcome stereotypes and learn about one's own reactions to people who are different.

Attitude enables people to examine their values and beliefs about cultural differences and understand their origins. Knowledge is an essential skill that deals with behavior and how it relates to fairness and workforce effectiveness. Skills allow organizational leaders and employees to achieve cultural competence and create a new work environment based on understanding, communication and cooperation.

2.3 Kinds of diversity

The main areas of diversity regarding the employees in organizations may be addressed in three dimensions. These are: (1) demographic diversity (race, nationality, ethnicity, gender, region/city, age and experience), (2) socio-cultural diversity (religion and philosophical belief,

political opinion, adopted values, educational level, economic situation, (3) individual diversity (personality, physical and mental skills, knowledge and abilities etc.). In this sense, it is normal to have disagreements and conflicts in work environments where individuals with such different characteristics meet (Memduhoğlu,(2010).

Diversity-related issues in Ethiopia are rooted in the social and political history of the country. However, since early 1990s diversity has become a topic of discussion among Ethiopians both at government and at societal levels. Ethiopia has been described as “a museum of peoples” (Beshir, 1979; Wagaw, 1999) whose population is characterized by a “complex pattern of ethnic, linguistic and religious groups” (Tronvoll, 2000). These aspects of diversity are considered significant distinguishing features of the country. Some of the diversity issues are discussed below in four parts.

2.3.1 Ethnic Diversity

The word ‘ethnic’ originated from the ancient Greek word *ethnos*, meaning a nation in the latter is perfect sense of a group characterized by a common descent. Academics, however, considerably vary in their opinion regarding the modern usage of the terms ethnic group and ethnicity. In fact, the term ethnicity made it into the social sciences only very recently. It appeared as a social scientific concept in the mid-twentieth century while it made it into the Oxford English Dictionary for the first time only in 1970s.

Ethnicity is the identification with and feeling a part particular racial, national, or cultural group and observance of that group's customs, beliefs, and language. . the common culture whereby a group of people share the basics of life: their cloth and clothes, the style of houses, the way they relate to domestic animals and to agricultural land, the essential work which shapes the functioning of a society and how roles are divided between men and women, the way hunting is organized, how murder and robbery are handled, the way defense is organized against threatening intruders, the way property and authority are handed on, the rituals of birth, marriage and death, the customs of courtship, the proverbs, songs, lullabies, shared history and myths, the belief in what follows death and in God, gods or other spirits. All of this as shared through a spoken language (Hasting 1997: 167).

For Hasting, it seems that common culture, shared history, myth and common language are the core features of an ethnic group. He later adds genetic unity as one of the essential elements of an ethnic group. The genetic unity, according to him, could be partly real and mythical. He attributes the survival of an ethnic group without territorial base. This suggests that association with a specific territory is not one of ethnic attributes.

Ethiopia is expressed as 'Museum of peoples'. This is to date, that remains an accurate description of the multi-ethnic, multi-linguistic and multi-faith Ethiopia. A little less than eighty ethnic groups, speaking twice as many dialects, inhabit the country. Despite its numerous ethnic groups, however, two-thirds of the 70 million populations belong to three major ethnic groups. The Oromo are the largest ethnic group accounting for (32.1%) of the population, followed by the Amhara (30.1%) and the Tigre (6.2%); the next four numerically strong ethnic groups are the Somali (5.9%), Gurage (4.3%), Sidama (3.5%) and Welayta (2.4%). With no single ethnic group accounting for the majority of the population, however, Ethiopia, like most other African states, can be appropriately described as a country of minorities (Abebeaw 2014).

Ethnic issues have been the historic and prevalent questions of the Ethiopian society. Its modern history is also characterized by ethnic tension and conflict (Beshir, 1979; Keller, 2002). There are still several diversity related problems among the Ethiopian society. In a society where ethnic and religious differences are prevalent and inevitable, the issue of diversity also becomes one of the central educational and civic missions. Diversity is not something that will go away through time or ignorance (Levine, 1991). Therefore, as the main place where knowledge is constructed and creative minds reside, schools should control the challenges of diversity to derive maximum benefits.

Zewde, (2004) has cited different research works on the ethnicity ideas of Ethiopian government. By understanding Ethiopia as an ethnically diverse country with a political history of ethno-linguistic domination, the EPRDF-led government introduced an ethnic based federal system that believed to accommodate and promote diversity. Consequently, ethnicity became the ideological basis of the EPRDF government's political organization and administration (Abbink, 1997; Parker & Woldegiorgis, 2003; Smis, 2008). Joireman (1997) cited in Zewde 2004 argued that "Ethnicity can be a viable organizing principle for an insurgent group, but not for a political

party which aspires to govern”. As a result of the federal system, Ethiopia has become a federal polity with nine ethnic-based regional states and two chartered cities that constitute the federation. According to the state policy, unity or Ethiopian national identity is based on the recognition of and respect for diversity (Van der Beken, 2008 and 2012), and ethnic federalism is “understood primarily as a mechanism of conflict resolution” (Vaughan, 2003, p. 36). However, because of politicizing ethnicity, differences of ethnicity, language and culture has become more significant than citizenship.

Ethiopia’s constitution also grants all ethnic groups the right to speak, write and develop their own language; to express, develop and promote their culture; and to preserve their history. It also gives every ethnic group an unconditional right to self-determination up to secession. This right is assumed to result in unity in diversity, and the creation of an Ethiopian national identity through the respect for ethnic diversity (Abebaw, 2014).

Multi-ethnic and multicultural education issues are high on the agenda worldwide, especially in the education system of countries characterized by diversity. Nevertheless, although Ethiopia can be characterized as a variety consisting of well over 80 ethnic as well as linguistic groups, basic elements of multicultural education, such as ethnicity and culture are, to a large extent, missing in the education system of the country. Core elements of multi-ethnic and multicultural education are also missing in the secondary teacher education curriculum framework and the specific courses designed based on the general curriculum framework. Due to this, there is a very limited degree of vertical integration between the national secondary teacher education curriculum framework and the specific secondary teacher training courses regarding the incorporation of basic elements of multi-ethnic and multicultural education into the secondary teacher education curricula. In addition, neither the national curriculum framework nor the specific sample professional courses reflect the Ethiopian ethnic group cultures (Yonatan, 2008).

2.3.2 Religion diversity

Religion is a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a super human agency or agencies, usually involving

devotional and ritual observances, and often containing a moral code governing the conduct of human affairs (Tariku and Gara 2015).

In the matter of religion, Ethiopian people are divided into four basic groups; Christian, Muslim, Jewish and a variety of local religions. Although the Christian population represents the various denominations of Christianity, the over-whelming majority of them are the adherents of the Ethiopian (Coptic) Orthodox Church. Within the context of Ethiopian national history the two major religious groups, Christian and Muslim, have been the most important because of both their size and political roles. Christians and Muslims have been hostile to one another and there is good reason to believe that politics rather than religion are the cause of their mutual antagonism.

As a country that has accepted Christianity, in its orthodox form, in the third century AD and practiced it as a state religion until 1974, Ethiopia is often portrayed as a Christian state. The description of Ethiopia as a Christian state could, however, be misleading as no less than half of the population is Muslims by faith.

According to the 1994 population census, Orthodox Christians account for 50.6% of the population, followed by Protestants (10%) and Roman Catholics (0.9%). The Muslims constitute 32.8% of the population (Central Statistics Authority 1994). It is estimated that the Muslim population has increased significantly and estimated to account for 40-45% of the population.

As one of the most sensitive areas of human life, religion has very pressing influence not only on education but also on all daily activities of our endeavor. In the Ethiopian case where the society is so diverse and different, the policy is necessary and overdue to give full expression to the invocation of religion in the constitution and the principles governing religious freedom. In this regard, the 1994 Ethiopian education and Training policy dictates in Article 2.2.7 that schools should provide secular education in the country as the constitution proclaims the separation of state and religion in Article 11 as: “state and religion are separate, there shall be no state religion, the state shall not interfere in religious matters and religion shall not interfere in state affairs”. It seems evident that in public schools where no particular religious ethos should be dominant over

and suppress others, the government ensures and protects the equal rights of all students to have their own religious views (Tariku and Gara 2015).

Besides, the 1995 constitution affirms that state and religion are separate, and there is no state religion. The constitution also declared that everyone has the right to freedom of religion, and believers can establish institutions of religious education and administration in order to propagate and organize their religion.

2.3.3 Language Diversity

Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition.

Language is the major, but not the only factor in defining ethnic group or ethnic identity in Ethiopia. Although language is the major marker of ethnic identity, it is necessary to note that sharing the same language does not imply that one belongs to the same ethnic group (Patterson, 2007 and Safran, 1999). To belong to ethnic group individuals also need to have a shared sense of belonging. The languages spoken in Ethiopia are categorized into four language groups: Semitic, Cushitic, Omotic and Nilo-Saharan. The first three belong to the broader parent language known as proto-Afro-Asiatic. Of the major linguistic groups, the Amhara, Tigre and Gurage belong to the Semitic language group while the Oromo, Somali, Welayta and Sidama are Cushitic in origin. Most of the languages in the Southwestern Ethiopia, especially those located on both sides of the Omo River, belong to the Omotic language group. The western borders of the country are inhabited by Nilo-Saharans (Levine, 2000; Bender et al ,1976).

Generally, there are more than 80 languages spoken in Ethiopia. Amharic is the working language of the federal government, and English is the second language of the federal state. Six languages are used as working languages of different regional states. More than 20 languages are also used as the medium of instruction in primary education. English is given as a subject starting from grade one and is used as a medium of instruction for secondary and higher education (Abebaw, 2014).

With regard to language, all languages are declared equal, and Amharic has retained the status of the working language of the federal government. Regional states have been given the right to choose their own working language, which is applicable within their own territories. Ethnic groups have the right to choose the language for primary education, but Amharic should be taught as a language of countrywide communication. (Tariku and Gara, 2015).

From the outset, it is important to note that the constitution, faced with an ocean of linguistic diversity, has selected not to adopt official language/s. It has rather opted for a 'working language'. Symbolically, this is obviously designed to avoid the impression that a particular language is favored above any other at the symbolic level. The Ethiopian system adopted Amharic as the language of government (federal) business without conveying the message that the adopted language is dominant over others. The success of the system in overcoming the dilemma that it tries to avoid is, of course, something that can be debated. As we shall see in the following paragraphs, there are sections of the society that regard the continued use of Amharic at the federal level as a continuation of their marginalization and the perpetuation of past policies that subordinated all other languages to Amharic (Yonatan ,2008)..

The constitutional requirement that allows each regional state to adopt its working language opens a room for the application of a territorial model of language planning, in which case the working language of each member of the federation would be that of the majority of the locality. This obviously provides ample room for each ethnic community to develop its language and culture. It also represents recognition of the linguistic identities of the constituent units. It is, however, important to note that the ethnically plural regional states have opted to retain Amharic as their working language. To be precise, three of the four multi-ethnic states (i.e. the SNNPR, Benishangul and Gambela regional states) have decided to retain Amharic as their working language (Article 5).

The language in education and training policy is underlined by the constitutional commitment to ethnic diversity and multilingualism. The Education and Training Policy (ETP) as adopted by the Ministry of Education emphasizes the use of local languages in primary education. This is to promote the use of their languages; primary education will be given in nationality languages.

Language plays vital role on students' learning and achievements; major aspect in the education system. In this regard Banks (2006) explicated in clear statements "Language, as a system of communication, is an indispensable bridge for sharing knowledge, skills, values and attitudes within and across cultures...It has tremendous power as the paramount instrument of cognitive development, and it can open or close the door to academic achievement". Although Ethiopia is a multilingual country, a single language (Amharic) had been the medium of instruction at the elementary school level throughout much of the country's history. In relation to this, the current Education and Training Policy of Ethiopia dictates the importance of languages especially mother tongues, one form of diversity education, to learn and construct meaning out of the content (Tariku and Gara 2015).

2.3.4 Cultural diversity

It appears that globalism and diversity go beyond the tolerance of cultural differences and this is considered an ethical and political issue by organizations, not only in theory, but also in practice (Wong 2010). Therefore, the way to manage the workforce depends on many factors including the degree to which an organization is prepared to accept culturally diverse employees' social identities.

To influence, motivate and inspire people of cultural diversity, management must have awareness and be familiar with cultural differences and the skills to lead people from other cultures (DuBrin, Dalglish & Miller 2006). It is imperative that diversity management should be designed in a way that reflects sensitive cultural differences that exist in schools.

As for the democratic cultures, the introduction part of the education policy states, "Education...plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people" "Provide education that promotes democratic culture, tolerance and peaceful resolution of differences and that raises the sense of discharging societal responsibility" (MOE, 1994).

Mostly, in highly diversified community, like school, faces to a greater challenge or heavy risk in the working conditions, leadership practices, and management situations.

Since, the target of diversity management in government secondary schools in students learning process is to transform the organizational culture from a majority-oriented to a heterogeneous pluralistic culture in which different value systems are heard and thus equally affect the work environment. Diversity management in government secondary schools in students learning process has a dual focus: the first is enhancing social justice by creating an organizational environment in which no one is privileged or disadvantaged due to characteristics such as race or gender, language; these cons increasing productivity and profitability through organizational [school] transformation (e.g., Cox, 2001; Ozbilgin & Tatli, 2008).

Concerning the benefits of managing diversity in government secondary schools in students learning process, Jan (1999) says, the potential benefits of managing diversity include increased employee and client satisfaction, increased productivity, and more inclusive management. The success of this initiative hinges on shared understanding, commitment and participation. It is therefore, diversity management in schools is expected to be inclusive. This is also result in to increase productivity. I.e. it has impact on student's achievement as well.

