

**DIVERSITY MANAGEMENT IN GOVERNMENT SECONDARY
SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE**

MA THESIS

GUDETA ADUGNA

OCTOBER 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Diversity Management in Government Secondary Schools of North
Shoa Zone, Oromia Regional State**

**A Thesis Submitted to College of Education and Behavioral Sciences
Department of Educational Planning and Management, Post Graduate
Program Directorate
HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ART IN SCHOOL LEADERSHIP**

Gudeta Adugna

**October 2017
Haramaya University, Haramaya**

POSTGRADUATE PROGRAM DIRECTORATE

HARAMAYA UNIVERSITY

We hereby certify that we have read and evaluated this Thesis entitled: “Diversity Management in Government Secondary Schools of North Shoa Zone, Oromia Regional State” prepared, under our guidance, by Gudeta Adugna. We recommend that it to be submitted as fulfilling the Thesis requirement.

Aschalew Teshome (Assistant Professor) _____

Name of Thesis Major Advisor

Signature

_____ Date

Justin S. (PhD) _____

Name of Thesis Co-Advisor

Signature

_____ Date

As members of the Board of Examiners of the MA Thesis Open Defense Examination, we certify that we have read and evaluated the Thesis prepared by Gudeta Adugna and examined the candidate. We recommended that the thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Art in School Leadership.

_____ Chairman

_____ Signature

_____ Date

_____ Internal Examiner

_____ Signature

_____ Date

_____ External Examiner

_____ Signature

_____ Date

Finally, approval and acceptance of the thesis is contingent upon the submission of its final copy to the Council of postgraduate program Directorate (CPPD) through the candidate’s department or Postgraduate program Directorate Committee (DGC or PPDC).

DEDICATION

I dedicate this thesis manuscript to my beloved daughter Keraj Gudeta and my wife wozero Almaz Seyoum for their encouragement in all dimensions of my needs.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that included in the Thesis has given recognition through citation.

This Thesis is submitted in partial fulfillment of the requirements for MA degree at the Haramaya University. The Thesis is deposited in the Haramaya University library and is made available to borrowers under the rules of the library. I solemnly declare that this Thesis has not been submitted to anywhere for the award of any academic degree diploma or certificate.

Brief quotations from this Thesis may be made without special permission provided that accurate and complete acknowledgement of the source is made requests for permission for extended quotations from or reproduction of this Thesis in whole or in part may be granted by the Head of the school or Department when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the Thesis.

Name: Gudeta Adugna

Signature: _____

Department: Educational Planning and management

Date of Submission: October 2017

BIOGRAPHICAL SKETCH

The author was born on April 23, 1984 in Kuyu woreda, Huye Gose Kebele Farmers' Association. He attended his elementary school education (grade 1 to 6) at Kesi Primary School, and grade 7 and 8 at Garba Guracha Junior Secondary School. He completed his secondary school education at Garba Guracha Secondary School in Garba Guracha town. He then joined Nakamte Teachers Education College in 2003 and graduated with Dipiloma in 2004. For upgrading, he joined Haramaya University in 2007 and graduated in Bachelor of Education in Physics in 2010. He was employed by the Oromia Educational Bureau at Abichu Gnaa woreda at Gara Botera primary school as physics teacher and served for 2 years; at Yaya Gulele woreda at Daleti secondary school as physics teacher and served for 4 years and at Fital Secondary school as physics teacher and served for 1 and half years. Since 2012, he is school principal at Daleti secondary school and from 2016 he is school principal at Abdisa Aga secondary school in Fitcha town administration. He then, joined the School of Graduate Studies of Haramaya University in 2015 to pursue his MA degree in School leadership.

ACKNOWLEDGEMENTS

My heart full gratitude goes to my major advisor Ato Aschalew Teshome (Assistant professor) and Co-advisor Justin S. (PhD.) for their guidance, encouragement, constructive criticisms, and regular follow-up and providing supportive materials. Their valuable advice and constructive comments helped me to great extent and their assistance in shaping this paper in its present shape and step.

My thanks goes to North Shoa zone secondary schools principals, supervisors, teachers and students of the schools for their cooperation in filling out the questionnaire, interview and providing documents.

Finally, my special thanks go to my wife, wezero Almaz Seyoum for her support and encouragement to finalize my study.

ACRONYMS AND ABBREVIATION

CEBS	College of Education and Behavioral Sciences
CCEAM	Commonwealth Council for Educational Administration and Management
CSA	Central Statistical Agency
EPRDFG	Ethiopian People's Revolutionary Democratic Front Government
KETB	Kebele Education and Training Board
NGO	Non-Governmental Organization
PTA	Parents-Teachers Association
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UNECA	United Nations Economic Commission for Africa
WW-II	World War -II

TABLES OF CONTENTS

DEDICATION	ii
STATEMENT OF THE AUTHOR	iv
BIOGRAPHICAL SKETCH	v
ACKNOWLEDGEMENT	vi
ACRONYMS AND ABBREVIATION	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	7
1.4. Objectives of the Study	7
1.4.1. General objective	7
1.4.2. Specific objectives	7
1.5. Significance of the Study	8
1.6. Delimitation of the Study	8
1.7. Limitation of the Study	8
1.8. Operational Definitions	9
1.9. Organization of the Study	9
2. REVIEW OF RELATED LITERATURE	10
2.1. Concept of Diversity Management	10
2.2. Origin of Diversity Management	11
2.3. Reasons for Organizational Diversity Initiatives	11
2.4. Diversity Management in Africa	12
2.4.1. Language and Religious Diversity	12
2.4.2. Ethnic Diversity	13

Continuous...

2.5. Diversity within Schools Organizations	13
2.6. The Effects of Diversity in Schools	14
2.6.1. Affective effects	14
2.6.2. Cognitive effect	15
2.6.3. Symbolic effects	15
2.6.4. Communicative effects	15
2.7. Approaches to Managing Diversity in Schools	15
2.7.1. Parochial	16
2.7.2. Ethnocentric	16
2.7.3. Synergistic	16
2.8. Dimensions of Diversity in Schools	17
2.8.1. Primary dimensions	17
2.8.2. Secondary dimensions	17
2.8.3. Tertiary dimensions	17
2.9. Challenges in Managing Diversity in Schools	17
2.9.1. Communication	19
2.9.2. Majority Hegemony	19
2.9.3. Groupthink	20
2.9.4. The Role of Management	20
2.10. Consequences of Mismanaged Diversity in Schools	20
2.11. Community engagement in Diversity Management in Schools	21
2.12. Historical Overview of Diversity Issues in Ethiopian Education System	23
2.12.1. Imperial period (1941–1974)	23
2.12.2. Dergue period (1974-1991)	23
2.12.3. Federal Democratic Republic of Ethiopian (1991- Current)	24
2.13. Fostering Diversity in the Classroom	24
2.14. Culturally Responsive Pedagogy In Schools	25
2.14.1. The institutional dimension	25
2.14.2. The personal dimension	25
2.14.3. The Instructional Dimension	26

Continuous...

3. RESEARCH DESIGN AND METHODOLOGY	27
3.1. Descriptive of the Study Area	27
3.2. Research Design	27
3.3. Sources of Data	28
3.3.1. Primary sources of data	28
3.3.2. Secondary sources of data	28
3.4. Target Population, Sample Size and Sampling Techniques	28
3.5. Data Collection Instruments	29
3.5.1. Questionnaire	30
3.5.2. Interview Guide	30
3.5.3. Documents Analysis	30
3.6. Data Collection Procedure	31
3.7. Method of Data Analysis	32
3.8. Ethical Consideration	32
4. RESULTS AND DISCUSSION	34
4.1. Demographic Characteristics of the Respondents	34
4.2. The Status of Diversity in Secondary Schools of the Study Area	37
4.3. School Communities Engagement in Managing Diversity	41
4.4. Challenges in Diversity Management in Schools	46
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	54
5.1. Summary of Major Findings	54
5.2. Conclusions	57
5.3. Recommendations	59
6. REFERENCES	61
7. APPENDICES	67
APPENDIX -I	68
APPENDIX – II	72
APPENDIX -III	73

LIST OF TABLES

1. Summary of the populations and Sample size	29
2. Reliability Test	31
3. Back Ground Information of the students' respondents	35
4. Back Ground Information of Teachers Respondents	36
5. Status of Ethnic Diversity in selected school	37
6. Status of Mother tongue in selected schools	38
7. Status of Religious Diversity	39
8. Enhancing Monitoring and Evaluation	41
9. Preparing awareness creating program	42
10. Improving communication among school communities	42
11. Adjusting Work Environment	43
12. Class Room Management	44
13. Leadership Commitment	45
14. Lack of safe Conditions	47
15. Lack of Attention	47
16. Lose of Manpower	48
17. Different barriers	49
18. Lack of commitment	49
19. Relationships among school community	50
20. Resources allocation	51
21. Complains	51

LISTS OF APPENDICES

APPENDIX I	61
APPENDIX II	65
APPENDIX III	69

DIVERSITY MANAGEMENT IN GOVERNMENT SECONDARY SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE

GUDETA ADUGNA

ABSTRACT

This study was conducted specifically to assess diversity management in Government secondary schools of North Shoa Zone, Oromia regional state. Specific objectives of the study were to identify status of diversity, assess community engagement in managing diversity, identify challenges encountered by school communities in managing diversity and suggest strategies in managing diversity in school communities. The study employed descriptive survey design. Qualitative and quantitative data were used from questionnaire and interview guide then analyzed logically. Samples of respondents of the study were 8 woreda, 8 secondary schools, 193 teachers, 40 students' council, 8 supervisors and 8 school principals. Data were collected by open and close ended questionnaire from students and teacher, interview guide from supervisors and school principals. Techniques employed in selecting sample were stratified simple random for teachers and availability for (students' council, supervisors and School principals). Data analysis tools employed were mean, standard deviation, percentage frequency and Chi-Square. Findings of the study revealed that there are compositions of diversity in language, religions and ethnic. School community engagement in diversity management were in enhancing inclusion, preparing awareness creation program, communication ways among school communities, work environment care, class room management and leadership commitment. Challenges in diversity management were lack of (safe conditions, attention, manpower, commitment, and resource) and barriers to languages. Strategies used for managing diversity were communicating school vision and strategic plan to its community. Schools have to emphasize communication with its stakeholders, view communities as individuals and encourage work in diverse groups and base any decisions on objectives criteria. Teachers have to apply culturally responsive pedagogy and become role model for students. Students have to involve voluntarily in activities that are designed by teachers and school.

1. INTRODUCTION

It is an axiom that our world is rapidly changing. Diversity management is ways of acquiring the necessary knowledge and dynamic skills to manage differences appropriately and effectively. It is also about developing a creative mind set to see things from different angles without rigid prejudgment. The concept of diversity encompasses acceptance and respect (Patricia, 2003).

1.1. Background of the Study

In an era of international networking and mobility, the social and cultural composition of communities, in which people live and work, is becoming increasingly diverse (Glastra, 2000). This diversity of the communities has turned managers' attention to the management of differences, which we call diversity management. Hon and Bruner (2000) defined diversity management as an organization's culture and systems to ensure that all people are within the opportunity to contribute to the goals of the organization and it is the comprehensive managerial process for developing with an environment that works for all school communities.

Diversity management includes a process of creating and maintaining an environment that naturally allows all individuals to reach their full potential in pursuit of organizational objectives. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity (Partick and Kumar, 2012). It refers to the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs. It is a corporate strategy through which the differences between people in companies and organizations are recognized and utilized (Orlando, 2000). This increase the performance, motivation and social skills of employees, benefiting all those involved and increasing the school's success (Mansouri and Wood, 2007).

The general aim of diversity management is to help organizations survive, enhance their achievement performance and to make betterment and it can be viewed as an instrument

that uses people's diversity as the means of achieving goals (Lorbiecki, 2000). Main benefits of diversity management are reducing costs associated with excessive turnover and absenteeism, easier to handle staff, increasing participation of members of minority culture groups, improving the amount and quality of community service, leading organizations to new product development, enhancing corporate competitiveness as well as it brings together individuals from various back ground that possess important skill that stimulate organizational competitiveness and growth (Fassinger, 2008). Similarly exchanges of ideas create an atmosphere of cultural acceptance that can lead to improvements of organization's community (Chavez and Weisinger, 2008).

The world's increasing globalization requires more interaction among people from diverse back ground. Managing diversity is a significant organizational challenge, so managerial skill and leadership styles must adapt to accommodate a multicultural work environment to success the organization. As Marzaro, R, Marzano, J and Pickening (2003) well managed class room provides an environment in which teaching and learning can flourish in addition all teachers expect and hope that their classroom is safe for students to speak. The expectation is that if as teacher and role models treat each of students with equal respect, students will treat each other in kind. Unfortunately, there are feared, ridiculed and disparaged to the extent where violence is sometimes inflicted upon the other. In order to address complex challenges, it is needed to devise strategies to engage in dialogue where we can explore prejudices.

Aydan (2015) teachers stated that diversities can affect the students positively, create variety and abundance and increase the interaction of teachers when managed well, by discussing the effects of diversities from the point of the educational process and organization. But diversities can affect students negatively and cause groupings when they are not managed well. Most of the teachers mentioned that their principals adopt a positive manner towards diversities. Teachers want to work with managers who are objective, fair and supportive to their employees and including employees to the decisions. Diversities should be managed well in order to benefit from the advantages and diminish the disadvantages of the diversities. Thus, interventions can be made in order to raise awareness of the principals and the teachers about diversities and diversity

management. Principals should create an atmosphere of unity and solidarity and support teachers by developing positive relationships with them; and place importance in values such as objectivity, justice and equality.

As Rita (2006) it is evident that people learn to value differences and increases their cross cultural understanding if they are more exposed to differences. When one starts to recognizes own perceptual and is able to appreciate the reach resources in the hearts and minds of others human beings, it contributes to one's personal development. When one starts value differences, then these differences will add to once own knowledge and understanding of reality. It is specifically the differences that arise from diversity that could be the sources of creating new, exciting forms of life, creating an environment that is truly fulfilling for each person; an environment that nurtures the self esteem and self worth of each person; that creates opportunities for each to mature in to independence. This implies the new ideas and creativity arise from differences.

School improvement program is going on by collaboration of community. As communities' participation increases in school, diversity increases. Unless these diversities are managed, it is ideal to bring school improvement. It is right to see things around us in all dimensions in such a keen ways. Thus, the purpose of this study is to assess practices and challenges of diversity management in North Shoa Zone Secondary Schools, Oromia Regional State.

