

*Addis Ababa*  
*University*  
*(Since 1950)*



**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND  
BEHAVIORAL STUDIES**

**Post Graduate Program Department of Curriculum and  
Teachers Professional Development Study**

**Integration of Multicultural Contents into Civics and Ethical Education  
of Preparatory Level Text Book and the Instructional Process at  
Wondirad Preparatory School**

**Prepared by: Ashenafi Shiferaw  
ID. NO. GSS/1217/03**

**Adviser  
Dr. Temesgen Fereja**

**A Thesis Submitted to School of Graduate Studies of Addis Ababa  
University for Partial Fulfillment of the Requirements for the  
Degree of Master's in Curriculum and Instruction**

**June, 2014**

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Curriculum and Instruction**

**Integration of Multicultural Contents into Civics and Ethical Education**  
**Textbook and Instructional Practice at Wondirad Preparatory School**

**BY**

**ASHENAFI SHIFERAW**

**Approved by Board Examiners**

\_\_\_\_\_  
**Chairman graduate committee**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Examiner, internal**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Examiner, external**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## **Acknowledgments**

I would like to give my warmest thanks to my lord and savior Jesus Christ.

Sincere gratitude to My advisor Dr Temesgen Fereja for his time in giving me the required advice and support ,My family who have provided me with the necessary support that they can , I would also like to appreciate my friends who encouraged me while I was working on this research

## Abstract

The objective of the research was to assess whether the objectives of civics and ethical education underlined by the education and training policy of the country are in line with the actual practice. The attempts made by instructors to achieve the given objectives starting from awareness level of teachers and students, attitude that they have toward multicultural perspectives To seek answer to the basic research questions derived from problems discussed in the statement of the problem.. The study employed both quantitative and qualitative research design and used quantitative methods research in order to measure the awareness level of students and teachers and also to see the attitude that they have toward the integration of multicultural contents in to civics and ethical education text book and instructional practice. The data collected through questionnaire, interview content analysis table. In the analysis, quantitative data were first collated and presented in tables. Then, detail descriptions of figures in each table were given. Correspondently, the qualitative data were quoted and described qualitatively. Finally, subsequent interpretations and descriptions were made in light of the literature reviewed. Data analysis of the background characteristics of the respondents tabulated in line with the profile of the available teachers of civics and ethical education of the preparatory school and changed to its percentage value.

The study also tried to see the multicultural practice in relation with learning civics and ethical education ,awareness level of both teachers and students and also tried to see the content of civics and ethical education text book and the approaches used to integrate multicultural teams, beliefs ,issues and practices.

Practice, awareness and attitude toward multicultural education in the given school is tried to be analyzed quantitatively and *82% Students respond positively to practice related statements.*

*The rest 9% respond how they don't not think there are multicultural practices related to the statement.*

a the book“ concepts text Total 70% of the students have high awareness level .

The rest 30 % have lower awareness level.

most of the teachers about 94% in question seem to have positive attitude toward the multicultural content integration into civics and ethical education text book and instructional practice but the rest 6 percent respond negatively.

Themes of the content integration approaches strike balance among knowledge, skill and attitude .

Units used as unit of analysis pictures in the units used a important category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Units of the text book are used as unit of analysis and topics as core civics and ethical education concept category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

# Table of Contents

Content	Page
Acknowledgments.....	i
Abstract .....	ii
List of Tables .....	vii
Abbreviation .....	viii
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1. Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the study.....	4
1.4 Significance of the Study.....	5
1.5 The scope of the study .....	5
1.6 Limitations of the study .....	5
<b>CHAPTER TWO</b>	
2. Review of Related Literature.....	6
2.1. Trends and Development of Civic and Ethical Education in Ethiopian context .....	6
2.2 The Emergence of Multicultural Education.....	7
2.7. The Need For the Knowledge, Favorable Attitude and Skill of Multicultural Education....	9
2.8. Moving Beyond the Isolated Course Approach.....	9
2.9. The Four Multicultural Content Integration Approaches as a Unifying Entities in The Language to Communicate and Change frame for the Detail Illustration.....	9
2.10. Concepts Assumptions Principles and Goals of Multicultural Education.....	11
2.6.1 <i>Principles of Multicultural Education</i> .....	11
2.6.2. Goals of Multicultural Education.....	12
2.6.3. The Philosophy and Assumption that Multicultural Education is based.....	13
2.5 Misconceptions of Multicultural Education.....	15
2.6 Multiculturalism and Culturally Pluralistic Society.....	15
2.7 The Effective Multicultural Teacher .....	16

2.9 Changing Attitudes in Relation with Multicultural Education .....	17
2.10 Ethnocentrism .....	17
2.11 Developing Positive Cultural Identities .....	18
2.12 Racism .....	19
2.13 Stereotypes, Prejudices, and Generalizations .....	20
2.14 Misconceptions and Realities.....	21
2.15 Understanding Culturally Diverse Learners .....	21
2.16 Controversial Issue in Multicultural Education .....	22
2.17 Complexities with in the Field of Multicultural Education .....	24
2.18. Content analysis of text book.....	24
<b>CHAPTER THREE</b>	
3. Research Methodology .....	25
3.1 Sampling Technique .....	25
3.2 Instruments of Data Collection .....	25
3.3 Data Gathering Procedure.....	26
3.4 Methods of Data Analysis.....	26
<b>CHAPTER FOUR</b>	
Analysis and Interpretation of Data.....	27
4.1. Background Characteristics of the Respondents .....	27
4.2. Multicultural Education Practice and Awareness .....	29
4.3. Responses of Teachers Interviewed at `Wondered the Preparatory School .....	39
4.4. Open ended Questions on the Awareness and Attitude Related Questionnaire for Teachers and their Responses .....	42
4.5. The Data The Attitude of Teachers towards Instructing from Multicultural Collected from the Questionnaire through Attitude scale are reported in 6-Point Scale is Presented as follow .....	43
4.6. In-Depth Interview Response for Textbook Related Question .....	48
4.6. Content Analysis of the Textbook.....	49
GRADE 12 .....	56
LEARNING OBJECTIVES .....	59

CHAPTER FIVE.....	67
SUMMARY, CONCLUSIONS AND IMPLICATIONS .....	67
5.1. Summary .....	67
5.2. Conclusions .....	71
5.3 Recommendations .....	73
Reference	



## List of Tables

Table: 1 Background of respondents.....	27
Table 2.Back Ground Information of Students Respondents .....	28
Table3. The Response of Students to Multicultural Practice Related Statements .....	30
Table 4: Awareness and practice related response of the students. ....	31
Table 5: Multicultural awareness response of teachers.....	35
Table 6 .Total attitude related statements of the teachers .....	44
Table 7. Important themes of multicultural content integration approaches .....	50
Table 8. The way pictures are used as unit of analysis and important category.....	51
Table 9 units as unit analysis and topics as important category .....	53
Table 10 used units as unit of analysis and sub topics as core category in content integration process .....	56
Table 11 units of the text book as unit of analysis and learning objectives as a core category in the content integration process .....	59

## **Abbreviation**

MOE ministry of education

CPE cultural policy of Ethiopia

EFDR Ethiopian federal democratic republic

Us United States of America

ETP education and training policy

CEE civics and ethical education

Med multicultural education

Dev't development

Gov't government

## CHAPTER ONE

### INTRODUCTION

#### 1. Background of the Study

Multicultural education has assumption of going beyond a single course approach and to be integrated into any other disciplines to respond to the quest for quality education access and equity (Banks, 1994,)

The importance of multicultural education is being emphasized more than ever before for the world is influenced by globalization, the movement of different cultural groups from place to place is increasing from time to time. The education quality & competence increase their demand for multicultural content integration in order to allow culturally pluralistic and responsive teaching, asses students' ethnic and cultural variation, ethnic learning styles and culturally valid assessments (Banks1994)

Furthermore Banks puts three major factors that make multicultural education necessary. These are social reality that influences the lives of young people, the invalid belief and knowledge that may be acquired by people and the negative differences created among different cultural groups due to invalid belief and knowledge. Ibid

The present government of Ethiopia gives emphasis to civics and ethical education which aimed at making it stand with the purpose of creating citizens that value equality, liberty, justice and democracy that enable to reflect high ethical standard and set this statement in the education and training policy of the country(MOE, 2002).Having all the above justifications the study tried to see the extent to which the multicultural contents are integrated into civics and ethical education text book and teaching and learning process of preparatory level education specifically at wondirad preparatory school. The Ethiopian government, in its various policy documents, indicated its dissatisfaction with the poor state of the way civic education was conceptualized and implemented by education actors. Though the exact beginning time of civics and ethics is not of monarchy which was based on orthodox Christian perspectives.

After the fall of monarchy, traced, some forms of moral instruction was given in Amharic subject reading passages at the time political education becomes compulsory subject in the early years of the military government (1974-1991) its commitment was to expand anti- feudal, anti-imperialist and anti- capitalist education and to provide ideology education in an organized way at all levels of education to fill the gap created as a result of termination of political education and due to the commitment of the new government to the teaching of democracy and democratic practice as new elements of the education policy. Akalwilde, (2005)

Civic education was proposed for the first time by the institute of curriculum development and research when the institute translates national educational aims into curriculum objectives.

Curriculum development integrated civic issues with in environmental science ( grade 1-4) and social studies ( grade 5-8) subjects in the primary grades and adopting a liner approach in the secondary grades .After three years of formal implementation of the subject in secondary grades, the Ethiopian government indicated its concern with the way citizenship education was implemented by actors within and out of the education sector (MoE 2002a).

Due to important political developments in the 1990s, the role of civic education was elevated with in government education discourse (MOE2002a, MOE, 2004, 2002a. b. FDRE 2004). The rational for the new focus on citizenship education was explained by government's dissatisfaction with was the way education policy in general and civic education in particular was perceived and implemented by actors within the school system and by the public at large (MoE 2000a). Subsequent development Ministry of education translations that values should citizen develop in response to government critic, more importantly to the issues of reaffirming the constitutional basis of the subject and with the need to revise it to reflect all- round content. The ministry responded urgently by taking responsibility over designing the subject from and by establishing soon a new department within its premise. The newly established department, whose staff came from various government offices, worked out the new civic education curriculum policy entitled. That values should citizen develop within the government framework (Akalewelde, 2005).

Having the objectives of civics and ethical education that aimed at creating citizens that value equity, liberty, justice and democracy and the research questions

The study tried assess the attitude and awareness of teachers and social science students ,the content of the text books of preparatory level. (Grade 11 and 12)

## **1.2 Statement of the Problem**

As it is mentioned in the general background of the study, one of the important argument of multicultural education according to James Bank argues that, effective education policy of the globalization era is expected to give emphasis to integrate multicultural contents and approaches effectively into text books and instructional practices.(Banks, 1994 )

When we see opportunities in relation with the title of the study “The citizens of Ethiopia are rich in their cultural and ethnic diversity, Multicultural education has got recognition in the constitution as it declares provision of equal right for all Ethiopians who have diversified culture, ethnic identity, language and artifacts, (Article A-1:39),The current education and training policy has also underlined that students must thought to value equality, liberty, justice and democracy.(M06 2002) . It is also stated in the general background of the study objectives of civics and ethical education in Ethiopian context are creating citizens that value Equity, liberty, justice and democracy that enable to reflect high ethical standard that are underlined by the education and training policy of the country seems to make one curious to see the attempts related to the achievement of the objectives that are underlined by the education and training policy.

The very general issue that tells us about the need of multicultural education into civics and ethical education like human nature always worry and look for the best way to work toward the wellbeing of its young generation. *Ethiopian culture which is constituted from various nationalities and peoples culture initiate* The current educational policy of Ethiopia, give recognition to pedagogical advantage of the child, learning in mother tongue and the right of nationalities to promote education will be given in nationality language the it also has also given attention to the induction of multicultural education. The document states that multicultural education be in included in to educational curriculum with the aim of integrating education with culture (C.P.E, 2007) (MOE 2002: 18).

In order to see whether the objective of civics and ethical education are in line with the actual practice or not civics and ethical education teaching and learning practice and textbook is adequately deal with promoting multicultural education or not and answer t contents in the text book that is not good enough to give general understanding toward the give issues in the text book.

The following basic research questions .that can be base for the research methods, data collection tolls and findings are raised. And the focus of the questions are problems raised in seminars, transmitted through mass media, assessed by instructors through action research, teachers friends dissatisfaction with the text book and comments from learners in the researchers family members in relation with the fragmented concepts in the textbook that are not good enough to give general understanding toward the given issues are raised.

-Which levels or approaches of multicultural content integration are more emphasized in the text book and the instructional practice?

-To what extent do the existing textbook and instructional practices represent/ address multicultural perspectives?

- How are the issues of diversity represented in the text book?

-Are the multicultural contents integrated both in the text book and instructional practice help learner's to acquire the necessary multicultural knowledge, attitude and skill in multicultural education?

### **1.3 Objective of the study**

- To assess whether the objectives of civics and ethical education underlined by the education and training policy of the country are in line with the actual practice. The attempts made by instructors to achieve the given objectives starting from awareness level of teachers and students, attitude that they have toward multicultural perspectives To seek answer to the basic research questions derived from problems discussed in the statement of the problem.

#### **1.4 Significance of the Study**

The output of this research /study will have the following significance:

- Will help various stakeholders of civics and ethical education at preparatory level to identify problems of the curriculum and the instructional process at the given school by learning to see problems in new and different lenses].
- It will show the need of integrating multicultural content to civics and ethical education textbook and instructional process and methods to satisfy the needs.
- It will also serve as a spring board for other researchers who are interested to investigate the problems related to the provision of civics and ethical education at preparatory level and various levels of educational status.

