

**ACADEMIC STAFF' S COMMITMENT,CHALLENGES,AND
PROSPECTS IN IMPLEMENTING MULTICULTURAL EDUCATION
IN ETHIOPIAN PUBLIC UNIVERSITIES**

PhD DISSERTATION

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**Academic Staff's Commitment, Challenges, and Prospects in Implementing
Multicultural Education in Ethiopian Public Universities**

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DEDICATION

This dissertation is dedicated with deep gratitude to my late father, Tezera Simagn, and my late mother, Buzo Wadajo. They provided me with love, care, and unwavering support throughout my life. I would like to honor their memory as they passed away in 2006 and 2012 respectively. May they find eternal peace and happiness in heaven. I am forever grateful for their presence in my life and the impact they had on me. Though their loss has brought me immense pain, their love, and guidance continue to inspire me.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Dissertation is my work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and completion of this Dissertation. Any scholarly matter included in this dissertation has been recognized through citation.

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BIOGRAPHIC SKETCH

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ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
AC	Affective Commitment
ASC	Academic Staff Commitment
ASRCH	Academic Staff Related Challenges
CC	Continuance Commitment
CEBSs	College of Education and Behavioral Sciences
CI	Content Integration
CMCE	Challenges for Multicultural Education
COBE	College of Business and Economics
CSSH	College of Social Sciences and Humanities
DDU	Dire Dawa University
DMCE	Dimension of Multicultural Education
DMCEI	Dimension of Multicultural Education Implementation
EPRDF	Ethiopian People’s Revolutionary Democratic Front
EERM	Ethiopian Education Roadmap
EHEIs	Ethiopian Higher Education Institutions
EHEPS	Ethiopian Higher Education Policy and Strategies
EP	Equity Pedagogy
EPUs	Ethiopian Public Universities
ESC	Empowering School Culture
ESDP	Education Sector Development Program
ETP	Education and Training Policy
HE	Higher Education
HrU	Haramaya University
HU	Hawassa University
IMCE	Implementation of Multicultural Education
IRCH	Institution Related Challenges

Continued....

JJU	Jigjiga University
KC	Knowledge Construction
MCE	Multicultural Education
MCP	Multicultural Perspectives
MoE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
MRCH	Material Related Challenges
NC	Normative Commitment
PMCEI	Prospects for Multicultural Education Implementation
PP	Participant Profile
PR	Prejudice Reduction
Pros	Prospects
WB	World Bank
WSU	Woliata Sodo University
WU	Wallaga University

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Academic Staff's Commitment, Challenges, and Prospects in Implementing Multicultural Education in Ethiopian Public Universities

Debela Tezera Simagn

Abstract

The main objective of this was to examine academic staff's commitment, challenges, and prospects in implementing multicultural education in some selected Ethiopian Public Universities. To do so, the mixed method approaches with an explanatory sequential design was adopted. For quantitative data, 388 academic staff were selected using stratified proportionate random sampling, while for qualitative data, 18 academic leaders, 2 curriculum experts, and 6 student council members were purposively selected. Quantitative data was collected through questionnaires while qualitative data was collected through semi-structured interviews, observation, and document review. Quantitative data were analyzed in both descriptive statistics (Frequency, Present, Mean, SD, and inferential statistics (Pearson correlation coefficient, multiple linear regressions, ANOVA and SEM While qualitative subjected to thematic analysis. Quantitative data analyses revealed that the status of MCE implementation was at a low level ($M=2.34$ $SD=0,49$). The multiple linear regression analysis indicated that on the three dimensions of commitment (i.e., Affective, Continuance, and Normative), the academic staff's status was found to be statistically significant and positively associated with each other (Affective, 27% Continuance, 23% and, Normative, 9%) predicting multicultural education implementation. The correlation coefficient between the dimensions of multicultural education implementation and commitment was positive ($r=0.305$) and statistically significant ($p<0.01$). The correlation coefficient among the dimensions of multicultural education implementation and challenges was negative ($r=-0.317$) and statistically significant ($p<0.01$). On the other hand, the findings revealed varying degrees of influence across the three dimensions of the challenge, i.e., institutional challenges showed a negative effect on MCE implementation with a coefficient ($B = -0.05$, $p = 0.03<0.05$), while academic staff-related challenges showed a negligible effect (Estimate = -0.016 , $p = 0.948$). In contrast, materials-related challenges demonstrated a negative effect (Estimate = -0.185 , $p = 0.098$).The qualitative analysis confirmed the low level of MCE implementation. It also unraveled the major challenges, prospects, and strategies for the implementation of MCE in the study context. From the findings, conclusions were drawn, and vital recommendations and important future research directions were mapped out.

Keywords: Academic staff commitment, challenges, multicultural education implementation, Prospects

1.INTRODUCTION

This chapter provides an overview of key issues relevant to the study. It includes background information, a statement of the problem, research questions, and study objectives both general and specific. Additionally, it highlights the significance of the study, along with its delimitations and limitations. Finally, the chapter defines key terms operationally and outlines the organization of the study.

1.1.Background of the Study

Multicultural Education (MCE) is an approach to teaching and learning that acknowledges and values the histories, texts, values, beliefs, and perspectives of people of and students from different cultural backgrounds the diverse backgrounds, experiences, and perspectives of all students (Banks, 1995; Banks, 2015; Arnove, 2013). It aims to create equitable learning environments by integrating different cultures and promoting understanding and respect among individuals from varied cultural groups.

Multicultural education emerged as a response the changing global landscape across countries and on a global scale is exceedingly diverse and culturally plural. Considering this diversity presently both in societies and workplaces people with diverse backgrounds, speaking different languages mix and cohabit . In today's era of globalization, we cannot escape from global life. The wave of globalization brings both positive and negative values, such as divisions, disputes, and disharmony in society. By looking at this phenomenon, world education must be sensitive to the currents of globalization(Adamu et al., 2017; Putra et al,2022). Higher Education Institutions (HEIs) are increasingly recognizing the importance of implementing and incorporating multicultural content into their programs to accommodate diversity in a multicultural society.

Over the years, MCE has evolved, transformed, conceptualized, re-organized, and focused on response to grow concerns related to social inequality and intolerance among diverse populations, particularly in America and Western European nations of multicultural competence which includes awareness, knowledge, skills, and attitude in 1960 (Pederson, 2007; Banks, 2015). Building upon this foundation, the Implementation of Multicultural

Education (IMCE) aims to promote understanding and respect for diverse cultures and perspectives while preparing and preparing students for an increasingly globalized world. This underscores the need to incorporate diverse perspectives into academic programs and foster inclusivity in the education setting in general and particularly within HE.

In spite of its importance, IMCE faces several challenges, and teaching in a multicultural setting remains a challenge (Manth, 1996). Accordingly, academic institutions must navigate issues related to challenges particularly related to faculty training, commitment, and academic staff engagement to successful IMCE (Banks, 2015; Chang and Hurtado, 2011). To effectively establish IMCE in multicultural settings, institutions must undertake a wide range of reforms. These include program restructuring, engaging public voices, fostering community participation in educational settings, and revising curricula and textbooks.

Consequently, the IMCE has become a focal point of discussion among human rights advocates and social justice movements worldwide (Derebssa, 2004; Banks, 2016; Nieto, 2017). Many higher education systems across countries such as Canada, Indonesia, India, Australia, New Zealand, and the United States have prioritized MCE. As is a key strategy for fostering diverse perspectives in teaching and ensuring equal opportunities for all students in the teaching and learning process.

In the context of higher education (HE) in Africa, there is a growing recognition of the importance of Multicultural Education (MCE). This recognition stems from the need to foster social cohesion, address historical inequalities, and prepare students for a diverse and globalized world. Many African nations are multicultural societies (World Bank, 2008; Robsan, 2014, Robsan, 2015). For instance, Nigeria and Ethiopia are often cited as examples of highly diverse nations, Ethiopian scholars in particular, refer to their country as a "museum of people" because of its cultural diversity (Robsan, 2014; Robsan, 2015; Debela and Gaddisa, 2021).

In addition, different studies and existing practices disclose the fact that there is a pressing need for MCE practice in HE for several reasons in Ethiopia. These are the social realities in

the country, the influences of cultures and ethnicity on human growth and development, and the suitability of multicultural approaches for fostering effective teaching and learning activities (Robsan, 2014; Debela, 2020; Dereje, 2016).

In line with this, Beyene (2007) and Robsan (2015) argue that that multicultural societies like Ethiopia must emphasize three main justifications: enriching all students' cultural experiences, acknowledging cultural diversity as an integral aspect of a pluralistic society, recognizing cultural diversity as a valuable resource that can be nurtured through MCE. Recognizing this, the Ethiopian government has considered multiculturalism issues, which were recently addressed in the EERM (Ethiopian Educational Road Map 2018–2030) which focuses on cross-cutting issues concerning the importance of multiculturalism, unity, and diversity in educational settings from low-level to HE and explicitly addresses cross-cutting issues related to multiculturalism, unity, and diversity, spanning all levels of education, including HE.

Furthermore, Ethiopia's new Higher Education Policy and Strategies (EHEPS) (2020) emphasized ongoing challenges regarding access, equity (fairness), efficiency, relevance, and input-related difficulties. Likewise, HE is a great level and the most powerful tool for achieving economic and social mobility, inclusion, and services rendered to communities. Consequently, it struggled to achieve its intended goals and solve the country's social, economic, and political problems. This means there is a disparity between actual learning outcomes and what is anticipated in HE. The government and educators must overcome this by implementing significant changes that address quality, relevance, access, and equity in the system of the HE curriculum for MCE to take full effect. Furthermore, EHEPS emphasizes the degree of the problems in line with diversity as follows:

Higher education missions should incorporate local and global needs, with respect for the country's rich cultural diversity. Instilling knowledge of Ethiopia and its varied social, cultural, and technological needs; inimitable artistic, language, and knowledge traditions and strong moral values in young people is crucial for purposes of national pride, self-confidence, self-

knowledge, cooperation, and integration among its population (EHEPS, 2020:34).

Higher education (HE) plays a vital role in integrating national and global needs while embracing diversity in culture, social status, interests, indigenous knowledge, language, and societal values. However, Ethiopia continues to face significant challenges at all levels, particularly in ensuring quality, equity, fairness, relevance, and tolerance in education. This suggests a disconnect between educational theory, policy, and the practical implementation of multicultural education (MCE) in classrooms, especially within higher education institutions.

A key factor in bridging this gap is the role of academic staff, who are responsible for implementing curricula. In Ethiopian public universities (EPUs), the incorporation of MCE has gained considerable attention as an approach to fostering diversity, inclusivity, and cultural understanding. However, the successful implementation of MCE heavily relies on the commitments of academic staff (Smith, 2021). Study indicates that MCE is a crucial component of curriculum development in EPUs, as it promotes cultural awareness, social justice, and critical thinking skills (Abebe et al., 2020).

In spite of its national benefit, various challenges hinder the successful implementation of MCE. To effectively integrate MCE, institutions must consider three key factors: people (including instructors, students, support staff, and leadership, as well as their commitments, perceptions, attitudes, and awareness), organizational structure, and program nature (curriculum, syllabus, instructional materials, and other resources (Onstains, 2018; Debela, 2020)). Understanding these variables and aligning them with institutional reforms is essential for meaningful change.

Furthermore, a study by Tesfaye and Hailu (2022) highlights a significant gap in the knowledge and skills of many academic staff, preventing them from effectively incorporating multicultural education into their teaching. The other main challenge is resistance to change affecting academics and also students. According to Robsan (2021), some academics resist

adopting a multicultural approach due to their reliance on traditional teaching methods and deeply ingrained personal bias. Similarly, students struggle to quickly adapt to new methods of teaching that challenge their old beliefs and perceptions.

Despite various challenges, the commitment of academic staff is crucial to the success of EPUs, as highlighted by Gebremedhin (2023). Academics who prioritize diversity and inclusion actively participate in professional development and seek resources to improve multicultural teaching. As emphasized by Assefa and Teshome (2022) commitment of academic staff fosters inclusive classroom environments where students from diverse backgrounds feel comfortable and engaged. Truly committed instructors can create a comfortable and inclusive environment for all different backgrounds of students, and they can inspire meaningful and active conversation strongly.

While implementing MCE presents challenges, there are also promising opportunities in EPUs. According to Mekonnen and Alemu (2023), academic commitment can drive change, leading to more inclusive and culturally responsive learning environments. When educators embrace MCE, students are more likely to appreciate diversity and intercultural competence. Ultimately, the success of MCE depends on the dedication of academics staff.

A study conducted by the OECD (2009) found that the commitment of teachers is the most effective way to teach in increasingly multicultural classrooms as it places greater emphasis on addressing the needs of students with special learning needs and makes more effective use of promoting unity within diversity among students. This implies that the commitments of academic staff is vital and fundamental issues in implementing the intended curriculum. Moreover, academics' commitment can transform curriculum, pedagogy, and evaluation approaches to respond to and create possibilities for actions for social justice in multicultural settings.

As the above review of local studies indicate, despite the growing recognition in policy of MCE, there is unexpected silence on critical, in-depth and extensive research on Ethiopian academic staff's commitments, challenges they confront with, and implementation prospects

as far as implementation of multicultural education in Ethiopian higher education settings is concerned. The few available studies are very descriptive in nature and, as such, neglect the voices, perspectives and lived and professional experiences of the staff. This contradicts the policy fundamentals that Ethiopia ultimately is committed to improving its education system by embracing multiculturalism and by conscientizing the academic staff in IMCE and creating an inclusive educational environment, a bold commitment that needs criticality, rigor, depth, extensiveness in studies and, above all, transformative study (Kolbel, Pfaff-Czarnecka and Thieme, 2022), all of which this study intends to address.

1.2. Statement of the Problem

Despite the richness of diversity Ethiopia enjoys today, there remains deep discomfort and conflict among citizens due to diverse ethnic tensions driven by many factors among which are questions of educational justice and fairness. What is more surprising is the wide prevalence of inattention to this issue from Ethiopian scholars, researchers and the academia.

Internationally, many researchers have studied multiculturalism and inclusive environments for students because the practice of MCE is becoming increasingly important in HE education. For example, Yoon and Antonaros (2021) emphasize faculty roles in fostering inclusive learning environments, while Núñez and González (2020) highlight faculty engagement as key to inclusion. Similarly, Gurin et al. (2019) and Widodo et al. (2023) stress the need for holistic admissions and inclusive teaching practices to enhance diversity.

This is due to the growing diversity of student populations and the need to prepare students for a globalized workforce (Knight, 2016, Banks, 2015). These studies conclude that the implementation of MCE in EPU faces several challenges that limit its potential benefits for students and society. According to their findings, one major challenge is ethnic tension among individuals and groups which is further intensified by insufficient awareness and resources. These resources include human resources, material resources like textbooks, teaching materials, and technological infrastructure necessary for developing and delivering a curriculum that adequately represents a multicultural society (Yildirim, 2019; Malkamu and Amayu, 2023; Banks, 2015; Debela, 2020 and Robsan, 2014, Dereje, 2016).

In African contexts, studies by Banda and Mwansa (2020) in Zambia, Makhalemele and Mabokela (2021) in South Africa, and Nadayizigiye et al. (2021) in Rwanda underscore faculty challenges and contributions to MCEI is very vital in teaching multicultural setting . Oyelowo et al. (2020) further emphasize faculty roles in fostering inclusion in Nigerian higher education.

Needless to say, Ethiopia is attempting to improve the education system in line with multiculturalism issues in EPUs by incorporating it into the HE policies, strategies (2020), and an education roadmap (Education RoadMap, 2018–2030). The Education Roadmap (2018) noted pivotal challenges such as planning and implementation of curriculum at all levels and this policy underscores that it calls for careful consideration and support of multicultural education.

The highlights the importance of diversity, unity, and understanding across various cultures and integrates cross-cutting issues too. This policy stresses that academic staff need to understand the significance of multiculturalism and provide opportunities by bringing understanding among diverse cultures. In response to this policy, academic staffs need to demonstrate creativity and flexibility, be sensitive, and equitable, and support students, making effective use of resources.

Moreover, many academic staff feel the need for more training in multiculturalism due to the diverse nature of their classrooms. Regarding this, some research highlight the importance of incorporating multicultural education into Ethiopia's higher education institutions, particularly in public universities (Dereje,2016; Robsan,2014,Debela et,at,2024).

Moreover, few local studies have described issues regarding diversity, multiculturalism as well as the curricular response in different times and different level of education. Research by Yigezu(2010),Yirga and Tilahu(2007),Yirga(2007),Dereje (2016), Mohamed (2020), Gebrehiwot and Adugna (2021), and Debela and Gadissa (2021) can be mentioned. Mohammed (2020); Ambissa (2010) and Robsan, (2014) also made same assessment and

their findings revealed that students and teachers had limited awareness of the diversity within their social environment and multiculturalism issues in education system. Moreover, their studies showed that teachers' perceptions of diversity, its integration, and the practice of Multicultural Education were all low.

Additionally, Ambissa (2010) and Robson (2014) also conducted a mixed-design study on the representation of Ethiopian multicultural society in secondary teacher education programs and found a lack of multicultural issues. The findings of the study inform policymakers and educators about addressing the gaps identified and developing effective strategies to promote multiculturalism.

Yirgalem (2017) examined multicultural competence among primary school teachers, while Bezabih (2019) provided an overview of multicultural competence in Ethiopia. While Bezabih (2019) provided an overview of multicultural competence in Ethiopia. Robson, (2014) investigated the representation of multicultural Ethiopia in secondary education teacher training programs. On the other hand, Mohammed's (2020) study details the status and use effectiveness of multicultural competence at Madda Walabu University. Similarly, Tadesse (2017) examined staff resistance toward implementing multicultural competence at EPUs. As well, Assefa and Teshome (2022) have studied making classrooms inclusive thanks to faculty commitment to multicultural competence. Dereje (2016) also studied the reflection on awareness practices and obstacles to multicultural competence in higher Ethiopian education institutions.

Nonetheless, none of the available studies commit to an in-depth, critical analysis of the role of and predicaments to the academic staff in their efforts to fostering multicultural education. As has been discussed above, the few studies available only described actual practices, emphasizing strategies for MCE. Almost all ultimately blame students or teachers or the staff for failures without attempting to address their voices and concerns and the causes for the failures from critical perspective.

Indeed, such studies in HEIs academic staffs who are themselves victims of some incapacitating factors at deeper level. The researcher observes that there are also critical gaps between policy and actual practices not necessarily caused by the policy implementers, i.e., academic staff and faculties. Rather, there is an apparent need to inquire into the gaps in global and local context particularly emphasizing.

In other words, the researcher's subjective and professional experiences and observations demonstrate a practical interest in addressing the challenges associated with implementing an MCE with emphasis on deeper investigation of the academic staff's commitment, challenges, and prospects voices are concerns.

1.3. Research Questions

In light of the above policy-practice anomalies and gaps in critical studies, the following basic research questions are formulated to guide the present study in selected EPUs:

1. What is the current status of MCE implementation in EPUs?
2. What is the relationship among academic staff's commitment, challenges, and MCEI in EPUs?
3. To what extent are academic staff committed (affective, continuance, and normative) to implement MCE in EPUs?
4. What challenges do academic staff face in implementing MCE in EPUs?
5. What are the conditions of possibilities for effective implementation of MCE in EPUs?
6. What strategies can be employed to enhance academic staff's commitment and effectiveness in implementing the MCE in EPUs?

1.4. Objectives of the Study

The study attempted to achieve the following general and specific objectives

4.1.1. General objective

The general purpose of this study is to investigate academic staff's commitment, challenges, and prospects for implementing the MCE in EPU.

4.1.2. Specific objectives

The study is specifically intended to:

1. Identify the current status of MCEI in EPU.
2. Determine the relationship among academic staff commitments, challenges, and MCEI in EPU.
3. Analyze the level of academic staff commitments (affective, continuance, and normative) towards MCEI in EPU.
4. Find out the challenges faced by academic staff in implementing MCE in EPU.
5. Explore conditions of possibilities for effective implementation of MCE in EPU.
6. Suggest strategies to enhance academic staff's commitment to implementing the MCE in EPU.

1.5. Significance of the Study

The issue of multiculturalism in education, particularly its implementation, is a pressing global concern in higher education (HE). However, this topic remains underexplored in Africa in general and Ethiopia in particular. This study aims to contribute both theoretically and practically by addressing research gaps and providing valuable insights into the academic commitment toward implementing multicultural education (MCE) in HE.

Furthermore, the study may help policymakers to better understand multicultural issues to improve the challenges that impede the implementation of the MCE in HE. It may help address policy and practical gaps in curriculum development, implementation, and evaluation of MCE, and assist in taking corrective measures with key stakeholders to ensure MCEI at EPUs.

Additionally, the study may foster awareness and tolerance among academic staff, students, and the broader EPU community. It aims to enhance the quality of education by addressing commitments, challenges, and prospects related to MCE. The study also emphasizes fairness, access, and relevance while promoting unity in diversity through appreciation, respect, accommodation, and mutual understanding among diverse student populations.

The findings of the study may also encourage practitioners and others to carry out studies concerning the issues to diminish the burden on initiating curriculum specialists to defend the profession, uphold the field, and provide multicultural issues discussion in curriculum planning, designing, and putting into practice EPUs in a multicultural society.

Moreover, this study may serve as a stepping stone for future research based on the findings and a professional development program in line with the issue of multiculturalism for university instructors and leadership, the government, scholars, and researchers in Ethiopia, and it may also fill the theory and practice gap by pushing the frontier of knowledge through its findings. It may also contribute to personal career development and serve as a springboard for future research.

Finally, the study aims to raise awareness of MCE implementation in EPUs, and it may benefit beneficiaries such as curriculum experts, instructors, educators, students, policymakers, and university administrators through the distribution of soft copy and hard copy of the study in libraries, the presentation of various workshops for front-line stakeholders, publication in international and national reputable journals, and Thus, the findings of this study will be helpful for HEIs.

1.6.Delimitation of the Study

This study had several key delimitations in terms of scope. The primary delimitations include geographical coverage, conceptual focus (variables), target population (participants), policy framework, and methodological approach.

Geographically, this study is limited to six Ethiopian public universities (EPUs), namely Haramaya University (HrU), Hawassa University (HU), Dire Dawa University (DDU), Wallega University (WU), Wolata Sodo University (WSU), and Jigjiga University (JJU).

Additionally, private universities and postgraduate programs are excluded to manage time and budget constraints. Thus, the study focused on undergraduate programs in three colleges, namely CEBS, COBE, and CSSH..

Conceptually, the study focuses on academic staff's commitment, challenges, prospects, demographic factors, and the five Dimensions of Multicultural Education Implementation (DMCEI) as formulated by James Banks viz., content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture (Banks, 1995).

In terms of policy, the study is delimited to educational policy, specifically higher education policy, while theories are limited to multicultural theories and models due to their relevance to the study.

Regarding methodological aspects, the study is delimited to a mixed research approach with sequential explanatory designs, and pragmatic philosophical assumptions. In terms of sampling the study is delimited to multiple sampling stages and simple random sampling techniques.

1.7.Limitations of the Study

Several limitations may have a countering influence on the quality of this and they should be acknowledged. First, the study is limited to EPU's from six universities, which may have affected the findings due to constraints related to time, resources, and budget.

Additionally, postgraduate students and supportive staff, who might have benefited from the findings, are excluded. Despite the researchers' efforts, this limited sample size may restrict the generalizability of the results.

Another potential limitation is the data collection method. Data are collected in two phases: the first phase involved quantitative data collection using survey instruments in the first phase while the second phase included qualitative data collection through semi-structured interviews, observations, and document reviews. However, focus group discussions are excluded, which may have impacted the comprehensiveness and depth of the findings.

Furthermore, this study focused solely on the commitment, challenges, and prospects of academic staff in implementing MCE. It did not explore other stakeholders' perspectives, such as supportive staff which could provide a more comprehensive understanding of the topic. For the manageability of the study and constraints in terms of research funding and time, the study restricted the study to focus only on aspects of academic staff commitments, challenges, prospects, strategies, and MCE implementation, excluding other moderate variables such as perceptions, awareness, attitude, and other external factors that may have an impact on the findings of the study.

Moreover, except for the five dimensions of multicultural implementation (content integration, knowledge construction, prejudice reduction, and empowering school culture), the study did not address all issues of MCE implementation. This also affects the validation of the study. However, future studies may focus on these limitations, which this study may serve as a springboard for. What is more, the study is conducted within a specific time, and the findings may reflect the prevailing conditions, challenges, and prospects at that time. Changes in

policies, institutional practices, or societal dynamics after the study period may not be captured.

Lastly, the study relies on self-reported data collected from academic staff members through questionnaires, interviews, and observations. This, dependence on self-reporting introduces the possibility of social desirability bias or participants providing responses they perceive as favorable. Nonetheless, these limitations should be considered when interpreting the study's findings. They provide awareness of the potential constraints and boundaries within which the study is conducted. To mitigate these limitations, triangulation (the use of multiple data sources) is employed, ensuring the credibility and value of the findings. Future researchers should also consider these limitations in their work.

1.8. Operational Definitions of Key Terms

This section deals with operational definitions of key terms for major variables based on the context of the study. An operational definition of the key terms is defined as the statement of procedures the researcher used to measure variables in this current study.

Academic staff refers to individuals employed by EPU's involved in the teaching and learning process in selected public universities.

Challenges refer to the obstacles, difficulties, or barriers faced by academic staff members in effectively incorporating and implementing MCE in selected EPU's.

Commitment refers to the dedication, loyalty, and engagement of academic staff members toward their roles and responsibilities in implementing MCE in EPU's.

Content integration is refer measured by the five likrt scale from very high to low level contents, principle of courses that include materials from diverse cultures and the representation of these cultures in teaching activetives in three colleges (COBE, CEBSs, and CSSH).

Empowering school culture is refer to the presence of initiatives and policies that promote inclusivity and respect for all cultural backgrounds measured by 5 five likrt scale from vey high to low in three colleges (COBE, CEBSs, and CSSH) .

Equity pedagogy in this study refer to is teaching methods across different demographic groups, as well as the implementation of differentiated instructional strategies that cater to diverse learning needs.

Implementing refers to the actions, strategies, and processes undertaken by academic staff members to integrate multicultural perspectives into the design, delivery, and assessment of HE in selected EPU's.

Knowledge construction is refers creating and incorporation of diverse sources in assignments as well as through reflective assessments that understanding and critical thinking about cultural issues measured by the five likrt scale from very high to low level in three colleges (COBE, CEBSs, and CSSH).

Multicultural Education Dimension refers to the systematic integration of diverse cultural perspectives and practices within the educational framework of Ethiopian public universities, specifically focusing on the COBE, CEBSs, and CSSH).

Prejudice reduction is changes in attitudes regarding diversity within the academic environment measured by 5 five likrt scale from vey high to low in three colleges (COBE, CEBSs, and CSSH).

Prospects refer to the potential opportunities, possibilities, or positive outcomes associated with implementing MCE in selected EPUs.

Public universities are higher learning institutions that are primarily funded by the government and selected for this study.

1.9. Organization of the Study

This dissertation is organized into five chapters.

Chapter One dealt with the introduction of the study, which included the background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, delimitations, limitation, and operational definition of key terms of the study.

Chapter Two reviews a wide range of relevant literature, including theoretical, empirical, and conceptual frameworks, with a focus on culture as the central concept in the curriculum. It also discusses the relationship between culture and the implementation of Multicultural Education (MCE), various models of MCE implementation, the theory of multiculturalism, its dimensions, commitments, challenges, prospects, and strategies for successful MCE implementation.

Chapter Three outlines the research methodology and the general design of the study, which involves the description of the study area, the research paradigms, the research design, the source of data, the population, the sample size, the sampling technique, the data collection instruments, the data collection procedure, the method of data analysis, and ethical considerations.

Chapter Four presents the result and discussion of the data obtained, which includes the details of the data analysis that has been collected from the sampled universities, specifically the academic staff, academic leaders, and curriculum experts from MoE.

Finally, Chapter Five deals with the summary of the major findings, conclusions, and recommendations with their implications and associated recommendations for further study.

2.REVIEW OF RELATED LITERATURE

This chapter reviews fundamental concepts of curriculum, culture, the relationship between culture and curriculum, MCE, models of MCE implementation, Theory of MCE, dimension of MCE implementation, strategies of MCE implementation, staff commitment, challenges, and prospects of MCE implementation. It also elaborates the research questions and objectives exhaustively using sources such as books, book chapters, journal articles, PhD dissertations, and Thesis. Finally, the literature review concludes with a conceptual framework that elucidates key variables and illustrates their relationships within the study. In short, this chapter covers related literature. The researcher used a systematic review to gather, arrange, evaluate, and critically assess prior studies that are to the topics being studied.

2.1. Concept of Curriculum

Remarkably, there are various definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive, confusing, and influenced by the model of thoughts, pedagogical, and cultural experiences (Onstains, 2018). Curriculum may be viewed from many different vantage points, and it is a term that is used with several meanings and viewed from many directions at several levels of generality. The curriculum is a value-laden term to the extent that its definitions are closely tied to certain value systems and related to the culture of the society (Banks, 2018).

Furthermore, the curriculum can be viewed from different perspectives and at various levels of generality. It is a term that carries values and is closely tied to specific value systems and the culture of society. In this study, curriculum can be defined as the set of courses, learning experiences, and educational activities designed to achieve specific learning outcomes. Curriculum plays a vital role in academic staff's commitment, challenges, and prospects for implementing programs education from multicultural perspectives in higher education (Lee *et al.*, 2021; Brown *et al.*, 2020).

2.2. Concept of Culture

Culture refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a particular group of people. It encompasses various aspects such as language, religion, social norms, traditions, and the arts. In the context of academic staff's commitment, challenges, and prospects for implementing programs education from multicultural perspectives in higher education, understanding the role of culture is crucial (Banks, 2015). It has a significant role in shaping individuals' attitudes, beliefs, and behaviors about curriculum implementation. It also affects how academic staffs perceive and approach MCE, as well as their level of commitment to incorporating diverse perspectives into the curriculum (Mohammed, 2020).

The concept of culture is overly complex and wide. Different scholars define culture in diverse ways. However, for this study, we can define culture as the sources of curriculum development, design, implementation, and evaluations in line with multicultural settings. Why and when do our issues, we should give values and take about the culture, norms, and values of the society. Thus, culture is everything that people have, think, and do as members of society, and curriculum and culture are inseparable issues in each society (Onstains, 2018).

In short, culture plays a vital role in academic staff's commitment, challenges, and prospects for implementing programs education from MCE in higher education. Understanding multicultural dimensions and addressing cultural barriers are essential for promoting a more inclusive and diverse learning environment and creating a multicultural setting.

2.3. Relationship between Culture and Curriculum

The relationship between culture and curriculum in the context of academic staff's staff commitment, challenges, and prospects for implementing programs education from multicultural perspectives in higher education is significant. Culture influences the design, content, and delivery of the curriculum, while the curriculum, in turn, plays a role in shaping and transmitting cultural values and perspectives (Onstains, 2018).

Moreover, culture shapes the curriculum by influencing the selection of topics, content, and teaching approaches. It determines what knowledge, skills, and values are considered important and worthy of inclusion in the curriculum. For example, an MCE aims to incorporate diverse perspectives, histories, and experiences from various cultures, promoting inclusivity and challenging dominant narratives (Banks, 2016). It emphasizes the importance of considering culture in curriculum development. For instance, a study by Banks (2016) explored the impact of a culturally responsive curriculum on students' engagement and achievement. The findings showed that when the curriculum reflects students' cultural backgrounds and experiences, it enhances their motivation, sense of belongingness, and academic success.

Besides, the MCE plays a role in transmitting and shaping cultural values and perspectives. It can reinforce or challenge existing cultural norms, beliefs, and power structures. A study by González *et al.* (2020), for instance, examined the influence of an MCE on students' cultural competence. The results indicated that exposure to MCE facilitates students' understanding and appreciation of diverse cultures, fostering intercultural competence.

2.4. Curriculum Implementation

Curriculum implementation from multicultural perspectives refers to incorporating diverse cultural perspectives, histories, and experiences into the curriculum's design, content, and delivery. It aims to promote inclusivity, challenge dominant narratives, and enhance students' understanding and appreciation of diverse cultures (Bottleneck *et al.*, 2021).

Furthermore, Ornstein's definition (2018) suggests that implementation is the acceptance of specific items, such as ideas or practices, over time by individuals or groups linked to specific channels of communication, social structures, values, or culture. In the context of curriculum development, implementation refers to how the teacher translates the planned or officially designed course of study into syllabuses, schemes of work, and lessons for students. Implementation is an essential part of curriculum development and brings expected changes into existence.

Different studies indicated that implementing MCE is crucial in promoting inclusivity and diversity in higher education. For instance, a study by Banks (2016) found that a culturally responsive curriculum positively impacted students' engagement and achievement. The study indicated that when the curriculum reflects students' cultural backgrounds and experiences, it enhances their motivation, sense of belonging, and academic success. In conclusion, implementing MCE is crucial to promoting inclusivity and diversity in higher education, and different studies have highlighted the positive impact of culturally responsive education on students' engagement and achievement. However, implementing education from multicultural perspectives can present challenges such as resistance to change and a lack of training.

Therefore, curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schedule of work, and lessons to be delivered to students. The implementation, as an essential part of education in general and curriculum in particular, brings into existence the expected changes.

2.5. Multiculturalism and Curriculum

Multiculturalism refers to the recognition, acceptance, and promotion of cultural diversity within a society or educational setting. It emphasizes the value of diverse cultural perspectives, histories, and experiences. Multiculturalism recognizes that individuals come from diverse backgrounds and seeks to create an inclusive environment that respects and celebrates these differences (Bottleneck *et al.*, 2021).

When applied to the curriculum from a multicultural perspective, it involves incorporating diverse cultural perspectives, histories, and experiences into the design, content, and delivery of educational programs. It aims to provide students with a well-rounded education that reflects their cultural backgrounds and prepares them to navigate and engage with a diverse world (Hernandez *et al.*, 2021). This study examined the impact of an MCE on students' intercultural competence. The findings showed that exposure to an MCE enhanced students' understanding of diverse cultures, increased their empathy and respect for others, and improved their ability to communicate effectively across cultural boundaries.

However, implementing MCE can present challenges for academic staff. To address these challenges, academic staff's commitment is crucial. Academic staff needs to be committed to promoting multiculturalism and implementing MCE. This commitment involves actively seeking out diverse perspectives, engaging in ongoing professional development, and creating inclusive learning environments that value and respect students' cultural identities.

Moreover, a key task in establishing educational importance for these students is addressing cultural similarity and responsiveness. In line with this, Gay (2004) believes that students will perform more successfully on all levels students perform more successfully on all levels and where there is greater correspondence between their cultural backgrounds and such school experiences as task interest, effort, academic achievement, and feelings of personal effectiveness and accountability. Therefore, MCE addresses the needs of cultural differences of the learners, addresses the needs of cultural diversity, and encompasses a wide range of preparations, and contents of textbooks that are free of bias, prejudice, stereotypes, and ethnic groups.

2.6. Multicultural Education

Multicultural Education (MCE) refers to an approach that recognizes, values, and celebrates cultural diversity in educational settings. It aims to provide students with knowledge, skills, and attitudes that promote understanding, respect, and appreciation for diverse cultures. MCE goes beyond simply acknowledging diversity; it actively incorporates diverse perspectives, histories, and experiences into the curriculum and teaching practices (Villegas and Lucas, 2021). It plays a critical role in helping students acquire the knowledge and skills necessary to live in a diverse society. To this effect, it should provide students with an understanding of how to interact with people who speak different languages, eat different foods, and value things that they might not. MCE should also teach the importance of cultural values and related lifestyles over physical differences among groups.

In this regard, Ford (2014) highlights the significance of MCE in promoting cultural understanding and respect. Students who receive MCE are better equipped to navigate a diverse world, appreciate diverse cultures, and engage in meaningful cross-cultural

interactions. Leiding (2007) also emphasizes that MCE should go beyond simply acknowledging diversity. It should actively incorporate diverse perspectives, histories, and experiences into the curriculum and teaching practices. This approach promotes critical thinking, empathy, and respect for diverse cultures.

2.7.Importance of Multicultural Education

MCE also increases student motivation. By incorporating diverse readings, perspectives, and historical accounts, students are more engaged and motivated to learn. Ford (2014) and Banks (2006), for instance, emphasize that when students study content that is relevant to their own lives and experiences, they are more likely to succeed academically.

Furthermore, MCE aims to correct inaccuracies in history and promote social justice and equality. It expands knowledge of various cultures and racial groups, promotes equity in education, empowers students, and fosters cultural harmony. It acknowledges the value of diversity in enriching societies and providing problem-solving opportunities (Ford, 2014) MCE is of utmost importance in today's diverse society.

It encompasses various strategies and approaches that promote understanding, respect, and appreciation for diverse cultures. It aims to provide students with knowledge, skills, and attitudes that foster intercultural competence and promote inclusivity MCE encompasses various strategies and approaches that promote understanding, respect, and appreciation for diverse cultures ((Banks, 2015, Johnson, 2020).

In conclusion, MCE is of paramount importance in today's diverse society. It promotes understanding, respect, and appreciation for diverse cultures while equipping students with the skills necessary to navigate a globalized world. Academic staff's commitment is crucial for successful implementation, although challenges may arise.

2.8. Major Goals of Multicultural Education

Promoting Cultural Awareness and Appreciation: MCE aims to foster an understanding and appreciation of diverse cultures, traditions, and perspectives. It also encourages individuals to recognize and respect the richness of diverse cultural backgrounds (Banks and Banks, 2019).

Challenging Stereotypes and Prejudices: MCE seeks to challenge stereotypes, biases, and prejudices by providing accurate and balanced information about various cultures. It aims to promote empathy, inclusivity, and social justice (Nieto and Bode, 2018).

Enhancing Cross-Cultural Communication: MCE strives to develop effective cross-cultural communication skills. It emphasizes the importance of understanding cultural differences and encourages open dialogue and respectful interaction among individuals from diverse backgrounds (Gay, 2018).

Finally, promoting equity and equal opportunities: MCE advocates for equal opportunities for all students, regardless of their cultural background. It seeks to address educational disparities and ensures that every student has access to quality education and resources (Sleeter and Grant, 2019).

2.9. Dimensions of Multicultural Education Implementation

According to Banks (2002), teachers must agree with and apply those multicultural dimensions if they want to enable adequate MCE. Within these dimensions, teachers will be considered capable of teaching multiculturalism if they maximize,

[Using] content from diverse groups when teaching concepts and skills; helping students to understand how knowledge in the various disciplines is constructed; helping students to develop positive intergroup attitudes and behaviors; and modifying their teaching strategies so that students from different racial, cultural, language and social-class groups will experience equal educational opportunities” (Banks, 2002,).

As many researchers agree, James Banks is one of the best-known researchers within the field of multiculturalism and MCE, and his five categories of multicultural dimensions are shown in Figure below:

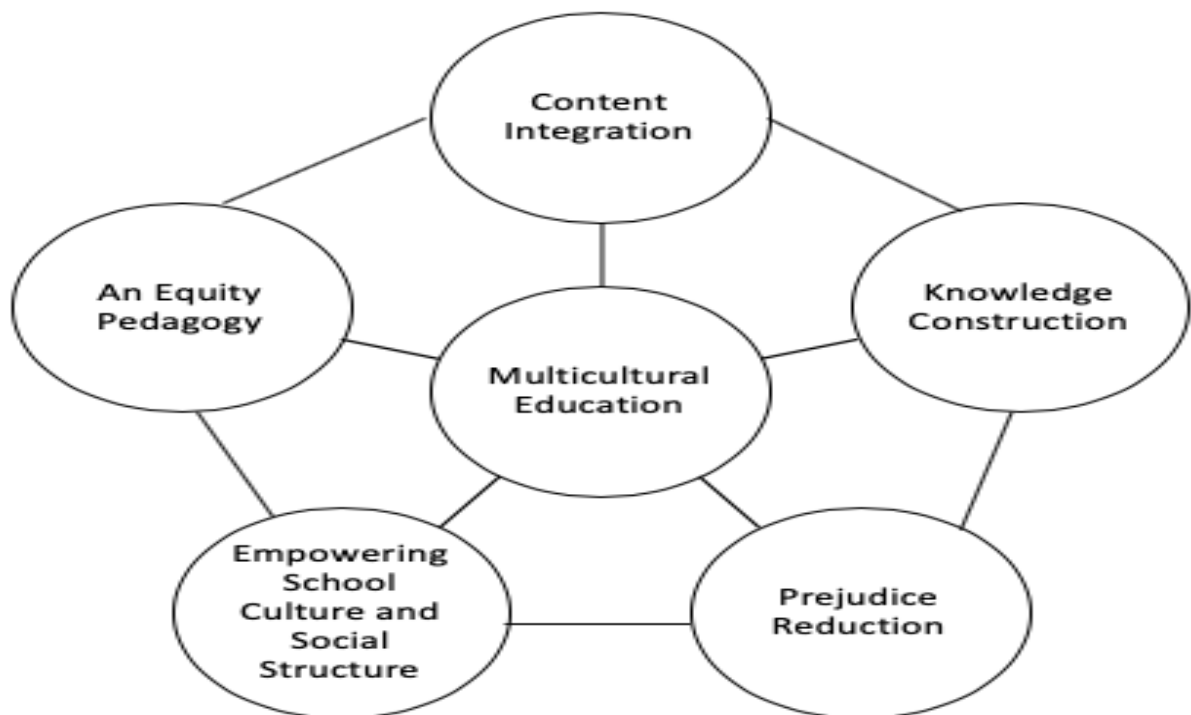


Figure 1: James Banks' Five Dimensions of MCE

Banks' (2008) observations and experiences indicate that teachers should not only understand that MCE is an integration of diverse issues into the curriculum, but they should also know, understand, and perceive that MCE as a multidimensional concept. Banks (2014) states that dimensions of MCE must be clearly defined and practiced so that teachers can respond to MCE inappropriate ways and so that biases can be reduced. Banks (2010) defined MCE as,

[An idea] stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, language, social class, religion, or exceptionality, should experience educational equity in the schools.....MCE is also a reform movement designed to bring about a transformation of the school so that students from both genders and diverse cultural, language and ethnic groups will have an equal chance to experience school success (p. 25)

After a deeper analysis of previous research regarding MCE, Banks (1993) identified five major dimensions of MCE. These dimensions include “(1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) empowering school culture and social structure, and (5) an equal pedagogy” (Banks, 1993 p. 4). Each of these dimensions is described below.

2.9.1. Content Integration

Banks (1993) stated that content integration deals with “the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline” (p. 5). According to Banks (1993), the integration of diverse issues into the content should support the worldviews of all the students in the classroom and should avoid encouraging students to be tied to sub-groups based on their gender, social class, or differences in ethnicity(Gay,2010) .

2.9.2. The knowledge construction

“The knowledge construction process describes the procedures by which social, behavioral, and natural scientists create knowledge and how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it” (Banks, 1993, p. 5).

To increase teachers' teaching skills and knowledge regarding diversity, Banks' five dimensions of MCE should be considered by professors and scholars to design courses' contents to educate future teachers who can work with diverse populations . First, teachers should examine their knowledge about what they know about racially, ethnically, religiously, and linguistically diverse groups and how to build a democratic classroom; then, they can help students to gain more knowledge and to become more culturally aware about diverse groups. In this case, a stronger knowledge base pertains to cultural differences will better inform future teachers and enable them to succeed in diverse classrooms (Banks, 1993).

2.9.3. Prejudice reduction

This dimension focuses on “the characteristics of children’s racial attitudes and strategies that can be used to help students develop more democratic attitudes and values” (Banks, 1993, p. 6). According to Camicia (2007), increasing students’ levels of understanding about issues of diversity is possible through the application of different activities that instruct all people are equal, should have equal rights, and are deserving of respect; these activities will serve to foster prejudice reduction. MCE will provide opportunities to teachers to help their students to reduce their respective misunderstandings and inaccurate information or knowledge.

2.9.4. Empowering school culture and social structure

Banks (1993) identified this dimension as “the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social groups will experience educational equality and cultural empowerment”. Increasing teaching or educational quality requires more than adapting the school curriculum to address classroom diversity. Teachers should be aware of and familiar with their students’ differences and should design the components of school culture and class social structure such that they take diversity into account. Adaptation of those components will be possible if teachers are educated about how to maximize academic achievement in diverse classrooms, and this can be achieved through MCE courses in teacher education programs.