1.2. Statement of the Problem

Diversity issue directly related with identity of individual so it is a sensitive area unless it is kept properly. People who live in Ethiopia are more of diversified in language, religions, culture, beliefs, political thought, educational background, family status, economic status and so on. Thus, educators must be keen observer of diversity and its interaction in school. There might be varieties of problems where diversities are not managed in right ways.

As Wayne (2009) some of the challenges in managing diversity in class room included issues of concerning with racial, language, infrastructure, limited resources, inadequate

training, socio economic, inequalities and diversity teaching methodologies. Teachers in particular speak about the socio economic conditions and the lack of physical and technical infrastructure that impact on their teaching processes. External influences such as curriculum policy and internal constraints such as physical setting and resource availability significantly affect teachers' actions in diverse class room. The challenge for teacher development is that to develop innovative teacher education programs that empower and enable all teachers to offer a diversity curriculum in spite of the constraints of the contexts in which they work. Teachers are not receiving sufficient training and support with diversity and are left to tackle the issues by their own. Teachers are taught essential teaching skills during their training but receive limited and it lacks training in how to work in a diverse classroom. In addition, school management and departmental officials did not offer adequate support to teachers to deal with diversity in school community.

Santoro (2009) working continuously in an overly complex environment can have negative consequences for both individuals and organizations; it is too hard to make quality decisions. Unmanaged workplace diversity is most likely to impede group functioning and lead to ineffectiveness. Alexander (2009) in his finding reported that conflicts in schools over race, fees, religion, customs or language that are frequently displayed in South African media. The needs to deal with and manage such issues possess many challenges for schools and teachers. Thus, the issues of diversity are regarded as one of the biggest challenges for teacher education.

As Wayne (2009) study revealed that schools have moved from being homogenous institutions to sites with diverse learner populations, and this poses challenges for classroom practice. Socio-economic factors and the home environment influence the child's learning experience. In the case of this study, the majority of respondents identified poor social health as a challenge to meaningful learning and drew attention to socio-economic factors that influence access to quality learning and teaching. The teachers in this study cited that the challenges are greater when learners come from less stable financial backgrounds compared to those who come from more secure financial settings.

Important and broad based challenges facing schools' organizations are that of adapting to people who are different. The term used to describe these challenges are staff diversity. School organizations are becoming coming more heterogeneous in terms of religion, language and ethnic. Diversity tensions are often created because peoples feel that are being marginalized or treated unfairly; this signals that these problems have to be addressed. When work is unfair, workers in the staffs do not do work hard, are less committed to school organization and less likely to be cooperative or helpful. Perceive unfairness affect people orientation to the work environment, making them more likely to participate in conflict resulting in less productive of staff members (Rita, 2006).

Yusuf (2006) explained that in campus, diversity does not promote intergroup relation and social interaction between different groups of students. Students of different racial and ethnic groups remain relatively segregated and isolated from one another in campus. The basic reasons for students to remain segregated in the campus are student's ethnic based organization and lack of organizational support from colleges and universities to encourage diversity (Melkamu and Ameyu, 2013). Similarly, Missaye (2013) identified high intergroup bias and prejudice between different ethnic and religion group of students at Addis Ababa University; the basic causes of such bias and prejudice are fear of unknown historical wound and political ideology difference.

In addition, Mekonnen (2013) showed the existence of high ethnic tension and conflict among Addis Ababa university students and the major causes of such ethnic tension and conflicts are between individuals, ethnic nick name, graffiti, problems outside the university and political ideology. Furthermore, Melkamu and Ameyu (2012) elaborated that the basic factor contributing to intergroup tension and prejudice in Jimma University is ethnocentrism and political ideology.

Tesfaye (2012) also stated that the major reason for failing to make friend outside of their ethnic group was their inability to communicate with other ethnic groups due to language problem. In addition, Misaye (2013) explained students gave color and flavor to their own ethnicity, religion and political party which implies appreciating group to whom one belongs and unnecessarily exaggeration. Ethnic conflict may also emerge when ethnic

identity is activated as a mechanism of exclusion and when ethnic questions are ignored (Asebe, 2007).

Study conducted by Abebaw (2014) on ethnic and religious diversity in higher institutions of Ethiopia indicated that different factors that facilitate and impede the positive inter group relations between ethnically and religiously diverse students in Ethiopia higher institution. Dormitory allocation based on students' department and alphabet has contributed to developing positive intergroup relations among students. On the other hand, religion based student reception, language and ethnic based friendships, political party membership and ethnocentrism have affected positive intergroup relations among students. Similarly study conducted by Fekadu (2015) on management of language diversity in selected secondary schools of North Showa Zone of Oromia Regional state. It showed that barriers of communication among students fear to make friendship and difficult to express their inner truth.

This study differs from others study in the following areas 1) the above studies were conducted in higher education in college and university but this study focused in secondary schools 2) they saw diversity separately as language, ethnic, religion but this study focused in combination; all together. In addition, the factors that initiate the researcher to conduct the study were 1) diversity was becoming agenda of conflicts in schools 2) Conflicts related with diversity were increasing 3) Zonal Education office report showed that there were conflicts among school community 4) there were no study conducted on this title in the zone 5) Relationships between school community was not smooth 6) School leaders were devoting much of their time in conflict resolution.

Educational problems cannot be solved through concerns only unless there is evidence. Hence, from researcher work experiences for a decade this leads the researcher in particularly to think critically about problems encountered in managing diversity as well as aims at exploring practices of diversity management that pay building effort for schools achievement, identify status of diversity management among school community and parallel to this the study draw recommendation for diversity management.

1.3. Research Questions

The researcher aimed to answer the following basic questions.

- 1) What is the status of diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?
- 2) How school communities are engaging in managing diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?
- 3) What challenges are encountered in managing diversity in Government Secondary schools in North Shoa Zone, Oromia Regional State?
- 4) What strategies are used to manage diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?

1.4. Objectives of the Study

1.4.1. General objective

General objective of the study was to assess diversity management in Government secondary schools of North Shoa Zone, Oromia Regional State.

1.4.2. Specific objectives

Specific objectives were determined from basis of study questions and general objective of the study. Hence, the study addresses the following specific objectives.

- 1) To identify status of diversity in Government Secondary Schools of North Shoa Zone, Oromia Regional State.
- 2) To assess community engagement in managing diversity in Government Secondary Schools of North Shoa Zone, Oromia Regional State.
- 3) To identify challenges encountered by school communities in managing diversity in Government Secondary Schools of North Shoa Zone, Oromia Regional State.
- 4) To suggest strategies in managing diversity in Government Secondary Schools of North Shoa Zone, Oromia Regional State.

1.5. Significance of the Study

Schools are at grass root level and where best sites to facilitate the achievement of the government's objective in building pluralistic society. Thus, it can be realized by changing the attitudes and behavior of communities in order to appreciate and give respect to diversity. Thus, the study may shows the areas of problems and point out corrective solution for factors that challenges in diversity management, it may provide information on current practices of diversity management in schools, it may help in providing information to policy makers, schools, woreda education office, NGO and others to take their share in designing strategies in managing diversity, it may help school to emphasize communication with its community properly, it may help schools to develop objective base criteria for decision. It may benefits school community to get clear insight in to the magnitude and nature of problems related with diversity.

1.6. Delimitation of the Study

Geographically, it delimited to Oromia regional state, North Shoa secondary schools. It employed descriptive survey design. Questionnaire, interview and document analysis were used as instruments of data collection. Researcher used SPSS version 20.0 to analyses data from respondents. Respondents of the study were teachers, principals, supervisors and students council. The study focuses on status of diversity, community engagement in managing diversity, challenges in managing diversity and strategies in managing diversity.

1.7. Limitation of the Study

The study would have been intensive if it had relied on the diversity management in broader schools contexts of North Shoa Zone Oromia regional state. Due to lack of resources, financial and time constraints, the researcher had attempted to observe the problem limited only to a few schools. In addition, there were invalid responses from respondents as well as not fully interested to give their idea to data collectors, lack of reference books. Lastly involuntarily of school principals to show their strategic plan were challenges that were faced the researcher. However, the researcher overcomes all

these problems stated above as follows. In case of finance from research budget allocated for study and personal expenses, reoriented students those who did not filled the questionnaires, by showing collaboration letter written from CEBS from Haramaya University, discussing on issue of topic as it is for the purpose of study only.

1.8. Operational Definitions

The following words were used in the study and defined on the context and relevance to the objective of the study to reveal clear understanding of the words or phrases.

Challenge: Factors that hinders not to be successful in school achievement in addressing diversities like gender, language, ethnics, students learning ability and religion.

Community: Groups of students, teachers, supervisor and school leaders that act for common purpose in school activities.

Diversity: It is the variety of qualities possessed by school communities like gender, language, ethnics and religion.

Diversity management: The concept of recognizing the wide variety of qualities possessed by people within organization like gender, language, ethnics and religion among all school communities to make them as all are considered in each case equal.

Practice: Activities in implementing diversity in a good way and transferring good results obtained to others to be benefited or good things that can be learnt from.

School Community: Teachers, students and supportive workers and administrative body that are involved in school activities usually.

School leader: A concerned groups of peoples who have more sound in leading schools like principal, supervisor and PTA that coordinates school communities and lead.

1.9. Organization of the Study

This study is comprises of five sections. Thus, section one constitutes introduction parts, section two review of related literature. Section three refers to methodology whereas section four presentation, analysis and interpretation of the data. Finally, section five has summaries of findings, conclusion and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

This second section is devoted to the review of the related literature. It tries to present some of the facts obtained so far from various researches and other sources concerning the issue at hand. In addition, it was organized with proper citation and exploration of views of the diversity management.

2.1. Concept of Diversity Management

Diversity includes a number of factors. These factors can influence the relationship between teachers, students, family and community. One struggle is to capture those many dimensions on one team (Horn, 2003). The term managing diversity and its variations entered the English lexicon in the 1980s and by the 1990s were in fairly regular use.

Diversity can be defined as acknowledging, understanding, accepting and valuing differences among students, teachers and supportive staff with respect to age, class, race, ethnicity, gender, disabilities (Rita, 2006). Schools need to embrace diversity and look for ways to become inclusive organizations because diversity has the potential to yield greater work productivity and competitive advantages similarly as Vanmala (2012) a diverse work force can maximize talent, creativity and foster innovation which can ultimately lead to increased profits and positive public image for successful.

Heery and Noon (2001) describe as the concept of recognizing the wide variety of qualities possessed by people within an organization. It emphasizes on individuality of people and the importance of valuing each person for unique combination of skill, competences, attributes, knowledge and personality traits. The reality is that most societies today have legislation in place that addresses fairness in workplace practice and issues of equity (Wirth, 2001).

Generally the term diversity management came after many struggle from different groups those were not given chances in any situation in their area and work places. To right these problems there were different movements from different groups in different years. So,

that, diversity management practices should be exercised in all dimensions in households to organizations.

2.2. Origin of Diversity Management

Diversity management is rooted in the social protest, civil rights and liberation movements of the 1950s in United States. Diversity management as a field of education, theory, research and practice came into being out of due to protest, turbulence and social unrest about oppression in the 1960s and 70s. In addition, change from the inside perspective of the applied behavioral sciences and the dissent from the outside position of community organizing and social action (Michael, 2003).

As Gorski (1999) the history of multicultural education back to the social action of African Americans and other people of color who challenged discriminatory practices in public institutions during the civil rights struggles of the 1960s. In the late 1960s and early 1970s, the women's rights movement joined this push for education reform. Women's rights groups challenged inequities in employment and educational opportunities.

To sum up, diversity management origin was in United States of America. It came up to appear due to social protest, civil rights and liberation movements in America.

2.3. Reasons for Organizational Diversity Initiatives

Michael (2003) the reasons for organizational diversity initiatives are fear, laws, values, ethics and profit. In the 1980s many organizations began to find themselves operating increasingly in global and challenged to hire a work force capable of operating in a more competitive international setting. The concept of diversity is being talked about and understood in a very different way from the legal, values and fear perspectives of the period before 1980s. Thus, diversity has become available to organizations that can be managed for profit, organizational advantage, success and survival (Prasad, 2001).

Oppression and social justice concerns are increasingly being seen in organizations. Some organizations are attempting to move their diversity programs beyond diversity,

race, racism, gender and sexism. In the place of diversity programs, they are developing programs focused in sustaining individual respect, cultural competency, inclusion and organizational values (Pine, 2001; Wallace, 2001).

Generally reasons for organizational diversity initiatives were fear, laws, values, ethics and profit. This implies to be free from fear all should be respected and acknowledged well. To sustain law, not to be against the values of the society and to get more profit all with their differences should be accommodated.

2.4. Diversity Management in Africa

As UNECA (2011) diversity management is a requisite for nation-building, which entails integration of the different identity groups into a community of citizens under a shared system of institutions. It is also both a requisite and an outcome of state-building, which involves building up state institutions so that they are effective in advancing the security and socioeconomic wellbeing of citizens. State institutions cannot become effective under conditions of diversity-related divisions and conflicts. Moreover, without effective diversity management, which facilitates nation-building and state-building, neither democratic governance nor economic transformation is likely to succeed. However, African countries have little choice but to face up to the challenge.

2.4.1. Language and Religious Diversity

Africa has closely 2,138 languages in its continent. Most African countries are highly diverse with respect to some of the exclusive primordial markers, especially ethnicity. If we take language as proxy for ethnic identity, Nigeria is said to be home to some 470 languages. The Democratic Republic of Congo hosts some 242 languages, Sudan (both North and South) is said to have 134 languages and Ethiopia is said to have 89 languages. Even a small country, like the Gambia, hosts 10 languages. Many African countries are also religiously diverse. Christianity and Islam enjoy the largest following in much of the continent. However, even these two major religions have several denominations, which have contributed to conflicts in cases, such as Algeria and Somalia (UNECA, 2011)

2.4.2. Ethnic Diversity

Blackmore (2006) claims that the ethnic diversity in student populations brings into schools a vast array of cultures, values, beliefs, identity, languages and socio-economic background. Several international studies show that this poses onerous responsibility and challenge to the senior, curriculum and pastoral leaders to provide for and respond to the needs of the teachers, students and the wider school community. In order to overcome these challenges, more needs to be understood about the challenges that the leaders in schools face and how they manage ethnically diverse schools while achieving inclusion (Lumby & Coleman, 2007). The responsibilities relating to leading for social inclusion include not only academic achievement but also developing effective relationships with the parents, the communities and the community agencies, enhancing the personal and social development of the students and developing the life skills of the students so that they are better equipped for the society and its demands (Zirkel, 2008). Similarly ethnic diversity in schools can be beneficial as well because it contributes to teaching and research by increasing creativity and innovation (Hurtado, 2010).