#### **1.5 The scope of the study**

The study's scope is limited to the assessment on awareness level of student and teachers and attitude that they have toward integration of multicultural perspectives into civics and ethical education text books and instructional practice and the way multicultural perspectives are integrated to the text book.

#### **1.6 Limitations of the study**

The richness of the study may be limited due to time financial constraints and the death accident in the family .

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1. Trends and Development of Civic and Ethical Education in Ethiopian context

According to Akalwde the Ethiopian government, in its various policy documents, indicated its dissatisfaction with the poor state of the way civic education was conceptualized and implemented by education actors. Though the exact beginning time of civics and ethics is not traced, some forms of moral instruction was given in Amharic subject reading passages at the time of monarchy.

After the fall of monarchy, political education becomes compulsory subject in the early years of the military government (1974-1991) its commitment was to expand anti- feudal, anti-imperialist and anti- capitalist education and to provide ideology education in an organized way at all levels of education to fill the gap created as a result of termination of political education and due to the commitment of the new government to the teaching of democracy and democratic practice as new elements of the education policy Akalwelde (2005).

Civic education was proposed for the first time by the institute of curriculum development and research when the institute translates national educational aims into curriculum objectives .

Curriculum development integrated civic issues with in environmental science ( grade 1-4) and social studies ( grade 5-8) subjects in the primary grades and adopting a liner approach in the secondary grades .After three years of formal implementation of the subject in secondary grades, the Ethiopian government indicated its concern with the way citizenship education was implemented by actors within and out of the education sector (MoE 2002a).

Due to important political developments in the 1990s, the role of civic education was elevated with in government education discourse (MOE2002a, MOE, 2004, 2002a. b. FDRE 2004). The rational for the new focus on citizenship education was explained by government's dissatisfaction with was the way education policy in general and civic education in particular was



perceived and implemented by actors within the school system and by the public at large (MoE 2000a). Subsequent development ministry's translations that values should citizen develop in response to government critic, more importantly to the issues of reaffirming the constitutional basis of the subject and with the need to revise it to reflect all- round content. The ministry responded urgently by taking responsibility over designing the subject from and by establishing soon a new department within its premise. The newly established department, whose staff came from various government offices, worked out the new civic education curriculum policy entitled. That values should citizen develop within the government framework. (Akalewelde, 2005).

## **2.2 The Emergence of Multicultural Education**

According to historical background of multicultural education forwarded by Sleeter and Grant There were three forces that contributed to the emergence of the multicultural education movement. The first and the major one was the civil rights Movement, The second was school textbooks came under critical analysis and the third assumptions underlying the deficiency orientation were considered form a positive perspective (Gay, 1983). The civil rights movement began as a passive, nonviolent means of changing laws that oppressed specific racial groups. By the late 1960s, the movement had matured into an energetic coalition joining all Americans of color directed toward self-determination and power. The movement severely criticized in the school system because of its segregation and curriculum that focused attention only on Western culture. Similarly, few teachers knew about minority groups, their rich cultural diversity, their individual strengths and weaknesses, and their learning styles. In fact, schools primarily considered cultural and ethnic differences need some improvement Sleeter& Grant (1988).

In the 1970s, multicultural education developed as a more comprehensive approach. Cultural diversity and equal opportunity serving as driving force to multicultural education examined and considered the relationships among study, culture, ethnicity, language, gender, handicaps, and social class in developing educational programs. Education that is multicultural emphasizes on: (1) Active student involvement in social issues such as sexism racism, and classism; (2) The development of problem-solving ability and political action skills,; and (3) curricular adaptations, cooperative learning, and decision making skills (Hernandez, 1989).

Banks used phases to place multicultural education in its proper historical perspective. During phase I (monotonic studies courses), the black civil rights movement began and African Americans demanded more African American teachers more control of community schools, and the rewriting of textbooks to provide a more accurate portrayal of African Americans, their culture, and their contributions. Phase II (multiethnic studies courses) provided courses that focused on several minority groups and viewed experiences of ethnic groups from comparative perspectives. During phase III (multiethnic education), an increasing number of educators recognized that reforming courses was insufficient to result in genuine educational reform. In phase IV (multicultural education), some educators became interested in an even broader development of pluralistic education that focused on reform of the total school environment. The term multicultural education emerged as the preferred concept because it enabled educators to focus on a wider range of groups rather than a limited focus on racial and ethnic minorities. Phase V is a slowly occurring process that has strategies designed to increase the pace and scope of the institutionalization of multiethnic and multicultural education within schools (Banks, 1988).

The mass immigrations, the intercultural movements, and the racial disturbances all contributed to the emergence and development of multicultural education.

Ruling in favor of equal opportunity and human rights, several court decisions and laws also contributed to the present multicultural education movement. The Supreme Court in *Brown v. Topeka Board of Education* ruled that segregating Black and White learners was declared unconstitutional. Three years later, in 1975, the commission on civil Rights was established to investigate complaints that alleged the denial of civil rights. In 1968, the Bilingual Education Act was passed as part of title of the Elementary and secondary education Act. The commission on civil Rights issued a report in 1975 called *A Better Chance to Learn: Bilingual-Bicultural Education*, designed for educators as a means of providing equal opportunity for language-minority students. The curriculum development in Ethiopia lacks a quality to be developed based on real life situation of the country pointed out that, though the curriculum was broadly based on international standard, its usefulness to the objective situation in Ethiopia is limited. This may

imply that the impact of modern education on the day to day life of the society at large has not been taken into consideration to its actual level.

### **2.7. The Need For the Knowledge, Favorable Attitude and Skill of Multicultural Education.**

In pluralistic society, there is a need for application of multicultural education, in order to clarify and realize the way to mutual success in friendship and integrity among different group of people and paying attention to individual group right and dignity, in addition to this Multicultural education can alleviate the problems arises from prejudice and ignorance etc.....

Scholars specialized in multicultural education argue that knowledge favorable attitudes and skills of multicultural education is very important for both the learners and the teachers in creating mutual understanding ,cooperative learning environment , respect among the learners . According to the basic premises of multicultural education forwarded by different proponents the fundamental values of multicultural are completeness accuracy and inclusion .Completeness give general understanding toward multicultural education. When we come to the five dimensions of multicultural education such as multicultural content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture they give insight into the purpose of multicultural education (Banks 2001) .

### **2.8. Moving Beyond the Isolated Course Approach**

Marshal 1999 argue that multicultural education has an assumption of going beyond the isolated course approach to be integrated to all aspect of other courses curriculum, text books and instructional process also gave insight in to transforming the main stream curriculum ( marshal 1999 p32) .

### **2.9. The Four Multicultural Content Integration Approaches as a Unifying Entities in The Language to Communicate and Change frame for the Detail Illustration**

According to Beyond and Brock students must use what they already know to learn new things to give meaning to what the textbook and the teachers present the social communicative system that they setup. Beyond and Brock, (2004). Multicultural education has an assumption of going beyond independent course approach and most likely use unites, learning objectives, subtopics, pictures or key words as of the chosen subject on behalf of the 3 selected unifying entities of

multicultural education text books and instructional practices. These unifying entities are multicultural teaching and learning approach, instructional issues related to multicultural teaching and intercultural actions and skill. the four multicultural content integrations approach also used as a change frame while using unit ,subtopics ,learning objective ,pictures and keywords as unifying entities of the course need to integrate multicultural contents and the specific illustration the unifying entities will be guided within the eclectic application of the four multicultural content integration approach such as contribution approach, additive approach , transformation approach and social action approach Dejene ,(2007).

Important teams of multicultural content integration approaches				
No	Contribution approach	Additive approach	Transformation approach	Social action approach
1	Heroes	Minorities	Technology	Important social actions
2	Heroines	Oppressed groups	Adoption	Reactions
3	patriots	Disadvantaged groups	Civilization	Decisions
4	Cultural artifacts	Lower status groups	Modernization	Interactions
5		Developing countries	Competitiveness	

Banks (1994) shows us as how the multicultural curriculum has unifying elements at its concept level that can be categorized in to about nine elements and can have their own specific illustration such as culture and ethnicity, socialization, inter cultural communication concepts related to power, concepts related to movement of ethnic groups , diversity with in ethnic groups, teaching and leaving approaches, intercultural issues related to multicultural education and inter cultural actions and skills. (Banks, 1994).

This unifying elements mentioned above have their own specific illustrations but when we come to multicultural content integration to the text books and teaching learning practice we use the four approaches that are contribution approach, additive approach transformation approach and social action approach that can be change frames.

For any educational concept in to multicultural perspective oriented concept and also tools for knowledge constriction attitude and skill development.( Dejene 2007 ).

## **2.10. Concepts Assumptions Principles and Goals of Multicultural Education**

### ***2.6.1 Principles of Multicultural Education***

According to( Grant and Sle1986)( in Manning and Baruth) Providing appropriate multicultural education requires more than just teaching cultural information about ethnic groups. Several fundamentals are necessary to promote effective that allows learners and teachers of various cultures to maintain dignity and integrity.

Multicultural education is multidimensional and should guide both cognitive and affective skills. Culturally the curricular materials should meet with different students self-concept maintain interest in a classroom learning, and provide examples vocabulary and models with which culturally different studies can relate. Major curricular focuses should include skills in analysis and critical thinking Grant and Sleeter (1986).

Payne (1984) suggests that it is important to understand three concepts of multicultural education especially because and educator's concept of the term determine program direction and issue.

- *First:* Multicultural education is a product research paper or any material reflect multiculturalism or multicultural study.
- *Second* multicultural education emphasizes the role of oppression and the compensation for the past injustice. Dealing primarily with targeted oppressed groups and possible solution to their problems this view considers multicultural education to be a concern only of minorities.
- *The third perception:* Views is multicultural as a teaching process and include aspects such as a product and entitlement. It extends further than the two aspects. Products and the entitlement emphasize the intrinsic aspect of culture and its influence on the teaching and learning process such concepts of multicultural education recognize the entitlement

aspect in the believe that to obtain to what one is entitled includes both a fair system and an equal chance to acquire social and academic skills. It incorporate the product view in that certain historical facts and events must be thought an adequate understanding of present conditions, as well as general human behavior, come about with a knowledge of historical facts. This idea of multicultural education as a process include all such as, a process include all such as methodology, curriculum and instructional techniques Payne,(1989).

### **2.6.2. Goals of Multicultural Education**

According to Manning and Baruth an integral aspect of multicultural education focuses on the development of skills and attitudes necessary to function in a culturally diverse society. These attitudes and skills include an awareness, understanding and acceptance of cultural difference. Additionally educators may need to develop empathy with members of others cultures modification one goal of multicultural education is to change the total educational environment so that it promotes respect for a wide range of cultural groups and enables all cultural groups experience equal educational opportunities.

Developing cross cultural competency is another goal and includes the skill, attitudes and knowledge necessary to live with in individuals own ethnic culture universal and the country on global culture being metropolitan. Educators should be enlightened on the social, political and economic realities they encounter in a culturally diverse and complex society which suggest their goal such as reanalyzing, understanding and respecting the nature of differences and similarities between cultures. Knowing the difference exist with in family groups of different and like cultures Mannng and **Baruth** ,(1996).

Ramsey suggests that how others several goals differs slightly from those of bank's approaches Ramsey felt that it is necessary to help children to have develop positive gender, racial cultural, class and individual identities recognize and accept their membership in many different groups. Another goal was to encourage social relationship in which there were openness and interest with others a willingness to include others, and desire to cooperate.

A third different goal was to empower children to become autonomous and critical analysts and activists in their social environment. Another difference, which is a major focus of this text is the

inclusion of immediate and extended families as she wrote to promote effective and reciprocal relationship between schools and families (Ramsey, 1987).

### **2.6.3. The Philosophy and Assumption that Multicultural Education is based**

Several assumptions underlie multicultural education and are in fact the philosophy on which multicultural education of children and adolescent is based.

cultural diversity is positive and enriching elements in the society because it provides individuals with increased opportunities to experience other cultures thus to become more fulfilled as human beings (Banks, 1988) .

Rather than perceiving it as weakness to be remediate, educators should view cultural diversity as strength with the potential for helping people own culture similarly as people reach higher level of understanding and acceptance. Multicultural education is for all students Some people believe that multicultural education is only for minority children and adolescents. For example, some states require multicultural education only in districts having at least one school with 25 percent minority student population .This and other similar policies are based on the assumption that only minority youngsters need multicultural education. This assumption completely fails to recognize that majority cultures can benefit from a better understanding of cultural differences and, eventually, of their own cultural backgrounds.

Teaching is a cross-cultural encounter .All teacher and students have their own cultural baggage or backgrounds, values, customs, perceptions, and perhaps, prejudices.

These cultural aspects play a significant role in teaching and learning situations and can have a substantial effect on behavior and learning. Socioeconomic status, ethnicity, gender, and language have a powerful and dynamic effect on one's outlook and attitude toward school, and upon one's actual school achievement (Hernandez, 1989).

Multicultural education should involve the total school curriculum rather than taking a one-course approach or a teaching unit approach. Responsive multicultural education programs cannot accomplish lasting and worthwhile goals than tentative approaches. The school must be genuinely multicultural: the curriculum, as defined in the broadest sense, every aspect of the school with which learners come in contact); the composition of the administration, faculty, and

staff expectations that reflect an understanding of culturally different groups, their attitudes toward school success, and their learning styles; and the recognition of all other aspects that may affect both minority-and majority-culture learners. Culturally different learners will feel like insiders or outsiders in a school that appears to address only majority needs and expectations In past the education system has not served all students equally well (Ibid).

