The Effect of Teachers' Self-Efficacy on Their Attitude Towards Implementation of Multicultural Education in Harari Government Secondary Schools

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Abstract

This study was aimed at to investigate the effect of teachers' self-efficacy attitude towards the implementation of Multicultural Education (MCE) in Harari Region Secondary Schools. To realize this descriptive survey design with quantitative approach was adopted. 100, teachers were selected by using stratified random sampling techniques followed simple random sampling technique. Data were collected through closed ended questionnaires.   Descriptive and inferential statistical data analysis was employed. The finding showed that the practice of MCE in school was medium and teachers' self-efficacy towards implementations of MCE in the schools was found statistically significant.   Self-efficacy in the implementation of MCE was statistically significant predictors of teacher's attitude and practices towards implementation of MCE in the schools respectively. Self-efficacy contributed 17% on attitude and 26 % to practices in the implementation of MCE had positive impact. Self-efficacy of teachers toward MCE had a statistically significant moderate positive relation with teachers' practices of MCE. Self-efficacy had positive impact on attitude of teachers and practices of teachers in the implementation of MCE. The study presented crucial implications for further studies and policy actions for preparing teachers for multicultural teachers' curriculum and multicultural educators for building cultural tolerance among diversified students in the schools.

Keywords: *S*elf-efficacy, Attitudes, Teachers, Implementation, Multicultural education

Introduction

Historically,Multicultural Education(MCE) has traditionally developed out of the aftermath the civil rights movement of the 1960s. African Americans have embarked this decade on a fight for their rights. MCE is playing a vital role in promoting cultural awareness, equal opportunity for learning, promoting self-identity as well as encouraging unity through diversity. The justification was to eradicate segregation in housing, schooling, and educating and considering pressures of learning and teaching institution such as African Americans and developing countries like African countries of diversity issues (Banks, 2010; Manning, 1996).

In this regards, Ethiopia is said to be a home of diversity in Africa next to Nigeria and some people, for instance, say that Ethiopia is known to be a museum of people for its cultural diversity. In other words the nature of the Ethiopian education system is directly or indirectly in a multicultural setting. Because, teachers, students, and other stockholders are not the same in terms of their gender, religion, language, and they come from different backgrounds. From its inception, a major goal of MCE is to help students in terms of knowledge, positive attitudes, and skills needed to function within their own micro-cultures, of the society macro culture, other micro-cultures, and the global community (Manning, 1996; Banks, 2010).

Furthermore, in Ethiopia a numbers of Previous studies have been documented like (ETP) Education and Training Policy was promulgated in (1994, 10-14) taking into account the goal of Ethiopian education in human and socioeconomic development such as: (1) bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice, and peace, endowed with democratic culture and discipline. (2) to provide education that promotes democratic culture, tolerance, and peaceful resolutions of differences and that raise the sense of discharging societal responsibi1ity. This shows that the Ethiopian education system gives recognition for diversity and its importance among the diversified society. The policy stipulated that educational institutions and teachers have crucial roles implementing in designing implementing education, training programs, coordination, and democratic ways from the society, development, and research institutions, teachers and students putting in practice in the school.

Contrary of the above views , ETP (1994) addressed the problems of Ethiopian education such as the absence of interrelated contents and mode of presentation that can develop student's knowledge, insufficient

training of teachers, cognitive abilities, and behavioral change by level, to adequately enrich problem-solving ability and problems of attitude are some of the major problems of the Ethiopian education system. In similar way another argument also focused in Ethiopian Education Road Map (2018-2030) also defined the problem there insufficient training of teachers regarding promoting unity within diversity and creating tolerance among the different student. This is the reason why many teachers think MCE is only or primarily of content related to ethnic, racial, and cultural groups. Conceptualizing MCE exclusively as content related to various ethnic and cultural groups are problematic for several reasons in Ethiopian schools especially today. Because teachers cannot easily see how their content is related to cultural issues will easily dismiss MCE with the argument that it is not relevant to their discipline, they come to localization, create misunderstood, misguide, and demised Ethiopian golden culture in line with living to gather and mutual coexistence among Ethiopian multicultural society. This problem is very serious and its sources are from the attitude and self-efficacy of teachers' Ethiopian government secondary schools and resulted in Higher education.

Statement of the Problem
In the global sphere for several years' great effort has been devoted to the study on the attitude and self-efficacy of teachers towards the practice of MCE. For instance, Paul. G, Abigail, R, Shannon. (2012) 'self-efficacy and multicultural teacher education in the United states and Dan Li's (2013) 'policy and practice in MCE a case study of a milt-ethnic per-university college' respectively. According to liDan (2013), result obtained indicated that there is no policy specifically titled to promote MCE in the college, the ideas embedded in its mission, values, and principles are in accord with the purpose of MCE which is to help students develop the knowledge, positive attitudes, and skills needed to function within the global community and lack of efficient teacher training. Similarly, Akie , Asko , and Hannu (2018) also conducted on teachers' attitudes and self-efficacy on implementing inclusive education in Japan and Finland: A comparative study using multi-purpose structural equation modeling A multi-purpose structural equation modeling was conducted to find similarities and differences in how the background variables predict teachers' attitudes and self-efficacy (Techombe and Nsamenagn, 2011).