Blackmore (2006) says, educational leadership scholars have largely been concerned with various models of leaders work and operational practices rather than an explicit tackling of diversity. These approaches need to be seen within the context of educational policy and practice that have been framed within market and managerial approaches to education which have tended to limit the possibilities of working towards more inclusive and equitable schooling. Hence, in educational leadership the issue of diversity management is also important especially in the context of policy and practices of schooling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. The Research approach and Design

This part focuses on the research design of the study. It highlights the research method, research design, target population, samples and sampling procedures, research instruments, data collection techniques and data analysis.

3.2 Research Design

The design of this study is Descriptive study. The reason was many problems in education are best investigated by means of this method and it could enable the researcher to find out the practices of diversity management in government secondary schools in students learning process. The main purpose of this study was assessing the practices of diversity management in the case of Fitch Town secondary schools, which is found in North Shewa, Oromia regional state, Ethiopia. To, achieve this purpose, concurrent mixed research design was used as the method of the study. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, I.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of phenomenon more accurately by approaching it from different advantage points using different methods and techniques. In this method, quantitative and qualitative approaches were used to conduct statistical and interview data for the study. Because the study's aim is to evaluate how the leaders are practicing diversity management in government secondary schools in students learning process. Hence, based on the argument that triangulation is important in undertaking a diversified types of data, it was found convincing to employ concurrent triangulation method predominated by quantitative and qualitative approaches (Cresswell, 2002). To data, gathering instruments were used to collect relevant data for the study. These were: questionnaire, interview and unstructured observation were the data gathering instruments used in the study. It tried to answer three main research questions that been presented in the research questions section. This requires the researcher to analyze, interact, conduct interviews and observe the study participants

in their schools. In this study, the researcher collects data by direct interaction with selected individuals in their settings.

3.3 POPULATION OF THE STUDY

The key informants or participants that were involved in this study were school leaders, teachers and students. A total of three school management members and six teachers individually interviewed purposively. These individuals have exposure to different experiences of the school. The school management and teachers are also more exposed to follow the student's practice day today in the classroom and outside the classrooms to triangulate the data gathered by this study tools. Hence; the student's grade level were checked by the school management or their Identification card (ID). Schools, which comprise twelve students from each school from grade level (grade nine and ten). A total of 120 students and threat six teachers were involved in this study. Field notes (writing notes) were used to gathered, the field note was also helpful to remind issues discussed with the informants.

3.4 Sampling Techniques

3.4.1. Sampling Techniques

Fitche Town secondary schools were selected purposively for this study representativeness of diversity. As the researcher was mentioned in the previous chapters, the Fitche Town is identified by both urban and rural life style. This result in to access the diversity dimensions including linguistics, religious and culture, ethnics group diversity. In addition to these, the researcher is living and working in this Town in the past long years.

The exposure helps the issue of diversity and the researcher can explore diversity management in government secondary schools in students learning process introspectively. In addition to the selection of the place of the study, linguistic, religion culture and ethnic diversity is selected for the purpose of this study purposively because of proper management of the study and by expecting other diversity dimensions through and within these aspects. As different scholars, states that diversity dimensions have no clear agreement globally yet. So, this study is selected these four dimensions to asses diversity related with these issues. The participants in this study

also selected purposively by expecting more exposure on the issue of managing diversity and experience on the issues. The selected participants are civics and ethical education, health and physical education teachers and students who has identified role like classroom monitors, clubs leaders, student and council members were involved in this study by expecting ideas from their experience in the schools. Moreover, the school leaders and the secondary schools are taken directly. In addition to these, most of the students were fire stage and they were under the influence of the new biological change. Therefore, managing diversity in this stage of transition for preparatory education becomes essential.

3.3.2. Data Gathering Instruments

Three data gathering tools were used to gather the necessary data from the available samples. These were questionnaire, observation and interview.

3.3.2.1 Questionnaire

Questionnaire was used as a major instrument to gather relevant data from school leaders, students and teachers, so a close - ended summative Likert-items questionnaire was designed as an instrument to gather data from three school nine principals, 25 students and 35 teacher respondents. A summative Likert scale questionnaire was assumed an appropriate means of collecting quantitative data with ensured speed and accuracy to respond on it (Cresswell, 2002). Close-ended questionnaire items were used to collect data about practices and challenge of diversity management in government secondary schools in students learning process in the public secondary schools of in Abdisa Aga secondary School, Fitcha No 2. Secondary school and Fitcha preparatory school. The close-ended summative Likert questionnaires contained different parts help to obtain the necessary data that fully answer the research basic questions; and all were maintained using Likert scale for measuring attitudes of respondents in terms of a 4-point set of ordered categories: strongly Disagree, Disagree, Agree and Strongly Agree response options, in which the minimum value was represented by 1 in the Likert scale and the maximum value, by 4 respectively, indicate the intensity of the respondents 'particular judgments on the issue under investigation.

3.3.2.2 Interview

McMillan & Schumacher (1997) the interview as a data collection technique was used since interviews are flexible and adaptable and can be used with many different problems and types of persons. Furthermore, non-verbal as well as verbal behavior can be noted in face-to-face interviews and the interviewer has an opportunity to motivate the respondent to be more open. Therefore, the researcher articulated the information from each respondent based on interview guiding questions prepared. However; the questions were flexible according to the situation and the characteristics observed on face-to-face session. In this study, four guiding interview questions were forwarded for school principals and teachers originated.

All the interviewee was willing to give interview. A total of three school leaders and teachers were interviewed which comprises principals/principals and teachers. It includes all three schools, which are selected in this study. In addition to these, a total of six teachers and a total of three school leaders from in Abdisa Aga secondary School, Fitcha No 2. Secondary school and Fitcha preparatory school were also interviewed in their preferred time. The researcher was guided by steps approach in data analysis as outlined by DeVos (1998). These steps were used in conducting the study. The data collected by interviews were listened carefully and re-listened for clarification, a total of Four interviewees were involved, main thoughts were highlighted and written down, similar topics were clustered together in all the interviews, data was compared to establish themes, trends and patterns, emerging themes and patterns were cross-referenced 96/page with the research question to ensure that the research does not lose focus, the themes were categorized into topics. Related topics were put in one category. Different data belonging to each category was assembled in one place.

3.3.2.3 Observation

McMillan & Schumacher (1997) as a technique for gathering information, the observational method relies on the researcher seeing and hearing things which she/he necessary to record since they are meaningful to the outcomes of the study. Due to this reason Observation was used when attending in the selected schools. Semi- structured observation checklist was developed accordingly with interview. In addition to these, the researcher visited each school for a day.

However, as a school member the researcher also visited secondary school usually. Issues which have significance for this study were identified through time. This was significant action to explore something new in classroom, health and physical education session recess time and lunch break. The observation was undertaken in outdoor situations to find out details on diversity management practices. Three civics and ethical education classrooms lessons were selected for the observation by receiving permissions from the school principal. In all schools, the teachers to be observed in the classrooms were by the recommendation of the schools leaders. One classroom was observed from each school and observations were conducted on both grade nine and ten. Two English and history teachers' sessions were also observed. At lunch breaks were also targeted to outdoor observation by expecting more natural reflection of the students towards culture, linguistic religion, and ethnic diversity dimensions.

3.5 Development of the Instruments

To develop the questionnaire and interview questions, the researcher has read different research works. At first, the English version of the principals, teachers, and students questionnaire was designed based on the literature review. Secondly, the students' questionnaire was translated to Afan Oromo and Amharic language in order to decrease confusion.

Following this, in order to make sure the participants of the study fully comprehend the items of the questionnaire, the researcher tried to get comments from one Ph.D. student and two MA holders for the English version of the questionnaire and the interview questions. One teacher from preparatory school included for the Afan Oromo one from secondary Amharic form of the students questionnaire. The researcher made a revision based on the comments given. Finally, after the above steps, the researcher's advisor commented all the works.

3.6 Data Collection Procedure

In order to collect data for the study, the researcher first took a letter from Addis Ababa University Department of Educational Planning and Management for the organizations and obtained the necessary permission for cooperation from the school leaders one week prior to the administration of the instruments. The researcher explained the objectives of the study to principals and some teachers and asked their willingness to take part in the study. Most of them

were willing to participate. To gather adequate data, qualitative and quantitative ways of data gathering instruments were used.

Regarding the questionnaire, the majority of the students filled in the classroom and returned and few of them took it to their homes. The next day, except two students, the others gave back the questionnaires. Additionally, the researcher distributed the questionnaires to department heads making the necessary arrangements about the time.

All of them returned the questionnaire the next day. For the interview data, the researcher made necessary arrangements with the leaders and teachers and all were available on the agreed days. The interviews were recorded and checked with the responder questionnaires responses. For the observation data, the researcher prepared check list and observed and took notes properly that helped to compare interviewers response whether it was the same or not.

3.7 Data Analysis

Choosing suitable data analysis method is central point in any research process. Data collected through quantitative and qualitative instruments were organized according to the relationship they have in answering the assumed research questions. Regarding the quantitative data, responses were categorized and tallied before presentation, analysis and interpretation of the data was made. Descriptive statistical procedure was utilized to summarize statistical variables in tables and calculate standardized values, which helped the score transformation placed variables on common scale for easier visual comparisons. The researcher used percentage to analyze and summarize the identification, diversity information of the respondents. respondents 'views throughout the summative Liker response data, i.e., to analyze variability of each respondent's opinion in his/her response. In addition to this, a narrative analysis was used to examine the practices and challenge of diversity management in government secondary schools in students learning process in the study schools in terms of success and gaps gained or missed within the framework of presupposed questions and the urgent needs of observed government secondary schools. The qualitative data, obtained with the means of interview was analyzed using certain preliminary procedures for looking relationships to answer the basic research questions. 76 Unlike the quantitative data, in which data collection was generally compiled in figures, the

qualitative data analysis was presented in a descriptive format. Hence, data from the two sources (directors and teachers) obtained by similar formats were reviewed line by line in detail as the concept of investigation became clearly understood.

3.8 Ethical Considerations

In conducting this research study, emphasis was given to every important ethical issue. First, before entering into the actual data collection procedure, a formal letter was received from the Department of Educational Planning and Management of Addis Ababa University. Then, the letter was submitted to the Education Office and good rapport has been created at the same time. Similar procedure was followed while there searcher went to schools. In addition, people were participated with their full consents.

Every effort was made to keep participants anonymous, and confidentiality is kept throughout the data procedure. Meanwhile, every source that was used in the study was acknowledged in proper manner.

CHAPTER FOUR

PERFORMANCE AND DISCUSSION OF THE DATA

In this chapter, an exertion was made to offer presentation and discussion of the data collected using questionnaire, interview and observation. The presentation and discussion of the data collected was presented under the sub-headings indicated below. In each subsection, an attempt has been made to present the data first and followed by a general discussion of the results at last.

The researcher has selected Fitchetown as a target study area. In this Town there are three government secondary schools called Abdisa Aga secondary School, Fitchetown No 2 Secondary School and Fitchetown preparatory school. Samples of the study are taken from these schools. The instruments used for the study are questionnaire, semi structured interview and unstructured observation.

Table 1: Profile of Teachers and School Principals

| Number of service Yea | | Sex | | Qualification | |
|--------------------------|--------------|-----|----|---------------|----|
| | | M | F | BA | MA |
| 1 | 1-5 | 2 | 2 | 4 | 0 |
| 2 | 6-9 | 3 | 3 | 6 | 0 |
| 3 | 10-14 | 9 | 3 | 10 | 2 |
| 4 | 15-20 | 9 | 4 | 13 | 0 |
| 5 | 20-25 | 2 | 1 | 3 | 0 |
| 6 | More than 25 | 15 | 3 | 10 | 8 |
| | Total | 40 | 16 | 46 | 10 |

The above table presents the profile of the teachers and principals. Regarding their service years, it ranges from 1 year to 25 years of teaching or leading experiences. Their sex category is 36

male (12 leaders) and (24 teachers) and 11 female (7 teachers) and (4 leaders). Concerning their qualification, 46 of them are 1st degree holders and 10 of them are 2nd degree holders.

Table 2: school leaders /Principals Responses

| No | Items | Responses | | | | | | | |
|----|---|----------------|-----|----------------|-----|-------------------|-----|----------|-----|
| | | Rating Item | | | | | | | |
| | | Strongly Agree | | Agree | | Strongly disagree | | Disagree | |
| | | N ^o | % | N ^o | % | N ^o | % | No. | % |
| 1 | The school members have good Knowledge about diversity issues. | 6 | 37% | 7 | 44% | - | - | 3 | 19% |
| 2. | The students' discipline have effect on the management of ethnic, religious, language and cultural diversity of the School. | - | - | 12 | 76% | 2 | 12% | 2 | 12% |
| 3 | We leaders are highly committed to Practice diversity. | 11 | 69% | 5 | 31% | - | - | - | - |
| 4. | Are treating Ethnic, language, religious and cultural diversity difficult in your school? | - | - | - | - | 7 | 44% | 9 | 56% |
| 5. | We leaders do not respond positively to the students' cultural diversity. | - | - | - | - | 15 | 94% | 1 | 6% |
| 6. | The knowledge of the teachers and students have effect on the management of ethnic, religious, language and cultural | 4 | 25% | 12 | 75% | - | - | - | - |

| | | | | | | | | | |
|-----|--|---|-----|---|-----|----|------|---|-----|
| | diversity. | | | | | | | | |
| 7. | The school society don't have interest to treat/ hold diversity | - | - | - | - | 16 | 100% | | |
| 8. | No all teachers and students are responsible in dealing with problems that are related to diversity. | - | - | - | - | 9 | 56% | 7 | 44% |
| 9. | The awareness of students and teachers challenge the management of ethnic, religious, language and cultural diversity. | 2 | 12% | 6 | 37% | 5 | 32% | 3 | 19% |
| 10. | The attitude of teachers and students create difficulty on ethnic, religious, language and cultural diversity of the School. | 3 | 19% | 7 | 44% | 6 | 37% | - | - |
| 11. | The school environment can create Problem on the management of diversity. | 5 | 32% | 6 | 37% | 1 | 6% | 4 | 25% |

As it is presented in table 2. 44% of principals agreed on the item and 37% of them strongly agreed on the issue. The rest 19% disagreed. This implies that the school members have good knowledge about diversity. As leaders, knowledge on diversity is very necessary this is because schools consist of different groups. If leaders have no knowledge on diversity, it is difficult to handle all the members of the school. In chapter two, it is discussed that principals should have knowledge on diversity management.

