



**WALLAGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**DIVERSITY MANAGEMENT IN PRIMARY SCHOOLS OF
ARADA SUB CITY OF ADDIS ABABA: AWARENESS,
PRACTICE AND CHALLENGES**

MA THESIS

**BY:
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**MAY, 2026
NEKEMTE, ETHIOPIA**



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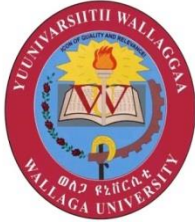
**DIVERSITY MANAGEMENT IN PRIMARY SCHOOLS OF
ARADA SUB CITY OF ADDIS ABABA: AWERENESS,
PRACTICE AND CHALLENGES**

Thesis Submitted to the Education and Behavioral Studies Department of Educational Leadership and Management in Partial fulfillment of The Requirements for The Degree of Master of Art in Educational Leadership and Management

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DEDICATION

I would want to dedicate this thesis to Excellency, my spouse, as well as my family and friends who helped me realize my goal of earning my master's degree.

STATEMENT OF THE AUTHOR

I certify that the Thesis I have written is my own by signing the following. I have prepared, collected, analyzed, and compiled my thesis in accordance with all ethical and technical scholarly criteria. All academic material incorporated into the thesis has been acknowledged with citations. This thesis is being presented in partial satisfaction of Wallaga University's MA in Educational Leadership and management requirements. The thesis is placed at the Wallaga University library and is accessible to anyone in accordance with library policies.

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ACRONYMS AND ABBREVIATIONS

BA	Bachelor of Arts
B.Ed.	Bachelor of Education
CMCD	Consistency Management and Cooperative Discipline
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
ICDR	Institute for Curriculum Development and Research
INTASC	Interstate New Teacher Assessment and Support Consortium
M.Ed.	Master of Education
MA	Master of Arts
MOE	Ministry of Education
NCATE	National Council for Accreditations of Teachers Education
SPSS	Statistical Package for Social Sciences
TGE	Transitional Government of Ethiopia

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ABSTRACT

The purpose of this study was to assess' diversity management practices and challenges in Arada sub -city awareness, perception and practices in the selected primary schools of Addis Ababa. In order to achieve this objective, descriptive survey design was employed for the study. Principals, Teachers, students, and lesson conducted in the classroom were the main sources of data. Stratified sampling for study site selection, convenient sampling for principals and stratified sampling followed by simple random sampling techniques for teachers and for students were used. Questionnaire, interview and observation check list were the main instruments of data collection.

The data were collected from one hundred fourth six teachers, one hundred fifty-seven students, eight principals and ten lesson observations. The quantitative data collected through questionnaire and observation checklist were analyzed using percentage and mean with the help of SPSS version 20 software. The qualitative data gathered through interviews were analyzed qualitatively by summarizing the words of respondents to supplement the quantitative data. The findings revealed that teachers had inadequate awareness about students' diversity and not supported by practices to address' diversity and had positive perception about students' diversity but low practices to address diversity in the classroom.

In addition, the findings depicted that teachers and students' tendency to favor traditional/lecture strategy, students' low interest to attend lesson, low parent- school relationship and low commitment of principals' support as the main challenges to address diversity in the school's understudy. In conclusions, teachers had positive perception about students' diversity that could serve as a fertile ground to obtain benefit from addressing diversity. Teachers had also inadequate awareness and low practices in addressing diversity that could hamper the quality of teaching and learning in the classrooms of Arada sub city primary schools under study. Thus, researcher recommended adequate awareness raising trainings, extensive orientations and follow-up to improve teachers' awareness and practices in addressing diversity.

CHAPTER ONE

INTRODUCTION

This introductory chapter consists of backgrounds of the study, statements of the problem, basic research questions and objectives of the study, significance of the study, delimitation of the study, limitations of the study, operational definitions of key terms and organization of the study.

1.1. Background of the study

Diversity management refers to the practice of creating and maintaining an inclusive work environment that values and leverages the differences among individuals. It involves recognizing, respecting, and appreciating individual and group differences in order to maximize the potential of all individuals so as to bring success (Bizri, 2018). According to Ivancevich and Gilbert (2000), Diversity Management is an institutional or managerial initiated strategy. It can be proactive and is based on operational reality to optimize the use and contributions of an increasingly diverse national individual. Affirmative action is reactive and based on government law and moral imperatives.

The improper or underestimations of a diverse individuals is not a legal issue but it is a managerial and leadership issue. (p. 88-89) Writers like Hurtado et al (2012), argue that managing diversity and maintaining organizational success are challenging tasks. The need for methods of demonstrating the economic advantages of diversity management is growing as organizations try to make it a standard problem in order to get the upper hand over rivals and comply with regulatory responsibilities. It can be noted that managing the increasing diversity of institutional individuals has developed into a strategic challenge that firms looking to gain and/or maintain a global competitive edge can no longer ignore, claim Barbosa and Cabral-Cardoso (2007).

All in all, today's diversity management practices emphasize bringing all of these differences together, no matter what they are, in order to process collaboration, dynamism, and creativity holistically. This approach does not necessarily perceive disparities as fixed entities that exclude one another (Madera, 2013).

Diversity management, according to Valentine and Godkin (2017), and Bizri (2018), can be understood as managerial practices that ensure positive atmosphere, equality, respect, appreciation, and engagement among majority-minority affiliated members in a way that contributes to the accomplishment of their institutions' set of strategic and tactical goals. The study of Ashcraft *et al.*, (2012), for example, stated that diversity management promotes not only justice and productivity but also a majority-minority balance by fostering institutions trust and fairness. As shown in a study by Alas and Mousa (2016), a variety of positive institutional outcomes, including satisfaction, institutional citizenship behavior, loyalty, trust, and performance, are constantly perceived as being motivated by accepting people for who they are and ensuring that they receive fair treatment.

The findings of Barak and Levin (2002), evidenced that the impact of diversity management on individuals' well-being is discussed. Mousa (2017b) elaborates on its link with responsible leadership and organizational commitment while also illustrating its impact on individuals' levels of organizational cynicism. Niederle, et al (2013) concentrated on its association with the various benefits individuals get. While attempting to reduce cultural clashes, institutional marginalization, and institutional discrimination resulting from differences in religion, gender, age, political ideologies, and other factors, the concept of diversity management has been heavily criticized for its emphasis on minority members and the straightforward practices (such as training, communication, coaching, mentoring) it calls for (Knights & Omanovic, 2016). Accordingly, it should be underlined that diversity management has been implicated in certain studies as a cause of division, bias, stereotyping, and in-out group categorizations, according to Lorbiecki & Jack (2000) & Ylostalo (2016).

Education can be considered as crucial path to develop diversity literate citizen. In this regard, many scholars (Ramsey, 1982; Derman-Sparks, 1989; Sleeter, 2002; Abdullah, 2009) emphasize the belief that primary education should be regarded as a critical site for introducing ethnic and diversity issue through the curriculum. The reason is that children are not born with attitudes that cause them to discriminate against others. However, they quickly learn such attitudes as they watch and learn from what others do and say (Ramsey, 1982).

As the National Council for the Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support consortium (INTASC) require teacher preparation

programs to assess the disposition and practice of the teacher candidates believe, teacher dispositions play as crucial a role in teacher effectiveness and quality as do pedagogical and content knowledge/skills (Wasicsko, 2002).

Ethiopia also experienced a change of government in 1991 that led to constitutional and educational reforms in the country. These constitutional provisions and educational reforms facilitated access to education to the nations and nationalities of Ethiopia. For instance, Article 39 of the constitution states, “Every Nation, Nationality and People in Ethiopia has the right to speak, to write and to develop its own language; to express, to develop and to promote its culture; and to preserve its history” (The Constitution of the Federal Democratic Republic of Ethiopia 1995, p. 96). This constitutional provision was reinforced by reforms in the education system of the country. The educational reforms began with the formulation of education and training policy (1994), including its strategies like educational structures, curricula, educational administrations and organizations, educational finance, educational measurements and evaluation and language as medium of instruction.

The constitutional provision and educational reforms instilled a sense of freedom and pride among nations in the country. Encouraged by these reforms and expansions of schools in their vicinities, access has increased. People from all corners of the country started to send their children to schools. F During the first two Education Sector Development Programs (ESDP II and III) enrolment rates in primary schools had risen from 15.5 million to in 2008/09 39 million (MoE, 2015). People from different regions, cultures, languages, socio-economic status, sex, age, and religions backgrounds had obtained access to education.

In line with the crucial importance of the study on diversity management in primary schools’ awareness and practices and perception and practices in Arada sub city Addis Ababa. Arada sub city, is one of the member/part of Addis Ababa city with high migrant rate and differs population the sub city is with multi ethnic people and diverse backgrounds and the selected primary schools also were students with diverse needs for instance, where students with mentally retarded were attending their lesson in special primary schools Therefore, the main purpose of this study was to explore the status of the selected primary school diversity management ‘awareness and practices.

1.2. Statements of the Problem

Despite Arada sub city rich cultural landscape, diversity management in primary schools is underdeveloped and unevenly practiced. Many schools lack structured policies, resources, and professional development programs to support inclusive education. Teachers may have favorable perceptions of diversity but struggle to translate these into effective classroom practices due to: Insufficient training in multicultural education and inclusive pedagogy Language barriers between students and teachers Limited curriculum representation of diverse cultures and identities inadequate leadership support for diversity initiatives Biases and stereotypes that affect student participation and engagement

These challenges hinder the creation of equitable learning environments and may negatively impact student outcomes, social cohesion, and the broader goals of inclusive education. Therefore, it is essential to explore the perceptions, practices, and challenges of diversity management in Arada sub city Addis Ababa's primary schools to inform policy and improve implementation.

Diversity management is a fundamental aspect of our world and defining characteristics of the field of education. Accordingly, adequate awareness about diversity and positive perception towards celebration of students' diversity is very essential to the school teachers teaching effectiveness. This is because, the quality of instruction is fundamental to students learning. In this respect, McCown et al. (1999: 98) argue that consideration of students' diversity would enable teachers to understand how students learn and how they establish social cohesion and inform their development of management mechanisms that relate to student diversity and their learning needs. Besides, differences among students influence the demands made on teachers' selection of contents, teaching methods, instructional materials, and assessment and effective classroom management.

Engaging in addressing diversity in the school in general and classrooms in particular, improves the academic achievement and students' access to school by creating a welcoming learning environment for diverse students. More specifically, the most structured approach to engage in diversity topics in the classroom is through the inclusion of diverse perspectives content of the curriculum.

Teaching in the diverse classroom requires teachers who examine their own values, awareness and teaching practices about diversity to avoid biased education (Brown and Marchant, 2002). This is because as Lynch and Hanson (1998, cited in Abdullah, 2009) stated the “prime time” for emotional and social development in children is birth to 12 years of age. Thus, it is better to “catch” them as early as possible before they develop negative stereotypes and biases (Abdullah, 2009). In addition, Fenwick et al. (2011) consider diversity competence of teachers as interactive process in which teachers continuously explore their perception and beliefs about diversity issues, increase their awareness of specific populations, and examine the impact this awareness and perception has on what and how they teach.