Regarding to this work it was observed that Ethiopia is a country of the multicultural society in general and particular in the schools. It is also said to be home diversity having at least eighty nations and nationalities having their own cultures, norms, values, which considered as a resource for the country's heritage. So MCE an important issue for addressing and promote unity within diversity, tolerance, love, positive attitudes, equality, and recognition among several different diversity in an educational system (Bezabih Wondimu, 2019; Dereje Terefe, 2016).

Conversely, there is limited research conducted in this area and the literature on attitudes, self-efficacy, is practiced in the implementation of MCE and create among diversified students as well as promoting unity within diversity in schools among students few low in number. In Ethiopia context some research has been done on MCE in Ethiopia context such as Dereje's works (2016),Abebaw and Tilahun entitled ' Imperatives of multicultural education in Ethiopia, reflections on awareness, practices, and challenges in higher learning institutions' and ' higher education institutions as pavilions of diversity: Opportunities and challenges the case of Bahir Dar University' respectively. Dereje has been attempted to address awareness, practices, and challenges in the same ways, Abebaw and Tilahun (2016) were attempted to address, challenges, and how to handle challenges of MCE in higher education. All of them used qualitative methods.

A key limitation of those researches were disclosed that attitude and self -efficacy of teachers toward practicing MCE that considers the issue of diversity into account at government secondary schools is becoming a great problem and challenge in the Ethiopian Education system. Because, currently, what we observe the conflict, violence, and misconception of diversity in Higher education is the result of secondary schools because secondary schools are the sources of higher education. Most of the previous studies do not take into account teachers' attitudes and self-efficacy in the implementation of MCE, the role of teachers in promoting unity diversity within diversity were did not directly address in the study and area of secondary schools. This is also gaps and some of the other literature sources addressed related to attitude and practices MCE global and local but not exactly the same topic. For instance, the related themes they tried to address MCE implementation (Robsan, 2014; Abebew, 2007; Ambissa, 2010; Fisseha, 2015).

Currently from my experience and daily observations, there a conflict, tension, fear among diversified students in terms of ethnic groups, religion, historical background, and political point of view in Ethiopian educational institution   like university, colleges, and schools. So, why these issues happened? This is a critical problem in Ethiopian secondary schools in general and in Harari government schools in particular. Because, secondary schools are the foundation for university and colleges and Harar government secondary schools are rich in diversity when we compare with Oromia region Eastern Hararg Zone. Because, it is a mixture of different ethnic, and culture groups and we can say small state and represents all of Ethiopia people.

Therefore, theoretically, policy, and practice gaps of studies are spire me to conduct and come with

ameliorating such serious problem in educational setting particularly Harari government secondary schools. As much as my reading and my concern on the study I haven't seen previous studies which were conducted on the attitude and self-efficacy of teachers towards implementation of MCE in Harari Regional state expect the some part of Ethiopia. So gaps, while several studies have been conducted with a prospect, challenges, (content gap) focused on higher education (area gaps). Hence, currently, I felt this problem is worth investigating and the study tried to fill in the gaps in both theory and practice by examining the self-efficacy of teachers' attitude towards implementation of MCE. The study is intentional with the following six basic research questions.

Research Aim

The general objective of this study was to investigate teachers' self-efficacy on their attitudes towards implementation MCE in Harari government secondary schools.Specifically, the study was intended to:(1)Identify the extent to which the attitude of teachers is predicted by their self-efficacy in the Implementation of implementation of MCE (2) Indicate the extent to which the Practices of teachers are predicted by their self-efficacy towards the Implementation of implementation of MCE.(3). Pinpoint the self-efficacy of teachers in Harari Region government secondary schools.(4). Identify whether there are statistically significant differences among the attitude, self- efficacy, and practices of MCE in Harari government secondary schools. (5). Examine the current status of MCE in Harari government secondary schools. And (6) To determine the extent to which demographic factors such as gender, age, and training influence teachers' attitudes towards the implementation of MCE in Harari government secondary schools.

Context and Review of Related Literature

This chapter deals with the the setting of research area and review of related Literature are discussed.

Description of the Study Area

This study has been carried out in Harari National Regional State. The region is situated in the Eastern part of Ethiopia at about 525Km distance from capital city of Addis Ababa Central Statistics Agency of Ethiopia (CSA, 2007).Concerning with Governmental educational institution there are 2 colleges, 8 secondary schools, and 87 primary schools. The number of teachers in government secondary schools Male, 442 and Female, 69 total 511 of teachers. Therefore, secondary schools, which selected for this research, were found in Harari National Regional State (Harari Education office, 2012).