2.5. Diversity within Schools Organizations

School is necessary forms of collaboration in which people from different departments and levels in the hierarchy work together. In such process of organizing staffs are automatically confronted with fellow staff workers who have different educational levels, experience, functions or values. In addition, organizations are increasingly coming to recognize the value of heterogeneous staff when they wish to develop new things and become achievable (Michael, 2003).

The challenge for an organization is to create the conditions in which every employee has the opportunity to express all the relevant aspects. Blackmore (2010) developing a trust environment that promotes inclusion, challenge discrimination and improve productivity. Rita (2006) when diversity in a system has to be managed it is therefore important that people start to value differences which will add to their own knowledge and understanding of reality which act as creating new and exciting forms of life. Attention to

diversity as an emancipatory goal both in the traditional sense of freeing people from oppression and in the sense of freeing people to explore themselves.

Diversity management focuses mainly on the effects of diversity on work-related outcomes and gives arguments why schools should focus on diversity. The arguments in favor that are being developed relate to the costs schools risk if their policy pays too little attention to the diversity. High turnover, lower job satisfaction, frustration and inter-group conflicts are just a few of the negative results of a failure to deal with heterogeneity. Positive arguments, on the other hand, include the ability to attract people, creativity and quality, and more system flexibility so that school creates a hospitable environment for student by developing culturally sensitive and developmentally appropriate rule for its community (Swartz, 2009)

Generally, schools have problems in recognizing the value of heterogeneous staff when they wish to develop new things and become achievable. However, schools can be effective when they design ways in which they accommodate all their staffs' members equally.

2.6. The Effects of Diversity in Schools

Diversity can influence school's objectives in both positive and negative ways under which the potential advantages of diversity can exploit and minimizing the negative effects. Michael (2003) identified four effects of diversity; these are affective, cognitive, symbolic and communication effects.

2.6.1. Affective effects

Affective effects refer to involvement, satisfaction, identification, role conflict, role ambiguity, perception of discrimination and social integration. Working with people of a different ethnicity or gender seems to entail negative emotions. It refers to the fact that people are mostly attracted to those similar to them and are more likely to form relationships with them. This makes social integration and identification in a heterogeneous group more difficult which leads to lower organizational or school commitment or lower satisfaction because people prefer interaction with similar groups (Barbara, 2010)

2.6.2. Cognitive effect

Cognitive effect is the ability of a group to put information together, process it, react to it and reach at conclusions (Milliken and Martin, 1996). Results are consistently positive. The quality of the decision-making can be higher when cultural minorities offer more counter-arguments, with the result that the ultimate decision is better grounded. It refers to an increase in creativity and innovation. Diversity can enhance a group ability to gather and process information and therefore it could result in greater creativity (Barbara, 2010)

2.6.3. Symbolic effects

In Symbolic effects; heterogeneous staff can be a symbol of a socially just organization for interested parties both inside and outside the schools. This increases the legitimacy of the schools, convincing members of minority groups that it offers equal opportunities and good candidates are often attracted to such school communities (Michael, 2003).

2.6.4. Communicative effects

In communicative effects; communication patterns within heterogeneous group tend to be more formal and less frequent. A varied workforce can contribute to a better use of knowledge and skills since each employee can be put to work where they function best. Such a division of tasks leads to a better fit between function and individual which in turn allows schools to achieve their objectives more quickly and efficiently. This argument is based on the principle of the right person in the right place (Michael, 2003).

To sum up, there are four effects of diversity. Affective effects make social integration and identification in a heterogeneous group. Cognitive effects enhance a group ability to gather and process information. Symbolic effects increase the legitimacy of the schools and Communicative effects contribute to a better use of knowledge and skills.

2.7. Approaches to Managing Diversity in Schools

Manager's ability to recognize cultural diversity is that its potential advantages and disadvantages define an organization's approach to managing diversity. Adler (2002)

identified three approaches to manage diversity these are Parochial, Ethnocentric and Synergistic.

2.7.1. Parochial

At the first level, people are aware of their way of doing things, and their way is the only way. At this stage, they ignore the impact of cultural differences. It is self-oriented and excludes others. Its motto is that our way is the only way and does not give any chances to others (Adler, 2002). Among students this approach is high than among teachers.

2.7.2. Ethnocentric

At this level, people are aware of other ways of doing things, but still consider their way as the best one. In this stage, cultural differences are perceived as source of problems and people tend to ignore them or reduce their significance. Its motto is that we know their way, but our way is better (Adler, 2002). This approach is frequently seen among students than in cases of teachers.

2.7.3. Synergistic

At this level people are aware of their own way of doing things and others' ways of doing things and they chose the best way according to the situation. At this stage people realize that cultural differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives. Its motto is that our way and their way differ but neither way is inherently superior to the other (Adler, 2002). In only few students and some teachers are in this approach.

Generally, there are different approaches to manage diversity in schools organizations like; parochial, ethnocentrism and synergistic. The first one is more closed to its view does not consider others views, the second one is even they know others views they focuses on their views and the last one is fair as well as it is best model to accommodate diversity in school organizations.

2.8. Dimensions of Diversity in Schools

If diversity is well managed, organization can benefit from both synergistic and culture specific advantages including enhanced creativity, flexibility and problem solving skills. Rijamampianina and Carmichael (2005) mention three dimensions of diversity as primary, secondary and tertiary.

2.8.1. Primary dimensions

As Barbara (2010) primary dimensions of diversity those exerting primary influences on our identity that are like race, ethnicity, gender, age and disability. It shapes our basic self-image. It has the most impact on groups in work place and society. Thus, there is primary dimension of diversity in secondary schools of the study area.

2.8.2. Secondary dimensions

Secondary dimensions of diversity are less visible ,exert a more valuable influences on personal identity like religion, lifestyle, economic status, culture, sexual orientation, family status, thinking style, geographic origin, political orientation, nationality, work experience, language and education as well it impact our self-esteem and definition (Barbara, 2010)

2.8.3. Tertiary dimensions

Tertiary dimensions of diversity are like beliefs, assumptions, perceptions, attitudes, feelings, values and group norms they are less than that secondary dimensions so it is not as such create influences on individuals (Barbara, 2010)

Generally, there are three dimensions of diversity in school organizations like primary, secondary and tertiary. Their most impacts decrease as it goes from primary to tertiary diversity.

2.9. Challenges in Managing Diversity in Schools

A United States study by Henze (2001) posits that there are possibilities that schools that do not respond positively to the changing demographics and student ethnic diversity will

not be able to provide a safe, respectful, challenging and effective learning environment. Students from different ethnic groups come to school laden with different values, knowledge, culture, information and behaviors. They attain these characteristics from interacting with their parents, families, community members, peers and other members of their social group by using different languages, through different beliefs and religious activities.

Similarly, United States research study Leithwood and Riehl (2003) says that many school leaders are now working in schools that are getting increasingly diverse and those schools that may not be experiencing success are located in low socio-economic areas with a higher number of immigrants. The reason for failure could be lack of resources, low expectation by teachers and lack of knowledge of strategies to develop and use with students who are most challenging in these schools.

Several international studies including a New Zealand study Howard (2010) argue that the staff profile in a multi-ethnic school must reflect the ethnic profile of the school, thus expressing their commitment to that of the students and the community. These studies also argue that recruiting ethnically diverse and culturally competent teachers who live in and experience their culture would benefit the school because these teachers will act as the positive role models to the students. The challenge for the senior leaders is to appoint, develop and retain ethnically diverse, able and skilled teachers from the community in which the school is located (Zirkel, 2008). Dimmock (2005) in his case study of five United Kingdom multi-ethnic schools found that in the time of teacher shortage, the leaders had difficulty in recruiting and retaining quality staff in these multi-ethnic schools. To resolve this problem, the leaders had equity for staff as a priority on their agenda, recruiting staff who themselves were committed to working in a multi-ethnic school. The leaders also supported and involved staff in decision making processes to show that they were valued, providing genuine opportunities to staff to work collaboratively as well as taking on board the needs of the minority staff.

Managing diversity is more than simply acknowledging differences among people. Managers may be challenged with losses in personnel and work achievements due to

prejudice, discrimination, complaints and legal actions against the organization (Devoe, 1999). Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships damage morale and work productivity. Thus, challenges for all educational leaders is to embrace diversity in their organization (Lumby and Coleman, 2007)

School community members who oppose workforce diversity usually reject new ideas and make work environments more difficult. Alleviating fears some people possess about workplace diversity may reduce much of the opposition. Leading for social inclusion includes not only academic achievements but also developing effective relationships with parents, communities and community's partners (Zirkel, 2008)

As Greenberg (2004) the major challenges in managing diversity are communication (language and values), majority hegemony and groupthink, resistance to change and implementation of diversity in the workplace.

2.9.1. Communication

Communication is at the heart of diversity management. Linguistic differences are tangible and straight forward. However, learning new languages or translating materials is a reasonably effective approach to address difficulties. The more difficult challenge is the intangibles in communication that arise not from literal words but from cultural expectations. Different cultures not only speak different languages but adhere to different values, draw different assumptions and define different actions as appropriate or inappropriate. These cultural differences can result in miscommunication that may go unrecognized and lead to conflicts (Greenberg, 2004)

2.9.2. Majority Hegemony

Majorities interaction create homogeneous culture is a substantial threat; as organization culture is direct product of the participants. This can result in organization that creates and promotes a particular culture over other minority cultures as a result of numbers. This hegemony can create tension between different groups, ultimately resulting in the smaller

groups moving towards the culture of the larger ones to close the dissonance, a practice is assimilation (Greenberg, 2004)

2.9.3. Groupthink

The most substantial threat that communicative barriers and homogeneous tendencies create loosely be defined as groupthink. Groupthink happens when many people within the same organization begin to adopt similar perspectives, usually to simplify meetings and minimize discord.

Groupthink will often result in the assimilation of dissenting perspectives. Without differences in perspective, organizations have little room to expand into new demographics or innovates new solutions (Greenberg, 2004)

2.9.4. The Role of Management

Managers must be not only aware of diversity in the workplace but also open-minded and empathetic to perspectives. Effective managers in diverse situations have highly developed degree of cultural competence that empowers them to use careful observation. Skills to determine what gestures, phrases, customs and values would be most appropriate in a given circumstance. Adroit management must also work actively against groupthink, empowering everyone not only to speak but to be brave enough to go against the majority opinion. The goal for management is to ensure everyone is working to assimilate to everyone else in a balanced and effective manner that harvests differences rather than smoothing them over (Greenberg, 2004)

2.10. Consequences of Mismanaged Diversity in Schools

If diversity is not well managed, it has disadvantages. Disadvantage of diversity in the workplace increases in conflicts. Conflicts arise when two or more individuals or groups do not see eye to eye on a particular situation. In regard to diversity, conflicts arise largely due to ignorance and prejudice feelings cause lack of acceptance. These can produce negative dynamics such as ethnocentrism, stereotyping and cultural clashes (White, 1999). In addition, the most common conflict comes from once feeling superior.

If management ignores such conflicts; organization performance may suffer and lead to negative performance outcomes for an organization (Barbara, 2010).

Conflicts always arise wherever there are human beings but they should be managed properly for the benefit of schools. Increases in staff turnover and absenteeism are another disadvantage in having a diverse workplace. Mismanagement of diversity in the form of denied access or unfavorable treatment can have negative consequences, such as inhibiting staffs abilities and motivation. This leads to lower job performance. Therefore, when schools ignore the existence and importance of workforce diversity, conflict can emerge and neither the corporation nor its staffs will realize their potential (Goetz, 2001). Thus, no one wants to be discriminated due to their differences, no organization wants to be underachievements due to individual workers in organizations so it is mandatory to think of diversity management and living diversity.

2.11. Community engagement in Diversity Management in Schools

Diversity management practice interventions focused on organizations change can be systemic, address the whole organizations as a system and they can be at individual as (coach, counselor, teacher) at group as (trainer, facilitator, group leader) at organization as (consultant, practice theorist, researcher, scholar) at community and societal levels as (catalyst, organizer, advocate, dissenter, activist). Practice interventions can include a range of activities within the organizations and outside the organizations environment like awareness and skill building education, training and coaching. Development of support structures, positions, mechanisms and networks, leadership and diversity champion development, organizations change imperative, vision, mission and values statements, team and group building, assessment and changes in organizational systems, policies and practices (Michael, 2003)

To sum up Patricia (2007) best practices in organization are top leadership commitment in having vision of diversity demonstrated and communicated throughout an organization. Top level management takes diversity as part of a school's strategic plan that are developed and aligned with the school's strategic plan as well as link diversity to performance that understands more diverse and inclusive work environment that can

yield greater achievements and improve individual and organizational performance. Similarly, develop sense of accountability that to ensure leaders are responsible for diversity by linking their performance assessment and compensation to the progress of diversity initiatives. Adopting diversity training in schools efforts to inform and educate management and staff about diversity's benefits to the organizations.

According to Lumby and Coleman (2007) the challenge for all educational leaders is to embrace diversity in their organizations. This brings about the challenges of redefining values, policies and attitudes in order to restructure and work effectively cross-culturally. The challenges that these leaders face evolves from variables such as, different cultures, languages, values, morals, ethics, needs and aspirations of different ethnic groups. In order to overcome these challenges, more needs to be understood about the challenges that the leaders in schools face and how they manage ethnically diverse schools to achieve inclusion (Shah, 2008). Ethnic inclusion in schools can be positively promoted by involving the whole school communities, making it a routine part of all structures, processes in school and ingraining it in day to day management of the school.

In addition, appropriate management of diversity by the leaders in education can result in synergy of all the individuals and as such lead to higher productivity. As such, leaders would need to look deeply into changing the culture and structure of the organization. They also argue that they need to consider the values and visions, policies, curriculum, student and staff profile, decision making processes, expectations of all students and their pedagogy to see how they respond to the differences. As a result, a trustworthy relationship will develop between students in schools, parents and communities. By developing a trusting environment, they will be able to promote inclusion, challenge discrimination and improve productivity (Blackmore, 2006).

Moreover, a study by Goddard et al., (2006) on ethno cultural diversity in high schools of Australia, New Zealand and Canada revealed that the five principals that were part of their study acknowledged diversity positively and celebrated diversity and saw it as strength rather than a weakness. In New Zealand schools the leaders involved the students in celebrating diversity through dancing, food and performances. But Nieto

(2004) study argues that this is not enough because commitment in responding to different cultures, recognizing beliefs and values of each ethnic group is needed to make noticeable changes.