Similarly in Ethiopia, the education and training policy (1994) advocates for inclusive and responsive type of education to the existing students diversities through the provision of multicultural learning experiences to promote the idea of respect, tolerance, mutual understanding, and peaceful coexistence and conflict resolution. This calls for an educational practice that offers school children with the opportunities to appreciate their differences, while enabling them to acquire the skills, attitudes and knowledge essential for making a living within diversities (Belete, 2011). In this regard, the recent educational reform efforts in Ethiopia need to be measured, among others, by the extent to which they address cultural pluralism, mutual coexistence and unity within diversity. Thus, diversity-based researches were conducted at University level focusing on diversity management, for example, Abebaw and Tilahun (2007).

Still other researchers like Zelalem (2008), focused on diversity contents of primary school textbooks. The major difference between the present study and the above two local studies is that both studies focused on university level diversity management and focused only on diversity content of primary school text books; whereas this study was conducted on teachers awareness, perception and practices towards diversity in the classrooms at primary schools. As a result, the researcher was initiated to investigate the issues of diversity in the classrooms in selected government primary schools of Arada sub city where students from different backgrounds were observed in the city. Therefore, the purpose of the present study was to fill in those gaps of research on primary school teachers focusing on dimensions of teachers’ awareness, perception and practices towards diversity in the classrooms at Arada sub city.

1.3. Basic research questions

1. To what extent primary school teachers are aware of diversity management in the learning situation at Arada sub city sub city?
2. What do the practice s of teachers towards diversity in primary schools look like at Arada sub city sub city primary schools?
3. What are the challenges teacher's faces in managing diversity in primary schools at Arada sub city?
4. How Arada sub city do selected primary schools' teachers handle students' diversity management?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to assess teachers' awareness and practices towards diversity management at selected government primary schools of Arada sub city sub city.

1.4.2. Specific objectives

1. To examine the extent of teacher's awareness to address diversity management issues of Arada sub city selected primary schools.
2. To investigate teachers, practice s towards diversity management in the primary schools of Arada sub city.
3. To explore the overcome of teachers related to diversity issues in the primary schools of Arada sub city.
4. To identify the challenges facing teachers in managing diverse at Arada sub city selected primary schools.

1.5. The Significance of the Study

The findings and recommendations of the study would have the following significance s. the study would help school teachers to raise their awareness, practice and practices to work with diversified students' populations in the primary schools. It would help school teachers to identify their areas of strengths and weakness in relation to awareness, practice and practices they have in work with diversified students' populations in the primary schools. It would inform policy makers and educational officials about problems related to teachers 'awareness, practice and practices associated with students diversity in the primary school. It would also serve as springboard to other researchers would conduct further study in the area.

1.6. Delimitation of the Study

The study was delimited to geographical Selected Governments Primary school of Arada sub city of Addis Ababa city Administration. The participants was included School Principals, Teachers and Student on the concepts of the teachers' awareness ,practices and challenge towards diversity management at selected primary schools only in the academic year of 2018/19. The study limited shortage of time , Finance and resource constraints.

The researcher's experiences as a teacher for many years helped to investigate problems related to school 'teachers' awareness, perceptions and practices towards diversity in the classroom' in those schools that would result in getting rich, and in depth data from the participants. The researcher has gathered accurate data from the school principals, students, teachers of Arada sub city primary schools.

1.7. Limitations of the Study

The study faced several limitations, including shortage of time, financial constraints, and limited resources. Classroom observation was conducted only once per class, which may not fully capture teachers' and students' diversity-related practices. In addition, the study was limited to selected public primary schools and did not include private schools or other grade levels. These limitations may affect the generalization of the findings.

1.8. Operational Definitions of Key Terms

In the following sections, the researcher has elucidated definitions of key terms like diversity, teacher's awareness, perception and practices in relation to the context of the study.

Diversity: Differences prevailing among human being in terms of gender, ethnicity, learning style, language, disability, religion, socioeconomic status...etc

Teacher's awareness: How teachers identify classroom differences and treat learners equally in the teaching and learning process.

Teacher's perception: The way a teacher views diversity managements in School.

Teacher's practices: The actual act of teacher in handling and supporting diverse learners.

Challenges: problems may encounter teachers in managing and handling differences in the classrooms.

1.9. The Organization of the Study

This study is organized into five chapters. Chapter one presents the introduction which includes the background of the study, statement of the problem, research questions, the study's general and specific objectives, significance of the study, delimitation of the study, limitations of the study, definition of terms, and the organization of study. Chapter two deals with the literature review. Chapter three presents the research methodology that comprises the research design, data sources, sampling techniques and sample size, data collection procedure, instruments validity and reliability, data analysis techniques etc. Chapter treats data obtained from field, its analysis, interpretations and discussion. Chapter five contains the summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

In this chapter, literature related to teachers' awareness, practice s and practices towards diversity in primary schools would be reviewed. In particular the chapter discusses how teachers should treat, view, support and handle differences and also challenges may face teachers to address diversity.

2.1. Diversity in Primary Schools

Diversity is human differences that can be classified as visible and non-visible. Visible diversities are dimensions like religious and linguistic backgrounds but non visible dimensions are different learning styles, different levels of motivation, and different opinions about the world. Diversity refers to all of the ways that people are different, and this includes individual groups and cultural differences. The way that different people react to diversity is driven by values, attitudes, beliefs, being different things to different people, especially in education and workplaces; the word often means any point of human difference (DeVito *et al.*, 2012). Another definition describes diversity as a variety of learning styles. Hall and Mosely (2005), identify that there are a few main types of learning styles that students may possess.

These main styles of learning are visual, audio, and kinesthetic. Hall and Mosely (2005) address visual learners as those who learn best through what they see in front of them (i.e., through diagrams, displays, or handouts). Second, auditory learners are those who learn best through hearing what they learn through lectures, discussions, and debate. Third, kinesthetic learners learn best through hands-on activities, and through physically interacting with the world around them. So, human diversity is a salient and challenging issue that has become one of the most frequently used words in social sciences. However, there is no single way to define diversity. Finding an agreed upon definition of diversity is rather challenging. Literally, diversity is a state of being diverse. In some studies, diversity refers to “differences between individuals on any attribute that may lead to the practice that another person is different from the self” (Van Knippenberg, De Dreu, & Homan, 2004, p. 1008), or as a

variation that exists within and across groups on the basis of race, ethnicity, language, religion, gender, sexual orientation, and social status (Banks *et al.*, 2005).

In general terms, diversity can be broadly conceived as all the ways in which people are different. This includes both visible and invisible differences that exist between people both at individual and group level.

2.2. Teachers Awareness and Practices in Diverse Primary Schools

In this section, the cognizance of teachers, their practice and diversity handling mechanisms in the diverse primary schools were revised.

2.2.1. Teachers Awareness towards Diversity in Primary Schools

Teacher's awareness is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the primary schools. Literature highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem-solving strategies, better adaptation for diverse learners, better decision making, better practice of primary schools' events, greater sensitivity to context, and greater respect for students.

Several studies stress the importance of the awareness teachers hold, highlighting that in addition to assimilating academic knowledge, student teachers also need to incorporate awareness derived from experiential and practical experiences in the primary schools. While teacher awareness of students' diversity is certainly a component of teacher professionalism, professional competence involves more than just knowledge, Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning. Blömeke and Delaney (2012) proposed a model that identifies cognitive abilities and affective-motivational characteristics as the two main components of teachers' professional competence.

Teachers' diversity awareness is a more central effort needs to be accomplished to add diversity and multicultural content in teacher education programs. It is central to educate pre-service teachers and students in teacher education programs in a culturally responsive way, as

well as to facilitate teacher candidates construct effective teaching pedagogies which drawing on experiences and awareness developed in their professional training processes. In general, diversity awareness of teachers is characterized by teachers, who “cultivate cooperation, collaboration, reciprocity, and mutual responsibility for learning among students and between students and teachers” (Gay, 2010, p.45).

2.2.2. Teachers practice s towards diversity in primary schools

The practice teachers feel to respect differences in the primary schools is also another issue that has impact on shaping their experiences and backgrounds to develop their teaching practices. Practices of teachers towards diversity in primary schools of primary schools enables students to develop the idea of anti-bias, discriminations and the ways to promote and treat it. To this regard, Pratt (2005), stats that, practice s govern what we do as teachers, what we think, and whether we see actions as worthy or justified. He further explains that teaching is guided by individual practice s on teaching which is defined by actions and intentions regarding teaching and learning. When teachers believe that their focus should be on what is required for students’ success and needs, rather than that they cannot counteract the influences of family/society, they move away from identifying risk to assessing and building on capabilities.

Jordan (2007) confirms that teachers’ practice s have a major influence on shaping what they perceive and notice about their students, which in turn has a profound influence on how they teach. Teachers’ practice s about their roles and responsibilities in diverse primary school’s influence both the quantity and the quality of their instructional interactions with students. Ginsberg (2005) affirms that the diversity of learners in a primary school suggests that a meaningful examination of teachers’ beliefs and perspectives is fundamental. The distinction between different beliefs and assumption of students’ abilities and disabilities underpins differences in the attributions that teachers and parents make about children’s learning. In agreement with Ginsberg, Pratt (2005) also explains that teachers' beliefs are not limited to their personal ones, but also exist on global level. These beliefs also serve as overarching frameworks for understanding and engaging with the world. Pratt clarifies that some teachers use their own views and perspectives as guiding principles through which new experiences can be understood. Therefore, teacher’s practice s is a part of teachers' identities.

2.2.3. Teachers' Practices towards Diversity in Primary Schools

The primary schools' teachers practice to do on students' difference in the schools can have positive or negative impact on diverse learners depending on the degrees of teachers' practices. This is because of schools practice can be the result of teachers' commitment to best support diverse learners by connecting effective teaching with diversity issues in the primary schools. Confirming this, Martell (2013) recommends that teachers should go beyond the assessment of their students' aptitudes, skills, and awareness with respect to the subjects being taught.

Thus, teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student's situation. Teachers teaching in diverse primary schools should value differences and their teaching practices in the diverse primary schools has to be all inclusive in which diverse students in the primary schools actively participate in every activity going on in the class equally. To this fact, Martell (2013) synthesizes that engaging students in democratic process helps further students' sense of responsibility and appreciation for the participation of all community members in decision making. Simultaneously, teachers need to apply professional judgment in deciding when having students "assume control" of learning processes will best further their learning. Martell (2013) also stresses that teachers must recognize and value any incremental increases in students' awareness and understanding.

Johnson and Johnson (2009) link effective teaching in diverse primary schools to the social and cultural contexts within which students live. According to Johnson and Johnson, teachers should take into account attentiveness, communication, and engagement with the community. By doing so, teachers become familiar with community demographics, issues, and concerns and are aware of the main community attitudes, expectations, and social assumptions. Through careful and thoughtful questions, teachers will be able to expand students' knowledge of situations and events. Encouraging reflection on events including self-reflection and focusing critical thinking on situations including social justice is the heart of equity and equality in the primary schools. As the inquiry into the connection between teachers' practice towards diverse primary schools and their practices ensued, O'Donnell

(2012) confirms that to appreciate and accommodate the similarities and differences between student diversities requires specific skills and reflective practices.