Review of Related Literature.

It is very difficult to give a single definition MCE. Definitions and conceptualizations vary both within and across countries different groups and individuals were defining MCE in different ways. For this reason, there is no comprehensive definition that accepted by among the scholars. However, the following definition is found to be more relevant and hopefully provide evidence to the issues will be discussed from different writers in line with this study. Consequently, according to Manning and Barth (1996:3-4) had noted that MCE is:

Both concepts and deliberate process designed to teach learner's to recognize, accept, and appreciate cultural ethnic, social class, religious, and gender differences in learn during these crucial developmental years a sense of responsibility and commitments to work toward the democratic ideals of justice, equality, and democracy.

From the above scholarly statement, we can understand that MCE is an idea, educational movement, and process that planed to educate students for the purpose of recognizing, accepting, and appreciating different diversity in terms of culture, linguistics, social class, religion, politics view, and gender issues in schools for creating justice, equality, democracy and education for cultural diversity.

The Role of the Teacher in Practicing Multicultural Education

The role of the teacher is the core and very crucial element in the implementation of MCE in line with OCED (2009) stated teachers are the heart of educational process and the main determinant of the quality and effectiveness of its results as they play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers.

Moreover, the effectiveness of teacher educators is measured by the successful and collective attainment of educational goals of the country, among which are preparation of citizens who can contribute to regional, national and global developments yet by addressing the complex individual and social needs in simultaneity. This is shown as the role of teachers in education is to create a new generation in line with demotic culture norms, good citizen by teaching tolerance, respect, tolerance, and mutual understanding among students (Banks, 2010).

The Concept of Self-efficacy and Theories.
According to Bandura (1977), social learning theory provides the background to the teachers' self-efficacy and attitude towards accommodating diversity. Self-efficacy has proven to be a very useful concept for understanding the diversity and behaviors of individual teachers. In the same way Bandura also (1994) explained that self-efficacy is a belief in one's own ability to successfully accomplish and maintain strong commitment does the same thing in confidence. The ability the individuals or groups to organize, practices, implement the given plan to attend the objectives and encouraging students, effective management of the classroom, understating student difference, using instructional materials, and effective strategies appreciating and understanding diversity in the school as a whole and classroom in particular.

The Concept of Attitude and Theories.
As Bandura (1989) defined social learning theory are evaluative reactions to persons, objects, and events, including peoples' beliefs, positive and negative feelings about the attitude object Combination of affective, behavioral and cognitive reactions to action and teachers' attitudes towards inclusion are often based on practical concerns about how inclusive education can be implemented, rather than be grounded in any particular ideology. The attitude towards MCE the existence of cultural, color, age, ethnic, religion, and diversity acknowledgment and appreciation of both commonalities and difference are pivotal issues that should be accepted without preconditions. In line with this, Manning and Barth (1996), had suggested   the adolescents must develop the understanding that diversity is not a matter of right or wrong; this step can be integral to forming positive feelings towards other customs, languages, and traditions in society.

Moreover, Manning and Barth (1996) noted that multicultural attitudes include positive attitudes, values, creating culturally appropriate learning environments, modeling for children to learn, respect, and concern for all. Those elements help teachers to identify, clarify their own ethnic and cultural identities and develop a positive attitude toward other cultural groups and implement MCE in the schools. Different   literature shows that demographic variables such as gender, working experience, a matter of training, educational status and another controls variable influences the attitude of teachers in the application of roles and duties, understanding the importance of MCE and effective implementation of MCE in the schools.

Empirical Studies
Some abroad prior studies have identified attitude and self-efficacy of teachers towards practices of MCE in schools. For instance, Dubbeld, A., De Hoog, N., Den Brok, P. & de Laat, M. (2019) has been conducted on teachers' multicultural attitudes and perceptions of school policy and school climate in relation to burnout result indicated that diversity related burnout were found among teachers categorized as assimilation's in attitude and who perceived their school as pluralistic. Contrary of the above ideas the research which was conducted by Joy Lynne James (2004) on teachers' attitudes and Perceptions of multicultural and diversity awareness in elementary schools result was positive attitude.

Relation to self of teachers the study which was conducted by Donna L. Strickland (2018) on factors relating to the multicultural efficacy and attitudes of teachers result indicate that there was no relation between attitude and self cay of teachers towards MCE. Moreover, local studies were attempted to address some issues in line with MCE. However, there is insufficiency of studies that bring the two together with the attitude and self-efficacy of teachers' implementation of MCE in Ethiopian the education system in general and secondary schools in particular. As my observation, only a few researches (Robsan, 2007; Dereje, 2016; Ambissa, 2015) have been conducted in the real sense of the MCE in Ethiopia but they did not addressed about self-efficacy and attitude of teachers.