Item two was about 'The students 'discipline has effect on the management of ethnic, religious, language and cultural diversity of the school'. From the respondents, 76% agreed that the discipline of the students have effect on diversity management and the rest 24% did not agree. This means that discipline is the main issue for managing diversity. If the students are in disciplined, it is difficult for leaders to manage diversities found in schools.

Item three was on the leaders' commitment to practice diversity. From the respondents, 69% of them strongly agreed and 31% agreed on the idea. This implies that there is no commitment problem on the side of the principals. They all reported that they are committed to practice diversity. The fourth item presented was the idea of ethnic, language, religious and cultural diversities are challenging issues or not. Out of the total 44% of the participants, strongly disagreed and 56% disagreed. This item showed that diversities found in these schools might not challenge for the principals. This means that the diversity kinds do not have problems in these schools.

Item 5 was on negative respond on the issues of students' cultural diversity. 96% of them strongly disagreed and 6% are disagreed. This showed that all of the principals have positives attitudes towards students' cultural diversities and respond in a positive way.

This implies that principals are optimists on the idea of cultural diversity. The sixth question was designed to know whether the knowledge of the teachers and students challenge the management of ethnic, religious, language and cultural diversity or not. 25% respondents strongly agreed and 75% of the participants agreed on the point. This means knowledge have great place to practice diversity. All the teachers and students should have good knowledge on diversity. This is because if there is lack of knowledge on diversity, it might be problematic for the leader to hold diversity issues.

Concerning question seven, it was about the interest of the school society in holding diversity. All of the principals strongly disagreed by saying the school society have interest to treat diversity. This shows that the teachers and students have no problems in treating diversity. This implies that the school society should have interest to treat all diversities.

Question eight was on the idea of not all teachers and students are responsible in dealing with problems that are related to diversity. 56% respondents strongly disagreed by saying teachers and students are responsible on the problems of diversity and 44% disagreed on this item. This means there is no problem on the teachers and students side. They all are responsible on the problems of diversity. This implies that all the teachers and students should be concerned on the problems that are created concerning diversity.

The ninth question was on the awareness of students and teachers challenge the management of ethnic, religious, language and cultural diversity. 12% strongly agreed and 37% agreed on the item by saying teachers and students awareness on diversity issues have effect. This means 49% of the respondents said that awareness have place on diversity management. On the other side, 32% strongly disagreed and 19% disagreed.

This showed that more than half of them said that awareness do not have place on diversity issue. This finding is vague; this is because if teachers and students have no awareness on diversity, it is difficult to handle for leaders.

Concerning question ten, it was to know whether the attitude of teachers and students can create problem on ethnic, religious, language and cultural diversity of the school or not. 19% of the participants strongly agreed and 44% agreed. On the other side, 37% of them strongly disagreed on the idea. This showed that more than half of the principals think that the attitude of the school society can have problem to manage diversity. So school members should have good attitude on diversity.

The last item was if the school environment create problem on managing diversity or not.

From the respondents, 32% strongly agreed, 37% agreed, 6% strongly disagreed and 25% disagreed. This showed that more than 60% of them reported that the environment of the school can create problem on diversity management. On the other hand, around 40% of them said those environments have no place on diversity. This demonstrated that there is no agreement concerning the influence of the environment on diversity management. Nevertheless, it is clear that school environment should be helpful to manage diversity difficulties.

Table 3: Principals responses on how the following diversity management issues are frequently practiced in the schools (N=16)

| | | Responses | | | | | | | | | |
|----|--|-----------------|------|------------------|-----|----------------|-----|----------------|-----|----------------|-----|
| | | Frequency items | | | | | | | | | |
| | | Always | | Most of the time | | Sometimes | | Rarely | | Never | |
| | | N ^o | % | N ^o | % | N ^o | % | N ^o | % | N ^o | % |
| 1. | We leaders manage diversity properly in our school. | 12 | 75% | 4 | 25% | | | | | | |
| 2 | We give orientation to teachers and students on how to live together with diversity. | | | | | | | 9 | 56% | 2 | 12% |
| 3 | Many languages are Spoken equally in our school. | - | - | 2 | 12% | 9 | 56% | 3 | 19% | 2 | 12% |
| 4 | Each culture has given recognition in our school. | 7 | 44% | 9 | 56% | | | | | | |
| 5 | We handle religious diversities appropriately | 16 | 100% | | | | | | | | |
| 6 | We face many difficulties concerning diversity in our school. | - | - | - | - | - | - | 1 | 6% | 15 | 94% |

Table 3 shows principals responses on the frequency of practicing diversity in the mentioned schools. In this, 6 items were presented and the analysis is given below.

The first question was on the frequency of managing diversity properly in the selected schools. From the respondents, 75% of them said that they always manage diversity properly. The rest 25% said that they most of the time manage diversity properly. This implies that there is no

problem in managing diversity. All the principals manage diversity issues in their schools. This implies that school leaders should have good ability in managing diversity.

Question two was on giving orientation to teachers and students on how to live together with their diversities. On this point 56% of the participants reported by saying they sometimes give orientations to teachers and students. On the other hand, 32% of them reported that they rarely give orientations and the rest 12% said they have never given orientation to the school members. This showed that there is lack of orientation most of the leaders do not have experience of giving orientations.

The third item was on freely using many languages in these schools. From the responders 12% of them said many languages are spoken in their schools most of the time and 56% of them said that many languages are spoken sometimes. On the other side, 19% of them said many languages are rarely spoken and the rest 12% said many languages are never spoken in their schools. This showed that there is problem of using different languages in these schools. This implies that as Ethiopia has nations that speak different languages, it is necessary to use different languages. It is clear that Amharic is official language of the country. However, it does not forbid others to use their mother tongue.

Regarding the forth question which was on giving recognition for each culture and practicing diversity in the schools, 44% of the respondents said that they always give recognition for all cultures. The rest 56% said they almost as cultures are recognize cultures. This showed that all of the participants recognize all cultures that are found in schools and practice diversity. This implies that schools have diverse cultures and they should be recognized.

Concerning question five, it was handling religious diversities appropriately. All of them reported that they always handle religious diversities properly. This showed that there is no problem concerning religion. In government schools, it is clear that nations that have different religions live together. It is the ability of the principals in handling these religions properly. Otherwise, as religion is hot issue, schools might be conflict areas.

The last question was on facing many difficulties concerning diversity in these schools. 6% of them reported that they rarely face difficulties and the rest 94% said they never faced difficulties

on diversity issues. This showed that almost no leaders faced problems on the issue of diversity before.

Table 4: Principals Response for Yes/No Item of the Questionnaire (No =16)

| | | Yes | | No | | I don't know | |
|----|--|-----|---------|-----|---------|--------------|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| 1 | Is diversity serious issue in your school? | 9 | 56% | - | - | 7 | 44% |
| 2 | Do you communicate freely with other ethnic groups in your school? | 14 | 87% | 2 | 13% | - | - |
| 3. | As leader, do you respect equally others culture? | 16 | 100% | | | | |
| 4. | Do you freely use your own mother language in your school? | 6 | 37% | 10 | 63% | | |

The above table illustrates principals' response for the yes/no item of the questionnaire.

Four questions were designed in this item and the analysis is given below. Question one was asked to know whether diversity was great issue in their school or not. 56% of them responded by saying it is great issue and the rest 44% said it is not great issues in their school. This showed that the issue of diversity is not burning idea in these schools. This implies that as schools are places of diverse societies, the issue should be great.

The second question was if the principals communicate freely with other ethnic group or not. 87% of the participants reported that they freely communicate with other ethnic groups and the rest 13% reported that they do not communicate freely with other ethnic groups. This showed that the majority of the principals have no problems of communication with other ethnic groups

found in schools. This implies that free communication is necessary without choosing ethnic background. Concerning the third question, it was about respecting others culture. All of the participants reported that they respect others culture. This showed that there is no problem on the side of the principals. This implies that as Ethiopia has multicultural society, it is necessary to respect each other’s culture.

The last question was about using mother tongue language freely in schools. 63% of the respondents reported that they do not use their mother tongue freely in schools and the rest 37% said that they use their mother tongue freely. This showed that there is problem of using different languages in schools.

4.1 Teachers Responses

The teachers’ responses to twenty-one closed-ended items of the questionnaire are presented in the following three tables. The first table is rating item and it has included 11 questions. The second one is frequency item and has included 6 questions. The last table consisted of yes/no item and has included 4 questions. The main reason of conducting the rating, frequency and yes/no items of the questionnaires was to determine how the participating leaders really practice and manage diversity issues.

Table 5: Teachers Responses on Rating Item Questions (N = 40)

| No | Items | Responses | | | | | | | |
|----|--|----------------|----|----------------|-----|-------------------|---|----------------|-----|
| | | Rating Item | | | | | | | |
| | | Strongly Agree | | Agree | | Strongly disagree | | Disagree | |
| | | N ^o | % | N ^o | % | N ^o | % | N ^o | % |
| 1 | Teachers have good knowledge about diversity issues. | 3 | 7% | 27 | 67% | | | 10 | 26% |

| | | | | | | | | | |
|-----|---|----|-----|----|-----|----|-----|----|-----|
| 2 | The students 'discipline create problems the management of ethnic, religious, language and cultural diversity of the school. | 4 | 11% | 35 | 87% | | | 1 | 2% |
| 3 | The school leaders are highly committed to Practice diversity. | 6 | 15% | 21 | 52% | 4 | 11% | 9 | 22% |
| 4 | Ethnic, language, religious and cultural diversity of the school are difficult issues. | 2 | 6% | 3 | 7% | 22 | 55% | 13 | 32% |
| 5 | The school leaders do not respond positively to the students' cultural diversity. | | | 4 | 11% | 21 | 52% | 15 | 37% |
| 6. | The knowledge of the school management and teachers has effect on the management of ethnic, language and cultural diversity. | 38 | 94% | 2 | 6% | | | | |
| 7. | The school managements don't have interest to treat/ hold diversity | 4 | 11% | 4 | 11% | 21 | 52% | 11 | 26% |
| 8. | Not all teachers and students are responsible in dealing with problems that are related to diversity. | 1 | 2% | 1 | 2% | 35 | 88% | 3 | 8% |
| 9. | The awareness of the school management and teachers create problems on the management of ethnic, language and cultural diversity. | 20 | 50% | 17 | 42% | 2 | 6% | 1 | 2% |
| 10. | The attitude of teachers and the school management challenges ethnic, language and cultural diversity of the school. | 23 | 58% | 11 | 27% | 5 | 13% | 1 | 2% |
| 11. | The school environment can create problem on the management of diversity. | 5 | 12% | 31 | 77% | 4 | 11% | | |

The above table shows the rating item of the teachers' questionnaire. Eleven points were presented and the responses are changed in to percentage and presented below.

The first question was to identify the teachers' agreement on having good knowledge about diversity issues. On this point, 7% of the participants strongly agreed by saying they have good knowledge on diversity and 67% of them are agreed. On the other hand, the rest 26% of disagreed by saying they do not have knowledge on diversity. This showed that the majority of the samples have good knowledge about diversity. This implies that knowledge on diversity is necessary.

The second item was about the students' discipline challenges the management of ethnic, religious, language and cultural diversity of the school. Almost all of the respondents said that the students' discipline have great role to manage diversity in schools. This implies that to manage diversity, students should be disciplined.

Question three enquired whether the school leaders are highly committed to practice diversity or not. From the responders 15% of them strongly agreed saying leaders are highly committed and 52% agreed. In contrast, the rest 33% strongly disagreed and disagreed on the idea. This implies that some of the leaders are not committed. Therefore, commitment is necessary issue for managing diversity.

Regarding question four, it was about whether ethnic, languages, religious and cultural diversity of the school are difficult issues or not, from the responders 55% of the participants strongly disagreed saying the issues are not difficult and 32% disagreed on the point. This showed that diversity issues in these schools are not difficult they can be handled easily.

The fifth question was about the leaders' ability to respond positively to the students' cultural diversity. From the responders 52% of the participants strongly disagreed and 37% disagreed on the item. This means that the majority of the respondents' have-not faced difficulties on the side of the leaders. It is reported that principals have positive attitude to students' cultural diversity.

Question six required to know whether the knowledge of the school management and teachers create problem to manage ethnic, language and cultural diversity. 94% strongly agreed by saying knowledge on the issue is necessary. If there is no knowledge on different diversity issues, there might be problems. Hence, leaders and teachers should update themselves on diversity and diversity management.