Teachers of diverse students have more complex tasks in their primary schools than ever before. Teachers, educators, practitioners have to acknowledge both individual and differences enthusiastically, and identify these differences in a positive manner. No doubt, dealing with integrating diversity in the primary schools needs a conceptual framework in order to make coherent decisions as a teacher. Furthermore, the necessity to create a bias-free environment mandates critical thinking and reflection on a school's cultures, program and curricula, and instructional strategies.

2.4. Challenges Related to Handling Students' Diversity in Primary Schools

Managing diversity for learners with special learning needs is challenging in inclusive primary schools. Among these issues teachers related and school related issues are challenges that teachers face to handle diversity in primary schools. Challenging factors related to teachers in handling and supporting diverse learners are teachers' awareness and competencies as a central feature of teaching and learning. They become more critical when we think of inclusion. In that regard, Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manages inclusive primary schools.

Educators as key figures in the successful implementation of an inclusive education, their competencies in this field are of utmost importance. The effective implementation of the Programmed depends on the high quality of professional preparation of teachers in all levels to equip them for and update their knowledge in handling mixed ability groups. This is supported by winter (2006) when he points out that those teachers who are willing to pursue their skills- development need to be trained in a range of issues so that their contributions could be of value. It also recommends that educators among others be competent in communication skills and multidisciplinary work, some essential knowledge of common disabilities, behavior management, the effects of poverty and social deprivation and the skills to identify all the above by means of assessment process.

From the above discussion, one may conclude that the teachers' lack of competency in managing their inclusive primary schools is a serious problem as it makes them feel stressed and less confident. Other researchers (Broderick 2005, Ainscow 2009, and Landsburg 2011), have highlighted that it is not practically possible to make specialists of all educators on all the diverse needs in overcoming barriers to learning, but there may be a way of assisting all learners to benefit from inclusive classes, that is, by empowering teachers with basic skills so that they may become competent inclusive teachers.

Van Zyl (2002) states that there are various skills those are important for a teacher to teach in an inclusive school. The next school related challenge that can encounter in the diverse primary schools is lack of proper teaching and learning materials that would help accommodate the learners with diverse needs. Learners need concrete materials that they can touch and feel if the learner is visually impaired. Moreover, the learner's thought processes depend on contact with concrete objects. Another challenge that can be pointed out is large enrollment in the primary schools that makes teaching in an inclusive primary school challenging; because large primary schools prevent teachers from developing close relationship with the learners thus progress is hindered as they are unable to assist the learners who need more attention.

So, to avoid this, the school should take into consideration the number of children in each primary schools, with teacher's ratio. When students are beyond standard, they lack equipment that may help them to learn effectively and they develop frustration that leads them to misbehavior. While the teacher is busy with the slow learners (mentally challenged), the gifted learners become bored and start making noise. It also brings back the need for educators to be well equipped with knowledge on how to manage behavior in the primary schools.

In general, engaging in issues of diversity in the primary schools is critical toward creating a welcoming primary schools environment for diverse students.

The most structured approach to engaging in diversity topics in the primary schools is through the inclusion of diverse perspectives into the content of the curriculum. However, including diverse perspectives into the course content addresses only one aspect of creating inclusive learning environments (Hurtado *et al.*, 2012). In order to create inclusive learning

environments that promote learning outcomes for all students, it is best to take a comprehensive approach and address student and faculty identities.

2.5. Diverse Primary Schools Management

Primary schools' management has two purposes, to establish a quiet and calm environment to promote meaningful learning and to help support children's social, moral, and academic development (Doyle, 1986). Because teachers have a large impact on student learning, researchers Stronge, Ward, and Grant (2011) examined what makes up a "good" teacher.

Wubbels (2011) conducted research on primary schools' management and found that successful primary schools managers focus their attention more on the students' learning and less on creating a noiseless atmosphere. Teachers with good primary schools' management skills introduce their procedures at the beginning of the school year while making sure not to overload the students. Throughout the year they continue to model appropriate behavior while stopping unwanted behavior before it escalates (Wubbels, 2011).

Researchers van Tartwijk, et.al (2009) observed twelve teachers who were considered good primary schools' managers. Each teacher was videotaped while teaching and was interviewed about the choices he/she made during the lesson. During the interview, all teachers talked about monitoring and managing the students' behavior. A majority of the teachers discussed having clear rules and procedures in the primary schools in order to create an orderly work environment. The research findings indicate that it is important to consistently apply these rules, remind students of these rules, warn students when they are breaking a rule or procedure, and to impose punishment when rules or procedures are broken (van Tartwijk et al, 2009). Because punishing a child can lead to a negative primary schools' environment and a situation being escalated, many of the teachers mentioned using a small correction for unwanted behavior, and to just ignore small misbehaviors.

Doing this helps create a more positive primary schools' environment for all students. Many of the teachers also specified the importance of having a good relationship with their students and how this can make primary schools management easier (van Tartwijk et al, 2009). Along with having a good relationship with students, it is important to keep them attentive and engaged during lessons to help with diverse primary schools' management. Students who are

engaged in the lesson are easy to keep on task and focused, which can eliminate behavior problems.

Even though teachers have a big influence on their students' behavior, some teachers may not be aware of the amount of influence they have (Roache & Lewis, 2011). Hence, teachers often resort to using punishment and aggressive behavior to correct student behavior. Riley, Lewis, and Brew (2010) found that teachers justify their aggressive behavior by talking about the students' unacceptable behavior. Because teachers want students to be focused during class, they claim their aggressive behavior is to fix the child's behavior to help them concentrate. Riley et al, (2010) also found that many of the teachers who use punishment and aggressive behavior do not connect their actions to any primary school's management theory and seem to lack awareness of any management theories.

In diverse primary schools, teachers share responsibilities with students, so having mutual respect for each other is essential. Also, in order for a diverse primary school to be successful, primary schools' expectations must be established. As previously stated, diverse primary schools rely on both ideas and opinions from teachers and students. Therefore, especially in the beginning of the year, it is important for teachers and students to establish and practice primary schools' expectations and routines. Diverse primary schools can be successful when each individual teacher and student knows his/her contributions are needed in order for the whole primary school's community to succeed.

Teachers and students begin establishing a primary schools management system on the first day of school. An effective management system must be followed consistently throughout the school year. Consistency Management and Cooperative Discipline (CMCD) "is an instructional and primary schools' management program that provides teachers, administrators, students, and school staff with the tools needed to build community and organizational capacity within their schools" (Jerome-Freiberg, Huzinec, & Templeton, 2009, p. 64). This management program creates a diverse primary schools and school by giving students responsibility for their actions, which promotes active learning.

According to Jerome-Freiberg *et al.*, (2009), often times management programs focus on discipline after the issue, instead of prevention. Schools and primary schools who apply CMCD, "create fair, consistent, and engaging instruction with predictable daily primary

schools' routines in which students are active participants" (Jerome-Freighter *et al.*, 2009, p. 65). A predictable school and primary schools' environment, where students are given responsibilities and held accountable for their actions, will decrease the amount of time teachers and students have to spend on primary schools' management and discipline (Jerome-Freighter *et al.*, 2009). When teachers and students spend less time on primary schools' management and discipline, they are able to devote more time to learning.

Albert's Cooperative Discipline (2005), also states students need to be given responsibilities and held accountable for their actions. According to Charles (2005), he believes that all students need to feel capable while connecting with others, and making contributions in the primary schools, school and community. Charles (2005) states, "Albert's main focus is on helping teachers meet student's needs, thereby prompting students to cooperate with the teacher and each other" (p. 200).

This type of a bias-free perspective recognizes and respects the different needs and values systems of the students and families. A bias-free perspective must be translated into practice by developing programs that naturally integrate differences into everyday activities. Therefore, to value students' differences in the primary schools, teachers should recognize students' diverse backgrounds and special interest while treating individually and in group. To this lots of efforts are expected from a good teacher by offering effective strategies that encourage students to discuss, debate, and agree Sommer, (2001). Davis (as cited in Inoue, 2005, p. 9) even valued opposing strategies. He stated, "Ongoing contact outside the primary schools provides strong motivation for students to perform well in class, and students who come to office hours can get benefit from the one- to-one conversation and attention".

2.7. Diversity in Ethiopian Context

It is difficult to give, a single definition for diversity because different groups and individuals were defining it in different ways. For this reason, there is no a comprehensive definition of that accepted by scholars. However, the following definitions are found to be more relevant and hopefully provide evidence to the issues was discussed from different writers in line of this study. Accordingly, diversity is visible and invisible human differences that have been planned to educate students for the purpose of recognizing, accepting, and appreciating different diversities in school and outside schools.

Diversity includes culture, linguistics, learning styles, religion, and genders issues in school and students to be having the senses of responsibility and commitments to respects and recognize issues of diversity from the idea of democracy, justices, and equality of human beings. Ethiopia is a country of diverse, ethnic, and different cultural groups, and it is not isolated from the world; Now Ethiopia is on the ways or on line of promoting diversity within unity in schools and outside schools. As Gays, (1992) clearly states, diversity should be incorporated into all level of political, economic, and social aspects of policy direction. Supporting this idea, Banks (1998) point out that awareness about pluralism is a necessary foundation for respecting, appreciating, valuing, and celebrating diversity. Furthermore, Ethiopia is the country known by diversity and this diversity reflect that in terms of culture, language, religion, and age. Accordingly, having of much diversity is making the country multicultural country.

In line with this issue, Mehari (2007) stats that Ethiopia is the most diversified country. Hence, Ethiopia needs diversity educations because it is believed to be a home of different linguistic, ethnic, cultural, and religious groups. This mixture of differences in the country dictates that every linguistic group has the right to develop their own world, outlook, customs, values, and beliefs which make one different from the other. Despite of many things, Ethiopian peoples have in common; there are also important differences among them. This is resulted in an invertible diversity, which is increasing and becoming an issue of paramount importance in schools (Manning and Baruth, 1996). Schools are considered as mini-states where students from diverse groups come together and interact. Education is therefore, has fundamental roles to play in promoting positive awareness of diversity. In fact, education is considered in all societies the ways of transmitting awareness, practices, good practices, custom and values among school communities.

In Ethiopian context, The Ethiopian Training Policy (1994) states that education should promote democratic culture, tolerance, and peaceful resolution of differences by integrating values in school curriculum. The educational policy of the country also suggests the development of shared common values for mutual understanding based on equal development of diversity in the country. There is a fruitful view to encourage diversity in Ethiopian education and diversity is no more a problem to be overcome through regulating function of education (Ayalew, 2010).

In addition to this, learning to teach in culturally diverse society with students from different cultural and experiential backgrounds remains a challenge. This challenge encompasses questions based on practice s, ideology, the purpose of schooling, practices, and teaching competence (Hollins, 2008). Moreover, MOE (2008) states that in our country modern education was introduced nearly about a century ago; the system was not addressing equal chance for all citizen of the country. For many years, the educational system of Ethiopia had been repeatedly criticized for many reasons including: discriminatory by its nature that is only for selected groups; limited in urban areas and biased by gender in goodwill of males, and planned from dominant culture perspectives.