Moreover, integrating concepts and theories attitude and self-efficacy of teachers towards practices of MCE in the schools in general and in the classroom in particular in line with everyday life makes teachers and students more capable of highlighting the importance of MCE in the schools and create unity within diversity as well as facilitate love, mutual understanding, cooperation rather than competition among diversified student and teachers.   Additionally, teaching in multicultural school setting with a positive attitude and high efficacy implies that   material learned courses can be applied to benefit the community through a variety of tangible services, such as helping each other without discrimination regardless of diversity. Creating equal opportunities for all learners in the schools whole and in the classroom at the micro-level of teaching and learning is an excellent way for students to apply unity, love, tolerance, mutual understanding of real-world situations and concurrently benefit from each other rather than isolation.

The Conceptual Framework
The theoretical, conceptual from the work, and operational definition of key terms   of the study have a strong relationship. Conceptual from work of the researcher is an attempt theory from the attitude, and social-cognitive theories from the self-efficacy of teachers. The framework for this study which examined attitudes and self-

efficacy of teachers towards practices of MCE in secondary schools such as (1) Background of the respondents (Teaching experience, age, training matter, educational status, ethnicity, and religion) as independent variables,(2) the attitude of teachers toward practices of multicultural education(roles and professional, understanding of the aim of multicultural education, and using effective strategies as dependent variables, (3) self-efficacy of teachers towards practices of MCE (engagement of student, instructional strategies, and classroom management as an independent variables (3) implementation or practices of MCE (practicing teaching in a diversified setting in the school and in the classroom as dependant variables .

METHOD
The descriptive survey research design (cross sectional) a particular one-shot design was employed in carrying out this study and only one time and get the fast result and sampling a large group of randomly selected people to provide information about themselves like their attitudes beliefs, and providing a snapshot of how people think and behave at a given point in time (Bates *et* at.,2012; John,2005; Creswell,2012; Johnson, D., and Scott, W,2009).

Sources of Data
In this study both primary and secondary sources were used. Primary data source was questionnaires from 100 teachers in the three Harari Secondary government   schools in 2012 academic year, where as the secondary sources used this study were publications such as books, journal articles, book chapters, and M.A /Ph.D.) thesis and dissertation were reviewed.

Sample sizes and sampling techniques
The total populations of this study were 8 secondary government schools and teachers' male, 242, Female 69 total teachers 511 in Harari Regional State in 2012 academic year. For the purpose of managing the number of respondents it was selected from the three schools and 100 teachers were included in the sample using simple random sampling techniques for selection of schools and stratified sampling techniques followed by simple random sampling particular lottery method for teachers' selection respectively.

    Krejecie (1970:3),had suggested that determining the sample size the research used "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size from the table formula. Accordingly, the population was 175 then from the table of the sample size of this population is 123 acceptable.(Burke John, 2014; Morrison *et* at., 2018; Johnsontan, D., and Scott, W, 2009).

Instrument of Data Collection
The instrument used in this study was questionnaires. A close-ended type was adapted OECD (TALIS, 2018:24; Tezci, and Yildirim 2016:202) and developed in line with the research site area. It had four sections. The first section dealt with the background information of the respondents. The second section contained the attitude of teachers towards MCE. The third section is about self-efficacy and fifth about practices of MCE in the schools. Questionnaire comprised 7 items on the background information of respondents, 15 items about the attitude, 15 items related to self-efficacy, and 10 items about the practices MCE. The items on were Likert scale types with 5 points scales attitude ranging from 1 strongly disagree - strongly agree to 5. The second part of the items which were concerned with the self-efficacy range from 1 yes definitely – not definitely to 5 and thirdly range from 1 not at all – a lot to 5 was Likert types rated on practices of MCE.

Methods of Data Analysis
Both descriptive and inferential statistics were used in this research. Moreover, percentages, and frequency for demographic variables research questions 1 and 2 Linear regression, research question 3 One sample t-test, question 4, correlation, research questions 5 descriptive statistic, independent sample t-test, One-way ANOVA and Two way ANOVA to research question 6 and used inferential statistics variation was used to show the degree of relationship, the difference among and within groups and estimate that most likely value of those variables respectively (Joseph and Schutt, 2012).

Findings and Discussions
This section deals with results and discussion of the study. Furthermore, it provides in line with the research questions, major findings, and discussions are presented based on demographic variables, self-efficacy, attitudes, and practices of teachers towards the implementation of MCE.

The effect of Teachers' Self-efficacy on their Attitude towards Implementation of MCE

Table 1

Effect of teachers' self-efficacy in predicting attitude towards of MCE.