Question seven needed to find out the interest of the school managements to treat/ hold diversity. From the responders 52% of the participants strongly disagreed saying leaders have interest to hold diversity and 26% also disagreed. The rest 22% agreed saying leaders do not have interest on treating diversity. This showed that more than 75% of the teachers said that school leaders have interests to treat diversity. The rest few participants said that principals have no interest to hold diversity.

Concerning question eight, it was about the idea of no teachers and students are responsible for dealing with problems that are related to diversity. From the respondents, 88% of them said that they are responsible on the problems that are created concerning diversity in schools and 8% disagreed. The rest 4% agreed by saying they are not responsible about diversity problems. The majority of the participants believed that students and teachers are responsible takers about problems that are created concerning diversity. This implies that school members should take care of diversity issues.

The ninth item required finding out the awareness of the school management and teachers could create problem of managing ethnic, language and cultural diversity. 50% strongly agreed and 42% agreed saying awareness or lacking awareness could create difficulty in diversity issue. This demonstrated that almost all of the respondents agreed on the idea. This means all school members should have awareness because it is necessary.

The next question was on the attitude of teachers and the school management whether it creates difficulty on ethnic, language and cultural diversity of the school or not. 57% of them strongly agreed and 26% agreed saying attitude of school members could have problem. This showed that having good attitude on diversity is necessary.

The last question was about the school environment if it could create problem on the management of diversity or not. 77% of them agreed and 12% strongly agreed by saying that the condition of the school environment could have effect on diversity. The rest 11% said that school environment do not have effect on managing diversity. This means school environment have effect on diversity management and it should be favorable to practice diversity.

Table 6: Teachers responses on how the following diversity management issues are frequently practiced in the schools (N=40)

| | | Responses | | | | | | | | | |
|----|--|-----------------|-----|------------------|-----|----------------|-----|----------------|-----|------------------|-----|
| | | Frequency items | | | | | | | | | |
| | | Always | | Most of the time | | Sometimes | | Rarely | | Never | |
| | | N ^o | % | N ^o | % | N ^o | % | N ^o | % | N ^o . | % |
| 1. | Leaders manage diversity properly in our school. | 18 | 45% | 11 | 27% | 5 | 13% | 4 | 10% | 2 | 5% |
| 2. | How much orientation are given by Principals? | | | | | 2 | 5% | 5 | 13% | 33 | 82% |
| | 3. Many languages are spoken freely in our school. - - - - 1 2% 23 58% 16 40% | | | | | | | | | | |
| | 4. What is the experience of culture in the school? 1 2% 1 2% 4 11% 21 52% 13 32% | | | | | | | | | | |
| 5. | Religious diversities are handled appropriately by school principals.- - 23 58% 13 32% - - 4 10% | | | | | | | | | | |

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| | <p>6. Principals face many difficulties concerning diversity in our school.</p> <p>- - - - 2 5% 6 15% 32 80%</p> | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|

Table 6 presents teachers responses on the frequency of practicing diversity in schools. In this, 6 items were presented and the analysis is given below.

The first question was about the principals’ ability to manage diversity properly in the schools. 45% of the samples reported that leaders always manage diversity properly and 27% said leaders most of the time manage diversity properly. 13% said that leaders sometimes manage diversity properly and the rest 10% said they rarely manage diversity.

This demonstrated that the majority of the leaders have ability to manage diversity in schools.

Question two was on the idea of giving orientations to school members how to live together with diversity issues. From the participants, 82% of them said that they have never taken orientation on diversity. This showed that leaders have problems in giving orientation to school members. Therefore, continuous orientation is needed to live together with different diversities.

The third question needed to find out how often different languages are spoken freely in schools. 57% of the teachers said that many languages are rarely spoken and 40% of them said that different languages are never spoken in their schools. This showed that language diversity is not treated well in schools.

Question four was about giving recognition for each culture found in the schools. 52% of the teachers reported that cultures are given recognition rarely and 32% said cultures are never recognized. This showed that cultures are not recognized well. This implies that there should be programs to recognize all cultures.

The fifth question was how often principals handle religious diversities in the selected schools. From the respondents, 58% said that the issues are handled most of the time.

32% said these issues are sometimes handled. This showed that leaders have ability in handling diversity.

The last question was how often principals face difficulties concerning diversity in their schools. 80% of the samples said that leaders have never faced difficulties. 15% said that principals rarely face difficulties and 5% said leaders sometimes face difficulties. This implies that there is less chance of facing problems in these schools. They are safe areas to practice diversity. In schools, it is clear that many religions are found. Therefore, it is principal's ability to handle these religions together.

Table 7: Teachers Response for Yes/No Item of the Questionnaire (No=40) Instruction: Please express your idea on the following diversity management issues by putting the right (√) mark in front of your choice.

| | | Yes | | No | | I don't know | |
|----|--|-----|---------|-----|---------|--------------|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| 1. | Is diversity great issue in your school? | 20 | 50% | 20 | 50% | | |
| 2. | Do you communicate freely with other ethnic group? | 23 | 58% | 9 | 22% | 8 | 20% |
| 3. | Do you respect others culture? | 28 | 70% | 8 | 20% | 4 | 10% |
| 4. | Are you exercising your mother language freely? | 13 | 32% | 27 | 68% | | |

Table 7 depicts teachers' response for yes/no item of the questionnaire. Four questions were asked in this item and the analysis is given below.

Question one was about diversity issue in schools. The respondents were asked to express their idea on either diversity is great issue or not in their school. Half of them responded by saying it is great issue and the rest half said it is not great issues in their school. This showed that the issue of diversity is not burning idea; it is moderate in these schools.

However, as many diverse issues are found in schools, it should be great topic.

The second question was whether the respondents communicate freely with other ethnic group or not. 58% reported that they communicate freely with other ethnic groups and

22% reported that they do not communicate freely with other ethnic groups. The rest 20% have no idea on the point. This implies that there might be problems concerning communication. As all ethnic groups are living in one country, there should be no communication problems.

Regarding the third question, it was about respecting others culture. 70% of the participants said they respect others culture and 20% of them said no they do not respect others culture. The rest 10% reported that they have no idea. Many cultures are found in schools. Thus giving respect for each other is necessary.

The last question was about using their mother tongue language freely in schools. 68% of the respondents reported that they do not use their mother tongue freely in schools and the rest 32% said that they use their mother tongue freely. This showed that there is problem in using different languages in schools.

4.2 Students Responses

Data was collected from 57 grade 9 and 10 students. Regarding their sexual category, 31 of them are female students and 26 of them are male students. Their age ranges from 13-19. They are from different ethnic groups. Below, three tables are presented on rating, frequency and yes/no items.

Table 8: Students Responses on Rating Item Questions (N = 57)

| No | Items | Responses | | | | | | | |
|----|--|----------------|-----|-------|-----|-------------------|-----|----------|-----|
| | | Rating Item | | | | | | | |
| | | Strongly agree | | Agree | | Strongly disagree | | Disagree | |
| | | No | % | No. | % | No | % | No. | % |
| 1. | Students have good knowledge about diversity issues. | 1 | 1% | 28 | 49% | 1 | 2% | 27 | 48% |
| 2. | The students 'discipline create problem on the management of ethnic, regions, language and cultural diversity of the school. | 36 | 64% | 21 | 36% | | | | |
| 3. | The school leaders are highly committed to practice diversity. | 5 | 8% | 10 | 18% | 34 | 60% | 8 | 14% |
| 4. | Ethnic, language, religious and cultural diversity of our school are difficult issues. | 8 | 14% | | | 28 | 50% | 21 | 36% |
| 5. | The school leader does not respond positively to our cultural diversity. | 3 | 5% | 6 | 10% | 31 | 55% | 17 | 30% |
| 6. | The knowledge of the school management and teachers has effect on the management of ethnic, language and cultural diversity. | 23 | 40% | 34 | 60% | | | | |
| 7. | The school managements don't have interest to treat/ hold diversity | | | 5 | 8% | 25 | 44% | 27 | 48% |
| 8. | Not all teachers and students are responsible in dealing with problems that are related to diversity. | 6 | 11% | | | 27 | 48% | 23 | 41% |

| | | | | | | | | | |
|-----|---|----|-----|----|-----|---|-----|---|----|
| 9. | The awareness of the school management and teachers create problems on the management of ethnic, language and cultural diversity. | 20 | 35% | 35 | 61% | | | 2 | 4% |
| 10. | The attitude of teachers and the school management challenges ethnic, language and cultural diversity of the school. | 16 | 28% | 34 | 60% | 7 | 12% | | |
| 11. | The school environment can create problem on the management of diversity. | 22 | 38% | 28 | 50% | 5 | 8% | 2 | 4% |

As shown in table 8, the above questions were presented for the students. It was asked to rate the given points on the practice of diversity management. From 60 questionnaires distributed for the students, 57 of them are collected, and it is analyzed below.

Question one ‘Students have good knowledge about diversity issues’. From 57 of the respondents, half of them i.e. 50% reported that they strongly agreed and agreed on the issue that deals with their knowledge about diversity. On the other hand, the rest half strongly disagreed and disagreed on having knowledge about diversity. This showed that half of the participants do not have knowledge on diversity. This implied that there is lack of knowledge about diversity and principals should focus on the students’ knowledge..

The second question was about the students’ discipline. It was asked to know whether it creates problems on the management of ethnic, regions, language and cultural diversity of the school or not. 36(64%) of them strongly agreed on the idea and 21(36%) also agreed on the idea. Generally, 100% of them agreed on the idea. This implied that discipline is necessary for diversity management. Accordingly, students should be disciplined in the schools.

Question number three inquired to express the respondents’ emotion about the school leaders’ commitment level to practice diversity. 60% of them strongly disagreed on the issue and additionally 14% disagreed by saying leaders are not highly committed on practicing diversity.

The rest 24% said that leaders are committed to practice diversity. This showed that the majority of the principals are not highly committed to practice diversity. Thus, commitment is very necessary to practice diversity.

The fourth question was asked to get data on the difficulties of applying ethnic, language, religious and cultural diversity of the schools. 28(50%) of the respondents strongly disagreed on the idea; besides 21(36%) of them disagreed on the issue. the rest 14% agreed. the data showed the majority of the participants reported that there is no difficulty in applying diversity issues and few of them said that there is problem. This implied that there are fewer difficulties to practice diversity in schools.

Regarding question five, it was to get information on the school leaders' attitude to respond positively to cultural diversity. 55% of them strongly disagreed and 30% disagreed. This means above 80% of the respondents assured that the leaders do not respond negatively for cultural diversities and they respond positively. The rest 15% said that principals do not respond positively to cultural diversities. This implies that principals should be optimists to handle cultural issue. This is because; schools are places where multicultural societies are found.

Question six was about the knowledge of the school management and teachers have effect on the management of ethnic, language and cultural diversity. 60% of them agreed and 40% strongly agreed saying knowledge of the leaders and teachers has good or bad effect to manage diversity. Thus, all school members should have good knowledge on diversity management to minimize difficulties.

The seventh question was about the school managements' interest to treat/ hold diversity. 48% disagreed and 44% strongly disagreed by saying the principals have interest to treat diversity issues. The rest 9% reported that principals have no interest to hold diversity.

This means that the majority of the principals have interests to hold diversity.

Consequently, principals should be interested to hold different diversities that are found in their schools.

Regarding question eight, it was about the responsibility of teachers and students in dealing with problems that are related to diversity. 48% strongly disagreed and 41% disagreed by saying they all are responsible for the problems that are related to diversity.

The rest 11% said they are not responsible on the problems related to diversity. This demonstrated that the majority of the teachers and students are responsible on diversity difficulties. As schools consist of many societies, all of them should be responsibility takers for problems related to diversity.

Concerning question nine, it required idea on the awareness of the school management and teachers if it can create problems on the management of ethnic, language and cultural diversity or not. From the respondents, 61% of them agreed and 35% strongly agreed saying awareness could create problem. This proved that almost all of the respondents think there should be awareness on the idea of diversity. This implies that awareness is needed for diversity and diversity management.

Question number ten needed to explore the respondents' idea whether attitude of teachers and principals could create difficulty on ethnic, language and cultural diversity of the school or not. From the samples, 60% of them agreed by saying attitude could create problem on diversity and 28% also strongly agreed. This confirmed that attitude have effect on diversity management issues. Thus, it is necessary to have positive attitude concerning diversity.

The last question was about the school environment if it can create problem on the management of diversity or not. From the respondents, 50% of them agreed and besides, 38% of them strongly agreed. This means, school environment have effect on diversity management. This implies that schools should have conducive environment to practice diversity.

Table 9: Students responses on how the following diversity management issues are frequently practiced in the schools (N=57)

| No | Items | Responses | | | | | | | |
|----|--|----------------|-----|-------|-----|-------------------|-----|----------|-----|
| | | Rating Item | | | | | | | |
| | | Strongly agree | | Agree | | Strongly disagree | | Disagree | |
| | | No | % | No. | % | No | % | No. | % |
| 1. | Leaders manage diversity properly in our school. 16 29% 32 56% - - 4 7% 5 8% | | | | | | | | |
| 2. | Principals give orientation on how to live together with diversity issues. - - - - 3 6% 5 8% 49 86% | | | | | | | | |
| 3. | Many languages are spoken freely in our school. | | | 16 | 29% | 13 | 22% | 28 | 49% |
| 4. | Each culture has given recognition in our school. | | | 12 | 21% | 10 | 17% | 35 | 62% |
| 5. | Religious diversities are handled appropriately by school principals. | 42 | 74% | | | 5 | 9% | 10 | 17% |
| 6. | Principals face many difficulties concerning diversity in our school. | | | 7 | 12% | 10 | 18% | 40 | 70% |

The above table depicts students' responses on the frequency of practicing diversity in schools. This item presents 6 questions and the analysis is given below.