2..9.4. An equity pedagogy

According to Banks (1993), “equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups”. This dimension includes “using a variety of teaching styles and approaches that are consistent with the wide range of learning styles within various cultural and ethnic groups” (Banks, 2010).

According to Tucker (1998), in this dimension, James Banks meant that “teachers change their methods to enable kids from different racial groups and both genders to achieve educational success” Additionally, effective implementation of equal pedagogy provides the following opportunities:

Teachers who are skilled in equity pedagogy can use diversity to enrich instruction instead of fearing or ignoring it. They can use diversity successfully because they understand its meaning in both their own and their student lives. They can analyze, clarify, and state their values related to cultural diversity and to act in ways consistent with their belief. =

Moreover, Banks (1995) noted in the classroom, regardless of students’ gender, race, religion, or ethnic differences, teachers should provide similar opportunities for all students such that the students are all granted equal rights within the class.

2.10. Approaches to MCE Implementation

In section 2.9, the dimensions of MCE are discussed. Here, the approaches to MCE are presented. Advocates of MCE offer many different suggestions for how it can be accomplished in practice, as do the academic staff and leaders are in the field that has developed models for implementing it. These models tend to be developmental, cumulative, and historical (Bank, 1993).

Regarding to implement the process of MCE curriculum reform, Jegennath has outlined four successive levels of integration of ethnic content (Jegennath, 2004). These levels are called approaches. They provide teachers with an easily accessible, curriculum-stepladder doorway into the continuing process of MCE. There are four approaches: the contribution approach, the additive approach, the transformation approach, and the social action approach, respectively.

2.10.1. Contributions approach

This approach is the most used in schools and focuses on the teaching of heroes, holidays, and discrete cultural elements. This approach is likened to teaching the foods, festivals, and folk dancing of cultural ethnic groups. Ethnic heroes that are highlighted tend to reflect dominant social ideologies and be less radical (Banks1993; Jegennath, 2004, Hellions, 2008).

2.10.2. Additive approach

The additive approach is used when cultural content, concepts, and themes are merely added to the curriculum without disrupting the egocentric or mainstream canon. In addition, the experiences of these cultural groups are still interpreted and viewed from the leading perspective of MCE (Hellions, 2008; Jegennath, 2004).

2.10.3. Transformation approach

The transformation approach is restructuring the curriculum so that concepts, issues, or events are viewed from different perspectives including the mainstream perspective. In this approach, students read and hear the voices of the victors and defeat. Knowledge is socially constructed, and it depends on one's positionality. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise (Banks, 1993 Banks, 1999; Hellions; 2008; Jegennath, 2004).

2.10.3.Social Action approach

The social action approach extends the transformation approach by encouraging students to make decisions and act on social issues important to them and their community. Students create projects and engage in activities that allow them to take personal, social, and civic actions based on what they studied. These approaches to MCE recommended by those different scholars are four levels of approach, representing the most comprehensive level in the integration of MCE with the school curriculum, culture, practices, and implementation of MCE (Banks, 1993; Jegennath, 2004).

In short, those four approaches are to MCE: the contribution approach, additive approach, transformation approach, and social action approach. The contribution approach involves teaching discrete cultural elements and heroes, while the additive approach adds cultural content to the curriculum without disrupting the mainstream canon. The transformation approach involves restructuring the curriculum to view concepts from different perspectives, and the social action approach encourages students to act on social issues. The transformation and social action approaches are recommended for their comprehensive integration of MCE into the school curriculum, culture, and practices.

2.11. Models for Multicultural Education Implementation

Implementing MCE in higher education requires academics to adopt approaches that focus on diversity, inclusivity, and equity. Teaching strategies like culturally responsive teaching, transformative pedagogy, intergroup dialogue, and global education models offer separate ways for academics to make the goals of Meaningful Community Engagement a reality as they navigate opportunities, challenges, and outlooks.

2.11.1. The Culturally responsive teaching model

Embodying culturally responsive teaching is all about weaving culturally responsive education deeply into our work. It's about putting heart into our work and ensuring that the school environment and experiences are rich and diverse to benefit students and enrich everyone. The value and strength of deepening our understanding of unfamiliar cultural perspectives and backgrounds is a crucial issue in this model. Engaging with students authentically means bringing personal warmth to learning. Connection is everything: we truly embrace the rich tapestry of cultural diversity in our classrooms culturally responsive teaching places great emphasis on recognizing and recognizing and admiring the diversity of background among students (Ladson-Billings, 1995).

2.11.2.The transformative pedagogy model

Transformative pedagogy empowers students to interrogate and push back against social inequalities (Freire, 1996) and revives engagement. Through conversations and activities, students look closely at the power structure and base privileges; they analyze systems and together come up with ways to bring about social change. They also get lots of chances to engage in practical learning and activism with communities.

2.11.3.The intergroup dialogue model

Effective dialogue among people from diverse groups sets people apart. This dialogue model prospers when academics organize structured conversations. They encourage students to look closely at identities and biases. This safely creates formal and civil discussions of perspectives diverse in culture. They do this to teach empathy, active listening, and empathizing differently (Gurin and Lopez, 2004).

2.11.4. The global education model

The global education model emphasizes the importance of preparing students to be global citizens in an interconnected world (Banks, 2010). Academic staff can implement this model by integrating global issues, perspectives, and experiences into the curriculum; encouraging students to develop cross-cultural communication skills and intercultural competence; and providing opportunities for international collaborations, study abroad programs, or virtual exchange programs. Implementing MCE in HE requires academic staff to adopt models that promote cultural responsiveness, transformative pedagogy, intergroup dialogue, and global education. By embracing these models, academic staff can create an inclusive and transformative learning experience for students.

2.11.5. Culturally Responsive Teaching

CRT addresses a very wide range of models and frameworks that guide educators in incorporating diversity from various cultural backgrounds deeply into educational practice. This part looks at some leading models of CRT. Included here are those shepherded by James A. Banks and Geneva Gay, Gloria Ladson-Billings as well as perspectives that surface in the field. Banks is often called the "father of multicultural education," and has promoted a comprehensive approach clearly forming the foundation of CRT. Banks' Model for Multicultural Education stresses strongly making diversity, equity and social justice an integral part of education. This model calls for curricular reform along with professional teacher development together with institutional changes to address needs among diverse student populations. Key elements of the Banks model include integrating content from various multicultural groups into curricula, development of inclusive teaching strategies and promoting critical thinking on issues of race and social inequalities (Banks, J., 2006; Huszka et al, 2022).

Geneva Gay's Framework for Culturally Responsive Teaching offers practical guidance for educators to bring inclusive practices that celebrate and improve learning for students. Gay stresses that by connecting familiarity of students with culture and learning to classroom materials, teaching that affirms their backgrounds and has a positive effect improves academic

performance. A core element of Gay's framework is the idea of "alignment of congruence," which mandates matching instructional materials and activities to personal cultural identity and preferred learning style. Gay's model also stresses that educators must make inclusive learning spaces where all students feel that their contributions and expertise are valued and respected during their studies (Bassey,2016 ;Gay, 2002).

Gloria Ladson-Billings is an expert who believes that education should affirm the inherent and empowering identities of students from many different backgrounds. This core principle of hers, called CRP or Culturally Responsive Pedagogy, focuses on connecting lessons taught in the classroom with cultural differences that students experience and the rich contexts of their communities. For Ladson-Billings, content that is meaningfully connected to students' own lives ought to feature centrally. At the same time, she also pushes for methods of teaching and assessment that reflect reality and that drive academic success. At its heart CRP constantly calls on educators to closely examine their inclinations and assumptions, and works to form practices that are culturally responsive and that refuse to tolerate injustice and lead toward justice for all(Ladson-Billings,1995).

Villegas and Lucas offer a theoretical model that scrutinizes the intriguing relationship between cultures and learning, and diverse contexts. They stress the importance of tending to each student's background culturally and linguistically when planning instruction and measuring outcomes. Villegas and Lucas also stress the need for educators to build classroom environments that have value for linguistic diversity, facilitate the development of academic language and value intercultural interactions. They also lay emphasis on the role of social and cultural factors that can shape identity. Alongside these models, various new approaches have developed in CRT. These actions could include novel strategies for technology integration, arts and community-based learning, working to resolve intersections like race, gender, sexuality and social class(Briscoe, K.L. 2024). Emerging representation models of CRT draw perspective from diverse fields related to critical pedagogy, multicultural psychology, and social justice education to inform theoretical frameworks and practice(Villegas, A.M.; Lucas,2002).

Villegas and Lucas' Sociocultural Pedagogical Model offers a theoretical framework for understanding the complex interplay between culture, language, and learning in diverse educational settings. The model emphasizes the importance of considering students' cultural and linguistic backgrounds when designing instruction and assessing learning outcomes. Villegas and Lucas highlight the need for educators to create learning environments that value linguistic diversity, promote academic language development, and foster positive intercultural interactions. The model also emphasizes the role of social and cultural factors in shaping students' identities, be In addition to the aforementioned models, there are several emerging approaches within the field of CRT. These may include innovative strategies for integrating technology, arts, and Acta Pedagogia Asia

community-based learning into the curriculum, as well as efforts to address intersectional issues of race, gender, sexuality, and social class in education. Emerging models of CRT often draw on interdisciplinary perspectives from fields such as critical pedagogy, multicultural psychology, and social justice education to inform their theoretical frameworks and instructional practices (Briscoe 2024; Villegas and Lucas,2002).

In short, it describes five models for implementing MCE in HE the culturally responsive teaching model, transformative pedagogy model, intergroup dialogue model, and global education model. The culturally responsive teaching model emphasizes incorporating diverse content and creating an inclusive learning environment. The transformative pedagogy model focuses on empowering students to critically examine social inequalities. The intergroup dialogue model promotes understanding across different social identity groups through structured dialogues. The global education model prepares students to be global citizens through integrating global perspectives and experiences. By adopting these models, academic staff can create an inclusive and transformative learning experience for students. Thus, in this study, multiple models models) are adopted in this study.

Table 1 1: Summary of Models Adopted for Multicultural Education Implementation

Models	Developed by	Focus area
The Culturally responsive teaching model	Ladson-Billings, 1995	incorporating diverse content and creating an inclusive learning environment
The transformative pedagogy model	Freire, 1996	Empowering students to critically examine social inequalities
The intergroup dialogue model	Gurin, P and Lopez, G. E. 2004).	Promotes understanding across different social identity groups through structured dialogues.
The global education model	(Banks, 2010	Prepares students to be global citizens through integrating global perspectives and experiences.
Cultural responsive pedagogy	Geneva Gay's, 2002	offers practical guidance for educators to bring inclusive practices that celebrate and improve learning for students

Sources: Developed by researcher, 2024

2.12.Theories of Multiculturalism

Theory and research are as good as their practical value. Theory and research ought to be resources to help people understand their experiences and their environment. There are some theories related to the present study, conservative multiculturalism theory, liberal multiculturalism theory, and critical MCE theory are discussed.

2.12.1. Conservative multiculturalism theory

The traditional education perspective is called conservative multiculturalism, views it as a dividing factor, and argues that the conventions and norms of the dominant culture should be internalized. Conservatives are primarily interested in transmitting fixed knowledge and cultural heritage based on maintaining social order. They are afraid of the existence disguised as values such as tolerance, diversity, and pluralism and fed on the myths of multiculturalism in state-administered schools. Conservative multiculturalists tend to view culture as a fixed, essentialist, and predetermined entity. They believe that the world is as it is (Grant and Ham, 2013; Taguieff, 1997).

2.12.2..Liberal multiculturalism theory

This describes the perspective of liberal multiculturalism in education. Liberal multiculturalism acknowledges that all ethnic and racial groups are naturally equal. It emphasizes respect for cultural and ethnic differences, supports cultural sensitivity in curriculum and instruction, and values cultural traditions.

Liberal MCE integrates learning styles, strategies, schools, and parents into the educational program. Teachers who embrace liberal multiculturalism incorporate aspects of cultural diversity, such as religious differences, into their teaching practices and support bilingual education. As a result, they teach content that includes other cultures, strive to understand students with diverse backgrounds, and communicate effectively and they believe that the world can be different and embrace the potential for change (Laren, 1995; Banks, 2010).

2.12.3.Critical multiculturalism theory

This discusses a perspective that expands on liberal multiculturalism in education and emphasizes the need for structural change. It highlights how unequal power relations are maintained at a structural and institutional level in daily interactions. The perspective argues for a complete restructuring of educational programs to address the concerns of diverse cultural groups and eliminate the pressure exerted by one group on the others. It advocates for educational practices that consider the needs of all students, including class management and

support for diverse classrooms. The perspective also emphasizes the importance of student participation in decision-making processes, involvement of parents from low social groups and minorities, engagement of schools in local social action projects, and inclusion of nontraditional groups such as different races, genders, and disabled individuals (May and Sleeter, 2010).

Critical MCE supports the inclusion of diverse cultures and intercultural students in society. It promotes educational programs, pedagogic approaches, social relationships, and democratic initiatives within schools. In this perspective, teachers are seen as learners who transform themselves through their interactions with others. Critical MCE challenges racial and ethnic prejudices and calls for transformative actions to achieve a multiethnic, multicultural, democratic, equal, and inclusive social transformation in all educational practices. It emphasizes the need for change and believes that the world must be transformed (Hopkins-Gillispie, 2011).

Therefore, liberal multiculturalism and critical MCE theories on their assumption which advocate educational institutions know ledges values and skills to learners to participate in their own culture and educational institutions teach knowledge, values, and skills to learners to participate in their own ethnic cultures as well as share the common culture.

Many factors affect the implementation of MCE in educational sectors like schools, colleges, and universities, especially in the teaching and learning process for students within diversity. In line with this, Tilahun (2007) opines that multicultural settings bring various people from diverse backgrounds together. In other words, it is identity in terms of gender, ethnicity, religion, language, sexual orientation, disability, and the like. The need for effective MCE is a fact that must be faced by the educational establishment regardless of the student's native culture.

The cultural membership and the goals of MCE must be to prepare students to become functioning productive members the society. This is a significant challenge because cultural diversity in schools and classrooms involves students who have different learning performances, goals, expectations, and communication styles.

The meeting of this continually adapts to the ever-changing cultural dynamic found in the classrooms. Rollick and Chronic (1991:12) provides the nature of these challenges:

Today's education faces overcrowding to prepare students from diverse cultural backgrounds to live in a rapidly changing society and world in which some groups have greater social benefits than others. Because of race, ethnicity, gender, class, language, religion, ability, and age, schools of the future will face culturally diverse challenges. However, it is not only ethnic and racial diversity that challenges schools.

From the above illustrations, we can understand the challenges in introducing MCE and the misconceptions that hinder the practices and implementation of MCE in school. Implementing multicultural education in schools setting challenges with religions, ethnicity, genders, age, and their language may be support of their language or interior of their culture.

2.13.Challanges of Multicultural Education Implementation

This is creating challenges in the practices and implementation of MCE in schools and other institutions factors like prejudice, stereotypes, ethnocentrism, racism, and ethnic conflict are the major factors that affect the implementation.

2.13.1. Ethnocentrism

Ethnocentric is the dominance of one ethnic group in all aspects over other ethnic groups. This is a kind of idea that results from socialization in individuals due to absoluteness. The experience of socialization may view the world from their perspective and may believe their way is certainly the best (Manning. 1996). Thus, it is one of the challenges in designing the MCE program and it is affecting the relationship among various groups.

2.13.2. Stereotypes

A stereotype is also one of the challenges in designing MCE programs in schools. According to Lum (1986), stereotypes are the prejudicial attitudes of a person or group that place over a

total race, sex, religion, and generalizations about the characteristics of individuals. It refers to any generalization of absolutism of difference within a group, especially negative towards someone. It has a negative consequence for the communication environment of diverse groups (Manning, 1996).

2.13.3.Racism

It refers to an ideological system used to justify the discrimination of some racial groups against others. Regarding this issue, Manning (1996) argue that racism is often defined as the domination of one social or ethnic group by another. Thus, the other factor affects the practices and implementation of the MCE program in multiethnic societies.

2.13.4.Prejudices

Prejudice is the fourth challenge to design and implement programs in diverse educational settings. Prejudice is an opinion ahead of time, judgments (Manning & Baruth, 1996). It does not rest on experiences and knowledge but upon emotions and ignorance and even though those for whom it is favorable work together, those who discriminate clash. As Tilahun asserted in 2007, prejudice can be for good intentions or working against both goals but challenges my face and overcome other problems that affect the design of pluralism programs by practicing multicultural education (Jagannath, 2004). MCE avoids discrimination, appreciates students' own cultures, and develops relevant curricula that take culture into account and prepare teachers and students to be more responsive and inclusive in the settings of schools.

Indeed, integrating MCE in EPU's also brings up several difficulties for academics. Academics can be unfamiliar with and have a limited understanding of diverse cultures, and this can hamper their ability to design an inclusive curriculum. This can result in a Eurocentric or narrow focus that fails to explore the rich diversity of Ethiopia.

Researchers found by Nigussie and Alemu (2019) that Ethiopian academics have little experience with MCE and lack the knowledge and skills necessary for developing inclusive curricula. Public universities in Ethiopia commonly face resource shortfalls. For example, they

have too little financial support, old course resources, and limited access to tech. This is hard for faculty to suitably blend multicultural viewpoints into their teaching. Kibret and Alemu (2017) found that one major challenge faced by Ethiopian faculty was adapting to a multicultural curriculum because of resource barriers.

Ethiopia abounds in a great diversity of ethnic cultures; each group speaks its tongue. Consequently, professors frequently encounter obstacles in matching resources accurately to the class curriculum to provide inclusivity. As people interact languages creep up as a big separation barrier, and both faculty and students struggle mightily. According to a study by Girma (2019), language barriers emerged as a major barrier for professors when attempting to teach some multicultural subjects at university. Indeed, adapting the class curriculum in a multicultural way elicits resistance from those favoring more traditional or monolithic thinking. Faculty find adjusting to change extremely difficult too. Results of a Nigussie and Alemu study (2019) speak to this, finding that change resistance is quite big for professors striving toward a multicultural curriculum.

Academic staffs often lack training and professional development relevant to MCE . This can hamper their ability to design and teach a full curriculum that truly reflects diverse perspectives. A recent study by Kibret and Alemu (2017) has noted that Ethiopian university staff faces a major challenge in implementing these competencies through their lack of professional and training development. Some of that seems to be solidified (Girma 2019; Reta Tadesse ,2020), and Kibret et al.,2021).

2.13.5. Demographic factors

The effects of variables such as gender, academic rank, and teaching experience on how we implement a curriculum that deals with multicultural diversity and inclusiveness. Variables such as gender, education level, and teaching experience lead to different impacts when we think about presenting inclusiveness positively.

Gender matters a lot in terms of teaching and learning multicultural education (MCE), too. For example, when we have faculty who are women, they bring in their unique experiences and

views to help strengthen inclusive learning environments, and they often incorporate multicultural perspectives more into their teaching and practices. A study by Tekalign (2019) found that when female academics work in enhancement post-universities (EPUs), they are more likely to include multicultural perspectives in their professional practice.

Academic rank affects how faculty members get to shape course content. High-rank faculty have greater authority and financial and other resources for embracing multicultural perspectives. Lower-ranking faculty can still contribute by working together and participating in professional development activities. Research by Kibret et al (2021) also investigated how rank motivates faculty to follow a multicultural curriculum. That result was incredibly low and very disappointing.

Teaching Experience: Teaching experience can impact the knowledge, skills, and confidence of academic staff members in implementing a multicultural curriculum. More experienced teachers may have a better understanding of diverse student needs, cultural dynamics, and effective pedagogical strategies. However, early-career academicians can also contribute fresh perspectives and innovative approaches to MCE. A study by Reta and Tadesse (2020) investigated the relationship between teaching experience and academic staff members' engagement in MCE. Note that the effects of these demographic factors may vary depending on individual contexts and personal beliefs. Understanding and addressing these factors can contribute to a more inclusive and effective implementation of a multicultural curriculum.

Furthermore, the previous studies indicated that curriculum implementation and the problem of the Ethiopian education system in MCE have many challenges due to varied factors in line with access, quality, equity, and relevance of education, based on the reviewed literature. For instance, to prevent the mother-to-child transmission program and to describe the strategic challenges of its implementation in the Oromia region of Ethiopia(Taye ,2011).

Similarly, an article review on the current education policy and curriculum issues in Ethiopia trends reveals the problem of practicing policy provisions in institutions by Addis (2019). The two studies' findings revealed that there is a gap between the planned and operational

curriculum in Ethiopian education in general and particularly in HE from MCP. On the other hand, Abeya, and Frew (2016) conducted research on higher education institutions (HEIs) as multicultural practices support cultural plurality through convergent parallel mixed-methods design. The findings revealed that the universities lacked policy frameworks, units, practices, and curricula that adequately focused on multiculturalism.

Additionally, Endris and Dawit (2019) conducted on employees' organizational commitment in higher educational settings by using a cross-sectional research design. The study indicated moderate levels of commitment and specific commitment dimensions among academic staff. The study further indicated that there is no significant difference in the commitment of academic staff concerning gender; however, a significant difference in commitment existed about the level of education.

Similarly, Yusuf (2018) conducted a study on MCE: The relationship between Preserves Teachers' Multicultural Self-Efficacy and Cultural Awareness when teaching in multicultural classrooms by using qualitative methods that teachers are not equipped with the knowledge and skills or are not committed to teaching multicultural students, elements that are vital to teaching culturally diverse students. Dereje (2016) investigated the Imperatives of MCE in Ethiopia: Reflections on Awareness, Practices, and Challenges in Our Higher Education Institutions using qualitative methodologies. The study found that a call for an education system that can accommodate (celebrate) diversity, known as MCE, should have been developed.

In addition to this, more recently Anwar Sisay and Tamirat (2011) also investigated student learning and teacher commitment to profession and community in secondary schools of eastern Ethiopia. Importantly, the study employs a mixed approach that integrates qualitative and quantitative research methods, concurrent and embedding. Results indicate low commitment towards learning, community, and teaching profession. This again stems from low salaries, lack of respect, poor spirit towards the teaching profession, and low motivation and incentives. Another study Mahammed (2020) examined the position and strong role of MCE at Mada Walabu University. Results of this study show incredibly low practice of

multicultural activities among students and professors; most of the participants are low when it comes to awareness of the multiculturalism concept.

Moreover, recent research has highlighted that academic staff have a strong commitment to implementing MCE. For example, Villegas and Lucas's (2021) study showed what results such a high commitment from faculty can achieve: students exhibited higher levels of cultural competence and critical thinking, in fact surpassing performance in academic achievement as well. Current research emphasizes it is important to include multicultural perspectives in the curriculum. For instance, research from Lee et al. (2021) notes academics who include multicultural lenses in teaching methods promote a stronger appreciation and understanding of diverse cultures among students. A study by Brown et al. (2020) also reports students who receive MCE have higher levels of intercultural competence.

However, research shows that incorporating differing cultural perspectives in education programs helps improve diversity and inclusiveness, an important goal. Making Model Curriculum MCE can have these challenges: reluctance to adaptation, and a shortage of development training. Bringing professional development opportunities and further training to strengthen cultural competence among faculty should help navigate these barriers.

2.14.Implementation of MCE Overview in Higher Education

The global higher education landscape is diverse with different countries and regions pursuing distinct approaches to teaching. Nevertheless, there are general features shared by the system that keep coming up, such as a stronger focus on globalization and embracing diverse backgrounds and cultures (Knight, 2016). UNESCO Institute for Statistics reports that approximately 220 million students are enrolled in colleges and universities around the world (UNESCO, 2015). This number is expected to continue growing in the coming years, with more students seeking higher education opportunities abroad. The implementation of a curriculum from an MCE is becoming increasingly important in the global higher education system. This is in response to the growing diversity of student populations and the need to prepare students for a globalized workforce (Knight, 2016).

Moreover, some studies have also investigated the challenges and prospects of embedding an MCE into the global higher education system. For instance, Dewit (2023) who studies internationalization in higher education discovered that though there is a general commitment to advance diversity and inclusivity, there is still significant difficulty in actual implementation. Kehm and Stensaker (2019) conducted a study into leadership roles to drive a culture of inclusiveness and multicultural curricula. They have shown as well that strong leadership is fundamentally essential for creating a culture and motivating the implementation of curricula that value multiculturalism and it is growing important in today's global education system to implement a Curriculum of Multicultural Education (MCE).

2.14.1..MCE in Some Selected European and American Higher Education

Multicultural education in higher education is crucial for creating both inclusive and diverse learning environments. This section aims to compare selected European countries through multicultural education at universities. With an understanding of diverse approaches, HE can work better to address challenges and get closer to inclusive equitable learning environments.

2.14.2. MCE in Selected Universities in Europe

In Germany, a key focus in higher education is on cultivating intercultural competence and comprehension. Their strategy stresses that they recognize and appreciate diversity and engage students from diverse backgrounds through dialogue and exchange (Rutledge, 2018). In France, on the other hand, the emphasis similarly rests on diversity and equal rights. Their approach aims to address discrimination and promote social justice through inclusive policy and practice (Boumaza and Boumaza, 2019).

In the Spain of higher education, the MCE program promotes lively dialogue across cultures and a deep understanding of diversity (Ahmed, 2018). Different European countries are getting at MCE; they all focus on valuing diversity and having important conversations across cultures. Promoting engagement with and understanding of diverse backgrounds dealing squarely with discrimination, and fostering justice is important work.

2.14.3. Some selected American universities

The American higher education system is known for its diversity and flexibility. It consists of a mix of public and private institutions, offering a wide range of programs and degrees (Altbach et al., 2019). In the United States, MCE in higher education is focused on promoting diversity and inclusion. In Canada, MCE in higher education is focused on promoting diversity and equity (Kuokkanen, 2019). In Mexico, MCE in higher education is focused on promoting intercultural dialogue and understanding (Cruz-Sánchez and Vázquez-Rodríguez, 2018). In Brazil, MCE in higher education is focused on promoting diversity and social justice (Silva and Silva, 2020).

In summary, several American and European countries have implemented MCE in their HE. In the United States, MCE has been a topic of discussion since the 1960s Civil Rights Movement. The approach has since been integrated into many universities' programs, particularly in urban areas with diverse student populations. European countries such as Germany, France, and the Netherlands have also implemented MCE in their HE.

2.15. MCE in African Higher Education

The Republic of South Africa has made strong steps towards implementing (MCE) into its higher education system. After the apartheid, the country was built on, fostering inclusivity and cohesion in higher education is now important. In this context, MCE requires recognizing and valuing diverse cultural identities and promoting social justice concerning historical inequality as well (Soudien, 2009).

In Ghana, the role of (MCE) is extremely important for unity and for overcoming social differences. With Ghana's vast diversity of ethnicities and diverse cultures, this kind of education matters in nurturing an understanding and mutual respect for all students (Dzansi, 2019). MCE is also getting more respect in Kenya's higher education system. The country's diversity both ethnic and social is important, and bringing multicultural perspectives into instruction is key. Emphasizing cultural awareness, inclusiveness, and respecting diverse students and faculty (Le Roux, 2000).

Comparing approaches to implementing multicultural education Multilingualism in South Africa, Kenya, and Nigeria all share a common aim of including multicultural perspectives. There are indeed differences among them though. In South Africa, efforts are focused on the liberation of the curriculum and the promotion of indigenous learning systems (Soudien, C. (2009). This includes bringing in perspectives and experiences to incorporate fresh learning that addresses past inequalities.

In conclusion, South Africa, Kenya, and Nigeria are some African countries that have taken important steps and have seen benefits in fully implementing multicultural education (MCE) systems in their higher education. Though different methods prevail there is a common aim: increasing cultural diversity and inclusion and rectifying historic inequalities. An important feature of education on the continent is this sort of education; it raises awareness among students.

2.16.Practices of Multicultural Education in Ethiopia

In the Ethiopian context during the imperial regime, moral education was emphasized and used as an instrument of nation-building underpinned by the cultural and religious values of the ruling class (Semela, 2014). As part of the overall education system, Ethiopian teacher education programs used to reflect this moral education during the Haile Selassie I regime. In sum, the programs during the imperial period were targeted at instilling in the prospective teacher traditional values such as devotion and loyalty to the emperor and the country, national pride, and patriotism. After taking power in 1974, the Dergue regime (1974-1991) introduced a socialist-oriented curriculum by leaving aside the cultural values and heritages embodied in the school curriculum during the imperial period. To this end, the regime used political education for the nation-building project (Semela, 2014).

With the coming to power of the (EPRDF) Ethiopian People's Revolutionary Democratic Front in 1991, all socialist-oriented elements were avoided from the school curriculum, and a new education and training policy was formulated in 1994. The (EPRDF) claimed that the Dergue government did not do justice to the nations, nationalities, and peoples of Ethiopia (Semela, 2014) and it envisaged readdressing this situation by formulating a new education

and training policy in 1994. One of the strategies designed to implement the education and training policy was the curriculum. Some of the central tenets of the programs are promoting democratic principles, respect for human rights, and using the Ethiopian nations and nationalities languages as media of instruction until the end of primary education (Federal Democratic Republic Government of Ethiopia, 1994).

In 1994, Ethiopia underwent a political system change items of education in general and curriculum in particular. As stated by MoE (1994) the improvement in several aspects of teaching and learning process issues of education sectors include content and evaluation techniques, roles of actors in implementing curriculum, and policy itself. Besides, it is focused on quality education and providing educational materials to promote quality education in line with curriculum issues. Because the curriculum is the heart of education as a result the issues of curriculum materials like students' textbooks, teacher's guides, syllabus, and other teaching learning resources are given attention in the implementation of the curriculum in the MCE setting (Onstains, 2018).

The government of Ethiopia has considered a policy strategy through which 70% of university enrollment would be in science and technology and 30% in social sciences and humanities (MoE, 2008). Regardless of all these government efforts, there are still low academic achievements among the general secondary school students, and this low academic achievement indicates that there is a low implementation of the curriculum in the school because the curriculum is the interaction of teachers, students, and content in the classroom. Ethiopia, a country known for its rich cultural diversity and ethnic plurality, has recognized the importance of MCE in its higher education system. The country's commitment to promoting inclusivity and addressing historical inequalities has led to the implementation of various practices that foster MCE (Dereje, 2016)

One of the key things that happen in academia in Ethiopia is including different perspectives from unfamiliar cultural backgrounds in their courses and approaches to learning. Universities in Ethiopia aim to include content that speaks to the heritage and experiences of a range of ethnic groups and ensure that students are exposed to a lot of different points of view (Birhanu

and Tiruneh, 2019). Promoting multicultural education, they also establish cultural centers and clubs. These spaces invite students from different ethnic backgrounds to celebrate their cultures, talk together cross-culturally, and organize events that are designed to promote clear exchange and understanding (Dereje ,2016). Ethiopian universities have implemented various programs and initiatives to redress long histories of disparity and enhance access to higher studies for underrepresented peoples. These efforts are led through scholarships directed at the specific needs of students from diverse cultural backgrounds .

In addition to this, Ethiopia's universities have implemented programs and initiatives to reduce historical imbalance and increase access to higher education for marginalized groups. These efforts now include targeted scholarships and mentoring programs along with services that serve students with diverse cultural backgrounds.

2.17.Policies and Strategies of Multiculturalism in Ethiopia

According to the Ethiopian Education Development Roadmap (2018–2030), a desk review and fieldwork exercises have been conducted on higher education in seven broader thematic areas, including access, equity, unity with diversity, quality, relevance, efficiency, and financing of higher education. From this, we can deduce that equity, unity within diversity, and quality are issues of multiculturalism in the education system. The FDRE constitution strongly supports the idea of equity to ensure fairness and bring social justice and harmony. However, the Ethiopian higher education proclamation does not adequately address the issue of equity. The World Bank fiscal incidence study indicates that only 2.6% of the bottom 10% of the income group obtained the budget for higher education. The field data shows that the current practice of supporting disadvantaged students is weak. Disadvantaged students are filled with stigma and do not dare to ask for support.

Ethiopia, after the adoption of the constitution in 1995, has endorsed a federal system that recognizes unity in diversity. Nations, nationalities, and people were exercising their political, cultural, and language rights. However, universities have exercised efforts to promote diversity and have activities to promote unity.

Both the host institution and the university may have to cover the program's costs. Additionally, Ethiopia has a long history of higher education, with the first university, Addis Ababa University, established in 1950. Since then, the number of universities has grown significantly, with 45 public universities and 52 private universities as of 2021 (Ministry of Science and Higher Education, 2021). The Ethiopian higher education system is governed by the MoE which is responsible for setting policies and regulations for universities (Hassen, 2016). The system is divided into two levels: undergraduate, graduate, and post-graduate (MOSHE, 2021). There has been an increased focus on implementing a curriculum from MCE in Ethiopian universities. This is in line with the country's commitment to promoting diversity and inclusivity in all aspects of society .

However, implementing an MCE in Ethiopia has not been without its challenges. One major challenge is the lack of trained personnel to teach MCE .There is also a lack of resources and materials to support the implementation of an MCE (Hassen, 2016).

Despite these challenges, there are prospects for the successful implementation of an MCE in Ethiopian universities. For example, there has been an increase in the number of international partnerships and collaborations, which can help to bring expertise and resources to support the implementation of an MCE .

Recent studies have also explored the challenges and prospects of implementing an MCE in Ethiopian universities. For example, Alemayehu (2021) conducted a study on the perceptions and practices of academic staff regarding MCE in Ethiopian universities. They found that while there was a general commitment to promoting diversity and inclusivity, there were also challenges related to a lack of training and resources.

Another study by Tesfaye et al. (2020) explored the challenges and prospects of implementing an MCE at a specific Ethiopian university. The finding was that while there were challenges related to a lack of resources and materials, there were also prospects for successful implementation through collaboration with international partners. In conclusion, the Ethiopian

higher education system is undergoing significant changes, with an increased focus on implementing MCE. Further research is needed to explore these challenges and prospects.

2.18. Empirical Studies

MCE plays a crucial role in promoting diversity, inclusion, and social cohesion within educational institutions. This section aims to overview in both comprehensive and brief terms findings from studies that investigate the practice, commitment by academic staff, and challenges and prospects of implementing MCE programs in EPU. We give an intensive discussion of key research outcomes. For example, at Addis Abeba University, researchers conducted a case study on cultural Education in EPU. Alemu (2022) identified problems in implementing MCE, including limited resources, inadequate instructor training, and resistance to more traditional teaching approaches.

Desalegn (2020) conducted a parallel study along similar lines, as does Eshetu's (2019) investigation into various manifestations of these behaviors and student participation. The effort has been focused on creating inclusive programs reflecting our pupils' diverse backgrounds. However, there is always potential for improvement in making the disciplinary integration of ethnic principles more commonplace. MCE practices have been shown to improve student involvement and academic achievement (Berhanu (2021), Desalegn Tadesse (2020), Girma Asfaw (2018). The practices of incorporating multicultural viewpoints into the curriculum in EPU vary. While some institutions work hard to integrate multicultural issues into the curriculum, others trail behind. Girma (2019) also found that outside of diversity establishment into separate units or centers, some schools do not structure any such focus.

Moreover, many empirical studies have looked at the implementation of MCE in EPU institutions. As an example, Addis (2021) did studies concerning the attitudes and practices of academics towards MCE in EPU institutions. At the same time, Assefa (2019) has focused on opportunities too. Those studies directly indicate that attitudes towards MCE vary among universities and departments; some educators view MCE as essential to convey diversity and inclusion while others regard it as a threat to traditional teaching. These empirical studies also scrutinize the obstacles and hope for the implementation of MCE in EPU institutions. Through

these studies, we learn about academics' opinions, approaches, and experiences of facilitation of MCE.

Studies identify challenges that faculty face when implementing multicultural education. Challenges include lack of resources, paucity of training opportunities to successfully include different perspectives within curricula, resistance from students and colleagues, and the need for curriculum redesign. Despite challenges, however, there are hopeful prospects for furthering multicultural education. Programs to develop faculty skills with dialogue that crosses cultures and incorporation of diverse content into subject matter encourage a stronger commitment from faculty. Emphasizing institutional support is also crucial. Availability of support like suitable policies plus proper resources and an environment celebrating diversity and inclusiveness help efforts to succeed, as pointed out by research (Meheri, 2016; Gebrehiwot, 2020).

2.19. Academic Staff Commitment in Implementing MCE

Academic staff commitment is essential to the assured success of MCE in higher education institutions. Academic staff commitment means taking a serious interest in setting equal learning spaces that are inclusive and creating programs that transcend cultural barriers. Teaching style adoption and use of pedagogy effective at pacing learning become necessary. At the same time, there is a need for constant learning and self-reflection. This ensures continuous improvement of teaching techniques to better serve diverse student groups. Costello, 2021) make it clear that the commitment of staff to diverse perspectives in their curriculums also has important impacts on the teaching and learning process. Smith et al. mention important positive effects of staff commitment.

Smith et al. (2021) also found: that when academics committed to helping to enrich diversity and inclusiveness for their students, the students reported enhancement of their competence culturally, as well as critical thinking and academic achievement. The academics who put more commitment to preparing curricula from a multicultural perspective in universities of Employment and Professional Studies (EPU) can be examined by focusing on positive

emotions (affect), commitment to continuing future work (continuance), and sense of obligation (normative).

Moreover, implementing Measure for College Equity (MCE) comes with some challenges for academics: Bottleneck et al. (2021) identified some major obstacles such as resistance to change and lack of training which hampered effective curriculum implementation. In meeting this challenge Bottleneck et al. (2021) recommended academic staff receive professional development and promote greater cultural competence to bridge barriers. In short, for academics, this curriculum means very much: facing bottlenecks and future possibilities for stepping up Equity programs in Higher Education Institutions (HEIs).

2.19.1. Affective commitment

Affective commitment means wanting to connect and identify with the goals and values of MCE. So, for example, staff members committed emotionally and actively engaged by doing things like genuinely valuing diversity of ideas and inclusivity, as well as understanding diverse cultures. Their commitment is rooted in a personal belief in the high value of a sense of multicultural diversity. Research by Reta and Tadesse (2020) has shown that such emotional commitment strengthens their motivation to do work related to MCE.

2.19.2. Continuance Commitment

Continuing commitment comes from recognizing diversity and the benefits of bringing multicultural perspectives into the curriculum. Some academic staff that have continuation strength feel a powerful internal motivation to persevere because their performance may suffer from a reduction of efforts. Commitment to teaching multicultural courses rests on layers of factors such as institutional norms, prospects in climbing senior careers, and security at their positions. Work by Kibret et al. (2021) objectives looked at what motivates academic staff to implement multicultural curricula. Their findings show a low level of motivation.

2.19.3. Normative Commitment

Normative commitment involves a sense of duty and responsibility to bring cultural diversity into the curriculum. People with normative intent believe that promoting diversity and inclusion is morally and professionally what they must do. Their commitment derives also from a sense of social justice and fair treatment for everyone. Research by Reta and Tadesse (2020), looks at normative sentiment among staff members facilitating inclusion of multicultural content.

2.20. The relationship between commitment challenges, and IMCE

Academic Commitment: Academic staff commitment is vital for the success of multicultural education. Affiliation, renewed commitment, and normative commitment all contribute to motivation and engagement for promoting diversity and inclusion, studies show. Higher commitment from professors positively affects their implementation of such education, according to studies by Reta Tadesse and Kibret and colleagues (Reta Tadesse, 2020; Kibret et al., 2021).

Challenges arise that hamper the success of Multicultural Education; these range from lack of resources to weak support from institutions and staff resistance to change. There is also some shortage of training, and hidden prejudices built into the system. These hurdles impede instruction that respects diversity and effective curriculum building. Prospects for MCE are promising and promise to highlight positive results. Engagement with unfamiliar cultures and mutual respect will be enhanced. Critical thinking is improved along with the skills to truly function easily as global citizens. Marginalized groups will also benefit from this and help prepare students for working in a highly diverse workforce. Further, national unity and cohesion will benefit. Implementing MCE can be clear and great educational advancement and transformation at various levels of society (Reta, 2020).

The relationship between the level of commitment of faculty and dealing with challenges is linked. A higher level of commitment from faculty facilitates overcoming roadblocks by building up resilience, encouraging creativity, and helping develop problem-solving skills.

Addressing those roadblocks like securing sufficient resources, development opportunities, and institutional support further elevates the commitment of faculty members. Realizing prospects depends on the commitment of faculty and whether they can take on the roadblock challenges.

2.21. Opportunities for Multicultural Education Implementation

Adopting curricula from a range of multicultural perspectives holds much promise for education and opportunities for our students are vast and exciting according to MCE. This opens the minds of learners, develops an understanding of diverse cultures and the empathy and respect necessary to engage with diverse viewpoints, and prepares them to thrive globally (Teshome, 2018). It promotes being active citizens of the world. Exposure to various viewpoints challenges students to see complex matters from different viewpoints, serves scholarly dialogue, and sharpens the tools of problem-solving and the ability to address real-world problems (Girma, 2019).

MCE can increase unity and social cohesion by elevating inclusion and equality and respecting Ethiopia's many diverse cultural heritages. It creates a promoting community that values diversity, as demonstrated by Kibret et al. (2021). Working collaboratively with different stakeholders is key to meeting challenges and realizing goals. Those stakeholders include academic staff, university administrators, government elected officials, and the broader public at large. Resourcing needs to be adequate, and institutions support to get this underway well. Training and inclusive framework are also important tools for successful implementation.

Implementing MCE fosters cultural appreciation among both students and academic personnel. Through this kind of approach, students learn about diverse cultures, traditions, and points of view to enrich a more inclusive and tolerant society. Research by Girma (2019) finds Ethiopian universities can contribute to understanding and respect when they work with MCE. Multicultural education inspires students to think deeply and look for different angles and perspectives. Skills such as empathy, open-mindedness, and communication are developed, essential traits for good citizenship. Likewise, a study by Nigussie and Alemu (2019) finds

that by implementing multicultural perspectives in course content, such skills among students can also be enhanced.

An MCE gives a stage to express the needs and perspectives of minorities in Ethiopia. It empowers students of all backgrounds by validating their identity and amplifying their voices while challenging the built hierarchy. Kibret and Alemu (2017) stress that the implementation of such measures in Ethiopian higher institutions might empower marginalized groups. Ethiopia has a plural society and requires students with vast skills to work in environments where diverse cultures mingle. Putting MCE into practice means providing students with the skills and knowledge needed to work in mixed cultural workplaces and fosters strong adaptability and cultural competence.

This study by Girma (2019) points out that multicultural education in Ethiopian universities can contribute much to better preparing students for workplaces with a broad mix of people. By recognizing and highly valuing diversity in Ethiopia, multicultural education can strengthen unity nationally and cohesion socially. Diverse backgrounds are celebrated, and those who join education feel like part of something shared and possess similar values. According to Nigussie and Alemu (2019), multiculturalism can significantly advance national unity in Ethiopia.

2.22. Strategies to Overcome Challenges of Multicultural Education

Academic staff can employ different approaches to solve the challenges of implementing (MCE) into (EPU)s. To promote success in introducing a curriculum through a multicultural lens into EPU)s, different actions can be chosen. Professional Development and Training: Academic staff should take part in professional development training and sessions focusing on (MCE). Such activities enrich their knowledge and skills and increase their awareness of diverse cultures, helping them design and deliver curricula that are inclusive effectively. Analysis by Nigussie and Alemu (2019) also shows that such development and training are critical for teachers to overcome challenges in MCE implementation.

2.22.1. Collaboration and networking

Academic staff can team up with colleagues with diverse backgrounds and from different institutions and share experiences and best practices related to implementing a multicultural focus. Collaboration builds a supportive network and opportunities to learn from each other's experiences, as recommended (Kibret and Alemu, 2017).

2.22.2. Curriculum review

Based on clear evidence academics should critically review and adjust their curriculum to incorporate views with multicultural diversity. This means critically examining content, material and evaluation methods; ensuring they reflect diverse aspects and perspectives sincerely. Regular reviews of the curriculum should spot gaps and necessary adjustments promoting inclusiveness. According to Girma (2019), such review and revision really helps to achieve successful implementation of multicultural education.