Generally speaking, members of minority groups, students from lower socioeconomic groups, and students who are culturally different or speak a language other than English have not fared. Any number of reasons may exist for the lack of achievement among such students: differing achievement orientations, problems resulting from language backgrounds, different learning styles. Curricula, and school policies that are unresponsive to minority student needs; testing and assessment procedures that may be designed for middle –class (or higher) white students; and a lack of understanding or acceptance of cultural differences In any event, the high dropout rate among Native Americans and Hispanic Americans closing the Educational gap substantiates the position that culturally different learners. Schools will continue to experience and reflect increasing cultural diversity due to influxes of immigrants and refugees and due to the high birthrates of some culturally diverse groups. To say that society continues to grow more diverse. Increasing numbers of culturally different people, increasing recognition of gender issues, many religious groups, differing socioeconomic groups, varying sexual orientations, and geographical differences are a few representative examples. Multicultural education programs have the responsibility for reflecting rich diversity (Ibid).

Elementary and secondary schools have a responsibility to implement appropriate multicultural education curriculum that contribute to better understandings of cultural differences, show the dangers of stereotyping, and reduce racism, sexism, and classism. Families are undoubtedly children's first teachers of values, opinions, and attitudes during the early years.

Ideally, families teach acceptance and respect for all people and their differences. Realistically speaking, however, children may learn that their culture, race, or ethnic backgrounds are right while others are wrong or inferior when others are superior .Because considerable cultural diversity characterizes educational system, elementary and secondary schools are the most feasible transmitters of understanding and respect for cultural diversity. Rather than having a



multicultural education program on names only, responsive curriculum need to teach genuine respect and need to work toward reducing racism, sexism, and classism,. Admittedly, this is an undertaking of considerable magnitude; however teaching and modeling respect for all people may have the most dramatic impact during these formative years (Ibid).

## **2.5 Misconceptions of Multicultural Education**

At one time or another, most people have probably heard someone's voice consequences about the results of multicultural education. Banks (1993), an acknowledged leader in the multicultural education movement, identifies several misconceptions about multicultural education. Multicultural education is for others and is an entitlement program and a curriculum movement for African Americans, Hispanics, the poor, women, and other victimized group. Banks considers this belief to be a misconception. In fact, multicultural education as designed during the 1989s calls for a restructuring of educational institutions so that all learners will acquire the knowledge, skills, land attitudes necessary to function effectively in a culturally diverse nation. Rather than focusing only on specific gender and ethnic movements, multicultural education tries to empower all students to become knowledgeable, caring, and active citizens (Banks, 1993)

Multicultural education is opposed to the western tradition.( Banks ,1993) mentions that multicultural education is not anti-West, because many culturally diverse writers such as Rodolfo Anaya, Paula Gunn Allen, Maxine Hong Kingston, Maya Angelou, and Toni Morrison are Western writers. In fact, multicultural education is a thoroughly Western movement, which grew out of the civil rights movement grounded in such democratic ideals as freedom, justice, and equality. Multicultural education has several theoretical inconsistencies but its purpose is creation of process of redemption(Ibid).

## **2.6 Multiculturalism and Culturally Pluralistic Society**

The diversity of cultural ethnic religious and socio economic group in school to day calls for multicultural education programs that reflect understanding and respect of children's and adolescents' differences. The multicultural education movement has particular relevance for 1990s and beyond. Because of the increase in culturally diverse people. For cultural diversity enriches the nation rather than weakens a nation.

Various groups and individuals define multicultural education in numerous ways some definitions addresses the perspectives of specific disciplines such as education, anthropology, sociology and psychology other definitions represent the view of accrediting agencies and professional organizations that are concerned with what teachers need to teach and what students to learn.

According to the indicators mentioned above the following definitions most effectively meet the goals and purposes of multicultural education of children and adolescent. Multicultural education is both the concept and deliberate process designed to teach learners to recognize, accept and appreciate cultural ethnic, social class religious and gender differences. Instill in learners during this crucial developmental year a sense of responsibility and commitment to work to ward democratic ideas of justice, equality and democracy.

To avoid things against human dignity and integrity and foster things motivate the skill of building human dignity and integrity Banks ,(1994) .

### **2.7 The Effective Multicultural Teacher**

Competencies for effective multicultural teachers fall into three categories: knowledge, skills, and attitudes, each complementary and necessary for the existence of the other.

Knowledge includes an understanding of learners' culture concept of sharing, unique language usage and extends family, the concept of generational and family relationships, and the belief and commitment to the native languages.

Skills include recognizing and responding appropriately to learners' strengths and weaknesses; responding to the relationship between learning styles and culture, and providing school experiences based on learners' orientations toward school and academic success, selecting, standardized tests and evaluation instruments with the least cultural bias; and utilizing teaching methods that have proven especially appropriate for cultural diverse children and adolescents.

Attitudes include developing positive attitudes and values, creating culturally appropriate learning environments, and being model for children learning to respect and to have concern for all people Banks,(1994).

## **2.9 Changing Attitudes in Relation with Multicultural Education**

Although considerable racism and discrimination continue to exist and to restrain minority entrance into the main stream culture in order to have proper recognition and acceptance of cultural diversity. Factors and events that may contribute to such recognition include: the increasing numbers of cultural diverse people. The to the main stream culture efforts directed at children and adolescents (e.g., multicultural education courses) in elementary and secondary schools; the multicultural emphasis on the benefit from cultural diversity the increasing recognition that the nation actually benefits form cultural diversity and increasing numbers of organizations working to instill cultural pride.

## **2.10 Ethnocentrism**

According to(Hernandez, 1989, p. 25)(In Manning and Baruth) Ethnocentrism is the belief that one's own cultural ways are only valid and superior to those of others but also universally applicable in evaluating and judging human behavior Persons with strong ethnocentric attitudes and beliefs, especially when these are unconscious, may have difficulty appreciating and accepting the range of cultural differences that exist in societies Because culture influences the way we think, feel, and act, it becomes our means of judging the world Culture becomes the only natural way to function in the world, that is, common sense in our own culture becomes the norm or the expected for common sense in other cultures of the world. The result is that we evaluate other cultures by our cultural standards and beliefs, thus making it virtually impossible to view another culture as separate from our own . In essence, ethnocentrism is a universal characteristic in which one's own cultural traits are viewed as natural, correct, and superior, while that person may perceive others' culture as odd or inferior (Yetman& Steele, 1975) (Gollnick and Chinn, 1990) (Hernandez, 1989).

The problem of ethnocentrism and offers several suggestions for addressing it the challenge for educators in multicultural situations is to understand ethnocentrism, to recognize its dangers, and to respond appropriately. For example, textbooks and other instructional materials can perpetuate ethnocentrism in hidden ways that educators may find difficult to recognize .Since a perspective consistent with our own views attitudes, and values is likely to be accepted without question,

educators might not even be aware that another cultural perspective exists (Gollnick and Chinn, 1990).

Responding appropriately to ethnocentrism is a significant challenge, because one of the primary goals of any multicultural program is to encourage and instill an acceptance of others' cultures and cultural backgrounds. First, it is crucial for educators to recognize their own ethnocentrism and its potential for clouding their objective judgments. A second challenge is to attempt to convince children and adolescents to realize that while their cultural beliefs are right in their perceptions, other cultures also consider their beliefs to be right. Convincing learners of the dangers of ethnocentrism and teaching them to perceive others' cultural differences and beliefs in a more positive light may be a major undertaking, especially because the educator may be challenging long held beliefs that the learner's family may have taught or encouraged.

### **2.11 Developing Positive Cultural Identities**

Different scholars in the field of multicultural education like (Vander Zanden, 1989) argue that Identity answers questions such as who am I? • and who am I to be? • identity is a person's sense of place within the world or the meaning that we attach to ourselves in the broader context of life it is important that educators show children and adolescents that people may have several identities as at once, that is, an individual might be Hispanic American, a member of any of the Spanish –speaking cultures, someone's brother, a catholic, and an inhabitant of a specific geographic region in the united states.

The educators' first challenge is to view students as different and unique individuals rather than a homogeneous group. Educators who assume too much homogeneity among students often fail to address individual and cultural differences and then fail to provide experiences that lead to positive cultural identities. (Vander Zanden, 1989)

The second challenge for multicultural educators becomes clear as they understand that culturally diverse individuals need to clarify personal attitudes toward their cultural and ethnic

background. Educators' goals can be to teach self-acceptance, to instill in learners and acceptance and understanding of both the positive.

## **2.12 Racism**

According to Bennett Racism often defined as the domination of one social or ethnic group by another, racism is an ideological system used to justify the discrimination of some racial groups against others. Although we continue to hope that the twenty-first century will bring greater acceptance and recognition of cultural diversity we must report that discrimination, racism, and bigotry continue in the United States. Whether by overt racism and discrimination or the more the covert forms often found in employment and housing, African Americans and other minorities continue to experience inequities and inequalities. Although the overt acts and attitudes are not as visible as they were several decades ago, Racial injustices continue to affect peoples' progress and well-being. Educators of all cultures may have to deal with problems resulting from these realities in the United States and may have to sort their own personal biases and cultural beliefs.

How can multicultural education programs respond to the racism that has affected people for centuries? Although the events of the past such as racism are important and deserve attention, multicultural education should not focus only on past events. It must provide something that can change the future. Educators are challenged to implement effective multicultural education programs that reduce the ignorance that breeds racism and to develop the understanding and actions people need to become antiracist. Several assumptions about reducing racism include:

- It is worthwhile for educators to focus on the reduction of ethnic and cultural prejudice and discrimination.
- It is appropriate for schools to teach certain humanistic values, such as the negative effects of prejudice, and discrimination.
- It is possible to reduce cultural and ethnic prejudice and discrimination through appropriate educational experiences Bennett, (1986).

### **2.13 Stereotypes, Prejudices, and Generalizations**

Lum (1986) defines stereotyping as the prejudicial attitude of a person or group that superimposes on a total race, sex, or religion a generalization about behavioral characteristics. Stereotypes produce a generalized mental picture that usually results in a judgment negative or positive of a person or an entire culture. Although stereotypes might be partially valid, it is imperative that educators approach all stereotypes with skepticism and acknowledge that most accompany prejudice, like or dislike, or approval or disapproval of the culture group. Recognizing that stereotypes all often contribute to people being beneficiaries or victims of racism and ageism, effective multicultural educators seek to understand and respond appropriately to others' and to their own cultural and age-level beliefs about people.

How can educators counter biases and stereotypes? How can teachers design multicultural education programs to encourage understanding and reduce stereotypical beliefs?

- ✓ Educators are expected to be aware of their own biases and stereotypes.
- ✓ Educators are expected to expect as much from culturally diverse learners or minority groups as they expect from the dominant groups.
- ✓ Educators should examine and confront biases and stereotypes that other students hold.
- ✓ Educators are expected to ensure that library materials and other instructional material portray characters in a realistic, nonsexist, nonracist, no stereotypical manner.
- ✓ Educators are expected to provide heterogeneous classes that allow students an opportunity to build interethnic and cultural relationships with other students over a sustained period of time.
- ✓ Educators are expected to provide role-playing situations and simulation activities that allow students a better understanding of stereotyped groups Axel son, (1985).

According to Rayon Stereotypes and generalizations that surround cultures have the potential for severely damaging interpersonal counseling and the outcome of educational efforts. Whether one believes that all culturally diverse learners are underachievers or that all adolescents are involved in drugs and sex, stereotypes and generalizations can be detrimental to learners, educators, and teaching and learning relationships. For example, a teacher who bases educational decisions on

the images the mass media present might conclude that all the nationals are dealing in drugs or that they survive only as welfare recipients.

Sums up only too well the situation facing minorities. Too often, cultural stereotypes and generalizations are considered racisms and facts and become the basis for professional decisions affecting personal lives Rayon, (1989).

## **2.14 Misconceptions and Realities**

According to the Southern association of children in the United States myths and misconceptions that influence attitudes and actions toward those who are culturally different. Examples of currently existing myths and misconceptions are:

- All children of the same ethnic background have the same needs and intellectual abilities.
- All children who speak broken English or a dialect are intellectually deficient.
- All minorities are disadvantage, lazy, and on welfare.
- All oriental children are academically gifted.
- All minorities are inferior.

Other misconceptions exist about people from different cultural and socioeconomic backgrounds. Clearly, cultural stereotyping tends to develop negative attitudes about your self and others, lessens cultural value perceptions and cultural appreciations, and destroys the democratic fiber of the given society Southern Association for Children under Six, (1988).

## **2.15 Understanding Culturally Diverse Learners**

Recognizing the diversity in cultural backgrounds challenges all educators, especially those with a powerful sense of ethnocentrism and a steadfast belief that their culture is superior to others. These educators may assume that culturally diverse learners should change cultural values and beliefs to meet the expectations of predominantly white school systems. Such assumptions challenge the educators who may not understand cultural diversity and its effect on teaching and learning situations.

A basic rationale of this text is that educators must understand individual learners and their cultural diversity. Professionals who have a genuine caring attitude are to be commended, yet educators must also understand culturally diverse learners' families, language, religion, and other significant aspects of their lives. Educators are continually challenged to learn what it is like to

be a child or adolescent in a specific culture, how it feels to attend a school that often appears to have strange rules and expectations, and how it feels to experience communication problems.