Regarding question one, it was about principals' ability of managing diversity properly in the schools. 56% of the respondents said that principals most of the time manage diversity properly and 29% said that leaders always manage diversity properly. 7% of them reported that leaders rarely manage diversity properly and 8% said that leaders never manage diversity properly. This proved that the majority of the leaders have ability of managing diversity in schools. Therefore, ability is core issue for diversity management.

The second question was on the idea of giving orientations to school members how to live together with diversity issues. From the samples, 86% of them said that they have never taken orientation on diversity. The finding showed that there is lack of orientation on diversity management. This implies that continuous orientation is needed to live together with diversity.

Question three wanted to discover how often most languages are spoken freely in the schools. From the responders 49% of the respondents said that different languages are never spoken. 29% of them said that most languages are sometimes spoken and 22% of them said different languages are rarely spoken in their schools. This showed that there is lack of language diversity in these schools. As Ethiopia is multilingual country, many languages are spoken in different places. However, in schools, English is the medium of instruction and Amharic is given as one subject again it is official language of the country. This might be the reason for not using different languages.

Concerning question four, it was about giving recognition for each culture found in the schools. From the responders 62% of the students reported that different cultures are never recognized. 21% of them reported that cultures are sometimes recognized and 17% said cultures are rarely recognized. This demonstrated that there is problem in recognizing different cultures. This implies that different works are needed to recognize each culture the fifth question was how often leaders handle religious diversities in these schools.

From the participants, from the responders 74% said those principals always handle religious issues. 17% said these issues are rarely handled. This implies that as religious issues are very sensitive issues, they should be handled properly.

The last question was how often principals face difficulties concerning diversity in these schools. From the responders 70% of the samples said that leaders have never faced difficulties. 18% said they rarely face difficulties. This showed that there is less problems in these schools. They are safe areas to practice diversity.

Table 10: Students Response for Yes/No Item of the Questionnaire

Instruction: Please express your idea on the following diversity management issues by putting the right (✓) mark in front of your choice.

(No =57)

| No | Items | Responses | | | | | | | |
|----|--|----------------|-----|-------|-----|-------------------|----|----------|---|
| | | Rating Item | | | | | | | |
| | | Strongly agree | | Agree | | Strongly disagree | | Disagree | |
| | | No. | % | No. | % | No. | % | No. | % |
| 1. | Is diversity great issue in your school? | 25 | 44% | 32 | 56% | - | - | | |
| 2. | Do you communicate freely with other ethnic group? | | | | | | | | |
| | | 38 | 67% | 18 | 32% | 1 | 1% | | |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 3. | Do you respect others culture? 49 86% 8 14% - - | | | | | | | | |
| 4. | Are there chances to use your own mother tongue in your school freely? 16 28% 41 72%- - | | | | | | | | |

The above table shows students response for yes/no item of the questionnaire. Four questions were presented in this item and the analysis is given below.

The first question was about the idea of diversity in schools. The participants were asked to express their idea whether diversity is great issue in their school or not. 56% of them responded by saying it is not great issue in their school and the rest 44% said that it is great issues in their school. This demonstrated that the issue of diversity is not great idea in these schools. However, it should be great, because schools are places for diverse society.

Question two was about communicating freely with other ethnic groups. 67% of the participants said that they communicate freely with other ethnic groups and 32% reported that they do not communicate freely with other ethnic groups. This implies that there are no problems concerning communication. This is because more than 60% reported that there is no problem concerning communication.

Concerning the third question, 86% of the respondents said that they respect others culture and 14% of them said they do not respect others culture. This showed that the majority of the respondents have no problem on giving respect for others. This implies that giving recognition for each other's culture practice in the school..

The last question was whether the participants use their mother tongue language freely or not in schools. In this reason 72% of the respondents reported that they do not use their mother tongue freely in schools and the rest 28% said that they use their mother tongue freely. This implies that there is problem in using diverse languages in schools.

4.3 Responses from Open-ended Item of the Questionnaire

The questionnaire has included 3 open-ended questions. Few of the students and some of the teachers have answered the questions. The analysis is given below.

The first question was about defining the term diversity management. The respondents have tried to define the term as follows: it diversity is the ability to identify different groups and treating all people equally. It is large amount of individual difference and similarity that exist among people. Besides, it is respecting all languages, religions etc. equally. It can also be defined as managing each difference.

Question 2 was to mention the practices of diversity management in their schools. The samples have reported that the main experience of practicing diversity is celebrating Culture day once a year. It is the Nations and Nationalities Day. In this day the majority of the students wear a different traditional dress that shows their cultures religion. The other thing they mentioned was that there is good interaction between the school societies.

Sometimes civics teachers present different programs in Mini Media concerning diversity.

The last question was to mention their opinion about handling and equally treating all diversity issues in their schools. They have mentioned issues like religious conflicts. As it is known, schools are secular but sometimes few religion members ask place to Worship.

In the closed-ended questionnaire data, it is also mentioned that religious issues were not handled sometimes. Therefore, it is indicated that school members should respect each other and should take in to consideration others religion and culture. Schools also should be free from any political issues and the members should follow Medias. Giving awareness about diversity to everyone is necessary.

4.4 Responses from Interview

McMillan &Schumacher, (1997) the interview as a data collection technique was used since interviews are flexible and adaptable and can be used with many different problems and types of persons. Furthermore, non-verbal as well as verbal behavior can be noted in face to-face

interviews and the interviewer has an opportunity to motivate the respondent to be more open. Therefore, the researcher was articulated the information from each respondent based on interview guiding questions prepared. Moreover, the researcher has attached the interview guiding paper on /89 Page. Depending on this concept, the researcher has done the post-questionnaire interview with four principals and four teachers tried to assess the practice of diversity management in four secondary schools.

The leaders and teachers were interviewed and recorded individually. The analysis falls under four issues given below.

Regarding the first question, which inquired about the definition of diversity and diversity management, all eight interviewees responded that diversity means living together with culture, religion and ethnic differences. It is recognizing and holding the differences without discrimination.

The 2nd question was to elicit indicators of diversity in the schools. All of them have mentioned points how diversity is practiced in their schools. The interviewees reported that they know by observing the communication of students, teachers and others with each other. They also said that when the school members use different languages; dress to show their cultures during the Nations and Nationalities Day; live together with religious differences; share traditions and so on. It is also mentioned that Nations and Nationalities

Day is celebrated once a year and it is not enough to share cultures.

Concerning question 3, it was about having training on diversity management. All of the interviewees reported that they did not take training on the area. They know the issue from orientation, meeting and Medias.

The last question was to mention the effect of using diversity management in schools.

The interviewees reported that it increases students and teachers communication with

each other; to learn from each other; to use different languages; to develop self-confidence and recognize other difference. (See Appendix F at the back of the paper).

4.5 Observation Report

The third instrument used in this study was observation. The researcher has used structured observation to find out the practices of diversity management in the selected schools. Observations were made two times and some points were recorded on field note. It was observed that students and teachers with different religions live together.

Concerning language, most of the school society was observed using Amharic language only. In the closed-ended item of the questionnaire, half of the principals reported that sometimes many languages are spoken. On the contrary, most of the teachers and some of the students have reported different languages are rarely and never spoken in the schools.

Thus, during observation, using different languages spoken was not observed. It is clear that Amharic is the official language of the Government. That is the reason why the language is used widely.

Diversity atmosphere of the school concerning different cultures was difficult to observe.

This was because the students were wearing their uniforms and the teachers were wearing gowns. During the interview time, it was reported that students show their culture once a year during the Nations and Nationalities Day only. In the questionnaire, the principals have reported that cultures are given recognition sometimes. On the other hand, the more than half of the teachers and the students reported that cultures are never given more attention/recognition.

The students were observed playing in the field together without discrimination. Besides the teachers were observed communication with each other in cafes, recreation areas, etc.

It was also observed that there are group-learning activities in the schools. Most of the students work in 1 to 5 groups. This helps the students to learn together forgetting their differences. Regarding religious diversity, nothing was observed. This is because as schools are secular, there

is no religious activity. However, Muslims and Christians were observed playing, discussing and eating together.

However, from the questionnaire data, it was reported that few members of the school saw problems rarely.

4.6 Discussion of the Results

The purpose of this study was to find out the practice of diversity management in four government schools. In order to accomplish this objective, the following 3 research questions were raised: How do school leaders identify diversity? What is the practices of diversity management in schools? How do school leaders handle student and teacher diversity issues?

To answer these 3 research questions, three data gathering tools that are, questionnaire, interview and observation were used. The main data-gathering tool was questionnaire. It included closed-ended and open-ended items. The open-ended items were also included in the questionnaire to strengthen the data found from closed-ended items. The student questionnaire was translated into Amharic to guarantee sufficient understanding of the items.

The questionnaire survey was followed up by interview with few teachers and principals and observation was followed. The post-questionnaire semi-structured interview with principals and teachers assessed the practice of diversity management in schools. In chapter two: diversity and diversity management issues are discussed by many scholars.

Few of these scholars are Cox 2001; Mansouri& Wood 2007; Beshir 1979; Wagaw1999; Tronvoll 2000 and Banks 2006. The presentation style and most of the items of this work, however, were adapted from these authors.

The issues they raised are the aim of diversity management should be to shape the structural and social conditions within the school system so that all members of school can develop confidence. The diversity management in the schools needs to comprehend good cultural climate that well coming every member of the schools. This helps increase the performance, motivation and social skills of teachers, students, benefiting all those involved and increasing the schools success.

Besides, it is mentioned that Ethiopia has been described as museum of people whose population is characterized by a complex pattern of ethnic, linguistic and religious groups. These aspects of diversity are considered to be significant distinguishing features of the country.

Regarding the findings of this study, in the questionnaire, the principals have tried to give their comments on the practice of diversity management. The result of the study would imply that the principals, teachers and students have different attitudes about the agreement and disagreement of each diversity issue. More than 80% of the leaders and teacher reported that the school members have good knowledge about diversity. On the other hand, half of the students disagreed on the idea.

Concerning commitment on diversity management, all leaders said that they are committed. On the contrary, 74% of the students said leaders are not committed. All of the leaders again said that they respond positively to students cultural differences. But, few of the students said that they do not respond positively.

Almost all the respondents reported that attitude, knowledge, environment condition and awareness in diversity issues are necessary. More than 80% of the respondents agreed and strongly agreed on the ideas.

The analysis of the frequency and open-ended items of the questionnaire showed that more than 80% of the teachers and students reported they never take orientation on diversity. However, half of the leaders said that they give orientation sometimes.

Half of the principals reported that sometimes-different languages are spoken in their schools. Nevertheless, the teachers and students reported that different languages are rarely spoken.

The principals reported that they recognize culture most of the time. However, more than 60% of the students said culture is never recognized and more than 50% of the teachers said cultures are rarely recognized. This was also discussed during the interview time.

Cultures are recognized once a year.

All of the leaders reported that they handle religious issues properly. Besides, most of the teachers and students assured the point. Although, few teachers and students mentioned that there were religious problems like worshipping in the school and so on. It seemed that there is rarely problem concerning religious diversity in these schools.

The yes/no item also explore the participant's idea on diversity issues. Most of them reported that diversity is not great issue in their schools. Besides, the majority of the principals, teachers and students reported that they respect others culture properly and communicate with other ethnic groups without problems. However, there is problem of using their mother tongue in schools. It appears that globalism and diversity go beyond the tolerance of cultural differences and this is considered to be an ethical and political issue by organizations, not only in theory, but also in practice (Wong 2010). Therefore, the way to manage the workforce depends on many factors including the degree to which an organization is prepared to accept culturally diverse employees' social identities.

Generally, concerning the research questions, most of the school society has knowledge about diversity. They reported that they did not get it from training but from Medias and meetings. They have tried to define diversity in the open-ended item of the questionnaire. They have also mentioned the practices and holding of diversity management in the questionnaire.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

Diversity issue is the top concern of many nations. It recognizes differences between people and acknowledges that these differences are a valued asset. Effectively addressing diversity issues in schools requires understanding different elements of the school climate. The study in general has been planned under the objective of exploring the practices of diversity management that faced by school managers to indicate the dimensions of diversity in schools. In addition to this, to provide a framework for the school leaders on how diversity can be effective and managed, so that: schools are capable of building strong leadership in diversity management. It can also develop a sense of responsibility, accountability of students in schools and prepare for better interaction in the future education and any public spheres of students in general.

The study generally has raised three basic questions. These are; in what extent school leaders apply diversity? How the school communities exercise diversity? Moreover, how does the leadership play in managing diversity? In order to answer these questions case study was designed and gathered through questionnaires, interview and observation,. The collected data was analyzed qualitatively and quantitative. Detail explanation is provided under each data. Based on the data gathered, the schools were practicing different diversity dimensions including the dimensions of diversity selected for this study like religion, culture, linguistics and ethnics. Even if the challenges of diversity management are more expensive the knowledge and systematic management of individual's negative attitude towards people difference makes effective and can be an asset. The education and training policy of the country is also considered diversity in a very good manner to work on this issue. In addition to these, the school leadership played a role in school managing diversity.

However, they need to acquire knowledge, diversity management guidelines and its strategy for the better guidance of students who will join more diversified universities for the future, and for the better interaction of students in coordination with school communities and Parent. Besides, as transitional stage to preparatory schools. On the fact, creating awareness on diversity has

indispensable impact for better interaction than academic achievement. The achievements of students were not significantly affected by improper management of diversity in schools.

5.2 CONCLUSION

Having done the research and written the paper on, the practices in diversity management of the secondary schools of Fitch Town, the research has arrived at the following conclusions.