Model	B	SE	Beta	t	Sig.
(Constant)	*43.211*	*3.705*		*19.84*	*.000*
Self-efficacy	*.307*	*.069*	*.411*	*4.459*	*.000*

Note R=.411, R2=.17, adjust R2=.16, F (1, 98) =19.84, p=.000 0r .001

As the Table 1, indicates that the regression was conducted to examine how well self-efficacy of teachers predict attitude of teachers in practices of MCE. Scatter plot showed that the relationship between self-efficacy and attitude of teachers was positive and linear.   As the Table 1, shown as the correlation between self-efficacy and attitude of teachers was statistically significant r (1, 99) =19. 8, p, =0.001) .The regression equation for predicting the attitude from self-efficacy   was y= 43.211+ 0.307x. From this equations 43.211 is constant. Positive sign of slope (+0.309 showed us that self-efficacy of teachers tends to have increase of an average of one unit in teachers attitude towards of MCE. The r2 for this equation was 0.17; that was 17% teachers attitude was explained by self-efficacy of teachers were as 83% of variance was unexplained. This indicates that the relationship between self-efficacy and attitude was positively strong relationship.

To sum up the result p<0.05, we can say the model was found statistically significant. The attitude of teachers increases by 0.307 in relation with the self-efficacy of teachers. On another hand, the regression coefficient explicated that the strength of the relationship between self-efficacy and attitude of teachers was found moderate and positive. Therefore, teachers with high self-efficacy would be found to be associated with more favorable attitude about the implementation of MCE and self-efficacy was found direct relation with that the attitude. Contrary of the current findings previous studies found that is no relationship between teachers' multicultural efficacy and multicultural attitudes (Strickland, Donna L, 2018).

The Effect of Teachers' Self-efficacy on their Practices of MCE

Table 2

Effect of teachers' self-efficacy in predicting teachers' practices of MCE.

Model	B	SE	Beta	T	Sig.
			Beta		
(Constant)	*23.729*	*2.558*		*9.27*	*.000*
Self-efficacy	*0.26*	*.048*	*.48*	*5.44*	*.000*

Note R=.48, R2=.23, adjust R2=.23, F (1, 98) = 9.29, p=.000 0r .001

In the same way of self-efficacy and attitude in section bi variate regression was conducted to examine how well self-efficacy of teachers predict practices of MCE. The correlation between self-efficacy and practices of teachers was statistically significant r (1, 99) =19. 8, p, =0.001). The regression equation for predicting the practices from self-efficacy was y= 23.729+ 0.26x. Positive sign of slope (+0.26) showed us that self-efficacy of teachers tends to have increase of one unit in teachers practices of MCE.The r2 for this equation was 0.17; that was 17% teachers attitude was explained by self-efficacy of teachers were as 83% of variance was unexplained

The result of Table 2, indicated that the model significant since p<0.05. From this, we can say that the teachers' self-efficacy was found statistically significant predictors of teachers practice of MCE in the schools (B= .48, P = .001). The practice of MCE of teachers' increases by 26% by one's unit with the self-efficacy of teachers and 73% of variables was unexplained.   This also implies that the strength of the two variables' self-efficacy of teachers and practices of teachers had positive and moderate relationships.   Therefore, Positive self-efficacy of teachers had resulted in positive practices of teachers and the opposite also true relation between the two variables. Finally, the teachers' self-efficacy and their practices were found to be statistically significant predictors MCE practices in the schools in general and particular in the classroom, F(1,98)=29.673, P<0.05).

Teachers' Self-efficacy towards Implementation of MCE

In this section the expected mean score (3) is used as a cut-point for analysis for each item. Therefore, the data and results were presented applying one-sample-t-test to show the significant level of observed mean score from the expected mean score each sub-category of teachers' self-efficacy implementation towards MCE. Accordingly, 5 items to be both separately and segregate treated by rating from (one) yes definitely to not definitely (five). So the total sum of teachers' scores on that item is expected from range yes definitely (5) to not definitely (25) with the expected mean score of 15. Furthermore, the test value for each item was three. Therefore, the observed mean values greater than 15 for the aggregate and 3 for each item would be interpreted as having a positive attitude towards Implementation of MCE

Table 3
Teachers Self-efficacy towards Engagement of Student (N=100, P<0.05)

Items	N	Mean	SD	EM	T	df	Sig
1.I can do based on my experiences and used different learning	100	3.65	1.008	3	6.44	99	0.00
2.I can do based on my knowledge can apply different learning	100	3.65	1.085	3	5.89	99	0.00
3.I can do understand the problems caused by the cultural experience	100	3.63	.94	3	6.633	99	0.00
4.I can solve the problems caused by the cultural experiences	100	3.77	.088	3	8.691	99	0.00
5.I can help with students from different cultures	100	3.85	.98	3	8.598	99	0.00
Overall	100	18.55	4.01	15	42.354	99	000

*Note *P < 0.05   Expected Mean (M): the expected average middle value in the scale*

As it was seen in Table 3, teachers were asked to indicate their level of confidence in their capability in engagement of their student in educational activities in schools in general and classroom in particular. The result of the observed mean from each item such as items, 1, 2, 3, 4, and item 5 were found greater than that of the population mean score for each item. As the over, all the results indicated that it was found that teachers had self-confidence in participating their student in different activities in the schools as the obtained mean (M=18.5, SD, 4.01) was found to be greater than the expected mean overall (M=15) for the teachers' self-efficacy towards engagement of students in the multicultural   setting. This was also found to be statistically significance since,(t,99) = 42.354, p <0.05). This implies the teachers had good status or confidence towards MCE help their student based on their knowledge, experience, solve the problems that occur among students and they create conducive environment for their students in the multicultural school setting.