2.12. Historical Overview of Diversity Issues in Ethiopian Education System

Ethiopia experienced three systems of political governance, each distinguished by its education policy since 1940s. The major features of the three governments revealed as follows.

2.12.1. Imperial period (1941–1974)

This regime had run the education system from soon after WWII and lasted until 1974 for more than three decades. Education system during this time was characterized by centrality. It heavily employed education as a means of coercive assimilation to create Amharanized central government Tariku and Gara (2016). It made Amharic as medium of instruction in Primary school (1-3 grades) and the sole Ethiopian language put the emperor's real interest towards homogenization based on linguistic and religious dimensions. This reveals that diversity was in questioned.

2.12.2. Dergue period (1974-1991)

Dergue's policy was not serious about making diversity top concern of that time. However, in the name of unity, it maintained Amharic as the official language of all sorts of formal communication. In fact it did not seem affiliated with one ethnic, linguistic or religious group Tariku and Gara (2016). This broad objective was summarized into three slogans, namely, "Education for production, for scientific research and for political consciousness."

The imperial assimilation policy was replaced by a new version of "Ethiopia *Tikdom*". There was no state religion unlike the previous regime. Moreover, the recognition and practice of other diversity dimensions such as ethnicity, gender, age and economic status were very minimal. It lasted until 1991.

2.12.3. Federal Democratic Republic of Ethiopian (1991- Current)

The Federal system of government became fully operational after 1994. The education system of the current government is quite different from the previous two regimes at least in two major ways: the first one is that its formation is based on dimension of diversity-ethnicity or ethnic federalism. The other fundamental difference is that diversity is a super structure for unity. Thus, it became clear that the Ethiopian unity was only rest on the acknowledgement and recognition of the existing differences. Thus, there is gap to practices.

2.13. Fostering Diversity in the Classroom

According to Ron (2003) a successful pedagogy must start with an awareness of difficulties and some fundamental strategies for overcoming them. True discussion sends a message of empowerment between equal agents who all have something significant to contribute to a common enterprise, common ground of mutual experiences and respect which can bind students together and simultaneously make it easier to understand and celebrate many differences.

Create an environment of trust and mutual respect so that discussion is not inhibited by fear. Introduce one or more ice-breaking activities that allow students to get to know one another fairly well. Think up questions that are interesting to you and related to your subject area on which students can exchange information. Students must be assured that one important point of the class is to explore and understand diversity (Patricia, 2007)

Establish respect for the values of diverse peoples by using specific examples, from your field of study. In particular, use examples that illustrate the value and beauty of the ethnic or racial or gender group under discussion (Ron, 2003). Try to attract students to your classroom who represent diversity. For example, notify people from counseling and advising staffs that you are interested in issues of diversity. Be sure to give students many opportunities to work together in small groups (3-5) on a variety of problem solving activities which stress the importance of using personal experience.

Enhance self-respect of individual students by referring to valuable ideas and comments they have made in previous classes. In a diverse classroom it is essential to be able to separate worth from behavior.

2.14. Culturally Responsive Pedagogy in Schools

As Heraldo, Ayanna and Timothy (2006) culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. Culturally responsive pedagogy comprises three dimensions: (a) institutional, (b) personal, and (c) instructional.

2.14.1. The institutional dimension

The educational system is the institution that provides the physical and political structure for schools. It is what the educational system must do in institutions. To make the institution more culturally responsive, reforms must occur in at least three specific areas (1) Organization of the school includes the administrative structure and the way it relates to diversity and the use of physical space in planning schools and arranging classrooms. (2) School policies and procedures it refers to policies and practices that impact on the delivery of services to students from diverse backgrounds. (3) Community involvement it is concerned with the institutional approach to community involvement in which families and communities are expected to find ways to become involved in the school, rather than the school seeking connections with families and communities. Although all three areas in the institution must become more culturally responsive, a particular concern is the impact of school policies and procedures on the allocation of resources (Heraldo, Ayanna and Timothy, 2006)

2.14.2. The personal dimension

Teacher self-reflection is an important part of the personal dimension. By honestly examining their attitudes and beliefs about themselves and others, teachers begin to

discover why they are who they are, and can confront biases that have influenced their value system. Because teachers' values impact relationships with students and their families, teachers must reconcile negative feelings towards any cultural, language, or ethnic group. Often teachers are resistant to the notion that their values might reflect prejudices or even racism towards certain groups. When teachers are able to rid themselves of such biases, they help to create an atmosphere of trust and acceptance for students and their families, resulting in greater opportunity for student success. Another important aspect of the personal dimension is exploration. It is crucial that teachers explore their personal histories and experiences (Heraldo, Ayanna and Timothy, 2006).

2.14.3. The Instructional Dimension

When the tools of instruction that is books, teaching methods, and activities are incompatible with, or worse marginalize the students' cultural experiences and disconnect with school. For some students this rejection of school may take the form of simply underachieving; for others, rejection could range from not performing at all to dropping out of school completely. Culturally responsive pedagogy recognizes and utilizes the students' culture and language in instruction, and ultimately respects the students' personal and community identities.

3. RESEARCH DESIGN AND METHODOLOGY

Under this part it refers to the overall strategy that used to integrate the different components of the study in a frame. Thus, it constitutes the source of data, population and sample size, respondents, means of data collection and analysis of data.

3.1. Descriptive of the Study Area

The study was conducted in Oromia regional state North Shoa Zone in selected secondary schools. North Shoa is in North part of Oromia regional state, in south direction to Amhara regional state, near the capital of Ethiopia, Addis Ababa. Global location of North Shoa is 9° 30' 0" N, 38° 40' 0" E. The zone has 13 districts and 1 town administration. Climatic condition of The Zone is *kola*, *woyenadega* and *dega*. The Capital town of North Shoa is Fiche which is about 112 kilo meters from Addis Ababa.

Based on the 2007 Census conducted by the Central Statistical Agency (CSA), the Zone has a total population of 1,431,305. The largest ethnic group is Oromo 84.33% and followed by Amhara 14.99% all other ethnic groups made up 0.68% of the population. Afan Oromo is spoken as a first language by 82.85% and 16.73% speak Amharic; the remaining 0.42% speaks all other primary languages. The majority of the inhabitants professed Orthodox, with 92.43% of the population while 5.34% of the populations are Muslim and 1.61% of the population professed Protestantism. About 0.62% are followers of Wakefana and others local religions. There is Kindergarten to University Educational institutions in the zone. There are 45 secondary schools, 13 preparatory schools, 9 Technical and Vocational Education and Training, 1 Teachers Training College and one University in the zone.

3.2. Research Design

Research design is a plan of study that indicates a program that guides the researcher as he or she collects analysis and interprets data (Oppenheim, 1996). The design the researcher used in this study was descriptive survey design. Descriptive survey design was employed on this study to obtain reliable and relevant information (Leedy and

Ormord, 2005). Descriptive survey design is concerned with present and it attempts to find out the present position of the phenomenon which was investigated by involving analyzing and interpreting conditions that now exists in schools. The researcher used both qualitative data from respondents close ended questionnaire and quantitative data from open ended questionnaire and interview guide.

3.3. Sources of Data

3.3.1. Primary sources of data

The primary sources of data were collected from principals, supervisors, teachers and students' council.

3.3.2. Secondary sources of data

Secondary sources of data were compiled from strategic plan of secondary schools and annual report of North Shoa Education Office.

3.4. Target Population, Sample Size and Sampling Techniques

Total teachers population in Government secondary schools of North Shoa is male =740 and female = 296 total of 1036 (North Shoa Zone Education Office, 2017). The population of the study area was 372 (35.9%) teachers, 8 supervisors, 8 principals and 40 students' councils. The researcher cannot take all as sample because of time, energy and finance constraints as well as its complexity.

The sample size of this research is determined by Israel (2013), $n = \frac{N}{1+N(e^2)}$, N = population, e = error by taking 95% confidential level. Teachers population in sample schools 372, e = 0.05, sample size n = 193 which was 52% of teachers population. 8 supervisors, 8 principals and 40 students' council were taken 100% by availability sampling and 193 teachers by stratified simple random techniques. The base for teachers and students strata was their gender as male and female.

The stratified sampling techniques involves to divide the population in to strata namely, gender, age and grade level (David and Sutton, 2004). Each school student's council has 5 permanent members. 193 teachers were taken by stratified simple random sampling. Stratified in male teachers 135 and female teachers 58 were taken as sample. 8 woredas were taken from 14 woreda by purposive sampling because these 8 woreda were woreda that have experienced schools over long years. Thus, the researcher believes that these 8 experienced secondary schools are on the capital town of the woreda such that there is more tendencies of having different ethnic, religious, language, learning ability, economic status and etc group in the towns.

Table 1: Summary of the populations and Sample size with the Respective Schools.

Respon den ts	N	Goha TSION	Garba Gurac ha	Daga m	Abdis a Aga	Chag el	Muka Turi	Dabra tsige	Fital	Techni ques
Teach er	P	47	80	44	74	17	42	35	33	Stratified simple random
	S	24	44	23	38	9	22	18	17	
	%	52	52	52	52	52	52	52	52	
SC	P	5	5	5	5	5	5	5	5	Availab ility
	S	5	5	5	5	5	5	5	5	
	%	100	100	100	100	100	100	100	100	
Super visor	P	1	1	1	1	1	1	1	1	Availab ility
	S	1	1	1	1	1	1	1	1	
	%	100	100	100	100	100	100	100	100	
Princi pals	P	1	1	1	1	1	1	1	1	Availab ility
	S	1	1	1	1	1	1	1	1	
	%	100	100	100	100	100	100	100	100	

Total population (teachers 372, student council 40, principal 8, supervisor 8) and

Sample size (teachers 193, student council 40, principal 8 and supervisor 8),

P = Population, S = sample, SC = Students council, % Percent

3.5. Data Collection Instruments

To obtain adequate information from respondents the researcher used questionnaires, document review and semi structured interview with primary and secondary sources.

3.5.1. Questionnaire

Hopkins (1993) questionnaire is a quick and simple ways of obtaining rich information from selected sample. Close ended summative likert rating of 5 scale item of 38 questionnaires and 3 open ended questionnaires were presented for teachers and students council. Questionnaire was prepared in English for teachers and translated in Afan Oromo for students' council to address the concepts of the questionnaire and to avoid language biases. It was developed in a way that it could answer the basic question of the study and simple language usage was employed to avoid misunderstanding that can hinder reliable responses. The researcher conducted preliminary test of data collecting tools and eliminates problems to make corrective adjustment before actual data collection. Before administering the questionnaire it was tested for validity and reliability with 19 teachers and 50 students. Pilot test was made at Jidda secondary school with 38 open and 3 close ended questionnaires. Validity was strengthened with advisor and English and Afan Oromo teachers in order to check errors related to language, item settings, idea, contents and grammatical errors. As Balkishan (2016) Cronbach's alpha internal consistency intervals shows for $\alpha \geq 0.9$ excellent, $0.9 > \alpha \geq 0.8$ good, $0.8 > \alpha \geq 0.7$ acceptable, $0.7 > \alpha \geq 0.6$ questionable, $0.6 > \alpha \geq 0.5$ poor and $0.5 > \alpha$ unacceptable. Thus, reliability questionnaire was checked by Cronbach alpha Version 20.0 was 0.829.

3.5.2. Interview Guide

Leedy and Ormrod (2005) described that interview seek to understand the perceptions, feeling and knowledge through in depth and intensive interviewing. Respondents speak in their own words to express the ideas clearly and interviewer readjusts the question as much as possible for the interviewee to get the theme of the idea. Supervisors and principals were interviewed with the same four semi structured interview guide in English.

3.5.3. Documents Analysis

Documents deal with curriculum or other educational concern can present background information plainly and are important sources of data (Hopkins, 1993). It is economic

compared to other tools as well it gives the researcher opportunities to find another perception easily. Additionally, data for documents analysis was compiled from annual reports of North Shoa Education Office and strategic plan of secondary schools. Most of schools did not include issues of diversity in their strategic plan. However, strategies in which schools promote diversity in their community could not exceed one day celebration (November 29 Ethiopians Nations and Nationalities day). All most all schools were use discipline guide line to mange diversity issues in schools and challenges that faced were not emphasizing communications its activities clearly to its community.

Reliability Test

No	Themes	Alpha
1	Status of Diversity	0.911
2	School community engagement in diversity management	0.874
3	Challenges encountered in managing diversity	0.791
	Average	0.829

3.6. Data Collection Procedure

The process of data collections were accomplished as follows sequences. Letter of collaboration from Haramaya University, CEBS was submitted to selected schools' principals to offer support from the schools and to stand by in assisting the researcher in any cases the researcher needs. After submission of letter, the objectives of the study were explained for the leaders to accompany the researcher for fruit fullness of the study. Observation was made to get comfort place where questionnaire could be filled by both teachers and students. The next step was selecting for samples of students and teachers to explain the purpose of the study and orient them to give genuine responses for the questionnaires. Finally, the questionnaire was administered with supports of researcher assistance in arranged room and after respondents accomplished the questionnaire was gathered soon by checking to avoid mistakes, to refill the unfilled one which help for the clarification and maximizing the return questionnaire in contrary to minimize un return, unfilled and biased questionnaires. The same procedures listed above were followed to made interview with both schools principals and supervisors in secondary schools of the study area.

3.7. Method of Data Analysis

Data collected through quantitative and qualitative tools were arranged in accordance they have relation in answering the research questions to attain objectives of the study. Descriptive statistical tools were used to conclude statistical variables in tables. The set of statistical tools like mean, frequency, percentage and standard deviation were employed to analyze the data.

Mean percentage, SD and Chi-Square of the variables were calculated by SPSS version 20.0 to identify and reveal significance differences among the replies of respondents on questionnaire both for students and teachers. Similarly, mean was employed to measure central tendency of the likert scale and SD was used to determine the variances from central tendencies showed by respondents. In addition, it showed degree of variations of respondents' responses from average mean value of likert scale ratings.

For simplicity of analysis and interpretation analyzed collected data, this researcher used 3.0 as expected average mean value as Bluma (2012) strongly agree (4.50-5.00), agree (3.50-4.49), fairly agree (2.50-3.49), disagree (1.50-2.49), strongly disagree (1-1.49) was employed for interpretation of data.

Moreover to the above, narrative analysis were made to assess practices and challenges of Diversity management in secondary schools of North Shoa Zone, Oromia regional state. Qualitative data obtained from interview guide were analyzed in line to it relates to research questions and objective of the study. It was organized in descriptive format. Therefore, data from supervisors and school principals were analyzed in alignment with the research questions to elaborate its clarity.