In general, students' differences were addressed differently by different regimes in the past. For instance, The Ethiopian governments' perspectives of addressing students' differences ranged from a total neglect of student differences during the Hailes lassie I era to the much emphasis being placed on some diversity issues of the present EPRDF government. For instance, social differences related to ethnic, linguistic, and religious differences had neither been recognized during the Menelik II (1886-1912) era nor during the Hailes lassie I (1930-1974), whereas they were given recognition during the Dergue regime (1974-1991) and much attention by the EPRDF government since 1994. In order to address the long-standing diversity issues pertaining to 'nations and nationalities 'the Ethiopian government established diversity based national states that clearly differentiated Ethiopian government from the past regimes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter treats the design and methodology in general and data sources, sampling techniques, instruments of data collection, data collection procedures, data analysis and the issues of ethics.

3.1. Research Design

Informed consent, confidentiality, voluntary participation, harms prevention, and institutional approval. In order to explore the diversity management practices and challenges of primary school teachers 'awareness and practices about students' diversity management, a survey design with descriptive purpose which explores all peculiar characteristics of the target population is used to obtain a more realistic result. In this design the researcher investigated how teachers' value differences in primary school primary schools and their management practices to overcome the existing challenges in the diverse primary schools.

As Creswell (2012), survey design with descriptive intention has an advantage of measuring current conditions, attitude or practice. Attitudes, beliefs and practice s are ways in which individuals think about issues whereas practices are their actual behaviors. The reason behind this survey design is that it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew, cited in Mekonnen, (2018). Particularly, descriptive survey is one which is commonly used in educational research.

3.2 Research Method

Research method is a style of conducting a research work which is determined by the nature of the problem. This study employed the quantitative and qualitative research methods since both methods are assumed to be valuable to improve the validity and the reliability of the research outcome. Johnson *et al.*, (2007, p. 113) claim that "mixed research is a synthesis that includes ideas from qualitative and quantitative research". Silverman (2006, p. 29) asserts

that “no research method stands on its own” since each research method has its own strengths and weaknesses. Hence, combining research methods is supposed to help maximize the strength and minimizes the weaknesses. Ragin and Amoroso (2011, p. 51) argue that, although some research strategies are more popular than others, in essence, there is no single “correct” way of conducting social science research. Scholars, such as Bryman (2012), Johnson *et al.*, (2007), Hammersley (2008), and Tashakkori and Creswell (2007) propose the importance of combining the quantitative and qualitative methods in social science research to examine whether they corroborate each other. According to Silverman (2006, p. 291), triangulation usually refers to combining multiple theories, methods, observers, and empirical materials to produce a more accurate, comprehensive and objective representation of the object of study.

Other authors (Creswell, 2003, Howe, 2004, Kvale & Brinkmann, 2009) claim that mixing qualitative and quantitative methods may be difficult as each method has its own distinct theoretical and practical assumptions. According to Hammersley (2008, pp. 22-23), due to its dependency on pre-structured data, quantitative research alone cannot provide adequate understanding of people’s perspectives. Hence, the statistical analysis obtained from quantitative study can be supported by qualitative study to give realistic results. Furthermore, Ragin and Amoroso (2011, p. 34), confirmed that, since the goals of social researches are multiple and sometimes contradictory, no single goal dominates its research.

3.3. Sources of Data

In order to obtain the relevant data for the study, the researcher prepared tools by which different data are generated. In this study, primary data sources were used to obtain reliable information about teachers’ awareness and practices towards students’ diversity in primary schools. The sources of data were primary schools’ principals, teachers and students. In addition, primary schools’ observation was held to realize the ongoing primary schools’ practices.

3.4. The Samples and Sampling Techniques

Government primary schools in Arada sub city sub city were organized under eight wareda. Using simple random sampling method, the investigator of the present study selected primary schools with great deal variation with in them using strata by cluster. The purpose of stratified sampling is to ensure that every stratum is adequately represented (Ackoff, 1953). After stratifying the primary schools, randomization (lottery) method is used to obtain representative sample schools stratified under clusters. However, principals and were selected by convenience/availability sampling. Typically, convenience sampling tends to be a favored sampling technique among others as it is inexpensive and stress-free option compared to other sampling techniques (Ackoff, 1953). But, teachers by simple random sampling and students by simple random sampling were selected in order to get the intended results.

Favoring this assertion, Silverman (2013, p. 148) states “purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested’.

To determine sample size, based on Krejcie and Morgan’s (1970) table of determining sample size at a confidence level of 95% and margin of error of 5% a population of (N=160) teachers gave a sample size of (n=146) teachers. This sample size included (n=8 principals) were totally taken as a sample.

Population: Eight selected Government primary schools in Arada Sub City (Teacher and Principal 230), students 258

Sample Size: using Taro Yamine $n = \frac{N}{1 + Ne^2}$, 222

Teachers: 222 and Principals: 8 (target populations, Teacher and Principal 230) questioner distributed returned 146 (from 160)

Students: target populations 258, returned 157 (from 160)

The Sampling Techniques:

- ✓ Stratified random sampling (schools)
- ✓ Convenience sampling (principals)
- ✓ Simple random sampling (teachers & students)

Table 1: Total Population of Sample Schools and Sample Size of the Research

NO	No targets primary schools	Target Population	Sample size	Selected
1	8 primary schools	8	8 School	Stratified sampling
2	Principals	8	8	Purposive
3	Teachers	230	160	Simple random
4	Students	258	160	Simple random

3.5. Data Collecting Instruments

To secure reliable and adequate information, selecting appropriate data collecting instruments were selected as research methods on the basis of their instrumentality to gather pertinent and complementary qualitative data that could answer the research questions outlined. Therefore, this study was mainly employed questionnaires, lesson observations interview, and focused group discussions. Collections of data by means of these strategies have helped the researcher for triangulation that result in the trustworthiness of this study.

3.5.1. Questionnaires

Questionnaires were prepared both for teachers and students which widely used in educational research to obtain information, conditions, practices, and inquire in to opinions and attitudes of individuals or group (Kual, 1996:142).Based on this fact to collect relevant and adequate data, the researcher approached the respondent teachers in person and requested their participation providing information about the purpose of the study, how the result would be used, and clearly explained to them the terms of anonymity and confidentiality by giving them sufficient time to provide their responses. At the same time questioner were prepared for students triangulate weather their a weariness and understand the diversity managements practice in the school. The items of the questionnaires prepared for teachers had 27close-ended questions which were distributed to 160 teachers and returned 146 the response rate was (91.25%) and for students had 8 close-ended questions which were distributed to 160 and returned was 157, the acceptable response rate was (98.13%) in order to obtain quantitative data for researchers .

3.5.2. Class Room Observation

Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which lesson observation is the most appropriate method of data collection. Lewy (1977:163) noted that lesson observation is useful to indicate how the lesson is divided in a variety of activities such as: group work, individual work, role-playing, discussion and the others. From the departments of language, natural science, social science & mathematics, subjects were selected using randomization system.

Accordingly, the face-to-face lesson observations were made to check teachers' primary schools' practices for subjects such as English, Geography and physics at each of target schools preparing the observation checklist. The lesson observation checklist had parts which contained items related to the study topics. These are primary schools' condition, teacher's activities, students' activities, and the utilization of instructional materials and evaluation respectively.

3.5.3. Interview

In qualitative research, conducting interviews is a key data collection method for interaction between researcher and participants. Interviews provide the researcher with the opportunity to understand the meaning that respondents attach to their experiences (Gay *et al.*, 2006: 418). Interviews are also useful to construct knowledge from participants' stories contained within the microcosms of their consciousness's (Seidman 2006: 7–8; Cohen *et al.*, 2000: 273). According to Sarantakos (2005, pp. 285-286), interviewing is commonly used in the social sciences due to its unique qualities. Some of its merits are: flexibility, high response rate, ease of administration, opportunity to observe non-verbal behavior, control over the environment, possibility to correct misunderstandings of respondents, control over the order of questions, opportunity to record spontaneous answers, control over the identity of the respondents, and control over the time, date and place of the interview.

On the other hand, according to Sarantakos (2005), compared to other methods of data collection, it can be costly, susceptible to the interviewer's bias, inconvenient for the informants because of lack of anonymity and unsuitability with respect to sensitive issues.

This would help in collecting rich information regarding the nature of the teaching–learning process in line with teachers’ awareness and practices towards diversity in the primary schools. The interviews were developed based on the basic research questions and had two parts: the interviewees’ & personal characteristics of the respondents. Accordingly, the interviews were conducted among principals, on items related to the teaching–learning process in line with the teachers’ awareness, practices challenges towards diversity in primary schools. Thus, the response rate was (100%) for this category of respondents.

3.6 The Data Collection Procedures

In order to start the study, the researcher of the study site applied to Arada sub city university department of teachers’ education and curriculum studies to get letter of cooperation to the municipal education office of Arada sub city sub city administrative city. The municipal education office accepting the letter of cooperation wrote confirmation letter to the selected primary schools of Arada sub city sub city administrative city under the study. Then, the school leaders accepted the letter sent from Arada sub city sub city administrative city education office in order to facilitate the study.

Accordingly, the school principals introduced the researcher to the unite leaders of the selected primary schools under the study site to facilitate the work of administering questionnaires and arranging when and where to make the interviews for school leaders and teacher’s primary schools lesson observations for identified subjects. Agreeing on this fact, the questionnaires were dispatched to the sample teachers to be filled and returned soon asking the permission of the respondent teachers. Then, the teachers returned the questionnaires by the time they decided to return.

The school principals and in turn were asked the appropriate time to be interviewed. They decided the suitable time and place where the interview can be conducted based on their willingness and their school situations. . The lesson observation was conducted on selected subjects like Physics, English and Geography asking the will of the subject teachers and the time they preferred watching at the school time table. So, the observations were done by the researcher and the selected schools unite leaders uniformly to check practices going on in the primary schools. Finally, out of 160 questionnaires for teachers 91.3 percent of the

distributed were returned and out of 160 questionnaires for students 98 of the distributed were returned the rest data tools were implemented in to practice without any wastage.

3.7. Method of Data Analysis

After the data have been collected using different tools, responses on the questionnaires were coded and analyzed to facilitate interpretations of the findings. For the qualitative data analysis, the field notes taken from male principals have been coded as (P1, P2, P3, M) tape-recorded interview evidences were carefully read, listened and were transcribed and analyzed consistent to research questions. This involves the breaking down of the existing complex factor in to simpler parts and putting them together in new arrangements for the purpose of interpretation. The researcher also analyzed the collected quantitative data to make a series of operations involving editing to eliminate inconsistencies, classification on the basis of similarity and tabulation to relate variables.

Subsequently, the refined data was analyzed using descriptive statistics involving frequencies, mean and standard deviation to determine varying degrees of response-concentration. Statistics were generated with the aid of the Statistical Package for Social Scientists (SPSS) Version 20.

3.8. Validity and Reliability of Instruments

According to Neuman (2006, p. 188), “validity addresses the question of how well the social reality being measured through research matches with the constructs researchers use to understand it. In the words of Neuendorf (2002, p. 12), validity concerns the question “are we really measuring what we want to measure?” This implies that the concept of validity is mainly related to the trust worthiness of the knowledge that a researcher produces. The truthfulness of the knowledge that a researcher produces depends on a number of factors that the researcher needs to address throughout the research process. Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results.