Ways to meet the challenge include:

Reading textbooks, journal articles, and other written material on cultural diversity and teaching and learning in multicultural settings.

- Requesting information from organizations that disseminate objective information and promote the various cultures;
- Meeting on a first-hand basis culturally diverse learners and their families (perhaps in their homes) to gain a better understanding of what it means to be a culturally different learner;
- Attending conferences that focus on cultural diversity and working with children and adolescents from the various cultures;
- Reading about cultural diversity in books and magazines that are written primarily for children and adolescents;

### **2.16 Controversial Issue in Multicultural Education**

According to the summary of Bennett the means of promoting understanding, acceptance, and good will among people, it is somewhat ironic that some circles have not wholeheartedly accepted these programs. In some cases, multicultural education has resulted in criticism and controversy. It is important for multicultural educators to recognize several controversial areas and the claims of the critics.

Approaches to multicultural education and concluded that serious limitations plagued the various approaches. Education for the culturally different is basically an approach, which assumes that a student failure in school results from cultural differences. Education about cultural differences is designed to teach the value of cultural differences, the understanding of the concept of culture, and the acceptance of others' differences. It also leads to stereotyping by ignoring similarities among all groups and by neglecting differences within any one groups. Gibson also maintained that multicultural education over looked the impact of racism, because one could not assume that developing ethnic literacy and cultural appreciation would end racism, prejudice, and discrimination Bennett, (1986).



Glazer (1981) also argued that most immigrant groups who go to other countries chose to become the same as that country's citizens as soon as possible rather than to maintain their foreign language and culture. In fact, Glazer believed this argument to be valid for all cultural groups.

A third criticism of multicultural education made by Sleeter and Grant, is based on the belief that the different societies do not promote sufficient love and interpersonal caring for a fulfilling existence. This criticism holds that multicultural education becomes misdirected by emphasizing cognitive knowledge about cultural groups over the exploration of interpersonal feelings. Although students might be provided a broad knowledge base, it is necessary to stress and experience interpersonal relationships for attitudes and prejudices to change. Sleeter and Grant, (1988).

A fourth criticism also made by Ramsey results from the fact that the words culture, race, and class have multiple interpretations. Some people perceive these words as connoting accusations of prejudice, fears of job or housing discrimination, or isolation and alienation from the larger society. Ramsey, (1987).

One Head Start teacher talked about the resistance of her low income white parents whenever she said the word multicultural, it appeared from the parent's comments that the term meant glorifying those people who get all the jobs and services. Because the teacher knew the community and was aware of the controversies related to jobs and welfare, she understood that, before the parents could hear anything positive about other groups of people, they had to explore and share their own feelings of economic and social threat. After some of their anger was dissipated, she tried to help them feel more personally powerful and optimistic, through activities designed to foster their feelings of self-appreciation and confidence. After several sessions, the parents were more receptive to the idea of multicultural education.

Furthermore Ramsey pointed out that some parents who identify with the mainstream of society felt threatened by the arrival of culturally different people and may resent schools' efforts to have their children think positively about these groups. Responsive educators recognize that these problematic situations have the potential for limiting the success of multicultural programs.

They also realize the crucial need for planning appropriate responses for changing parental and community attitudes Ibid, (1987).

### **2.17 Complexities with in the Field of Multicultural Education**

According to Banks Multicultural education is often treated as static and homogenous rather the dynamic the complex nature of multicultural education is increasing from time to time for history is telling us how the foundation for multicultural education in its first phase mono ethnic studies courses, the black civil right movement

African Americans demanded more African American teachers' accurate portrayal of African Americans, their culture and contributions. Then in its 2<sup>nd</sup> phase of growth stage multiethnic studies stage in United States of America started providing courses that focused on several minority groups, and viewed experiences of several minority groups.

In its 3<sup>rd</sup> phase of growth stage it started multiethnic education that involved genuine educational reform. In its 4<sup>th</sup> phase of growth stage it became multicultural education that is interested in an even broader development of pluralistic education that focused on the reform of the total school environment. Even multicultural education in its fifth and the recent growth stage designed to increase the pace and scope of multiethnic and multicultural education with in schools the reform at this stage is focusing on curriculum, instructional process, the total school environment including school personal. Banks, (1988).

### **2.18. Content analysis of text book**

According to Amare manifest content means the apparent content; that is contents must be coded as it appears rather than the content analyst feels. Selection of unit analysis and category construction is very important issues in content analysis .words sentences phrases statements paragraphs or entire articles can serve as unit of analysis. in any case formation of categories Depends on the purpose of the study and they are expected to be pertinent to the objective of the study, manageable and functional Amare ,(1989).

## **CHAPTER THREE**

### **3. Research Methodology**

The study tried to employ both quantitative and qualitative research design and used quantitative methods research in order to measure the awareness level of students and teachers and also to see the attitude that they have toward the integration of multicultural contents in to civics and ethical education text book and instructional practice.

Cross sectional method of research has been used in order to analyses the text book and the instructional practices of study. The quantitative part of the study involved the level of awareness and testing the attitude that teachers and students have toward multicultural education the qualitative method of research is employed for the text book analysis..

#### **3.1 Sampling Technique**

This study was planned to assess the themes, perspectives ideas practices integration in to civics and ethical education text book and teaching and learning practice at wondirad preparatory school and also tried to compare the level of emphasis among the four multicultural content integration approaches such as contribution , additive , Transformation and social action approaches both in the text book and the teaching Learning process. The teachers and students awareness. Attitude and skill of multicultural content integration in to civics and ethical education text book and teaching and learning practice and qualitative method is used to select important points from the text book for qualitative analysis of the its content of grade 11 and 12 in order to draw conclusion based on the text book content analysis and teachers and students response.

#### **3.2 Instruments of Data Collection**

The instruments used to gather the required data are designed in the way that they can gather relevant data for the study. 50 students from the total 240 art students and 5 teachers that are the total population of civics and ethical education teachers have filled the questionnaire and two of

the teachers again interviewed. The data gathering tools included questionnaire interview guide and table with key/core concepts of civics and ethical education text book and the four multicultural content integration approaches as a guide see, change frame, important part of the language and unifying elements within themselves in the detailed illustration of the content of the text book.

### **3.3 Data Gathering Procedure**

After the design of the instruments for the data collection like interview guide is used to conduct the interview with civics and ethical education teachers of wondirad preparatory school questionnaire is distributed among both the 5 civics and ethical education teachers at the given school and 50 social science students at the preparatory school important points are picked from the text book using the table that has core concept of the text book in the pictures and other summarized part of the text book and the five multicultural content integration approaches to see multicultural contents themes perspectives ideas etc.....within themselves. Like the contribution approach of multicultural content integration try to see issues like patriotism/related to heroes in a given community and like issues of cultural artifacts, When we come to the additive approach it tries to see issues related to oppressed /or disadvantaged groups minorities ,females, people at the lower economic and academic status and handicaps status, When we also see the transformation approach it tried to see the things adopted from other cultural groups either in the case of single cultural groups or the main stream culture of the country, finally when we see about the social action approach it tries to see about the decisions made by a given community to satisfy culture related or social needs and solve culture related or social problems.

### **3.4 Methods of Data Analysis**

In this study both quantitative and qualitative procedures of data analysis are employed the quantitative data analysis is done for analyzing the questionnaire filled by teachers and students and the quantitative data analysis is done in order to analyze the interview , open ended question and the text book content .

## CHAPTER FOUR

### Analysis and Interpretation of Data

This chapter deals with analysis and interpretation of the data collected through questionnaire, interview content analysis table. In the analysis, quantitative data were first collated and presented in tables. Then, detail descriptions of figures in each table were given. Correspondently, the qualitative data were quoted and described qualitatively. Finally, subsequent interpretations and descriptions were made in light of the literature reviewed.

Data analysis of the background characteristics of the respondents tabulated in line with the profile of the available teachers of civics and ethical education of the preparatory school and changed to its percentage value.

#### 4.1. Background Characteristics of the Respondents

Based on information obtained from the self-report questionnaire, the background of the study group was examined in terms of sex, academic qualification and years of teaching experience.

The information obtained from the questionnaire the background of the teachers Wondirad Preparatory school was examined in terms of sex, field of study, academic qualification and years of experience. See table below for details.

*Table: 1 Background of respondents*

Characteristics	Category	Number	percentage
Sex	Male	4	80
	Female	1	20
Academic qualification	BA	4	80
	MA	1	20
Years of teaching experience	0-2 years	1	20
	7-10 Years	1	20
	10-16 years	2	40
	16 years and above	1	20

In relation with the teacher’s academic qualification, the table above shows how only one of the five teachers has master’s degree. This represents only 20% of the total civics and ethical education teachers in the school. The rest of the teachers have first degree in civics and ethical education that doesn’t seem to match with Education and training policy documents (MOE, 2002), that states the qualification of teachers in preparatory schools are expected to have masters degree in the subjects that they teach. When we see the work experience of civics and ethical education teachers, it is relatively acceptable that is about 80% of the teachers have more than 3 years teaching experience.

When we see the ratio among males and female teachers the number of female teacher is only one out of 5 teachers this number show the need for further empowerment of women and justify affirmative action.

**Table 2.Back Ground Information of Students Respondents**

<b>Characteristics</b>	<b>Category</b>	<b>Number</b>
<b>Sex</b>	<b>male</b>	<b>25</b>
	<b>female</b>	<b>25</b>
<b>Field of study</b>	<b>Social science students</b>	<b>50 out of the total population 240</b>
<b>grade</b>	<b>11</b>	<b>25</b>
	<b>12</b>	<b>25</b>
<b>Age group</b>	<b>17</b>	<b>26</b>
	<b>18</b>	<b>24</b>

Among the 240 total social science preparatory level students 50 of them are randomly taken and filled the semi structured questionnaire equal opportunity is given to both male and female students as well as 11 and 12 grade students .the age distribution of the students range between 17 and 18 most grade 11 students are 17 and grade 12 students are 18 years old.

#### **4.2. Multicultural Education Practice and Awareness**

The practice related statement responses are organized into yes and no then the number of respondents' response to each item is recorded with its percentage value then the average yes and no responses are calculated .

Data about students awareness and of multicultural education was collected through a five point multicultural awareness rating scale then the response of each students for each questions is counted separately then similar responses of each students added together to produce the total strongly agrees, agree, disagree, strongly disagrees and finally undecided. Then, the students response summary is categorized into two groups: good awareness and less aware of by categorizing strongly agrees and agrees responses together for conception questions need positive response to show good awareness. At the same time, disagree and strongly disagree also categorized together to show again good awareness for misconception questions or questions that have negative answers. Following this, the good awareness values converted into percentage for each question ,and good awareness respondents value. This table is the interpretation of the rating scale agree strongly agree less agree strongly disagree and disagree and less agree to the statement that need agree or strongly agree response is converted into somewhat correct and used as an average awareness level and reference frame to measure high and low awareness level.

**Table3. The Response of Students to Multicultural Practice Related Statements**

No	Responses to the practice related statements	Yes	%age	No	%age
1.	You're taught about the complex relationships between unity and diversity in your local communities, the nation, and the world is important. (practice and awareness related statement )	50	100 %	0	0
2.	you understand the nature of the relationship between unity and diversity in your local communities(awareness and practice related statement)	48	96%	2	4%
3.	you have the opportunity to compare and contrast the nature of the relationship between unity and diversity in various communities and nation states around the world	35	70%	15	30
4.	you discuss the ways in which your own counties and others have defined the criteria for citizenship and dealt with the multiple identities of individuals(awareness and practice related statements)	43	86%	7	14
5.	you have the opportunity to consider the relationships between unity and diversity in various sites of identity, such as gender, race, ethnicity, social class, sex, and religion(awareness and practice of students)	37	74%	13	26%
6.	you learn about the ways in which people in your community, nation and region are increasingly dependent up on other people around the world and are connected to the economic, political, cultural, environmental, and technological changes taking place across the planet	33	66	17	44
7.	the curriculum offer you multiple examples of global interconnectedness, demonstrating how events in one nation state can have domino effects across the planet(awareness and practice related statements)	41	68%	9	32%
8.	you learnt about the dynamic and ever-changing nature of globalization as it is influenced by technology, conflicts and alliances, diseases and environmental changes(awareness and practice related statements)	40	80%	10	20%
9	Average Yes and No responses of students	41	82%	9	18%

Table3.suggest that 82% Students respond positively to practice related statements.



The rest 9% respond how they don't not think there are multicultural practices related to the statement.