3.8. Ethical Consideration

Abebaw (2014) ethical principles in research are an obligation of researcher to respect participants' social and cultural values. Diversity-related studies require researcher's to be sensitive and appropriate in usage of terms to describe people and their identity. In addition any resources used in this study were acknowledged as University School of

Graduate Studies guide line. Using letter written from University seek for support from schools in collecting data from respondents. Moreover, the agreements of participation for the subjects were taken after fully explained the aim of the study to get their approval for participation in the study. Also, they assumed that the information was confidential and used for the research purpose only.

4. RESULTS AND DISCUSSION

This section has four parts in sequences as listed in research questions in earlier chapter. Thus, the first part of this section shows that the status of diversity in secondary schools of study area community. These are language, religion and ethnic diversity. The study tried to reveal diversity that is dominantly observed in secondary schools of the study area. The second, third and fourth part of the section indicates community engagement in managing diversity, challenges encountered by school community in managing diversity and suggested strategies in managing diversity secondary schools of study areas respectively.

As it was indicated in chapter three above the numbers of samples size were determined both statistically and methodologically. 193 teachers and 40 students' councils were involved with the same questionnaire formats in giving response to the questionnaires except language. Fortunately all teachers and students respondents collected back all questionnaire paper 100%. Similarly, from semi structured interview made with 8 supervisor and 8 school principals sufficient information were gained that strengthen both teachers and students council questionnaires to analyze the problems in depth. In addition, qualitative data were obtained from 8 school principals and 8 supervisors with 4 interview guide and from 193 teachers and students councils with 3 open ended questions.

4.1. Demographic Characteristics of the Respondents

Certain data were obtained from students' respondents in terms of gender, age, education level / grade levels, ethnic, mother tongue and religious diversity. Similarly, certain data about characteristics of teachers' respondents were obtained in terms of gender, age, qualification /education levels and services in year were arranged in tables and followed by narration beneath the tables.

Table: 4.1A. Back Ground Information of the students' respondents

Variables	Background Information	Frequency	Percent
Gender	Male	25	62.5 %
	Female	15	37.5%
	Total	40	100%
Age	14 years	0	0%
	15-16 years	12	30%
	17-18 years	28	70%
	19 years and above	0	0%
	Total	40	100%
Grade	9	20	50%
	10	20	50%
	Total	40	100%

As table 4.1A above reveals that gender, age and grade level of respondents were discussed. Gender combination of the students respondents were male 25(62.5 %) and female students 15 (37.5%). There are age diversity from 17 to 18 and from 15 to 16 was (28) 70% and (12) 30% of students' respondents respectively. Generally, there is age diversity which lies between 15 to 18 years in the study area. Thus, the table implies that there is diversity of gender, age and grade levels among students in secondary schools of study area.

Data obtained from students responses' revealed that students in the study area at maturation level, number of female students in participating in school activities like clubs, committee and council head trends are becoming increasing in participating female students. Female students' diversity density in study area schools is less than those male students' in students' council but this numbers manifests that the growing number of female students in different activities are inclining up. This indicates slightly male students' dominance seems to share some places for female students. Newly coming grade 9 students needs more attentions to be aware about their new schools cultures in handling and interacting with school community smoothly, this clue schools management body to observe keenly and being adroit to sustain diversity interaction with smooth interaction which further develops tolerances and mutual respecting among school community. Students' age, gender and grade level help school leaders, teachers and school management to look after students demographic characteristics as well as to

devise mechanisms by which they come up with problems of diversity in controlling challenges related with diversity to maximize school's achievements in sustainable ways.

To sum up, students age level most of them lay in age of puberty stage a time of highly sensitive to all things as interview with supervisor witnessed that students *“should have enough awareness on diversity in school as well as develop senses of tolerance, respect and peace among all school communities. This can be realized by continuous training, develop and design school cultures in ways it accommodate diversity, change structure of school and involve all stake holders in any decision making”*.

Table: 4.1B. Back Ground Information of Teachers Respondents

Variables	Background Information	Frequency	Percent
Gender	Male	135	69.95%
	Female	58	30.05%
	Total	193	100%
Age	22 and below years	0	0%
	23- 27 years	65	33.68%
	28- 32 years	89	46.11%
	33- 37 years	27	13.98%
	38 years and above	12	6.22%
Qualification	Diploma	0	0 %
	Level IV	0	0 %
	Level V	0	0 %
	BA/BED/BSC	185	95.85%
	MA/MSC/MED	8	4.15%
	Total	193	100%
Service	1-2 years	5	2.59%
	3-5 years	29	15.03%
	6-8 years	37	19.17%
	9-11 years	26	13.47%
	12-15 years	21	10.09%
	16-18 years	56	29.01%
	19 years and above	19	9.84%

As table 4.1B above shows that diversity density of male teachers much greater than that of female teachers with 135 (69.95%) and 58 (30.05%) respectively. This implies that as much is left for Ministry of Education to balance equity of teachers gender parity index (female/ male = $58/135 = 0.429$) and that of North Shoa Education office gender parity is ($296/740 = 0.4$) which is less than 1.00 as well as woreda education office try to incline up enrolments' of female students and strengthen completion rate in schools. In addition,

affirmative action that has been given by Ministry of Education for females Higher Education Entrance Exam should sustain till equilibrium of gender parity (1.00) takes place. Since teaching females is teaching nations. For nation building participation of female is critical. In case of age categories most respondents' age lays 28-32, 89 (46.11%), 22 and below age were not seen in categories of respondents.

Most of qualification levels of teachers were BA/BSC/BED which accounts about 185 (95.85%) and only a few has their second degree which is 8 (4.15%). This show that some woreda preparatory school has attained standard teachers that fit to the area with second degree. Services of teachers were classified as their carrier structure of teachers' development. In the schools there were all teachers from beginner to associate lead teachers. The least one were the two ends the beginner and associate lead teachers 5 (2.59%) and 9.84% respectively. The most categories of teachers' services lie in 16-18 years which is about 56 (29.01%) that is associate teachers. Of all, teachers' service is important for the researcher that serviced teachers have more experiences in teaching and come across with different challenges in handling diverse classes such that they might be experienced in handling diversity in school community. Here, teachers and their qualification help us to see class room diversity status, practices, challenges and strategies to manage diversity.

4.2. The Status of Diversity in Secondary Schools of the Study Area

Status of ethnic diversity in schools in the study area described as follows.

Table: 4.2A. Status of Ethnic Diversity in selected school

Respondents	Sex	Oromo	Amhara	Tigre	Guragie	Total
Students	M	12	9	3	1	25
	F	8	7	0	1	15
	T	20	16	3	2	40
	%	50	40	7.5	5	100
Teacher	M	69	47	19	0	135
	F	35	18	5	0	58
	T	104	65	24	0	193
	%	53.88	33.67	12.44	0	100

M = male, F = female, % = percentage

As it reveals in the table 4.2A above ethnic of students and teachers were kept by order of their density. Oromo ethnic which was (20) 50% and (104) 53.88% respectively followed

by Amhara ethnic in students and teachers were (16) 40% and (65) 33.67% respectively. The schools from which the data was collected were diversified in ethnic in such a way that the ethnic categories from most popular to least popular were Oromo, Amhara, Gurage and Tigire. Gurage ethnic students as interview with principal revealed that “*most of them are students of merchants and that of Tigire were students of merchant as that of Gurage and students of military.*” Thus, the analysis revealed that the study area schools were multi ethnic which gear toward the necessity for managing diversity in school community. Similarly, as interview with supervisors announced that “*there are compositions of ethnic diversity in schools to create harmonious friendships and schools should have high places in their strategic plans as well as communicate their plans with its stakeholders*”.

Table: 4.2B. Status of Mother tongue in selected schools

Respondents	Sex	Afan Oromo	Amharic	Tigreigna	Guragigna	Total
Students	M	12	9	3	1	25
	F	8	7	0	1	15
	T	20	16	3	2	40
	%	50	40	7.5	5	100
Teacher	M	69	47	19	0	135
	F	35	18	5	0	58
	T	104	65	24	0	193
	%	53.88	33.67	12.44	0	100

M = male, F = female, % = percentage

As table 4.2B above indicates that there were two mostly dominated languages in the study area than the other language listed in the table. Afan Oromo and Amharic were spoken both by teachers and students which were (124) 51.94% and (81) 36.84% respectively. As interview made with principal confirms that “*though the dominant language is Afan Oromo both students and teachers from Oromo ethnic and mother tongue can speak both Amharic and Afan Oromo but vice versa were not from both students and teachers. This implies a group from Oromo Ethnic has more probability to communicate with other ethnic groups because they know at least two common languages like English and Amharic in addition to their mother tongue.*” This implies as there was multi language diversity in schools so it needs that; it should be managed properly in

school communities for fair, smooth interaction and for progressive outcome of school productivity.

Table: 4.2C. Status of Religious Diversity

Respondents	Sex	Orthodox	Protestant	Muslim	Wakefana	Total
Students	M	11	6	3	5	25
	F	6	4	1	4	15
	T	17	10	4	9	40
	%	42.5	25.0	10.0	22.5	100.0
Teacher	M	61	53	15	6	135
	F	27	21	4	6	58
	T	88	74	19	12	193
	%	45.6	38.3	9.84	6.23	100.0

M = male, F = female, % = percentage

As table 4.2C above witnesses that there were diversity of religions like Orthodox, protestant, Muslim and Wakefana. The more dominant religion in the study area were Orthodox in both teachers and students which account (88) 45.6% and (17) 42.5 % respectively which was followed by Protestant which accounts average percentage of (84) 31.65% for both students and teachers. Similarly as 2007 CSA showed that North Shoa zone is dominated by Orthodox religion over any other religion followers. This implies that it needs for managing it in school to create mutual respects and trust in school community. Education is secular such that the dominances of the religion could not affect the teaching learning of the schools in the study areas and others religion followers. Thus, as interview with supervisor and field data indicated that “*Orthodox is the dominant one but Wakefana religion followers are increasing.*”

In addition, as interview made with school principals revealed that “*there are compositions of diversity in language, religion, age, culture, education level, family status, political thought, discipline, geographical location, income level and students learning ability and likes. Our aim is mainly in accommodating students learning ability but yet know we do not have schools that have successes in students’ achievements. This clearly shows that as it is mandatory to manage diversity in school to facilitate students learning*”.

Schools are too lagging to deal with diversity issues except that of discipline one. Most schools are keen observer of discipline problems among teachers, students and supportive staff than preparing programs, discussion, forum, workshop and the likes to aware its community about diversity and its benefit to school. If such practices are strongly exercised in school there are tendency of being collaborative to work effectively just by understanding each other's values and sprit of harmonious will be developed which interns develop culture of schools.

Generally, there are diversified school communities like teachers, students, supportive staff, KETB, PTSA (parent teachers and students association) and others. Similarly there is diversity in language (Afan Oromo, English, Tigrigna and Guragigna), religion (Orthodox, Muslim, Protestant and Wakefana), culture, education level, age, gender, thought, personality, income level, talent, special needs and students leaning ability.

Thus, schools in the study area should be devised with ways by which they can address better most opportunities in terms of respecting individual's differences, providing support for all school community equally and addresses equity for various ethnic, linguistic, religion and students learning ability (lower, medium and fast learners). To be effective and step forward communities with these diversity categories may seems difficult and leads to under achievements for students' progression. Hence, all stake holders should pay their attention in respective to their role in accommodating diversity in schools for better generation building efforts and to build schools that have flavor of diversity where tolerances, peace, respect and role model citizens can be molded for citizen economy and multi dimension building.

As interview made with supervisor revealed that *“one who builds the same house cannot snatch straw’*. This implicates that whatever it is; what is the needed one is in what ways schools make any dimensions of diversity in its community can be shaped in desirable behavioral changes and in line they contribute their effort for nation building.”

4.3. School Communities Engagement in Managing Diversity in Secondary Schools of Study Area.

School organization encompasses different communities. School communities play their role in managing diversity. The following tables show ways in which school community engage in diversity management in their perspectives.

Table: 4.3A. Enhancing Monitoring and Evaluation

No	Items	R	F	X	SD	X ²	P value
1	Inclusion is not properly entertained in school.	T	193	4.00	.467	72.	.072
		S	40	4.00	.392	68	
2	There are accountability, evaluation and assessment of changes in organization	T	193	2.89	.312	7.0	.120
		S	40	2.87	.334	5	

SDA (1-1.49), Disagree (1.50-2.49), fairly agree (2.50-3.49), Agree (3.50-4.50), strongly agree (4.51-5.00), R = respondents, T = teachers, S = students, X²=Chi square, SD = standard Deviation, F = frequency, X = mean, Pat 0.05 (5%), df = degree of freedom

As table 4.3A, items 1 and 2 indicate above inclusion is not properly entertained among school communities but as (Ely and Thomas, 2001) creating an inclusive work environment that values all employees; this can be realized by paying accountability among all, conduct evaluation periodically and take assessment of changes in school term by term and seek for role of diversified bodies. Similarly, as Dave (2014) a diverse and inclusive school is stronger, more innovative and better prepared for the future. Moreover, as Phil (2017) regular schedule of assessment, reporting and holding everyone accountable accomplishes several purposes for the community. As data obtained from teachers and students respondents' indicate that inclusion is not properly entertained in study area schools. This was evidenced by mean value 4.00 and 4.00 for teachers and students as well its lower SD 0.467 and 0.392 respectively. $X^2 = 72.68$ and 7.05 $df = 1$, $P = 0.072$ and $0.120 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. Interview with principal announces that “*definitely teachers do not want to take accountability besides attending teaching class room and evaluated by responsibility they took in addition to teaching class because there is no any benefit except conflicts*”.

Table: 4.3B. Preparing awareness creating program

No	Items	R	F	X	SD	X ²	P value
1	Students do not participate in program of diversity like forum and workshop.	T	193	3.89	.412	69.	.120
		S	40	3.90	.378	57	
2	School educates its community's benefits of diversity	T	193	1.92	.260	1.7	.77
		S	40	1.90	.303	8	

As table 4.3B items 1 and 2, explains above students' participation in program of diversity like forum and workshop that school prepare to increases the awareness of its community for smooth and harmonious relationships. This is positively supported with mean value 3.89 and 3.90 as well as its corresponding SD is 0.412 and 0.378. $X^2 = 69.57$ and 1.78, $df = 1$, $P = 0.120$ and $0.770 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. Thus, schools lag behind to educates its community's; the benefits of diversity rather than one day occasion which pass by the celebration of only few days within academic year as Patricia (2003) argues that students who interact with diverse students in classrooms and in the broad school environment will be more motivated and better able to participate in a heterogeneous and complex society. Thus, preparing awareness creation program is not satisfactory in actions among study area secondary schools.