2.22.3. Motivating students to engage in learning

Students are often a crucial aspect in making learning fun and effective. Utilizing effective ways to motivate them can help turn passivity into active participation. It's important to make learning enjoyable and integrate elements of creativity, challenge and fun into the learning process. Carefully-designed assignments, interesting topic material, positive feedback – all focused on active engagement and active thinking. Understanding the strengths and preferences of each individual student is key, and providing adaptive education experiences will further drive participation. Cultivating excitement and curiosity can bring out the best in them in the classroom. Encouraging students' active involvement not only deepens their learning but also enhances what they internalize. We should continuously innovate and improve by reflecting on what is or is not effective and continue to look for new ways to keep our students on their toes. Make learning an ongoing journey of discovery where participants can climb new heights with enthusiasm and inspiration.

2.22.4. Institutional support and leadership

Strong backing by institutions shows leadership. With their support, we can reach further and become clearer about how our ambitions align with that of the institution. Leadership here is crucial; it needs to be not only strong in terms of conviction but also clear and purposeful with communication. With it, we need high standards and solutions that resonate; we want people to wake up and feel that this change we are pursuing is theirs too. Warm support from institutions touching the soul and hearts of our team will allow them to lead with confidence and authentically, leading to a bigger accomplishment of mission being bigger than just mission and meaning aligning in spite including institutional backing.

To support MCE, programs such as EPU need to give support at the institutional level and demonstrate strong leadership. This involves putting resources into place, making clear priorities concerning diversity and inclusion and fostering a warm environment for teachers. Mr. Girma (2019) puts emphasis as well on strong institutional support for successful implementation of MCE.

2.22.5. Accessible resources and materials

Faculty members need to provide resources and materials accessible to students from diverse linguistic and cultural backgrounds. This might mean translating materials and utilizing digital resources or incorporating diverse sources and media into the curriculum. As Girma (2019) affirms highly accessed resources will produce a successful implementation of multicultural education.

2.22.6. Enhancing cultural relevance and competence

Offering cultural competence training to faculty members makes them better at handling diverse classrooms and engaging deeply with students from diverse backgrounds. This training empowers them to understand and work with cultural differences, support inclusivity, and improve communication among people from diverse cultures. In summary, Girma (2019) shows how assessment and evaluation must be culturally attuned to ensure the technique succeeds in this way.

2.22.7. Assessment and evaluating effectiveness

Diverse assessment methods must match the values of multiculturalism. Faculty should design assessments that show that students grasp various perspectives and exhibit sensitivity to cultures. Performance evaluation of curriculum effectiveness in fostering MCE is also quite important in pursuing continuous enhancement. As Girma (2019) explains, good assessment and examination are fundamental to ensuring success.

2.23. Conceptual Framework of the Study

This section's focus is to summarize the concept of culture, curriculum, IMCE, models, and theoretical framework of IMCE, approaches of MCE, and MCE theory. Accordingly, effective IME at all levels needs three major factors. Those are the organization, the people, and the program. In this study, the researcher tried to address the theoretical framework of Multicultural Education Dimension Implementations (MCEDI).

To this end, critical MCE theory supports this study due to its relevance to diverse cultures and intercultural students in society and its application in educational programs, pedagogic steps, social relations, and democratic initiatives in educational settings (Laren, 2003). Thus, the present study adopted the following conceptual framework based on the variables of the study:

The topic of the study is "Academic Staff's commitment, challenges, and Prospects in implementing MCE in EPUs". In this case, we can understand that there are five main variables in this study. Those are academic staff's commitment (affective, continuance, normative), challenges (institutional factors, academic staff-related factors, and resources-related factors), prospects, strategies, and IMCE (content integration, equity pedagogy, knowledge constriction, prejudice reduction, and empowering school culture). Those variables are independent and dependent, respectively. The independent variables are the academic staff's commitment, challenge, and prospects; demographic factors are the dependent variables. While another variable, like biodata, may affect the study, may be controlled and confounding variables.

To sum up, IMCE's five dimensions are the dependent variables in this present study, while the academic staff's commitment, challenges, and prospects are independent variables. Therefore, in this study, it is argued that the implementation of MCE is dependent on those independent variables, including demographic variables. Thus, this current study is guided by the following diagram as the conceptual formwork.

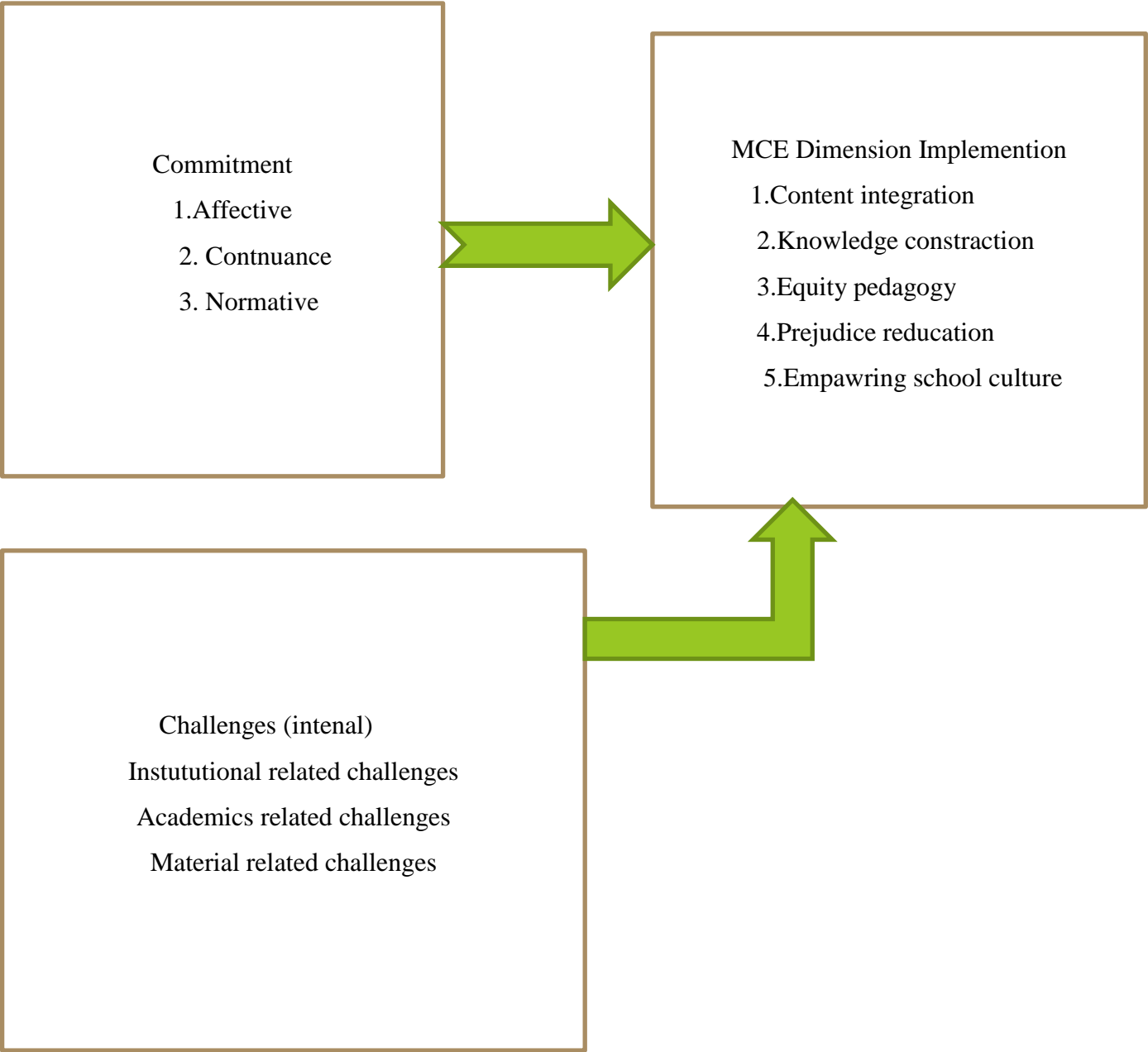


Figure2 :Conceptual Fremwork of the Study

2.24. Summary of Related literature Review

In the current study, the predictor variables are commitment (Affective, continuance, and normative), challenges,(institutional challenges, materials, and criterion variable is Dimension of Multicultural Education Implementation (DMCEI) namely contentment integration (CI), knowledge construction (KC0, equity pedagogy (EP), Prejudice Reduction(PR), and Empowering School structure (ESC) heteronomous and autonomous evaluation of academic achievement.

Hence, a review of related literature was conceptualized from their respective theories and perspectives, respectively. Throughout the review, the researcher came across various empirical results and noticed consistent findings, consistency, and contradictions regarding the topic under exploration. Finally, the researcher's position in the literature, reflection, and conclusions were indicated as follows. Academic staff commitment, challenges, and prospects factors have been extensively recognized as being very vital for successful Multicultural education Implementation.

Moreover, a review of related literature developed based on the objective of the study is discussed in short. To this end, the researcher used accessible literature sources such as books, journal articles, policy documents, and online internet materials. In line with the topic, most of the researchers tried to identify some gaps, differences, and similarities from scholars' points of view that are contradictory and controversial in line with models of MCE implementation and theories of multiculturalism based on the ideas that have been founded in literature. From the literature, there are contents and knowledge gaps with the implementation of MCE because the studies that were conducted on diversity management, MCE, and curriculum implementation were exceptional and they did not address academic staff commitment, challenges, and prospects in DMCEI in EPUs.

There are also contradictory ideas from scholars on issues such as models of MCE implementation, approaches to MCE, theories of multiculturalism, and some common ideas on the implementation of MCE. However, all of them agreed on the implementation issues, but their difference is the means of implementing the MCE in an educational setting. From this argument, the researcher has agreed on the dimensions and approaches to MCE related to the study's topic. The reason is that it starts with the academic staff, the curriculum developer, the adapter, and the implementer, like teachers and students in the implementation of the curriculum. Finally, international, and local studies have mentioned both negative and positive factors related to MCE implementation. However, these studies do not specifically focus on academic staff's commitment, challenges, and prospects in the implementation of DMCE. Therefore, this study aims to fill the practical, policy, and knowledge

3. RESEARCH DESIGN AND METHODOLOGY

The previous chapter provided a thorough review of the literature, focusing on the core research questions and objective of the study. This chapter dealt with the study area, research paradigm, research approach, research design, data sources, population, sample size, sampling techniques, data collection tools, and procedures of data collection. Additionally, validity, reliability, the trustworthiness of data, and data analysis techniques were discussed. Finally, ethical considerations relevant to the study were also addressed in this chapter.

3.1. Description of Study Area

The Federal Democratic Republic of Ethiopia (FDRE) oversees more than fifty public universities across the country. This study was conducted in a selection of these universities by using cluster random sampling based on differentiation criteria made by MoE. The universities were chosen based on their classification by the FDRE into categories such as research universities, applied science universities, comprehensive universities, and technology universities (MoE, 2020).

Differentiation

Table 2 2: Summary of Universities Based on Differentiation

Research Universities	Universities of Applied Sciences	Comprehensive Universities	Technology Universities
Haramaya University	Ambo University	Oda Bultum University	Adama Science and Technology University (ASTU)
AddisAbaba University	Arsi University	Werabe University	Addis Ababa Science and Technology University (AASTU)
Jimma University	Jigjiga University	Salale University	
University of Gondar	Aksum University	Injibara University	
Hawassa University	Samara University	BuleHora University	
Bahir Dar University	Wolaita Sodo University	Raya University	
Mekelle University	Dire Dawa University	Wachemo University	
Arba Minch University	DebreBerhan University	Adigrat University	
	Wallaga university	Debarq university	
	Kabridahar university	Dambdolo university	
	Borana university		
	Assosa University		

The study settings were determined based on the differentiation structure of Ethiopian universities, with the researcher carefully selecting six universities according to these criteria. Accordingly, from the Research Universities; Hawassa University (HU), Haramaya University (HrU), and from Applied Universities; Dire Dawa University, (DDU) Jigjiga University (JJU), Wolaita Sodo University (WSU), and Wallaga University (WU) were selected as samples of the study. A brief introduction to each of the selected universities is essential.

Hawassa University (HU), the university currently has a student population of over 32,000 enrolled in 309 academic programs, including 103 undergraduate programs, 195 graduate programs (141 master's and 54 (PhD), 11 medical specialty programs, and 1446 academic staff on duties. Recently, the university was recognized by MoE as one of the eight research universities in Ethiopia and is striving to become one of the top 10 research universities in East Africa by 2030. With this goal in mind, HU is committed to providing advanced-level multidisciplinary education, conducting problem-solving research, and offering research-informed services to the community (Annual plan HU, 2023).

Haramaya University (HrU), one of Ethiopia's most esteemed institutions, was established in the 1950s as the Imperial Ethiopian College of Agricultural and Mechanical Arts (IECAMA) with support from Oklahoma State University and the Ethiopian government. Initially focused on agricultural education and extension services, HrU awarded its first B.Sc. degrees in 1957 and gradually expanded its programs to include diverse fields such as Plant Sciences, Animal Sciences, and Agricultural Economics. Over the years, it has grown significantly, now offering 211 academic programs across undergraduate, postgraduate, and specialty certificate levels, with a student population exceeding 30,000 and a robust faculty and administrative staff. (Annual Plan HrU, 2023).

Dire Dawa University (DDU), established in 2007 in eastern Ethiopia, aims to expand access to higher education and support national development. Starting with 754 students in three faculties, it has grown into a multidisciplinary institution with one Institute of Technology and five colleges, offering 47 undergraduate and 46 graduate programs. With over 21,159 students and 1,296 academic staff, including 21 expatriates, DDU prioritizes science and technology

education, aligning with Ethiopia's industry-led economic strategy. The university continues to enhance its research capacity and infrastructure while maintaining a diverse academic environment (Annual Plan of DDU, 2023).

Wolaita Sodo University (WSU), established in 2007, is public university located 315 km from Addis Ababa, dedicated to quality education, research, and community engagement. With over 30,000 students and 1,013 academic staff, WSU offers diverse undergraduate, graduate, and specialist programs across six colleges and four schools, delivered through various study modes. The university has invested significantly in expanding infrastructure and interdisciplinary research, fostering an intellectually stimulating environment. With campuses in Gandaba, Otona, Boditti, and Tercha, WSU continues to grow as a key institution in Ethiopia's higher education landscape (Annual Plan of WSU, 2023).

Jigjiga University is situated in the Somali Regional State of Ethiopia, serving as the capital of the region. It is about 635 km from Addis Ababa and 108 km from Harar. Established in 2007, the university includes the College of Education and Behavioral Sciences (CEBSs) and Social Sciences and Humanities, each with four departments. Additionally, the College of Social Sciences and Humanities (CSSH) was founded in 2007, offering degree and MA programs through its six departments. The college is staffed by 53 male and 6 female instructors, totaling 59 instructors as of the annual plan for JJU in 2023.

Over the years, the intake capacity has steadily increased. Presently, the institution boasts a student population of 21,554 enrolled in 57 diverse academic programs. Additionally, 627 post-graduate students are pursuing six academic programs. These programs are offered through eight colleges, three schools, and an institute by 963 academic staff (Annual Plan of JJU, 2023).

Finally, Wallaga University (WU), a public institution established in 2007, is located in Nekemte, 310 km west of Addis Ababa, with additional campuses in Gimbi and Shambu. It began with 851 students and has since expanded to offer 82 undergraduates, 45 graduates, and 5 PhD programs across its faculties of education, business and economics, natural sciences,

and social sciences. With a strong commitment to teaching, research, and community service, WU employs 1,113 academic staff and emphasizes student-centered learning while fostering regional development through academic excellence and stakeholder collaboration (Annual Plan WU, 2023). For more details, the following map indicates the location of each university.

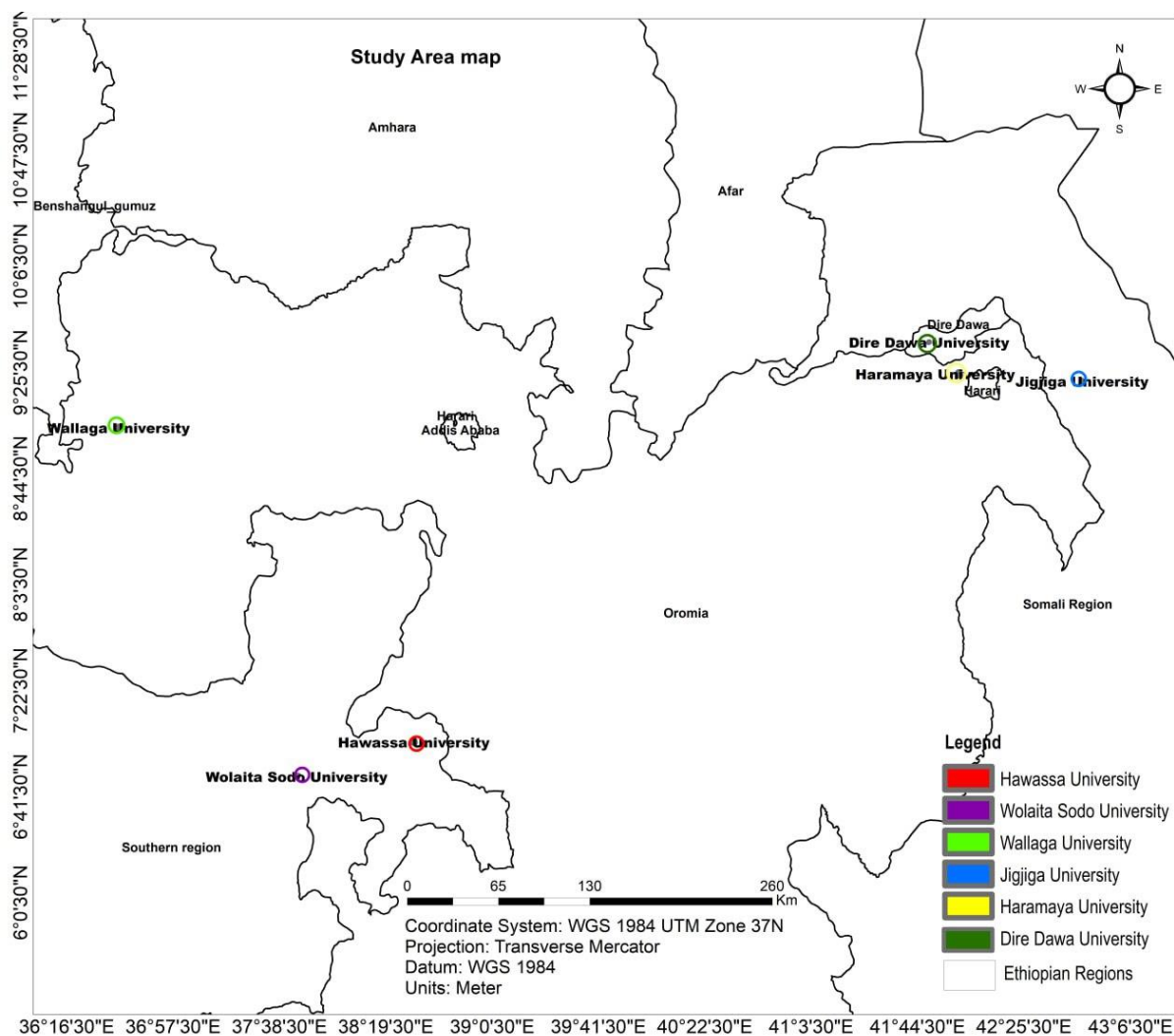


Figure 2: Map of Study Area

3.2. Research paradigm

The philosophical assumptions of researchers impact the research process. Researchers need to be aware of and document their underlying assumptions throughout the investigation to ensure transparency and rigor (Creswell, 2018). According to Morgan (2007), paradigms are systems of beliefs and practices that influence researchers' choice of questions and methods. Research paradigms, such as constructivism, positivism, and pragmatism, guide researchers in terms of ontology, epistemology, methodology, and axiology (Johnson, 2014). These paradigms help novice researchers align their choices with their values and foster connections between researchers with similar beliefs

A research paradigm refers to a set of beliefs and worldviews that can evolve, encompassing shared beliefs, values, and techniques within a community. All studies are based on philosophical assumptions that determine valid research and appropriate research methods. To effectively conduct and evaluate a study, a clear understanding of these assumptions is crucial. Research paradigms also reflect our beliefs about the world and shape researchers' perspectives. Researchers must identify their ontological and epistemological positions, which influence the chosen methodological approach, as all three aspects are interconnected (Yin, 2011; Johnson, 2014).

Moreover, Creswell (2014) classifies research paradigms into three categories: positivism, interpretive, and mixed pragmatism. Each paradigm offers a unique perspective that guides researchers in their quest for knowledge. Research philosophy aligns with the concept of reality (ontology), which serves as the foundation for our understanding of the social world. Epistemology, methodology, phenomenology, discourse theory, and other frameworks are used to grasp this reality. The primary methods of data collection involve observations and interviews. A paradigm can be seen as a set of core beliefs that shape an individual's perspective.

There are different paradigms in research, such as positivism, post-positivism, constructivism, critical realism, and pragmatism. Accordingly, it is important for researchers to explicitly state their ontological and epistemological positions and align their methodological approach with their philosophical beliefs. Research methods should not be seen as mere technical exercises, but rather to explore the world. The philosophical assumptions underlying research shape the research process, including the researcher's worldview, method selection, and interpretation of results. Therefore, it is crucial to acknowledge and consider these assumptions when conducting research (Yin, 2011).

This assumption suggests that knowledge can be obtained through objective observation and measurement. In the positivist paradigm, the researcher aims for objectivity, generalizability, and causality in their studies. They rely on quantitative data and employ deductive reasoning in contrast to positivism; interpretive emphasizes the subjective nature of human experiences and the importance of understanding social phenomena from the perspective of individuals involved. Interpretive researchers use qualitative methods such as interviews, observations, and textual analysis to explore meanings, values, and social constructions (Creswell, 2018; Johnson, 2014).

Moreover, pragmatism emphasizes the practicality and usefulness of research. Pragmatist researchers are open to multiple research methods and approaches, depending on the research question and context. They prioritize the application of research findings to real-world problems. It is important to note that these assumptions are not mutually exclusive, and researchers may draw from multiple philosophical perspectives in their work (Yin, 2011). For instance, Positivism (Ontology) is in which objective(single) reality, is apprehended in a sense impression, Epistemologically, which is objective and value-free truth while Constructivism (Ontological) relativism local and specific realities are constructed and shaped by sociohistorical, socio-contexts and values crystallized as a result, Epistemology, subjectivist, truth is context bounded, value-laden and socially constructed, methodologically phenomenological, and causality and complex causality; circular causality(Creswell,2014).

A research paradigm is a perspective held by a community of researchers based on shared assumptions, concepts, values, and practices. Pragmatist 'worldview' is most popular for mixed method research because the research question should guide the methods used rather than a research paradigm and particularly not a paradigm that maintains the positivist-constructivist divide (Creswell and Clark, 2018).

Therefore, this study followed the pragmatic philosophical assumptions. This is because, the mixed research design employed pragmatic philosophical assumptions both quantitative and qualitative by focusing on ontological, epistemological, axiological, and methodological, strategies, and approaches that the investigator subscribed to guarantee the mixed research design (Yin, 2011). Moreover, Creswell and Clark (2011) state that pragmatism has often been identified in the mixed-methods research literature as the appropriate paradigm for conducting mixed-methods research. Morgan (2007) also argues that pragmatism emphasizes creating 'shared meanings and joint action' (Morgan, 2007. p. 67), pragmatism emphasizes the complementarities natures of quantitative and qualitative approaches to produce a more credible reality out of the strengths of the two approaches offsetting the weaknesses prevalent in both approaches and it was applied based on the nature of research questions, types of data used and research design. The adopted philosophical assumption is summarized in Table 3

Table 3 3: Summary Study Paradiam

No	Criteria	Positivism	Constructivism	Pragmatism
1	Ontology	Single reality (measured), objective, facts(realism) ,	Multiple reality (Relativism), subjective	Context based
2	Epistemology	Knowledge gain through Scientific methods	subjective(researcher respondents understanding	and Gaining practical ways, knowledge as practical and useful
3	Axiology	Setting based	Setting based	Setting based
4	Lexicology	Use simple, clear and understandable words	Use simple, clear and understandable words	and Use simple, clear and understandable words
5	Design	Fixed	Fixable	Fixed/fixable
6	Methodology	Survey	Narrative	Survey-narrative
7	Method	closed -ended questionnaires Statistical analysis	semi-structured interview, open-ended questionnaires ,observation, document review, narration analysis	Mixed
8	Strategy	Deductive	Inductive	Deductive-Inductive

Source:Developedbyresearcher,2024

3.3. Research Approach

The research approach is a systematic plan that outlines the steps and methods to be followed in conducting a research study. It provides a clear roadmap for researchers to address their research questions and achieve their objectives (Creswell and Clark, 2011). The research approach serves as an overall strategy that guides the researcher in collecting and analyzing data. It involves making decisions regarding the type of data to be collected, the methods of data collection, and the analytical techniques to be used (Smith et al., 2021). The choice of data collection methods depends on the research questions and objectives. Common methods include surveys, interviews, observations, and document analysis. Researchers should carefully select the most appropriate method(s) that aligns with their research goals and ensure the validity and reliability of the data collected (Jones and Brown, 2022).

Sampling refers to the selection of a subset of individuals or units from a larger or smaller population (Creswell, 2018). Researchers must carefully consider their sampling strategy to ensure that the sample is representative of the population and allows for the generalization of findings. Common sampling techniques include multistage random sampling and purposive sampling (Garcia et al., 2023). Data analysis involves organizing, interpreting, and drawing conclusions from the collected data. Researchers can use various statistical and qualitative analysis techniques based on the nature of the data and research questions. Popular data analysis methods, including descriptive, inferential, and thematic analyses, were used in both quantitative and qualitative approaches (Lee and Smith, 2020).

The present study adopted a quantitative and qualitative research approach to conduct a successful research study. By carefully considering the research design, data collection methods, sampling strategy, and data analysis techniques, researchers can ensure the validity and reliability of the findings. It is important to adapt the research approach to suit the specific needs of each study and to stay updated with recent developments in the field.

In short, sticking to only one approach to quantitative data or qualitative data has been facing a heated debate. That is why, in pragmatic-oriented research, it has been long acknowledged that

the use of a mix of the two is quite instrumental to rid of their weaknesses and reap their strengths to depict the exact reality of the participants (Cohen, 2013; Creswell, 2014; and Creswell and Plano Clark, 2011), be it in cross-sectional, longitudinal, cross-cultural, and inter-language pragmatic research, for example. Hence, this research was pragmatic research which is why it utilized both quantitative and qualitative approaches to meet its purpose.

3.4. Research Design

A research design is the conceptual frame, a plan, or a blueprint is how one intends to conduct the research and is governed by the notion of 'fitness for purpose'. Research design integrates both quantitative and qualitative methods of inquiry to be conducive to the richness and quality of evidence (Creswell, 2018). This is why the mixed-methods approach is used in the collection of data, which gives a better understanding of the problem and increases the validity and credibility of research findings.

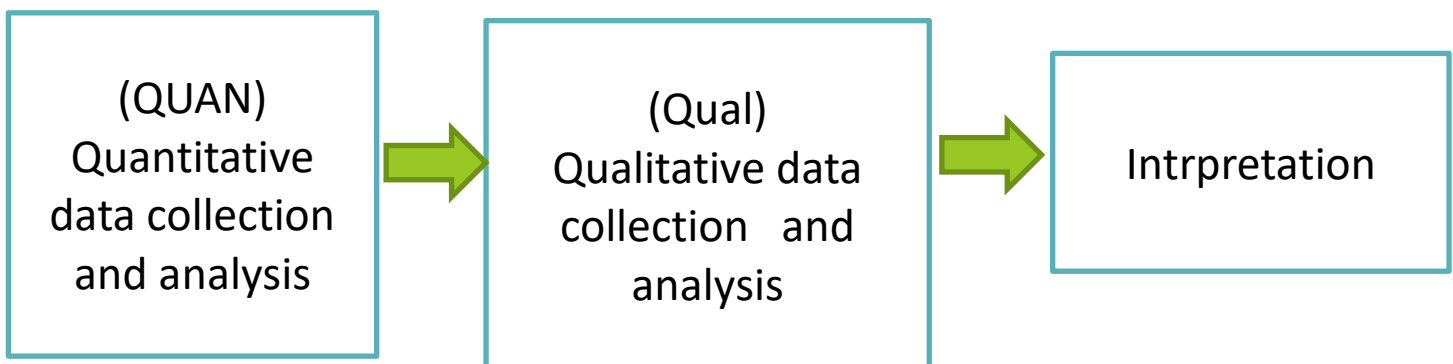
The other basic reasons for using both quantitative and qualitative methods in combination are that they provide a better understanding of the research problem and questions. Bringing rigor and richness to the data collected for exploring issues in multiple data collection. Triangulation of data sources and supporting finding authentication and to address the weakness of another approach, it is also relatively new as an accepted research design and provides a better understanding of research problems and seeks to build on the strengths of both quantitative and qualitative data (Creswell and Plano Clark, 2007; Creswell, 2009; Creswell, 2012).

Moreover, quantitative data, such as scores on instruments yields specific numbers that can be statistically analyzed, produces results to assess the frequency and magnitude of trends, and provides useful information to describe trends about a large number of people. However, qualitative data, such as open-ended questions, semi-structured interviews, observation checklists, and document analysis provide the actual words of people in the study, offer many different perspectives on the study topic, and provide a complex picture of the situation. When combining both quantitative and qualitative data, we have a powerful mix (Miles and Huberman, 1994).

For this study, mixed research design is adopted because a combination of qualitative and quantitative approaches is important to provide more complete and thorough data than approach alone.

Moreover, there are six mixed-method designs, with the first four being the basic designs in use today and the last two being complex designs that are becoming increasingly popular. The designs are: (1) convergent parallel design; (2) exploratory sequential design; (3) explanatory sequential design; (4) embedded design; (5) trans-formative design; and (6) multi-phase designs (Creswell, 2014). From these, the researcher adopted an explanatory sequential design. The reason is the nature of the data sought, the sequences of data collection necessary, and the data analysis technique adopted all corresponds with the pragmatism paradigm adopted above. The explanatory sequential mixed methods design adopted helps the researcher first collect quantitative data and then collect qualitative data to elaborate on the quantitative results through more analysis, to refine, extend, or explain the general picture (Creswell, 2007; Creswell, 2012; Johnson and Christens, 2017).

In the explanatory sequential research design adopted, the researcher places a priority on quantitative data (QUAN) collection and analysis. This is done by introducing it first in the study and having it represent a major aspect of data collection. The reason for this is that quantitative data and their subsequent analysis will provide a general picture of the study. A small qualitative component typically follows in the second phase of the research. The explanatory sequential design researcher collects quantitative data first in the sequence. This is followed by the secondary qualitative data collection and then the interpretation of the data of qualitative data. In explanatory sequential research design, the researcher places a priority on quantitative data (QUAN) collection and analysis by using the following diagram.



Figures 3 3: Explanatory Sequential Research Design (Source: Creswell, 2018)

This is done by introducing it first in the study and having it represent a major aspect of data collection. The summary of the adopted explanatory sequential research design is provided in table 4

Table 4 4 :Summary of the Research Design

No	Criteria	Quantitative	Qualitative	Mixed
1	Purpose	Cause and effect	Phenomena	Both
2	Paradigm	Positivism	Constructivism	Pragmatism
3	Methods/	Survey (one-shot)	Narrative	Mixed
4	Tools	Questionnaires	interview, observation, and document review	Both
5	Sample	Multiple-stage, simple random sampling	Purposive	Both
6	Methods of analysis	Descriptive, inferential	thematic and narration	Both

Sources: Developed by researcher ,2024

Thus, the present study employed a mixed research design specifically, an explanatory sequential research design .In this approach, the researcher collected both quantitative and qualitative data sequentially in two phases, with one form of data collection informing the other.

Regarding the weight of each method, greater emphasis was placed on quantitative data in the first phase, while qualitative data received minor emphasis in the second phase.The rationale for using this mixed research design was the quantitative data and their subsequent analysis using a general understanding of the research problem.

This integrated approach allow for a more comprehensive understanding of how the study is structured and conducted. Research design encompasses the overall strategy that outlines how

the research objectives will be achieved, including the selection of methods for data collection, analysis, and interpretation.

3.5. Sources of Data

The purpose of the study was to provide information and a deeper understanding of the academic staff's commitments, challenges, and prospects in implementing MCE in EPU. This section discusses both primary and secondary data sources.

3.5.1. Primary sources of data

The study collected quantitative and qualitative primary data through self-administered questionnaires, both closed-ended and open-ended data were obtained from 396 academic staff and semi-structured interview guides from 18 academic leaders, 2 curriculum experts from MoE, 6 student councils from six from selected universities to meet the purpose of the study. In other words, the primary sources of data were observations. The primary source of data is first-hand information, which is obtained from human beings. The primary data for this study was also collected from academic staff, academic leaders, curriculum experts, students, and observation by using Likert scale questionnaires, semi-structured interviews, and observation checklists, respectively.

3.5.2. Secondary sources of data

Secondary sources of data refer to information obtained from documents compiled by others. In this study, secondary data sources included undergraduate curricula, higher education policy documents, universities mission, and values and other written materials relevant to the study's objective. Additionally, secondary sources were used to supplement and verify data collected from primary sources in both quantitative and qualitative approaches.

3.6. Population, Sample size, and Sampling Techniques

This section discusses the study's population, sample size, and sampling techniques.

3.6.1. Population of the study

The researcher conducted in Ethiopian public universities in accordance with the differentiation policy statement (MoSHE, 2020), based on their mission accomplishment and potential. According to the old Ministry of Science and Higher Education (MoSHE), which has been incorporated into the MoE, had 50 public universities at the time data was collected. These universities were divided into five generations depending on their years of foundation (MoE, 2018). Then, MoSHE (2020) classified them as research universities, comprehensive universities, applied universities, and technological universities.

However, due to security concerns, 15 universities remained anonymous, 11 institutions were discovered in the Amhara region, four in the Tigray region, and two of the pilot testing universities from research (AAU) and Applied University (AU) were excluded from the main study. The researcher used multi-stage selection approaches to pick participants from the study's target demographic at the university, college, and department levels. The researchers used a simple random selection technique to select six universities among 34 public universities, ensuring that each university had an equal and independent chance of being chosen as a study sample.

Furthermore, the target population of this study included the academic staff, academic leaders, students' council of the research and applied universities of EPU, and MoE curriculum experts. The population of this study included the academic staff, academic leaders, and student council from six selected universities, and curriculum experts from MoE are included in this study. The total population of staff and leaders in EPU was 6,597 academic staff during the period of this study.

3.6.2. Sample size

Many formulas are used to determine the sample size. However, in this study, the Yamane formula (1967) at 95 confidence levels was used. Since the target population, N is known; the study used the 1967 formula to determine the sample size, n , from the study population, N , and e , which is the probability of error within the desired precision of 0.05 for a 95% confidence level. In our case, the target population is 6,597 academic staff, from which the

sample size is determined to be 388. Stratified proportionate random sampling techniques (education status, gender, experience, and religion strata) were used to select a sample of academic staff from the six EPUs. In the end, the selection of the stated academic staff from each HEI was made through a simple random sampling technique by using the name list of the academic staff collected from each of the six EPUs.

Therefore, the following simplified formula (Yamane, 1967) at a 95% confidence level and level of precision of 5% (0.05) will be used to determine the sample size.

$$\text{Sample size (n)} = \frac{N}{1+N(e)^2}$$

Where; n = Desired sample size,

N = Total population

e = margin of error set at 10% ; e contains the value 5%

Source: Yamane, 1967

6,597

n = _____

1 + 6,597 (e)²

$$n = 388 = \frac{6,597}{1 + 6,597 (0.05)^2}$$

It is difficult and complex to study at all the universities in Ethiopia. From the research universities and applied science universities, six public universities were selected based on cluster sampling which is based on the MoE criteria of differentiation. Then, college and individual respondents were selected by stratified sampling techniques followed by simple random sampling and lottery methods to give all respondents an equal chance.

The sample used for this study consisted of 388 academic staff out of the total target population of 6,597 academic staff who are currently teaching at six universities. Academic staffs were selected using a stratified random sampling technique to draw various sub-groups or strata. Additionally, 18 academic leaders from six universities and two curriculum experts from MoE were selected purposefully. They have rich knowledge and experiences, and their

relevance is in line with the intent of the study, i.e., to get access to deeper and richer data. The entries for population and sampling techniques are summarized in Table 5 below.

Table 55: Population, Sample Size, and Sampling Techniques for Quantitative

S.N	University	Targeted Participant	Population	Sample Size	Sampling techniques
1	HU	Academics staff	1446	85	Cluster sampling followed by Simple random sampling
2	HrU	Academics staff	1189	69	Cluster sampling followed by Simple random sampling
3	WU	Academics staff	1,113	65	Cluster sampling followed by Simple random sampling
4	WSU	Academics staff	1013	60	Cluster sampling followed by Simple random sampling
5	DDU	Academics staff	873	52	Cluster sampling followed by Simple random sampling
6	JJU	Academics staff	963	57	Cluster sampling followed by Simple random sampling
Total			6,597	388	

Source: Developed by research, 2024

This table summarizes the participant information and sampling methods used in the study. The targeted participants were academic staff across six universities, with a total population of 6,597 and a sample size of 388. The sampling technique employed combined cluster sampling with simple random sampling, ensuring a representative selection of participants from each university ,

Table 6 6: The Illustration of Population and Sampling Techniques for Qualitative

S.N	University	College	Academic staff (N)	leaders Size	Percentage	Sampling techniques
1	HrU	CEBS	1	1	100	Purposive sampling
		CSSH	1	1	100	
		COBE	1	1	100	
2	HU	CSSH	1	1	100	
		CEBS	1	1	100	
		COBE	1	1	100	
3	WU	CEBS	1	1	100	
		CSSH	1	1	100	
		COBE	1	1	100	
4	WSU	CEBS	1	1	100	
		CSSH	1	1	100	
		COBE	1	1	100	
5	DDU	CEBS	1	1	100	
		CSSH	1	1	100	
		COBE	1	1	100	
6	JJU	CEBS	1	1	100	
		CSSH	1	1	100	
		COBE	1	1	100	
Total			18		100	

Source: Developed by Researcher, 2024

This table summarizes the academic staff leaders across various universities and colleges. It lists the colleges within each university, alongside the number of academic staff leaders (N), the sample size(n), the percentage of representation, and the sampling technique employed. The purposive sampling technique was used at HrU, while other universities applied a similar approach across their colleges. The total number of academic staff leaders across all universities was 18, with each group representing 100% of their respective sample.

3.7. Instruments of Data Collection

Instruments of data collection for both quantitative research methods and qualitative research were used. For the quantitative data collection, a questionnaire was used, while for the qualitative data collection, a semi-structured interview, observation, and document review were used. Hence, both qualitative and quantitative data were gathered through closed-ended questionnaires, semi-structured interviews, and document reviews from sample EPUs based on the nature of research questions (Johnson, 2014; Creswell, 2009). These instruments are fit for this purpose as the study followed the mixed method (Cohen *et al.*, 2007).

3.7.1. Instruments of data collection for quantitative data

A Likert scale questionnaire which has 5 sections was designed and employed to collect relevant information from academic staff on commitments, challenges, and prospects of implementing MCE in EPUs. The first section deals with the background information about the respondents (7 items). The second section is related to the practices of the MCE (15 items) developed by the researcher based on the literature. The third, fourth, fifth, and sixth sections deal, respectively, with academic staff's commitment towards MCE implementation (15 items), adapted from Mayer 1973. (Challenges (15 items), prospect (2 items open-ended) strategies (2 items of open-ended questions), and demographic factors related to MCE implementation (7 items) developed by the researcher. The questionnaires were distributed to 396 academic staff from six public universities. For the questionnaires which was constructed by researcher reliability and validity of the tools was checked during pilot test stage and at the final stage of the study.

3.7.2. Instruments of data collection for qualitative data

Interview guides, observation, and document reviews were used for qualitative data collection.

3.7.2.1. Interview guides

The purpose of the interview in this study was to collect a more complementary view of academic staff's commitments, challenges, and prospects in implementing MCE in EPUs to stabilize questionnaires, observation, and document review responses triangulate and

complement the purpose combination of the basic themes. In line with this, interview data helped explain survey outcomes across the data (Robsan, 2011; Graham, 2007). A semi-structured interview was conducted with 18 academic leaders and 2 curriculum experts from MoE and 6 student councils to gather information on the major contents of academic staff's commitment, challenges, prospects, and strategies for IMCE in EPU.

An interview guide was developed based on a thorough review of relevant literature, aligning with the core research questions. The data about the key aspects of implementing MCE in EPU was collected through interviews. The interviewees were coded as follows: Haramaya University interviewee one (p1), Haramaya University interviewee two (p2), Haramaya University interviewee three (p3), Hawassa University interviewees one (p4), Hawassa University interviewee two (p5), Hawassa University interviewee three (p6), Wallaga University interviewee one (p7), Wallaga University interviewee two (p8), Wallaga University interviewee three (p9), Wolaita Sodo University interviewee one (p10), Wolaita Sodo University interviewee two (p11), Wolaita Sodo University interviewee three (p12), Dire Dawa University interviewee one (p13), Dire Dawa University interviewee two (p14), Dire Dawa University interviewee three (p15), and Jigjiga University interviewee one (p16), Jigjiga University interviewee two (p17), Jigjiga University interviewee three (p18). To ensure confidentiality, curriculum experts were coded as Expert One (EX19) and Expert Two (EX20), and six student councils SP21, SP22, SP23, SP24, and SP25 were also used.

Accordingly, semi-structured interview question guides were prepared for 18 academic leaders in the six universities and two experts from MoE face-to-face interviews for 30–40 minutes. The English language was used because the researcher believes that respondents can understand the language and elucidate it. Moreover, a semi-structured interview provides flexibility for participants to give their opinions and the opportunity to express their feelings, awareness, problems, and intentions. It also provides the desired information and gives freedom to talk about what the respondents seem related to the implementation of the MCE dimension in HE. Accordingly, the interview was tape-recorded, taking hand notes, transcriptions, and writing verbatim to increase the quality of the data, findings, and why this result was obtained.

3.7.2.2.Observation

Observation is an important tool that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data in the actual setting (Creswell, 2018). In addition, Wellington (2015) noted that observation is used for it provides the opportunity to gather information from naturally occurring social conditions rather than reported data. In this case, the researcher was used a structured observation checklist, which allows for systematic data collection by outlining specific events to be recorded. The combination of structured tools and qualitative notes provides a comprehensive view of the environment and the participants' interactions, facilitating a deeper analysis of the study.

Hence, the purpose of the observation in this study was to get additional data secured through other data-gathering tools regarding the academic staff' commitments, challenges, and prospects in implementing MCE dimension in EPU's on teaching facilities in university compound inline diversity issues and classrooms events, one session each universities and also to check up on the reelection of MCE issues in the teaching and learning process as well as in the university. The observation type was participant observation because the researcher was conspicuously and for a longer time observing the phenomenon in the classrooms as well as out of classrooms. The observation was guided by six items developed by researcher based on objective of the study in undergraduate level. Items or phenomena to observe were allowed to emerge from the context during field work.

3.7.2.3.Document review

For the purpose of cross-checking and supplementing data obtained through the questionnaire interview and related documents were reviewed. Documents have a vital role in helping researchers be aware of the insiders of the events. So, the researcher was used a document review with particular content analysis on the major issue of MCE course HE policy, Ethiopian education Road Map(MoE,2018), universities vision, mission, values from each universities websites in the sampled universities .In line with this, university mission, policy

guidelines of HE, MCE course, multicultural issues and other written documents in line with multicultural activities were investigated based on the research questions of the study .It can give an expert understanding of the available data, and it is also relatively cheap . Accordingly, the documents were collected, organized, and analyzed in order to increase the quality of the data, findings, and conclusion of the study (Bryman, 2012).

3.8. Validity and Reliability of Instruments

In this section, the validity and reliability of instruments for the quantitative phase and the trustworthiness of instruments for the qualitative phase were explained

3.8.1. Validity and reliability of instruments for the quantitative phase

Triangulation of data from various tools and pilot tests were conducted to enhance reliability and validity. To ensure the quality of the quantitative data, the questionnaire's face validity and content validity were checked by three senior experts in the curriculum from Ambo University and AAU. They offered essential comments before the administration of the questionnaire.