Table 4
Teachers' Self-efficacy towards Instructional Strategies

Items	N	Mea	SD	EM	T	df	Sig
I can design the material, taking into account cultural diversity	100	3.39	1.03	3	3.77	99	0.00
I can communicate with students	100	3.42	0.97	3	4.30	99	0.00
I can show sensitivity to different	100	3.44	0.96	3	4.549	99	0.00
I can conduct a study dealing with cultural diversity in my class	100	3.53	0.83	3	6.353	99	0.00
I can meet educational needs of students with different cultural	100	3.68	1.01	3	6.70	99	0.00
Overall	100	17.4	4.8	15	40.455	99	0.00

*Note *P < 0.05   Expected Mean (M): the expected average the middle value in the scale*

According to Table 4, depict that teachers' self-efficacy towards instructional strategies to implementation of MCE. Item 1, 2.3, 4, and 5 obtained mean scores from the data in Table 4, and their observed mean score was found 3.39.3, 44, 3.44.3.53 and 3.68 respectively. As whole, teachers' self-efficacy towards using instructional strategies of MCE in the schools was found to good status since the obtained mean score (M= 17.46, SD, 4.8) was greater than the expected mean score (M=15). This is statistically significant since, t (99) = 40.445, p<0.05).

Table 5
Teachers' Self-efficacy towards Understanding Diversity

Items	N	Mean	SD	EM	T	df	Sig
1. I can create events for cultural diversity in schools or classroom	100	3.24	1.01	3	2.362	99	0.00
2. I can Implement anti ethnic strategies in classroom or schools	100	3.35	0.95	3	3.659	99	0.00
3. I can learn a great deal from students with culturally different	100	3.48	1.03	3	4.656	99	0.00
4. I can adapted to meet the needs of a culturally diverse student groups	100	3.45	0.98	3	4.618	99	0.00
5.I accommodating diverse cultural learning styles in class room	100	3.68	0.87	3	7.77	99	0.00
6.I am aware of the impact of culture on the attitude, beliefs and behaviors	100	3.89	0.97	3	9.144	99	0.00
Overall	100	21.09	5.81	18	36.776	99	0.00

Note *P < 0.05   Expected Mean (M): the expected average middle value in the scale

As is presented in Table 5, the obtained mean score of respondents for items number 1, 2, 3, 4, 5, and 6 were seems to the expected mean score (3) indicating for each item activates   to perform and facilitating to

understand the diversity of students in the schools. These obtained mean score and their SD (M=3.24, SD 1.01; M=3.35, SD, 0.95; M= 3.48, SD, 1.03; M= 3.45, SD, 0.98; M= 3.68, SD, 0.87 and (M=3.89, SD, 0.97) respectively.

As over the entire over the Table 5, depict that teachers' self-efficacy understanding diversity and classroom management of MC overall obtained mean score(M=21.09, SD,5.81)which was found statistically significantly greater than the expected mean score (M=18).

Therefore, the result revealed that teachers for self-efficacy towards classroom management and understudying of diversity in the schools over the whole obtained mean score (M=21.09, SD, 5.18) was founded that of the expected mean (M= 18). This is statistically significant since t (99) = 36.776, p<0.05.   This is explicated that teachers have the self-confidence to manage diversity and understand students' background in the implementation of MCE in terms of creating events for cultural diversity in schools and accommodating diverse cultural learning styles in the classroom as well as in the schools as whole.

Table 6

Correlation among Self-efficacy, Attitude and Teachers Practices of MCE

	Practice	Attitude	Self efficacy
Practice	1		
Attitude	.266** .008	1	
Self-efficacy	.482** .000	.411** .000	1

Note **. Correlation is significant at the 0.01 level (2-tailed).

As it is indicted in the Table 6, self-efficacy of teachers toward MCE had a statistically significant moderate positive relationship with teachers' practices of MCE (r , =.482**, P, <0.05 two-tailed). Similarly, attitude of teachers towards implementation MCE had statistically significant moderate positive relationship with practices of teachers towards MCE (r =0.266**, P<0.05 two-tailed). Regarding to self-efficacy of teachers towards the implementation of MCE had statistically significant moderate positive relation with the attitude of teachers towards the implementation MCE(r= .411**,p<0.05 two tallied). On the same table, it was found that there was not statistically significant weak positive relationship between attitude of teachers and practices of teachers in implementations of MCE in the schools(r = 0.08, p >0.05). From the finding we can understand that it was found that there was a statistically significant moderate positive relationship self-efficacy of teachers and attitude of teachers in the implementation of MCE ware as self-efficacy of teachers and practices of teachers was found not statistically significant in general.