Table: 4.3C. Improving communication among school communities

No	Items	R	F	X	SD	X ²	P value
1	Communities use gender neutral language.	T	193	1.92	.260	5.4	.250
		S	40	1.92	.266	4	
2	Top leadership commitment in having diversity issue in strategic plan.	T	193	1.95	.436	14.	.070
		S	40	1.95	.388	0	
3	School is good in communicating both internally and externally	T	193	1.89	.312	4.4	.35
		S	40	1.87	.334	1	
4	School treats all students with respect in any dimension	T	193	3.81	.471	.74	.940
		S	40	3.85	.426		

As table 4.3C, items 1, 2, 3 and 4 informs above communities do not use gender neutral language to communicate they uses gender based languages than using 'you' they prefer she or he. This is manifested by mean 1.92 and 1.92 and its corresponding SD 0.260 and

0.266 by teachers and students respectively. Similarly there is low top leadership commitment in having diversity issues in strategic plan and communicate it to its community but as Bob (2015) leadership commitment is ensuring that the quality policy and quality objectives that are established for the quality management system and are compatible with the strategic direction and the context of the organization. Schools do not well operate in communicating its vision both internally and externally with its partners and community. As Fred (2010) argues that communication is the process of transmitting information and creating common understanding from one person to another unless a common understanding results from the exchange of information, there is no communication. However, management bodies treat students with respect in any dimension than teachers do when comparatively seen which is witnessed by mean value 3.81 and 3.85 with its corresponding lower SD 0.47 and 0.426. Such that $X^2 = 5.44, 14.0, 4.41$ and 0.74 $df = 1$, $P = 0.250, 0.070, 0.35$ and $0.940 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items.

Table: 4.3D. Adjusting Work Environment

No	Items	R	F	X	SD	X^2	P value
1	Teachers make that all students in Class room is free and safe to learn.	T	193	2.81	.386	5.3	.25
		S	40	2.80	.405	2	
2	School creates an environment of trust and mutual respect to its communities.	T	193	2.70	.455	2.0	.73
		S	40	2.72	.452	1	

As table 4.3C, items 1 and 2 affirm above there are problems among teachers in making students in classroom are free and safe to learn their lesson and schools' levels in creating an environment of trust and mutual respect to its communities is not high instead it fails in moderate range with mean 2.81 and its corresponding SD 0.386. $X^2 = 5.32$ and 2.01 $df = 1$, $P = 0.25$ and $0.73 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. As Jessica and Julie (2009) the type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. Thus, it is critical to create where trust and mutual respect can be experienced.

As interview with principals show that “*most teachers do not make sure that all students in classroom are free and safe to learn rather they make them to frustrate.*”

Table: 4.3 E. Class Room Management

No	Items	R	F	X	SD	X ²	P value
1	Teachers attract students by giving opportunities to work in small group.	T	193	2.84	.358	15.	0.210
		S	40	2.85	.361	74	
2	Understanding cultural sensitivities is critical to success in education	T	193	3.85	.444	25.	0.310
		S	40	3.90	.378	93	
3	Illustrate the value and beauty of diversity group under discussion.	T	193	2.89	.312	23.	0.369
		S	40	2.92	.266	73	
4	Give students opportunities to work together in small groups	T	193	3.92	.374	3.3	0.490
		S	40	3.95	.316	7	

As table 4.3E, items 1, 2, 3 and 4 reveal above there is gaps among teachers to attract students to their class room which is supported by its mean value 2.84 and 2.85 with its corresponding SD value 0.358 and 0.361 for teachers and students respectively; $X^2 = 15.74, 25.93, 23.73$ and 3.37 $df = 1$, $P = 0.210, 0.31, 0.369$ and $0.49 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. Giving many opportunities to work together in small group to increase intra group and inter group interaction, this can be realized by giving students many opportunities to work together in small groups in any given activities as Barbara (2010) it increases in creativity and innovation besides the lack of time to do so. In addition, both teachers and students accept the idea of understanding cultural sensitivities as it is critical to success in education and civic life which help school community to illustrate the value and beauty of diversity group under discussion with mean 2.84 and 3.90 respectively. As interview with principals affirm that “*most teachers do not give opportunities to work together in small group to increase interaction among students instead they prefer running to cover portion than create conceptualization in students.*” Thus, class room management among all schools has gaps but as Pine (2001) developing programs focused in sustaining individual respect and values but it is bound in to class room only should address the whole schools’ systems community.

Table: 4.3 F. Leadership Commitment

No	Items	R	F	X	SD	X ²	P value
1	There are equal distributions of responsibilities in school community.	T	193	2.15	.363	5.3	0.250
		S	40	2.10	.303	0	
2	All members of school communities are not treated equally.	T	193	3.81	.606	74.	0.512
		S	40	3.87	.515	57	
3	Any resources are not shared equally.	T	193	3.63	.671	3.5	0.460
		S	40	3.67	.615	8	
4	School takes truth oriented promotion /punishment not ethnic related one.	T	193	1.89	.312	3.0	0.540
		S	40	1.90	.303	9	

As table 4.3F, items 1 and 2 indicates above there is no equal distribution of responsibilities in school communities which is manifested by its mean value 2.15 and 2.10 and its corresponding SD 0.363 and 0.303 which indicates lower deviation characteristics showed by individual teachers and students respectively. Distribution of resources may vary with similar or differences in groups decision making process. In most cases responsibility is given to the nearby similar diverse groups than others. To some extent all members of school communities are not treated equally which is revealed by its mean value 3.81 and 3.87 and its corresponding SD 0.606 and 0.515 for teachers and students' responses respectively. $X^2 = 5.30, 74.57, 3.58$ and 3.09 $df = 1$, $P = 0.25, 0.512, 0.46$ and $0.54 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items .As Ahmad (2016) using positive images to combat negative stereotypes, share any resources equally. However, schools do not takes truth oriented promotion or punishment rather it is ethnic, language, religion; culture oriented one and schools is not opportunist in illustrating the value and beauty of ethnic under discussion in last two years in the study are secondary schools. Thus, leadership commitment in accommodating diversity is moderate to sustain diversity in school community to bring sustainable achievement in secondary schools of the study are in any dimensions.

As interview with supervisors revealed that ways in which school community engages in managing diversity in some schools were *“avoid both extreme positive and negative stereotypes on school community, don't make assumptions about school communities from different groups without concrete evidences, take judgment of success and failures*

individually, encourage school communities and judge them on their work only, not on their personal factors, encourage teachers, supportive staff and students to work in diverse groups that assure work teams that reflect the diversity of a school. Diverse work teams can let students, teachers and supportive staffs get to know and value one another as individuals.”

As table 4.3F items 3 and 4 revealed above in the table and interview with school principals show that “*all members of schools community are not treated equally but more of the ways of doing so is more of subjective. However, students like orphans, special need, economic problems and health problems are treated with charity clubs and SWAAA sub brunch in Fitch town in providing learning materials, food and uniform for a few students.”*

In general, from responses of teachers, students, principals, supervisors and document analysis made the researcher identified school community engagement in diversity management. These are; enhances inclusion, set clear formats of accountability, evaluation and assessment of changes in organization, prepare awareness creation programs in collaboration with stakeholders, leadership commitment in having diversity issue in strategic plan, communicating both internally and externally with community, in cases of teachers (make that all students in class room is free and safe to learn and attract students by giving many opportunities to work in small group, use culturally responsive pedagogy), creates an environment of trust and mutual respect, make equal distributions of responsibilities and take truth oriented promotion /punishment but not ethnic/religion/language oriented one.

4.4. Challenges in Diversity Management in Secondary Schools of the Study Area.

As community participation increases in school organization tendencies to have differences increases such that unless it is managed well challenges arises. The following tables show challenges in diversity management in different perspectives.

Table: 4.4A. Lack of safe Conditions

No	Items	R	F	X	SD	X ²	P value
1	Not creating condition that community has an opportunity to all aspect.	T	193	3.74	.639	27.	0.925
		S	40	3.77	.576	54	
2	Not creating environment of trust and mutual respect prohibited discussion.	T	193	3.78	.624	16.	0.219
		S	40	3.77	.576	65	

As table 4.4A items 1 and 2, explains above schools do not create condition in which every community has an opportunity to express all its relevant aspect by adjusting school environment and class room as Jessica (2009) classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses similarly there is no fair appropriate allocation of school resources to students with their diversity aspect with mean 3.74 and 3.77 and its corresponding SD 0.639 and 0.576. $X^2 = 27.54$ and 16.65 $df = 1$, $P = 0.925$ and $0.219 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. As interview with principals announces that *“the most difficulties for school is that not to create environment of trust and mutual respect. This is mainly due to resources they have at hand.”* Thus, this implies that as it is mandatory to have safe conditions in study area secondary schools to address its diversity needs.

Table: 4.4B. Lack of Attention

No	Items	R	F	X	SD	X ²	P value
1	School is in risky if their rules pay little attention to diversity.	T	193	3.81	.606	8.9	0.630
		S	40	3.82	.549	4	
2	Socio economic of school community and school culture.	T	193	3.78	.680	16.	0.200
		S	40	3.77	.659	65	
3	Students disciplines.	T	193	3.74	.639	15.	0.005
		S	40	3.82	.549	05	

As table 4.4B items 1, 2 and 3 above announce that any organization cannot be effective unless it pays attention to its differences such that school rules pay little attention to diversity however school should as Stronge (2002) creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings. As teachers and students response revealed that challenges in managing

diversity are paying little attentions to diversity, socio economic of school community and school culture and students disciplines with its average mean 3.815, 3.775 and 3.78 and its corresponding average SD 0.578, 0.669, and 0.594 with teachers and students responses respectively. $X^2 = 8.94, 16.65$ and 15.05 $df = 1$, $P = 0.63$ and $0.2 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. As interview with supervisor show that *“the very critical issue is that students discipline in school at this time is not good which has high power to tackle of smooth interactions among school community.”* Thus, it is a key to pay attention to diversity components in school community to manage it in a right way and fruit full dimensions.

Table: 4.4C. Lose of Manpower

No	Items	R	F	X	SD	X^2	P value
1	Prejudice and discrimination causes lose in man power and achievements.	T	193	3.85	.586	25.	0.121
		S	40	3.90	.496	93	

As table 4.4C item 1 shows above where diversity is not well managed its consequences are dangerous like in losses in personal and work productivity, prejudice and discrimination (Devoe, 1999) with mean 3.85, 3.90 and SD 0.586, 0.496 respectively by teachers and students responses. $X^2 = 25.93$, $df = 1$, $P = 0.121 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. Thus, as interview with supervisor affirm that *“to reduces or avoid loss of man power it is mandatory to be keen observer and adroit manager of our diversity and our managing systems with right hand collaborations of committed stake holders.”*

Table: 4.4D. Different barriers

No	Items	R	F	X	SD	X ²	P value
1	Failure to deal with heterogeneity result in high intergroup conflict.	T	193	3.60	.823	15.	0.06
		S	40	3.67	.729	11	
2	Negative attitude and ignorance causes lacks of acceptance.	T	193	3.74	.639	15.	0.07
		S	40	3.82	.549	05	
3	Intangibility in communication create communication gap.	T	193	3.78	.624	8.9	0.63
		S	40	3.85	.533	4	
4	Hegemony can create tension between different groups.	T	193	3.81	.606	29.	0.452
		S	40	3.85	.533	70	
5	Learning with students of different ethnicity entail negative emotion.	T	193	3.81	.606	74.	0.198
		S	40	3.87	.515	57	

As table 4.4D items 1, 2, 3, 4 and 5 show above factors that barrier to manage diversity in school community are; failure to deal with heterogeneity, negative attitude and ignorance, intangibility in communication (Greenberg, 2004), hegemony and negative emotion with average mean 3.64, 3.78, 3.83 and 3.84 respectively from teachers and students responses. $X^2 = 15.11, 15.05, 8.94, 29.70$ and 74.54 , $df = 1$, $P = 0.06, 0.07, 0.63, 0.452$, and $0.198 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items .As interview with supervisor indicated that *“group hegemony especially in case of male it is so poison unless it is keenly observed in school which has a capacity to create frustration, anxiety and likes on other unlike groups”*. Thus, it implies that as it is better to be proactive to these barriers to manage diversity in a design a school need its out comes in better most achievement.

Table: 4.4E. Lack of commitment

No	Items	R	F	X	SD	X ²	P value
1	Managers are not only aware of diversity but also open.	T	193	3.00	.270	6.1	0.23
		S	40	2.97	.276	5	
2	There is lack of commitment from school leadership.	T	193	1.96	.328	3.3	0.49
		S	40	1.97	.276	7	

As table 4.4E items 1 and 2, reveal above managers in the area of leading should be transformational leaders. In sense that they should focus on realizing their vision to do so it is not only aware of diversity but also open minded to their community and develop

sense of humor to develop its commitment in finalizing or achieving its vision. As Cori (2003) demonstrates personal integrity, highly regarded principals demonstrate honesty and commitment to follow through in all interactions with faculty, support staff, parents, and students. Similarly as Szu Fang (2013) leaders need more interpersonal skills to meet current and future challenges in work place. Thus, school leaders should be role model to its community.

Table: 4.4F. Relationships among school community

No	Items	R	F	X	SD	X ²	P value
1	Not having experiences regarding learning with a class mate.	T	193	2.78	.563	1.2	0.860
		S	40	2.77	.576	7	
2	Level of awareness of diversity affects students' interaction negatively.	T	193	3.96	.954	74.	0.719
		S	40	3.72	.960	51	
3	School community who oppose work force diversity.	T	193	3.81	.386	8.9	0.63
		S	40	3.82	.384	4	

As table 4.4F items 1, 2, and 3 indicate above relationships among school community students, teachers, supportive staff, PTA, Partnerships and external school community is critical to uphold our school effectiveness thoroughly. In case of students lack of experiences regarding learning with a class mate from different ethnic, culture, religion, learning ability, language and level of awareness of diversity in class room affects students' interaction negatively with its average mean 2.775, 3.84 and 3.82 respectively and its corresponding SD 0.569, 0.957 and 0.385 for teachers and students' responses respectively. $X^2 = 1.27, 74.51$ and 8.94 , $df = 1$, $P = 0.86, 0.719$ and $0.63 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. As interview made with supervisor affirm that *“only a few teachers who opposes work forces of the school are with problems either in their effort in teaching and handling their class room properly, do not want to work on their allocated scheduled time, to cover their inner problem and those that lag behind others in their activity in schools who become number one challenge in accommodating diversity.”* Thus, it is axiom to strengthen relationships and involve all representatives of stakeholders among school community for harmonious interactions among school community.