To check content validity and internal consistency (reliability) of the instruments pilot test of the study was conducted at Hibirat primary school prior to the final administration of the

questionnaires. Then, the quantitative data obtained through questionnaires and lesson observation was tested in crambach Alpha software which resulted in 0.7. This result helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. However, the validity of the qualitative data was checked by voice recording and repeating to the speakers to listen their voice.

Validity is greater when the tools are based on a carefully designed structure thus ensuring that the significant information is elicited (content validity).The critical judgment of experts in the field of inquiry is helpful in selecting the essential questions.

3.9. Ethical issues

Informed consent was obtained from each respondent willing to participate in the study. The respondents of the study (teachers, students, principals,) were informed of their voluntary participation to fill the questionnaire, to conduct interviews, primary schools' observation and confidentiality as well as the right to choose not to answer questions if they didn't feel comfortable doing so. The researcher conducted the study following these ethical issues of research in to consideration. Furthermore, the researcher acknowledged the sources cited in the study to avoid plagiarism (Kvale&Brinkmann, 2009).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATIONS AND ANALYSIS

This chapter deals with the presentation, analysis and interpretation of the study. The data obtained from the study sites is believed to address the basic research questions posed in the introductory chapter of this study. Accordingly, the data were collected from selected government primary schools of Arada sub city sub city teachers, students, principals. Tools were used to gather data. These were questionnaires, interviews, lesson and observations. The questionnaire was administered to 160 participating students almost all that is 157 students (98.1) were filled and returned, 160 teachers; of these 146 filled and returned the questionnaire making 91.25% response rate which is high and contributive to the reliability of the data.

Likewise, prepared semi-structured interview guide questions were used to gather information from, eight principals and vice principals all of which have responded to the interview. Observation was made from the selected sample schools on the total of 10 classes in three subjects which were selected by simple random method on Mathes, English and General science in the sampled schools of grades 5- 8, to check teachers and students' activities and the availabilities of facilities in the primary schools in relation to teachers' awareness, practice s and practices towards diversity in primary schools.

4.1. Demographic Characteristics of the Respondents

Description of the characteristics of the respondent gives some basics information about the sample population. Thus, the following two tables show the general characteristics of the respondents involved in the study. The first part of the questionnaire focused on the demographic characteristics of the respondents. Accordingly, table 2 indicates the summary of the characteristics of the respondents in terms of sex, age, and years of experience, and educational qualification.

Table 2: Demographic characteristics of Teachers

Valid		Frequency	Precent
Teachers Age	20-25 year	9	6.1
	26-30year	19	13.
	31-35year	21	14.3
	36-40year	31	21.2
	41-45year	30	20.5
	46-50year	11	7.5
	51-55year	15	10.2
	56-60year	10	7.2
Teachers' Education	Diploma	7	4.8
Qualification	degree	125	85.6.
	Second degree	14	9.6
Principal Education	degree	8	100
Qualification	Second degree	0	0
: Teachers work Experiences.	0-5	8	5.4
	6-10	21	14.3
	11-15	22	15
	16-20	28	19.1
	21-25	30	20.5
	26-30	12	8.2
	31-35	13	8.9
	36-40	12	8.2
	Total	146	100

It is apparent from the above Table2 that the majority of the participants' **ages range** between 31 and 50 years making about 63.5 %of the total respondents. This suggests that the participants are both well experienced enough in valuing and treating diversity in primary schools and active group for teaching profession and hence important sources of the study. Similarly, principals of the selected study sites were experienced enough in advising and leading teachers. Therefore, teachers with in these years of ages are expected to implement the curriculum by identifying students' differences in the primary schools.

Regarding to Teachers' Education Qualification, 7 (4.8%) teachers diploma holder and 125 (85.6%) of teachers have degree and 14 (9.6) second degree holders respectively. Besides, 14 (9.6%) of the primary schools' teachers has 2nd degree beyond the requirement to be found. This shows that the majority of teachers met the minimum requirement of qualification to work at primary schools second cycle level. Therefore, one of the important indicators of quality education is assigning the number of qualified teachers at the level they are qualified for. According to the education and training policy, the minimum qualification requirement for teachers at upper primary schools (5-8) is that teachers should have obtained degree in the subject they are assigned to teach and principals, vice principals and should hold first degree (MoE, 2009).

Regarding principals professional 8 (100%) of principals, were 1st degree holders. From these facts, it is possible to deduce that all of the primary school principals in the selected study site of Arada sub city hold the required qualification (1st degree) for the position they are currently assigned. This implies the stakeholders of the study site (teachers, principals) had the requirements enable them guide and manage the diversity in primary schools in the way it can be treated equally.

Concerning work experience the above Table shows that 19.1% of the teachers had 16 to 20 years' experience, 30 (20.5%) of them were between the experience range of 21-25 and 12 (8.2%) of the teachers had 26-30 years of experience. In addition, teachers of (16.3%) were 12 and (8.2%) of the study site teachers were 12. From the above analysis it could be possible to conclude that, the majority of the teachers experience indicated that they are more professionally experienced in their subject areas to do on issues of diversified learners. Furthermore, principals of the selected schools were well experienced in leading the schools and advice. This indicated that the majority of the principals, of the selected schools were well experienced and this might help them to contribute much to play in teaching learning process.

4.2. Teachers Awareness and Practices towards Diversity in Primary Schools

The study site teachers of Arada sub city sub city selected primary schools' awareness, practice s and practices towards diversity in primary schools have been analyzed in separate tables one by one below.

4.2.1. Teachers awareness about diversity in the primary schools

It is imperative that understanding inevitably influences his/her practices, in line with this view the primary school teacher's awareness about students' diversity were examined and the evidences have been presented and analyzed below.

Table 3: Teacher's awareness about diversity in the primary schools

	Indicators for Teachers Awareness about Diversity in the Primary schools.	n	Mean	St .deviation
1	Primary school teachers fairly treat every student in their primary schools.	146	3.09	1.1
2	Teachers are aware of students' diverse background at school.	146	3.28	.094
3	3Teachers' professional ðical responsibility is considerable while teaching diverse primary schools.	146	3.29	.091
4	Teachers are well informed how their values influence diverse learners learning needs.	146	3.50	.86
5	The diverse learners need requires varied teaching strategies.	146	3.55	.075
6	Diversity awareness makes teaching effective.	146	3.45	.060
7	Students' differ in attributes such as learning preferences.	146	3.54	.71
8	Diversity competent teachers meet the needs of diverse learners.	146	3,36	084
				3.38

The above Table shows that the level of awareness of selected primary school teachers about diversity in the primary schools. As the result indicated the awareness of primary school teachers towards diverse backgrounds of students with relation to equal treatment of individual in the primary schools is indicated by the mean of 3.38; though the mean score was inadequate compared to the scores of others items. This implies that meeting the needs of diverse learners is what teachers should think over.

Item 2 shows the close connection between teachers and students in identifying students' background in the primary schools of the selected study site. In item 3 of the above Table the result of the investigation showed teachers' professional and ethical responsibilities while

teaching. The general respondents mean average (3.38) indicated that teachers' awareness of diversity in the primary schools was accepted positively by the respondents. But the result obtained from the lesson observation showed low practice on meeting the needs of diverse learners in practical primary schools' activities. This suggests that what teachers claim about their awareness regarding students' diversity is inconsistent with their actual primary school's management practices.

4.2.2. Teachers' practice towards diversity in primary schools

The teachers practice towards diversity management in primary schools is clear which practice governs action of teachers and managing practices towards diversity in the primary schools negatively or positively. To this fact, respondents replied their views as follows here under.

Table 4: Teachers Practice towards Diversity in the Primary schools

No	Indicators for teachers practice towards diversity in the primary schools	n	Mean	St. deviation
1	Teachers' value and respect diversity in the primary schools.	146	2.84	1.13
2	Teachers believe that cooperation with diverse students' families is important.	146	2.93	1.10
3	Teachers' practice s influence students' academic achievements.	146	2.77	1.0.5
4	Students' differences create diverse needs among them.	146	2,86	1.09
5	Access to diverse learners enables teachers to use diverse teaching method.	146	2..18	1.20
6	Teachers' practice towards diversity is shown by how he/she perceived differences and strived for change.	146	2.68	1.16
7	Meeting the needs of diverse learners is the result of diversity competent teachers.	146	2.68	1.18
8	Practice of teachers to differentiate students allows them to learn in the way they can understand.	146	1.15	.94
			2.81	

According to the data, teachers agree and disagree on all issues related to teachers' practices towards diversity management in the primary schools. Teacher's practice towards diversity

plays a facilitating role for the success of diverse students learning. Teachers' practices, diversified teaching strategies used in the primary schools, their interest can affect students learning achievements.

Therefore; the learning effectiveness of diverse learners with diversified backgrounds may be affected by positive or negative practice of teachers towards students 'differences. Confirming this idea; Wighting (2005) and O'Donnell (2012) agree that teachers' reflection on their behavior, practice, and attitudes towards diverse primary schools is a key point. Teachers' practice on students' diversity can be governed by what they do as a teacher, what they think and how they act has worthy (Pratt 2005). It was on cognizance of this fact that teachers were asked about their practice towards diversity in the primary schools.

Accordingly, items related to assumptions about diversity in the primary schools, advantages and their views about diversity were presented to find out the practices of teachers using the questionnaires administered to teachers. Item 1, shows 'how teachers value and respect diversity in the primary schools' the result has shown that the mean value of the item is 2.84 which implies teachers focus on students' differences in identifying and treating accordingly. Therefore, to value students' diversity in the primary schools, lots of efforts are expected from a good teacher by using effective strategies (Malekzadeh, 1998; Ward, 2002). Davis (1993) also recommended that teachers should recognize students' diverse backgrounds and special interests when giving assignments and exams. On the other hand, item 2 on the same Table about cooperation of teachers with diverse students' families indicates less collaboration of students' families with teachers.

This implies that the absence of integration between teachers and students' families has become lower so that commitments and efforts of principals and others concerned bodies is very important. Reeve (2006) believes that teachers originated their practice about teaching and diversity, from their personal experiences as students. To provide examples, some teachers' beliefs might be driven from other personal experiences such as family traditions and values, or social encounters and community participation.

In item 3 of the same Table how teachers' practice influences students' academic achievements have shown results. In this tool the mean of 2.77 teachers has confirmed that

teachers' practices can influence students' academic achievements. This indicates that teachers' practice determines the achievements of diverse learners positively or negatively.

Item 4 of the Table shows that the mean of 2.86 of the respondents agreed students' differences can create diverse needs among learners. Regarding these items the majority of the respondents showed that their agreement with the influence of practice of teachers towards diverse in the primary schools prepares teachers for participation and makes them responsible for their own teaching diverse learners. The general analysis of almost all the items indicates that most teachers seem to have practices towards diversity in the primary schools. Hence, one can deduce that teachers have perceived diversity in the primary schools positively. The teachers' practices of diversity in the primary schools are strengthened by the interview conducted with principals and hence, it is also appeared that almost all of the teachers showed their agreement and strong agreement with the assumption of diversity raised in the questionnaires.