**Table 4: Awareness and practice related response of the students.**

No	Items	High		Medium	Low		
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided
1.	You're taught about the complex relationships between unity and diversity in your local communities, the nation, and the world is important. (practice and awareness related statement )	50	0		0	0	0
2.	you understand the nature of the relationship between unity and diversity in your local communities(awareness and practice related statement)	26	22		0	0	2
3.	you have the opportunity to compare and contrast the nature of the relationship between unity and diversity in various communities and nation states around the world	16	19		12	3	
4.	you discuss the ways in which your own counties and others have defined the criteria for citizenship and dealt with the multiple identities of individuals(awareness and practice related	26	17		5	2	

		High		Medium	Low		
No	Items	Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided
	statements)						
5.	you have the opportunity to consider the relationships between unity and diversity in various sites of identity, such as gender, race, ethnicity, social class, sex, and religion(awareness and practice of students)	29	8		7	1	
6.	you learn about the ways in which people in your community, nation and region are increasingly dependent up on other people around the world and are connected to the economic, political, cultural, environmental, and technological changes taking place across the planet	20	13		11	6	
7.	the curriculum offer you multiple examples of global interconnectedness, demonstrating how events in one nation state can have domino effects across the planet(awareness and practice related statements)	8	33			3	
8.	you learnt about the dynamic and ever-changing nature of globalization as it is influenced by technology, conflicts and alliances, diseases and	20	20		6	4	

No	Items	High		Medium	Low		
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided
	environmental changes(awareness and practice related statements)						
9.	you learn about global interconnectedness by comparing local practices of different regions and by connecting local events to global phenomena	22	20		6	2	
10	Multicultural education can help teachers to incorporate cultural values in classroom discussion	3	41			6	
11	Multicultural education use cultural diversity as resource for academic achievement	4	40			6	
12	Multicultural education enhance cooperative learning	4	40			6	

No.	Items	high		medium		low	
		no	%	no	%	no	%
1.	Your taught about the complex relationships between unity and diversity in your local communities, the nation, and the world is important. (practice and awareness level related statements )	50	100%			0	0
2.	you understand the nature of the relationship between unity and diversity in your local communities(awareness and practice)	48	96%			2	4%
3.	you have the opportunity to compare and contrast the nature of the relationship between unity and diversity in various communities and nation states around the world(awareness and practice)	35	70			15	30

4.	you discuss the ways in which your own counties and others have defined the criteria for citizenship and dealt with the multiple identities of individuals(awareness and practice)	43	86			7	14
5.	you have the opportunity to consider the relationships between unity and diversity in various sites of identity, such as gender, race, ethnicity, social class, sexual orientation, and religion(awareness and practice)	37	74%			13	26%
6.	you learn about the ways in which people in your community, nation and region are increasingly interdependent up on other people around the world and are connected to the economic, political, cultural, environmental, and technological changes taking place across the planet	33	66			17	44
7.	the textbook offer you multiple examples of global interconnectedness, demonstrating how events in one nation state can have domino effects across the planet	36	68%			14	32%
8.	You have learnt the dynamic and ever-changing nature of globalization as it is influenced by technology, conflicts and alliances, diseases and environmental changes	40	80%			10	20%
9.	you learn about global interconnectedness by comparing local practices of different regions and by connecting local events to global phenomena	42	84%			8	16%
10.	Multicultural education can help teachers to incorporate cultural values in classroom discussion	44	88%			6	12%
11.	Multicultural education use cultural diversity as resource for academic achievement	44	88%			6	12%
12.	Multicultural education enhance cooperative learning	44	88%			6	12%
13.	average	35	70%			15	30%

Table 4 above suggests that most of the students in question seem to be well aware of the concept and significance of multicultural content integration into civics and ethical education

Total 70% of the students have high awareness level .

The rest 30 % have lower awareness level.

-The whole 100% student’s response to question number 1 show the highest level of awareness to concept and significance of multicultural education.

-The second majority of the response that show high level of awareness is question number 2 about the concept and significance of unity and diversity.

“This implies that most students seems in the position to understand and appreciate issues related to a diversity and somewhat stand against ethnocentric related problems and the emphatic and un healthy form of we and they approach.”

Following the second majority the last three questions ‘response of the students that are about cultural pluralism ,equity, misconception of multicultural education show high level of awareness of multicultural education.

-Relatively the lowest response of students is the response related to the issue of positive interdependence/ increasingly interdependence / up on one another among individuals ,groups , nations etc....

*Table 5: Multicultural awareness response of teachers*

No	Items	high		medium	low			total
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided	
1	Awareness of ethnic and cultural background of student is important for successful	3	2					5

No	Items	high		medium	low			total
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided	
	teaching – learning process.							
2	Cultural diversity that exists among students in the classroom can facilitate active learning if properly utilized.	5						5
3	Cultural values and experiences influence the teachers to think and behave in a particular way	1	1			2	1	5
4	Multicultural education creates good intercultural communication in the school.		5					5
5	Multicultural education avoid cultural deficiency	2	2		1			5
6	Multicultural education favors an educational system which values diversity and unity		3			2		5
7	Instruction from multicultural perspective not promote respect for equity pedagogy		4			1		5
8	Bringing culture of a student as an initial point of learning can upgrade their dignity.		4			1		5
9	Multicultural education cannot help teachers to incorporate cultural values and experiences	4			1			5

No	Items	high		medium	low			total
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided	
	of students in their class room discussion.							
10	Multicultural education help to incorporate cultural diversity as a resources to an academic achievement.	3	1		1			5
11	Multicultural education enhance cooperative learning		3		2			5

No	Items	high		medium		low	
		no	%	no	%	no	%
1.	Awareness of the ethnic and cultural background of students is important for successful teaching-learning process.	5	100%			0	0
2.	Cultural diversity that exists among students in the classroom can facility active learning if properly utilized.	5	100%			0	
3.	Cultural values and experiences influence the teachers to think and behave in a particular way/gives him or her cultural construction of personality.	2	40%			3	60%
4.		5	100%			0	
5.	Multicultural education creates good intercultural communication in the school.	4	80%			1	20%
6.	Multicultural education avoid cultural deficiency	3	60%			2	40%
7.	Multicultural education favors an educational system which values diversity and unity	4	80%			1	20%
8.	Bringing culture of a student as an initial	4	80%			1	20%

	point of learning can upgrade their dignity.						
9.	Multicultural education cannot help teachers to incorporate cultural values and experiences of students in their class room discussion.	4	80%				20%
10.	Multicultural education develops students' rational acceptance of cultural diversity as a resource to an academic achievement.	4	80%			1	20%
11.	Multicultural education enhance cooperative learning	3	60%			2	40%
12			80%				20%

Table 5 above suggests that most of the teachers seem to be well aware of the concept and significance of multicultural content integration into civics and ethical education the majority of teachers' response about -80----%in response to the whole 11 statements show high h level of awareness.

About-----20---- % of the in response to the whole 11 statements shows lower level of awareness.

-T

-The whole 100% teachers' response to statement number 1,2 and 4 show the highest level of awareness to concept and significance of multicultural education.

-The second majority of the responses of the teachers that show high level of awareness are statements number 5, 7,8,9and 10 about the concept and significance of identifying misconception related to avoiding unnecessary fear that multiculturalism create identity crisis.

“This implies that most teachers seems in the position to understand and appreciate issues related to a diversity and have good understanding toward problems related to cultural deficiency.



Following the second majority the last three statements ‘response of teachers to statement number 6 and 11 that are about identification of misconception of multicultural education its end goal in relation with instruction is allowing cooperative learning rather than individual learning show high level of awareness of multicultural education.

-Relatively the lowest response of teachers is the response to related to the way cultural values and experiences influence the person to behave in a particular way in other words cultural values and experience construct personality and behavior

This implies that teachers that are less aware in some aspects of multicultural education in relation with cultural construction of self-most likely seems expected to be addressed through continuous professional development, teachers development and short term trainings.

#### **4.3. Responses of Teachers Interviewed at `Wondered the Preparatory School**

Interview was conducted in relation with multicultural education awareness and attitudes of teachers at Wondered preparatory school and the teachers the (I) response to the first interview question “How do you describe state of cultural diversity at your preparatory school? “There are numbers of things that the school is carrying out to like we are celebrating culture and workings days once a year with the purpose of increasing learners awareness toward diversity and unity, make students attitude favorable towards diversity and unity and give all of us skill of self-evaluation and learn from others and also give student the chance to experience and appreciate the diversified culture of their own main stream culture.

The ( A) response for the open ended question of the questionnaire” do you think the inclusion of multicultural education contribute positively to educational equality and equality?

Yes I believe because if once teachers and students learn “appreciate” diversity and unity they also involve multicultural context into their learning and use what they learn to solve existing

problems and satisfy needs exists in relation with the matter then the learning start getting the chance to create equity .”

The (v) response for the question” would you please suggest how multicultural education can be integrated in the preparatory school text book and teaching learning activities.?”

- “ the text book is very summered and has short contents that cannot give even general understanding towards a given issue for this reason there may be a need to improve the size and quality of most of the contents in the text book.

“When we come to the teaching and learning practice, still there is one hindrance that affects the teaching and learning process, problem of motivation in relation with the teachers. Teaching profession is still regarded as disadvantaged profession in relation with this it has lower image in the society and the income that it generated from teaching in relation with others profession is very small for this reason it became transitional profession and the teaching and learning process is negatively affected due to this and other reasons like instructional technology such as medias and teaching aids are hardly available .”

The (B) respondent of the interview question respond to the following question “does diversity has an advantage in teaching and learning process? “

“Yes because if there is diversity and students and teachers learn to appreciate and benefit from diversity, then diversity can be a source for cooperative learning, diversified methods, techniques and different approaches from others.”

The” ©“respondent of the question “How do you described patriotism and cultural artifacts in our community / in schools school? “

Says “Patriotism is about scarifying one self, for the goal that he/she/they set in relation to serve others specially people of his own country and also for me artifacts are cultural heritages, cultural dressing styles of a given community food preparation styles, creativities, drawings, pictures and constructions that represent the culture of a given society or community”

The (D) respondent of question “who do you think that are disadvantaged in Your community?”

Says “In my opinion the disadvantaged people in our main stream culture, by the way I am not ethnocentric and I like to appreciate the diversified culture and I see people live in the remotest area that have no access to civilization technology and infrastructures like road electricity water supply next to that I see crafts men as disadvantages. . . people for the unfavorable attitude forward the is not yet washed out from many people understanding specially, in the rural are and also I see teachers as disadvantaged among others profession. “

The (E) respondent of the question “What do you think about being transformed culturally adopt others culture technology or civilization?”

Says” I think transformation of culture is something very much related to globalization this might has its own merits and demerits.

Like when we take the case of teenagers they have big access to be exposed to bad sight and be transformed culturally in un favorable condition and in other ways when we see Transformation in general and it has lot of positive for example if we take the western culture and civilization as an example they did lot of things such as researches, studies and their work culture skills can be taken as an example ., The things that I can take as an example of social action are two things, the first is celebrating culture day once a year and students dress different cultural dress and sing cultural/traditional songs and speak in different language etc.....

The second one is we celebrate workers day students again wears different types of dress and carry different types of equipment’s that show the professions and works that they appreciate and like this may in prove the negative unfavorable attitude toward different groups and create sense of belongingness among different cultures and cultural groups and individuals there is also one ceremony can be taken a social action which is celebrated informally that is religious ceremony

The (F) respondent respond to the question “What are the social actions in general our community /in your understanding/ and in this school? “

“I want to classify the social actions into two categories such as traditional and modern from the traditions: ekub, Edir and “jegi” are those playing a crucial role to improve social relationships and contribute a lot to the modern saving insurance and partnership concepts.

From the modern social actions since its very last I would like to mention some of them that are widely known, like voting system and national and international development related works such as social, economic cultural, political and legal issues related actions. “

N.B .This implies that there are teachers that have their own understanding the way their environment is culturally constructed who their patriots are or what patriotism is who the disadvantaged are and they can also show the concern that they have for disadvantaged people they have priorities toward change and transformation in addition to this they appreciate social actions and take part in the social interactions and actions.

The first two responses see contribution approach in its modern sense specially the way the respondent perceive patriotism can be taken as an example of civilized kind of cultural construction of self.

The (D) respondent perception in relation with additive approach of multicultural education content integration tells us about how the disadvantaged groups in the community are teachers hem self's ,crafts people in rural area and people

“This implies teachers need further empowerment and affirmative actions also shows that even though the response related to cultural construction of self to awareness related statements show low teachers awareness to this particular concept there few teachers show their understanding toward the Way they are culturally constructed .” “

This implies that most teachers seems in the position to understand and appreciate issues related to a diversity and have good understanding toward problems related to cultural deficiency.

“This implies that most teachers seem in the position to understand and appreciate issues related to diversity and have good understanding toward problems related to cultural deficiency.

#### **4.4. Open ended Questions on the Awareness and Attitude Related Questionnaire for Teachers and their Responses**

Would you state the effect of cultural diversity in your class room instruction yes because it address different ethnical, religion and gender

(A) Respondent Yes because we have different religion ethnic identities, gender identity social status and other differences and we are also expected to have unity having many differences.

- (B) respondent Yes there are natural and social difference in unity and diversity for example sexual and radical differences can be taken as natural differences and ethnic identify social, status can be taken as social difference and can also there are other individual different and similarity create.
- (z) Respondent Natural and social orientation race, religion, ethnic identity social status students thought about complete.
- ( G) respondent Yes sexual and racial orientation differences can be taken as natural or Biologic differences like some ones Racial differences can be seen by the color of the skin and his/her hair texture sexual orientation is also identified by seeing the physiological appearance the person when we came to social and cultural differences be very hard to discuss all but we can simply see gender issue ethnic identities etc. social status and we can say many things about this differences but for the sake of time they are social or cultural.
- (L) respondent Because social being cultural being for this reason there is similarity among human being and need to help one another and cooperate to one another in cultural and social affairs and help each other to satisfy our basic and social needs and understand one another to help been helped by others.
- (P) Respondent Yes, but it doesn't give detail and direct explanation toward global interconnected but indirectly we taken different examples of others experience of others and methods of others.

This implies that the awareness level toward the nature and characteristics of diversity of teachers is to the extent to which they give wonderful explanation toward it. They have also good observation of the diversity within the school community,

**4.5. The Data The Attitude of Teachers towards Instructing from Multicultural Collected from the Questionnaire through Attitude scale are reported in 6-Point Scale is Presented as follow**

The same approach with the awareness related responses is used to categorize the six scale attitudes related responses into two that is favorable and unfavorable attitude groups strongly agree and agree represent favorable attitudes for questions demand positive answer.