Issues of content validity related to how well the survey questions corresponded to the research objectives (Brown, 2000). The key issues associated with construct validity were the quality of the instrumentation, the degree to which it was pilot-tested, and how well it was developed. Besides a pilot test study of a small sample of 15 academic staff and 15 academic staff from AAU and Ambo University was conducted before the actual data was collected to ensure the reliability of the instruments. The reliability, especially the internal reliability of the data, was checked, and entered SPSS 26 for the Cranach alpha reliability coefficient (John, 2014; Creswell, 2009). Thus, the following table 5 indicates the reliability of the data

Table 7 7: Reliability for Quantitative Data

Variables Scale and subscales		Plot study			Main Study			
		N	Items	Values	N	Items	Items Value	
Overall	Commitments (C)	N	19	0.928	396	19	0.844	
Specific	Affective (AC)	30	5	0.795	396	5	.791	
	Normative (NC)	30	8	0.905	396	8	.0750	
	Continuance (CC)	30	6	0.73 1	396	6	0.910	
Overall	DMCEI	30	25	0.936	396	25	0.841	
Specific	Content integration	30	5	0.781	396	5	0.782	
	Knowledge construction	30	5	0.812	396	5	0.863	
	Equity pedagogy	30	5	0.912	396	5	.877	
	Prejudice reduction	30	5	0.742	396	5	.876	
	Empowering school culture	30	5	0.913	396	5	.854	
	Overall	Challenges	30	12	0,810	396	12	0.815
	Specific	Institutional related challenges	30	4	0.751	396	4	0.800
Academic staff related challenges		30	4	0.812	396	4	0.785	
Resources related challenges		30	4	0.911	396	4	0.862	

Source: Survey, 2024

3.8.2. Trustworthiness of instruments for qualitative phase data

In the naturalistic investigation the idea of “trustworthiness “is put out as a strand for validity and dependability, in trustworthiness" refers to a set of belief that guides the researcher’s refers to a set of beliefs that guide the researcher's entire approach to research, creditability, transferability, dependability, and conformability, is the objective the researcher intended to achieve by designing the study to address component of trustworthiness truth value, application, consistency, and neutrality (Cresswell, 2018).

Therefore, the trustworthiness of qualitative data was checked in terms of credibility (truth), dependability (consistency), transferability (applicability), and conformability (neutrality) through dialogue among different points of view or data because constructive or interpretation paradigms share certain worldviews and were considered in line with different data was made through member checking, triangulation, and prolonged engagement (Cresswell, 2018).

3.9. Data Collection Procedures

This study used a mixed method approach, an explanatory sequential mixed method. Therefore, data were collected step by step sequentially. The procedures followed during the data collection of the two data sets were explained as follows:

3.9.1. Quantitative data collection procedure

At the beginning of the cover page of the questionnaire, the purpose of the study, the confidentiality assurance, the consent of the respondents, and the necessary instructions were explained. Then after, the researcher contacted the selected sample respondents in person, through the deans, experts of MoE, academic staff, and student council of six sampled universities. Hence, the questionnaire was distributed to 388 respondents in the six sample EPUs. Out of the distributed questionnaire (388), the response rate from the six EPUs was 388 which was 100%. This was why the researcher distributed access questionnaires to the respondents. This shows that the study achieved the highest response rate when compared to the literature in this area. For example, according to Nulty (2008) and (Baruch and Holtom, 2008), when the more traditional and conservative conditions are set, the best-reported

response rate obtained for on-paper surveys (65%) is only adequate when the sample size exceeds approximately 500 respondents.

3.9.2. Qualitative data collection procedure

Before the interview started, some ethical issues were cleared out. All the purposively selected participants were contacted in person and were informed about the research topic, their participation, and its implications succinctly. Furthermore, the researcher made clear that participation is voluntary, and it is possible to withdraw at any time and withhold the data before they are made public at any time. Then, they were asked whether they were willing to participate or not. In the rare case, where participants refused to take part in the study, similar participants replaced them. After all these activities, the participants gave their informed consent and held an appointment with the researcher.

Hence, the interviews were conducted one by one at various times. Most of the interviews were done in the workplace with informants. As much as possible, noise and any other distractors were minimized during the interview to increase the quality of the data. In this way, all the 26 interview sessions were conducted successfully. A reasonable period, 30 minutes on average for one person for each interview. After the interviews were completed, they were transcribed verbatim. After the interviews were transcribed, they were coded so the researcher could identify each transcribed and coded verbatim into common thematic analysis. Three languages were used in this interview, namely, Afan Oromo, Amharic, and English to maximize access and quality of the data. During the transcription, member checking, and triangulation of data were made.

3.10. Methods of Data Analysis

In this section, since the research design was both quantitative and qualitative data analysis was discussed.

3.10.1. Methods of quantitative data analysis

In the current study, both descriptive statistics and inferential data analysis techniques were employed. Descriptive data analysis was used to describe and compare the differences between demographic variables, and status MCEDI), while inferential statistics were used to increase and generate data for the conclusion. Joseph and Schutt (2012) strongly confirmed that descriptive and inferential statistics are used for quantitative data analysis. The reason is that descriptive statistics are used to describe the distribution and relationship among variables, while inferential statistics are used to infer conclusions beyond what is immediately visible in descriptive statistics (Howitt and Cramer, 2014).

The first phase of the inquiry was quantitative, whereby survey data were collected from 388 academic staff. Questionnaires were designed to gather information from academic staff's commitment, challenges, and prospects of MCEDI through self-reports that were prepared in English since all academic staff can understand and apply the language. In analyzing the data obtained from various sources, the researcher would follow the following procedure: First, the quantitative data collected through the questionnaire was checked and made ready for analysis. Then, the data was analyzed based on the research objective using SPSS Version 27.

Therefore, frequency and percentage were used for demographic variables, research questions (1), and descriptive statistics (Mean and SD) were used to measure the current status of MCE implementation, multiple linear regressions and Structural Equation Modeling (SEM) was used for research questions number (2) to measure to what extent academics staff effect DMCEI, person-correlation was used for research questions (3) to identify the relationship among commitment, challenges, and DMCEI, multiple regression was used for research question number(4) to measure the influence of demographic variables on DMCEI and (SEM), multiple regression was used for research question number(5) to find

major challenges of MCEI, thematic and narration were used for research questions number 6 and 7. Finally, the data obtained through both means were sequentially analyzed in a way that answered the research questions.

3.10.2. Methods of qualitative data analysis

The second phase of the data analysis procedure was qualitative data analysis. Thematic analysis is used to interpret the meaning of the collected data (Saldana, 2016; Creswell, 2012). This investigation of qualitative data analysis draws on data from 5 open-ended questions, 5 interview guides, and 10 observation checklists with study participants to assist in the interpretation and explanation of the survey outcomes. Additionally, document reviews were also analyzed.

The qualitative data obtained through semi-structured interview guides and observation checklists was transcribed, categorized, schematized, and analyzed to complement the quantitative data. The process involved organizing the data, transcribing the interview, analyzing, exploring, coding, categorizing themes, and finally comparing the results (Saldana, 2016; Creswell, 2012). Also, the researcher used the six steps of Clarke and Braun (2013) namely familiarization of data, generation of codes, combining codes into themes, reviewing themes, determining the significance of the themes, and reporting the findings.

The approaches to the data analysis were narration, text, and words, followed by coding, categorizations, comparing, integrations, and interpretations. In short, in this study, data from interviews and observations were coded and analyzed thematically. Finally, the data analyzed through questionnaires, interviews, observation checklists, and document review was analyzed and combined in a way that answered the research questions of the study.

The following table was used as an analysis framework to provide a clearer structure and enhance the study's coherence. In naturalistic investigations, the concept of “trustworthiness” is often presented as a strand for validity and dependability. Trustworthiness refers to a set of beliefs that guide the researcher’s entire approach to the study. The components of trustworthiness are credibility, transferability, dependability, and conformability serve as the

objectives the researcher aims to achieve by designing the study to address these areas: truth value, application, consistency, and neutrality (Creswell,2012).

Thus, the trustworthiness of qualitative data was assessed in terms of credibility (truth), dependability (consistency), transferability (applicability), and conformability (neutrality) through dialogue among different viewpoints or data. Constructivist or interpretive paradigms, which share certain worldviews, were considered in the analysis of data. Techniques such as member checking, triangulation, and prolonged engagement were used to verify the findings (Creswell, 2018).

Data were analyzed narratively, using text and words, followed by coding, categorization, comparison, integration, and interpretation. In this study, data from interviews and observations were coded and analyzed thematically. The results from the questionnaires, interviews, observation checklists, and document reviews were then combined to address the research questions.

Table 8 8: Analysis Framework Research Questions, Variables and Data Analysis

s.n	Basic Research Questions	Variables		Methods of data analysis
		Iv	DV	
1	What is the current status of MCE implementation in EPU's?	-	MCEDI	Mean, Standard Deviation
2	What is the extent of the academic staff's commitment in implementing MCE in EPU's?	Commitment(affective, continuance, normative)	MCEDI	Multiple Linear regression and, SEM
3	What is the relationship among commitment, challenges, and MCE implementation in EPU's?	Commitment, challenges		Person correlation
4	What are the challenges faced by academic staff in implementing MCE in EPU's?	Challenges	MCEDI	Multiple linear regression and, SEM
5	What is the influence of demographic factors (gender, academic rank, teaching experience, and training) on the implementation of MCE in EPU's?	demographic factors	MCEDI	Independent sample-test Mean, ONE and Two WAY ANOVA
6	What are the prospects for academic staff in effectively implementing MCE dimension implementation in EPU's?	Prospects	MCEDI	Narration and thematic
7	What strategies can be employed to enhance academic staff's commitment and effectiveness in implementing a MCE dimension in EPU's?	Strategies	MCEDI	Narration and thematic

Source: Survey, 2024

From the table, we can understand the following issues in the basic research question. Basic Research Question (2): What is the status of MCEDI in EPU? Variables: MCEDI Methods of Data Analysis: The mean, standard deviation, and t-test were used. This table indicates that the study aims to assess the status of MCEDI in EPU. The variables of interest are related to MCEDI, and the data was analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (one-sample test) to compare means. (2): To what extent does academic staff's commitment affect MCEDI in EPU? Variables: Affective, continuance, normative, and MCEDI Methods of Data Analysis: Multiple Regressions and SEM. The table provided an outline of the basic research questions, variables, and methods of data analysis for a quantitative study on the MCEDI in (EPU).

Basic research question (3): What is the relationship among commitment, challenges, and MCEDI in EPU? Variables were commitments, challenges, MCEDI, and person correlation. Methods of data analysis were used: This suggests that the study aims to examine the relationships among commitment, challenges, and MCEDI in EPU. The variables were analyzed using Pearson correlation to assess the strength and direction of relationships among those variables.

Basic research questions 4 and 5: These tables outline research questions, variables, and methods of data analysis related to challenges faced by academic staff and the effects of demographic factors on MCEDI in EPU. The methods of data analysis include mean, standard deviation independent sample t-test, ANOVA, and regression analysis.

Research for questions 6 and 7: Tables 8 and 7 discuss prospects and strategies to implement MCED effectively in EPU, and the data analysis methods grown include narrative methods and thematic analysis to explore opportunities and strategies for enhancing the commitment of academic staff and the effectiveness of MC EI. In sum, the tables provide an overview of key research questions, study variables, and methods of data analysis that cut across quantitative and qualitative studies on MCED in EPU. Analysis methods used range from descriptive inferential and qualitative analysis to exploring prospects and strategic methods.

Table 9 9: Summary of Research Questions, Data, Participant, Tools, Method of Data

S n	RQ	Data	Participants	Instruments	Variables	data analysis	Rationale
1	RQ1	Quan	Academic staff	Closed and open-ended Questionnaires	MCEDI	Mean, SD, and on sample t-test	One DV
2	RQ2	Quan	Academic staff	Closed and open-ended Questionnaires	Commitments, challenges, and MCEDI	collection, SEM	Two IV and One DV
3	RQ3	Quan	Academic staff	Closed and open-ended Questionnaires	Affective(IV) continuance(IV) normative(IV) and DMCEI(DV)	Multiple regression and SEM	Three IV variable and one DV
4	RQ4	Quan	Academic staff	Closed and open-ended Questionnaires	Challenges and DMCEI	Multiple regression and SEM	Three IV variable and one DV
5	RQ5	Quan and Qual	Academic staff, leaders, experts	Questionnaires, interview, document review, observation	Challenges and DMCEI	Multiple regression, thematic analysis	Five IV variables and one DV
6	RQ6	Qual	leaders, experts, students	Open-ended interview, document review, observation	Prospects	Thematic analysis	One IV
7	RQ7	Qual	leaders, experts, students	Open-ended interview, document review, observation	Strategies	Thematic analysis	One IV

Source: Survey, 2024

3.11. Ethical Considerations

In this study, ethical issues were carefully considered. Advisor approval and authorization through the Department of Adult education and Community Development were obtained permission. The researcher received formal consent letters, adhering to ethical guidelines, and before collecting data. Before data collection, participants were fully informed about the purpose of this study and their role in the study. Ethical inquiry concerns the deepest rights, dignity, and privacy confidentially of our subjects. To make important principles recognized, all participants were offered the option to remain anonymous and handle their information with the highest confidentiality (Bell, 2004; WHO 2019).

Participant data collected was strictly confidential to protect the confidentiality of respondents. Participants were clear about the aims and importance of the study and the significant part their contributions would play. Participants were further assured this data would never be mishandled, cause them any harm, or prevent their health. Voluntary participation was ensured by taking informed consent before involvement. Those who decided to withdraw were replaced using a randomly chosen sampling process. During interviews, this consent was always obtained willingly and explicitly. This research followed standards of the highest ethics throughout the entire process including design, collection of data, analysis, and interpretation along with the final publication.

4. RESULTS AND DISCUSSIONS

The previous chapters comprehensively presented the study's background, literature review, and research methodologies were comprehensively explored and discussed. Data was collected using the methods described in chapter three. The primary objective of this study was to investigate academic staff's commitment, challenges, and prospects in implementing MCE in EPU's particularly in three colleges within the respective universities (CEBSs, CSSH, and COBE). The study also investigated in what way demographic factors of the participants influenced the (DMCEI) Dimension of Multicultural Education Implementation. A sequential an explanatory mixed-methods design was used.

This chapter is organized into seven sections aligned with the research questions first presenting and describing the demographic variables of the study. The second and third sections examine the current status of DMCEI and the relationship among commitment, challenges, and DMCEI, the fourth section investigates the extent of academic staff commitment on DMCEI. The fifth section analyzes the key challenges influencing the DMCEI in EPU's. The sixth and seventh sections conclude by exploring the prospects of DMCEI and proposing strategies to address the challenges linked to DMCEI in EPU's.

The obtained data is analyzed using a variation of methods, including descriptive statistics, SEM (Structural Equations modeling), inferential statistics, analysis, and theme analysis, each adapted to the study objective. Quantitative and qualitative data are analyzed and presented in accordance with the nature of data and the research questions. The chapter begins by assessing the data's normalcy and examining the quantitative participants' background. This includes demographic data and the results (Quantitative) and findings (qualitative) are then presented and described based on research questions, using both quantitative and qualitative data. Finally, the quantitative and qualitative data were presented sequentially by addressing the objective of study and providing interpretations in discussion section accordingly.

4.1. Results from the Quantitative Data Strand

The results obtained from the quantitative data are presented and analyzed in the following section. This analysis incorporates demographic characteristics, assumption checking, and results related to the research questions. The key variables included the status of DMCEI, the commitment of academic staff to DMCEI, issues related to challenges, commitment, and DMCEI, and the influence of demographic variables on MCEID in EPUS are presented.

4.1.1. Demographic characteristics of respondents

This subsection presents the demographic information collected from these academic staff members. It includes details about the universities where they are employed, their gender, education level, work experience, and training in multicultural and diversity issues. The characteristics of respondents from six different universities are described using this data. Academic staff members' responses from these universities are presented in tables, which include frequencies (F), percentages (%), and interpretations focused on demographic variables. The distribution of academic staff members from six universities is presented in terms of the number of respondents and their corresponding percentages, based on the data in Table 10. The table details the frequencies and percentages for different universities across various categories. The universities are listed in the "Factors" column, with the related frequencies and percentages demonstrated in the "Frequencies" and "%" columns, respectively.

Thus, the background characteristics of respondents revealed important demographic and professional details across six EPUs. These insights provided a basis for understanding the diversity and professional profile of the academic staff involved in the study.

Table 1010: Background of the Respondents

Variable	Categories	HrU		DDU		JJU		WU		WSU		HU	
		N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	50	71.4	37	72.5	44	68.8	35	53.0	37	61.7	50	58.8
	Female	20	28.6	14	27.5	20	31.3	31	47.0	23	38.3	35	41.2
Religion	Christian	50	71.4	39	76.5	32	50.0	40	60.6	41	68.3	67	78.8
	Muslim	14	20.0	9	17.6	29	45.3	23	34.8	16	26.7	15	17.6
	Waaqefanna	5	7.1	3	5.9	3	4.7	3	4.5	3	5.0	3	3.5
	Others	1	1.4	-	-	-	-	-	-	-	-	-	-
Education Qualification	Bachelor	5	7.1	2	3.9	5	7.8	13	19.7	6	10.0	20	23.5
	Masters	62	88.6	49	96.1	58	90.6	44	66.7	52	86.7	58	68.2
	PhD	3	4.3	-	-	1	1.6	9	13.6	2	3.3	7	8.2
	1-5 Years	12	17.1	16	31.4	9	14.1	12	18.2	6	10.0	26	30.6
Experience	6-10 Years	41	58.6	28	54.9	44	68.8	33	50.0	33	55.0	38	44.7
	11-15 Years	15	21.4	6	11.8	11	17.2	15	22.7	19	31.7	16	18.8
	16-20 Years	2	2.9	1	2.0	-	-	6	9.1	2	3.3	4	4.7
	Over 20 Years	-	-	-	-	-	-	-	-	-	-	1	1.2
Training	Received	34	48.6	26	51.0	33	51.6	29	43.9	29	48.3	39	45.9
	Not Received	36	51.4	25	49.0	31	48.4	37	56.1	31	51.7	46	54.1



Source: Survey, 2024

As depicted in Table 10, in terms of sex, male respondents dominate across all universities, ranging from 53.0% at WU to 72.5% at DDU. Female representation is highest at WU (47.0%) and lowest at HrU (28.6%), indicating that gender imbalance persists, although with some exceptions at institutions like WU. This highlights a need for targeted recruitment and retention strategies to enhance gender equality across the universities included in the study.

Regarding the religion of the respondents, Christians represent the majority in all universities except JJU, where they account for 50.0%. HU has the highest proportion of Christian respondents (78.8%), while JJU has the largest proportion of Muslims (45.3%). Respondents identifying as Waaqefanna, form a small but consistent minority (3.5%–7.1%).

Regarding educational qualification, most respondents hold master's degrees, with proportions ranging from 66.7% at WU to 96.1% at DDU. Respondents with bachelor's degrees are most prevalent at HU (23.5%) and WU (19.7%). PhD holders are sparsely represented, with HU reporting the highest proportion (8.2%) and DDU having none in the sampled respondents. This limited representation of advanced qualifications points to a need for institutional support in academic staff development.

Concerning the distribution of teaching experience shows that most respondents have 6–10 years of experience, ranging from 44.7% at HU to 68.8% at JJU. Respondents with 1–5 years of experience are common at DDU (31.4%) and HU (30.6%), while those with 11–15 years are more prominent at WSU (31.7%). Staff with over 20 years of experience is almost non-existent, except for one respondent at HU (1.2%). These findings suggest a mid-career academic workforce, which calls for tailored capacity-building programs to advance professional growth.

Concerning training on diversity, half of the respondents across all universities have received training. The highest proportion is at JJU (51.6%), while HU has the lowest (45.9%). Conversely, the proportion of respondents who did not receive training is highest at WU (56.1%). This indicates a pressing need for comprehensive and mandatory diversity training

programs to equip academic staff with the skills and awareness necessary to enhance inclusive educational environments.

The background characteristics of respondents implied varying levels of gender representation, religious diversity, educational qualifications, teaching experience, and training exposure across EPUs. These findings highlight critical areas for institutional intervention, including enhancing gender equality, supporting advanced academic qualifications, and expanding training on diversity.

The findings show a broad range of characteristics related to demographics and education among different EPUs. Evidence indicates that there are clear gender differences with a high proportion of male respondents. Sampled universities have a higher proportion of people holding master's degrees. This correlates strongly; people with more education earn stronger relative distribution by gender.

Most of the respondents are Christians emerges among respondents and especially people with higher education. Experience levels show that participants tend to have between six to ten years of work experience suggesting that they are mostly mid-career professionals. Also, proportion of training received is even fairly close to equally shared, suggesting that more opportunity for further skill development is needed. Overall, these find interesting correlations among gender, level of education, and career experience which points again to targeted interventions or policies regarding development within workforce and education programs.

4.1.2..Assumption checking

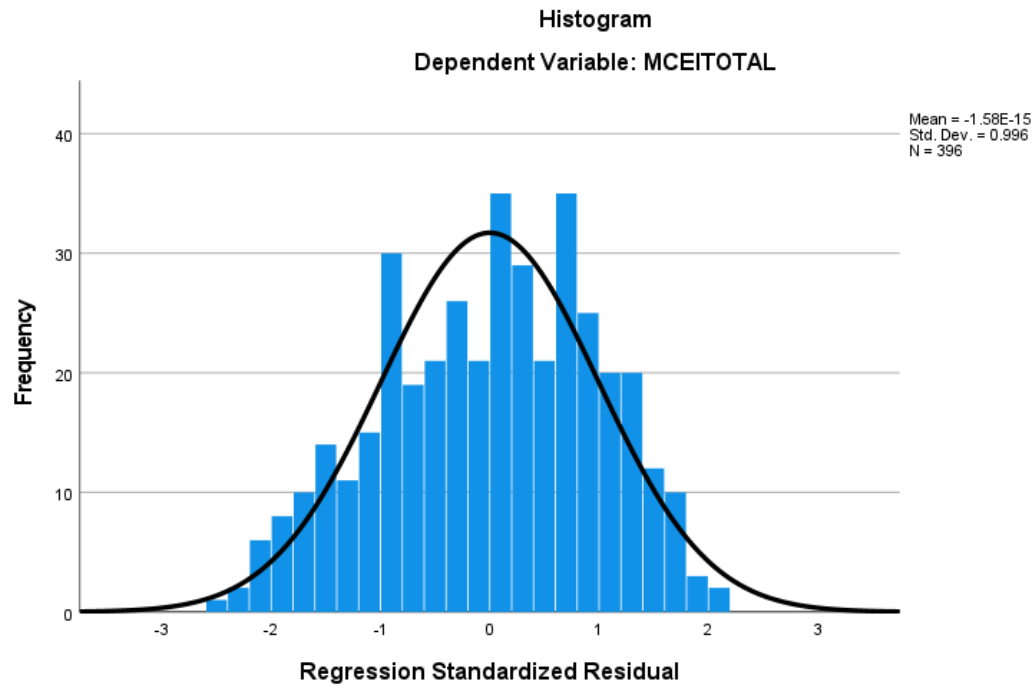
It is essential to carefully check assumptions before undertaking data analysis and presenting results. In this study, the researcher reviewed key variables related to the research questions and verified the requirements for performing multiple regression, correlation, and one-way ANOVA and SEM. The results confirmed that all assumptions were satisfied. Thus, enabling further analysis, this careful assumption-checking process ensures the legitimacy of the analysis methods used.

4.1.2.1. Multiple linear regressions

Before conducting a multiple linear regression analysis, it is crucial to test the model's assumptions (Keith, 2006; Pallant, 2005). The following sections provide detailed results for each assumption. Specifically, the researcher examined the assumption of multiple linear regressions, with academic staff commitment (comprising effective, continuous, and normative commitment) serving as the independent variable and DMCEI in EPU as the dependent variable.

A key principle of multiple linear regressions is that the residuals should be normally distributed for each value of the dependent variable. Keith (2006) emphasizes that a residual plot should resemble a normal curve, with errors distributed equally. Similarly, as outlined by Gujarati (1995), the residuals (VI) should be independently and normally distributed, with a mean of zero and constant variance.

The researcher assessed the normality of the data using histograms. Fidell (2001) suggests that normalized regression residuals should fall between -3.3 and +3.3 on the histogram and should form a bell-shaped curve if they are normally distributed around a mean of zero. Figure 4 below demonstrates how the data satisfies the normality assumption



Figurw 4: Normality Assumption of Data

4.1.2.2. Linearity test

Multiple regression models accurately estimate the relationship between dependent and independent variables when the relationship is linear (Keith, 2006). However, if linearity is violated, the estimates of regression coefficients, standard errors, and tests of statistical significance may be biased (Keith, 2006). The linearity assumption can be best assessed using a p-p plot of the residuals, as shown in Figure 5 below. When the residuals form a straight line on the p-p plot, it indicates that the relationship between the dependent and independent variables is linear. Therefore, no linearity issues exist with the data used in this study.

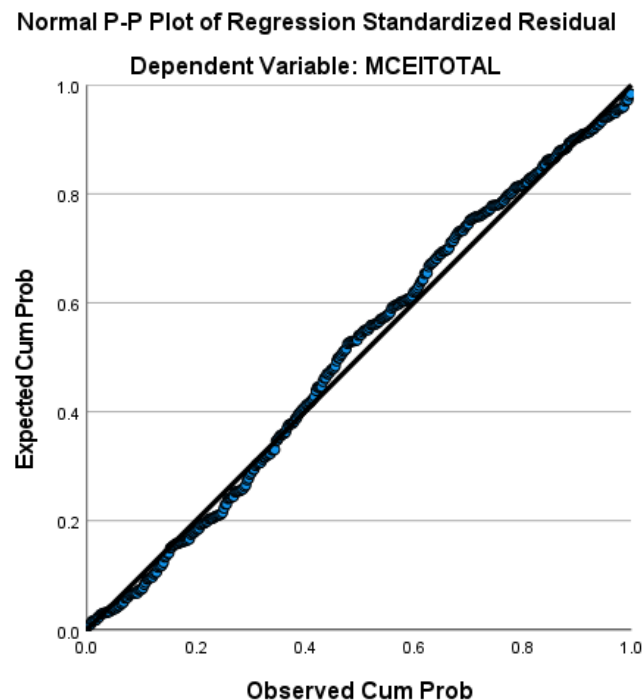


Figure 5: P-P Plot Residential Data

4.1.2.3. Multicollinearity

Multicollinearity occurs when there's a strong linear relationship between two or more explanatory variables in a regression model. When perfect collinearity exists, the regression model can't determine the coefficients or standard errors for these independent variables. To assess whether multicollinearity is an issue, two common metrics are used: tolerance and the Variance Inflation Factor (VIF).

Tolerance tells you how "tolerant" your independent variables are in relation to each other. You calculate tolerance by subtracting the R^2 (coefficient of determination) of a regression where each independent variable is predicted by all the others, from 1. A low tolerance value indicates high multicollinearity, suggesting that the variables are too closely related. Meanwhile, VIF measures how much the variance of the regression coefficients increases due to multicollinearity. A VIF greater than 10 typically signals a serious multicollinearity problem.

Think of it this way: multicollinearity can make it look like your regression model is a perfect fit for the data, but in reality, it's masking the true relationship between predictors and the response variable. This happens because the explanatory variables are essentially doing the same job, making it hard to determine which one is truly contributing to the prediction. That's where the tolerance and VIF tests come in—these tools help us spot when explanatory variables are too intertwined.

A VIF below 10 is generally considered safe, while a VIF of 10 or above suggests a high degree of multicollinearity. Similarly, tolerance values under 0.1 also raise red flags, indicating a high correlation among the independent variables (Keith, 2006).

For example, in Table 11, the "Collinearity Statistics" show that all independent variables have VIFs below 10 and tolerance scores above 0.1. These results suggest that multicollinearity is not an issue in this regression model. When multicollinearity is present, it can lead to instability in the model and make it difficult to interpret the regression coefficients.

"Regarding tolerance, this statistic measures the proportion of variance in a predictor variable that is not explained by other predictor variables. A lower tolerance indicates a higher degree of multicollinearity. From the table, we can observe that all tolerance values are above 0.4, suggesting that there is no significant multicollinearity among the variables.

Table 11 11: Summary of Multicollinearity

SN	Model	Collinearity Statistics	
		Tolerance	VIF
1	Affective	0.485	2.062
2	Continuance	0.453	2.207
3	Normative	0.353	2.830

Source: Survey, 2024

Regarding tolerance, this statistic measures the proportion of variance in a predictor variable that is not explained by other predictor variables. A lower tolerance indicates a higher degree of Multicollinearity. From the table we can deduce that all tolerance values are above 0.4, indicating a there is no Multicollinearity among the variables. Variance Inflation Factor (VIF): This value quantifies how much the variance of a regression coefficient is inflated due to Multicollinearity. A VIF value above 10 is often considered problematic, but the resulted from all VIF values in this table 11 are below 3 (2.062 for "Affective," 2.207 for "Continance," and 2.830 for "Normative"), indicating that Multicollinearity is not a significant concern.

Table11 12: Cut Point Criteria

No.	Mean Range	Response Options
1.	[1.00, 1.80)	Very Low
2.	[1.80, 2.60)	Low
3.	[2.60, 3.40)	Moderate
4.	[3.40, 4.20)	High
5.	[4.20, 5.0)	Very High

Source: (Al-Sayaad *et.al*, 2006).

4.2.Current Status of MCE Dimension Implementation

In this study, five MCE Implementation Dimensions (MCEID) are used. These are: Content Integration (CI), Equity Pedagogy (EP), Prejudice Reduction (PR), Knowledge Construction (KC), and Empowering School Culture (ESC). The findings obtained in this regard are presented here under. The descriptive analysis presented in Table 13 explores the extent of MCE integration (MCEI) across six EPUs: HrU, DDU, JJU, WU, WSU, and HU.

4.2.1. Contents integration across sampled universities

The measured aspects include cultural infusion into the curriculum, cultural representation, and unity in diversity, among others. The standard deviations suggest a fair degree of variability in perceptions among respondents.

Table 13 13: Content Integration across Sampled Universities

Items	HrU		DDU		JJU		WU		WSU		HU		Overall	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Infusion of different culture into curriculum	2.15	1.15	2.00	.93	1.65	.71	2.66	1.20	2.40	1.04	2.97	1.23	2.35	1.16
Contents are easily understandable	2.3	1.15	2.2	.95	2.3	1.31	2.6	1.24	2.6	1.08	2.4	1.18	2.4	1.17
Uses different culture in the subject matter	2.6	1.22	2.4	.85	2.8	1.07	2.8	1.05	2.6	1.28	2.7	1.06	2.7	1.10
Use examples and contents from a variety of culture	2.9	1.12	2.5	1.05	2.7	1.03	3.2	1.14	2.7	1.33	3.0	1.13	2.8	1.15
Contents create positive infraction among students	2.9	1.26	2.5	1.01	2.9	1.11	3.1	1.24	2.9	1.30	3.0	1.25	2.9	1.21
Curriculum has incorporated cultural groups	2.8	1.13	2.2	1.01	2.8	1.22	3.0	1.31	2.7	1.31	3.0	1.29	2.8	1.24
Curriculum creates unity within diversity.	2.8	1.24	2.7	.99	2.7	1.15	3.1	1.16	3.0	1.52	3.2	1.23	2.9	1.24
Curriculum included about multicultural awareness.	2.9	1.09	2.6	.96	2.7	1.19	2.7	1.07	2.8	1.44	3.0	1.16	2.8	1.17
Curriculum integrated about globally issue	2.9	1.13	2.8	1.07	2.8	1.16	3.0	1.03	3.0	1.41	3.0	1.02	2.9	1.13

Source: Survey, 2024:

Note=M=Mean, SD=Standard Deviation, GM =2.59,SD=1.17

As shown in Table 13, university-specific observations reveal varying levels of MCEI (Multicultural Education Implementation). HrU demonstrates moderate integration, with the highest score for "Curriculum included about multicultural awareness" (M = 2.93, SD = 1.09). However, there is still room for improvement in incorporating cultural diversity. DDU shows lower scores, particularly for "Curriculum creates unity within diversity" (M = 2.7, SD = 0.99), indicating significant gaps in cultural inclusiveness. Similarly, JJU exhibits a trend of low scores, with the lowest rating for "Infusion of different cultures into the curriculum" (M = 1.65, SD = 0.71), suggesting a need for substantial enhancements.

On the other hand, WU scores relatively high, particularly for "Curriculum integrated about global issues" ($M = 3.02$, $SD = 1.09$), reflecting a strong emphasis on global perspectives. WSU maintains consistent moderate scores, with "Curriculum included about multicultural awareness" ($M = 2.8$, $SD = 1.44$) being the highest-rated item. HU stands out with the highest overall scores, excelling in "Curriculum integrated about global issues" ($M = 3.20$, $SD = 1.02$) and "Curriculum creates unity within diversity" ($M = 3.05$, $SD = 1.23$), indicating it leads in effectively integrating MCE. Standard deviations indicate a moderate level of variability in respondents' perceptions.

Overall, MCE integration is relatively low, with the total mean values across all universities ranging from 2.35 to 2.97. While grandmean ($Gm=2.59,SD=1.17$) also suggests integration of multicultural content in the HE curriculum is low, the trend remains generally positive.

4.2.2. MCE dimension equity pedagogy

In this subsection equity pedagogy of the MCE dimension is presented in the following table (14)

Table 1414: Equity Pedagogy

	HrU		DDU		JJU		WU		WSU		HU		Overall	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Uses variety of teaching styles	2.5	1.10	2.7	1.19	2.4	1.28	2.7	1.24	2.8	1.30	2.8	1.28	2.6	1.23
Promotes cultural activities in teaching.	2.6	.91	2.9	1.02	2.8	1.19	2.9	1.08	2.8	1.32	2.9	1.11	2.8	1.11
Promotes cultural activities in teaching	2.9	.95	3.0	.97	2.8	1.18	3.0	1.19	3.0	1.34	3.1	.93	3.0	1.09
Appreciates diversity in teaching activities.	2.9	1.16	3.0	1.26	3.0	1.23	2.9	1.21	3.0	1.33	3.0	1.18	3.0	1.22

Source: Survey, 2024

Note=M=Mean, SD=Standard Deviation, GM =2.85,SD=1.16

As shown in Table 14, overall university-specific observations indicate moderate efforts in integrating equity pedagogy that promote diversity. HrU scored moderately across all items, with the highest score of the item Include this when reporting results for all the "uses variety in teaching activities" (M = 2.91, SD=1.16), though there is scope for improvement in employing varied teaching styles. DDU demonstrated slightly better results, particularly for the item "Promotes cultural activities in teaching" (M = 3.0, SD=1.26). JJU also showed moderate scores, with the item "Appreciates diversity in teaching activities" (M = 2.95, SD,=1.26) rated the highest. WU displayed consistent results, with a strong performance in "Promotes cultural activities in teaching" (M = 2.97, SD=1.21). WSU and HU showed the highest levels of

promoting equity pedagogy, with HU scoring particularly well in "Promotes cultural activities in teaching" (M = 3.00 SD=1.18), suggesting it leads in fostering diverse teaching practices. Overall, the total means values across all universities range from 2.60 to 3.0, reflecting a moderate but positive approach to incorporating equity pedagogy in teaching.

4.2.3. Prejudice reduction (PR) of MCE

As presented in Table 15, the prejudice reduction results provide insights into the practices and multicultural strategies across six universities. In this subsection, the equity pedagogy aspect of the MCE dimension is presented in Table 15.

Table 1515: Prejudice Reduction

Item	HrU		DDU		JJU		WU		WSU		HU		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Create positive attitude toward different diversity	2.8	1.04	2.5	.81	2.8	1.18	2.9	1.15	2.7	1.24	3.0	1.09	2.8	1.10
Create equal opportunities for all student in class room	2.9	1.09	2.6	.96	2.9	1.36	2.8	1.14	2.8	1.33	2.9	1.19	2.8	1.19
Uses different activities that help to prejudice reduction	3.0	1.12	2.8	1.03	2.8	1.19	3.0	1.25	3.0	1.14	3.1	1.03	3.0	1.13
uses different instructional materials	2.9	1.14	2.6	1.13	2.9	1.28	2.9	1.25	2.9	1.24	3.0	1.05	2.9	1.18
aware about idea to respect each other's	2.9	1.08	2.9	1.26	2.8	1.17	3.1	1.13	3.1	1.42	3.3	.89	3.0	1.15

Source: Survey, 2024

Note=M=Mean, SD=Standard Deviation

As illustrated in Table 15, the analysis of prejudice reduction strategies across universities highlights varying levels of integration and effectiveness. Overall, the results reflect moderate implementation of these strategies, with significant areas requiring improvement.

The item on the use of different activities to reduce prejudice demonstrates relatively stronger performance across universities, with mean scores ranging from 2.8 (DDU, JJU) to 3.1 (HU). HU leads in this area, showing a higher commitment to implementing activities that foster inclusivity, while other institutions perform moderately. A similar trend is observed in the use of diverse instructional materials, where HU again scores the highest ($M = 3.0$), while DDU lags behind ($M = 2.6$). This highlights HU's effective use of instructional tools to reduce prejudice, while DDU requires more investment in culturally inclusive materials.

The results for the item on awareness of bias and respecting others are more encouraging, with HU scoring the highest ($M = 3.3$, $SD = 0.89$), followed closely by WU and WSU ($M = 3.1$, $SD = 1.81$ and $M = 3.1$, $SD = 1.42$, respectively). The overall mean of 3.0 indicates a positive trend in raising awareness about bias and fostering mutual respect. However, universities like JJU ($M = 2.8$, $SD = 1.17$) still need further efforts to improve their awareness strategies. Lead this category, showing significant success in motivating students to engage in events that foster positive relationships and diversity appreciation.

4.2.4. Empowering schools culture (ESC) in MCE

As presented in Table 16. The empowering school culture results provide insights into the practices and effectiveness of multicultural strategies across six universities

Table 1616: Empowering School Culture

Items	HrU		DDU		JJU	WU		WSU		HU		Total		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Encourage students to positive events	3.13	1.11	3.39	1.85	3.14	1.09	3.27	1.08	3.43	1.24	3.40	1.00	3.29	1.11
promote gender balance	1.94	0.75	1.88	0.84	1.91	0.75	2.14	0.78	1.85	0.68	2.15	1.38	1.99	0.93
Create inclusive environment	2.33	0.91	1.94	0.75	1.75	0.73	2.14	0.91	2.05	0.85	1.75	0.77	1.99	0.85
uses different instructional materials	2.9	1.14	2.6	1.13	2.9	1.20	2.9	1.25	2.9	1.24	3.0	1.05	2.9	1.18

Source: Survey, 2024

Note=M=Mean SD=Standard Deviation

Regarding encouraging students to participate in positive events emerges as the strongest-performing area across all institutions. WSU (M = 3.43, SD = 1.24) and HU (M = 3.40, SD = 1.00) lead in this category, showing significant success in motivating students to engage in events that foster positive relationships and an appreciation for diversity.

On the other hand, empowering students from diverse backgrounds is the weakest-performing area, with scores ranging from (M = 1.73, SD = 0.697) at HU to (M = 2.49, SD = 0.836) at WU. The overall mean of 1.98 underscores a significant gap in empowering underrepresented students, signaling an urgent need for mentorship programs, scholarships, and initiatives designed to

support diverse student groups. Similarly, promoting gender balance and fostering inclusive environments scored the lowest across all universities, with an overall mean of 1.99. While WU performs slightly better in promoting gender balance ($M = 2.14$, $SD = 0.782$), other institutions show limited progress. In terms of creating inclusive environments, DDU ($M = 1.94$, $SD = 0.840$) and JJU ($M = 1.75$, $SD = 0.750$) perform poorly, highlighting the need for systemic reforms such as inclusive policies, gender-sensitive training, and awareness programs. Overall, the implementation of the MCE dimension across public universities remains at a low level.

In general, universities show low performance in strategies aimed at empowering school culture, with HU leading in most areas. However, significant gaps persist, especially in empowering students, promoting gender balance, and creating inclusive environments.

Addressing these gaps through policy reforms, resource investments, and targeted programs will be crucial in achieving a more inclusive and equitable higher education system

4.2.5. Dimension of knowledge construction (KC) process of MCE

As presented in Table 17. The Knowledge construction (KC) process results provide insights into the practices and effectiveness of multicultural strategies across six universities.

Table 1717: Knowledge Construction Process

Items	HrU		DDU		JJU		WU		WSU		HU		Overall	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Using play role techniques that used for reflects of diversity	2.9	1.04	3.0	1.13	2.7	1.24	3.1	1.24	3.1	1.24	3.2	1.12	3.0	1.17
Help and adapts teaching that address multicultural issues.	2.8	1.04	2.7	1.06	2.9	1.23	2.8	1.31	3.0	1.28	3.1	1.18	2.9	1.19
Participates multicultural events and respect it	2.9	.97	2.8	1.11	2.7	1.18	2.9	1.14	2.9	1.23	3.0	.96	2.9	1.09
Help to understand and easily to apply knowledge	2.8	1.09	2.5	1.07	2.7	1.16	2.8	1.18	2.6	1.33	2.9	1.09	2.8	1.15

Source: Survey, 2024

Note=Mean, SD=Standard Deviation

As presented in Table 17, the results for the Knowledge Construction (KC) process provide valuable insights into the practices and effectiveness of multicultural strategies across six universities.

Table 17. provides insights into the knowledge construction (KC) process related to multicultural issues across six universities, including HrU, DDU, JJU, WU, WSU, and HU. The use of role-playing techniques to reflect diversity achieved a moderate overall mean score

of 3.0, with HU leading ($M = 3.2$, $SD = 1.12$), followed closely by WU and WSU ($M = 3.1$, $SD = 1.24$). JJU scored the lowest ($M = 2.7$, $SD = 1.24$), indicating a gap in utilizing role-play as an effective strategy. This highlights the need for targeted training at universities like JJU to enhance the integration of interactive techniques that promote diversity.

Regarding the adaptation of teaching to address multicultural issues, the overall mean score is 2.9. HU again leads with the highest mean ($M = 3.1$, $SD = 1.18$), while DDU scored the lowest ($M = 2.7$, $SD = 1.06$). This suggests that HU excels in tailoring teaching methods to reflect multicultural concerns, while institutions like DDU may benefit from professional development programs and the sharing of best practices to improve their teaching approaches. For participation in multicultural events and respect for diversity, the mean scores are consistent across universities, ranging from 2.7 (JJU) to 3.0 (HU, $SD = 0.96$). The overall mean of 2.9 indicates moderate participation. However, JJU's relatively lower score suggests limited engagement in multicultural events, signaling an opportunity for improvement through structured programs that encourage participation and respect for diversity.

On the aspect of helping students understand and apply multicultural concepts, HU again leads ($M = 2.9$, $SD = 1.09$), while DDU ($M = 2.5$, $SD = 1.07$) and WSU ($M = 2.6$, $SD = 1.33$) scored lower. This suggests that HU excels in facilitating understanding, whereas institutions like DDU and WSU may need enhanced teaching resources, training, and inclusive materials to better support multicultural learning outcomes.

Overall, HU consistently outperforms other universities in integrating multicultural education (MCE) strategies, particularly in role-playing, adapting teaching, and fostering respect for diversity. Institutions such as JJU, DDU, and WSU demonstrate lower scores in specific areas, highlighting the need for targeted interventions, including faculty training, improved curriculum materials, and structured multicultural activities. By addressing these challenges, universities can improve their knowledge construction processes and create more inclusive and culturally diverse learning environments.

4.3.Results of MCED Implementation in EPUs

In this table (18) the total results of the current level of MCE dimension implementation in EPUs in same selected colleges (CEBSs, CSSH, and COBE) are presented.

Table 1818: Current Status of Multicultural Education Dimension Implementation

Items	HrU		DDU		JJU		WU		WSU		HU		Overall		F	P
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD		
Ci	2.70	.81	2.44	.68	2.60	.86	2.91	.69	2.74	1.05	2.93	.76	2.74	.83	3.3	.006
EP	2.73	.85	2.90	.94	2.75	1.06	2.88	.89	2.91	1.21	2.94	.89	2.85	.97	.59	.705
PR	2.90	.90	2.70	.79	2.84	1.06	2.94	.93	2.89	1.13	3.04	.78	2.90	.93	.93	.461
ESC	2.30	.46	2.37	.51	2.26	.52	2.51	.47	2.35	.45	2.26	.48	2.34	.49	2.5	.027
KC	2.30	.46	2.37	.51	2.26	.52	2.51	.47	2.35	.45	2.26	.48	2.34	.49	2.5	.027

Source: Survey, 2024

Note=Mean, SD=Standard Deviation

Table 18. indicated that current level of MCE (Multicultural Education) dimension implementation across six public universities (HrU, DDU, JJU, WU, WSU, and HU), based on five key dimensions: Content Integration(CI), Equity Pedagogy(EP), Prejudice Reduction(PR), Empowering School Culture,(ESC), and Knowledge Construction Process.(KC). The findings reveal significant variations among the universities.