The main intention here is that there is strong tie between human practice and their effort to implement or practice any task. Supporting this idea, Sguazzin and Grann (1998) showed that teachers' practice has a great influence in the effective implementation of diverse learners needs. Interviewees conducted with principals, vice principals and suggested that most teachers have practices towards diversity in the primary schools and do accordingly. In general, the result of this finding depicted that, practices of students and teachers are developed towards diverse instructional strategy and conducive class room environment is available. Students and teachers were agreed of diverse method of teaching for diversified students as effective instructional strategy to be employed in primary schools with a mean of 3.93 that indicated respondents' level of awareness.

4.2.3. The practices of teachers towards diversity in the primary schools

The views of teachers about the managing practices of teachers towards diversity in the primary schools were viewed with low practices of teachers in the primary schools

Table 5: Teachers practices towards Addressing diversity in the primary schools Teachers view

No	Indicators for teachers' practices related to addressing diversity in the primary schools.	N	Mean	St. Deviations
1	Students are provided equal opportunity to participate in the primary schools at your school.	146	2.77	1.21
2	Students' primary schools seats are arranged depending on students' differences.	146	2.76	1.24
3	Varied method of teaching suit different students' backgrounds including special needs.	146	2.79	1.20
4	Proper primary schools management caters students' diversity.	146	2.81	1.18
5	Teachers' practices reflect, teachers' attitudes experiences and his/her backgrounds.	146	2.85	1.16
6	Students learn more when they are in heterogeneous than homogenous	146	2.83	1.13
7	Instructional approach plays a role in getting to know students' differences.	146	425	2.91
8	Learning style is among students' diversity in the primary schools.	146	422	2.89
				2.81

Valid N (list wise) 146

Primary schools practice is one of the management processes or organizing and conducting the activities of the primary schools. Many perceive it as the preservation of order through teacher control. Primary schools' management is much more than that, however. It also involves the establishment and maintenance of the primary school's environment so that educational goals can be accomplished (Savage & Savage, 2010). Effective primary schools' managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning.

To achieve that, they strategically arranged primary schools' space to support a variety of independent, small and large group activities (Crane, 2001). Elementary teachers also

designate a large area of floor space where students can gather for read-aloud, demonstrations, and class meetings. In all primary schools, there should be no “blind” areas in the room where students can be out of view. To structure “traffic flow” and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centers, students’ desks, the teacher’s desk,

As indicated from the above Table item 1, students’ equal opportunity to participate in activities provided by teachers was positively responded by the mean score of 2.77 which was seen as a good practice of teachers at the study site. But students perform less in participation.

Item 2 of the questionnaire has shown the result of 2.76 to indicate that students’ seats are arranged depending on students’ differences. In addition to the, teachers practice in terms of varied teaching method, proper primary schools’ management and teachers’ instructional approach have shown positive results. For instance, teachers who use the instructional approach to primary schools’ management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin (1970) and Frederick Jones (1979) advocate the instructional approach to primary schools’ management.

Generally, the average mean of the above table indicated 2.81 which show that teachers practice towards diversity in the primary schools is positively accepted in front of teachers. But the primary school’s observation depicted that teachers’ practices of diverse primary schools were low in managing students and using diverse methods of teaching. Though the mean score showed positive result, the actual practices that were going on in the class were the reverse.

4.2.4. Presentation and analysis of data obtained through observation

The analysis and presentation of data collected through primary schools’ observation is presented below. To carry out the purpose of the observation, three randomly selected teachers were observed from each selected schools in which the total of 12 teachers were seen in selected schools under study. The data were collected based on the requirements of

the primary schools observation checklist. They were analyzed in separate tables. The observation was conducted by the researcher and his co-observers and the result of the observed cases based on the lesson observation checklist were analyzed here under.

Table 5: Observation of primary schools situations

Observation rating computed

No	Indicators for observation checklist	N	Sum	Mean	st.Deviations
No	Indicators for observation checklist	N	Sum	Mean	St. Deviations
1	Is there enough sitting space for all students?	10	10.6	1.06	.28
2	Are the desks arranged in straight row?	10	10.7	1.07	0.91
3	Is the class size appropriate or manageable?	10	11.6	1.16	1.02
4	Are students arranged for different primary schools' activities?	10	14.0	1.40	0.97
5	Are all students involved in each activity?	10	17.2	1.72	.92
6	Using different instructional strategy to access diverse learners.	10	17.8	1.78	0.70
7	Primary schools' management while teaching the diverse learners.	10	17.0	1.70	0.81
8	Are students allowed to learn in group way?	10	15.0	1.50	.94
9	Are students discussed on issues in group?	10	16.5	1.65	.50
10	Are students taking part in explaining their idea?	10	19	1.9	1.65
11	Do the materials represent the topic of presentation?	10	14	1.4	1.20
12	Has the teacher illustrated concepts using instructional materials?	10	16	1.6	1.41
13	Are their opinions of using experiences of students in teaching?	10	17	1.7	1.48

The primary school's condition is one of the non-human factors that can affect to promote diversity in the primary schools having conducive, relaxing and non-threatening environment as a prerequisite for an effective learning to take place (MOE, 2007).

As the observation result showed, students sitting spaces and desks were simply arranged due to the appropriateness of the class size in the way that diverse learners can be grouped in

diversified ways to facilitate learning. But; the arrangement of students was not in the way that diversity in the primary schools can be promoted. This means; all students are not involved in the activities since most teachers do not engage their students in activities equally; instead, they use lecture method in which quick learners are dominant and most students are passive. In the class of the observed schools, teachers' primary schools' management and instructional strategies while teaching was very low.

In addition, from the observed schools; the facilitation of students learning in group and discussing on issues in group was only for the sake of grouping. Students are not allowed to take part in every activity since the teacher centered method of teaching is more influential. The utilization of instructional materials is not significant enough in the almost all observed classes because teachers do not use instructional material rather than books. On the other hand, from observation average result teachers' activities need improvement. Like arranging students for different primary schools' activities, clarifying the learning objectives, giving direction about the procedures and activities, managing the class for different activities, using an exercise to elicit students' ideas, knowledge and skill; provide opportunities for all students to involve in each activity and giving group work, asking questions and giving exercise for all students.

Availability of instructional materials in primary schools is the major factors to enhance the whole process of education, whereas, on the above table, the observation result indicates that in all of the observed classes, there were no charts, posters, diagrams etc. in each class; and teachers were not used instructional materials other than books.

While group discussion is conducted in the classes, there were enough pass ways to move among the desks and it is suitable for the students to move with different direction to face their group members. In contrast, in most of the observed schools, there were not enough students' text books to use individually and in group.

4.2.5. Challenges facing teachers to handle diversity in the primary schools

Recognizing and managing students' diversity at schools is free from constrains. To this fact, teacher competencies are a central feature of teaching and learning in promoting all-inclusive primary schools. They become more critical when we think of inclusion. In this regard,

Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manages inclusive primary schools. Based on this, open ended questions were prepared for teachers to fill on challenges teachers face while teaching students with diverse needs.

The response given by most teachers was students' lack of interest in participating in group discussion and self-response due to teachers less follow up. On the other hand, teachers were asked to justify their ideas on biases and discrimination s that young children hold and reflect in their classes. The respondent teachers clearly stated that teachers are seriously attending such habits. With regard to this Lynch and Hanson (1998, cited in Abdullah, 2009) stated that the "prime time" for emotional and social development in children is birth to 12 years of age. Therefore, it is better to "catch" them as early as possible before they develop negative stereotypes and biases (Abdullah, 2009).

Furthermore, teachers were also asked to fill questionnaire on the reason why learners are different in participation in the primary schools. On the above-mentioned issue most, respondent teachers reply that students are different in class participation due to less interest in class attendance resulted in low self-confidence to ask and respond in the primary schools. In order to avoid challenges hindering to address diversity in the primary schools, teachers should go beyond the assessment of their students' aptitude, skills, and knowledge with respect to the subject being taught.

According to the data processed above, the most serious challenges hindering to promote diversity in the primary schools is: Teacher's tendency to use traditional/ lecture strategy than group discussion. Low commitments of principals and on avoiding challenge. Parents low participation to communicate with schools.

4.2.6. Background Information of the Participants

Table 6 Characteristics of the students' respondents' participants by sex and grade

Description		Student	
		N	%
Sex	male	63	40
	female	97	60
	Total	160	100
Age in year	10-15	153	98.12
	16-20	7	1.875
	Total	160	100

The characteristics of the respondents are shown in terms of sex in the following table.

Table 8: Students Participants by Sex

As indicated in Table 9, the number of female students was 60% and the number of male students was 39.3% in which the number of female students is greater than the number of males in the selected primary schools of Arada sub city Zone city administration respondents which realized high female students' participation on these issues. And we can observe that the numbers of female students' participation actively in primary schools in Arada sub city .

Table 7: Students Awareness about Diversity in the Primary schools

Indicators for students Awareness about Diversity in the Primary schools.		N	Mean	St. Deviations
1	teachers fairly treat student in your schools.	157	2.72	1.41
2	Teachers are aware of students' diverse background at school.	157	2.93	1.22
3	Teachers' professional & ethical responsibility is considerable while teaching diverse students.	157	2.78	1.18
4	Students are well informed about diverse in the schools.	157	2.78	1.16
5	The diverse learners need requires varied teaching method.	157	3.41	.073
6	Diversity awareness makes students effective.	157	3.00	1.28
7	Students know their differ in attributes such as culture, physical appearances and learning preferences.	157	3.33	1.71
8	teachers must see the students in their differences Equally treat students	157	2.89	1.19
				2.86

The above Table 10 shows that the item number one (1) teacher fairly treat student in your schools. The s.d 1.41 and mean are 2.72. Teachers not fairly treated primary schools' students. Teachers are aware of students' diverse background at school. 1.22 Sd and 2.93 mean of students reponed teachers had not enough participation in identifying students differs well.

Teachers' professional ðical responsibility is considerable while teaching diverse students. The primary schools' students responded this item 1.18 SD and 2.78 Means of student's teachers' professional ðical responsibility is-not considerable while teaching diverse students .The primary schools of Arada sub city Students are not well informed about diverse in the schools. The primary schools of Arada sub city Students responded 0.73 SD and 3.41mean of student's diverse learners need requires varied teaching method.

The primary schools of Arada sub city Students are responded 1.28 SD and 3.00 mean of student's diversity awareness makes students effective. The primary schools of Arada sub city Students responded 1.71 SD and 3.33 mean of Students know their differ in attributes such as culture, physical appearances and learning preferences. The primary schools of Arada sub city Students responded 1.19 SD and 2.29 mean of student's teachers must see the students in their differences Equally treat students.

As the result indicated the awareness of primary school students towards diverse backgrounds of students with relation to equal treatment of individual in the primary schools is indicated by the mean of 2.86; in general students had awareness about the diversity management practices and challenges in their schools. Students expected the fair treatment from their side. Students had observed that teachers practice on diversity management task was weak.

4.3. Analysis of the Interview

4.3.1. How Diversity is conceptualized in primary Schools?

The interview evidences obtained from primary schools' principals and were meant to triangulate the quantitative data gathered from teachers. The interviewees involved in the study included: principals on the awareness of diversity in the primary schools' primary schools. Undoubtedly, principal's practice of diversity in the primary schools has an

important impact in influencing/refraining or promoting differences in the primary schools. There were principals, eight who participated in detailed interview. The interview with the principals examined that students are diverse in their learning style, family backgrounds, culture, languages, and learning needs and in the way they behave. A. Principals on diversity conceptualization, practice and handling practices at the selected primary schools. Diversity in the school can be understood as different attributes of students in and outside the schools. Diversity in the primary schools motivates the teacher to use diverse teaching strategies that meet the needs of the learners. Principals indicated the prevalence of differences among student manifested in terms of varied students' attributes or backgrounds.