Next to this the favorable values tabulated along with each questions changed to percentage values from this we can have the number of responses given that favors multicultural education and number of respondents respond favorably.

**Table 6 .Total attitude related statements of the teachers**

S.N	Items	The attitude of teachers					
		positive			neutral	negative	
		Differently positive	positive	Almost positive	neutral	Differently negative	negative
1	Teachers' cultural insensitiveness can negatively affect the lives of students they teach.		5				
2	Effective teacher of ethnic and culturally diverse students should praise and promote cultural diversity in the classroom.	3	2				
3	Classroom learning would be successful for students if teachers instruct their lessons from multicultural perspective.	4				1	
4	Teachers need to show respect toward the culture of their students ^	5					
5	All students in a classroom can equally learn and achieve the best regardless of their ethnic and cultural background.		5				
6	Showing respect for students' ethnic cultures positively contributes to better relation with	3	1				1

S.N	Items	The attitude of teachers					
		positive			neutral	negative	
		Differently positive	positive	Almost positive	neutral	Differently negative	negative
	them						
7	Effective educators of diverse students have strong feeling in favor of classroom practices reflecting ethnic and cultural diversity.	1	4				
8	In a multicultural classroom, teacher educators need to clarify ideas from the standpoint of the commonly shared cultures of various ethnic groups.	3	1				1
9	A teacher should encourage students in the classroom to clarify ideas from their cultural perspectives.	3	1	1			
10	Teachers need to be prepared in their (knowledge and skills) for cultural difference they might encounter in their professional career	1	3				1
11	There are ways of making classroom instruction responsive to cultural diversity	3	1	1			
12	Students need to be aware of other peoples who live in the same society have different cultures from their own.	3	1	1			
13	We need to work toward nurturing the diversity of cultures under building a common national culture		4				1
14	Talking about cultural difference is not a threat to national integration	2	1				1
15	Talking about cultural difference is a mere waste of time	1	2			1	1
16	The teacher exhibit of respect for different cultures in a class room	2	3				

S.N	Items	The attitude of teachers					
		positive			neutral	negative	
		Differently positive	positive	Almost positive	neutral	Differently negative	negative
17	Teachers could be successful without having training if they are Sympatric with culturally diversified students	2	3				

No.	Items	positive		neutral		negative	
		number	percentage	number	percentage	number	parentage
1.	Teachers' cultural insensitiveness can negatively affect the lives of students they teach.	5	100%				
2.	Effective teacher of ethnic and culturally diverse students should praise and promote cultural diversity in the classroom.	5	100%				
3.	Classroom learning would be successful for students if teachers instruct their lessons from multicultural perspective.	4	80%			1	20%
4.	Multiculturalism create cooperative environment.	5	100%				
5.	Teachers need to show respect toward the culture of their students ^	5	100%				
6.	All students in a classroom can equally learn and achieve the	4	80%			1	20%



	best regardless of their ethnic and cultural background.						
7.	Showing respect for students' ethnic cultures positively contributes to better relation with them	5	100%				
8.	Effective educators of diverse students have strong feeling in favor of classroom practices reflecting ethnic and cultural diversity.	4	80%			1	20%
9.	In a multicultural classroom, teacher educators need to clarify ideas from the standpoint of the commonly shared cultures of various ethnic groups.	5	100%				
10.	A teacher should encourage students in the classroom to clarify ideas from their cultural perspectives.	4	80%			1	20%
11.	Teachers need to be prepared in their (knowledge and skills) for cultural difference they might encounter in their professional career	5	100%				
12	There are ways of making classroom instruction responsive to cultural diversity	5	100%				
13	Students need to be aware of other peoples who live in the same society have different cultures from their own.	4	80%			1	20%
14	Talking about cultural difference is not a threat to national integration	3	60%			2	40%
15	Talking about cultural	3	60%	1		2	40%

	difference is a mere waste of time						
16	The teacher exhibit of respect for different cultures in a class room	5	100%				
17	Teachers could be successful without having training if they are Sympatric with culturally diversified students	5	100%				
average		47	94			3	6%

Table 9 above suggests that most of the teachers about 94% in question seem to have positive attitude toward the multicultural content integration into civics and ethical education text book and instructional practice and the rest 6 percent respond negatively.

---100%--% of the teachers in response to statements number, -1-,---2,---4,--5-,--7,--9-,--11-,--12,-and-17--have positive attitude.

-----40-- % of the students in response to statements no 14 and--15-have negative attitude.

#### 4.6. In-Depth Interview Response for Textbook Related Question

“How do you think about preparing multicultural content integrated text material and instruction guide?”

- The respondent responds to the question “how do learners see diversity?”
- “Learners see diversity in different ways but they are learning diversity in their natural and social aspects like sexual and racial orientation differences can be taken as natural or Biologic differences like some ones Racial differences can be seen by the color of the skin and his/her hair texture sexual orientation is also identified by seeing the physiological appearance the person when we came to social and cultural differences be very hard to discuss all but we can simply see gender issue ethnic identities etc. social

status and we can say many things about this differences but for the sake of time they are social or cultural.”

- The respondent responds to the question “what skill do the learners acquire in learning about diversity?”
- “The skill related to solving social problems for human being is social being cultural being for this reason there is similarity among human being there is a need to help one another and cooperate to one another in cultural and social affairs and help each other to satisfy our basic and social needs and understand one another to help been helped by others when social problems exist and in identifying hidden problems and deal with them properly.”
- **The respondent respond to the question** “do the text contents and instructional practices give sufficient explanation toward global interconnectedness in relation with cultural diversity
- **Yes**, but it doesn’t give detail and direct explanation to ward global interconnected but indirectly we take different examples of others experience of others and methods of others.

“The content of the preparatory school civics and ethical education text book is supplemented by teachers preparation the give topic and other supplementary instructional medias and technologies the objective of the content the teaching and learning practices and other supplementary activity are expected to integrate multicultural content in effective manner. The approaches of content integrations should be clearly seen when they work to gather in their eclectic position

This implies that there is good awareness toward using multicultural content integration approaches as a change frame during multicultural text materials and instructional guide’s preparations.

#### **4.6. Content Analysis of the Textbook**

In the following table is about content analysis of grade 11 and 12 civics and ethical education text books and there are pictures and names of individuals taken from the grade 11 text book and

the pictures and the names can exist in the four multicultural approaches columns at the same time show the interrelation among the four approaches of multicultural content integration.

Guttmann tried to give insight toward democratic education in his book called the challenges of multicultural education by saying “There is no single best way approach method and system in democratic education.(Guttman,1994).

In the following table is about content analysis of grade 11 and 12 civics and ethical education text books and there are pictures and names of individuals taken from the grade 11 text book and the pictures and the names can exist in the four multicultural approaches columns at the same time show the interrelation among the four approaches of multicultural content integration ctic positions of them self and language of giving meaning to the detailed illustrations

The proponent of democratic education Guttmann tried to give insight toward democratic education in his book called the challenges of multicultural education by saying “There is no single best way approach method and system in democratic education and suggest against using word like other wise to enforce the idea of others for it is morally un ethical and undemocratic (Guttman,1994)

The following data are collected from the grade 11 and 12 text books to be used as unifying entities and core categories of cervical issues in the content integration process using simple random sampling technique.

Next to this the four multicultural content integration approaches are used as change frames and unifying entities languages to give starting the previous knowledge of both students and teachers in the detailed illustrations that carry multicultural themes concepts assumptions perspectives etc...

**Table 7. Important themes of multicultural content integration approaches**

Important themes of multicultural content integration approaches				
No	Contribution approach	Additive approach	Transformation approach	Social action approach

1	Heroes	Minorities	Technology	Important social actions
2	Heroines	Oppressed groups	Adoption	Reactions
3	Patriotism	Disadvantaged groups	Civilization	Decisions
4	Cultural artifacts	Lower status groups,	Modernization	Interactions
5		Developing countries	Competitiveness	

Table 7 suggest that themes of the content integration approaches strike balance among knowledge, skill and attitude .

**Table 8. The way pictures are used as unit of analysis and important category**

No	Units of the text book	Contribution approach	Additive approach	Transformation approach	Social action approach
1	Unit 1	Page 17 Hailesele the first	As a leader of people under colonization that time	Giving lesson to others in the same problem about diplomacy	Represent people of his country at that specific time
2	Unit 2				
3	Unit 3	Patriotic women became significant person after getting the chance to be chosen	Affirmative action Equity page 37	As a new concept	Social issue
4	Unit 4				
5	Unit 5		Discrimination		
6	Unit 6		Mandela as a figure of the oppressed groups		
7	Unit 7	Chortle GI cent as a contributor and patriot [hero]	Chortle GI cent As feminist writer and economist tried to empower women	Chortle GI cent As a creator of way to new economical thinking	Chortle GI cent As a social activist
8	Unit 8	As a person who contributed so much to help others to be self-reliant	Self-reliance as a tool of freedom from poverty	As a topic to be studied	As social issue to be discussed in the community

<b>9</b>	<b>Unit 9</b>	As patriot citizen by doing all his best to be significant person	Picture of handicap person as disadvantaged group due to the health problem	Change attitude others toward disability	Role Model for community and society
<b>10</b>	<b>Unit 10</b>				
<b>11</b>	<b>Unit 11</b>	Galileo and Mandela as a hero	As contributor to the disadvantaged	As a creator of new way of thinking	Change the understanding and attitude of the whole world

This table 8 suggests that units used as unit of analysis pictures in the units used a important category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

**Table 9 units as unit analysis and topics as important category**

Units	No	Total	Topics	Additive approach	Transformation approach	Social action approach	Mix
	Integration	Integration	Contribution approach				
Building democrats system			Under the topic characteristics of patriotic citizens is raised	Under the topic the way democratic system help minorities to be self reliant and be competitive is reflected	Under the topic the way modern concept of democracy is adopted from the western education is reflected	Under the topic the way building democratic system is hot issue in a civilized society and there are decisions ,actions reaction and interactions by and among	
The rule of law			The topic is appeared as a cultural artifact of modern society presented in the way that it can give chance to develop our own things	It tried to reflect some of our cases and have some reflections on we as one of the developing country's people	The topic is appeared as a cultural artifact of modern society and in international language	The topic tried to show some actions reactions decisions and interactions of the society in relation with itself	
Equality			The topic tried to show fairness as a characteristics of patriotic and responsible citizens	The topic tried to deal with some contexts of Ethiopia (developing country)	Appeared in an international language	Tried to reflect some actions reactions interaction and decisions of and by the society	

Justice			The topic itself is presented to as a cultural artifact of modern society	It tried to reflect some of our cases and have some reflections on we as one of the developing country's people	The topic is appeared as a cultural artifact of modern society and in international language	The topic tried to show some actions reactions decisions and interactions of the society in relation with itself	
Patriotism			Appeared as a modern theme of contribution approach of multicultural content integration	Tired to recognize the contributions of all groups including minorities and even people with limitations	The word adopted from westerns education	Tried to consider the actions reactions decisions and interactions of females and males and other many groups equally	
Responsibility			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	
Industriousness			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	



Self reliance			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	
Saving			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	
Active community participation			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	
The pursuit of wisdom			Appeared as characteristics of responsible( patriotic) citizens	Involved minority groups	Adopt important concepts from westerns education and appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	

Table 9 suggests that units of the text book are used as unit of analysis and topics as core civics and ethical education concept category and the four content integration approaches as unifying entities ,change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

**Table 10 used units as unit of analysis and sub topics as core category in content integration process**

**GRADE 12**

Sub topics	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
The necessity of democratic system	Unit 1	Believe of patriotic citizens(every citizens can be patriotic citizens if they develop the characters of patriotic citizens)	Involved minorities	Appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	✓		✓
Authority and power		Patriotic citizens submit to power and authority and also limit the power and Authority of the government	“	“	“	✓		✓

Constitutional right constitutional obligation		To stand for their and others constitutional right and fulfill the obligation is the characteristics of patriotic citizens	Involved minorities	Appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	✓		✓
State power distribution in Ethiopia		Concern of patriotic citizens	“	“	“	✓		✓
Constitution and other law		Respect for constitution and other law is characteristics of patriotic citizens	“	“	“	✓		✓
Rule of law and management of conflict		There are traditional ways of conflict management and they can be considered as cultural artifacts that is one of the them of contribution approach	“	“	“	✓		✓
Rule of law and government		“	“	“	“	✓		✓
Rule of law and right against corruption		“	“	“	“	✓		✓
The history of Ethiopian people against oppression		Patriotic citizens struggle against oppression	“	“	“	✓		✓
Equality and nation of affirmative action	UNIT 3	Fairness characteristics of patriotic citizens	“	“	“	✓		✓

Unity in diversity		Pluralism as a source of pluralistic cultural artifacts	“	“	“	✓		✓
Equity of benefit and burdens		Fairness characteristics of patriotic citizens	“	“	“	✓		✓
Justice and the Judiciary		Fairness characteristics of patriotic citizens	“	”	“	✓		✓
Crime and Justice	UNIT 4	“	“	“	“	✓		✓
Justice and taxation		Carry out all expected duties and responsibility as characteristics of patriotic citizens	“	“	“	✓		✓
Ethiopian history in an international perspective	UNIT 5	Most likely history of Heroes and Heroines and other cultural artifacts	“	“	“	✓		✓
Concern of the international community		Hospitality one of the cultural artifact in the main stream culture and characteristic of	“	“	“	✓		✓

This table10 suggests that units of the text book is used as unit of analysis and sub topics as a core civics and ethical education concept categories and the four multicultural content integration approaches as unifying entities ,change frames that keep themselves in eclectic position and language that give meaning starting from students and teachers prior experiences and understandings.