Table 18 results summarize the current level of multicultural education implementation across the public universities (HrU, DDU, JJU, WU, WSU, and HU) based on five key dimensions: Content Integration, Equity Pedagogy, Prejudice Reduction, Empowering School Culture, and Knowledge Construction Process. The findings highlight both significant variations among the universities. For Content Integration, the overall mean score is 2.74 (SD = 0.83), with WU and HU achieving the highest mean scores (2.91 and 2.93, respectively), indicating moderate integration of multicultural content. On the other hand, DDU reports the lowest mean score (2.44, SD = 0.68), suggesting weaker implementation.

The one-way ANOVA reveals a significant difference in Content Integration across universities ($F = 3.34$, $p = 0.006$), emphasizing variability in how effectively multicultural content is incorporated.

Regarding the dimension of Equity Pedagogy, the overall mean score is 2.85 ($SD = 0.97$). HU and WSU achieve the highest scores ($M = 2.94$ and 2.91), reflecting relatively stronger equity-focused teaching practices. However, the differences among universities are not statistically significant ($F = 0.59$, $p = 0.705$), suggesting a relatively uniform implementation of equity pedagogy across institutions. For Prejudice Reduction, the overall mean score is 2.90 ($SD = 0.93$). HU again leads with the highest mean ($M = 3.04$, $SD = 0.78$), indicating stronger efforts to reduce prejudice, while DDU scores the lowest ($M = 2.70$, $SD = 0.79$). Despite these differences, the variation is not statistically significant ($F = 0.93$, $p = 0.461$), implying comparable levels of focus on prejudice reduction across the universities.

In terms of Empowering School Culture, the overall mean score is 2.34 ($SD = 0.49$). WU scores the highest ($M = 2.51$, $SD = 0.47$), reflecting better practices in creating empowering school cultures, while HU and JJU report the lowest scores ($M = 2.26$). The differences among universities are statistically significant ($F = 2.57$, $p = 0.027$), highlighting variability in fostering empowering environments for multicultural education. The Knowledge Construction Process dimension mirrors the Empowering School Culture results, with an overall mean score of 2.34 ($SD = 0.49$). WU performs the best ($M = 2.51$, $SD = 0.47$), while HU and JJU again score the lowest ($M = 2.26$). The ANOVA results indicate significant differences among universities ($F = 2.57$, $p = 0.027$), suggesting varying levels of emphasis on knowledge construction in multicultural education.

In general, the findings show statistically significant differences in Content Integration, Empowering School Culture, and Knowledge Construction Process across universities, with WU and HU performing better in these areas. However, Equity Pedagogy and Prejudice Reduction are implemented more uniformly across institutions. These findings suggest that while certain universities demonstrate strengths in specific dimensions, others may need targeted interventions to improve multicultural education practices. Future efforts should focus

on supporting underperforming universities, especially in integrating multicultural content and empowering school cultures.

4.4. Academic Staff's Commitment to MCE Implementation

Before employing a regression analysis, normality assumption were checked by graphical approach using histogram and Q-Q plots (see appendix H at the end of this Dissertation) . As it can be seen from Figure (in Appendix) the dependent variable Dimension of MCE Implementation (DMCEI) follows approximately normal distribution. Therefore, a simple linear regression analysis can be employed to examine the relationship between (ASC) Academic Staff commitment (independent variable) and (DMCEI) (dependent variable).

Table19 19: Relationship between Commitment and DMCEI

Model		standardized		Standardized	t	Sig.
		Coefficients	Std. Error			
		B		Beta		
1	(Constant)	1.756	.161		10.935	.000
	Academic Staff Commitment	.277	.044	.305	6.352	.000

Source: Survey, 2024

a. Dependent Variable: Overall Dimension of MCE Implementation

As illustrated in Table19, the findings indicated that academic staff commitment has a positive and statistically significant effect on DMCEI. As a result, the regression coefficient ($B=.277$, $p<.000$, <0.05) suggested that for every one-unit increase in academic staff commitment (ASC), Dimension of MCE Implementation (DMCEI) improves by 0.277 units, holding all other factors constant. Moreover, the t-value of 6.352 and a p-value of < 0.001 confirm that the effect is highly significant. The finds implied that the importance of ASC as a contributing factor to DMCEI. In other words, positive and significant relationship underscores the need for institutions to enhance commitment among academic staff to the effectiveness of DMCEI.

Structural Equation Model (SEM) technique is known as a multivariate statistical analysis technique and it combines factor analysis, regression analysis, and path analysis. The results of the SEM analysis using the AMOS 24 software .

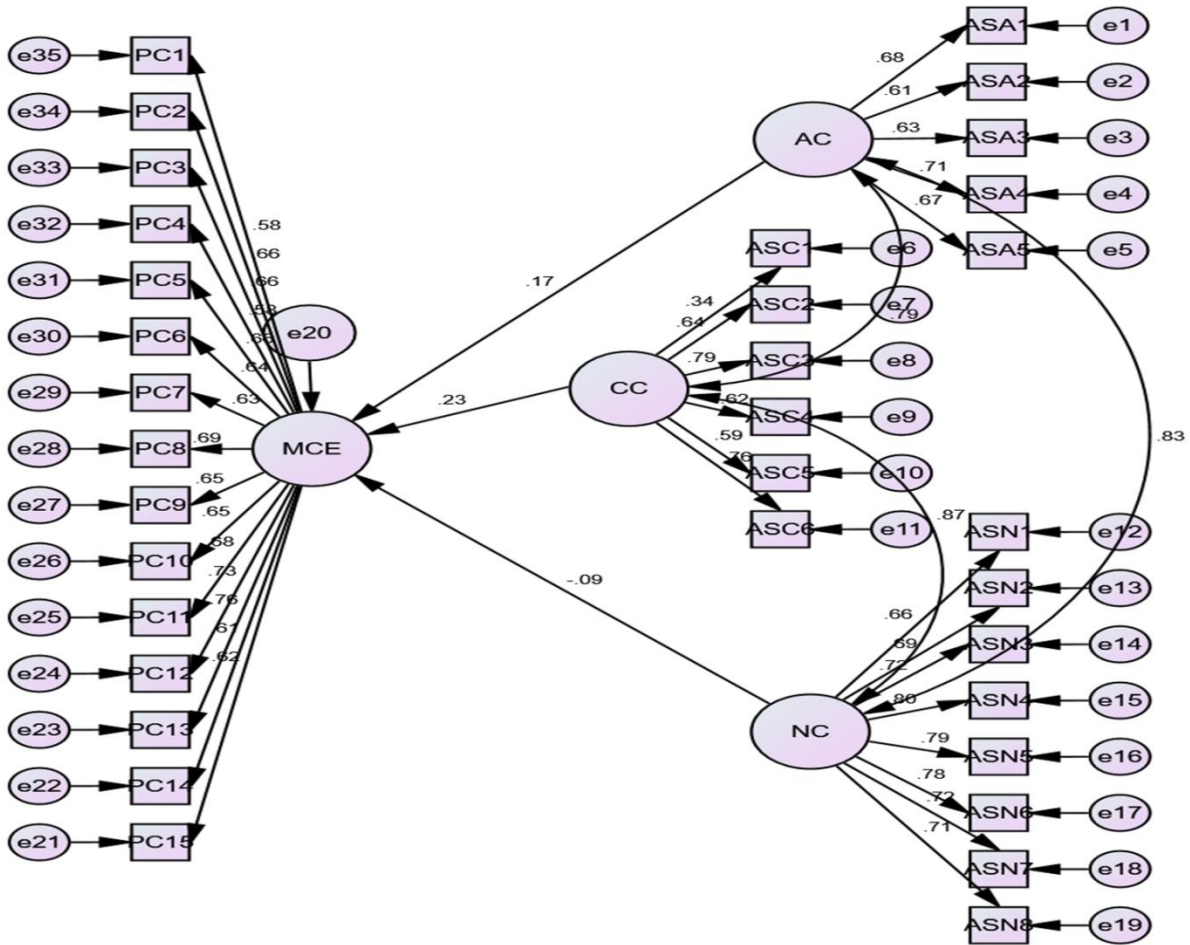


Figure 7: SEM Results for Academic Staff Commitment on DMCEI

As presented in Figure 6, the structural model results examine the effects of Academic Staff Commitment Dimensions (ASCD) that are affective commitment (AC), continuance commitment (CC), and normative commitment (NC) on (DMCEI). The findings indicated that the commitment dimensions had statistically non-significant effects on MCE implementation. Specifically, the effect of affective commitment on MCE is positive but weak (Estimate = 0.127, $p = 0.209$), indicating that emotional attachment to the institution does not significantly drive MCE practices.

Similarly, continuance commitment, which reflects staff retention due to perceived costs of leaving, has a relatively larger positive effect (Estimate = 0.381, $p = 0.160$), but it remained statistically insignificant. Interestingly, normative commitment, which pertains to a sense of obligation, had a small negative effect (Estimate = -0.081, $p = 0.585$), suggesting that a sense of duty alone does not contribute to implementing MCE dimension.

The measurement model results confirm the reliability and validity of the constructs. All observed indicators for AC, for (CC), and for NC significantly load onto their respective latent variables, as evidenced by high critical ratios (C.R.) and small p-values ($p < 0.001$). Likewise, the indicators for DMCEI have strong and significant loadings, confirming the construct's robustness. The overall model fit indices show a moderate fit. The CMIN/DF value of 3.857 is acceptable, while the RMSEA of 0.085 slightly exceeds the ideal threshold of 0.08 but remains tolerable.

The findings suggested that among the three, CC had the largest effect, though statistically insignificant. Practically, this suggests that promoting MCE in universities may depend more on institutional support and policy-driven interventions than on individual staff commitment alone.

4.3. The Relationship among Commitment, Challenges, and DMCEI

In this the relationship Academic commitment dimensions (ASCD), challenges dimension (CHD), and Dimension of MCE Implementation (DMCEI) in EPU is presented by using SEM and Table in order to show variables relationship. SEM also combines factor analysis, correlation analysis and path analysis. The results of the SEM analysis using the AMOS 24 software can be seen in Figure 5. that shows reliability, validity, and model fit results.

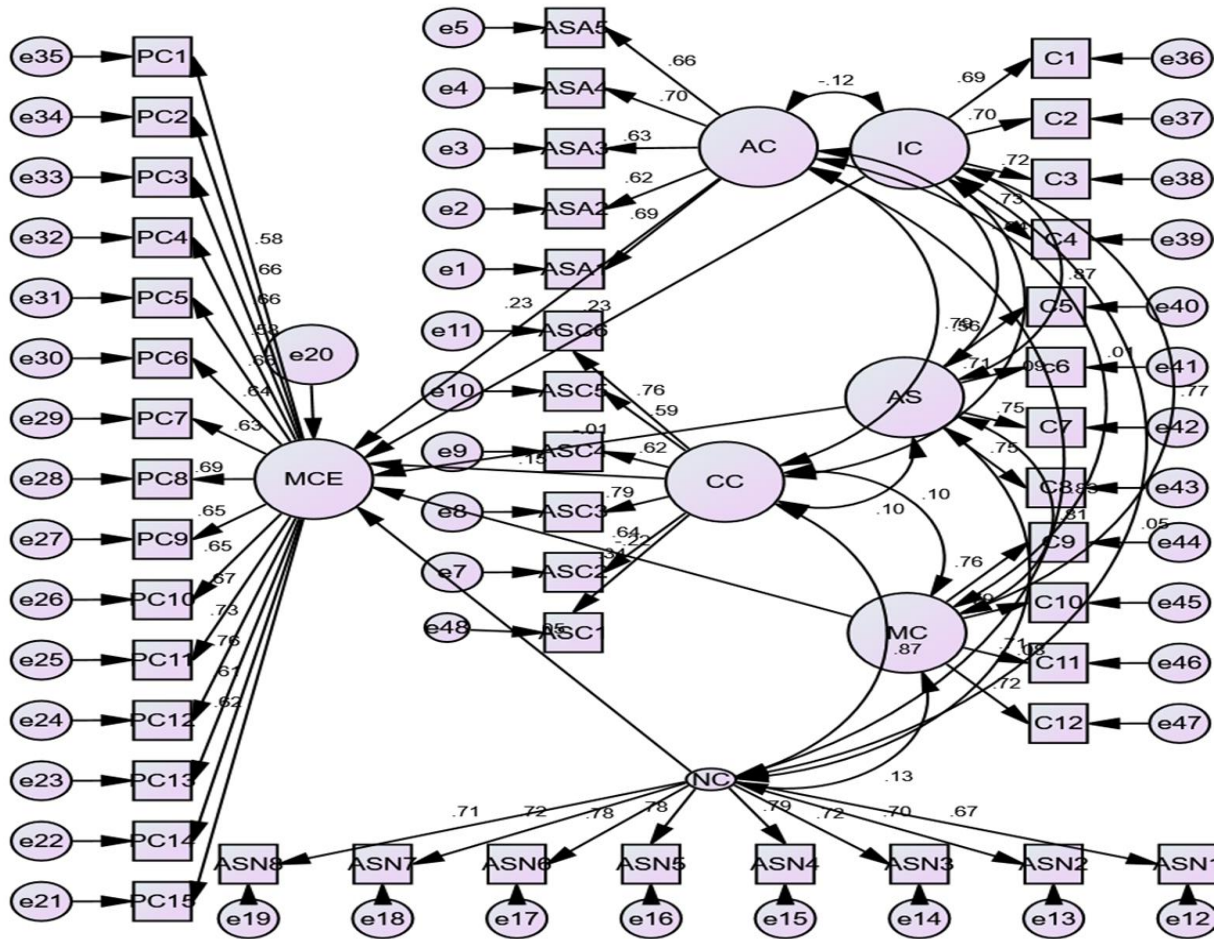


Figure 6: SEM of commitment, challenges, and DMCEI

As displayed in Figure 8, the SEM evaluates the effects of three types of challenges: institutional challenges, academic staff-related challenges, and program or material-related challenges alongside staff commitment dimension such as affective commitment, continuance commitment, and normative commitment on DMCEI. The results indicate that institutional challenges have a positive but non-significant effect on MCE (Estimate = 0.200, $p = 0.211$), suggesting that while institutional challenges might play a role in influencing MCE, their impact is not strong enough to be statistically meaningful in this model.

Academic staff-related challenges show a negligible effect (Estimate = -0.016, $p = 0.948$), indicating that staff-related issues have minimal influence on MCE. In contrast, Program or material-related challenges demonstrate a negative impact (Estimate = -0.185, $p = 0.098$), approaching marginal significance. This suggests that challenges related to program design and resource availability might hinder the effective implementation of MCE.

Among the commitment dimensions, AC showed a positive but non-significant effect on MCE (Estimate = 0.168, $p = 0.139$), implying that the emotional attachment of staff to their institutions has limited influence. Similarly, CC, reflecting the costs of leaving the institution, has a small positive and non-significant effect (Estimate = 0.249, $p = 0.382$). NC has a negligible and significant positive effect (Estimate = 0.048, $p = 0.752$), indicating that a sense of obligation contribute meaningfully to MCE implementation.

The measurement model results validate the reliability and validity of the constructs. Indicators for each latent variable for AC have strong and significant loadings ($p < 0.001$), confirming the constructs' robustness. Similarly, the challenges dimensions (institutional challenges, academic staff related challenges, program or materials related challenges) exhibit reliable measurement with significant and substantial loadings on their respective indicators.

The findings highlight the critical role of addressing program or material-related challenges as they emerge as potential barriers to DMCEI. Although institutional and staff-related challenges show weaker direct effects, their indirect influences should not be overlooked. The non-significant effects of (ASCD) academic staff commitment dimensions suggest that individual

commitment may directly affect MCEID. Instead, other broader systemic factors might play more roles that are prominent.

In general, though challenges and commitment dimensions have limited direct effects on DMEI, addressing program and material-related barriers appears vital. Universities seeking to enhance MCE should focus on resolving material and program challenges while exploring broader influences to create more inclusive and effective educational environment. A bivariate correlation analysis of relationship between DMEI and other variables

Table 20 20: Bivariate Correlation Analysis among ASC, ICH and DMCEI

Variables		DMCEI	ASC	ICH
DMCEI	Pearson Correlation		1	
	Sig. (2-tailed)			
	N		388	
ASC	Pearson Correlation	.305**		1
	Sig. (2-tailed)	.000		
	N	388		388
ICH	Pearson Correlation	-.317**	.029	
	Sig. (2-tailed)	.000	.566	
	N	388	388	388

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

Source: Survey, 2024

As depicted in Table 20, a bivariate correlation analysis was conducted to examine the relationships between Dimension of MCE Implementation (DMCEI), Academic Staff Commitment (ASC), and Institutional Challenges (ICH). The results summarized above show that the correlation coefficient between DMCEI and ASC was ($r=0.305$), which indicates a weak positive relationship. This correlation is statistically significant suggesting that higher levels of DMCEI are associated with increased ASC.

In addition, the correlation coefficient between DMCEI and ICH was ($r=-0.317$), indicating a weak negative relationship. This relationship is also statistically significant ($p<0.01$). The result suggested that DMCEI is affected by challenges of Institutional factors. However, the correlation coefficient between ASC and ICH were not found statistically significant, implying no meaningful association between these two variables.

The findings suggest that DMCEI was positively related to ASC and negatively related to ICHs. This underscores the potential of MCE to enhance staff engagement while addressing challenges within institutions.

4.3. Challenges of MCE Implementation

Table 21: Challenges Multicultural Education Implementation

	Coefficients		Standardized	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Error	Beta			LB	UB	Tolerance	VIF
(Constant)	2.96	.20		15.16	.00	2.57	3.34		
(IRCH)	-.05	.05	-.06	2.94	.03	.15	.05	.45	2.21
ASRCH	-.08	.05	-.10	-1.49	.14	-.18	.02	.45	2.24
(MRCH)	-.24	.05	-.31	-5.20	.00	-.33	-.15	.51	1.95

Source: Survey, 2024

Dependent Variable: DMECI

As presented in Table 20, a multiple regression analysis was conducted to evaluate the effect of three types of challenges on the DMEI in EPU: institutional-related challenges (IRCH), academic staff-related challenges (ASRCH), and program or material-related challenges (MRCH). The findings revealed varying degrees of influence across these three challenge dimensions.

Institutional-related challenges (IRCH) exhibited a negative effect on DMCEI, with a coefficient ($B = -0.05$, $p = 0.03 < 0.05$), indicating statistical significance. This suggests that institutional barriers, such as policy gaps or administrative inefficiencies, hinder the implementation of MCEI. Addressing these challenges could enhance the implementation process.

Additionally, MRCH demonstrated the strongest negative effect ($B = -0.24$, $p = 0.001 < 0.05$), which is statistically significant. This finding indicates that deficiencies in program design or the availability of multicultural teaching materials significantly affect DMCEI.

Overall, the analysis identified MRCH as the most critical barrier to DMCEI, followed by IRCH, which had a weaker but still significant effect. ASRCH, while negatively related, did not exhibit a significant influence in this model. Addressing MRCH should be prioritized, as these challenges have the most substantial impact on enhancing MCE. Furthermore, institutional support mechanisms should be strengthened to mitigate their negative effects. Future initiatives should focus on ensuring adequate resources, improving program design, and enhancing institutional policies conducive to MCE

4.4. Comparison of implementation of MCE across the universities

Table 23: Descriptive Result of MCEI Across Universities

	N	M	SD	Std.	95% CI for Mean		Minimum	Maximum
					L B	U B		
HrU	70	2.7082	.67549	.08074	2.5472	2.8693	1.31	4.15
DDU	52	2.6005	.61460	.08606	2.4276	2.7733	1.50	3.92
JJU	57	2.6558	.82236	.10279	2.4504	2.8613	1.44	4.68
WU	66	2.8523	.59321	.07302	2.7065	2.9981	1.69	4.24
WSU	60	2.7647	.91889	.11863	2.5274	3.0021	1.38	4.15
HU	85	2.8710	.57529	.06240	2.7470	2.9951	1.38	3.88
Total	388	2.7534	0.70664	.03551	2.6836	2.8232	1.31	4.68

Source: Survey, 2024

As shown in Table 23, the overall mean for DMCEI across all universities ($M = 2.75$, $SD = 0.71$). HU and WU have the highest mean scores (2.87 and 2.85, respectively), suggesting relatively better implementation of MCE. In contrast, DDU has the lowest mean score (2.60, $SD = 0.61$). The variation in mean scores across universities reflects differing levels of MCE implementation.

Table 2421: Analysis of variances for DMCEI across of EPU

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.774	5	.755	1.522	.182
Within Groups	193.467	390	.496		
Total	197.241	395			

Source: Survey, 2024

Dependent variable: Dimension of MCE Implementation (DMCEI)

The ANOVA test revealed no statistically significant differences in DMCEI across the universities ($F = 1.522$, $p = 0.182$). This suggests that, overall; the levels of DMCEI are at the difference level among the six universities. While descriptive differences exist, they are not strong enough to reach statistical significance.

As presented in Table 24, pairwise comparisons using the LSD method were conducted to further explore the differences between universities. The only statistically significant difference was observed between HU and DDU (Mean Difference = 0.27, $p = 0.031$), indicating that HU has a significantly higher DMCEI compared to DDU. Other pairwise comparisons the results reveal significant differences, suggesting that most universities perform different levels in DMCEI. Overall, the findings indicate that MCE implementation levels are practices in variation ways variations.

4.9. Findings of the Qualitative Stands

Under this section, the profile of the participant and findings from qualitative instruments such as semi-structured interviews, open-ended items, observation, and document review draw findings were described, respectively. The data collected through the three instruments, namely, semi-structured interviews, observations, and document review were analyzed using thematic analyses and narrated. The qualitative data was thermalized into six major emergent categories during the analysis process, namely: Participant profile (PP), Dimension of MCE Implementation (DMCEI), Academic Staff Commitments (ASC) Challenges for Implementation of MCE, Prospects of MCE Implementation (PMCEI), (STG) Strategies are used throughout qualitative.

Thus, Table 25 depicts the thematic structure of the present study focusing on DMCEI. The table outlines the main themes and their corresponding sub-themes, providing insights into the various dimensions of the study. Accordingly, their reflections generated six themes that are elaborated next.

4.9.1. Themes one: The emergent categories

Table 25 22: Qualitative Data Analysis

s.n	Themes(code)	Main themes	Sub- themes
1	PP	Participant Profile	Academics, experts, and Student
2	DMEI	MCE	Dimensions of MCE
3	ASC	Academic Staff Commitment	Dimensions of commitment
4	CIMCE	Challenges for Implementation of MCE	of Institutional, academic and resources related
5	Pros	Prospects	Prospects
6	STG	Strategies	Strategies

Source: Survey, 2024

Participants have diverse backgrounds and are split into three important groups: academics who teach experts who know their topic, and students, for gain perspectives on MCEI. Meanwhile, this thread looks at practical aspects of MCE implementation and emphasizes five crucial dimensions that are essential.

This studies engagement and commitment among faculty members to DMCEI which is essential to ensure success. Among the challenges faced by DMCEI, discriminating these challenges is crucial to understanding those barriers to successful implementation. This theme qualifies those challenges as being institutional, academic level, and related to resource issues and looks at the range of major obstacles encountered.

Prospect (Pros) themes are forward-thinking and explore favorable outcomes for DMCEI such as future growth for students and training practices. Strategies (STRG) themes lay out clear methods for improvement to enhance DMCE and it could involve usage of leading practices or policies, as well as novel teaching methods aimed at building an inclusive classroom.

In summary, themed analysis sheds light on a very structured way of making sense of the complexity of (MCE). By carefully parsing the paper into different themes and subthemes, the researcher can address participant profiles, take into consideration practices involved in the implementation, academic staff commitment, challenges, and opportunities about possibilities, and at the same time produce strategies. Beyond just understanding the current landscape of MCE it also acts as a solid foundation for future research work and putting into practice in an educational context of the study.

Thus, this study adopted a mixed-method approach in which a sequential explanatory design was utilized. So, in this section, results from qualitative instruments such as semi-structured interviews and open-ended items from the two informants' draw results were discussed. The data collected through the two instruments, namely, interview and open-ended questions were merged and analyzed using thematic analyses.

4.9.2. Theme Two: Participant profile

The exploration of the educational qualifications, positions, and services of academic staff across various universities.

Table 2623: The Illustration of Qualitative Participants Profile

Code	Level of Education	Universities	Services in years	Position
P1	Lecturer	HrU	14	Department Head
P2	Assistant Professor	HrU	14	Department Head
P3	Assistant Professor	HrU	18	Director
P4	Assistant Professor	HU	18	Department Head
P5	Lecturer	HU	12	Department Head
P6	Assistant Professor	HU	17	Department Head
P7	Associate Professor	WU	18	Department Head
P8	Lecturer	WU	10	Dean
P9	Assistant Professor	WU	12	Dean
P10	Assistant Professor	DDU	16	Dean
P11	Associate Professor	DDU	17	Dean
P12	Assistant Professor	DDU	14	Department Head
P13	Assistant Professor	JJU	15	Lecturer
P14	Lecturer	JJU	11	Department Head
P15	Assistant Professor	JJU	12	Department Head
P16	Assistant Professor	WSU	14	Department Head
P17	Assistant Professor	WSU	15	Department Head
P18	Assistant Professor	WSU	16	Dean
EX19	PhD Candidate	MoE	17	Expert
EX20	Assistant Professor	MoE	18	Expert

Source :Survey,2024

Highlights included in Table 26 a is discussed the education, rank length and title of different faculty from various institutions. Noticeably, the majority of faculty positions are at the level of Associate Professor and many serve as heads or deans indicating strong leadership presence. Data shows service lengths from 10 onwards years with most of the educators acquiring significant

professional experience chiefly at deans level which is held by multiple Lecturers and assistant Professors. Institutions represented include HrU, HU, WU, DDU, JJU and WSU indicating a diverse higher education scene. Experts and PhD candidates presence indicate development and continuity of education within the institutions. Overall, the structure of the institution is well ordered, with experienced educators in leadership positions contributing to strong educational missions.

Table 2724: Students Council Profile

Code	Participant	Universities	Year	Position
Sp21	Student	WSU	3 rd	Student council(leader)
SP22	Student	DDU	3 rd year	Student councilLeader)
SP23	Student	HrU	2 nd year	Student council (leader)
SP24	Student	HU	4 th year	Student council (leader)
SP25	Student	WU	3 rd year	Student council (leader)
SP26	Student	JJU	4 th year	Student council (leader)

Source: Developed by Researcher, 2024

This table indicates that student council engagement in this study. This simply shows the role of students in enhancement such as career development, leadership training, and student engagement. Future research could stand to benefit from the collection of additional demographic data and longitudinal studies for tracking changes over time.

Section Three Themes: Dimensions of Implementation of MCE.

The major qualitative analysis relies on fundamental subset questions. Abbreviated phrases of these questions serve as headings for presentation and discussion. The responses of the interviewees are also summarized and consolidated. From the nature of the explanatory sequential research design basic interview guide questions were formulated as the following:

4.9.3. Integration of Multicultural Education into the curriculum

"How would you explain the incorporation of multicultural topics into the curriculum"? In this deep dive into the 'DMCEI', participants were questioned and narrated their opinions, which are separately given below by thermalizing their views into two groups. The first category is those who believe that the current integration of multicultural education into the curriculum in EPU is less attention when compared to its importance. The researcher collected participant views from, 18 academic leaders, 2 curriculum experts, and 6 student councils were summarized by the researcher and summary the extract elucidated as:

The findings indicated that reported that university curricula do not adequately integrate multicultural material in the present multicultural cultural perspectives and fail to prepare students for a multicultural society and global world. Universities may act to improve the multicultural content of their curricula to provide a more inclusive thorough education system in their university environments (p1, p4, p6, p8, p7, p8, p12, p14, p15, P16, Ex20, Sp22, Sp 21).

From this, everyone can understand that the views of academic leaders and student representatives reflect the concept explored a light on solemn shortcomings regarding content from diverse cultures in university course curriculum a considerable number of interviewees believe this measure is inadequate. Universities seem not to incorporate these diverse perspectives sufficiently into the curriculum adequately.

These findings in a system issue of underrepresentation of diverse voices and lived experiences. Curriculum tends to display a single cultural point of view which can alienate students with diverse backgrounds. Deficiency of representation can lead to feelings of exclusion and marginalization among students. Information gathered from teachers about their responsibility in integrating multicultural education into subjects taught showed various ideas. Some teachers indeed know little about multicultural education and hear this account in this study; they did not know in fact that it is their role to integrate multicultural issues into the curriculum (p13, p17, p18, Sp23,SP,25 Ex19,Sp14,and P19)

In the same manner, the student council reported or expressed their view on the integration of MCE into curriculum and practices teachers have the responsibility to practice MCE by respecting and appreciating students' background (for example this course as part of civic and ethical education .Furthermore, in contrast, most of the teachers, let alone the teachers, did not have adequate knowledge, positive attitude, and skills of MCE, according to the students' council interview on teachers' comprehension of its dimensions. Others reported that they heard about the course called "MCE" when teachers discussed it in class since they were required to take it. Accordingly, they claimed that instructors' knowledge of intercultural education is lacking (P22, P23, SP23, and SP25).

Moreover, the view indicated that comprehending the core deficiency is not only reflected in curricula lacking multicultural content. Interviews reveal that universities do not give this content sufficient incorporation into the curriculum. This points out broader systemic insufficiency where diversity does not allow expression. Most of our courses are there in different colleges as usual courses are given but not enough. That absence of diverse voices and experiences leaves our students from diverse backgrounds feeling ignored and marginalized.

Another participant also adds an ideational point, students lose the chance for integration among cultures, and the learning experience becomes strongly constrained by neglecting such content. Students struggle and often fail to integrate into a multicultural society. Moreover, shortcomings in including multicultural content led to an impact on social interactions and overall attitudes in long-term life. Universities have a responsibility to build inclusivity and promote a broad education that prepares students for practical challenges (P1,P5,P11,P15,P18, EX19, SP22, Sp24,).

Universities should therefore revisit their curricula with multicultural content as a matter of inclusion and the need for well-rounded education. Universities have a significant role in fostering understanding and empathetic among future leaders through inclusive learning environments.

4.9.4. Status of MCE implementation in EPU

In the views of curriculum expert (EX20) from MoE engaged in in-depth interviews, issues of multiculturalism in Ethiopia are the current agenda and it has many important for Ethiopia to create tolerance and share culture for the pluralist societies in multiple ways and reveals his idea:

According to my awareness, the importance of multicultural curriculum implementation is a very crucial place in creating tolerance among diverse people, especially in HE, but there is an amiss conception and negative attitude towards its practices, as the results practices of multicultural issues in HE. Thus, no such practices of multicultural curriculum practices in HE expects to offer some courses as common in HE. But it is a critical and very vital issue in education sectors to create co-existence among multicultural societies (P20).

On another hand another interviewees expressed their options as the following respondent also added some additional incorporating multicultural content in the curriculum can help address societal issues such as discrimination, inequality, and social justice, preparing students to navigate and contribute positively to an increasingly diverse and interconnected world. With the promotion of MCE, the university also becomes prominent for progressiveness and inclusiveness. It addresses global capability and success by students as its goal. Overall, this capitalization benefits students and emboldens the educational community mobilizing them for social growth. This environment prepares students adeptly for the society of many cultures now (P9, P12, SP21, SP24 and SP25).

Moreover, the idea at hand focuses on the benefits of incorporating diverse cultural insights into university curricula and drawing emphasis on its critical relevance to resolving society's challenges as well as imparting that such integration can be a tool for addressing serious issues, such as discrimination and inequality, and securing social equity. This idea suggests that education is what excels at fostering awareness and understanding of these core concerns.

Promoting MCE positions the university as a progressive and inclusive institution. This can enhance its reputation, attracting students and faculty who value diversity and global competence. One respondent stated that

Focus on global competence and student success: It suggests that prioritizing MCE aligns with the goals of fostering global competence, an essential skill in today's interconnected world. It also implies that such an approach contributes to overall student success by equipping them with relevant skills and knowledge. The vision presented is one of a dynamic and engaging educational setting that encourages social consciousness. These environments not only benefit students academically but also contribute to their personal growth and civic responsibility. Preparing to live in a diverse and connected world, the curriculum is helping students learn social skills and ways to contribute to the multicolored web of the globe. That is necessary if people are going to be active, smart, and responsible citizens, who engage smoothly with diverse complex woven societies (p5).

In short, this views education from a strategic angle, seizing opportunities that multiculturalism provides. The goal is to create a truly inclusive and engaging academic community. Moreover, this also reiterates why it is important to emphasize multicultural education in dealing with societal issues, improving institutional reputations, and giving students the skills and education to thrive in diverse worlds. At the same time, it encourages vibrant and socially engaged instruction.

Moreover, regarding the current implementation of MCE interviews were conducted on the status of MCE revealing almost similar ideas as the following. Similarly, another interviewee replied that he commonly takes the course of MCE which is “entitled MCE and Diversity Management “which is a very wonderful course, and he likes it. Why it intended to teach all diversity and give equal opportunities for all students. Respondents stated that :

Most of the respondents' state that observation, of the absence of multicultural perspectives in the curriculum perpetuates a sense of exclusion among students from distinct cultural backgrounds, undermining their sense of belonging and

hindering their academic and personal development. It is crucial indeed for universities to reconsider how they design curricula; actively inviting perspectives that value diversity is essential for creating richer and more inclusive learning environments for all students (P 20).

People can all understand these key concepts from the above. Lack of varied cultural views in learning materials leads to feeling like being left out for students from diverse backgrounds and if there is insufficient multicultural content it includes their sense of ownership, which is important for their overall welfare and their active pursuit within the classroom. Exclusion blocks both achieving good grades and personal growth and it also affects students being successful citizens in a multicultural world. This calls for universities to rethink curricular development and to take an inclusive approach actively. This way they can create a learning experience that is much richer and welcoming for all students.

The idea is for a significant shift in educational practices to ensure that all students feel valued and supported, which is essential for their success and development. In line with the “What do you think about the academics’ staff commitment to words in implementing MCE in your university”? Most of the respondents described that academics’ staff commitment to implementing MCE in universities is considered low. They do not have the academic morals to do their work. This could be due to various reasons such as a lack of training or resources in MCE, even worry about their life, conflicting priorities, or a mindset that is resistant to change discrimination based on diversity like the political point of view, religion, and ethnicity, localization of university leaders (P2, P5, P9, P11, P15, P,16, Sp21, Sp25,sp26),

The common idea talks about the low commitment of faculty to implementing MCE in universities. One main issue is low commitment; there just simply is not enough focus or engagement in implementing MCE. Faculty members typically lack adequate training to do teaching and curriculum design well that reflects MCE perspectives. They also have insufficient MCE knowledge along with positive attitudes and skills. There is also a lack of resources, especially financial and human, to directly support multicultural efforts. Some staff have preconceptions and resist embracing innovations that stress multicultural focus. Altogether

universities have a growing gap between ideals of multicultural education and how that is being done at the HE level. Overall, they point to a significant gap between the ideals of MCE and the realities of its implementation in HE settings. Similarly, one curriculum expects to specify his idea in the following way:

My understanding is that MCE implementation is essential for fostering tolerance among diverse individuals, particularly in higher education. However, there is a misconception about and hostility toward its practices, as the findings indicate that multicultural issues are not addressed in HE. Therefore, it is not anticipated that HE will adopt such multicultural curriculum practices or offer some courses as standard HE courses at all levels (p20).

The above idea highlights a significant gap in the implementation of MCE within university settings. For example, Policy gaps in line with the MCE, Limited choice of courses, and inadequate engagement through multicultural events matter most for the practice of MCE. Regarding limited courses and insufficient activities that while some involved courses are given by a few departments their distribution is not broad. This suggests that at this place, there is not a strong integration of MCE throughout the entire curriculum. The quote also stresses that the lack of good extracurricular events promoting MCE is very telling; events that allow students and faculty to appreciate and learn from diverse cultures are important for creating an inclusive environment, but we do not see such events.

Additionally, existing initiatives and awareness mention specific courses (like those in PDGT, Adult Education, Psychology, and EDPM, languages, Management, public administration, law, civic education) that touch upon multicultural themes, as well as initiatives like "celebrating culture day." These examples show that there is some recognition of the importance of MCE, but they may not be enough to create a meaningful effect. In line with the quote suggests that while students may be aware of and respect cultural differences, this awareness does not translate into practical actions or institutional support. This disconnect can hinder the development of a truly multicultural and inclusive campus culture. When framing things like this, universities must do more than merely offer added courses because they want both students and faculty to get to

know and embrace diversity and inclusion. Planning cultural events, and workshops, can also have lively conversations to support diversity and inclusion.

In summary, this idea presents a critical take on how things stand at MCE today at universities. There's a clear idea that both more diversified course offerings and strong activities with vigorous participation need to be considered. Emphasizing that bringing diversity together actively can create a strong more inclusive community for all the students and faculty.

4.9.5. Challenges of Multicultural Education Implementation

The findings from the informant of the semi-structured interview are as follows: Academic staff has some commitment problems to implement multicultural curriculum because of different reasons in HE such as lack of awareness about its importance, contents of the curriculum itself has problems when developed, and designed, politicizing multicultural curriculum course, lack of giving recognition for diversity and reflections (EX19, EX20, P2, .P16, P14).

The academic staff commitment is solemn to implementing MCE in HE. Because of factors like lack of awareness, challenges of MCE itself design and development, politicization of diversity, and lack of appreciating and respecting diversity. Compatible, additional respondents of the study depicted the major Multicultural Education implementation in EPU: Accordingly, the main challenges that hinder the successful implementation of MCE in EPU include: Lack of diversity training: Academics may not have received adequate training on how to incorporate multicultural perspectives into their teaching and limited resources, the University may not have sufficient resources, such as culturally diverse teaching materials or support staff, to effectively implement a multicultural issues, . Institutional Barriers: There may be institutional barriers or policies that do not fully support or prioritize MCE initiatives, insufficient involvement of key stakeholders, lack of pedagogical skills, and significant policy direction about MCE (P1, P2, P6, and P7. P14, P12, P16, P18, EX19, EX20, SP23, SP25).

Moreover, as the development of a MCE in universities faces many challenges, training for faculty is essential. Often, we find that faculty members lack the necessary training to integrate

educational perspectives that reflect cultures. This places us at a low level of understanding related to multicultural education, which may stifle those efforts. Lacks Resources in universities struggle to find resources such as diverse teaching materials and teaching support staff. Resource shortfalls make it hard to develop immersive and representative learning environments. Another barrier concerns institutional obstacles whether explicit law or implicit constraints that do not adequately support legislative multicultural exchange initiatives. These could be as strong as a disregard of institutions for the movement of such initiatives, or as potential as funding that is not sufficient. There is also a danger in policies that place other educational goals ahead of those for multiculturalism. Mention of respondents by number (SP21, SP24, and SP23)

Among others reflects that they are based on qualitative data collected from interviews or questionnaires. Data credibility comes from grounding such research in the direct experiences of those involved in education. In summary, this passage raises important barrier issues for implementing curricula based on multiculturalism; it strongly advocates for systemic shifts within institutions to promote a more inclusive learning environment.

Another respondent the main challenges in implementing MCE as the following “ Some academics and staff may be resistant to change and may prefer to stick to traditional teaching methods rather than adapting to a more multicultural, There may be a lack of institutional support or incentives for academics to invest time and effort into developing a multicultural curriculum. Overall, these challenges contribute to the low commitment of academic staff in successfully implementing curriculum from multicultural perspectives at my university (p2, p4, p6, p7, p12, p11, SP23, SP25).

In short , introducing multicultural education at university, dissemination due to different factors, lack of support from central administration,top management, Strong opposition to change combined with diminished support and allowances cause a lack of commitment from the faculty of learning toward facilitating such education thoroughly. The cumulative effect of resistance to change and lack of support leads to a low commitment among academic staff to implement multicultural curricula effectively. This indicates a systemic issue within the university that affects the overall educational experience.

Overall, the above idea emphasizes the significant barriers to implementing MCE and points to the need for institutional changes to promote a more inclusive and responsive educational environment. Moreover, findings from open-ended questions and almost all informants have shared that the challenges of multicultural education implementation as the following main and common ideas among the informants (from semi-structured and open-ended questions).

1st .limitations of course in line with multiculturalism in HE (Only for social science), lack of awareness about the importance of multicultural curriculum, students' and teachers' attitude towards MCE, lack human power and instructional material in line with the field, lack of readiness to apply curriculum content in teaching pedagogy, lack of commitment to from leadership (low, middle, and top) in HE apply curriculum content, politicizing nature of human diversity and create disagreement among ethnic groups, and political attitude and fear of changes or resistance of change from the administration and current political issues.

2nd Ethnic tension, dominance or localization problems, lack of attention from university leaders, defective curriculum content (curriculum itself and political involvements in an academic institution), lack of skills, knowledge, and experiences, lack of skilled manpower in line with specialization of the subject matter, inadequate availability of instructional materials that promote multicultural curriculum, Political insatiability and discrimination of elite in HE, problem the HE higher education, lack of guidance and counseling and attitudes fleeing of super city or inferiority in HE are the constraints of multicultural curriculum in EPU. The challenges outlined suggest that for MCE to thrive, universities must foster an environment that encourages innovation in teaching methods and provides adequate support and incentives for faculty (P2, P5, P8, P12, P17, P20,).

3rd, challenges for the implementation of MCE in EPU are assessment and evaluation, difficulties: language barrier, traditional teaching methods, limited Institutional support, and inadequate community engagement: While there are significant challenges to implementing MCE in Ethiopian higher education, addressing these obstacles through targeted strategies can foster a more inclusive and diverse educational environment. By prioritizing awareness, training, community engagement, and institutional support, Ethiopian higher education institutions can effectively integrate MCE into their curricula and practices. Uncovering the factors that

challenges the implementation of MCE implementation in public universities in Ethiopia is one of the key objectives of this study. The most recurring responses of the respondents to the semi-structured and open-ended questions are presented as follows based on frequency counts from the most to the least respectively:

- Deficiencies in multicultural programs, curricula, and courses;
- Lack of awareness about the importance of MCE;
- Low level of appreciation for MCE, programs, courses, and events from students, the staff, and the university leadership;
- Lack of multiculturalism experts and human power;
- Shortage of multicultural instructional materials;
- Insufficiency of readiness to apply multicultural pedagogy and contents in classrooms;
- Inadequacy of commitments to MCE from leaders (low, middle, and top) in public universities in Ethiopia;
- Politicization and polarization of multiculturalism and pluralist ideology;
- From those main challenges for MCE implementation in EPUS;
- Political tension (mistrust among diversified people);
- Language barrier ;
- Dominance of teacher-centered approach in teaching (lack of pedagogical skills);
- Domination of localization (Top leader, middle, and lower, students, teachers, and supportive staff) ;
- Insufficient resources and pedagogical skills ;
- Insufficient policy directives (gaps) and curriculum about MCE;
- Administrative and, leadership problems (localization).

Based on the discussions carried out and results obtained, it is possible to recognize that both ‘politicization and distrust in diversity emanate from the popular discourse that ‘ethnic federalism’ encourages ethnic questions and separatist attitudes, which might put at risk the country’s unity and territorial integrity even before putting it to a test.

4.9.6. Prospects for MCE in EPU's

Concerning the” prospects for MCE implementation in EPU's. One of the participants in an interview devised the following statement: Prospects for MCE implementation in EPU's are the nature of the university, course offering MCE given in some colleges, policy guidelines, cultural events in the university, the national day of the university among students and academic staff, the availability of both students and instructors from the different background by having different students and instructors, availability of multicultural curriculum, some hint of policy guideline, presence of multicultural society which coming from different background, presence, music, literature, different games like (footballs, volleyball) different students clubs in university, and discussion, among each other's were the opportunities in implementing MCE(P13, 15,p16,p18).