Table: 4.4G. Resources allocation

No	Items	R	F	X	SD	X ²	P value
1	Teachers do not make it clear that no one in the class is under attack.	T	193	3.81	.386	8.94	0.63
		S	40	3.82	.384		
2	Insufficient supply of educational resources to school community.	T	193	1.89	.412	4.41	0.35
		S	40	1.87	.404		
3	Cultural differences can result in miscommunications.	T	193	3.74	.436	48.85	0.931
		S	40	3.80	.405		

As table 4.4G items 1, 2 and 3 explain above wise use of resources like work force, materials, time and information and so on. make school effective however, teachers do not make it clear that no one in the class is under attack and in sufficient supply of educational resources to school community are widely seen with mean 3.82, 1.88 and 3.775 and its corresponding SD 0.385, 0.408 and 0.455 from teachers and students responses respectively. $X^2 = 8.94, 4.41$ and 48.85 $df = 1$, $P = 0.63, 0.35$ and $0.931 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. As interview made with supervisor and principals inform that *“there is problem of supply of educational resources. Thus, it is being wise using resources fairly and properly in cases it can accommodates diversity in secondary schools of the study area.”*

Table: 4.4H. Complains

No	Items	R	F	X	SD	X ²	P value
1	Against groups reject new ideas and make environment more difficult	T	193	3.85	.586	7.91	0.095
		S	40	3.80	.686		

As table 4.4H item 1 above affirm that where there is diversity it natural for existences of complains such that unless complains are uncontrollable it is not as such sources of problems. School community who oppose work force diversity usually rejects new ideas and make environment more difficult to community with average mean 3.825 and its corresponding SD 0.636 for teachers and students responses. $X^2 = 7.91$ $df = 1$, $P = 0.095 > 0.05$, this figure shows, as there is no statistically a significance difference between the thought of students and teachers in answering the items. Thus, it implies that the school

leading bodies should be skill full in conflict resolution mechanisms in order to handle any conflicts in secondary schools of the study area.

As interview with school principals showed that factors that challenges diversity managements in secondary schools of the study area were “*students discipline, economic status, unfair resources allocation and decision making, untruth oriented promotion or punishment exercises, not creating safe and free environment for school community in school, groups oppose and rejects new idea not rationally, paying little attentions to group works, paying little attention to diversity, ignorance and the likes.*” Similarly document analysis showed that study area school do not institutionalized diversity issues in their community for promising harmonious relationships among their community and for further achievements of the schools out come. In addition, as interview with supervisors affirm that factors that challenges diversity management were; “*lack of communication of school policies, delay to work on barriers of diversity, judge individuals not personal by their work, not having objective criteria in decision making, weak in organizing staff in groups, not having open mind that well coming ideas from diverse community and lack of incorporate diverse perspectives and talents into efforts to achieve schools goals.*”

In general, from responses of teachers, students, principals, supervisors and document analysis made the researcher identified factors that challenges diversity management. These are; lack of safe conditions, lack of attention, loss of manpower, different barriers (failure to deal with heterogeneity, negative attitude, intangibility in communications, hegemony, negative emotions), lack of commitment, relationships, resource (materials, human and information) and complains.

Strategies Suggested in Managing Diversity in Government Secondary Schools of North Shoa Zone, Oromia Regional state.

School communities in schools organizations are increasingly diverse. To promote individual’s and schools’ success, it is must to welcome diversity and manage it well. As response from interview with principals and supervisors and open ended questionnaires

from teachers and students responses affirm that suggested strategies in managing diversity are listed as follows.

Ensure that all school communities understand schools' policies, procedures, rules, code of conduct and any information black and white. Work to overcome language and cultural barriers that boldly seen among school community. Have materials that are translated in languages as that diversity can be addressed that simplify the conveying messages to reduce communication gaps. Communicate strategic plan of the schools with stakeholders clearly and sure that whether it address diversity in the schools community. Thus, it is critical to emphasize communication among its community to create common senses for all stakeholders.

In addition, expect all school communities of all backgrounds to meet required standards and perform to the best of their ability; do not set different criteria for different groups, do not make excuses or allow staff members to make excuses for shortcomings, base on staffs member's actions including discipline on specific performance-related criteria. Moreover, always focus on job-related issues, not personal related issues, deal with staff community and encourage school communities to recognize one's own experience, background, culture and value of the organization. Thus, for any decision making process set objective criteria than subjective criteria for smart decision making.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section focuses on the summary of the major findings of the research questions, conclusions and recommendations forwarded in light of the relevant literature developed by scholars and responses of participants.

5.1. Summary of Major Findings

Objective of the study was to assess Diversity Management in Government Secondary Schools of North Shoa Zone, Oromia Regional State depending on the basic questions of the study. Basic questions of the study were;

1. What is the status of diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?
2. How school communities are engaging in managing diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?
3. What challenges are encountered in managing diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?
4. What strategies are used to manage diversity in Government Secondary Schools in North Shoa Zone, Oromia Regional State?

Respondents and sample of study were 40 students' council, 193 teachers, 8 supervisors and 8 principals. Variables of the study were status of diversity, school community engagement in managing diversity, challenges in countered managing diversity and suggest strategies in managing diversity. Design employed was descriptive survey methods, both qualitative and quantitative data were used from teachers', students' questionnaire and (principals and supervisors interview guide) respectively. Mean, percentage, standard deviation frequency and Chi- Square were employed as tools in data analysis. Section four of the study discussions were made in tabulating questionnaire in similar categories. Figures in tables were narrated with defining terms and lastly section five summary, conclusion and recommendation were made in line with research question and objectives of the study.

Diversity Status

There were different compositions of diversity in government secondary schools of North Shoa Zone, Oromia Regional state. These were;

- The major diversities were language, religion, ethnic, education level, age, students learning ability (low, medium and fast learners) and gender.
- Language diversity in study area was Afan Oromo (51.94%), Amharic (36.84%), Guragigna (9.97%) and Tigrigna (2.5%). This implies that Afan Oromo language is dominant over other language.
- Ethnic diversity in study area was Oromo (51.94%), Amhara (36.84%), Tigirie (2.5%) and Gurage(9.97%) . This shows that Oromo ethnic is dominant over than others in their density and followed by Amhara ethnic.
- Religion diversity in study area was Orthodox (44.05%), Muslim (9.92%), Protestant (31.65%) and Wakefana (14.37%).

School Community Engagement in Diversity Management

The core areas that school communities were engaging in managing diversity were;

- Enhancing feedback to school community- by exercising inclusion rarely and set accountability, evaluation and assessment of changes in schools with average value of 4.00 and 2.88 respectively.
- Preparing awareness creation program- like forum and workshops were rarely implemented and educates community the benefits of diversity with their average mean value of 3.89 and 1.90 respectively.
- Improving communication among school community- tendency of using gender neutral language in school community was low with an average (1.92), leader ship commitment in having diversity issue in strategic plan was low with an average (1.95), school communicates both internally and externally with its community at minimal level with mean value of (1.88) and respect all school community equally with mean of (3.835).
- Adjusting work environment- teachers do not make that students in class room are safe and free was rated with mean value of (2.815) as well as school does not

creates an environment of trust and mutual respects was rated with mean value of (2.715).

- Class room management- teachers attract students to their class room (2.845), understand culture of community (3.875), value diversity group under discussion (2.905) and give students many opportunities to work in small group (3.94) were exercised was rated with fairly agree in government secondary schools of North Shoa Zone, Oromia regional state.
- Leadership commitment- distribution of resources were not fair was rated with mean (2.125), treats all school community equally without any segregation was rated with mean value (3.845), tendency of sharing resources among school community was not equal was rated with mean value (3.655), practices of taking truth oriented promotion/demotion was not satisfactory was rated with mean value (1.89).

Challenges in Managing Diversity

Challenges that school communities faced in managing diversity were;

- Lack of safe condition- most schools did not create condition in which every community has opportunities to all aspects in its environment was rated with mean value 3.76.
- Lack of attention- school pay little attention diversity was rated with mean (3.82), socio economic and culture (3.75) and students discipline (3.76).
- Lose of man power which results in work productivity, prejudice and discriminations was rated with mean value 3.875.
- Different Barriers– like failure to deal with heterogeneity, negative attitude and ignorance, intangibility in communication, hegemony and difficulty to accept others that are different were rated with mean value 3.635, 3.78, 3.865, 3.82 and 3.82 respectively.
- Lack of commitment from leadership to solve problems related with diversity as well as managers were not only aware of diversity but also open minded to see it rationally were rated with mean value 2.985 and 1.965 respectively.

- Relationships among school community- lack of experiences learning with different ethnics, language and religious was rated with mean value (2.775), levels of awareness on diversity affects students' interaction negatively was rated with mean value (3.84).
- Resources- insufficient supply of educational resources and information resources were not only properly address all school community was rated with mean value 1.88 and 3.82 respectively.
- Different complains- irrational complains that were frequently aroused from groups who oppose work force diversity in school was rated with mean value 3.955.

Suggested strategies in managing diversity

Strategies that secondary schools of Government in North Shoa Zone used to manage diversity were;

- Aware community uses and harm of diversity and institutionalize diversity.
- Enhances participatory planning and decision making with stakeholders.
- Make an environment safe, free and information rich.
- Involves students in group activities that increase interpersonal relations,
- Have commitment in being open minded to accept and reject on rational ways.
- Emphasize communication throughout school community.
- Use objective criteria of evaluation than subjective one.

All these were exercised in government secondary schools of North Shoa Zone, Oromia Regional state at minimal level or not in such satisfactory.

5.2. Conclusions

Based on the major findings of the study the following conclusions have been drawn, according to the findings of the study.

- There are different compositions of diversity in language, religion and ethnic diversity. Besides, there is diversity in age, education level, gender, work experiences and qualification in study area. Therefore, it is possible to

recommend that government secondary schools of North Shoa Zone, Oromia regional state should prepare environment that address all their community without any segregations, aware their community about diversity that can initiates smooth relationships among school community.

- School community engagements in managing diversity in schools were; in area of Enhancing feedback to school community were practiced at minimal levels similarly prepare awareness creation program (forum and workshops) were rarely implemented. Improve communication among school community and developing leader ship commitment in having diversity issue in strategic plan were low. Adjusting work environment make students in class room are safe and free as well as create an environment of trust and mutual respects, Class room management (attract students to their class room and understand culture of community as well as give students many opportunities to work in small group.
- Challenges that school communities faced in managing diversity were schools did not create safe conditions for its community which make school community not to devotedly use their time in school compound. In other hands school pay little attention to diversity, socio economic and culture of its community which results in prejudice and discriminations among community which gears towards failure of works. In addition, existences of different barriers like negative attitude, ignorance and intangibility in communication and hegemony in school community. Lack of experiences learning or teaching with different ethnics, language and religious groups which leads toward the roughness of the relationships among school community.
- Lastly, suggested strategies in managing diversity were; emphasizing in communication with stakeholders which can proof different information gaps and full information gaps that increase awareness of the community, view school communities as individuals not see it in a group since there is group hegemony individuals can be masked in group. Base any decisions on objective criteria which have capacity to help reduce subjectivity as well as increases transparency in school community. Be open-minded to entertain all in its perspectives

rationality that is evidence based decision which strengthen harmonious relationships among school community.

5.3. Recommendations

In terms of Schools;

- School emphasizes communication that ensures all its communities understand rules and important information which help to overcome language, religion and cultural barriers in its community. Similarly, view its communities as individuals which help it to avoid both extreme positive and negative stereotypes.
- School has to encourage its community to work in diverse groups that can assure work teams which can reflect the diversity of its community that enhances to value one another.
- Pay high attention to its strategic plan in including its community diversity density that can clue school in area where it focuses deeply. In addition to this there should be high leadership commitment to deal with its problems adroitly and keenly.

In terms of Teachers;

- Enhance relationships among school community where there is lack of experiences of teaching with different ethnics, language and religious groups.
- Exercise culturally responsive pedagogy throughout their class.
- Be role model for school community and usually design activities that involve group interaction among students to share their back ground information and values.

In terms of Students;

- Enhance relationships among school community where there is lack of experiences learning with different ethnics, language and religious.

- Levels of awareness on diversity affect students' interaction negatively. Therefore, students have to involve different programs like forums and workshops.

In terms of school leaders;

- There are low commitments in case of school leader in considering diversity in their strategic plan such that school leaders have to consider diversity issues as priority needs.
- Tendency to communicate their plan with its external and internal community were not satisfactory. Their focuses have to be in communicating with its community which empowers community with information.
- Decisions made in most cases in schools were subjectively which make biases among school community such that base decisions on objectives criteria which ban not to set different criteria for different groups. Always focus on job-related issues, than personal issues.

6. REFERENCES

- Abebaw Yirga. 2014. Ethnic and Religious in Higher Education in Ethiopia. In the case of Bahir University. Tampere University Press, Finland.
- Alder, N. J. 2002. *International Dimensions of Organizational Behavior*, Fourth Edition, McGill University , South –Western, Thomson Learning.
- Alexander, W. 2009. *Dealing with diversity in the classroom: teachers' perspectives at the Cape Peninsula University of Technology*, South Africa, Mowbray.
- Ahmad, S. 2016. ACS Equal opportunities policy. Retrieved from www.ayeshaschool.org/.../ACS_Equal_Opportunities_Policy_v3.1_1.pdf on August 4, 2017
- Asebe, R. 2007. Ethnicity and inter-ethnic relations: the Ethiopian experiment and the case of the Guji and Gedeo. Tormos. Norway, 2007.
- Aydan, O. 2015. Diversity in high schools and diversity management: A qualitative study . Turkey, *Academic Journal*.
- Balkishan, Sh. 2016. A focus on reliability in developmental research through Cronbach Alpha among medical, dental and paramedical professionals. *Asian Pacific Journal of Health Sciences*.3 (4):27-278.
- Barbara, M. 2010. Cultural diversity in Organizational theory and practices. *Journal of Intercultural management* .Vo.2, No.2 5-15
- Blackmore, F. 2010. Survey on trends of diversity and Inclusion. *International Journal of Media and Cultural politics*. Vol. 4, 3 33-39.
- Blackmore, J. 2006. Deconstructing diversity discourses in the field of educational management and leadership. *Educational Management Administration & Leadership*, 34(2), 181-198.
- Bluma, A. 2012. *Elementary statistics: A step by step Approach 8th Edition*. New York, McGraw- Hill, Publisher, Inc.
- Bob, D. 2015. *Leadership and Other Topics*. ISO 9001:2015. Quality Support Group, Inc.
- Chavez, O. and Weisinger, K. 2008. Cultural diversity in management, firm performance, and the moderating role of entrepreneurial orientation dimensions, *Academy of Management Journal*, Vol. 47, No. 2, 255–266.