The following quote justifies this view: “diversity is exactly individual differences that each student has” (p1, M). Other principals on their part expressed their feelings of teachers' awareness and practices of diversity in the primary schools in similar way. In this vein principals claimed that “diversity is not carefully treated in front of all teachers as the education policy demands because of the carelessness of some teachers” (P2, M, P3, M). The researcher asked the probing question: The principals replied:” we think diversity dimensions in school differently that it is theoretically useful and practically difficult to implement due to shortage of time, class size and teachers workloads per week”.

In addition to the above factors, teacher's lack of interest and training on teachers' awareness and practices towards diversity in the primary schools may affect its practicability. If all these problems are minimized and the principals and teachers accepted it willingly issues of diversity may be solved in the way it is intended to be practical.

The interview evidence further revealed that “some teachers fail to comprehend the inter relatedness of planned lesson and primary schools' behaviors”.: “We know that there are different students with diverse needs; not all teachers try to accommodate students' differences in the way they meet their needs. This because of most teachers run with quick learners using lecture method of teaching. Some teachers see diversity in primary schools as time killing when they try to make students to participate in activities independently and in group. To avoid the issues teachers, need to get timely training to update practice of diversity in primary schools” (3, M). As can be noted from the interview evidences above, primary school teachers are not equally committed to accommodate students' diversity matters in

their teaching. The interview data pertinent to the extent of treatment of diversity at schools and related encountering challenges explained by principals respectively are illuminated. “To promote and manage diversity in the primary schools, there are challenging issues. These can be the way teachers teach, the strategies teachers use, lack of timely training for teachers and students less interest on actively engaging in diversity needs gap filling activities done by teachers.

4.4. Discussion of Results

4.4.1. The extent of teachers awareness of diversity in learning situation

The study results disclosed that primary school teachers’ awareness of students ‘differences/diversity was inadequate as confirmed by the lesson observation conducted in all the selected primary schools of Arada sub city. Interviews evidences also revealed that students differ in all their activities in the primary schools; but how teachers implement on the gap differs from teachers to teachers in the primary schools. The response of teachers on the question related to teachers ‘awareness, towards diversity in the primary schools was validated by observation of the teaching learning process. The most practiced learning strategies reported by teachers were lecture.

This strategy was employed widely because most probably, both the teachers and the students were familiarized with this strategy. But this strategy can help to develop only lower level of cognitive domains rather than solving the issues of students’ differences. In this regard, (Chickering and Gamson, 1997; Lue, 2000) in their research noticed that students do not learn much just sitting in the class listening to teachers, memorizing package assignment and spitting out answer. They must talk about what they learn, write reflectively about it; relate it to past experience and apply it to their daily life. They must engage in solving problems. The teachers’ awareness of students’ differences lacked practical application of students’ diverse needs gap filling as the interview evidences and primary schools’ observation results indicated. Based on the position of the response of respondent’s questionnaires’, interview and observation was made by the researcher.

Therefore, it is possible to infer that the extent of awareness of diversity in the primary schools at primary schools needs further effort to improve.

4.4.2. The practice of teachers towards diversity in the primary schools

Like any other educational issues in the teaching-learning process, it is also possible to think that teachers' practice s may have its own limitation or constraints during teaching in diverse primary schools. Jordan (2007) confirms that teachers' practices have a major influence on shaping what they perceive and notice about their students, which in turn has a profound influence on how they teach. For example, when teachers believe that their focus should be on learners' self and dignity, they instill in their students a sense of self-confidence. In this study, the practice of teachers in valuing differences by treating individuals equally in a sustainable way was not as the curriculum demands.

The data gathered from questionnaire, interviews and observation checklist shows that, the practice of teachers towards diversity in the primary schools has got less attention that needs teachers' commitment. With respect to this problem, the respondents again agreed that the practice of teachers and students to the traditional strategy of teachers' explanation or lecture was the major problem which negatively influencing the needs of diverse learners. Hailom (1998) explains the practice of teachers to the traditional lecture strategy. He stresses that, many teachers perceived teaching as a transmission process where the teacher transmits knowledge to students and the students receive that knowledge based on specified official syllabus. On the other hand, Bennet *et.al.* (1996) noticed that most students fall into "old" curriculum and expect their teachers to lecture to them in traditional primary schools' manner.

4.4.3. How teachers manage diversity issues in the primary schools?

Primary schools management practices are the results of teachers' commitment to best support diverse learners by connecting effective teaching with diversity issues in the primary schools. In considering how best to provide support for diversity and social justice, Martell (2013) recommends that teachers should go beyond the assessment of their students' aptitudes, skills, and knowledge with respect to the subjects being taught. According to Martell, teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student's situation.

In general, engaging in issues of diversity in the primary schools is critical toward creating a welcoming primary schools' environment for diverse students. The most structured approach to engaging in diversity topics in the primary schools is through the inclusion of diverse perspectives into the content of the curriculum. However, including diverse perspectives into the course content addresses only one aspect of creating inclusive learning environments (Hurtado *et al.*, 2012). In order to create inclusive learning environments that promote learning outcomes for all students, it is best to take a comprehensive approach and address student and faculty identities, curricular content, and pedagogy/teaching methods.

Teachers' practices in terms of varied teaching method, proper primary schools' management and teachers' instructional approach have shown positive results. For instance, teachers who use the instructional approach to primary schools' management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior. Jacob Kounin (1970) and Frederick Jones (1979) advocate the instructional approach to primary schools' management. In general, the data obtained from questionnaire and interview indicated that teacher's primary schools managing practices were accepted positively. But their positive response doesn't let them to properly manage and practice in their primary schools. This is also witnessed during the primary schools observation. so; it is good to have sustainable general attitudinal change on the managing practice in the diverse primary schools.

4.4.4. Challenges against students diversity management in the primary schools

In diverse primary schools, challenges that teachers' face to manage differences in the primary schools can be school and teachers related. Teacher competencies are a central feature of teaching and learning. They become more critical when we think of inclusion. In that regard, Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manages inclusive primary schools. From the above discussion, one may conclude that the teachers' lack of competency in managing their inclusive primary schools is a serious problem as it makes them feel stressed and less confident. Besides, schools' stakeholders should communicate with students' families in order to resolve the issues of teachers managing practices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains the summary of the major findings of the study, conclusions and recommendations.

5.1. Summary of the Major Findings

Depending on the data obtained to address the basic research questions set, the following major findings has been summarized. The data were collected from one hundred forty-six teachers and one hundred sixty students and eight principals. The tools employed to gather data from the respondents were questionnaire, primary schools observation, interviews.

Interview was conducted mainly to explore important information on the study from the participants to strengthen/support the quantitative data that were collected through questionnaires. Besides, observation was conducted to supplement the data obtained through questionnaires and the interview.

Quantitative and qualitative strategy were used and analyzed in terms of the frequency, SPSS version 20 software with percentage and mean average were used for the study. In the analyses of the qualitative data, narrative statements were used for word generalization.

The Personal Characteristics of the Respondents'

Regarding the age category of respondents, most teachers and all principals involved in the study were more experienced. Concerning qualification of respondents most teachers hold the minimum qualification to work at the primary school level as determined by the Ministry of Education. Similarly, the principals, hold the minimum requirement BA/BED as the Ministry of Education demands. The numbers of students in a class were in the standard of ministry of Education (16--20). From this one can deduce that school leaders of the study site, teachers and the class standards had fit the criteria that must be full filled. But, compared to the fulfillment of the criteria of the position, the attention given to the issues of differences in students' lacked sustainability in promoting and valuing diversity.

Teachers' Awareness of Diversity in Primary Schools

The analysis of the data clarified that the level of awareness of teachers about diversity in the primary schools of Arada sub city sub city primary schools was positively accepted by respondent teachers with the mean score of 3.85 which indicated good result. However, its implementation was found in adequate when checked in lesson observations in the actual class; since every individual equal participation was not going on in the primary schools.

Teachers Practice towards Diversity in Primary Schools

The findings of nine items of questions for teachers indicated that the practice of respondent teachers towards students' diversity was accepted positively by average mean score of 3.38.

However, the practicality in promoting it lacked continuity as checked from the schools' administrators' interviews and students' focus group discussions. This showed the researcher that the study site teachers use students centered method during primary schools' observation and lecture method other times. The findings revealed that the tendency to traditional lecture strategy greatly affected the implementation of diverse teaching method in which diversity of students can be identified and treated.

In addition to this, the interviewees' principals and strictly stress that timely training which can bring behavioral changes to teachers 'practice should be provided in order that teachers do accordingly. The analysis of the data disclosed that the respondents' responses on the managing practices of teachers towards diversity in the primary schools were almost faire. However, the interest of some teachers and most students towards the treatment of diversity in the primary schools was low.

Challenges Teachers Face In Managing Diverse Primary Schools

In general analysis of principals interviewed teachers' questionnaires conducted on teachers as well as the results of principals and interviews indicated that the challenges hindering teachers managing practices were teachers' related factors like lack of all-inclusive teaching strategies and school related factors such as less parent school communication and low commitment of school principals and in solving issues of student's diversity in primary schools.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn. The findings revealed that some teachers had inadequate awareness about students' diversity management in primary schools as checked during class observations. In addition, the findings indicated that the practices of diversity management focused teaching and learning, the practices of recognizing and treating or addressing diversity needs of learners was low. Concerning the main challenges of teachers to manage diversity in primary schools the following were found to be the most serious factors that can hinder diversity management in the primary schools. These were: teachers and student's tendency to kindness traditional/lecture strategy, students less interest to attend lesson, low parent- school relationship and low commitment of principals and support to address the challenges. Finally, teachers had practices about students' diversity that could serve as a productive ground to obtain the benefit of addressing diversity.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations have been forwarded so as to improve the awareness and practices managing of primary schools' teachers' primary schools of Arada sub city primary schools.

1. The level of awareness of teachers about diversity in primary schools of Arada sub city was found to be low in most cases. Similarly, the degree of exercising diverse instructional strategies to promote primary schools' diversity in the schools was not used adequately.

Thus, it is advisable that continuous and extensive orientations, updating training s and workshops need to be offered to teachers on practical aspects of diverse strategies for diverse learners with the stakeholders in sustained and committed way. Diverse learners in the primary schools need diversified teaching strategies. Thus, for teachers to address the diverse learning needs of learners in the primary schools.

Besides, the school should use every possible opportunity that can help to familiarize and update teachers' awareness and practices with diverse strategies of teaching that can address diversity It could also be possible to make available professional articles, periodical materials written on diversity issues.

The Arada sub city Education office should work together in equipping the schools with necessary instructional materials such as reference books, establishing pedagogical centers, so as to enhance teachers' awareness.

2. To cultivate fertile ground and maximize the level of teachers' awareness and practices towards addressing diversity in the primary schools, it is recommended that:

All teachers need to aware of the facts that diversity is difference in human being that should be manage and treated differently.