**Table 11 units of the text book as unit of analysis and learning objectives as a core category in the content integration process**

**LEARNING OBJECTIVES**

Learning objectives	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
Recognize the necessity of democratic system	Unit 1	Responsibility of patriotic citizens	Involved minorities	Appeared in an international language	Show its importance that it has in order to guide the actions, reactions decisions and interactions of and made by the society	Yes		Yes
Realize the difference between austerity and power	“	Responsibility of patriotic citizens	“	“	“	“		“
Understand the relationship between constitutional right and obligations	“	“	Involved minorities	Appeared in an international language	Show its importance that it has in order to guide the actions,	“		“

Learning objectives	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
					reactions decisions and interactions of and made by the society			
Appreciate the importance of foreign relations	“	“	“	“	“	“		“
Recognize the making of constitution in Ethiopia	UNIT 2	“	“	“	“	“		“
Realize the methods of conflict management	“	“	“	“	“	“		“
Rule of law and the right against corruption	“	“	“	“	“	“		“
Appreciate the struggle of nation nationalities and peoples of Ethiopia	UNIT 3	“	“	“	“	“		“
Understand the nation of conflict of interest	“	“	“	“	“	“		“
Recognize the necessity of affirmative action	“	“	“	“	“	“		“
Recognize the importance of recognizing unity in diversity	“	“	“	“	“	“		“
Realize the necessity of equity	“	“	“	“	“	“		“

Learning objectives	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
Understand the workings of justice and the judiciary	UNIT 4	“	“	“	“	“		“
Recognize the relationship between crime and justice	“	“	“	“	“	“		“
Realize the quality of patriot	“	“	“	“	“	“		“
Understand the place of Ethiopian history in the international context	UNIT 5	“	“	“	“	“		“
Recognize the concern of patriot for the wellbeing of the international community	“	“	“	“	“	“		“
Recognize the necessity of shouldering and exacting responsibility	UNIT 6	“	“	“	“	“		“
Realize the cost implications to the person exacting responsibilities	“	“	“	“	“	“		“
Understanding the need of cooperation among countries	“	“	“	“	“	“		“
Realize the impact of HIV/AIDS in a global dimension	“	“	“	“	“	“		“
Recognize work as a human necessity	UNIT 7	“	“	“	“	“		“

Learning objectives	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
Realize what makes work successful	“	“	“	“	“	“		“
Appreciate work in an international perspective		Characteristic of patriotic citizens	“	“	“	“		“
Recognize the difference between self-reliance and dependency	UNIT 8	“	“	“	“	“		“
Appreciate prior utilization of resource	“	“	“	“	“	“		“
Realize the necessity of regulating the national economy on realistic informational principles		Responsibility of	“	“	“	“		“
Recognize the difference between macro and micro economy	“	“	“	“	“	“		“
Appreciate the role of national and international monetary organizations in national development		Characteristic of patriotic citizens	“	“	“	“		“
Recognize the role of leadership to promote alive participation	UNIT 10	“	“	“	“	“		“
Appreciate the importance of civic participation four sustain democracy	“	“	“	“	“	“		“



Learning objectives	Units	Contribution approach	Additive approach	Transformation approach	Social action approach	Mixed approach	No integration	Total integration
Appreciate personal and social importance of knowledge	“	“	“	“	“	“		“
Recognize how information become knowledge		Responsibility of patriotic citizens	“	“	“	“		“

LEARNING OBJECTIVES	Units	Contribution approach	Additive approach	Transformation approach	Social approach	Mixed approach	No integration	Total integration
		“	“	“	“	✓		✓
if fulfilling responsibility individual		Responsibility of patriotic citizens	“	“	“	“		“
Fulfilling promises remote understanding the international area	“		“	“	“	“		“

<b>LEARNING OBJECTIVES</b>	<b>Units</b>	<b>Contribution approach</b>	<b>Additive approach</b>	<b>Transformation approach</b>	<b>Social approach</b>	<b>Mixed approach</b>	<b>No integration</b>	<b>Total integration</b>
Working for mutual benefits	“		“	“	“	“		“
Understanding severity HIV as a global pandemic		Responsibility of patriotic citizens	“	“	“	“		“
Work as human necessity factors determining the world of work		Attitude of patriotic citizens	“	“	“	“		“
Work in an international perspective								
Self-reliance		Responsibility of patriotic citizens	“	“	“	“		“
Dependency self-reliance and morally sound decision making capacity		“	“	“	“	“		“
Methods of saving		“	“	“	“	“		“
Regulating the national economy on realistic international and principles		“	“	“	“	“		“
Types of economy		“	“	“	“	“		“
Money and capital		“	“	“	“	“		“
Effective leadership for active participation		“	“	“	“	“		“

<b>LEARNING OBJECTIVES</b>	<b>Units</b>	<b>Contribution approach</b>	<b>Additive approach</b>	<b>Transformation approach</b>	<b>Social approach</b>	<b>Mixed approach</b>	<b>No integration</b>	<b>Total integration</b>
Civic participation		“	“	“	“	“		“
Knowledge		“	“	“	“	“		“
Information as a source of knowledge		Traditional approach to information as “Dagu” Afar community’s cultural artifact culture	“	“	“	“		“

In the tables 11 units of the text book is used as unit of analysis and learning objectives are used as core categories of civics and ethical education and the four multicultural content integration approaches as unifying entities.

In general in the tables above it has been tried to show the way units of the text books are used as unit of analysis , pictures ,units, subtopics and learning objectives used as core concepts and the four multicultural content integration approaches also used as unifying entities and change frames in the detailed illustration.

The text book is prepared to be supplemented with plasma transmission lectures but most of the time they don't get the access as one instructor said about plasma transmission "the text book concepts are too short to be discussed to the level they create good understanding unless it is supplemented by plasma transmission lecture."

When we come to the content analysis of the text book, total integration approach is expected to be used by trying to mix and balance among the four content integration approach multicultural education in addition to this when we also see the text book ,the text book has a an inter relation among the four multicultural content integration approach. The multicultural contents seem more dominated by transformation approach for the text book is written in other than the local language. there is also problems of generalization in grade 11 text book unit 3 page 35 under the sub topic "the individual and the public interest "paragraph 5 and 6 specially paragraph 6 line 5and six says "generally speaking public right should precede individual rights "this generalization may be taken as petition.ee approach and it is better to specify the issue rather than speaking it generally for the request of right is the request of freedom. Social action approach is also the main subject of civics and ethical education that is about what social value to understand and deal with social affairs as a citizen of preparatory level is the main part of civics and ethical education of this level other approach cannot stand independently without the two previously discussed approaches. next to transformation and social action approaches additive approach is following by presenting issues of equity, and gender contribution approach is also presented in its modern shape by using like the term patriot in substitution of hero and show how different aspects of patriotism are available in different personalities and cultural construction of self

but still they need more eclectic approach when they integrate into the civics and ethical education text book and instructional practice

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### 5.1. Summary

Practice, awareness and attitude toward multicultural education in the given school is tried to be analyzed quantitatively and

First the multicultural practice in the school is tried to be analyzed and 82% *Students respond positively to practice related statements.*

*The rest 9% respond how they don't not think there are multicultural practices related to the statement.*

Next to this the awareness level of both teachers and students tried to be addressed and

Total 70% of the students have high awareness level.

The rest 30 % have lower awareness level.

Most of the teachers seem to be well aware of the concept and significance of multicultural content integration into civics and ethical education the majority of teachers' response about 80% in response to the whole 11 statements show high level of awareness.

Attitude related analysis is also done on teachers response and most of the teachers about 94% in question seem to have positive attitude toward the multicultural content integration into civics and ethical education text book and instructional practice but the rest 6 percent respond negatively.

Finally content analysis is done to show the way units of analysis ,categories and multicultural content integrations and their important themes are selected and worked together to integrate multicultural contents in the text book.

First themes of the content integration approaches strike balance among knowledge,skill and attitude .

Next to this units used as unit of analysis pictures in the units used a important category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Then units of the text book are used as unit of analysis and topics as core civics and ethical education concept category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Then after units of the text book are used as unit of analysis and sub topics as core civics and ethical education concept category and the four content integration approaches as unifying entities ,change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Finally units of the text book are used as unit of analysis and learning objectives as core civics and ethical education concept category and the four content integration approaches as unifying entities ,change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

The text book concepts are too short to be discussed to the level they create good understanding unless it is supplemented by plasma transmission lecture.

When we come to the content analysis of the text book, total integration approach is used by trying to mix and balance among the four content integration approach multicultural education but still there is a need to make the approaches more eclectic.

The study tried to see the multicultural awareness level of both teachers and students and also tried to see the content of civics and ethical education Civics education text book and the approaches used to integrate multicultural teams, beliefs ,issues and practices and the teachers multicultural awareness and attitude found to be higher and favorable at the same time and also the students attitude toward integrating multicultural contents to civics and ethical education found to be positive but when we come to the awareness of the students that they have for multicultural education is relatively lower when we also see the text book analysis the text book has a total integration approach there is an inter relation among the four multicultural content integration approach in grade 12 text book the multicultural teams are more dominated by transformation approach there are also problems of generalization in grade 11 text book unit 3 page 35 under the sub topic “the individual and the public interest “ paragraph 5 and 6 specially paragraph 6 line 5and six says “generally speaking public interest should precede individual rights “this generalization may be taken as petition.ee approach as opinion stand against the formal request of individual rights and it is better to specify the issue and teach the conditions and cases where individual interest need to submit to the public interest and why the need is justified and in this case instead of using the word “individual right” it is better to specify the issue to the level of” interest” for the request of right is the request of freedom and for either groups or individuals are not allowed to rule over question of right and freedom. More or less transformation and social action approaches are dominating the rest of the multicultural content integration approaches in the text books for the reason the other approach cannot stand independently without the two .Next to transformation and social action approaches, additive approach is following by presenting issues of equity, and equality and gender contribution approach is also presented in its modern shape by using like the term patriot in substitution of hero and show how different aspects of patriotism are available in different personalities and cultural construction of self. The background characteristic information generated from the data the ratio of female teachers is relatively smaller and show the further empowerment of female students and justify the affirmative action given to female students to join universities with lower G.P,A than male students .when we see the qualification of the teachers there is only one teacher that has masters degree the rest 4 teachers have only first degree in the field of study and related field of hey are teaching this may not match with

the education and training strategy and policy statement of ministry of education has plan to upgrade the qualification of preparatory school teachers education qualification to masters degree in the subject that they teach. The teaching related experience of the teachers is about 80 % of teachers have more than three years of experience. the average multicultural practice related response show how 82% of students respondents respond positively to the statements and the rest 18% respond negatively .

The average awareness related response of student show 70% of students have high awareness level and the rest 30% have lower awareness level.

The attitude related statements show majority of the teachers have favorable attitude toward integrating multicultural contents into civics and ethical education text book and instructional practice.

When we come to the content analysis of the text book, total integration approach is expected to be used by trying to mix and balance among the four content integration approach multicultural education in addition to this when we also see the text book ,the text book has a an inter relation among the four multicultural content integration approach. The multicultural contents seem more dominated by transformation approach for the text book is written in other than the local language. there is also problems of generalization in grade 11 text book unit 3 page 35 under the sub topic “the individual and the public interest “ paragraph 5 and 6 specially paragraph 6 line 5and six says “generally speaking public right should precede individual rights “ this generalization may be taken as petition.ee approach and it is better to specify the issue rather than speaking it generally for the request of right is the request of freedom. Social action approach is also the main subject of civics and ethical education that is about what social value to understand and deal with social affairs as a citizen of preparatory level is the main part of civics and ethical education of this level other approach cannot stand independently without the two previously discussed approaches. next to transformation and social action approaches additive approach is following by presenting issues of equity, and gender contribution approach is also presented in its modern shape by using



like the term patriot in substitution of hero and show how different aspects of patriotism are available in different personalities and cultural construction of self but still they need more eclectic approach when they integrate into the civics and ethical education text book and instructional practice .

## **5.2. Conclusions**

The study tried to see the multicultural practice in relation with learning civics and ethical education ,awareness level of both teachers and students and also tried to see the content of civics and ethical education text book and the approaches used to integrate multicultural teams, beliefs ,issues and practices.

Practice, awareness and attitude toward multicultural education in the given school is tried to be analyzed quantitatively and *82% Students respond positively to practice related statements.*

*The rest 9% respond how they don't not think there are multicultural practices related to the statement.*

a the book“ concepts text Total 70% of the students have high awareness level .

The rest 30 % have lower awareness level.

Most of the teachers about 94% in question seem to have positive attitude toward the multicultural content integration into civics and ethical education text book and instructional practice but the rest 6 percent respond negatively.

Themes of the content integration approaches strike balance among knowledge, skill and attitude

Units used as unit of analysis pictures in the units used a important category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Units of the text book are used as unit of analysis and topics as core civics and ethical education concept category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration. That units of the text book are used as unit of analysis and sub topics as core civics and ethical education concept category and the four content integration approaches as unifying entities ,change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

Units of the text book are used as unit of analysis and learning objectives as core civics and ethical education concept category and the four content integration approaches as unifying entities, change frame to keep them self in the detailed illustration in eclectic position and language to give meaning in the detailed illustration.

The text book concepts are too short to be discussed to the level they create good understanding unless it is supplemented by plasma transmission lecture.