- There are a variety of ways in which the presence and practices of diversity can impact school and students' performance.
- School administrators tried to manage diversity issues in line with the conditions they have faced.
- It is better equipping the prospective teachers and leaders with the cultural competence necessary for teaching in a multicultural setting.
- Almost all the schools usually used their rules and regulations to manage diversity in various situations
- It is necessary to incorporate basic components of multi-ethnic and multicultural education into the general national curriculum framework and the specific professional courses in an integrated manner.
- Moreover, while attempting to do justice to all the cultures of the nations and nationalities of Ethiopia, for the sake of manageability, it is important to incorporate the cultures of at least the major ethnic groups.
- School administrators' effort concerning managing diversity was appreciable but not pertaining for better future of students. It was just focusing on solving the actual conflicts.

5.3 RECOMMENDATIONS

Based on the above concluding statements, the following recommendations are forwarded

The curriculum should include a specific diversity course at school level. It can be in independently or in combination with civics and ethical education.

- The schools should have designated leader of diversity.
- Curriculum developers and decision makers should consider diversity issues in line with diversity in unity perspectives.
- Practical guidelines should be designed for school managers and leaders in line with the education and training policy of FDRE.
- More research should be conducted to constituent attitudes toward diversity management and other diversity dimensions in schools
- for effective diversity management, school leaders need to have awareness of certain skills necessary for creating successful, diverse and harmonized staff and students relations
- School leaders need to create certain reinforcement (motivational) mechanism should be adapted for exemplary efforts.
- Social justice such as: equal treatment, inclusiveness, equal rights and opportunities and democratic collectivism should be properly entertained in the schools
- School leaders need to participating in department training on diversity management and anti-discrimination, and facilitating professional development and training opportunities for all staff equally;
- The management of the school should also work to build a harmonious school culture
- School staff should be committed to modeling appropriate behavior and promoting a climate of mutual respect

REFERENCES

- Abeba Yirga Adamu (n.d.). Diversity in Ethiopia: A Historical Overview of Political Challenges. *The International Journal of Community Diversity*, Volume 12, Issue 3, pp.17
- Ahmed, S, Wilson, KB, Henriksen Jr., RC & Windwalker Jones, J 2011, 'What does it Mean to be a culturally-competent counselor?', *Journal for Social Action in Counseling and Psychology*, vol. 3, no. 1, pp. 23-4.
- Banks, J. A. 2006. *Educating citizens in a multicultural society.*(2nd Ed.). New York: Teachers College Press.
- Belay, R., Saglam, M. 2004. Applicability of the Management of Diversity Scale in Education. *Burdur J. Educ. Faculty*.
- Bender, L, Bowen, D, Copper, R. Ferguson, C. 1976. *Language in Ethiopia*. London: Oxford University Press.
- Beshir, M. O. 1979. *Diversity, regionalism and national unity*. Uppsala: The Scandinavian Institute of African Studies
- Burridge, N. And Chodkiewicz, A. 2008. *Representations of cultural diversity in School community settings*. Sydney: University of Technology.
- Cox, T. 2001. *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco, CA: Jossey-Bass.
- Dubrin, A., Dalglish, C. and Miller, P. 2006. *Leadership, 2nd Asia-Pacific edition*. John Wiley and Sons, Milton.
- Esty, K., Griffin, R. and Schorr-Hirsh, M. 1995. *Workplace diversity. A manager's guide to solving problems and turning diversity into a competitive advantage*. Avon, MA: Adams Media Corporation.

- Federal Democratic Republic of Ethiopia. 1994. The constitution of the Federal Democratic Republic of Ethiopia. Addis Ababa: BerhanenaSelam Printing Enterprise.
- Federal Democratic Republic of Ethiopia Population Census Commission. 1994. Summary and statistical report of the 2007 population and housing census: Population size by age and sex. Retrieved March 11, 2013, from http://www.csa.gov.et/pdf/Cen2007_firstdraft.pdf
- Hasting, A. 1997. The construction of nationhood: Ethnicity, religion and nationalism. Cambridge: Cambridge University Press.
- Jakson, T., Joshy, F. Erhardt. 2003. How Affirmative Action Became Diversity Management: Employer Response to Anti-discrimination Law. 1961-1996. *American Behavioral Scientist* 41(7): 960-84.
- Kandola, R Fullerton, J 1998, The diversity mosaic in action: managing the mosaic. 2nd edition. The Cromwell Press, Trowbridge.
- Keller, E. 2002. Ethnic federalism, fiscal reform, development and democratization in Ethiopia. *African Journal of Political Science*, 7(1), 21-50.
- Kellough, A. 2006. *International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment*. Cheltenham: Edward Elgar, 346 pp.
- Kreitz, P. 2007. Best practices for managing organizational diversity. Doctor of Philosophy thesis, Stanford University viewed 1 May 2018, <<http://www.slac.stanford.edu/cgi-wrap/getdoc/slac-pub-12499.pdf> >.
- Levine, A. 1991. The meaning of diversity. *Change*, 23(5), 4-5.
- Levine, D. 2000. *Greater Ethiopia: The evolution of a multiethnic society* 2nd edition. Chicago: The University of Chicago Press.
- Mansouri, F. and Wood, S. 2007. The policy of values and the value of policy: managing cultural diversity in Australian schools. *Education and Society*, 25, 2, 51–72.

- Ozbligin, D. and Tatti, P. 2008. Viewing Diversity through Different Lenses: Avoiding a Few Blind Spots, Academy of Management Perspectives, November.
- Palmer, T. 2003. Managing Diversity in Work Place. *A Journal of Comparative Education*, 36, 2, 7–20.
- Parker, W. 2005. Democracy and diversity: Principles and concepts for educating citizens in a global age. Seattle: Center for Multicultural Education.
- Rosado. 2006. Workforce Diversity. Vol. 3: Southern Connecticut State University. New Haven.
- Safran, W.1999. Nationalism.In J. A. Fishman (Ed.), *Handbook of language and ethnic identity* (pp. 77-93). New York: Oxford University Press.
- Tronvoll, K. 2000. Ethiopia: A new start? London: Minority Rights Group International.
- Van der Beken, C. 2008. Ethiopia: Constitutional protection of ethnic minorities at the regional level. In E. Brems&C.Van der Beken (Eds.).*Federalism and the protection of human rights in Ethiopia* (pp. 126-160). Zurich: Lit.
- Van der Beken, C. 2012. Unity in diversity: Federalism as mechanism to accommodate ethnic Diversity. The case of Ethiopia. Zurich & Berlin: Lit.
- Vaughan, S. 2003. Ethnicity and power in Ethiopia.(Unpublished doctoral dissertation). University of Edinburgh, Edinburgh.
- Veysel, O.2014. Relation between Secondary School Administrators’ Transformational and Transactional Leadership Style and Skills to Diversity Management in the School. Turkey: Sirt University.
- Wagaw, T. 1999. Conflict of ethnic identity and the language of education policy in contemporary Ethiopia. *Northeast African Studies*, 6(3), 75-88
- Wellner, D. 2000. Ethnic Diversity: Approaches and Challenges. *Harvard Business Review*, 74(5), 79-90
- Wong, L 2010, 'Ethnicity, power

and culture at work: reaffirming 'whiteness' in the workplace ', in G Strachan, E French & J Burgess (eds), *Managing diversity in Australia: theory and practice*, McGraw-Hill Australia, Sydney, pp. 189-203.

Wrench, J. 2007. *Diversity Management and Discrimination. Immigrants and ethnic minorities in the EU*. Aldershot: Ashgate.

Yonatan, T. 2008. *Institutional Recognition and Accommodation of Ethnic Diversity: Federalism in South Africa and Ethiopia*. South Africa: University of the Western Cape.

Zewde, B. 2004. What did we dream? What did we achieve? And where are we heading? *Africa Insight*, 34(1), 6-13.

Appendix A

Addis Ababa University

School of graduate studies

College of Education and Behavioral Studies Department of Educational Planning And Management

Questionnaire 1: For School Principals

This questionnaire is designed to provide the researcher an opportunity to express your opinions about the “Practices of Diversity Management” at these government secondary schools. Thus, your genuine response is very important to achieve the intended objective of this study. All the responses you provide are confidential. The answers will not be used for other purposes than for the intended objective of this study.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

May 2019

Part I: Personal Information

Instruction: Please answer the given questions by writing in the given blank space and by putting (√) mark in the provided blank spaces. Give only one answer for each item.

1) School Name: _____

2) Sex: (a) Male _____ (b) Female _____

3) Age: (a) 23 years and below _____ (b) 24-30 _____ (c) 31-40 _____

(d) 41-50 _____ (e) 51 years and above _____

4) Level of education: (a) Degree _____ (b) M.A. _____

5) Years of service

(a) 1- 5 years _____ (d) 16---20 years_____

(b) 6-10 years _____ (e) 21-30 years _____

(c) 11—15 years_____ (f) 31 years and above_____

PART II: Questions Related to Challenges in the Management of Diversity in the School Community

Instruction: Answer the following questions by putting (√) mark in front of your choice.

1. SA = Strongly Agree 2. A = Agree 3. D = Disagree

4. SD = Strongly Disagree response options respectively.

| | | Response Option | | | |
|----|---|-----------------|---|---|----|
| | | SA | A | D | SD |
| 1. | The school members have good knowledge about diversity issues. | | | | |
| 2. | The students ‘discipline has effect on the management of ethnic, religious, language and cultural diversity of the school. | | | | |
| 3. | We leaders are highly committed to practice diversity. | | | | |
| 4. | Ethnic, language, religious and cultural diversity of the school are difficult issues in our school. | | | | |
| 5. | We leaders do not respond positively to the students’ cultural diversity. | | | | |
| 6. | The knowledge of the teachers and students have effect on the Management of ethnic, religious, language and cultural diversity. | | | | |
| 7. | The school society don’t have interest to treat/ hold diversity | | | | |
| 8. | No all teachers and students are responsible in dealing with problems that are related to diversity. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 9. | The awareness of students and teachers challenge the Management of ethnic, religious, language and cultural diversity. | | | | |
| 10. | The attitude of teachers and students create difficulty on Ethnic, religious, language and cultural diversity of the school. | | | | |
| 11. | The school environment can create problem on the Management of diversity. | | | | |

Part III: Frequency Items

Instruction: Please express your idea on how the following diversity Management issues are frequently practiced in your school. Put the right(√) mark in front of your choice.

| | | Always | Most of the time | Sometimes | Rarely | Never |
|----|--|--------|------------------|-----------|--------|-------|
| 1. | We leaders manage diversity properly in our school. | | | | | |
| 2. | We give orientation to teachers and students on how to live together with diversity. | | | | | |
| 3. | Many languages are spoken freely in our school. | | | | | |
| 4. | Each culture has given recognition in our school. | | | | | |
| 5. | We handle religious diversities appropriately | | | | | |
| 6. | We face many difficulties concerning diversity i | | | | | |

Part IV: Yes/No Items

Instruction: Please express your idea on the following diversity management issues by putting the right (√) mark in front of your choice.

| | | Yes | | No | | I don't know | |
|----|--|-----|---------|-----|---------|--------------|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| 1. | Is diversity great issue in your school? | | | | | | |
| 2. | Do you communicate freely with other ethnic group? | | | | | | |
| 3. | Do you respect others culture? | | | | | | |
| 4. | Are there chances to use your own mother tongue in your school freely? | | | | | | |

Part V. Open-ended Questions

Instruction: Answer the following question by briefly explaining the given ideas.

1. Define the term Diversity Management?

2. What are the practices of diversity management in your school?

3. Do you think that all religious, ethnic and language groups are equally treated/ handled in your school?

If you have additional points please add.

Thank You

Appendix B

Addis Ababa University

School of graduate studies

College of Education and Behavioral Studies Department of Educational Planning And Management

Questionnaire 1: For Teachers

Dear Teachers

This questionnaire is designed to provide the researcher an opportunity to express your opinions about the “Practices of Diversity Management” at these government secondary schools. Thus, your genuine response is very important to achieve the intended objective of this study. All the responses you provide are confidential. The answers will not be used for other purposes than for the intended objective of this study.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

May 2019

Part I: Personal Information

Instruction: Please answer the given questions by writing in the given blank space and by putting (√) mark in the provided blank spaces. Give only one answer for each item.

5) School Name: _____

6) Sex: (a) Male _____ (b) Female _____

7) Age: (a) 23 years and below _____ (b) 24-30 _____ (c) 31-40 _____ (d) 41-50 _____

(e) 51 years and above _____

8) Level of education: (a) Degree _____ (b) M.A. _____

9) Years of teaching service as a teacher:

(a) 1- 5 years _____ (d) 16---20 years _____

(b) 6-10 years _____ (e) 21-30 years _____

(c) 11—15 years _____ (f) 31 years and above _____

PART II: Agree/disagree items

Instruction: Answer the following questions by putting (√) mark in front of your choice.