The schools should establish and strengthen diversity club as co-curricular activities in primary schools to encourage students' collaborative learning in which they can learn respect, tolerance of their own differences.

3. Low parent-school relationship, principals and low commitment to reduce diversity issues were found to be one of the challenges to promote diversity in primary schools of Arada sub city sub city. Thus, parents' school relationship should be strengthened through periodically meetings negotiations with school teachers and leader.

4. Finally, further research is recommended by other interested researchers in the area.

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APPENDIX-A

WALLGA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION AND BEHAVIORAL SCIENCES
(EDUCATIONAL LEADERSHIP AND MANAGEMENT)

Part one: **Questionnaires to be filled by teachers.**

Dear respondent: I am a post graduate student of educational leadership and developmental management at wellga University currently undertaking research in the area of diversity management practices in primary schools of Arada sub city awareness and perception in Addis Ababa.

The success of this study is highly dependent on the relevant and authentic responses you will provide to the questions raised here under. Therefore, you are kindly and respectfully requested to

provide genuine and honest responses to all the questions. The researcher assures you that your response will be kept confidential and only be used for this research purposes.

You do not write your name.

Thank you in advance

Background information of teachers

1. School name----- 2. Subject you are teaching -----
3. Grade you are teaching-----4. Sex -----
5. Education qualification-----6. Service year-----
7. Years of Service as a teacher _____
8. Work load per week _____ 8. Age in years.....

Instruction: Items related to awareness, perception and practices of teachers on diverse classrooms are provided below. Please give your appropriate responses to each item based on your understanding and experience. Your responses could vary from “Strongly agree” to “strongly disagree” use tick“√”mark to give your responses.

Key: 5 = strongly agree 4=Agree 3 = Undecided 2=Disagree 1 = Strongly Disagree

Table 1: Teachers Awareness about Diversity in the Primary schools Teachers views

	Indicators for Teachers Awareness about Diversity in the Primary schools.	S 1	A 2	UN 3	D 4	S 5
1	Primary school teachers fairly treat every student in their primary schools.					
2	Teachers are aware of students' diverse background at school.					
3	3Teachers' professional ðical responsibility is considerable while teaching diverse primary schools.					
4	Teachers are well informed how their values influence diverse learners learning needs.					
5	The diverse learners need requires varied teaching strategies.					
6	Diversity awareness makes teaching effective.					
7	Students' differ in attributes such as learning preferences.					
8	Diversity competent teachers meet the needs of diverse learners.					
9	Teachers know diversity dimensions and how to respond to it.					

Table 2: Teachers Awareness about Diversity in the Primary school

	ii Teachers practice s towards diversity in primary schools	S 1	A 2	UN 3	D 4	S 5
1	1 Teachers enjoy teaching diverse primary schools.					
2	2 Teachers' value and respect diversity in the primary schools.					
3	3 Teachers believe that cooperation with diverse students' families is important.					
4	4 Teachers' practice s influence students' academic achievements.					
5	5 Students' differences create diverse needs among them.					
6	6 Access to diverse learners enables teachers to use diverse teaching method.					
7	7 Teachers' attitudes towards diversity is shown by how he/she perceived differences and strived for change.					
8	8 Meeting the needs of diverse learners is the result of diversity competent teachers.					
9	9 Practice of teachers to differentiate students allows them to learn in the way they can understand.					

Table 3: Teachers Awareness about Diversity in the Primary schools

	iii Teachers practices towards diverse primary schools 5 4 3 2 1	S 1	A 2	UN 3	D 4	S 5
1	Students are provided equal opportunity to participate in the primary schools at your school.					
2	Students' primary schools' seats are arranged depending on students' differences.					
3	Varied methods of teaching suit different students' backgrounds including special needs.					
4	Proper primary schools management caters students' diversity.					
5	Teachers practices reflect, teachers' attitudes experiences and his/her backgrounds.					
6	Students learn more when they are in heterogeneous than homogenous					
7	Instructional approach plays a role in getting to know students' differences.					
8	Learning style is among students' diversity in the primary schools. Specify any related issues regarding teacher practices towards diversity					
	.					

...

APPENDIX-B

WALLGA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION AND BEHAVIORAL SCIENCES
(EDUCATIONAL LEADERSHIP AND MANAGEMENT)

Part one: **Questionnaires to be filled by principals.**

Dear respondent: I am a post graduate student of educational leadership and developmental management at wellga University currently undertaking research in the area of diversity management practices in primary schools of Arada sub city awareness and perception in Addis Ababa.

The success of this study is highly dependent on the relevant and authentic responses you will provide to the questions raised here under. Therefore, you are kindly and respectfully requested to

provide genuine and honest responses to all the questions. The researcher assures you that your response will be kept confidential and only be used for this research purposes.

You do not write your name.

Thank you in advance

Background information of principals

1. School name
4. Sex -----
5. Education qualification-----6. Service year-----
7. Years of Service as a teacher _____
8. Age in years.....

Instruction: Items related to awareness, perception and practices of teachers on diverse classrooms are provided below

Interviews guide for principals.

1. How is diversity conceptualized in primary schools by stalk holders?
2. In your opinion, how well does planned lesson and primary schools' behaviors are interrelated? Why?
3. What can you tell me about teachers' practice of teaching at diverse primary schools?

4. What is the state of students' diversity treatment at your school?
5. What are the challenges you faced to promote and manage diversity issues in the primary schools?
6. What measures should be taken to avoid those challenges hindering to manage diversity in the primary schools?

APPENDIX-C

WALLGA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION AND BEHAVIORAL SCIENCES
(EDUCATIONAL LEADERSHIP AND MANAGEMENT)

Part one: **Questionnaires to be filled by students.**

Dear respondent: I am a post graduate student of educational leadership and developmental management at Wallaga University currently undertaking research in the area of diversity management practices in primary schools of Arada sub city awareness and perception in Addis Ababa.

The success of this study is highly dependent on the relevant and authentic responses you will provide to the questions raised here under. Therefore, you are kindly and respectfully requested to provide genuine and honest responses to all the questions. The researcher assures you that your response will be kept confidential and only be used for this research purposes.

You do not write your name.

Thank you in advance

Questionnaires' to be filled by students.

Instruction: The following questions to be filled by teachers to indicate Challenges facing to handle diversity in the classrooms.

1. Students are provided equal opportunity to participate in the primary schools at your school.
2. Students' primary schools' seats are arranged depending on students' differences.
3. Varied methods of teaching suit different students' backgrounds including special needs.
4. Proper primary schools management caters students' diversity.
5. Teachers practices reflect, teachers' attitudes experiences and his/her backgrounds.
6. Students learn more when they are in heterogeneous than homogenous
7. Instructional approach plays a role in getting to know students' differences.
8. Learning style is among students' diversity in the primary schools. Specify any related issues regarding teacher practices towards diversity.

APPENDIX-D

WALLGA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION AND BEHAVIORAL SCIENCES
(EDUCATIONAL LEADERSHIP AND MANAGEMENT)

Part one: Questionnaires to be filled by students

Dear respondent: I am a post graduate student of educational leadership and developmental management at wallaga University currently undertaking research in the area of diversity management practices in primary schools of Arada sub city awareness and perception in Addis Ababa.

The success of this study is highly dependent on the relevant and authentic responses you will provide to the questions raised here under. Therefore, you are kindly and respectfully requested to provide genuine and honest responses to all the questions. The researcher assures you that your response will be kept confidential and only be used for this research purposes.

You do not write your name.

Thank you in advance

Background information of students

1. School name-----
2. Grade -----3. Sex -----
4. Age

Instruction: Items related to awareness, perception and practices of students on diverse classrooms are provided below. Please give your appropriate responses to each item based on your understanding and experience. Your responses could vary from “Strongly agree” to “strongly disagree” use tick“√” mark to give your responses.

Key: 5 = strongly agree 4=Agree3 = Undecided2=Disagree1 = Strongly Disagree

1. General information

- 1.1. Observer's name -----
- 1.2. Woreda -----
- 1.3. Name of school-----Grade-----
- 1.4. Subject observed-----Date_____Period_____

2. Teacher's information

2.1 Education of teacher (current studies) -----

3. Relevant experiences in teaching -----Work load per week.....

3.1 Number of students in the class: Male _____ Female _____ Total _____

Observation I

መመሪያ፡ ከታች የተሰጡትን ነጥቦች በተለያዩ ክፍሎች ውስጥ ስለ አስተማሪዎች አመለካከት እና ተግባር የተያዙ ናቸው። እባኩትን በራስዎ ግንዛቤ እና በልው ለምድቃ መሰረት ለእያንዳንዱ ነጥብ ተገቢ ምላሽ ይስጡ። ምላሾችዎ ከ “በጣም እስማማለሁ” እስከ “በጣም አልስማማም” ሊለያዩ ይችላሉ። ምላሽዎን ለመስጠት እባኩትን በ “√” ምልክት ያሳዩ።

የአንደኛ ደረጃ ተማሪዎች በተማሪዎች መካከል ልዩነትን ስለማወቃቸው ግንዛቤ መለኪያዎች መጠይቅ

1. አስተማሪዎች ተማሪዎችን በእኩል ያያሉ።
2. አስተማሪዎች ተማሪዎች የተለያዩ ባህላዊ እና የተለያዩ ተፈጥሮ/ ትውልድ እንዳላቸው ያውቃሉ።
3. አስተማሪዎች ሲያስተምሩ የተለየ ድጋፍ የሚሹ ተማሪዎች ላይ የሙያና የሥነ-ምግባር ኃላፊነታቸው አስፈላጊ ነው።
4. ተማሪዎች በትምህርት ቤት ልዩነት እንዳለ በበቂ ሁኔታ ተረዳተዋል።
5. የተለያዩ ተማሪዎች የተለያዩ የማስተማር ዘዴዎችን ይፈልጋሉ።
6. አስተማሪዎች ልዩነትን ማወቃቸው ተማሪዎችን በትምህርት ውጤታማ ያደርጋቸዋል።
7. አስተማሪዎች ተማሪዎች በባህል፣ በአካላዊ ቅርጽ እና በመማር ምርጫዎች የሚለያዩ መሆናቸውን ያውቃሉ።
8. አስተማሪዎች ተማሪዎችን በልዩነታቸው ሳይቀንሱ በእኩል ማየት አለባቸው።

	I access diverse learners	S 1	A 2	UN 3	D 4	S 5
1	Is there enough sitting space for all students?					
2	Are the desks arranged in straight row?					
3	Is the class size appropriate or manageable?					
4	Teacher's activities					
5	Are students arranged for different primary school's activities?					
6	Are all students involved in each activity?					
7	Using different instructional strategy to access diverse learners.					

Observation II

	iii Students activities during lesson	S 1	A 2	UN 3	D 4	S 5
8	Are students allowed to learn in group way?					
9	Are students discussed on issues in group?					
10	Are students taking part in explaining their idea?					

Observation III

	iv Utilization of instructional materials	S 1	A 2	UN 3	D 4	S 5
11	Do the materials represent the topic of presentation?					
12	Has the teacher illustrated concepts using instructional materials?					
13	Are their opinions of using experiences of students in teaching?					