- Cori, B. 2003. *Building Trusting Relationships for School Improvement*: North West Regional Educational Laboratory, Portland, Oregon 97204, USA.
- Dave, M. 2014. *Diversity and Inclusion Report*. RBC.
- David and Sutton, C. D. 2004. *Social Research: The Basis*. London: Stage Publications.
- Devoe, D. 1999. *Managing a diverse workforce*. San Mateo, CA: InfoWorld Media Group. California, USA.
- Dimmock, C. 2005. *School community perspectives and their leadership implications*. Nottingham: National College for School Leadership. <http://www.ncls.org.uk>
- Ely, R. J. and Thomas, D. A. 2001. Cultural Diversity at work. *Administrative Science Quarterly*, 46, 229-273.
- Fassinger, D. 2008. Benefits of Diversity in Work Place. *Scandinavian Journal of Management*, Vol. 26, No. 5, December: 65-73
- Fekadu Demissie. 2015. Language Diversity Management in North Shoa Secondary School, MA Thesis, Addis Ababa University, Addis Ababa, Ethiopia.
- Fred, C. 2010. *Communication: The Process, Barriers, and Improving Effectiveness*, Schooling Volume 1, Number, 1 Sam Houston State University.
- Ginger, L. 1998. Diversity and Organizational Change. *The 1998 Annual: Volume 2 Consulting*. Jossy-Bass/Pfeiffer.
- Glastra, F. 2000. Broadening the Scope of Diversity Management. *Industrial Relations*, 55 (4), Vol. 55, No. 4 University Lava, Netherland.
- Goddard, T., Billot, J. & Cranston. 2006. Decision-making by school principals: the impact of ethno cultural diversity. *Paper presented at the CCEAM Annual Conference*, (pp. 1-23). Cyprus
- Goetz . 2001. *Workforce Diversity*. Retrieved February 27, 2017 from <http://academic.emporia.edu/smithwil/001fmg456/eja/goetz.html>.
- Gorski, P. 1999. *A Brief History of Multicultural Education*. Hamline University and EdChange.Org. USA.
- Greenberg, L. 2004. *Clinical Psychology and Psychotherapy*. Volume 11, Issue 1 John Wiley and Sons, Ltd. Hoboken, Newjersy, USA
- Heery, E. and Noon, M. 2001. *A Dictionary of Human Resource Management*, Oxford University Press, Oxford.UK.

- Heraldo, A, Ayanna, F. and Timothy, B. 2006. *Addressing Diversity in Schools: Cultural and Responsive Pedagogy*. Arizona State University, USA.
- Henze, R. 2001. *Leading for diversity: How school leaders can improve interethnic relations*. Santa Cruz: Center for Research on Education, Diversity & Excellence.
- Hon, L. and Bruner, B. 2000. Diversity Issues and Public Relations. *Journal of Public Relations*. Lawrence Erlbaum Associates, Inc. University of Florida. 12 (4) 309-340.
- Hopkins, D. 1990. *A teacher guide to classroom research*. Milton Keynes. Open University
- Horn, R. 2003. *Developing a critical Awareness of the Hidden Curriculum through Media*. Heldref Publications. Philadelphia, USA.
- Howard, J. 2010. The value of ethnic diversity in the teaching profession: A New Zealand case study. *International Journal of Education*, 2(1), 1-22.
- Hurtado, S. 2010. *Benefits and challenges of diversity in academic settings* (2nd ed.). Wisconsin: The Board of Regents of the University of Wisconsin Systems.
- Israel, D. G. 2013. *Determining Sample Size*. University of Florida, Gainesville, FL 3261
- Jessica, L. and Julie, L. 2009. *Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome*
- Leedy, P and Ormrod, J. 2005. *Practical research planning and design* (8th). Publisher: Pearson.
- Leithwood, K. and Riehl, C. 2003. *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University
- Lorbiecki, A. 2000. Critical Turns in the Evolution of Diversity Management. *British Journal of Management*, Special issue. 11 (3), 17-30.
- Lumby, R and Coleman, T. 2007. Focus on Supporting Diversity of Thinking. *Australian Journal of Social Issues*. 44, 2, 11-37
- Mansouri, F. & Wood, S. 2007. The policy of values and the value of policy: Managing cultural diversity in Australian schools, *Education and Society*, 25, 2, 51-72.
- Marzano, R, Marzano, J and Pickering, D. 2003. *Class Room management that works*. Research based strategies for every teachers, Association for supervision and curriculum Development, Alexandria, VA

- Mekonnen, H. 2013. The impacts of ethnocentrism and stereotype on inter-cultural relations of Ethiopian higher education students. *Online Journal of Communication and Media Technologies* Volume: 3 – Issue: 4 – October – 2013.
- Melkamu, D. and Ameyu, G. 2013. Interethnic relations among students of Jimma University, Oromiya, Ethiopia. *Int. J. Social. Anthropology*, Vol. 5(5)
- Michael, B. 2003. *Historical and Theoretical Roots of Diversity Management*. Lanham, MD: University Press of America, Inc.
- Milliken, F. and Martins, L. 1996. Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review*. Harvard; Vol. 21, No. 2, 402-433.
- Missaye Mulatie. 2013. Intergroup bias among Addis Ababa University students. *International Journal of Psychology and Counseling*, Vol. 6(2).
- Nieto, S. 2004. *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). Boston: Pearson Education, Inc.
- Orlando, P. 2000. Diversity and Inclusion in Multicultural Society. *Journal of Latinos and Education*, 2(1), 15–22.
- Oppenheim. 1996. *Questionnaire design, interviewing and attitude measurement*, pinter publishers London.UK.
- Partick, H.A., and Kumar V.R. 2012. *Managing Work place diversity: Issues and Challenges*. Sage Publication, Inc. Los Angles.
- Patricia Y. 2003. The Benefits of Diversity in Education for Democratic Citizenship. *Journal of Social Issues*
- Patricia, A. 2007. *Best Practices for Managing Organizational Diversity*. Stanford Linear Accelerator Center, Stanford University.
- Phil. 2017. The Community Tool Box. University of Kansas. Retrieved from ctb.ku.edu/.../assessment-reporting-accountability/main on August 3, 2017.
- Pine, J. 2001. *Speeding Diversity Values without using the "D"*. Diversityinc.com. retrieved February 27, 2017 from <http://www.diversityinc.com>.
- Prasad, A. 2001. Understanding Work place empowerment as inclusion. *Journal of applied Behavioral science*, 37(1), 51-69.
- Rijamampianina, R. and Carmichael, T. 2005. General Issues in Management. Retrieved from <http://web.ebscohost.com.Ezproxy.lib.unimelb.edu.au/ehost/pdf>. March 1, 2017

- Rita, N. 2006. Managing work force diversity in South Africa Schools. *South Africa Journal of Education*, Vol, 26 (1), 97-112.
- Ron, B. 2003. *Fostering diversity in classroom: teaching by discussion*. University Book Center of Colorado, Mexico.
- Santoro, N. 2009. Teaching in culturally diverse contexts. *Journal of Education for Teaching: International Research and Pedagogy*, 35, 1, 33–45.
- Shah, S. 2008. Leading multi-ethnic schools: adjustments in concepts and practices for engaging with diversity. *British Journal of Sociology of Education*, 29(5), 523-536.
- Stronge, J. 2002. *Qualities of effective teachers*. Association for Supervision and Curriculum Development. Alexandria, VA.
- Swartz. 2009. *School Practices for equitable discipline of African American Students*. New York. ERIC Documents Reproduction Service No. ED. 455 343.
- Szu-Fang, C. 2013. Essential Skills for Leadership Effectiveness in Diverse Workplace Development. *Online Journal for Workforce Education and Development*. Volume 6 Issue 1. Fooyin University.
- Tariku Sime and Gara. 2016. Place of Diversity in the Current Ethiopian Education and Training Policy. *Academic Journal*. Vol.11 (8).
- Tesfaye, S. 2012. Intergroup relations among the Ethiopian youth effects of ethnicity, language, and religious background. *Journal of developing societies*, Vol.28, pp.323
- Thomas, R. 1991. Beyond Race and Gender: Unleashing the Power of Your Total Workforce by Education Year Book. *Effects of Diversity in Organizational Groups. Academy of Management Review*, 21, 2, 402-433.
- Wayne, A. 2009. Dealing with diversity in the classroom: Teachers' perspectives in South Africa. Doctorial Dissertation, Cape Peninsula University of Technology, Mowbray.
- White RD. 1999. Managing the diverse organization: the imperative for a new multicultural Paradigm. Retrieved February 27, 2017 from .www.pamij .com.
- Wirth, L. 2001. *Breaking through the Glass Ceiling: Women in Management*, International Labor Office, Geneva.
- Yusuf, N.M. 2006. Patterns of Social Interaction between Different Ethnic Groups in Malaysian Secondary Schools. *Journal of Pendidikan dan Pendidikan*, Jil. 21, 149–164,

United Nations Economic Commission for Africa (UNECA). 2011. *Diversity Management in Africa*.

Vanmala, H. 2012. *Diversity management in Canadian Workforce*: Hindawi Publishing Corporation, Copenhagen, Denmark.

Zirkel, O. 2008. *Stepping Stone for Diversity management in Africa*. Botswana. Lake Shore P. Ltd.

7. APPENDICES

APPENDIX -I
HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire 2: For Teachers

Dear Teachers:

The main purpose of this questionnaire is to collect relevant data to study the Diversity Management in Government Secondary Schools of North Shoa Zone, Oromia Regional State for partial fulfillment of MA in School Leadership. Your genuine responses play a great role for the success of this study. Thus, you are kindly requested to read all questions and fill the questionnaire with genuine responses. The responses will be used for academic reason only and responses will be kept confidential.

In responding to the questionnaire, Please note the following important points.

- It is unnecessary to write your name on the questionnaire.
- Read all instructions before attempting to answer the questions.
- No need of discussing with other to fill the questionnaire.
- Put “X” mark in the boxes or blank spaces provided for you.
- Give your answer for all questions.
- Write your responses briefly for open ended questionnaire.

Thank you in advance for your cooperation

Part One: General Information and Personal Data

1. Name of school _____

2. Sex: Male Female

3. Educational background; Level IV Level V

Diploma BA/BSc MA/MSc

4. Work experience

1-2 years 3-5 years 6-8 years 9-11 years

12-15 years 16-18 years 19 and above years

5) To which ethnic group do you belong _____

6) What is your mother tongue language? _____

7) Besides to your mother tongue language which language can you speak

PART TWO: Write your responses kindly for the following items by using ‘‘ X’’ mark in the box about **School Communities Engagement in Diversity Management.**

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

No	Items	Scales				
		5	4	3	2	1
1	Inclusion is not properly entertained in school.					
2	There are accountability, evaluation and assessment of changes in organization					
3	Students do not participate in program of diversity like forum and workshop.					
4	School educates its community’s benefits of diversity					
5	Communities use gender neutral language.					
6	Top leadership commitment in having diversity issue in strategic plan.					
7	School is good in communicating both internally and externally					
8	School does not treats all students with respect in any dimension					
9	Teachers make that all students in class room is free and safe to learn.					
10	School creates an environment of trust and mutual respect to its communities.					
11	Teachers attract students by giving many opportunities to work in small group.					
12	Understanding cultural sensitivities is critical to success in education					
13	Illustrate the value and beauty of diversity group under discussion.					
14	Give students opportunities to work together in small groups					
15	There are equal distributions of responsibilities in school communities.					
16	All members of school communities are not treated equally.					
17	Any resources are not shared equally.					
18	School takes truth oriented promotion /punishment not ethnic related one.					

PART THREE: Write your responses kindly for the following items by using “ X” mark in the box about **Challenges in Diversity Management**.

Key: 5 = Strongly Agree 4 = Agree 3 = fairly agree

2 = Disagree 1 = Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
1	Not creating condition that community has an opportunity to all aspect.					
2	Not creating environment of trust and mutual respect prohibited discussion.					
3	School is in risky if their rules pay little attention to diversity.					
4	Socio economic of school community and school culture.					
5	Students disciplines.					
6	Prejudice and discrimination causes lose in man power and achievements.					
7	Failure to deal with heterogeneity result in high intergroup conflict.					
8	Negative attitude and ignorance causes lacks of acceptance.					
9	Intangibility in communication create communication gap.					
10	Hegemony can create tension between different groups.					
11	Learning with students of different ethnicity entail negative emotion.					
12	Managers are not only aware of diversity but also open.					
13	There is lack of commitment from school leadership.					
14	Not having experiences regarding learning with a class mate.					
15	Level of awareness of diversity affects students’ interaction negatively.					
16	School community who oppose work force diversity.					
17	Teachers do not make it clear that no one in the class is under attack.					
18	Insufficient supply of educational resources to school community.					
19	Cultural differences can result in miscommunications.					
20	Against groups reject new ideas and make environment more difficult					

22. What are the statuses of diversity in your school?

22. As your school what do you think that factors that challenges diversity management?

23. What strategies does your school use to manage diversity?

APPENDIX – II
HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview: For School Principals and Supervisors

The main purpose of this semi structured interview is to collect relevant data to study Diversity Management in Government Secondary School of North Shoa Zone, Oromia Regional State for partial fulfillment of MA in School Leadership. Your genuine responses play a great role for the success of this study. Thus, you are kindly requested to make the interview with genuine responses. The responses will be used for academic reason only and responses will be kept confidential.

Appendix iii: -Semi structured Interview Guide

1. What is status of diversity of students in your school?
2. Does school organized diversity-related programs in your school?
3. How does the school manage diversity related issues?
4. What are the challenges in managing diversity of the school community?

Thank you very much

APPENDIX -III
HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Document Analysis Guide

The main purpose of this document analysis is to collect relevant data to study Diversity Management in Government Secondary School of North Shoa Zone, Oromia Regional State for partial fulfillment of MA in School Leadership. Your genuine collaboration plays a great role for the success of this study. Thus, you are kindly requested to give the researcher the documents reveals the issues. The Documents will be used for academic reason only and responses will be kept confidential.

Document Review Questions

1. Does the school include a matter of diversity in its strategic plan?
2. What strategy does school use to promote diversity in their communities smoothly?
3. What strategy does school use to manage diversity?
4. What challenges does school faces in managing diversity?

Thank you very much