Current Status Practices of Teachers towards in Implementation of MCE

The mean score (M) was used to see the level of agreement of respondents or teachers on the attitudes of practices on MCE in the schools. Accordingly, If M = 1.00-2 .00= *low* Likert *scale (*not at all (1) and to some extent (2); if M = 3-4 it is *medium* (undecided (3) and   quit bait of (4); if (M = 5 and above it is High practices (practices a lot 5) and the standard deviations of the score used to measure how the respondents' responses deviated from the mean score.

Table 7

Practices of Teaching a Culturally Diverse of MCE

No	Items	N	Mean	SD
1.	Handle the challenges of a multicultural classroom	100	3.5	1.11
2.	Adapt my teaching to the cultural diversity of students	100	3.36	0.65
3.	Guarantee that students with and without discrimination	100	3.57	0.94
4.	Create tolerance for cultural differences	100	3.82	0.94
5.	Decrease ethnic stereotyping among students	100	3.66	0.51

Note: Scale: 1-2 = low 2.1-3.49 = medium >3.5= high

As can be understood from Table 7, the computed mean scores for each items was almost the same on teaching practices of teaching cultural diversity in the school in general and in the classroom in practice. Accordingly, in all items on culturally teaching diverse mean score were 3.5, 3.67, 3.57, 3, 82 and 3.66, respectively. Furthermore, the computed standard deviations of all items mentioned above were 1.11, 0.65, and 0.94 were almost also the same, respectively. This indicates that all the teachers of the school were agreed on the idea that five items practices of teaching a culturally diverse   such as a handle with the challenges of a

multicultural classroom, adapt my teaching to the cultural diversity of students, guarantee that students with and without discrimination background work together, create tolerance for cultural differences among students, decrease ethnic stereotyping among students were found at medium level practices in the schools.

Table 8

Practices in Relation to Diversity Implementation of MCE

No	Items	N	Mean	SD
1.	Creating activities that encourage students' expression	100	3.5	0.98
2.	Organizing multicultural events cultural diversity day	100	3.64	0.83
3.	Teaching students how to deal with ethnic and cultural	100	3.74	0.89
4.	Adopting teaching practices that integrate global issues	100	3.7	0.900
5.	Using play role that used for reflects of diversity	100	3.35	0.87

Note Scale*: 1-2 = low 2.1-3.49 = medium >3.5= high*

As it was indicated in Table 8, the computed mean scores of each item on practices of teachers in relation to diversity implementation were 3.5, 3.64, 3.74, 3.7 and 3.37 respectively. This indicated that the school teachers were agreed on the idea that practicing creating activities or organizations that encourage students' expression of diverse, organizing multicultural events cultural diversity day in schools, teaching students how to deal with ethnic and cultural discrimination, adopting teaching and learning practices that integrate global issues throughout the curriculum, and using play role, questions techniques that used for reflects of diversity was found to be at medium level practices in the schools. Besides, the computed standard deviations of the all item mentioned above were 0.98, 0.83, 0.89, 0.90 and 0.87 respectively. In summing up, the current status of MCE practices in Harari government secondary schools were at a medium level based on the result.

Analyses of Demographic factors and Attitude of Teachers

In this section analyses demographic factors such as gender, age, and training influence teachers' attitudes and practice of MCE schools.

Table 9

Comparing teachers' Attitudes by gender

Variables	Groups	N	Mean	SD	EM	Df	t-va	Sig
Professional	Male	71	19.97	2.92	15	98	.348	0.729
	Female	29	19.75	2.40				
Aims	Male	71	20.00	2.99	15	98	.105	.917
	Female	29	19.93	2.93				
Effective	Male	71	19.46	2.43		98	571	.361
	Female	29	19.8	2.75	15			

As it was seen in Table 9, depicts that teachers in both categories of gender were found positive attitude towards professional issues of MCE (M=19.97, M=19.75, M=15), understanding aims or importance of MCE (M=20, M= 19.93, M= 15), and using effectiveness strategies in the implementation of MCE (M= 19.46, M= 19.8, M=15). The observed mean values in both male and female teachers across each section teacher's attitude were found greater than the expected mean values. Despite of this, the results also show that there was no statistically mean difference between male and females teachers in line with their attitude towards(t,98)= 0.348,p=0.729,) understanding aim of MCE (t,98)= 0.105,p=0.917) and using effectiveness strategies in the implementation of MCE(t,98)=0. 5 71, p=0.61). There was not statistically mean the difference between male and females all three issues of MCE. Professional attitude in both males (M=19.97, SD, 2.92) female (M=19.75, SD, 2.40), understudying aims of MCE male (M=20, SD =2.99) female (M= 19.93, SD, 2.93). This implies that there was no evidence to confirm that the gender of teachers was influential variables on teachers' attitude towards practices of MCE in the schools in this study.