On another hand, regarding “the prospects for MCE in Public universities of Ethiopia” Respondents responded in the following way In universities, there are promising prospects for implementing MCE such as embracing diversity and multiculturalism can enrich the learning experience for students by exposing them to a wide range of perspectives, beliefs, and experiences. This approach can foster inclusivity, understanding, and respect among students and faculty members from various cultural backgrounds (P6. P5,p7,p9,p15).’

The idea brings out clear positive sides to integrating (MCE) in university settings. It points out that there are inherent strengths and promising opportunities in universities for the successful integration of MCE. This recognition indicates potential for growth along with development in this context. There is a strong emphasis on fostering diversity and multiculturalism: this engaged approach benefits the institution well beyond merely academics: it enhances personal growth and academic development.

Diversity of thoughts, beliefs, and histories opens rich learning experiences. These differences bring about better discussions and a much deeper understanding of complicated matters as well. Familiarizing ourselves with MCE does promote friendship within our campus. This inviting atmosphere makes people feel like insiders belonging to communities from widely diverse backgrounds. The nature of MCE is to teach understanding and respect to people who are

different, extremely important for our community to be harmonious and to build good friendships easily.

The insights into (P2) and (P4) relate to qualitative data, so we ground this study in the views of those directly involved in improving credibility. What this idea promotes is that MCE is important to enrich educational experiences, and to work towards inclusivity respect, and understanding among members wherever they work. As for changes that may move ahead for implementation at universities across Ethiopia, based on interviews and other open questions the following what common suggestion lines for MCE implementation,

- Policy Guidelines or Policy reform and curriculum Revision
- The nature of the University itself
- Availability of MCE courses
- Reform into Curriculum
- Hosting days honoring the university
- Celebrating culture day or event
- Background of students and staff

The positive aspects and potential benefits of implementing MCE in universities. The phrase suggests that there are favorable conditions and opportunities within universities for the successful integration of MCE. This indicates recognition of the potential for growth and development in this area. It emphasizes the importance of embracing diversity and multiculturalism. This approach is seen as beneficial not only for the educational institution but also for the student's personal and academic growth.

4.9.7. Strategies that can solve challenges of multicultural implementation in EPUs

Regarding this item, here are the common suggestions and comments from both interview and open-ended questions in line with strategies on how to handle the constraints of MCE implementation: Promoting multicultural ceremony programs and awarding unique instructors or students who promote unity within diversity in the university. Establishing and strengthening guidance and council as well as different clubs among students. Create national dialogue among instructors, design, and prepare bulletins and magazines that promote tolerance and unity within diversity among university community (SP21, SP24, P14.P14, P16, SP22),

Moreover, not only this, promoting understanding of students on respecting diversity and creating safe, opportunities to share experience, giving raining and awareness creation about the significance of MCE, working on mentality of students and teachers starting from elementary to HE and we all need to come together and talk on our political history and come consensus.

Implementing MCE in Ethiopian HE stands as promising. Ethiopia has a diverse cultural community and there is increasing recognition of the importance of inclusiveness. By making use of opportunities and simultaneously addressing potential challenges, we can make HE a welcoming environment that values diversity, develops understanding, and prepares students for life in a global community. Opportunities abound for educators to teach in situations with students of diverse styles (SP24, P14.P14).

Additionally, developing different national dialogues with experts and preparing different conferences. Creating multicultural leadership or concerned leadership. Making a ceremony of cultural day among the community of the university can create engagement and interest in the participants, respect from students to students, instructors to instructors resolve all political insatiability, and treat all ethnic groups equally.

Moreover, the major strategies for tackling the challenge of Multicultural education were asked to get answers from the participants. Accordingly; one of the participants in an in-depth interview coined the following statement:

To tackle the challenges of MCE implementation in my university, several recommendations can be considered.

Firstly, central needs to provide comprehensive diversity training and professional development opportunities to both faculty and staff. Training should enhance awareness and deepen understanding of diverse cultures and develop effective approaches to incorporating multicultural perspectives into syllabi. The university could also invest more in producing culturally diverse teaching materials and organizing events that increase cultural richness. Additionally, fund and support projects that drive MCE forward or promote multicultural education (P9)

Narratives about moving forward also include implementation recommendations for MCEI at universities. This involves emphasizing comprehensive diversity training and professional development for faculty. Offering higher quality teaching that enlightens staff to understand the variation of cultures and gives effective strategies toward integrating diverse multicultural thinking into pedagogy is key. Universities should allocate even more financial and resource support for developing better teaching materials that are diverse and support hosting cultural gatherings programs and initiatives promoting MCEIs. Recommendations also lay on faculty and staff needing better preparation to deal more successfully with multicultural issues, and appreciation that this preparedness ties closely to specific knowledge and skills for MCE.

Moreover, investments in resources and comprehensive approaches emphasizing calls for increased support investment recognize the importance of real support for multicultural initiatives. Without adequate resources and events, efforts tend to be inadequate. Combining training with the allocation of resources results in an integrated strategy that is critical for cultivating multicultural elements. Both awareness and practical tools are essential for success.

Overall, if we promote specific steps for getting more action and improvement of MCE at the University level, we believe these pivots on providing more training, investing in resources, and supporting a comprehensive approach that invests in resources to enhance inclusivity of such enhancement at Public University in Ethiopia. In addition, talking about institutional impediments that stop the successful implementation of multicultural education (MCE) is crucial. This can mean rethinking existing policies and creating new structures to support multicultural initiatives. We also need to develop faculty toward working on diversity projects with incentives. Supporting and being inclusive within this institution's culture is central to encouraging academic commitment toward promoting multicultural education. Additionally building collaborations and partnerships with community organizations, institutions of culture, and experts in multicultural education provides more ideas, resources, and support for carrying out multicultural curriculum implementation. Building strong ties and having collaborative dialogues that are interdisciplinary and across diverse cultures can also improve the quality and relevance of initiatives at the university level. (P 6, P7,P 8 ,P14,P 15,P 16, and P 17)

The narration emphasizes the importance of addressing institutional barriers to effectively implement an MCE within universities as addressing barriers, policy revisions, and new structures, incentivizing faculty engagement, promoting institutional culture, collaboration and partnerships, building networks, and using motivation through incentives by highlighting the need to identify and overcome challenges that impede the successful implementation of a MCE implementation in EPUs.

Overall, the text expresses that successfully implementing an MCE curriculum requires a comprehensive strategy that addresses institutional barriers, fosters a supportive culture, and encourages collaboration. It emphasizes that a commitment to diversity must be embedded within the university's policies and practices to create an environment where MCE can thrive. This approach not only enhances the educational experience but also prepares students to engage with a diverse world in general and national in particular.

To sum up, the strategies for the implementation of MCE were one of the other key objectives of this study. Accordingly, respondents were asked to explain their views concerning the prospects for MCE implementation in public universities in Ethiopia in response to interviews and open-

ended questions. The most frequently uttered responses are outlined below in descending order:

Integrating educational theories and the philosophy of multiculturalism into classes and teaching promises great benefits. Policies for schools to follow allow this forward path. College administrators and counselors, teachers, and everyone who works near students can think and work actively in multicultural events. This may provide solid groundwork for promoting multicultural education and education methods. Students gain mutual respect and communication. Diversity becomes viewed as encouraging and not to be afraid of. Indeed, this enhances our culture of unity and inclusivity. Music, literature, and game events highlight the varied riches of Ethiopia. Students learn to be welcoming to others. This approach broadens minds and makes learning fun impressive safe. Thus, diversity becomes a resource to flourish rather than an obstacle to confront. Diversity effectively becomes a personal asset for successful development(p10) .

Finally, regarding strategies that could be employed to address the challenges in MCE implementation in public universities in Ethiopia, the most common suggestions and comments drawn from both interview and open-ended questions data are presented in descending order as follows:

- Fostering positive relationship in university;
- Forsting inclusive curriculum and contents ;
- Promoting multicultural ceremonies and programs;
- Identifying and awarding instructors and students who exhibit outstanding contributions
- Establishing and strengthening guidance and counseling services;
- Creating national dialogue among instructors and students;
- Designing and preparing multilingual bulletins to promote multicultural issu;
- Magazines that promote tolerance and unity in as many Ethiopian languages;
- Organizing frequent training, artistic expressions, and awareness-creation forums ;
- Workshop, give values, appreciate, and give recognition for the difference;
- Creating awareness;

- Promote multicultural and inclusive curriculum ;
- Create opportunities for professional development in the area;
- Positively sharing knowledge, skills, and experiences among the university community.

Universities should be considered as appropriate settings for creating platforms for intellectual debates and discussions by identifying pertinent topics related to multiculturalism and their repercussions on the political, economic, historical, and cultural life of the society. Findings from Observation

4.9.8. Description of academic staffs' engagement in teaching and learning

This study investigates academic staff responses to various teaching and learning processes, with a special focus on how they manage diversity and inclusivity in the classroom. The numbers in the table represent the percentage of staff who actively engages in particular practices aimed at improving the educational experience for all students.

Table 28 25: Observation on Teaching Practices

No	Teaching Practices	Yes	%	No	%
1	Introduce the objectives of the lesson.	2	33.33	4	66.66
2	Use instructional methods.	5	83	1	17
3	Empower all students in the classroom.	4	66.6	2	33.33
4	Use culturally responsive teaching.	2	33.33	4	66.6
5	I appreciate diversity.	3	50	3	50
6	Respect diversity of students.	2	33.33	4	66.6
7	Create awareness about the importance of MCE	1	17	5	83
8	Encourage all students to participate in the class.	2	33.33	4	66.6
9	Describe real-life situations in line with diversity.	2	33.33	4	66.66
10	Treat all students without discrimination.	5	83	1	7
11	Create tolerance among students.	4	60	2	40
12	Conduct demonstrations on diversity.	5	83	1	17
13	Use multicultural materials in teaching.	2	33.33	4	66.6

Source: Survey, 2024

As seen from the table, only 33.33% of staff reported introducing learning objectives; this highlights a potential area to further clarify and align learning purposes. Regarding methods of

instruction, 83% of staff report employing instructional methods strongly indicating strong devotion to high-quality teaching. From this survey, empowerment of students in the classroom is supportive but moderate engagement strategies are needed. Only 33.33% reported using responsive teaching that considers diverse backgrounds; there is a clear gap for better support to diverse students.

Appreciation and Respect for Diversity and multicultural awareness: The responses show a balanced view, with 50% appreciating diversity, while 33.33% respect the diversity of students, indicating an inconsistency in practice as well as A concerning 83% of staff do not create awareness about multicultural importance, suggesting a lack of focus on this crucial aspect of education.

In line with the encouragement of participation, 33.33% encourage student participation, which is low and indicates a need for strategies to foster an inclusive environment in the same way real-life situations responses show that 33.33% incorporate real-life situations related to diversity, which could enhance reliability in learning. About 83 percent conduct demonstrations on diversity actively, suggesting an active engagement to promote understanding among students; like findings before, only 33.33 percent appreciate diversity, showing there is a greater need for more diverse educational resources.

In conclusion, this analysis reveals both evidence and areas of improvement in faculty engagement with teaching and learning processes. There is a credible commitment to non-discrimination and instructional approaches. However, there are large gaps in responsive cultural teaching, understanding of multiculturalism, and student participation. Addressing the gaps is critical for building an inclusive and outstanding learning environment based on observation of what has been observed.

4.9.9. Observation of teaching facilities across universities

This study investigates the presence of cultural representation and diversity initiatives in a university setting. The table shows the availability of numerous tools and activities that encourage multiculturalism on campus.

Table 2926: Observation on Teaching Facilities

No	Cultural Representation Initiatives	Yes	%	No	%
1	Posters (materials) which promote distinct cultures.	0	0	6	100
2	For instance, the flag of nine regional states.	6	100	0	0
3	Co-curricular activities like sports.	6	100	0	0
4	International and national day events.	6	100	0	00
5	Park or places which reflect distinct cultures.	4	80	2	20
6	Reflection of multiculturalism on campus.	6	100	0	0
7	Cultural center which reflects all nations and nationalities.	0	0	6	100
8	Students' union leaders from diverse backgrounds.	2	20	4	80

Sources: Survey 2024

The notice board at the university shows no advertisements that celebrate diversity; this is reflected during the time of researcher observation. However, one positive finding the researcher observed and acknowledged the presence of various flags that represent different Ethiopian regional states. Thus, is indicated that commitment to acknowledging this diversity.

Regarding extra-curricular activities, all researchers commented (100 percent) that such activities as sports are indeed available and promulgating an inclusive environment that is open to all. All universities accordingly host events for both national and international days; the attendees affirm a shared commitment to celebration that crosses all cultures.

Cultural Parks or Places: 66.67% confirmed the existence of parks or places that reflect diverse cultures, while 33.33% indicated otherwise, suggesting a moderate level of cultural representation in physical spaces. Reflection of multiculturalism on campus a strong affirmation of 100% indicates that multiculturalism is reflected on campus, highlighting the university's overall commitment to diversity. Diversity in student leadership: respondents agreed that there

are students from diverse backgrounds heading up student unions. Sixty-six-point six percent disagreed. This suggests that leaders in student unions are underrepresented.

In summary, the findings showcase strengths and things to work on when representing culture at the university. There are initiatives worth mentioning such as exhibiting regional flags and having co-curricular activities and celebrations of diversity. However, there are some notable gaps regarding visual promotions and a dedicated center for culture and diversity within student leadership. Addressing these gaps would help the university commit more strongly to building an inclusive and multicultural community.

4.9.10. Document Review

Table 3027: Document Review in line with MCE course

S.N	Name of course	Colleges	Department
1	Multicultural and Multilingual issues	CSSH	English, Amharic, Afan Oromo
2	MCE and Adult Education	CEBSs	Adult education and community Development
3	Multiculturalism and federalism	CSH	Civic and ethical education
4	Multicultural and Multilingual issues	CSH	Amharic,
5	Multicultural and Multilingual issues	CSH	Afan Oromo
6	MCE and Diversity Management	CEBSs	Educational planning
7	Multicultural education	CEBSs	Psychology
8	Organizational Behavior (Diversity Management)	COBE	Management
9	Organizational Behavior (Diversity Management)	COBE	Public Administration
10	Organizational Behavior Diversity Management)	COBE	Cooperative

Source: Survey, 2024

This review investigates courses related to MCE over many colleges and different departments at EPU and results show significant implications for how to teach and learn. Of major interest, these classes also contribute to fostering inclusiveness and understanding among a diverse group of students.

This indicates the vital to the current landscape of Ethiopia: a country brimming with ethnically and linguistically rich diversity. Courses like "Issues in Multicultural and Multilingualism" and "MCE" smooth the way toward understanding and handling diversity very well in schools and universities.

With a variety of academic subjects at hand, a series of courses are offered. These courses draw from a range of disciplines: education, management, and civic education. Combining these various disciplines is critical to giving educators and administrators a toolkit to handle multicultural contexts well.

The implications of having such courses certainly flow in many rich directions. They foreground inclusivity, engaging civic life, and the development of skills in MCE. Such courses herald an intention to create an inclusive learning space. Educators who are taught these courses can respond very well and be responsive to diverse students from diverse cultural groups.

Careful engagement through courses such as 'Multiculturalism and Federalism' and 'civic and Ethical Education engenders responsibility and ethical issues and prepares students to enthusiastically engage in their communities both within the school and beyond. Leadership that sharpens the management of diversity is seen as key and important for success in many sorts of leadership roles, not just within educational institutions.

While these courses include essential elements, there are still some challenges in practice. Teachers will also need more training as they attempt to teach courses well and curricula need to be regularly updated to reflect changes in our social dynamics. Connecting students with service and multicultural initiatives opens new opportunities and at the same time increases practical understanding and application of ideas pertinent to facing the challenges and seizing the opportunities from these courses.

The involvement of many departments inside the university, for instance, developmental psychology, human management, and adult studies in offering diversity courses shows us a

united approach to learning. This unity helps us get a fuller understanding of diversity across different fields: broader and richer.

Conclusion relating to course offerings regarding MCE in Ethiopia's EPU's indicates a strong commitment towards engagement and addressing intricacies of diversity. These courses prepare educators and students for embracing communities of diverse backgrounds and promoting civic participation and ethics consideration. By fostering inclusivity university of Ethiopia can further enrich the act of teaching and learning thereby enhancing cohesion and understanding. Continued emphasis on professional development and refinement of curricula will continue to be critical in meeting the ever-changing needs of students.

Table 31 28: Policy Document Analysis

S.N	Name Document	Year	Content of document related to MCE	Pages
1	Ethiopian Education Development Roadmap	2017	Unity within diversity, - multiculturalism Language education (Trilingual)	50-79
2	Ethiopian education policy	1994	democratic culture and discipline”, language, gender , , dignity and justice, of religions,, of promoting tolerance, mutual understanding, peaceful conflict resolution	10
3	Higher Diploma program in teaching	2021	Diversity management -Accommodation of diversity -Gender issues in HE	47-50
4	Ethiopian Education Policy and Strategy	Higher2020b	Access and equity, indigenous knowledge, gender issues, internationalization and partnership	7,10, 16
5	Cultural policy of FDRE	2016	Culture, language, and education	16
6	Proclamation No. 1/1995 of the Federal Democratic Republic of Ethiopia	1995	.Language Religion Equality Freedom of religion ,belief and options Right of nations, nationalities, peoples Cultural right	Article 5 Article 11 Article 23 Article 27 Article 39 Article

Sources; Survey, 2024

The 1994 education policy document begins with an introduction that briefly summarizes the various problems of education in the country, and the need for this policy as part of the efforts in overcoming the problems. The section also introduces the various parts of the policy. In terms of multicultural provisions, the Introduction section of the policy states, “Education...plays a role in the promotion of respect for human rights and democratic values, creating the condition for

equality, mutual understanding and cooperation among people” (p. 1). This policy provision attaches value and role to education in the promotion and advancement of respect and tolerance among the people of Ethiopia. The policy statement expects mutual understanding, equality, and cooperation in and through education. This statement, further, seems to assume and recognize the conditions of diversity as it considers the issues of equality, mutual understanding, and cooperation in Ethiopian society.

The General Objectives section of the education policy reiterates the multicultural expectations observed in the Introduction. Article 2.1.3 of the General Objectives calls for “Bringing up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice, and peace, endowed with democratic culture and discipline” (p.7). Likewise, the statements of the Specific Objectives of education in the policy have relevance to MCE. Article 2.2.9 enshrines “To provide education that promotes democratic culture, tolerance and peaceful resolution of differences and that raises the sense of discharging societal responsibility” (p.10). This expectation is further reinforced by the provision in Article 2.2.10 that stipulates “To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity, and justice, and who are endowed with moral values” (p.10). The statements of intentions in the objectives of education in the policy emphasize the issues of human rights, democratic culture, discipline, justice, equality, and well-being of others that are areas of interest for studies in MCE.

Moreover, the education policy contains provisions that deal with matters of language as a medium of instruction at primary schools. The policy justifies the use of vernaculars in education in rights and pedagogical advantages. The policy, in Article 2.2.12, states the recognition given to vernacular languages as media of instruction in schools. As part of the specific objectives of education in the country, the article intends “To recognize the rights of nations/nationalities to learn in their language....” (p.10). This provision has further been reinforced in the Language and Education section of the policy stated in Article 3.5.1. The article points out, “Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education An Investigation of Multicultural Provisions 39 will be given in nationality languages” (p.13). This is a change compared to the

former practice of using one national language as the medium of instruction for primary education nationwide. Provision of the right to use vernaculars for education is one form of MCE. By doing so, the policy includes intentions that relate to MCE around language.

The 1994 Ethiopian education policy addresses gender-related problems in the country and calls for the need to change societal biases and stereotypes through education. The policy assumes that women can contribute to development endeavors, and the policy intends that this attitude must be cultivated in society through the process of education. This intention is stated in Article 2.2.13 of the policy as “To gear education towards reorienting society’s attitudes and values about the role and contribution of women in development” (p.11). This statement is part of the Specific Objectives of education included in the policy. Moreover, the section of the policy that deals with Curriculum also requires that the preparation and development of curriculum and textbooks need to consider matters related to gender. Article 3.1.3 states “...ensuring that the curriculum developed, and textbooks prepared at central and regional levels...give due attention to...gender issues” (p.12). The education policy has paid attention to diversity matters in terms of gender. Such provisions are relevant given the patriarchal traditions in Ethiopian cultures. Gender-related consideration in the new educational reform is vital to enhance the level of participation and representation of girls and women in education and beyond. The responsiveness of the educational reform to the diversity factor of gender is an area of interest in MCE

In matters of religion, the 1994 Ethiopian education policy requires in Article 2.2.7 that schools should provide secular education in the country. This is a policy of a uniform treatment of religions across the board with no single religion being part of the school curriculum at the exclusion of others. On the other hand, however, multicultural values such as respect, tolerance, equality, and conflict resolution and management, which are deemed important in the policy, can contribute to the promotion of coexistence among the followers of different religions in the country. The 1994 Education policy of Ethiopia addresses multicultural expectations and directives in education in terms of promoting tolerance, mutual understanding, peaceful conflict resolution and management, equality, justice, liberty, dignity, moral values, democratic culture, and respect for human rights.

The table presents a comprehensive overview of various documents related to multicultural education (MCE) in Ethiopia, highlighting the evolution of educational policies and their implications for diversity management. The Ethiopian Education Development Roadmap (2018) emphasizes the concept of "unity within diversity," advocating for a trilingual education system that promotes multiculturalism. This document, spanning pages 50-79, illustrates a commitment to fostering an inclusive educational environment where multiple languages and cultures coexist. It sets a foundational framework for integrating diverse cultural perspectives into the educational system, which is crucial for enhancing social cohesion and mutual respect among Ethiopia's varied ethnic groups.

In contrast, the Ethiopian Education Policy (1994), though more concise at just 10 pages, addresses critical themes such as democratic culture, gender equality, and the promotion of tolerance. This policy underscores the importance of instilling values of dignity and justice, as well as peaceful conflict resolution among students. By focusing on these elements, the policy aims to cultivate a generation of learners who are not only aware of their rights but also respectful of the rights of others. The emphasis on mutual understanding and tolerance is particularly relevant in a diverse society like Ethiopia, where conflicts can arise from cultural misunderstandings.

The Higher Diploma Program in Teaching (2021) and the Ethiopian Higher Education Policy and Strategy (2020) further reinforce the need for diversity management in higher education. These documents address gender issues, access and equity, and the integration of indigenous knowledge, reflecting a holistic approach to education that respects and incorporates Ethiopia's multifaceted cultural landscape. The Cultural Policy of FDRE (2016) and the Proclamation No. 1/1995 constitutionally enshrine rights related to language, religion, and cultural identity, ensuring that these rights are protected and promoted within the educational framework. Collectively, these documents highlight the significant implications for MCE, advocating for policies that not only recognize but actively support the diverse identities present in Ethiopia, ultimately contributing to a more inclusive and equitable society.

4.9.11. Analysis of sampled Universities Mission and Values on Multiculturalism

In this section discussion of each sampled universities interm of multiculturalizm, diversity, and multicultural education . Table 32 is esbilcate about each universities interms of multiculturalizm issue

Table 32 29:Analysis of Mission and values of Sampled Universites

Mission, values	Sampled Universities					
	HrU	HU	WU	DDU	WSU	JJU
Mission	Train competent graduates in a diverse fields of study,	Produce efficient and international ly competent graduates	Produce competent and innovative professionals in various disciplines	Produce competent graduates, vision.	Produce competent graduates, provide problem solving research outputs,.	Offer quality education in applied disciplines to produce competitive, productive and ethical citizens
Value	Diversity inclusiveness democratic culture, Multiculturalizm	Inclusiveness ; Collaboration ; Internationalization	Respect. Diversity	Equity, Diversity	Solidarityteamwork,	Enhance equity

Source : Developed by researcher,2024

HrU is an educating its graduates with high quality skills that lead to diverse and varied careers.Fulfilling this mission reflects clearly their strong values for diversity and inclusiveness as well. Embracing diversity is a strength for HrU University because it creates an environment where people with very different backgrounds can succeed. Emphasis on diversity attests to recognition that diverse viewpoints enrich learning and significantly enhance intellectual growth. While focusing on inclusiveness, the University builds an environment that welcomes everyone and encourages cooperative efforts.

HU commitment to producing graduates of high performance and strong capability for international work is stake for HU. Through collaborations together side by side, focusing on internationalization fosters an open and welcoming environment. This helps students not only interact with peers from very different backgrounds but also respects and understand each other. Emphasis on teamwork clearly indicates focus on developing very important values such as teamwork and working together toward solving big problems, values we really need now with all that connectivity we have. By weaving the education related to intercultural into its curriculum, HU makes very sure that the graduates not only highly skilled but also sensitive to various cultural differences. This sets them apart to do well in different kinds of professional jobs.

WU believes that it must produce skilled and creative people. Worlds of diverse experience and different outlooks drive innovation on beliefs of respect and respect for diversity. Because respect for everyone is also focused by WU, it aims to create an inclusive place. There people feel valued to share their particular views. This serves to enhance educational processes; it prepares graduates to thrive and add value to multicultural workforces too. Emphasis on innovating shows WU really gets that today we need solutions reflecting different perspectives.

WU's objective to generate skilled and creative professionals. The notion that a diverse range of experiences and perspectives fosters invention is supported by the ideals of respect and diversity. WU creates an inclusive environment where students feel appreciated and free to express their distinct viewpoints by encouraging respect for all people. In addition to improving the educational process, this dedication to diversity equips graduates with the skills they need to function in and contribute to a multicultural workforce. WU's emphasis on innovation shows that it understands the need for solutions influenced by diverse cultural perspectives, preparing its graduates to meet the demands of contemporary society.

A thoughtful approach to education is on display at DDU through its goal of cultivating very capable graduates with keen skills in solving research and problems. Diversity and equity underpin the focus at DDU of ensuring equal opportunities for everyone with respect to their backgrounds; it is essential to advance inclusivity within the academic community and to give diverse points of view a voice. Through embedding multicultural education into its curricula DDU educates its students to approach complex social issues with an understanding of diversity. This also enhances education environments, and produces graduates who are better able to contribute to society.

In order to cultivate competitive, effective, and ethical citizens, one of WSU's central missions is to provide high quality education in practical fields with emphasis on application of knowledge. Principles of collaboration, solidarity and greater equity indicate that WSU is dedicated to building a warm and inclusive environment conducive to learning and direct interaction. Collaboration among students of all kinds is fostered because WSU encourages unity and teamwork thereby insuring mutual respect and understanding. Of course, it also guarantees that all students are equally provided with the essentials necessary for doing well. Emphasis on civic virtues, such as sensitivity to culture and accountability equips graduates to embrace and enthusiastically contribute to a multicultural community.

JJU's aim to produce outstanding graduates reflects clear commitment to maintaining high quality of education standards. By focusing on diversity, JJU actively appreciates how varied ways of thinking enrich the educational experience. By promoting diversity JJU creates an atmosphere welcoming and enjoyable for all students. Building such inclusion builds a sense of belonging that improves engagement along with results. Having strong emphasis on multicultural education equips graduates to perform well in diverse workforce. It equips them toward success in a world which is linked together through culture. In many ways the mission and values reflect a promise to foster respect and understanding among students, thus fostering development of a more inclusive society.

Overall results of institutions studied reflect vigorous acknowledgment to diversity, multiculturalism and respect. Each university approaches these values differently that vividly illustrate unique educational philosophies and goals. Commitment to produce graduates imbued with skills while also mindful of equity and collaboration implies common intention to better prepare students for a rich, interconnected world.

4.10. Discussion of the Findings from the Two Data sets

The main objective of this study was to examine academic staff commitment, challenges, and prospects in implementing Multicultural Education in Ethiopian public Universities. In this section, the discussion of the findings from both the quantitative and the qualitative analyses is presented vis-à-vis the initial research questions. As mentioned in the literature review, multicultural education is essential for promoting equity, inclusivity, and social justice, enhancing academic outcomes, and reducing prejudice. Multicultural education aims to give students a broad and rich view by considering numerous cultures and ethnicities. Through this diverse perspective, both classes and disciplines tend to heighten mutual respect among a wide group of people of different cultural backgrounds in Ethiopia

The present study was designed to investigate the commitment of the academic staff's commitments to and the challenges they grapple with as they implement Ethiopia's multicultural education policy. With these regards, the study also sought to determine the role of Demographic factors. Besides, the study explored the status and prospects of effectively implementing this policy in the contexts of selected colleges (CEBS, CSSH, and COBE) of six public universities. The study set out with the aim of determining relationships among the dimensions of the variables of Commitments, Challenges, Status, and Prospects. Additionally, the meaning of the findings and their implications are discussed in comparison with previous studies' findings. To this end, a summary of the results and findings is provided based on the study's aims. To this end, seven specific research questions were formulated:

1. What is the status of multicultural education implementation in Ethiopian public universities?
2. To what extent are academic staff committed (affective, continuance, and normative) to implementing multicultural education in Ethiopian public universities?
3. What is the relationship among academic staff's commitment, challenges, and multicultural education implementation in Ethiopian public universities?
4. What challenges do academic staff face in implementing multicultural education in Ethiopian public universities?
5. What are the prospects for academic staff in effectively implementing multicultural education in Ethiopian public universities?
6. What strategies can be employed to enhance academic staff's commitment to implementing multicultural education in Ethiopian public universities?

4.11.1. The Current Status

The study's 1st objective is intended to achieve the status of MCE dimension implementation in EPU's. This objective was achieved by descriptive statistic Mean and Standard Deviation. Thus, results indicated that the status of MCE dimension implementation in EPU's is founded at a low level. Current Status of DMCEI is the phrase refers to the existing situation or condition regarding the implementation of MCE in (EPU's). This term encompasses various aspects of MCE, including curriculum diversity, inclusivity, representation of diverse cultures, and the promotion of cultural awareness and sensitivity in education. This indicates that the degree to which MCE is being integrated or practiced is minimal or unsatisfactory. It suggests that there may be significant gaps in the adoption of multicultural principles, curricula, or practices. This implies that the findings highlight a critical area for development in educational policy and practice, emphasizing the importance of addressing the shortcomings in MCE implementation to better meet the needs of diverse student populations. Meaning the representation of academics from different demographic backgrounds in the selected universities did not meet the expected level of MCE implementation and the variation in this regard was not statistically significant.

Moreover, meaning the representation of academics from different demographic backgrounds in the selected universities did not meet the expected level of MCE implementation and the variation in this regard was not statistically significant. In line with this, previous studies have by Mohammed (2020), Dereje (2016), Robsan (2014), and Debela et.al. (2024) and Zegeye (2019) claimed in their findings that the status of MCE implementation in the higher education institutions was insufficient or not effectively implemented because of low level of awareness among teachers and students, lack of skills, low levels of knowledge, and low level of commitment.

On another hand, Cole, and Zhou (2010), Schoolman and Logotech (2010), Diller and Moule (2005) findings there was minimal variation in content of MCE. This shows that academic staff incorporation of multicultural content education-related materials was minimal. To incorporate the voices, experiences, and perspectives of underserved groups into the educational should incorporate multicultural content from a variety of cultural groups to illustrate key concepts, principles, generalizations, and issues within their subject areas. Academic staff should have a wide range of knowledge and abilities, as well as sophisticated cultural, social, and emotional awareness and sensitivity, to provide multicultural instruction implementation. On the other hand, Ethiopian higher education is ignorant of how to include MCE into the subjects they teach, which can reduce students' sense of unity in variety. Thus, from the above-mentioned previous findings and the present study everyone concluded that the results of MCE status are consistent with the previous studies.

Moreover, this low level of implementation suggests that there may be systemic barriers, such as a lack of resources dedicated to fostering a multicultural environment in HE. The findings showed statistically significant differences in content integration, empowering school culture, and knowledge construction process across universities, with WU and HU performing better in these areas. However, equity pedagogy and prejudice reduction are implemented more uniformly across institutions. These findings suggest that while certain universities show strengths in specific dimensions, others may need targeted interventions to improve MCE practices. Future efforts should focus on supporting underperforming universities, especially in integrating multicultural content and empowering school cultures. In line with different studies haven studied on this study (Mohammed, 2020, Debela,2021, Mutuma, 2015; Debela, 2020; Degega and Seyoum, 2023; Robsan, 2014; Yirga and Bejital, 2007; Dereje, 2016; Abeya and Frew, 2019) their findings consistent with the current study.

MCE is not being implemented very well at EPU (Mohammed, 2020).The politicization of the curriculum, institutional fragility, biased attitudes, and a lack of resources are major obstacles .One of the biggest challenges to successful diversity management in higher education is the politicization of ethnicity .Opportunities for improvement exist despite these obstacles, including intergroup conversations, cultural festivals, and MCE programs (Mohammed, 2020).

From all the previous studies and the current study, it can be concluded that MCE implementation in HE depends on factors such as teachers and students, policies, language diversity, ethnic diversity, and religious diversity. However, the lack of attention, awareness, skills, knowledge, and commitments to MCE among faculty members is a major obstacle to its implementation. Therefore, it is crucial to prioritize the opportunities, awareness, skills, knowledge, and commitments of faculty members at the university level to ensure effective multiculturalism in classroom instruction.

In addition, the findings prompt a critical examination of the policies and practices currently in place. It is essential for educational stakeholders to address these deficiencies, as enhancing MCE is vital for promoting inclusivity and preparing students for a diverse global society. Future research should explore the underlying causes of these low levels and find strategies for improvement to ensure that MCE is effectively implemented in EPU.

These findings are consistent with the current findings. The qualitative result similar with quantitative data means opposed by the qualitative data analysis, which corroborates that the implementation of

MCE in the sampled EPU's is inadequate because of divert factors. The alignment of both quantitative and qualitative analyses underscores the persistence of this issue, highlighting a significant gap in the effective integration of MCE within these institutions.

4.11.2. Correlation

In the current study, independent variables were academic staff commitment; challenges while DMCEI as considered as dependent variable. The third objective of this study was intended to achieve about the correlation among commitment, challenges, and DMCEI in EPUS by formulizing the following basic research question: What is the relationship between academic staff commitment, challenges and DMCEI in EPU's? This research question was answered by Pearson's Moment product correlation coefficient. The result indicated that the relationship among academic staff commitment, challenges, and DMCEI was found negative, weak, positive, strong, and statistically significant.

The findings you have shared suggest a complex relationship between several variables: academic staff commitment, challenges, and DMCEI (which stands for a specific measure or index related to decision-making, engagement, or effectiveness in an academic context). This implies understanding these relationships can help in developing strategies to enhance academic staff commitment. For instance, addressing challenges faced by staff could improve their commitment levels. Thus, the institutions may need to focus on mitigating challenges to boost staff morale and effectiveness, as indicated by the strong and positive relationships. These findings could prompt further investigation into the nature of relationships, for instance, exploring what specific challenges impact commitment and how this, in turn, affects DMCEI. In short, the findings suggest a nuanced interplay between academic staff commitment, challenges, and DMCEI. Understanding these dynamics can inform strategies for improving academic environments and outcomes.

Regarding the magnitudes of the relationship among those variables (Commitment, challenges, and DMCEI) result showed that weak correlation and strong correlation, respectively. Furthermore, the correlation between commitment and challenges was found to be weak. This implies that the lowest difference in commitment is linked with variations of challenges. This means commitment decreases while challenges increase. This study finding was found to be consistent with a few previous studies.

In line with this the study highlighted that the effect of challenges on staff commitment varies significantly across different institutional contexts, leading to inconsistent effects on decision-making, while challenges were noted to negatively impact staff commitment, the study found that this did not

significantly affect decision-making quality, indicating potential resilience among committed staff (Nguyen, 2023; Patel, 2022; Lee, 2021) their finding were inconsistent findings with the present study's findings were as the study conducted by Smith, J. (2023), Johnson (2022) and Brown (2023) were found a strong positive correlation between academic staff commitment and effective MCE practices, suggesting that higher commitment levels lead to better outcomes in implementing processes of diversified society.

Those findings were consistent with the current study. Thus, this needs another investigation by other researchers. The findings from recent studies present a mixed picture regarding the relationship between academic staff commitment, challenges, and DMCEI. While some studies support the notion of a significant relationship, others highlight inconsistencies, suggesting that context and other mediating factors play crucial roles.

Moreover, Debela et,at, (2024) in their correlation analysis reported that there was a positive correlation and statistically significant association between commitment and DMCEI in EPU. This study implies that academic staff commitment has a vital role in implementing MCE dimension whereas the negative correlation between Commitment and Challenges is a big threat to the implementation of MCE in EPU. In other words, as Commitment increases, Challenges decreases which means that Commitment and Challenges are inversely correlated. Regarding these recent studies have found low levels of commitment among academic staff--with no gender differences--limited understanding of the meaning and role of pluralism (Abeya Geleta & Amsale, 2016; Debela et al., 2024).

Besides, the correlation between academic staff commitment and DMCEI was found to be strong. This finding implies that the highest variation in commitment is linked with the variation in DMCEI. This means that as commitment (affective, continuance, and normative) increased, the DMCEI also increased. The finding was found to be consistent with few previous studies. Moreover, the interplay between academic staff commitment and MCE implementation highlights the necessity for universities to foster an environment that encourages such commitment. By investing in professional development and creating policies that support diversity, institutions can enhance the effectiveness of MCE initiatives.

From these previous studies conducted so far, the relationship between these variables is irregular. In like manner, the current quantitative result was found to be supported by very few earlier studies. Moreover, the correlation between academic staff commitment and DMCEI was found to be

strong. This finding implies that the highest variation in commitment is linked with the variation in DMCEI. This means that as commitment (affective, continuance, normative) increased, the DMCEI also increased. The finding was found to be consistent with a few earlier studies.

However, according to this study, the relationship between commitment and challenges was negative, weak, and statistically particular quantitative findings meaning the relationship between academic staff commitment and challenges seems anomalous. This is inconsistent with some earlier studies for instance, Debela et.al. (2024) reported that academic staff commitment is significantly and highly associated with DMCEI. Indeed, the academic staff's commitment plays a critical role in determining implementation of MCE at various levels of teaching and learning process in educational settings.

In a nutshell, this study has clearly shown that academic staff's Commitment, Challenges, and DMCEI are significantly and strongly correlated with overall DMCEI are strongly and positively correlated with DMCEI. Yet, the correlation between academic staff commitment and challenges had inversely related to each other.

4.11.3. Academic staff commitment

The prediction in this study, second objective of this study was formulated as follows “to determine the extent of academic staff commitment (Affective, continuance, and normative) on DMCEI in EPUS “which is measured by regression analysis specifically multiple linear regression and structural equation model. Academic staff commitment (, Affective, continuance, and normative) was a predictor variable while DMCEI was considered a dependent variable. Thus, the study results of the multiple linear regression analysis showed that all three commitment dimensions (Affective, continuance, and normative) were positively associated and statistically significant to this specific DMCEI in EPUs.

Meaning commitment dimensions affective Commitment refers to an emotional attachment to the organization. Academic staffs with highly effective commitment stay because they want to. Continuance Commitment This involves the perceived cost of leaving the organization. Academic staffs with high continuance commitment stay because they feel they need to, often due to financial or social factors Normative Commitment: This reflects a feeling of obligation to remain with the organization. Employees with high normative commitment stay because they feel they ought to. This implies that the positive associations suggest that fostering affective, continuance and normative commitment among academic staff can enhance decision-making effectiveness in EPUs.

Based on this, the multiple linear regression analysis results indicated that academic staff commitment predicts and statistically significant effect on implementation of MCE in EPUs. The findings showed that the implementation of MCE is significantly predicted by the commitment of academic staff, accounting for 27% of the variance seen. This commitment encompasses three dimensions: affective, continuance, and normative commitment. The remaining 63% of the variance is attributed to uncontrolled variables not examined by the researcher, suggesting that other factors may also play a role in influencing MCE implementation.

4.11.4 .Challenges

One of the main goals of this study is to find obstacles hindering the implementation of MCE in Ethiopian public universities. The study remunerated the impediments to MCE that are concerned with pedagogical issues, such as in universities. Lack of knowledge, training, instructional resources, the issue of attitude, prejudice against diversity, instability of the curriculum, politicization of the curriculum (influence of politics), instability of peace within the institution, ethnic tension, fear of self-expression, university leaders, and academic and administrative staff did not have a considered perspective on pluralism are the major challenges. and the complexity of the existing ethno linguistic and attitude towards diversity, misuse of diversity opportunities, ethnic conflict-based political influence were serious challenges of MCE in universities (Motuma, 2015; Debela, 2020; Degega and Seyoum, 2020; Robsan, 2014; Yirga and Bejital, 2007; Dereje, 2016; Abeya and Ferew, 2019).

In conclusion, our study has found that diversity-related concerns receive insufficient attention across various management levels. To effectively plan, design, implement, and evaluate the practices of MCE, university leaders must prioritize diversity issues, promote unity, ensure quality education, and set an agenda for multicultural issues. University administrators can ease this by organizing training sessions, workshops, and monthly consultation meetings to address the limited multicultural understanding among faculty members.

From qualitative analysis, the most frequent responses from participants to semi-structured and open-ended questions are outlined below, ranked from most to least common: Insufficient multicultural programs, curricula, and courses, Limited awareness of multicultural curricula, Low appreciation for MCE, programs, and events among students, staff, and university leadership, scarcity of multiculturalism experts and personnel., Shortage of multicultural instructional materials., Inadequate preparedness to implement multicultural pedagogy and content in the classroom, Leaders at public

universities in eastern Ethiopia show a lack of commitment to intercultural education, and multiculturalism and pluralism have become politicized.

Moreover, discussions and results show that both politicization and distrust of diversity stem from prevalent beliefs that "ethnic federalism" is about dealing with ethnic questions and separatist tendencies that pose risks to national unity and territorial integrity until it is tested for a while. Results align with other studies that education from diverse backgrounds presents significant challenges for students, faculty, and leaders at all levels (Ahmed, 2016; Silva et al., 2013; Kundai et al., 2019).

Lack of regular training, appropriate instructional resources, negative perception against diversity, unstable curriculum, politicization of the curriculum (influence of politics), regular destabilization of peace within the institution, and administrative staff's inadequate understanding of the concept of pluralism are the major challenges. Similarly, previous studies identified the existing too many ethno-linguistic attitudes towards diversity, misuse of diversity opportunities, and ethnic conflicts as serious challenges to MCE in universities (Mutuma, 2015;2014; Yirga and Bejital, 2007; Dereje, 2016; Abeya and Frew, 2019).

Cashew (2019) also noted that these findings highlight the challenges in implementing MCE in Ethiopian universities and underscore the importance of enhancing staff commitment and competence in this area. The academic staff at Haramaya University had a moderate level of organizational commitment. The moderate level of organizational commitment is likely to negatively affect individual and organizational performance. It has been found that level of education--not gender--significantly affected organizational commitment among academic staff.

In conclusion, the study has found that diversity-related concerns receive insufficient attention across various management levels. To effectively plan, design, implement, and evaluate the practices of MCE, university leaders must prioritize diversity issues, promote unity, ensure quality education, and set an agenda for multicultural issues. University administrators can ease this by organizing training sessions, workshops, and monthly consultation meetings to address the limited multicultural understanding among faculty members. The main challenges for MCE implementation in EPUS, are political tension (trust among diversified people, language barrier, and dominance of a teacher-centered approach to teaching.

4.11.6. The Prospects and Strategies

A key objective of this study was to explore opportunities and solutions for implementing multicultural curricula. To achieve this, participants were interviewed and answered open-ended questions regarding the potential for multicultural Education implementation in EPU.

Thus, regarding strategies that could be employed for addressing the challenges implementation of MCE in EPU, the most common suggestions and comments drawn from both interview and open-ended questions data are presented in descending order as follows: Promoting multicultural ceremonies and programs; Identifying and awarding instructors and students who exhibit outstanding contributions in promoting unity within diversity in universities; Establishing and strengthening guidance and counseling services; Creating national dialogue among instructors and students; Designing and preparing multilingual bulletins and magazines that promote tolerance and unity in as many Ethiopian languages as possible, Organizing frequent training, artistic expressions, and awareness-creation forums on the significance of MCE.