2. SA = Strongly Agree 2. A = Agree 3. D = Disagree

4. SD = Strongly Disagree response options respectively.

| | | Response Option | | | |
|----|---|-----------------|---|---|----|
| | | SA | A | D | SD |
| 1. | Teachers have good knowledge about diversity issues. | | | | |
| 2. | The students 'discipline creates problems the management of ethnic, religious, language and cultural diversity of the school. | | | | |
| 3. | The school leaders are highly committed to practice diversity. | | | | |
| 4. | Ethnic, language, religious and cultural diversity of the school are difficult issues. | | | | |
| 5. | The school leaders do not respond positively to the students' cultural diversity. | | | | |
| 6. | The knowledge of the school management and teachers have effect on the management of ethnic, language and cultural diversity. | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 7. | The school managements don't have interest to treat/ hold Diversity | | | | |
| 8. | Not all teachers and students are responsible in dealing with problems that are related to diversity. | | | | |
| 9. | The awareness of the school management and teachers create problems on the management of ethnic, language and cultural diversity. | | | | |
| 10. | The attitude of teachers and the school management challenges ethnic, language and cultural diversity of the school. | | | | |
| 11. | The school environment can create problem on the management of diversity. | | | | |

Part III: Frequency Items

Instruction: Please express your idea on how the following diversity management issues are frequently practiced in your school. Put the right (√) mark in front of your choice.

| | Responses | | | | | | | | | |
|---|-----------------|---|------------------|---|-----------|---|--------|---|-------|---|
| | Frequency items | | | | | | | | | |
| | Always | | Most of the time | | Sometimes | | Rarely | | Never | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| | | | | | | | | | | |
| 1. Leaders manage diversity properly in our school. | | | | | | | | | | |
| 2. Principals give orientation | | | | | | | | | | |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| <p>on how to live together with diversity issues.</p> <p>3. Any languages are spoken freely in our school.</p> <p>4. Each culture has given recognition in our school.</p> <p>5. Religious diversities are handled appropriately by school principals.</p> <p>6. Principals face many difficulties concerning diversity in our school.</p> | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Part IV: Yes/No Items

Instruction: Please express your idea on the following diversity management issues by putting the right (✓) mark in front of your choice.

| | | Yes | | No | | I don't know | |
|--|---|-----|---------|-----|---------|--------------|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| | | | | | | | |
| | <p>1. Is diversity great issue in your school?</p> <p>2. Do you communicate freely with other ethnic group?</p> <p>3. Do you respect others culture?</p> <p>4. Are there chances to use your own mother tongue in your school freely?</p> | | | | | | |

Part V. Open-ended Questions

Instruction: Answer the following question by briefly explaining the given ideas.

1. Define the term Diversity Management?

2. What are the practices of diversity management in your school?

3. Do you think that all religious, ethnic and language groups are equally treated/handled in your school?

If you have additional points please add.

Thank You

Appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning And Management

Questionnaire 1: For Students (English Version)

Dear Students:

This questionnaire is designed to provide the researcher an opportunity to express your opinions about the “Practices of Diversity Management” at these government secondary **schools**. Thus, your genuine response is very important to achieve the intended objective **of** this study. All the responses you provide are confidential. The answers will not be used for other purposes than for the intended objective of this study.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

May 2010

Part I: Personal Information

Instruction: Please answer the following questions on the given blank space or tick an

(√) mark in the provided blank spaces. Give only one answer for each item.

1) School Name: _____

2) Sex: (a) Male_____ (b) Female_____

3) Age: (a) 13----- 14 years _____ (b) 15—16 years _____ (c) 17—18 years

(d) 19 years and above _____

4) Grade and section: _____

5. To which ethnic group do you belong?

a) Amhara _____ b) Oromo _____ c) Tigre _____

d) Gurage _____ e) Gamo/Gofa _____ f) Silte _____

g) Hadya _____ h) Wolayita _____ i) Other _____

PART II: Questions Related to Challenges in the Management of Diversity in the School Community

Instruction: Answer the following questions by putting (√) mark in front of your choice.

3. SA = Strongly Agree 2. A = Agree 3. D = Disagree

4. SD = Strongly Disagree response options respectively.

| | Responses | | | | | | | | | |
|-----------------------------|-----------------|---|------------------|---|-----------|---|--------|---|-------|---|
| | Frequency items | | | | | | | | | |
| | Always | | Most of the time | | Sometimes | | Rarely | | Never | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1. Leaders manage diversity | | | | | | | | | | |

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| <p>properly in our school.</p> <p>2. Principals give orientation on how to live together with diversity issues.</p> <p>3. Many languages are spoken freely in our school.</p> <p>4. Each culture has given recognition in our school.</p> <p>5. Religious diversities are handled appropriately by school principals.</p> <p>6. Principals face many difficulties Concern</p> | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|

Part IV: Yes/No Items

Instruction: Please express your idea on the following diversity management issues by putting the right (√) mark in front of your choice.

| | Yes | | No | | I don't know | |
|---|-----|---------|-----|---------|--------------|---------|
| | No. | Percent | No. | Percent | No. | Percent |
| 1. Is diversity great issue in your school? | | | | | | |
| 2. Do you communicate freely with other ethnic group? | | | | | | |
| 3. Do you respect others culture? | | | | | | |
| 4. Are there chances to use your own mother tongue in your school freely? | | | | | | |

Part V. Open-ended Questions

Instruction: Answer the following question by briefly explaining the given ideas.

1. Define the term Diversity Management?

2. What are the practices of diversity management in your school?

3. Do you think that all religious, ethnic and language groups are equally treated/handled in your school?

If you have additional points please add.

Thank You

Nuti namootni Waldaa Jaarsoo wal-wajjin naannoo tokko keessatti jiraachuun keenya, wallitti dhufeenya keenya kan nuuf hundeesse yoo ta'u, wallitti dhufeenyi keenya kun yoo cime immoo jireenya hawaasummaa tokkoo tokkoo keenyaa irratti dhiibbaa gaarii waan qabuuf, walitti dhufeenya keenya kana karaa hawaasummaatiin siriitti cimsuudhaan waliin ta'uun qabeenya waliinii horachuudhan dhimmoota garaa garaa gama hawaasumaatiin nu mudataniif, dinagdeedhan wal-utubuufi walbira dhaabachuuf haala gurmaa'een ijaarramnee tokkummaa keenya cimsuun bu'aa gaarii akka nuuf qabu waan hubanneef waldaa Jaarsoo kana hundeesuuf seera ittiin bulmaataa kana baafannee jirra.

ERGAMA(MISION): Tokkummaadhan kaanee harka wal-qabachuu dhan walii wajjiin tokko ta'uun tokkummaadhan wal-qabannee dinagdee keenya,jireenya hawaasummaa keenya cimsachuun ,rakkoos ta'ee gammachuu miseensa waldichaa mudate keessatti waliin hirmaachuu, akkasumas walitti dhufeenya fi jaalala miseensoota waldaa kana cimsuuf.

MUL`ATA(VISION): Mul`anni keenya qabeenya waliinii horachuun jireenya hawaasummaa gaarii jiraachuu fi qabeenyan biyya keenya keessatti dorgomaa ta'uudha.

2. Mata-duree gabaabaa

Seerri kun seera ittiin bulmaataa " Waldaa Jaarsoo " jedhamee waamama.

3. Hiika

Haala biraatiin kan hiikame yoo ta'e malee akkaataa seera ittiin bulmaata Waldaa Jaarsoo kana keessatti,

3.1 Maatii jechuun Abbaa manaa, Haadha manaa, ijoollee fi obbooloota abbaafi haadhan dhiiga tokko ta'an kan seeraan beekaman jechuudha.

3.2 Miseensa jechuun dirqama miseensummaa seera ittiin bulmaataa kan keewwata 15 jalatti ibsame guutee argamee fi mirga keewwata 16 jalatti ibsame kan kabajameef jechuudha.

3.3 Fira foonii dhiyoo jechuun Abbaa fi Haadha irraa dhalate/tte fi Obboleessa fi Obboleettii waliin dhalatan jechuudha.

4. Daangaa Seerichaa

Seerri kun Waldaa Jaarsoo kana qofa irratti raawwii argata.

5. Duudhaalee Waldaa Jaarsoo (Cooperative principles)

Duudhaa jechuun qajeelfama sochiiwwanii yookiin gochawwaan, ilaalcha, yaada, amantaa fi falaasama waldaaleen hojii gamtaa akka biyyaatti ittiin gaggeeffaman jechuu dha. Waldaan Jaarsoo kaayyoo fi hojii isaa galmaan gahuuf duudhaalee armaan gadiitti tarreeffaman fudhachuun dambii isaanii keessatti hammachiisuun hojii irra oolchuu qaba.

1. Miseensummaan banaa fi fedhii irratti kan hundaa'ee ta'uu
2. Miseensonni bifa dimokiraatawaa ta'een ni gaggeessu, ni too'atu
3. Hirmaannaa [miseensaa diinagdee keessatti](#)
4. Ofiin of-bulchu fi of-danda'uu
5. Barumsa, leenjii fi odeeffannoo kennuu
6. Hawaasaaf dhimmamuu

KUTAA LAMAFFAA

HUNDEEFFAMA WALDICHAA

6. Hundeeffama

Waldaan Jaarsoo kun seera ittiin bulmaataa armaan gadii kanaan hundaa'ee jira.

7. Moggaasa Maqaa WALDICHAA

Waldaan kuni " WALDAA JAARSOO " jedhamee mogaafameera.

8. Barbaachisummaa Waldichaa

8.1 Kanaan dura Waldaa dinagdee fi hawaasummaadhan wal deeggaru wan hin qabaanneef barbaachisummaa isaatti waan amanneef jalqabuun barbaachisaa ta'e.

8.2 Akkasumaas gaddaa fi gammachuu walii irratti hirmaachuuf jecha; tasa buusii fi fedhii walgaafachuu irra dursanii ijaaramuun barbaachisaa waan ta'eef.

8.3 Naannummaaf firumma irra karaa bilisa ta'een ijaaramuun rakkoo hawaasummaa hiikuu bira darbee dinaddeen wal-cimsuuf gahee guddaa waan qabuuf.

9. Kaayyoo Waldichaa

9.1 Rakkoo hawaas-diinagdee miseensonni dhunfaadhaan hiikkachuu hin dandeenye gamtaan hiikkachuuf.

9.2 Ofitti amanamummaa cimsuuf

9.3 Yeroo rakkoos ta'e gammachuu miseensa garee kana mudate kamiin iyyuu bira dhaabachuun irraa hirmaachuuf.

9.4 Walitti dhufeenyaa fi jaalala miseensotaa cimsuun fakkenya gaarii akka ta'aniif gochuu.

9.5 Walitti dhufeenyaa fi hariiroo miseensotaa cimsuuf jecha; yeroo addaa ta'e waliin dabarsuu fi waliin mari'achuuf haala mijeesu

9.6 Miseensonni qabeenya waliini godhachuun guddina fi misooma biyyaa keessatti qooda fudhachuu

9.7 Maallaqa walitti qabame irraa akkaataa dambii Waldichaatin miseensaf liqeessuu

9.8 Miseensa bira darbee hawaasa rakkateef liqii kennuun hojjetee akka of jijjiiru taasisuu

10. Miseensummaa

10.1 Eenyu iyyu ulaagaalee miseensummaaf barbaachisu gutee miseensa Waldaa kana ta'uu nii danda'a.

10.2 Miseensa waldichaa kami iyyu seera ittiin bulmaataa kan keeyyata 15 jalatti ibsaman kan kabaju taanaan mirgi keeyyata 16 jalatti caqafame ni kabajamaaf.

11. Ulaagaalee Miseensummaa

11.1 Seera ittiin bulmaataa "WALDAA JAARSOO" kanatti amane.

11.2 Kaayyoo Waldichaatti kan amanee fi kaayyicha fi seera ittiin bulmaataa Waldichaaf bitamaa kan ta'e.

11.3 Buusii miseensummaa Ji'aan buusuu kan danda'uu fi kanaafis fedhii kan agarsiisu.

11.4 Dirqama miseensummaa keeyyata 15 jalatti ibsaman bahuuf fedha kan qabu.

11.5 Araada adda addaa irraa bilisa kan ta`e.

11.6 Hannarraa bilisa kan ta`e.

11.7 Maalummaa nama kanaa miseensi sirritti beekuf qorachuu.

11.8 Gaaffiin miseensummaa Waldaa kanaaf xalayyaadhan dhihatee koreen miseensotaaf dhi`esse erga murta`ee booda. kunis kan ta`u ji'a sadi(3) keessatti. sanaan booda qarshii Waldaan kun yeroo rakkoo walbira dhaabbachuuf buuse (qarshii 30) hanga gaafasitti buuse gatii galmee dabalatee marsaa sadiitti(3) Kaffalee yoo fixu,miseensa guutuu ta`a. Baasiin dinagdeef bu`u qarshiin 300 yeroo miseensa ta`e irraa eegalee buusii jalqaba.

11.9 Liqii liqeeffachuu kan danda`u buusii eegalee ji`a ja`a booda dabareen yoo ga`e ta`a

11.10 Miseensi haaraan mirga faayidaa hawaasummaa (yeroo gaddaa fi gammachuu) kan argatu gaaffii miseensummaa dhiyeessee kaffaltii erga raawwatee booda.

12. Buusii Miseensummaa

12.1 Gareen kun yoo dhaabbatu hundeeffama garichaaf kan gargaaru miseensi kami iyyuu gatii galmee qarshii dhibba(100)yeroo tokko qofaaf buusa.

12.2 Miseensi kami iyyu Ji'aan qarshii 300 buusa kun block Account (lakkoofsa Herrega cufaan) Garee kanaaf buusa, akkasumaas ji`aan qarshii 30 buusutu irraa eegama. Kun yeroo gaddaafi gammachuutti ittin wal gaafachuuf.

13. Yeroo buusii miseensaa ji`i seene(30n) booda akka Habashatti guyya 1-5 gidduutti buufama. Akkas yoo hin ta`uu ta`ee akkata keeyyata 17.3tti adabama

13.1 Buusiin miseensaa ji'a ji'aan kan kafalamu ta'a

14. Miseensummaa Gad lakkisuu

Miseensi tokko akkaataa seera ittiin bulmaataa kan keeyyata 10.1 tiin miseensa ta'ee sun akkaataa armaan gadiitti miseensummaa irraa gad lakkisuu ni danda'a

14.1 Fedhiidhaan :Kan jedhamu, namni kun feedhii isaan kaffaltii hanga guyyaa sanatti buuse, gatii galmee fi dhala isaa garee kanaaf dhiisee kan gadi lakkisu jechuudha.