Comparing Teachers' Practices based on Training and Sex Effect

Table 10

Tests of Between Effects of Training and Sex on practices

Dependent Variable: Practices

Source	Type III SM	df	MS	F	Sig.	Eta
Corrected Model	13.066[a]	3	4.355	.153	.927	.005
Intercept	90507.207	1	90507.207	3180.988	.000	.971
Train	7.573	1	7.573	.266	.607	.003
Sex	9.421	1	9.421	.331	.566	.003
train * sex	5.173	1	5.173	.182	.671	.002
Error	2731.444	96	28.453			
Total	142845.000	100				
Corrected Total	2744.510	99				

* 0.05 level

As shown from Table 10, there was no statistically significant of main effect training and sex on the practices of MCE in the schools F(1,99)=0.266=p,0.607, F(1,99)=0.331,p,=0.566) respectively. The Table 10, also indicate that the mean difference between of male and female (M= 37.37, SD=5.49), Female (M= 37.45, SD=4.72) on training. This result implies that there was no statistically mean difference between male and female who take training and do not take training had no effect on MCE. The Table 10, also shown as there was no interaction effect training and sex. Because, the data depict that there was no statistically significant interaction effect training and sex, (1, 99) = 0.182, p=.671). Finally, there was no statistically significant interaction effect both training and sex (1, 99) = 0.182, p=.671)

Conclusions

Based on the results of the current study, the following conclusions were made. First, it was indicated that there was found a positive effect of self-efficacy on the attitude of teachers towards the implementation of MCE. This implies that the relationship between self-efficacy of teachers and attitude of teachers very vital in the implementation of MCE in the school and their relation was direct relation mean that self-efficacy was the predictor of attitude in the implementation of MCE. Finally, the effect of teachers' self-efficacy on their attitude towards implication MCE, it was found that the teachers' attitude was predicted by their self-efficacy. Regarding self-efficacy and practices of MCE the result was positive relationship and teachers' practices of MCE was predicted by self-efficacy teachers. However, this result opposed by (Strickland ,2018).

Conclusion regarding the status of teachers' self-efficacy and attitude practices towards the implementation of MCE was moderate positive relationship. This implies that teachers had positive effect self-efficacy towards the implementation of MCE particularly their efficacy in student engagement, instructional strategies, and classroom management; however, teachers had limitations during the actual implementations of MCE implementation of students' engagement, using appropriate instructional strategies and classroom management for promoting unity within diversity and creating tolerance among students in the schools. Teachers who had more self-efficacy in classroom management had more positive attitude towards the implementation of MCE supported by many studies.

A conclusion regarding, self-efficacy of current status of MCE it was found at medium level, the relationship among self-efficacy, attitude and practices were moderate and positive relationship. The influence as gender on teachers' attitude and sex vs training the implementation of MCE was not statistically significant. The results indicated age, training, genders had not a statistically significant effect on teachers' attitude and practices of MCE. This implies that age; gender, and tanning did not influence teachers' attitude means the difference between gender and attitude, age and attitude, training and practices of teachers in the implementation of MCE. This study was paradox with previous studies in this issue and it need further research.

Recommendations

The relevance and implication of the present study to teachers, researchers, and policymakers is that though having positive attitude and self-confidence for promoting tolerance and making love among students are crucial for teachers, it seems that it has not been implemented as seriously as was estimated. Nevertheless, based on the basis of findings and conclusions of the study the following possible recommendations were suggested to improve the gaps in the schools as whole and particular classrooms of government secondary schools .

It is better if the school management and teachers: Provide opportunities and facilitates the work of teachers to support the sharing of experiences and creating cultural event in the school which promote unity within diversity among the teachers themselves and students in the schools. Supporting and facilitating the positive relationship more and establish a club of unity within diversity in the schools and use media which advocate unity within diversity and promote tolerance among the school community and both teachers' students.

Creating awareness and training on the importance and drawback or risk of diversity for teachers and other stockholders on adapting and using appropriate teaching strategies for effective implementation of diversity. To continuous and the positive relationship towards the implementation of MCE and follow-up services for aged teachers on the professional practices teachers encouraged in by their performance on promoting unity within diversity and crating love, peace, national integration and cultural tolerance   among the diversified students .

Research Limitations and Future Research

If future researchers conduct the same research by using school or classroom observation, it will add new input and further validate the present research. In future research, individuals such as school principals, students, parents, education of experts, and private schools were did not include in this study if so this study might validated in related issues can be the target groups in futures. Further research can also be conducted on teachers' self-efficacy, and attitude towards cultural education for cultural tolerance, and investigate the impact of demographic factors on teachers' self-efficacy ,attitude and practices towards cultural diversity in education.

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