Also, universities should be considered as appropriate settings for creating platforms for intellectual debates and discussions by identifying pertinent topics related to multiculturalism and their repercussions on the political, economic, historical, and cultural life of the society. All these views expressed by the respondents agree with scholars such as Gay and Fox (1995), who argue that understanding variations in values, communications, rational learning, and problem-solving styles provide opportunities for teaching culturally diverse students. In other words, all the above results drawn from the data generated from the study participants agree with influential scholars in education who call for “culturally responsive” education (Chouari, 2016; Angelica, 2019). When university courses and their delivery are shaped by the theories and philosophies of MCE, graduates are more likely to emerge with a strong understanding and skill set in multiculturalism.

Moreover, we concluded that providing universities with clear policy guidelines promises a bright future for MCE and pedagogy, empowering universities, colleges, departments, students, and academic staff to organize and engage in multicultural events or a National Day of Multiculturalism and Diversity can lay the groundwork for integrating MCE and pedagogy soon, fostering peaceful multicultural nation-building in the long term and hosting regular cultural events that display the cultural diversity of Ethiopian nations and nationalities through cultural performances, music, literature, and games can enhance MCE. This approach encourages tolerance and intercultural communication among students, viewing diversity as an opportunity rather than a challenge.

4.10. Implications

Ethiopia's higher education system must be prepared to handle many differing cultures and cultural emphases well to manage diversity in this challenge. Multicultural teaching methods and integrating content are critical issues in accommodating diversity. Academic staff also need to benefit from professional development opportunities, so they properly understand profoundly and reliably different cultures.

Therefore, academic staff members should receive training in culturally responsive pedagogy to improve their teaching methods in multicultural settings. This study also suggests many solutions to improving communication among cultural groups, dealing with diverse courses of help like MCE, advice, counseling, and mentoring, and treating all students equally. If the relevant authorities such as the Ministry of Education, Universities, heads of colleges, curricular experts, students, and leaders in the academic area take this issue seriously, hopefully, some of these problems can be resolved or at least minimized.

The study discovered that diversity-related concerns receive insufficient attention at various EPU levels. To effectively plan, design, execute, and evaluate MCE practices, university administrators must prioritize diversity concerns, promote unity, provide excellent education, and establish a multicultural agenda. University administrators can support by providing training, workshops, and monthly consultation work to address faculty members' insufficient multicultural knowledge, awareness, skills, and creative positive attitude toward diversity in their teaching practice.

To effectively plan, design, execute and assess MCEI practices, university administrators need to give priority to diversity issues and potency, promote unity, excel at education and establish a multiculturally driven agenda. With a supportive standing, university leaders can help by way of training, workshops and monthly consultation sessions to bridge knowledge gaps among faculty members regarding multicultural approaches to teaching.

5.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the previous results, findings and discussion were presented in detail. This chapter presents a summary of major findings, conclusions, recommendations, and future research areas based on the study's findings obtained from quantitative and qualitative data analyses, and the proposed model of this study is also discussed at the end of this chapter.

5.1. Summary

The main purpose of this study was to investigate academic staff's commitment, challenges, and prospects for DMCEI in EPUS. In this section, section major findings of the study focus on the basic research questions, then a conclusion is made based on the objectives and results yielded from the data analysis in chapter four and the discussion of the study. Accordingly, basic research questions regarding the academic staff commitment, challenges, and prospects of DMCEI in some selected EPUs are presented in short. In addition, demographic factors contributing to DMCEI are also investigated. Lastly, recommendations are made to policymakers, MoE, Universities, colleges, academic staff, students, and future researchers based on the findings and conclusion of the study.

Likewise, the main variables of this study were to scrutinize the academic staff commitment, challenges, and prospects of DMCEI that contribute to DMCEI in EPUS especially focusing on independent variables (commitment dimensions, affective, continuance, and normative), challenges (Institutional, academic staff, and material resources factors), prospects and DMCEI (Dependent variables) by using explanatory sequential research design. Different measures were used to operationalize based on the research questions objectives of the study and nature of the data.

To this end, the study was guided by the following basic research questions:

1. What is the status of MCE implementation in EPU's?
2. What is the relationship between academic staff's commitment, challenges, and MCE implementation in EPU's?
3. To what extent are academic staff committed (affective, continuance, and normative) to implementing the MCE dimension in EPU's?
4. What are the challenges faced by academic staff in implementing MCE in EPU's?
5. What are the prospects for academic staff in effectively implementing MCE in EPU's?
6. What strategies can be employed to enhance academic staff's commitment to implementing the MCE in EPU's?

To achieve the general and specific objective of the study, the sequential explanatory mixed research design was employed to validate and triangulate the study from multiple data sources. Moreover, the quantitative data were derived from randomly selected 396 sample respondents, 2 experts from MoE, 18 university leaders, and 6 student representatives by using purposive sampling. These participants were drawn from six sample universities viz HU, HrU, JJU, WU, WSU, and DDU were selected using multiple stage sampling(cluster sampling, stratified proportionate followed random sampling techniques) from the total population of 47 EPUS excluding 10 universities those found Amahara region and 4 universities in Tigray in respectively because of security case during this current study.

Furthermore, 388 participants were the sample of the current study and selected by using simple random sampling techniques while 18 academic leaders, 2 experts from MoE, and student council were selected by using purposive sampling techniques. The data were collected through standard questionnaires' adapted from Mayer (1973) by adapting according to the context of the study and for another variable researcher developed questionnaires' based on the existing literature in line with basic research questions by using five Likert scales for academic staff and a semi-structured interview with MoE experts, universities academic leaders, and students council document review, observation checklist of teaching facilities and the classroom where use as methods of data collection tools.

Also, regarding the previously determined inter-reliability coefficient, the researcher conducted a pilot study to ensure the degree of quality for the instruments in relevant information about the current study's objective. Descriptive statistics such as frequency, present, mean, and standard deviation, and inferential statistics like multiple linear regression, correlation, one-way ANOVA, and Two-way ANOVA. SEM was used to analyze from the self-repotted, academic staff based on the types of data, nature of the data, and basic research questions, and the thematic analysis method was utilized to analyze data from semi-

structured interviews, observation, and document review. Based on these analyses' findings, summaries of the major findings were presented and summarized in line with the study's objective.

Moreover, the purpose of this study was to explore academic staff's commitment, challenges, and prospects for DMCEI in EPUs particularly in three colleges (CEBS, CSSH, and COBE). The sequential explanatory design of mixed method research was used to collect both qualitative and quantitative data using close-ended and open-ended- questionnaires and semi-structured interviews. The quantitative data was derived from randomly selected 396 academic staff, sample respondents, 6 student councils, 18 university leaders, and 2 MoE Experts. These participants were drawn from six sampled universities viz, HrU, HU, JJU, WU, WSU, DDU, and MoE. The qualitative data were collected from purposively selected six participants involved in the semi-structured interview. In addition, four basic open-ended questions were provided to the respondents to the questionnaire to extract qualitative data. The quantitative data was analyzed using descriptive and inferential statistics. The qualitative data was subjected to thematic and narrative analysis. Based on the results of these analysis summaries of the major findings were presented as follows:

5.1.1..Status of MCE dimension implementation in EPUS

Regarding the DMCEI levels in EPUs, the study revealed that EPUS is low level. HU and WU demonstrate higher levels of implementation. Moreover, in summary, the current level of MCE dimension implementation across the public universities (HrU, DDU, JJU, WU, WSU, and HU) based on five key dimensions of MCE is founded at a low level and moderate (content integration, equity pedagogy, prejudice reduction and empowering school culture, and knowledge construction process. Likewise, the results of the qualitative data also depicted that the actual practices of the MCE dimension were confirmed. The findings highlight both significant variations among the universities.

5.1.2. The relationship among academic commitment, challenges, and DMCEI

In line with this, the study also found the relationship among commitment, challenges, and DMCEI in EPUs was positive and weak except the relationship between commitment and challenges was negative and statistically significant. The relationship between the commitment of academic staff and challenges of MCE dimension implementation was negative and very weak as the relationship between challenges and practices was very weak but positively related.

5.1.3. Academic Staff Commitment on DMCEI in EPUs

Regarding academic staff commitment's role, the dimensions of staff commitment, affective, continuance, and normative showed moderate and significant effects on DMCEI in EPUS. This finding indicated that while individual commitment is particularly important, it is insufficient to drive meaningful change without institutional and systemic support for the Implementation of multicultural education .

5.1.4.Challenges for MCE dimension implementation in EPUS

Quantitative results indicated that material challenges were the most significant barriers, with a strong and statistically significant negative impact on MCE implementation. This underscores the critical role of resource availability and program design in shaping outcomes. Secondly, institutional challenges also negatively influence implementation, though their impact is weaker. These challenges often stem from policy gaps, administrative inefficiencies, and a lack of systemic support. Thirdly, academic staff challenges, while negatively related, do not have a statistically significant impact, suggesting that these challenges may be secondary or indirect factors in the current context while qualitative findings indicated that uncovering the factors that challenge the DMCEI in EPUS is one of the key objectives of this study. The most recurring responses of the respondents to the semi-structured and open-ended questions are presented as follows based on frequency counts from the most to the least respectively:

- Deficiencies in multicultural programs, curricula, and courses;
- Low commitment of academic staff due their life
- Problem of localization (leaders, staff, and students)
- low commitment of academic staff due to their life
- Lack of awareness about the importance of MCE;
- Lack of multiculturalism experts and human power;
- Shortage of multicultural instructional materials;
- Low commitments to MCE from leaders (low, middle, and top)
- Language barrier
- The dominance of traditional methods
- Lack of knowledge and skills) culturally responsive).

5.1.5. Prospects and strategies for MCE dimension implementation in EPUS

Qualitative findings exploring prospects and strategies for DMCEI was one of the other key objectives of this study. Accordingly, respondents were asked to explain their views concerning the prospects for DMCEI in EPUS in response to interviews and open-ended questions. The most frequently uttered responses are outlined below in descending order:

If the nature of university courses and how they are offered are informed by theories and philosophies of MCE, there will be high prospects for producing graduates equipped with knowledge and skills of multiculturalism.

- If policy guidelines are offered to universities, there is a bright future for MCE and pedagogy.
- If universities, colleges, departments, students, and the academic staff are empowered to organize and actively participate in multicultural events or National Day of Multiculturalism and Diversity, it may serve as a ground for initiating MCE and pedagogy in the universities in the immediate future and peaceful multicultural nation-building in the long run.
- Organizing frequent cultural events in which the cultural diversity of the Ethiopian nations and nationalities' is reflected in the form of cultural shows, music, literature, games, etc. may enrich MCE and cultivate tolerance and intercultural communications among students in which diversity is seen as an opportunity rather than a curse.
- Findings indicated as the most common suggestions and comments drawn from both interview and open-ended questions data are presented in descending order as follows:
 - Promoting multicultural ceremonies and programs;
 - Establishing and strengthening guidance and counseling services;
 - Creating national dialogue among instructors and students;
 - Designing and preparing multilingual bulletin
 - Promoting valus MCE by magazines that promote tolerance and unity in as many;
 - Organizing frequent training, artistic expressions, and awareness-creation forums on the significance curriculum of MCE;
 - Utilize culturally responsive pedagogy.

5.2. Conclusions

In this specific section, the conclusions derived from the major findings of the study were presented. Accordingly, based on these findings, the following conclusions have been reached. The purpose of the present study is to explore academic staff commitment, challenges, and prospects for DMCEI in EPUS in some selected colleges. This section presents the conclusion of the researcher in the light of the results and findings of the study, the following major conclusions are forwarded based on the summary of major findings and results.

The result indicate that implementation of Multicultural Education features varies. Particularly, EPUS scores below average and more pronounced implementation is evident among HU and WU. Analysis of five key dimensions of integration content, equity, prejudice reduction, empowerment school culture and substantive construction of knowledge shows that the majority of universities perform poorly relative to high standard components of multicultural education. Data show qualitative support for this finding: practices tend to fall short of framework targets; widely varying among universities suggests diverse strategies need to be developed to improve Multicultural Education implementation

Academic staff commitment was found to be a contributing factor to DMCEI. In other words, a positive and meaningful relationship underscores the need for institutions to enhance commitment among academic staff to the effectiveness of DMCEI. It can be concluded that the commitment of academic staff influences MCE dimension implementation in EPU. There is no awareness creation, there is a lack of pedagogical skills, and knowledge about MCE, and there is high political influence in EPU; the nature of academic staff commitment determines multicultural curriculum implementation positively in EPU, and academic staff commitment and constraints also determine negative attitude. From this, we can conclude that the relationship between commitment and multicultural curriculum implementation is positive, and commitment and constraints are negative.

Academic staff commitment, challenges, and DMCEI have positive influences, while Commitment and challenges have negative influences. The findings of this study underscore the complexity of DMCEI in EPUS.

Individual factors such as academic staff commitment was positively associated with the implementation of MCE but were not sufficient on their own to overcome these systemic challenges. Training on diversity emerges as a pivotal predictor, highlighting the importance of equipping academic staff with the tools and knowledge to enhance inclusivity.

Though overall implementation levels are low, significant institutional barriers persist, particularly related to program design and material resources.

Overall, the study emphasizes the need for a multi-faceted approach that addresses both individual and institutional factors to enhance MCE implementation. Without targeted interventions, disparities in implementation and persistent barriers could undermine the broader goals of inclusivity and equity in education.

5.3. Recommendations

Higher education institutions (HEIs) are sites where human resources are developed to solve social, economic, and cultural problems in a specific country, as well as to alter society and produce competent citizens for the nation and the global community in general. To enhance DMCEI in EPU, targeted and coordinated actions are essential. Accordingly, based on the major findings and conclusions of the study, the present study attempted to suggest recommendations were made for potential stakeholders of this present study. Recommendations that have implications for interventions are forwarded to MoE, university leaders, deans, department heads, academic staff, student councils, and future researchers to improve the commitments, challenges, and prospects of MCE implementation in EPU. The following recommendations explain concrete steps and specify who is responsible for their implementation: The following suggestions were offered for future researchers to improve the DMCEI in EPU

5.3.1. Recommendations for the ministry of education

Higher education Institutions (HEIs) are the places where human powers are produced to solve social problems, economic, social, and cultural in the given country and to change the society as well as produce competent citizens for the nation and global world in general. To fulfill this very ambitious promise the MoE of education should pay due attention and work strongly from designing the HE curriculum, developing, and evaluating, policies and strategies, providing training, and another vital package to fully implement and monitor to improve the overall quality of teaching and learning process which is considering multicultural and diversity issues in EPU.

The Ministry of Education (MoE) should prioritize improving multicultural program design and the provision of culturally relevant teaching materials. National frameworks for MCE should be established by the Ministry of Education to provide standardized guidelines and benchmarks for program design. Universities should also enhance collaboration to share resources, tools, and strategies for effective implementation of MCE.

5.3.2. Recommendations for public universities

Public Universities should work strongly to cooperate with MoE and other key stakeholder, share experiences from aboard HE regarding MCE dimension implementation, and take necessary action in achieving their core values in line with multiculturalism in the education arena of DMCEI in EPUS in general and in EPU in college in particular. Universities should be considered as appropriate settings for creating platforms for intellectual debates and discussions by identifying pertinent topics related to multiculturalism and their repercussions on the political, economic, historical, and cultural life of the society.

On another hand, the study indicated that the status of MCE dimension implementation in EPU is found at a low level. Therefore, universes should give attention to diversity issues unity, and quality of education. They should set these as key agendas about MCE issues and plan, design, implement, and evaluate teaching and learning practices accordingly. Multicultural courses should be given for every department or courses of MCE given for all university students of both natural and social sciences. It is also better if the issue of multiculturalism is given starting from low level (primary schools) to shape generation from the foundation.

The study has found that EPU academic staff commitment to the implementation of MCE is the main determinant in the DMCEI. Therefore, it is better if university leaders and faculties arrange training, workshops, and regular consultation sessions in which academic staff are motivated, devoted, and committed to improve their commitment to improve their pedagogical skills.

The study indicated that various challenges of MCE dimension implementation have negative effects. So, it is better if the colleges in collaboration with departments facilitate culturally responsive pedagogy, create awareness about multicultural issues, and conduct regular cultural days, events, and festivals for the university community. In so doing, students and entire EPU communities shall enjoy sharing their experience, knowledge, skills, and attitudes to mitigate and solve the challenges of MCE implementation in EPU.

Universities in partnership with the Ministry of Education should develop clear policies that position MCE as a core institutional objective. Dedicated offices or task forces within each university should oversee the implementation of multicultural initiatives. Additionally, the Ministry of Education should conduct periodic evaluations to identify gaps in policy execution and provide technical support to address these gaps in collaboration with universities.

Relevant training programs should be expanded and institutionalized as a mandatory requirement for all academic staff and administrators. The responsibility for developing these training programs lies with universities, with support from the Ministry of Education to ensure alignment with national goals. Tailored training programs should address specific cultural, social, and institutional contexts. Regular evaluations of these programs are needed to ensure they remain relevant and impactful.

5.3.3. Recommendations for colleges

In this study, the relationship between academic staff Commitments and challenges is inversely negative, and the relation between commitment and DMCEI is positive. Thus, it is better if the deans, and department heads try to minimize and improve the challenges on MCE implementation and motivate academic staff commitment by awarding the outstanding academic staff in line with MCE implementation.

The study also shows that the most challenging factors of MCE dimension implementation in EPU are negative attitudes, the misconception of MCE, politicization of diversity, defect of curriculum, lack of attention, and lack of awareness, of the academic staff and university leaders.

Therefore, colleges and universities, academic staff should work together and learn from each another about the importance of MCE, to improve challenges and enhance the prospects for MCE dimension implementation

This study has produced strategy options for mitigating the challenges of DMCEI in EPU. College and departments should create awareness-creation activities among students and staff about multicultural issues, training on intercultural communication, and culturally responsive pedagogy. There also should be guidance and counseling, mentoring, and treatment on equality of students and staff from diverse cultural backgrounds.

5.3.4. Recommendations for the academic staff

Academic and professional development opportunities for staff should be enhanced. Universities should incentivize academic staff to pursue advanced degrees, particularly those focusing on MCE. The Ministry of Education should work with Higher institution academic programs to integrate MCE into their curricula at both undergraduate and postgraduate levels.

5.3.5. Recommendations for the Policymakers

Academic staff should be assisted with clear guidelines or direction and policy documents. EPU need to revisit its policy and guidelines for universities and to improve challenges, to promote prospects for MCE issues in Ethiopian universities. To this end, comprehensive guidelines should be available for academic leaders, academic staff, students, and potential stakeholders working to gather facilities and promote the values and importance of MCE in educational settings.

5.3.6. Recommendations for students

The student council should commit to their learning on top of having skills, knowledge, and a positive attitude toward diversity (Students come from diverse backgrounds) in multicultural environments (curriculum contents, methods of teaching, and assessment techniques) in their learning process.

5.3.7. Recommendations for the scientific community

The results of this study have shed light on the value of research and the scientific community regarding academic staff commitment, challenges, and prospects on DMCEI in EPU universities. This will effectively provide new insights and advance the understanding of academic staff commitment and challenges for DMCEI. Accordingly, educators, policymakers, curriculum experts, researchers, and students should work toward the accommodation of diversity, promoting multiculturalism in educational settings.

5.4.Future Research Direction

Although the present study adopted quantitative and qualitative approaches used advanced quantitative and qualitative analyses and developed and tested the model has vital theoretical and practical implications like any other research, it has limitations that should be kept in mind when interpreting and using results. First the finding of the study is depending on self-report data. Thus, although rapport was established with the participants and an attempt was made to supplement quantitative data with qualitative data, the data collection tools did not respond based on what experienced, but on what they think is socially acceptable.

Also, longer participant observation and very extensive interview data would have generated in-depth understanding using an ethnographic approach but this was not possible due to limited time available, Last but not least the correlated nature of the present study among commitment, challenges, and DMCEI precludes establishing any cause-effect relationship among commitment, challenges, and DMCEI. Future studies can examine those relations by using experimental research design, ethnographic design, and longitudinal research design

One of the major limitations of this study is that due to time constraints, it did not use FGD to collect relevant data, which would have added additional inputs and further validated the present study. Also, in this study, individuals such as supportive staff, education of experts at various levels, and private universities were not included. Data from these groups might have added additional insights for this study.

Future studies on MCE should focus on longitudinal studies to evaluate the long-term impact of interventions. Additionally, qualitative studies should capture the lived experiences of academic staff and students, while the Ministry of Education should fund and support research exploring the indirect effects of institutional policies on MCE

Further study should be conducted in other public universities and private colleges on perceptions, awareness, and attitudes towards MCE for cultural unity and tolerance. Specifically, further study is needed in:

1. The Role of tolerance in creating national integration in EPUS.
2. Higher education and multicultural curriculum design
3. The Role of Higher Education Leaders in Managing Diversity
4. Higher education and managing diversity
5. The role of higher education instructors in promoting unity within diversity and tolerance among students.
6. Trends of MCE in Ethiopian higher education: Policies vs. practices
7. Attitude, knowledge, and practices of Curriculum implementation in from Multicultural perspective in EPUs
8. Comparative study on MCE Dimension Implementation in some selected African universities: Implication for accommodation diversity

5.5. The Poposed Model for the further improvement of the MCEI

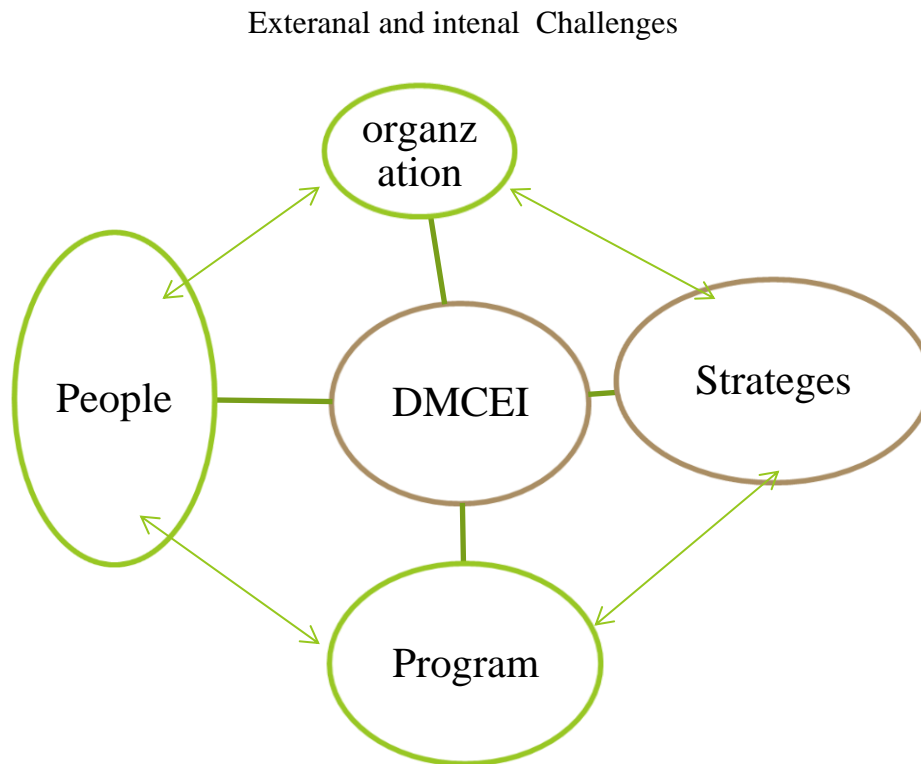


Figure 9: The Poposed Model for the further improvement of the MCEI

The new proposed model to educate people inclusively places emphasis on variables and integration of different models and theories to promise effective implementation of multicultural education, based on evidence gathered through investigations. At its core lie dimensions such as Content Integration (CI), Knowledge Construction (KC), Predjuice Reduction (PR), Equity Pedagogy (EP) and School Culture and Social Structure (SCS) in Ethiopia's higher education system. The MCEDI at the center can be seen as a pivotal issue all parties involved such as Ministry of Education (MoE), universities, colleges, and departments and all the different staff such as academic staff and leaders, as well as faculty assistants, students, and all members of the wider university community. Their knowledge, attitude, outlooks, skills, and perceptions are necessary for boosting forward this initiative.

As a major primary port, a strategic curriculum design must focus on inspiring awareness and shifting towards positive attitudes, improving skills, and encouraging staff commitment for full professional training, creating a friendly environment that is inclusive, revising curriculum design, initiating policy revisions and reforms. Employing culturally responsive teaching techniques and working carefully with MoE and colleges to utilize opportunity and leverage existing plans. At the same time, both internal and external challenges must be addressed through professional development.

Academic staff play an essential role driving the implementation of MCE in EPUs. Their intrinsic motivation with triggering support from colleges, universities, and the MoE promotes pluralistic cultural diversity. Cultivating better understanding among the key players requires embracing hierarchical relationships and multiple perspectives at the same time. Unified cooperation from all parties is necessary to ensure successful integration of diversity and MCE.

To advance understanding of the commitments of institutions, emphasizing clear, concise, and transparent communication in parallel to development of plans with specific and clear strategy is key. This means confronting challenges, capitalizing on opportunities, and using more effective strategies. Strong inclusive attitudes and cultivating relevant skills and knowledge are essential. Emphasis should go towards responsive teaching and ensuring that all faculty have awareness and knowledge to integrate diversity into the curriculum.

Important stakeholders such as the Ministry of Education, colleges, departments, and universities as well as academics must carefully consider curriculum development and principles of physical and mental health equity to guarantee equal and fair access to education for all students especially in classroom spaces of universities. Universities have become formal social institutions with human resources, physical assets, values, concepts, and knowledge of the indigenous kind; shaped by both socio and academic staff and infused with diverse cultures and traditions.

Key stakeholders such as the MoE and colleges, departments and universities not only need to carefully weigh curriculum development and principles of MCP but also allocate resources wisely so that everyone has fair and equitable access to education, especially students in university classes. Universities are formal social institutions that bring together human resources, tangible assets, values, ideas, and indigenous knowledge, along with different forms of cultures and traditions, which are shaped by society and by faculty.

Indeed, they collaborate closely with the Ministry of Education. They work together to make sure that everyone has equal chances, to engender mutual respect, to respond to diversity in flexible ways, and to respect diversity and appreciate multiple cultures. Towards that, each university establishes centers for multiculturalism. They also place great weight on professional development. Professionals must deepen their skills such as multicultural knowledge and competence, they need solid content mastery and know about education methods actively combining diverse cultures into diverse subject matter.

Furthermore, they also seek out diverse leadership and staff as well and they also seek out teachers and students who are not to localize. Professionals must work towards multicultural leadership. Teachers and academics need to prepare themselves so that they can effectively employ both formative assessments that have a continuous element and active learning strategies when teaching in multicultural classrooms.

University academic staff and leaders should engage regularly in educational research that solves problems to improve diversity and varieties of communication for different speakers and cultures. Together with faculty and students as well as experts at various curriculum focus areas, we should organize training and supplies and allocate necessary financing so that this diversity can be developed, and services can be readily available. It is key to inspiring engagement. Finally, among education policies we must emphasize practical use of theory, development of solid implementation solutions, and regular evaluation of real performance. Reform of policies and improvements in curricula flow from there as well.

Integrating MCE components into public university courses in Ethiopia enriches diversity and refines students' learning experience. When key institutions such as universities, colleges, departments, and Ministry of Education support the adoption of DMCEI and DMCE actively and encourage faculty to use components meaningfully, this has a positive influence on tolerance, understanding of importance of MCE and other definite developmental scores.

Collaboration between stakeholders is essential for management and successful implementation of these same components. By using available opportunities and innovative approaches, universities in Ethiopia can rise to educational challenges and improve service delivery and execution strategies. Neglect of these issues means social conflicts and violent confrontations both among communities and ethnic and religious divisiveness.

Importance of the Proposed Model for Multicultural Education

This proposed model uses for HE in Ethiopia the proposed model of multicultural education emphasizes five core dimensions: integration of content to build knowledge, reduction of prejudice, equity teaching practices and education for school cultures and social structures. These essentials aim to nurture an inclusive environment that makes the rich and valued diversity of cultures a truly centerpiece. The model seeks to enhance learning for all students by incorporating different educational concepts and methods.

Academic staff are key to the model working properly, showing powerful capacity to engage students with different preferences along with consistent focus on teaching from a multicultural susceptibility. Continuous professional development for teaching specifically involving culturally responsive approaches is important. Working closely with key stakeholders particularly Ministry of Education is key to interwoven multicultural programs into curriculum. Faculty desire and commitment is most important for building a multicultural academic environment so diverse students are welcomed and respected.

However, Significant barriers hinder effective MCE implementation, such as faculty and institutional resistance to change, limited budget allocation, and communication gaps between stakeholders. Despite these obstacles, promising opportunities for expanding MCE exist, including strategic curriculum design, policy forms in collaboration with the Ministry of Education, and community involvement programs. By addressing these challenges and fostering collaboration among all stakeholders, Ethiopian public universities can enhance educational outcomes and promote social cohesion in diverse communities.

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Therefore, the following simplified formula (Yamane, 1967) at a 95% confidence level and level of precision of 5% (0.05) will be used to determine the sample size.

$$\text{Sample size (n)} = \frac{N}{1+N(e)^2}$$

Where; n = Desired sample size,

N = Total population

e = margin of error set at 10% ; e contains the value 5%

Source: Yamane, 1967

6,597

$$n = \frac{6,597}{1 + 6,597 (e)^2}$$

$$n = 399 = \frac{6,597}{1 + 6,597 (0.05)^2}$$

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7. APPENDIXCESS

In these section questionnaires, interview guide, observation checklist, background of the respondents, statistical assumptions of data and some practical evidence in line with the present study were included.

Moreover, questionnaires' designed to measured DMCEI (the five dimension of MCE), commitment(three dimension , affective commitment (AC), Continuances commitment (CC) , Normative commitment (NC), Challenges (Institutional related challenges(IRCH), Academic Staff Related Challenges(ASRCH), Material Related Challenges(MRCH),were included. Likewise interview, observation, and document review used to assess the challenges, prospects, and strategies of MCEI.

Accordingly, Appendix A,B, C,D,E,F,G, H,I..... are attatched on this present including photo during data collection from different Public Universities

7.1. Appendix A: Questionnaires to be filled in by Academic Staff Members

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORE

College of Education and Behavioral Sciences

Questionnaires to be filled in by Academic Staff Members

Dear Respondents,

This questionnaire is intended to obtain information in line with “*Academic Staffs’ Commitment, Challenges, and Prospects in Implementing MCE Dimension (IMCED) in EPUs (EPUs)*”. The execution of this study greatly depends on your honest responses to each item. Hence, the researcher kindly requests you to give your genuine responses. The information and data you provide will be used only for academic purpose and will be kept confidential. It may take only 25 minutes to complete this questionnaire. No need of writing your name while filling the questionnaire if you have any questions, comments, and suggestions, please do not hesitate to call me 0911299581/ 0913928367

I sincerely appreciate your willingness and kind cooperation in participating in this study.

Thank you in advance for your willingness, cooperation and for your valuable contributions

Debela Tezera (PhD) candidate, tazara2009@yahoo.com

General Direction

Section 1: Demographic Data

The first section of this questionnaire contains demographic information such as name of university, colleges, nationality, sex, ethnicity, religion, year of teaching, and training on multiculturalism and educational status. There searcher kindly requests you to give the necessary responses for each item by writing the correct response on the space provided.

1. University _____
2. College _____
3. Nationality _____
4. Ethnicity _____
5. Religion _____
6. Sex: 1/ Male 2/ Female.
7. Qualification: 1/B A/BED 2/ MA/MSc, 3/ PhD
8. Work experiences: 1/ 1-5, 2/ 6-10, 11-15, 16- 20, 5/ over 20
9. Training on diversity issues: Received, not received

Section 2: This section is regarding to the current level of MCE Implementation (IMCED) in EPU's

Instruction: Please read and consider each category carefully. Rate the level to which you think your college or department has practiced each indicators using scale ,your response that show your current practices in line with MCE by encircling on the following scale numbers from 1 to 5 .

1=Very low (VL), 2=low (L) 3. =Medium (M), 4= High (H) and 5=Very high (VH)

S/N	1.Content integration	1	2	3	4	5
1.	Infusion of different culture into the curriculum	1	2	3	4	5
2.	Contents are easily understandable	1	2	3	4	5
3.	Uses different culture in the subject matter	1	2	3	4	5
4.	Use examples and contents from a variety of culture	1	2	3	4	5
5.	Content create positive infraction among students	1	2	3	4	5
	2.Knowledge construction process					

6	Using play role techniques that used for reflects of diversity.	1	2	3	4	5
7.	Help and adapts teaching that address multicultural issues.	1	2	3	4	5
8	Participates multicultural events and respect it	1	2	3	4	5
9	Help to understand and easily to apply	1	2	3	4	5
10.	Creates about importance of MCE					
3. Equity pedagogy						
11	Uses variety of teaching styles	1	2	3	4	5
12	Promotes cultural activities in teaching.	1	2	3	4	5
13	Promotes cultural activities in teaching.	1	2	3	4	5
14	Appreciates diversity in teaching activities.	1	2	3	4	5
15	Modify instructional methods to realize equity pedagogy	1	2	3	4	5
4.Prodjuice reduction						
16	Create positive attitude toward different diversity	1	2	3	4	5
17	Create equal opportunities for all student in class room	1	2	3	4	5
18	Uses different activities that help to prejudice reduction	1	2	3	4	5
19	Uses different activities that help to prejudice reduction	1	2	3	4	5
20	Minimizing negative discrimination	1	2	3	4	5
5.Empowering school culture						
21	Encourage students to positive events	1	2	3	4	5
22	Empowering Students from different background	1	2	3	4	5
23	Create gender balance	1	2	3	4	5
24	Create being responsible students	1	2	3	4	5
25	Respect and appreciate of diversity	1	2	3	4	5

Section 3: This section explores issues related to Academic staffs' commitments towards MCE Implementation (IMCED) in EPU. Please rate the following items by using the following scales: Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), and strongly agree (5)

S/N	A.Affective Commitment	1	2	3	4	5
4.1.	I feel happy to treat all students equally.	1	2	3	4	5
4.2.	I solve the problems in line with diversity.	1	2	3	4	5
4.3.	I am not emotionally attached with individual difference.	1	2	3	4	5
4.4.	I have a professional duty to deal about social justice.	1	2	3	4	5
4.5.	I adhere to appreciate diversity in my teaching.	1	2	3	4	5
B. Continuance Commitment						
4.6.	It's very difficult for me to implement curriculum from MCP.	1	2	3	4	5
4.7.	I ignored negative attitude toward diversity.	1	2	3	4	5
4.8.	I demand to create equal opportunities for all students	1	2	3	4	5
4.9.	I formulate instructional materials within MCP.	1	2	3	4	5
4.10	I have engaged in the activities which influence my profession.	1	2	3	4	5
.						
4.11	I committed to create love, tolerance among students.	1	2	3	4	5
.						
Normative Commitment:						
4.12	I have obligation for respecting dignity of the students.	1	2	3	4	5
4.13	I am appreciate diversity is my profession.	1	2	3	4	5
4.14	I am committed to teach culturally responsive pedagogy.	1	2	3	4	5
4.15	I am committed to appreciate cultural diversity.	1	2	3	4	5
4.16.	I am committed to promote tolerance among students.	1	2	3	4	5
4.17.	I am committed to minimize prejudice.	1	2	3	4	5
4.18.	I am committed to promote inclusiveness.	1	2	3	4	5
4.19.	I am loyal to my profession at practices.	1	2	3	4	5

Section 4: This section is investigates the items that are challenges (Blockers) MCE Implementation (IMCED). in EPU.

Please describe your level of agreement with respect to the impending the implementation of MCE by putting tick (√) mark under the appropriate numbers. Use the following rating scales.

Key:1= Strongly Disagree 2= Disagree 3 = Undecided4= Agree 5= Strongly Agree

S/N	Institutional Challenges	1	2	3	4	5
1.	Lack of awareness about multicultural issues.	1	2	3	4	5
2.	Presence of cultural stereotypes.	1	2	3	4	5
3.	Lack of multicultural contents in to the curriculum.	1	2	3	4	5
4.	Lack of commitment on utilization of multicultural materials.	1	2	3	4	5
	Academics staff related challenges					
5.	Prevalence of ethnocentrism on diversity.	1	2	3	4	5
6.	Unfair management of managing diversity.	1	2	3	4	5
7.	Politicization of the curriculum.	1	2	3	4	5
8.	Absence of guidelines in line with multicultural issues.	1	2	3	4	5
	Program or materials related challenges					
9.	Lack of multicultural Instructional resources.	1	2	3	4	5
10	Lack of cultural responsive pedagogy.	1	2	3	4	5
11	Differences in political outlooks.	1	2	3	4	5
12	Absence of subjects which deal with multiculturalism issues.	1	2	3	4	5

Section 6: Dear respondents please give your answer or idea for following general questions regarding to the Academics staffs' Commitments, Challenges, and Prospects in of Implementation MCE Dimension (IMCED) in EPU.

1. How do you evaluate the integration of multicultural contents into the current curriculum (course you teach) and its practices in your university?

2. What are the most prospects (opportunities) in Implementing MCE Dimension (IMCED) in your university?

3. Would you please list down the main challenges that hinder the Implementation MCE Dimension (IMCED in your university?

4. What do you suggest as the possible mechanism/strategies/ to tackle the challenges of Implementation MCE Dimension (IMCED) in your university?

5. If you have any additional comments and opinion, please state your idea here

7.5. Appendix B: Interview for deans' in the University

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences

Department of Adult Education and Community Development

Interview guide: Semi-Structured Interview for academic leaders (Deans'0 in the University PhD Dissertation.

Dear participants,

The purpose of this interview guideline for academic leaders is to obtain the important information about “Academic Staffs’ Commitment, Challenges and Prospects in Implementing MCE (IMCED) in EPU’s (EPUSs)”. Moreover, it is used for the purpose of triangulating and complementing with the questionnaire and document analysis. Thus, assure you that all responses which you provide will be kept confidential and used only for academic purpose. Accordingly, four interview guide questions were prepared and interview were conducted with 26 qualitative phase study of participants(18 academic leaders, 2 MoE experts, and 6 students council). to triangulate quantities findings

1. Background Information

1. Name _____ 2. Education status _____
 3. Field _____ 4. Position _____

2. Interview Guide

1. How do you understand the integration of multicultural content into the curriculum in your university?
2. How do you observe the current practice of Implementation MCE Dimension (IMCED in your university)?
3. What do you think about the academic staffs’ commitment the Implementation MCE Dimension (IMCED) in your university?
4. Would you list the main challenges that hinder the successful Implementation MCE Dimension (IMCED in your university)?
5. What do think about the opportunities and strategies for the successful Implementation MCE Dimension (IMCED) in in EPU’s

7.6. Appendix C: Interview for MoE Curriculum Expert

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

College of Education and Behavioral Sciences

Department of Adult Education and Community Development

Interview guide: Semi-Structured Interview for MoE curriculum Experts

PhD Dissertation.

Dear participants,

The purpose of this interview guideline for Minister of Education curriculum experts is to obtain the important information about “Academic Staffs’ Commitment, Challenges and Prospects in Implementing MCE (IMCED) in EPU (EPUSs)”. Moreover, it is used for the purpose of triangulating and complementing with the questionnaire and document analysis. Thus, assure you that all responses which you provide will be kept confidential and used only for academic purpose. Accordingly, four interview guide questions were prepared and interview was conducted with 26 qualitative phase study of participants (18 academic leaders, 2 MoE experts, and 6 students’ council). To triangulate quantities findings

1. Background Information

1. Name _____ 2. Education status _____
3. Field _____ 4. Position _____
4. Experience _____ 5. Starting time _____ lasting time _____

2. Interview Guide

1. How do you understand the integration of multicultural content into the curriculum EPU?
2. How do you observe the current practice of Implementation MCE Dimension (IMCED) in EPU?
3. What do you think about the academic staffs’ commitment the Implementation MCE Dimension (IMCED) in EPU?
4. Would you list the main challenges that hinder the successful Implementation MCE Dimension (IMCED) in in EPU?
5. What do think about the opportunities and strategies for the successful Implementation MCE Dimension (IMCED) in in EPU?

7.7. Appendix D: Interview for Students Council

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences
Department of Adult Education and Community Development
Interview guide: Semi-Structured Interview for Students Council

PhD Dissertation.

Dear participants,

The purpose of this interview guideline for Students council is to obtain the important information about “Academic Staffs’ Commitment, Challenges and Prospects in Implementing MCE (IMCED) in EPU’s (EPUSs)”. Moreover, it is used for the purpose of triangulating and complementing with the questionnaire and document analysis. Thus, assure you that all responses which you provide will be kept confidential and used only for academic purpose. Accordingly, four interview guide questions were prepared and interview was conducted with 26 qualitative phase study of participants (18 academic leaders, 2 MoE experts, and 6 students’ council). To triangulate quantities findings

1. Background Information

1. Name _____ 2. Education status _____
 3. Field _____ 4. Position _____
 4. Experience _____ 5. Starting time _____ lasting time _____

2. Interview Guide

1. How do you understand the integration of multicultural content into the curriculum in your university?
2. How do you observe the current practice of Implementation MCE Dimension (IMCED) in curriculum in your university?
3. What do you think about the academic staffs’ commitment the Implementation MCE Dimension (IMCED) in curriculum in your university?
4. Would you list the main challenges that hinder the successful Implementation MCE Dimension (IMCED) in curriculum in your university?

5. What do think about the opportunities and strategies for the successful Implementation MCE Dimension (IMCED) in in EPU

7.7. Appendix E: Observation Checklist

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORE
College of Education and Behavioral Sciences
Department of Adult Education and Community Development
Observation Checklist items in the Class Room Activities

PhD Dissertation.

Dear participants,

The objective of this observation checklist in the class room activities is to get practical and relevant information about “Academic Staffs’ Commitment, challenges, and Prospects in Implementing of Implementation MCE Dimension (IMCED) in EPU’s “to strengthen the data collected by other instruments. The researcher uses the following checklist for class room activities.

Name of University _____ Date _____ Course _____

Period _____ Instructor code _____ Year _____ of students _____

No	Do the academic staff(teaching and learning process)	Yes	No	Remark
1	Introduce the objectives of the lesson.			
2	Use instructional methods.			
3	Empower all students in classroom.			
4	Use culturally responsive.			
5	Appreciate diversity.			
6	Respect diversity of students.			
7	Create awareness about importance of multiculturalism.			
8	Encourage all students to participate in the class.			
9	Describe real life situations to in line with diversity.			
10	Treat all students without discrimination.			
11	Create tolerance among students.			
12	Conduct demonstration in diversity.			
13	Use multicultural materials in teaching.			

7.9. Appendix F: Observation for University Compound

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORE
College of Education and Behavioral Sciences
Department of Adult Education and Community Development
Observation Checklist items in the University Compound

PhD Dissertation.

Dear participants,

The objective of this observation checklist in the university compound is to get practical and relevant information about **“Academic Staffs’ Commitment, Challenges, and Prospects for the Implementation MCE Dimension (IMCED) EPU**s “to strengthen the data collected by questionnaires .The researcher used the following checklist for observation checklist.

Name of University _____ Date _____

Starting time _____ lasting time _____

University Compound Observation Checklist

No	Does the university have:	Yes	No	Remark
1	Poster (materials) which promotes different cultures.			
2	For instance, flag of nine regional states.			
3	Co -curricula activities like sport.			
4	International and national day events.			
5	Park or place which reflects different cultures.			
6	Reflection of multiculturalism in campus.			
7	Cultural center which reflects all nation and nationalities.			
8	Students’ union leaders from different background.			

7.9. Appendix G: Checklists for Document Review

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORE**

College of Education and Behavioral Sciences

Department of Adult Education and Community Development

Checklists for Document Review

The objective of this document analysis is to get relevant information about “Academic Staffs’ Bottlenecks, and Prospect for the Implementation MCE Dimension (IMCED) in EPU’s” to strengthen the data collected by other instruments. The researcher used the following guiding checklist for document analysis.

1. Identify contents of curriculum in undergraduate program in line with multicultural issues (Course).
2. Carefully analyze review of literatures that are related to the research problem such as, higher education policy directive and strategies in Ethiopia (1994 education Policy and Education Road Map 2018-2030).
3. Identify university mission, vision, core values, and goals.