When we come to the content analysis of the text book, total integration approach is used by trying to mix and balance among the four content integration approach multicultural education but still there is a need to make the approaches more eclectic.

The text book analysis the text book has a total integration approach there is an inter relation among the four multicultural content integration approach in grade 12 text book the multicultural teams are more dominated by transformation approach there are also problems of generalization in grade 11 text book unit 3 page 35 under the sub topic “the individual and the public interest “ paragraph 5 and 6 specially paragraph 6 line 5and six says “generally speaking public interest should precede individual rights “this generalization may be taken as petition.ee approach as opinion stand against the formal request of individual rights and it is better to specify the issue and teach the conditions

Unless teachers have skills of implementing the integration of multicultural content into civics and ethical education, they cannot apply active and cooperative learning and motivate students toward better achievement create democratic atmosphere in the class room

Content analysis supplemented by (Banks1994 /in Dejene 2007 p 24) model of multicultural content integration and interview of the civics and ethical education head of kotebe teachers education and suggest that to use eclectic position of the four multicultural content integration approaches . the reason why the person is interviewed is the text book is not limited to the give school only the instructional practice is limited to wonderad preparatory school.

Topics of the units, sub topics, learning objectives and pictures are expected to be used as a core concept category of civics and ethical education concept and the four multicultural content integration approaches and other multicultural concepts as unifying entities the four multicultural content integrations also used as change frames and important part of the language related to the prior understandings of students and teachers In the detail illustration .

Multicultural education knowledge attitude and skill play very crucial role in cultural construction of self which is part of personality and groups one belongs to Multicultural education help to manage identity related changes such as change in family members and extended family members. Multicultural education helps teaching and learning process by creating equity pedagogy.

### **5.3 Recommendations**

- Students that are less aware of multicultural education expected to be addressed through curricular and co curricular activities.
- Teachers that also are less aware of multicultural education expected to be addressed through continuous professional development process, teachers professional development induction programs and other short term trainings.
- The text book multicultural content integration is expected to be done by selecting core concepts from civics and ethical education text book as a core category and use the four multicultural education content integration approaches as unifying entities, change frame and important part of language in the detailed illustrations.

Ethiopian government is giving affirmative actions for females and other but still most likely seems there are a lot of things to do further in relation with empowering females educators for the is only one teacher in the preparatory school and there is a need also to empower teachers for some teachers response was to the level they consider themselves to the level of disadvantaged groups.

## **Reference**

Axelson, J. A. (1985) counseling and development ion Multicultural society. Monterey. CA: Brooks/cole

Banks J. A. (1994) Teaching strategy for Ethnic studies. Boston. Allyn and Bacon.

Banks, J. A. (1991) multiethnic education Theory and practice, Boston, Allyn and Bacon.

Banks, JA. (1993) Multicultural education. Progress and prospect phi Delta Kappan, 75, 21

Benneff, C. I. (1986) comprehensive multicultural education theory and practice Boston. Allyn and Bacon.

Cohen L, Manion. L and Morrison. K. Research Method in Education (6<sup>th</sup>ed) (2007). MPG Books Ltd, Bodmin, New York.

Smith E. J. cultural and historical perspectives in counseling blacks. In D.W sue (Ed.) counseling the culturally different (pp 141-185).

DerbesaDurferak(2004) Fundamentals of curriculum development IER, College of education Press.

Erango (1986) “multicultural teacher education” in James A. Banks and James Lynch (eds), Multicultural Education in western societies London, Holt, Rinehart and Winston.

Flick, U (2002). An introduction to quantitative research, Great Britain: Cromwell Press.

Garica, R.L. (1984) countering classroom discrimination. Theory into practice , 22, 104-109.

Gay. G. (1983) Multicultural education historical development and future prospect *Pil Delta kappan* 64, 560-563

Getanehe, Mesfin, Lakew and Tewodros civics and ethical education, 2002, Federal democratic republic of Ethiopia ministry of education.

Glazner, N. (1981). Pluralism and the new immigrants. *Society*, 19, 31-36.

Gollnick, D. M, and Chinn, P. C. (1990) Multicultural education in pluralistic society (3<sup>rd</sup>ed) Columbus, OH: Merrill.

Guttsman 2000 challenges of multicultural education theory and practice ,democratic education Allyn and Bacon.

Hernandez, H. (1989) Multicultural education A Teacher’s guide to content and process Columbus, OH: Merrill.

- Holt, Rionchart (1964) Ethics and human community, Melvin Reader, University of Washington. Kow, L. (1984) Methodology of educational research, New Delhi: Riks publishing house prt. Ltd.
- Milkias, Paulos (1988) Ethiopian Education overview, London, World education encyclopedia.
- Ministry of education (2002) New education and Training Policy Addis Ababa.
- Payne C. (1984) Multicultural education and racism in American schools. Theory into practice 122, 124-131.
- Ramsey, P. G. (1987) Teaching and learning in diverse world. New York, Teachers college Press.
- Raybon, P. (1989, October 2). A case of severe bias' News week, p. 11
- Southern association for children under Six (1988), multicultural education position statement Little Rock: Author.
- Tiedt P. r. and Tiedt, I. M. (1995) multicultural teaching a hand book of activity information and resource. Boston Allyn and Bacon
- Dejenegizaw 2007 the attitude and awareness of teacher's educators in Bonga teachers training college.
- Dawit lemma2006 perception of teachers and students of civics and ethical education practice in selected schools of west shoa zone .
- Civics and ethical education text book (2012 )grade 11 and 12
  - Ethiopian federal democratic republic constitution
  - wade C.R (1997) community service learning guide to include community service in public curriculum. Newyork state university. Newyork press.

Burstyn N.J (1996) educating tomorrow voluble citizens.U.S.A state university of new York.

Tree, Price and wyckoff2000 the growing cities of the world, globalization and diversity. Upper saddle river New Jersey.

B.Byond and H Brock 2004multicultural and multilingual literacy an language /context and practice.

Vigotisky, L.S 1978 9in B.Byond and Brock 2004 p,4 developmental of higher psychological process.cambrigeM.AHarvard university press.

Sent merrycollege (2003) (in Dawit 2006) conceptual definition of development subject matter of civics ethics and political philosophy.

(MOE, 2002) edcation and traning policy

**ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL**  
**DEVELOPMENT STUDIES**

**Multicultural awareness questionnaire for Teachers**

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned with the integration of multicultural contents to civics and ethical education to preparatory level. Any response given in the questionnaire is used only and only for the purpose of research. And it remains confidential. Therefore, I humbly request you to give a true and precise response.

Personal information from the instructor

1. Sex A. Male \_\_\_\_\_ B. Female \_\_\_\_\_
2. Years of service \_\_\_\_\_
3. Qualification A. MA/MSC \_\_\_\_\_



B. BA/BSC \_\_\_\_\_

C. Diploma \_\_\_\_\_

4. Area of specialization \_\_\_\_\_

5. Subject you teach \_\_\_\_\_

**Direction I:** the following are statements referring to multicultural education. Five point scales (from 0 to 4) are given corresponding to each statement. Please circle any one of the scales that best describes your assessment of each statement.

Note scale 4: Definitely correct

3: Almost correct

2: probably incorrect

1: Definitely incorrect

0: Don't know

No.	Items	Definitely correct	Almost correct	Probably correct	Definitely incorrect	Don't know
1.	Awareness of the ethnic and cultural background of students is important for successful teaching-learning process.					
2.	Cultural diversity that exists among students in the classroom can facilitate active learning if properly utilized.					

3.	Cultural values and experiences influence the prospective teachers to think and behave in a particular way					
4.	Multicultural education creates intercultural conflicts in TEI					
5.	Multicultural education creates identity crisis in the learners mind.					
6.	Multicultural education favors an educational system which values differences and individuality rather than similarity and imitation					
7.	Instruction from multicultural perspectives can not promote respect for equity pedagogy					
8.	Bringing culture of a student as an initial point of learning can degrade human dignity.					
9.	Multicultural education cannot help teacher educators to incorporate cultural values and experiences of students in their class room discussion.					
10.	Multicultural education develops students'					

	rational acceptance of cultural diversity as a resource to an academic achievement.					
11.	Multicultural education brings together cultural and psychological differences of learners to enhance individual leaning environment.					

II. Kindly, respond to the following questions

1. What do you say about multiculturalism/ cultural diversity/? \_\_\_\_\_  
\_\_\_\_\_
2. How do you see ethno-cultural diversity in education?  
\_\_\_\_\_  
\_\_\_\_\_
3. Please, would you state effects of ethno-cultural diversity I your class room instruction? \_\_\_\_\_  
\_\_\_\_\_

**Part II**

**Multicultural Attitude rating scale**

Direction: The following are statements referring to the inclusion of multicultural education in the high school. Five scales from strongly agree to strongly disagree are given corresponding to each statement. Circle the number against each statement that matches with your concise.

- 5. Strongly agree
- 4. Agree
- 3. Undecided
- 2. Disagree
- 1. Strongly disagree

No.	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Teacher’s cultural insensitiveness can negatively affect the lives of students they teach.					
2.	Effective educators of ethnic and culturally diverse students are advocates who praise and promote cultural diversity in the classroom.					
3.	Classroom learning would be successful for students if teacher educators instruct					
	Their lessons from multicultural					

	perspective					
4.	Teachers need to show respect toward the culture of their students					
5.	All students in a classroom can equally learn and achieve the best regardless of their ethnic and cultural background					
6.	Showing respect for students' ethnic cultures positively contributes to better relation with them					
7.	Effective educators of diverse students have strong feeling in favor of classroom practices reflecting ethnic and cultural diversity.					
8.	In a multicultural classroom, teachers need to clarify ideas from the stand point of the commonly shared cultures of various ethnic groups.					
9.	A teachers should encourage students in the classroom to clarify ideas from their ethnic cultural perspectives					
10	The future teachers need to be prepared					

	(in their knowledge and skills) for cultural difference they might encounter in their professional career.					
11.	There is in way of making classroom instruction responsive to cultural diversity					
12.	Students need to be aware of other peoples who live in the same society but have different cultures from their own.					
13.	We need to work toward building a single national culture rather than nurturing the diversity of cultures					
14.	Talking about cultural difference is a threat to national integration					
15.	Talking about cultural difference is a mere waste of time					
16.	The teacher exhibit of respect for different cultures in a classroom					
17.	Teachers could be successful in teaching multicultural classroom without having training if they are sincere to and sympathetic with culturally diversified					

	students.					
--	-----------	--	--	--	--	--

**II. Would you please respond to the following question?**

1. How do you handle ethno-cultural diversity to promote equity education?

---

---

---

2. How do you entertain different points of view that can be raised by students of diverse cultural background?

---

---

---

3. What do you do to implement active learning in a multi ethno-cultural class room?

---

---

---

**ADDIS ABABAUNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHERS**  
**PROFESSIONAL DEVELOPMENT STUDIES**

**Performance rating scale to be filled by observers.**

The purpose of this performance rating scale is to collect information on classroom performance of the teachers from a multicultural perspective in Wondirad high school. The information gained through the performance rating scale will be used only for the purpose stastical analysis. Any information that you give will be kept confidential. Hence, your cooperation in giving genuine information is highly valuable for the accomplishment of the study.

Note: There is no need to write your name and the name of the observed teacher educator.

Thank you in advance for cooperation!

1. Personal information of the observed teachers

1. Sex            a) male \_\_\_\_\_            b) Female \_\_\_\_\_

2. Years of experience in TEL \_\_\_\_\_

3. Qualification a) MA/MSc \_\_\_\_\_

   b) BA/ BSc \_\_\_\_\_

   c) Diploma \_\_\_\_\_

4. Area of specialization \_\_\_\_\_

5. Subject you instruct \_\_\_\_\_



No	Responses to the practice related statements	Yes	%age	No	%age
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

No	Items	High		Medium	Low		
		Strongly agree	Agree	Some how agree	Disagree	Strongly disagree	Undecided
1.							
2.							
3.							
4.							

Important teams of multicultural content integration approaches

No	Contribution approach	Additive approach	Transformation approach	Social action approach
1				
2				
3				
4				
5				

No	Units of the text book	Contribution approach	Additive approach	Transformation approach	Social action approach
----	------------------------	-----------------------	-------------------	-------------------------	------------------------

<b>1</b>	<b>Unit 1</b>				
<b>2</b>	<b>Unit 2</b>				
<b>3</b>	<b>Unit 3</b>				
<b>4</b>	<b>Unit 4</b>				
<b>5</b>	<b>Unit 5</b>				
<b>6</b>	<b>Unit 6</b>				
<b>7</b>	<b>Unit 7</b>				
<b>8</b>	<b>Unit 8</b>				
<b>9</b>	<b>Unit 9</b>				
<b>10</b>	<b>Unit 10</b>				

<b>11</b>	<b>Unit 11</b>				
-----------	----------------	--	--	--	--

<b>S.N</b>	<b>Items</b>	<b>The attitude of teachers</b>					
		<b>positive</b>			<b>neutral</b>	<b>negative</b>	
		<b>Differently positive</b>	<b>positive</b>	<b>Almost positive</b>	<b>neutral</b>	<b>Differently negative</b>	<b>negative</b>

<b>Units</b>	<b>No</b>	<b>Total</b>	<b>Topics</b>	<b>Additive approach</b>	<b>Transformation approach</b>	<b>Social approach</b>	<b>action</b>
	<b>Integration</b>	<b>Integration</b>	<b>Contribution approach</b>				
Building democrats system							
The rule of law							
Equality							