14.2 Nama bakka buufachuu:kana jechuun namni bakka bu`u kun nama gareen miseensoonni garee kana irratti walii galanii fi namni kunis seera ittiin bulmaata garee kanaa amanee, jaalala fi mamii tokko malee yoo fudhate dha.

14.3 Jijjirraa bakka: Miseensi garee kanaa jijjirraan bakka yoo isaa mudatee, dursee utuu hin deemin xaalayyaadhan beeksisuun, akkasumaas dirqamaa isaa kanneen akkaa buusii ji`a fi wantoota adda addaa, akkasumaas website garee kanaan qopha`uu irraatti yaada isaa kennuusi jajjabinaa fi gorsaa qabu kan ibsu fi kkf akka ba`uu dhi`ate koree garichaa duraatti mallatteessa.

14.4 Akkaataa seera ittiin bulmaataa kan keeyyata 17 tin adabamuudhan.

KUTAA SADAFFAA

MIRGAA FI DIRQAMA

15. Dirqama Miseensaa

15.1 Buusii miseensaa seera ittiin bulmaataa irratti ibsame yeroon kaffaluu.

15.2 Sochiiwwan kaayyoo waldichaa gufachiisanii fi dadhabsiisan hunda irraa of-qussachuu.

15.3 Ajaja koree hojii rawwachiiftuu seera ittiin bulmaata waldichaa irratti hundaa'uun kennu hojii irra oolchuu.

15.4 Wal-ga'ii miseensotaa fi sochii hojii waldichaa irratti qooda fudhachuu.

15.5 Guyyaa fi yeroo walga'ii kabajuu.

15.6 Seera ittiin bulmaata garichaa kabajuun bakka tajaajilaaf barbaadamutti tajaajiluu.

15.7 Waldichi sababa hanqina maallaqaaf jecha gaddaafis ta'e gammachuuf buusii koree hojii rawwachiiftuun murtaa'e buusuu.

15.8 Miseensi Waldichaa kam iyyu sirna fuudhaaf heeruma kan raawwatu yoo ta'e miseensoonni hundi tokkummaan biratti argamuu

15.9 Miseensoonni waldichaa kamiyyuu gaddi yoo mudate miseensoonni hundi tokkummaan biratti argamuu

16. Mirga Miseensaa

16.1 Miseensi kamiyyuu mataa isaa dabalatee, du'a matii isaa seeraan beekamani haadha manaa(abbaa manaa), ijoollee, obbooleessa(obbooleettii) isaa/ishee seeran beekamaan irra yoo ga'e gaddaaf qarshii 2000 ni kennamaaf.(soddaa hin ilaallatu)

HUB:kunis haalli kun qoratamee yoo soba ta'e gaaffii fi akkeekkachisa tokko malee miseensarra haqama,

16.2 Balaaf Tasaaf 2000 ni kennamaaf, kunis miseensa qofaa ilaallata

HUB:namni kun yoo humna ittin of yaalchisu yoo dhabee dha.

16.3 Da`umsaaf 500 ni kennamaaf (miseensa qofa ilaallata)

16.5 Miseensi waldaa kanaa yoo du`e koree xalayaan namni du`ee kun miseensa garee kana akka ta`ee ibsanii, namni seeran nama kana dhaalu akka seera waldaa kanaattii hadha manaa(abbaa manaa), ijoollee, obbooleessa (obbooleettii) isaa/ishee seeran beekamaan yoo ta'e dhuufee Seera ittiin bulmaata garichaa irratti yoo wali gala ta`ee akka bakka bu`ee itti fufu ni beeksisu. Namni kun ulaagalee miseensumman nama guutuu danda`u yoo ta`eedha

17. ADABBII

17.1 Miseensi kam iyyu sababa quubsa malee ji'a 3fi buusii miseensummaa osoo hin kaffaliin yoo ture akeekachiisa tokko malee fedhii isaatiin miseensummaa irra akka of- haqetti ilaalamee miseensumma irraa nii haqama.

17.2 Buusii miseensummaa ji'aa yeroo kaffaltii keeyyata 12.2 jallatti ibsameen kan hin kaffalle buusii ji'aa irratti adabbii qarshii dabalee kaffala.

17.3 Miseensi kam iyyu walga'ii idilee ta'e kan hatattamaa irraa sababa quubsaa malee yoo hafe qarshii buusii ji`arraa harka arfaaffasa 1/4 adabama.

17.4 Miseensi kam iyyu akkaataa dirqama keeyyata 14 jallatti ibsameen kennameef raawwachuu yoo baate, koreen hojii raawwachiistuu akkaataa balleessaa isaattii koreen garee kanaa murteessen adabuu nii danda'a.

17.5 Miseensi kam iyyu akkaataa keeyyata kanaan adabbii itti murtaa'e kaffaluu yoo baate miseensummaa irraa nii haqama.

17.6 Miseensi kam iyyuu feedhii isaatin miseensummaa yoo gadi dhiise, yeroo dheeraa booda dhufee , mallaqa buusaa turee fi dhala dhala isaatiis ta`ee ,tajaajila kam iyyuu argachuu hin danda`u.

18. Sirna Adabbii

18.1 Miseensi tokko buusii buusuu dhiisuun miseensummaa irraa haqamuun dura beeksifni bareefamaan yeroo tokko qofaaf nii kennamaaf. Yeroo beeksifni kennameef sana kessatti dirqama irraa barbaadamu raawwachuu yoo baate miseensummaa irraa ni haqama

18.2 Miseensi naamusaan adabamu kam iyyuu adabbii dura gorsii fi akeekachiisni barbaachisu karaa koree hojii raawwachiistuu ni kennamaaf.

KUTAA ARFAFFAA

CAASEFAMA SEERICHA

19. Caaseffama

Caasaan waldichaa yaa'ii waliigalaa koree hojii raawwachiistuun ta'a

20. YAA'II WALII GALAA

Yaa'iin waliigalaa miseensota waldichaa kan ta'an hunda kan haammate yoo ta'u, miseensota woldichaa keessaa harki 2/3 yoo argame yaa'iin geggeefamuu ni danda'a.

21. Gahee yaa'ii walii galaa

21.1 Ya'iin waliigalaa murtii dhumaa waldicha ilaallatu kan kennudha.

21.2 Gabaasa koree hojii raawwachiistuu nii dhaggeefata murtii sireefamaa nii kenna.

21.3 Koree hojii raawwachiistuu nii filata.

21.4 Qaama odiitii godhu ni filata.

21.5 Yaada murtii hojii raawwachiistuu irraa dhiyaatu qoratee sirreefama barbaachisu kennuun ni murteessa.

21.6 Seera ittiin bulmaataa kana ni fooyyessa.

22. Koree Hojiii Raawwachiistuu

Koreen hojii raawwachiistuu yaa'ii waliigalaa keessaa yaa'ichaan kan filatamu ta'ee miseensota ja'a kan qabaatudha.

23. Caaseffama Coree Hojii Raawwachiistu

23.1 Dura taa'aa

23.2 Barreessaa

23.3 Abbaa Herregaa

23.4 Qarshii fi Meeshaa qabduu/qabaa

23.5 Miseensa

24. Gahee Hojiii Koree Hojiii Raawwachiistuu

Koreen hojii raawwachiistuu itti waamaman isa yaa'ii walii galatiin ta'e gahee hojii armaan gadii nii qabata

24.1 Hojiiwwan waldichaa abbummaan ni hoggana ni geggeessas.

24.2 Murtii yaa'ii walii galaatiin kennaman hunda hojiirra nii oolcha.

24.3 Mirga miseensota seera ittiin bulmaataa kana irra jiran hordofuun hojiira nii ool-cha,

24.4 Buusii miseensummaa miseensota irraa walitti qabuun ni bulcha. Akkaataa seera kanaan hojiira ni oolcha.

24.5 Yaa'iin waliigalaa yoo kennameef keessatti ni waamama. ewqGabaasa dhiyeessuun nii gamaggamsiisa.

25. Gahee Miseensota Hojii Raawwachiistuu

25.1 Dura taa'aa

Waldicha ol-aantummaan ni geggeessa, ni qindeessa ni to'ata.

Walitti qabaa koree hojii raawwachiistuu ta'ee hojjeta.

Wal-ga'ii koree hojii raawwachiistuu ji'a 6'n ni waama, nii geggeessa.

Ji'a 6 tti gabaasa sochii waldichaa koreedhaaf ni dhiyeessa.

Baasii barbaachisaa koreen murteesuun barreefamaan ajaja nii kenna.

Herrega baankii Garichaa koree hojii raawwachiistuu waliin ta'uun ni sochoosa.

Barbaachisaa ta'ee yoo argame wal-ga'ii ariifachiisaa ni waama.

25.2 Barreessaa/tuu

1 Qaboo yaa'ii ni qaba. Hirmaannaa ho'aa ni taasisa.

Sanadoota waldichaa of-eegannoon ni qaba.

Dura taa'aan bakka hin jirretti bakka bu'ee ni hojjeta.

25.3 Qabduu maallagaa fi Meeshaa.

Buusii ji'aa miseensaa fi madda biraa irraa maallaqa argamu naga'ee seeraatiin walitti ni qaba.

Baasii addaa addaa karaa seera faayinaansii eegee koreen murtaa'e, durataa'aan yeroo ajajamuu fi abbaa herregaan yeroo mirkanaa'u baasii ni godha.

Maalaqni waldichaa qaama odiitii godhuun sakata'amuun yoo barbaadame ni sakataasisa.

Koree keessatti hirmaannaa ho'aa ni taasisa.

Meeshaa waldaa ni qaba. Seeraan hojiirra akka oolu ni taasisa.

25.5 Abbaa Herregaa

1. Maallaqni Waldichaa karaa sirriif seera faayinaansii eegee galii fi baasiin akka raawwatuun ni godha.
2. Sanadoota herregaa seeraan ni qaba.
3. Koree keessatti hirmaannaa ho'aa ni taasisa.
4. Maallaqa waldichaa seera baankiitiin akka socho'u nii taasisa.
5. Herrega baankii garichaa koree hojii raawwachiistu waliin ta'uun ni sochoosuu

26. Qaama Odiitii

Qaamni odiitii godhu yaa'ii walii galaatiin miseensota keessaa kan filatamuu fi miseensa sadii ykn lama kan qabatudha.

27. Gahee Qaama odiitiifilatamu

27.1 Baasiif galiin seera eegee raawwachuu isaa ni sakkata'a ni mirkaneessas.

27.2 Sochii hojii waliigala Waldichaa yaa'ii walii galaatiif gabaasa ni dhiyeessa.

27.3 Hojii irratti murtoon ariifachiisaan kan barbaachisu yoo ta'e karaa durataa'aa koree hojii raawwachiistuutiin yaa'iin akka waamamuuf ni taasisa.

KUTAA SHAN

TUQAALAA ADDAA ADDAA

28. Galii waldichaa

Galiin Waldichaa miseensota irra walitti qabuun.

Galii addaa addaa Waldichaa karaa koree hojii raawwachiistuu burqisiisuun.

Galii addaa addaa miseensonni burqisiisaniin ni ta'a.

29. Haala faayinaansii

29.1 Heregni Waldichaa herreega Baankiin kan socho'u ni ta'a.

29.2 Heregni Baankii waldicha koree waldichaa fi Abbaa heregaatiin kan socho'u ta'a.

29.3 Koreen hojii raawwachiistuu haala faayinaansiin ittiin socho'u qajeelfama baasuun yaa'ii waliigalaatiif dhiyeessee mirkaneesisuun hojiira nii oolcha.

30. Fooya'insa seerichaa

Seerri ittiin bulmaataa kun yaa'ii walii galaa harka $\frac{2}{3}$ tiin akka fooyya'uuf yoo murtaa'e fooyya'uu ni danda'a.

31. Hoiii Irra Oolmaa Seerichaa

31.1 Seerri ittiin Bulmaataa kun gaafa yaa'ii walii galaatiin mirkanaa,ee kaasee hojiira ni oola.

31.2 Mirgi miseensotaa keeyyata 16 jalatti ibsame kabajamuu kan danda'u seerri kun mirkanaa'ee Ji'a tokko booda ni ta'a

Hubachiisa:

Namni tokko Waldaa kanatti galmaa'uu isaa dura seera ittiin bulmaataa kana sirriitti dubbisee ykn dubbisiifatee hubachuun barbaachisaadha.

Bu`aan Waldaan kun argatu ,miseensi kamiyyuu reshoo(scale) buusi buuse sanan ga`ee argata.

Yaadachiisa

1. Waldaan kun yaadolee farra misoomaa ta'an irraa bilisa kan ta'ee fi tarsimoo fi haala mijataa mootummaan yeroo ammaa uumetti fayyadamuun kan deemu ta'a

Koree hojii raawwachiistuuf haala hojii sal-phisuun nii danda'ama.

2. Waldaa Jaarsoo kana cimsuun miseensota hundumaa irraa waan eegamuuf tokkoon tokkoon miseensa kana karaa maallaqni ykn galiin addaa addaa ittiin argamuu danda'u barbaaduudhaan hirmaannaa ho'aa fi tattaaffii si'oomina qabu gochuudhaan tokkumaa fi jaalala keenya haalaan haa cimsinu.