7.7. Appendix H: Summary of Research Gaps

S.n	Author/s	Year	Area	Focused(Topic)	Methods	Findings	Research gaps
1	Chanyalew Enyew; Solomon Melesse	2018	EPUS	The integration of multiculturalism into the Ethiopian Universities' environment	Qualitative	Multicultural issue is infused into the programs of the universities.	Contents, methods, and Paradigm gaps .Why ,it was focused multicultural integration and ignored academic staff commitment, Challenges, and prospect, and its implementation of MCE. This Study sought to fill research by including those variables in EPUs by using Mixed methods
2	Mahari Yohannis	2013	Ethiopia	Ethiopians Multicultural Education: A Negation to the Past and Champion of the New Beginning in Nation Building	Qualitative	highlights the importance of MCE in nation-building, Assimilationist language education policies have failed to promote national unity	Variables, methods, area (Context) gaps. This study evaluate only negation to the past and champion of the new beginning in nation building and did not take in to

							consideration about academic commitment, Challenges ,and prospect, and its implementation of MCE in EPU's by using mixed method
3	Endalkachew Girma	2020	EPUS	Nexus of multiculturalism and ethics in Ethiopian higher institutions'	Descriptive survey	The challenges of multiculturalism including narrow nationalism and intolerance of education system.	Contents (Variables) , methods). SO, this study sought to fill those missing gaps by including those variables and using mixed methods
4	Robsan	2014	EPUS	Representation of the Ethiopian Multicultural Society in Secondary Teacher Education Curricula	Qualitative	there is an increasing ambition to address issues of multicultural education in the Ethiopian general national secondary teacher education	Contents or variables gaps with the present study. SO, this study sought to fill those missing gaps by including those variables and using mixed methods
5	Abeya Geleta; Frew Amsale	2016	Area	An Assessment of Educational leaders' Multicultural Competences in Ethiopian Public Universities	Qualitative	university leaders, academic and administrative staff lacked a considered perspective on pluralism,	Both contents and method gaps. Hence, this study sought to fill those missing gaps by including those

							variables and using mixed methods.
6	Sime Tariku; Latchanna Gara	2016	Ethiopia	Place of diversity in the current Ethiopian education and training policy: Analysis of Cardinal dimensions	Qualitative	Policy document addresses diversity issues related to ethnicity, language, gender, and religion, with a focus on promoting equality, tolerance, and mutual respect.	Contents, methods Gaps .Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by including those variables and using mixed methods'
7	Chala Mosisa Hunduma; Yilfashewa Seyoum Mekuria	2024	Ethiopia	Multicultural education and global citizenship: Literature review	Qualitative	MCE and global citizenship programs have a positive impact on students' sense of belonging to a global community, promoting empathy and understanding, and emphasizing global interconnectedness	Area, contents, and methodical gaps. Contents, methods Gaps .Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by

							including those variables and using mixed methods’
8	Mahammed	2020	EPU	The Status and Pronounced Effect of Multicultural Education: The Case of Madda Walabu University Ethiopia	Mixed	Multicultural education is not well-integrated into the curriculum and practices at Madda Walabu University in Ethiopia.	Contents or variables gaps, Area gaps (more than one HE). Contents, methods Gaps .Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by including those variables
9	Kibirt	2019	EPus	A Brief Overview of Multicultural Education in Ethiopian: A Review	No mentioned	The paper provides a brief overview of the historical development and importance of multicultural education in the Ethiopian public university system.	Content, methods, and area gaps. Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to

							fill those missing gaps by including those variables
10	Bedada Mergo	2008		Retrospect's and Prospects of Multicultural Teacher Education in the Higher Education Institutions of Ethiopia: Adama University in Focus	Descriptive survey research method	Adama University in Ethiopia does not adequately practice multicultural teacher education,	Methods, and area Gaps(Use more than two HE) Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by including those variables.
11	Gutu, W. Tegegne	2023	EPUS	Intercultural sensitivity of instructors in Ethiopian public universities	Mixed	The intercultural sensitivity of instructors in Ethiopian public universities varies across demographic characteristics and background,	Contents gaps. Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by including those variables
12	Dereje	2016	EPUS	Imperatives of	Qualitative	- Educational	Contents and

	Terefe			<p>Multicultural Education in Ethiopia: Reflections on Awareness, Practices, and Challenges in Our Higher Learning Institutions</p>	<p>institutions have failed to adequately address the needs of students from diverse social, economic, cultural, linguistic and religious backgrounds.</p>	<p>methods gaps. Therefore, the present study is interested to fill the missing gaps by g those variables and using mixed methods. Thus, this stud this study pursued to fill those missing gaps by including those variables.</p>
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Appendix I: Assessment of Statistical Assumption

Under this specific appendix, the assessment of statistical assumption of the study participants 396 of EPU, overall data to the form of table, figure, stem, and leaf plot, boxplot, histogram, and raw data were presented

Unvaried outliers

Stem and leaf plot box, boxplot and extreme values of academic staff and its dimension, Challenges and its dimension, DMCEI are presented.

Stem and leaf plot (academic staff commitment)

Commitment total Stem-and-Leaf Plot

Frequency Stem & Leaf

5.00 Extremes (= < 1.6)

15.00 1 . 6677889

19.00 2 . 01223444

32.00 2 . 555666778899999

89.00 3 . 0000000000001111222222222222333333333333444444

100.00 3 . 55555555555566666666666677777777888888888899999999999

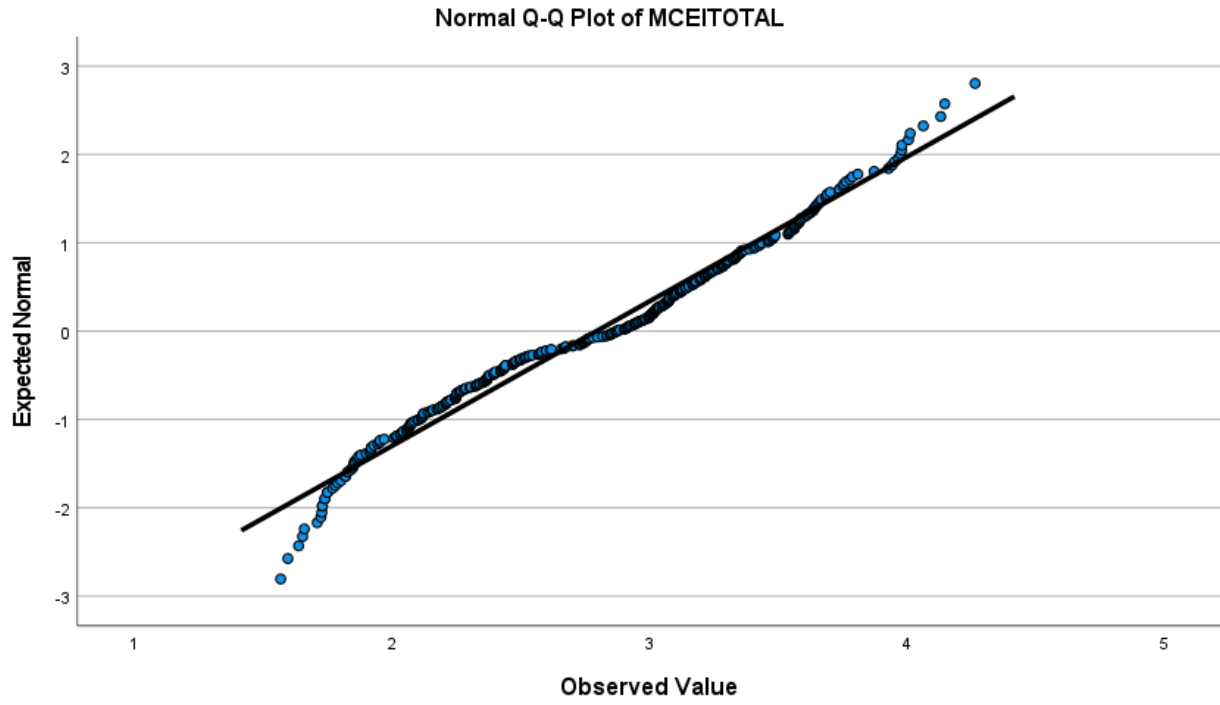
105.00 4 . 0000000000111111111122222222223333333333444444444444444444

29.00 4 . 556666777889

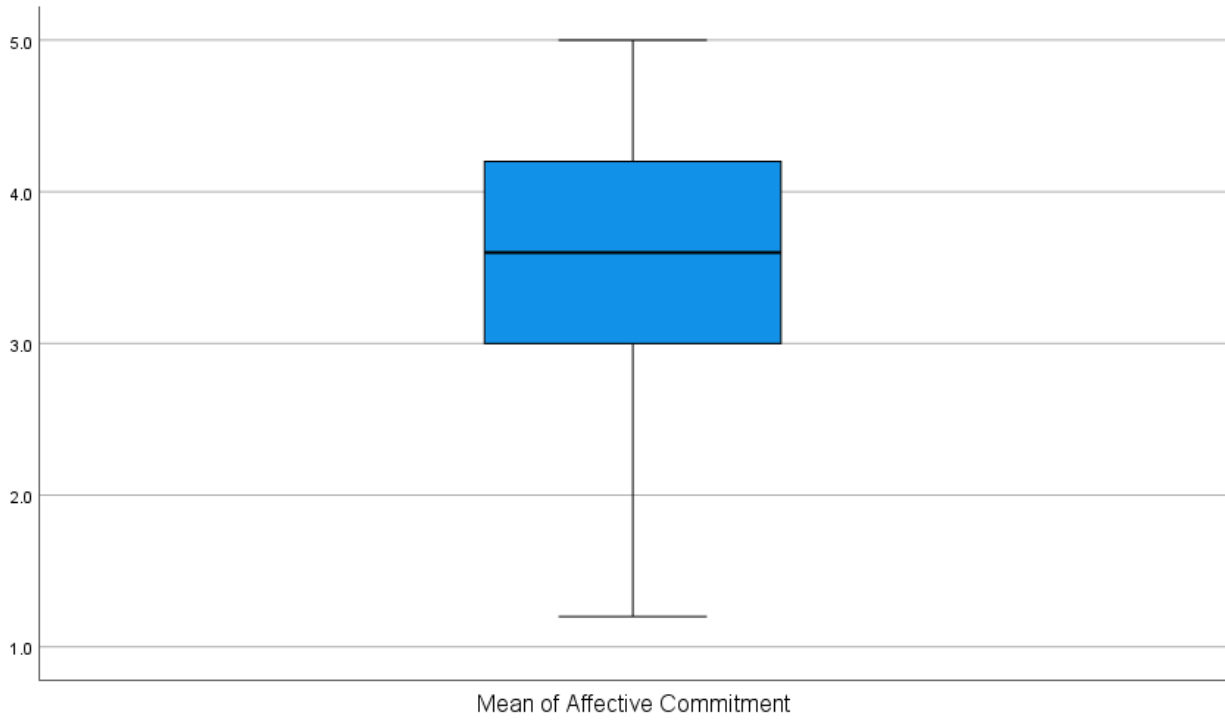
2.00 5 . 0

Stem width: 1.00

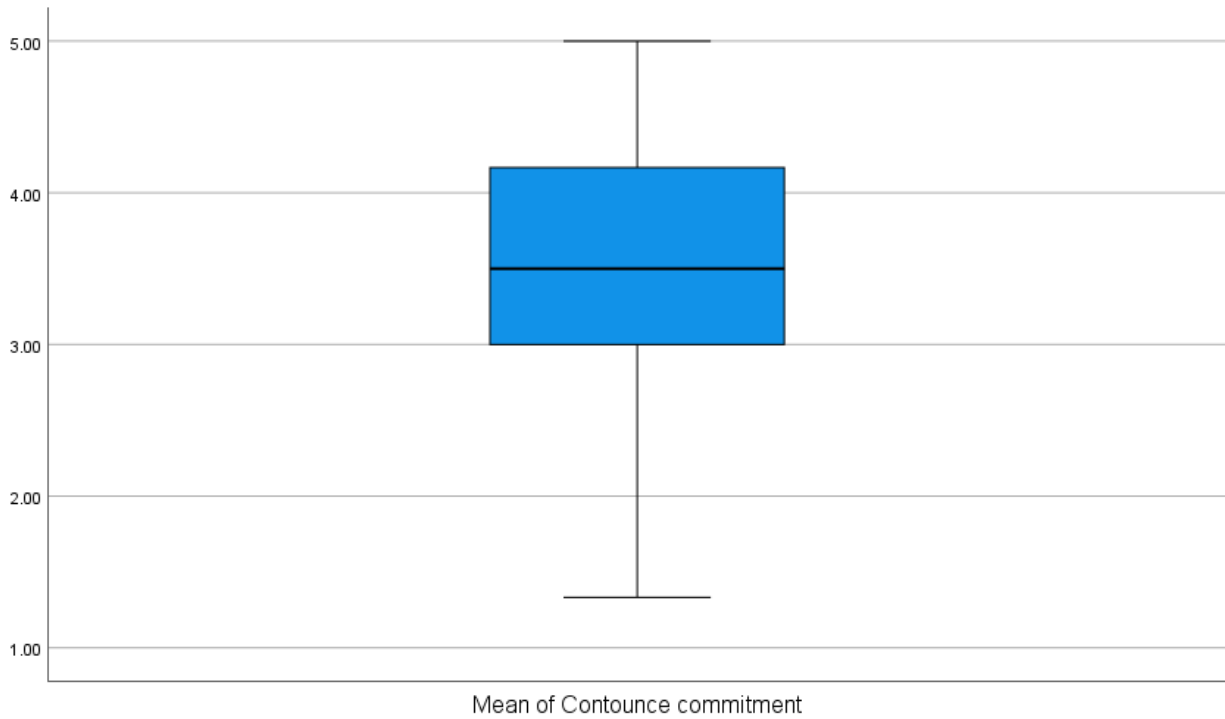
Each leaf: 2 case(s)

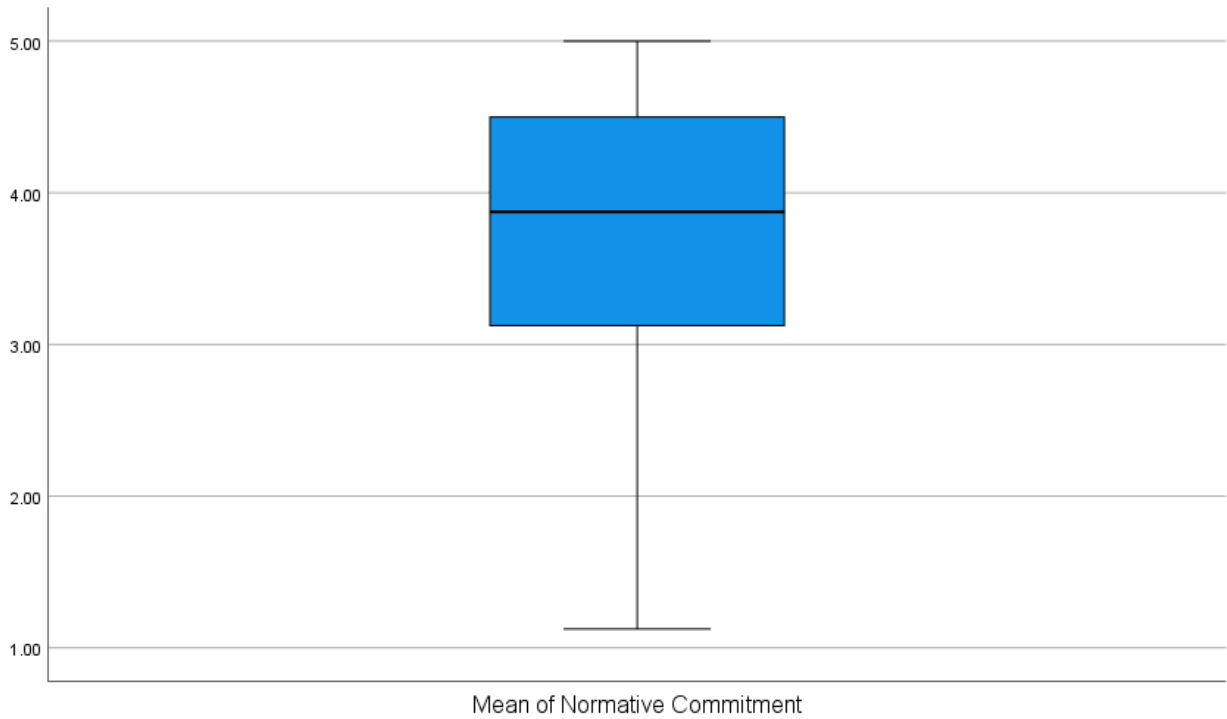
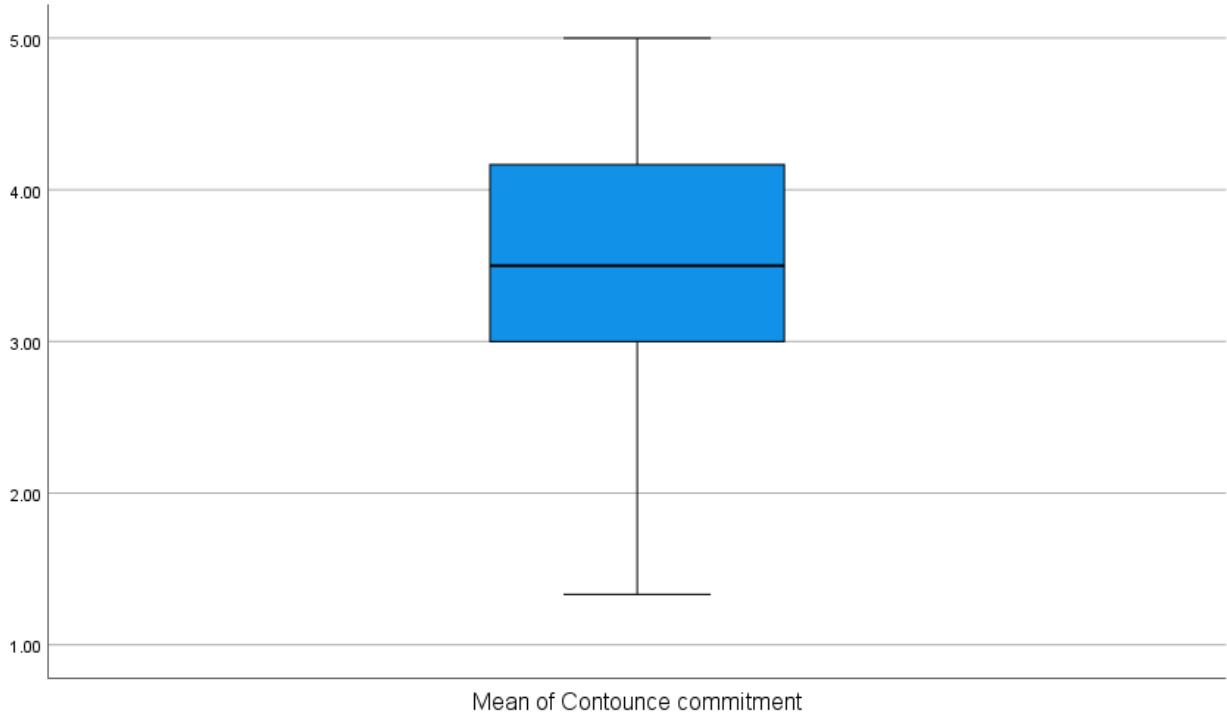


Boxplot (Academic staff commitment (Affective))

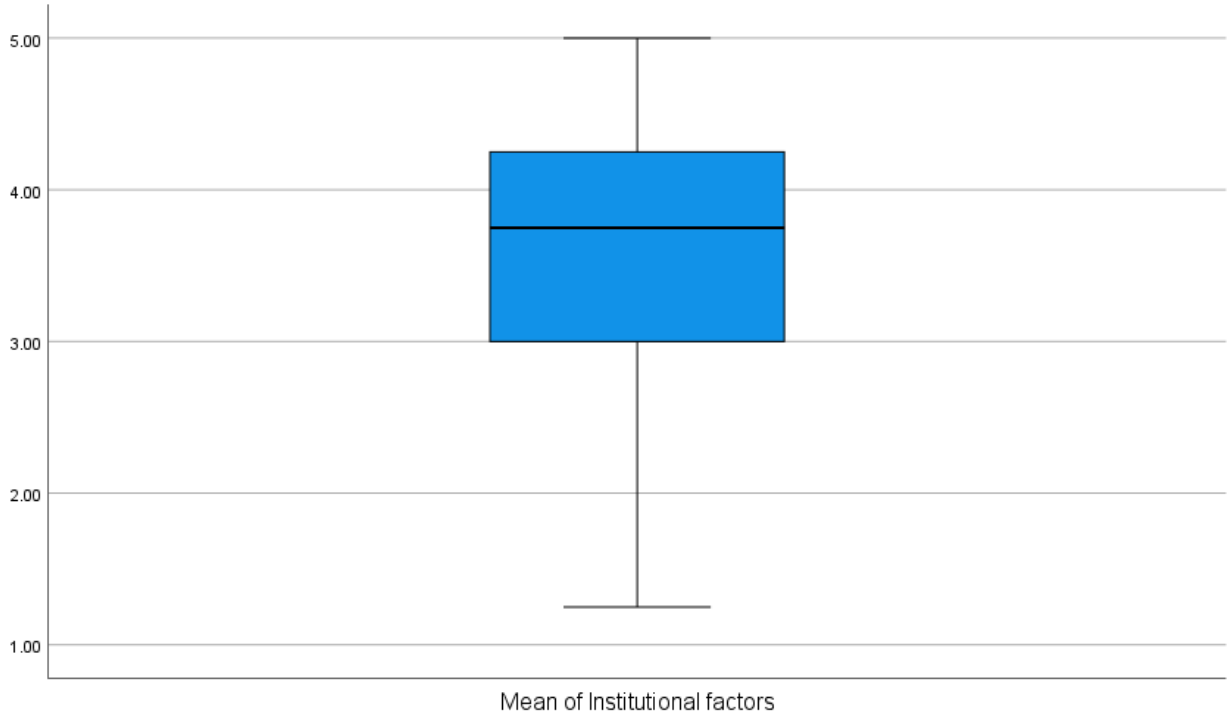


Boxplot (Academic staff commitment (continuance))

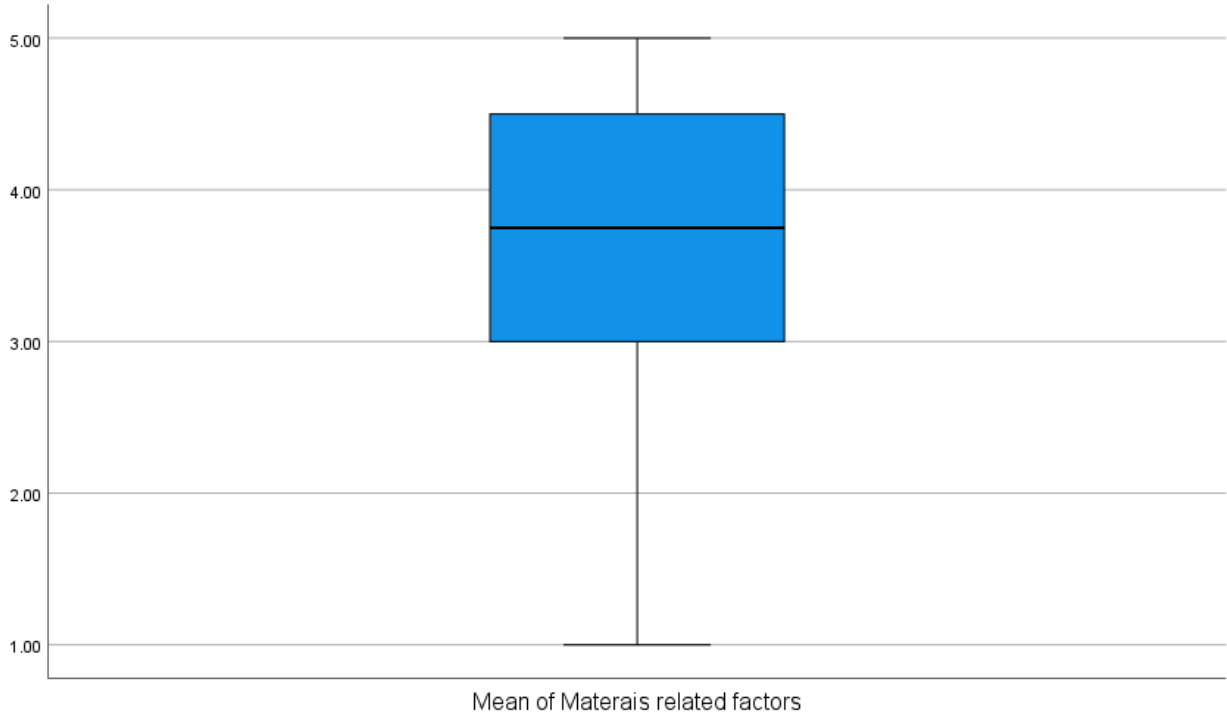




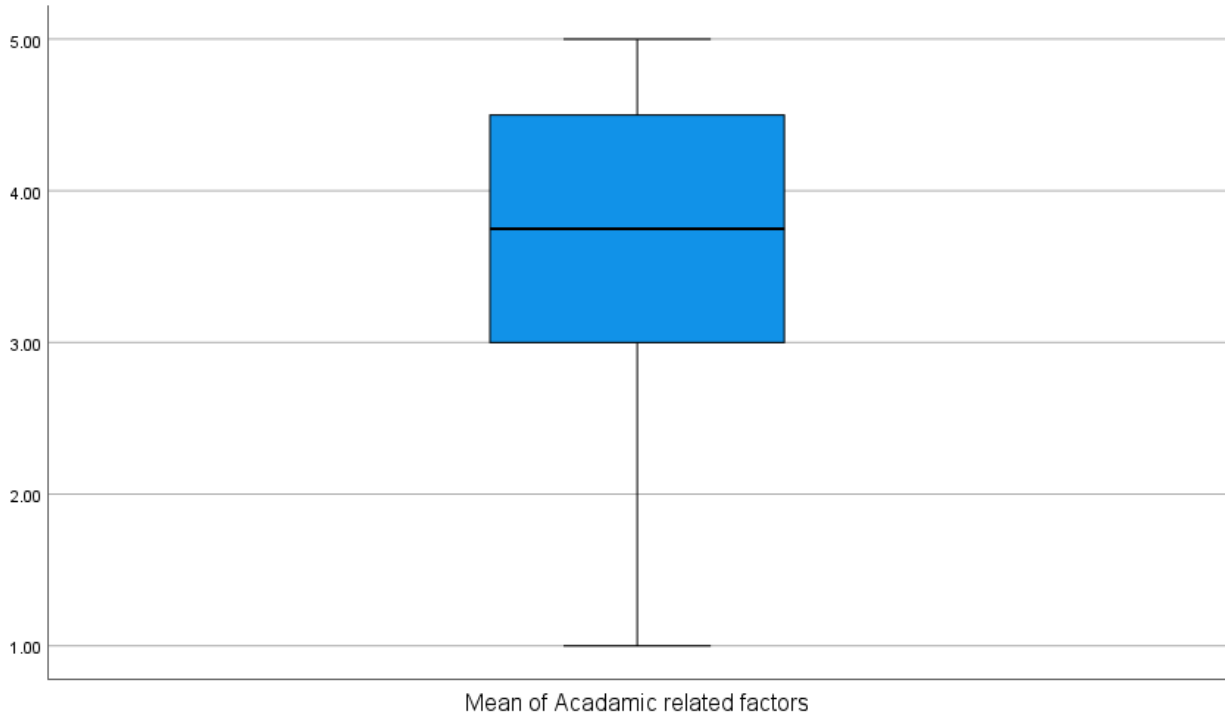
Boxplot (challenges related institutional)



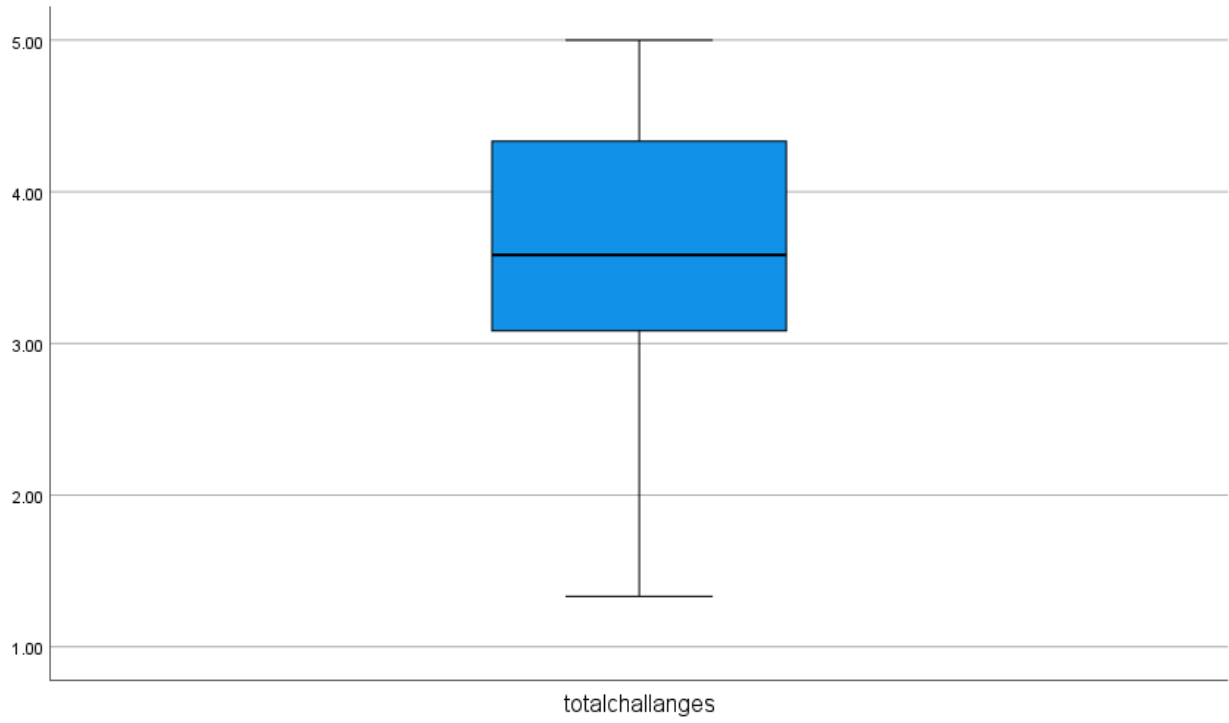
Boxplot (challenges related to resources)



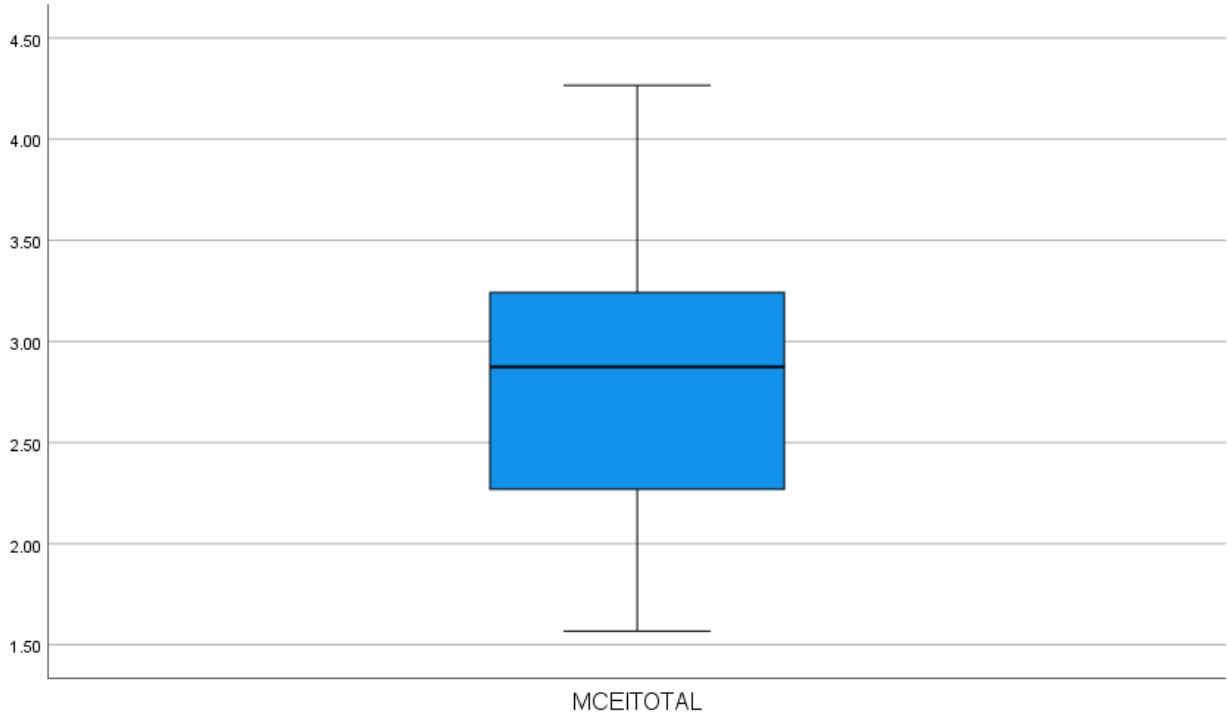
Boxplot (challenges related to academic staff Academic staff)



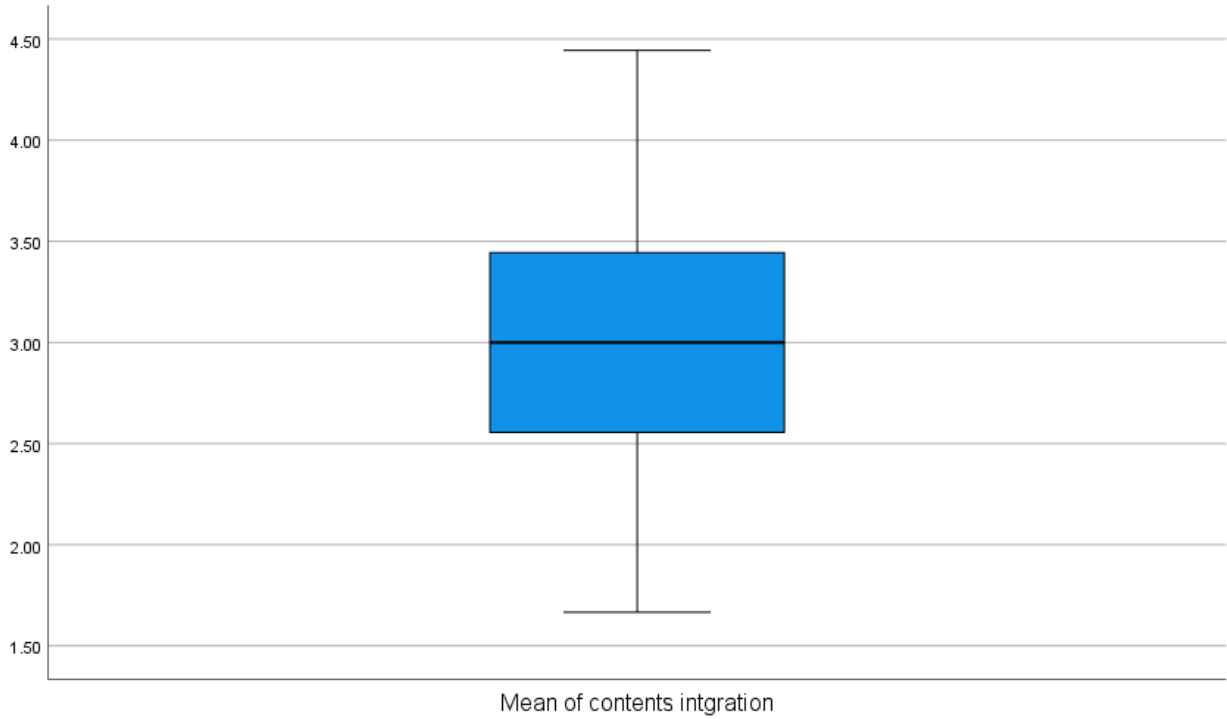
Boxplot of total challenges



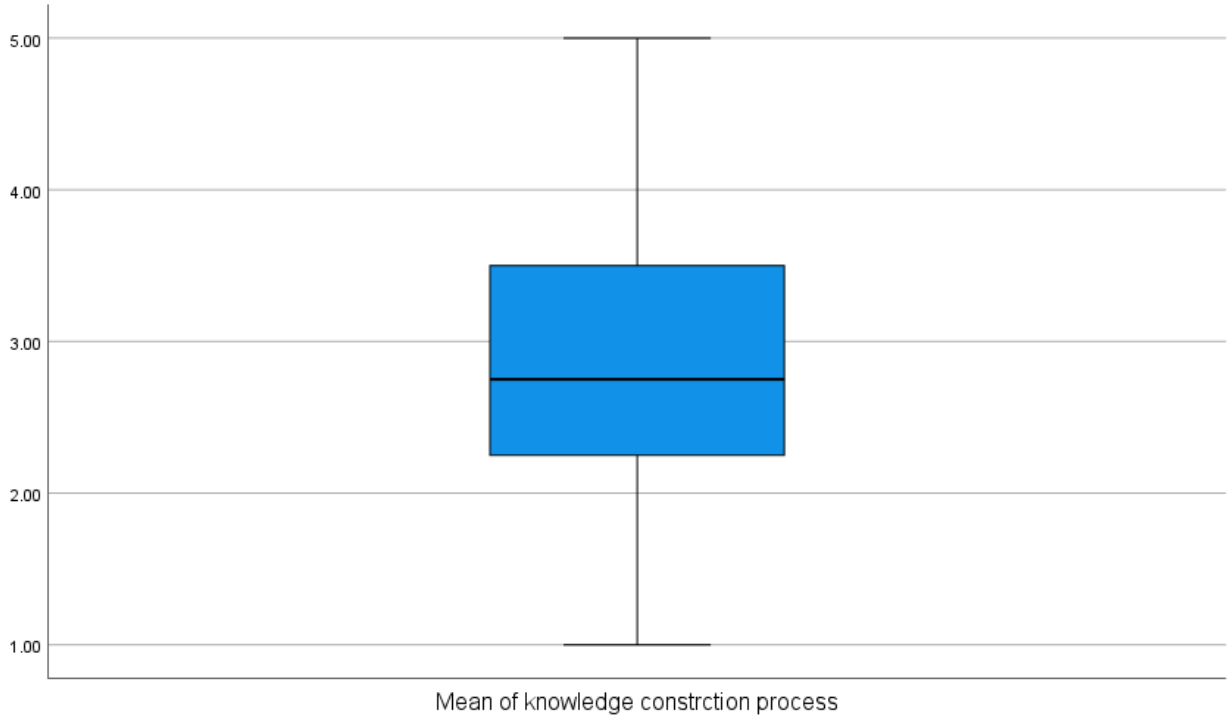
Boxplot DMECEI



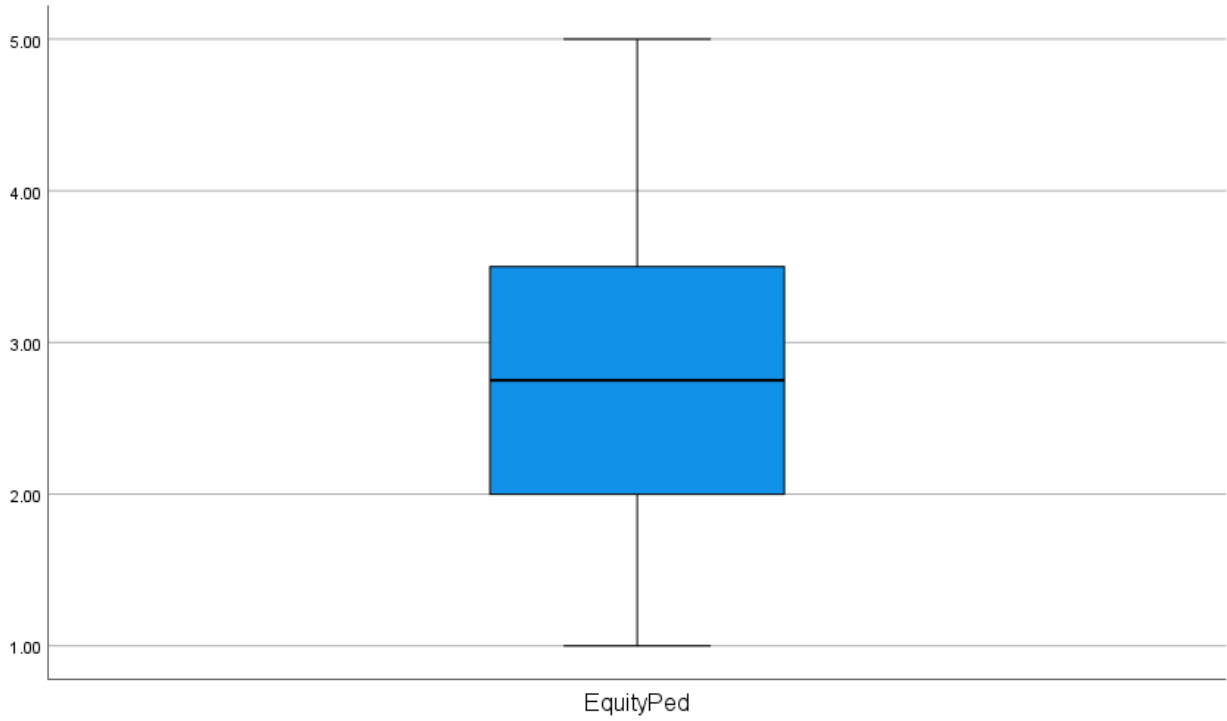
Boxplot (Content Integration)



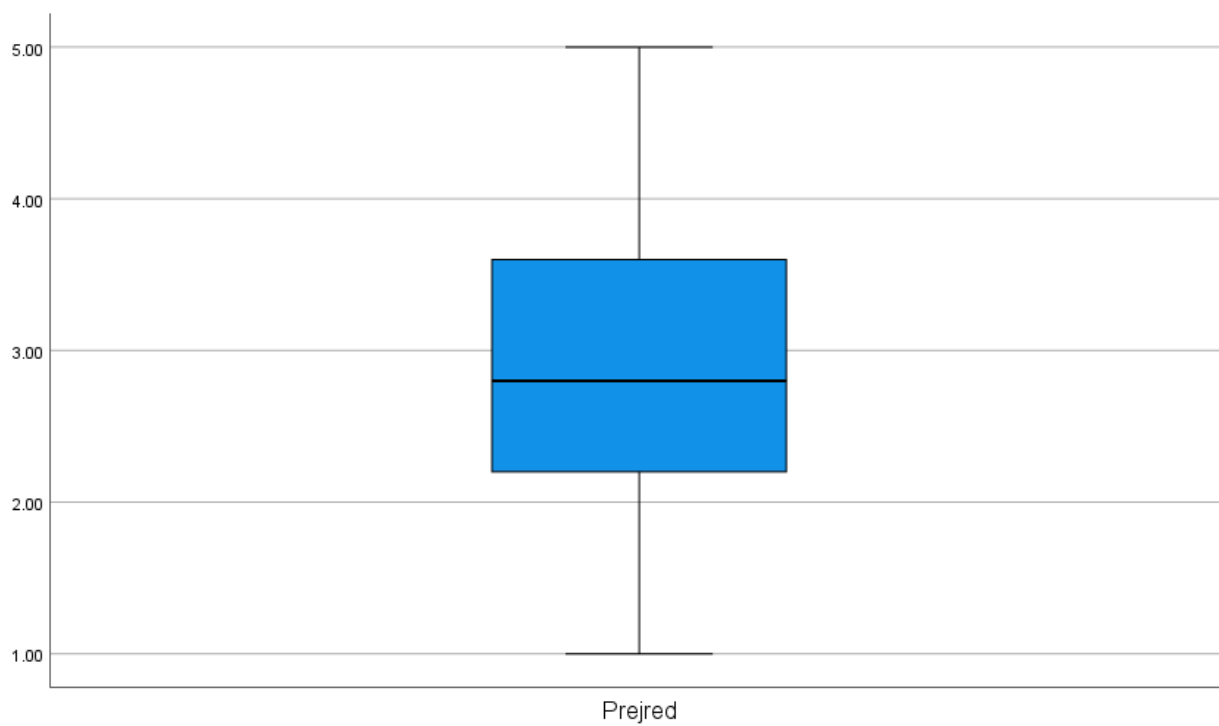
Boxplot (Knowledge constriction)



Boxplot (Equity Pedagogy)



Boxplot (Prejudice Reduction)



Boxplot (Empowering school culture)

