Effect of Teachers' Self-Efficacy on their Attitude towards the Implementation of Multicultural Education literacy in Harari Government Secondary Schools

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ABSTRACT

This study is aimed to investigate effect of teachers' self-efficacy on their attitude towards the implementation of Multicultural Education literacy (MCEL) in Harari Region Secondary Schools. To realize this descriptive survey design with the quantitative approach is adopted. One hundred, teachers are selected by using stratified random sampling technique and then the simple random sampling technique. Data are collected through closed-ended questionnaires. Descriptive and inferential statistical data analysis is employed. The finding showed that the practice of MCEL in school was medium and teachers' self-efficacy toward implementations of MCEL in the schools was found statistically significant. Self-efficacy in the implementation of MCEL was a statistically significant predictor of teacher's attitude and practices toward the implementation of MCEL in the schools respectively. Self-efficacy contributed 17% on attitude and 26 % to practices in the implementation of MCEL had a positive impact. Self-efficacy of teachers toward MCEL had a statistically significant moderate positive relationship with teachers' practices of MCEL. Self-efficacy had a positive impact on the attitude of teachers and practices of teachers in the implementation of MCEL. Based on the findings, it was concluded the study presented for further research in the field and policy action to prepare teachers in multicultural setting curricula and multicultural educators influencing the development of cultural tolerance, mutual understanding, and unity among diverse students. Hence, it was recommended that organizing panel discussion in order to improve self-efficacy and attitude of teachers from multicultural perspectives in line with implementation of multicultural education through media to build tolerance, mutual respect, build positive attitudes, and national building practices among student in the schools. Further implications and directions for future study are forwarded.

Key words: Attitude, Implementation, Multicultural, Teachers, Self-efficacy

INTRODUCTION

Historically, Multicultural Education literacy (MCEL) has traditionally developed out of the aftermath the civil rights movement of the 1960s and 1970s. African-Americans have embarked during this year (the 1960s and 1970s) on a fight for their rights. MCEL has a vital role in promoting cultural awareness among students, creating an equal learning opportunity for all students, promoting self-identity, and encouraging unity within diversity. The justification is to eradicate segregation in education and to educate and take into account the pressures of institutions of learning and teaching, such as African Americans and developing countries (Banks, 2010; Manning, 1996).

Education for multicultural literacy should help students attain the skills, attitudes, and commitments needed to become citizens who will work for social justice in their nation states and in the world. A literacy education that focuses on social justice educates both the heads and hearts of students and helps them to become thoughtful, committed, and active citizens in their nation and the world (Vavrus, 2002). Because of the growing ethnic, cultural, racial, linguistics, and religious diversity throughout the world, citizenship education needs to be changed in substantial ways to prepare students to function effectively in the 21st century (Banks, 2004).

In this regard next to Nigeria, Ethiopia is said to be a home of diversity in Africa and many Ethiopian scholars call Ethiopia is a museum of people because of its cultural diversity. In other words, the nature of the Ethiopian education system is directly or indirectly in a multicultural setting. Thus, teachers, students, and other stockholders are not the same in terms of their gender, faith, language, in a multicultural world, and they often come from different backgrounds. From its inception, MCEL's key goals have been to help students work within their micro-cultures, the macro culture of

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society, other micro-cultures, and the global community in terms of awareness, positive attitudes, and skills required to function (Manning, 1996; Banks, 2010).

Furthermore, in Ethiopia they have been conducted a numbers of studies in regarding to multicultural education literacy. For instance, Ethiopian Education Training (ETP) Education and Training Policy was promulgated in (1994, pp. 10-14) taking into account the goal of Ethiopian education in human and socioeconomic development such as (1) educate people who respect human rights, stand for people's well-being and for equality, justice and peace, with a democratic culture and discipline, (2) Provide education that promotes democratic culture, tolerance, and peaceful resolution of differences, and that increases the sense of responsibility for society. This shows that the Ethiopian education system gives recognition for diversity and its importance among the diversified society. The policy stipulated that educational institutions and teachers have key roles to play in the development of education, training programs, coordination, democratic methods of society, development and research institutions, teachers and students putting into practice in schools.

The contrary of the above views, ETP (1994) addressed the problems of Ethiopian education such as the absence of interrelated contents and mode of presentation that can develop student's knowledge, insufficient training of teachers, cognitive abilities, and behavioral change by level to adequately enrich problem-solving ability and problems of attitude are some of the major problems of the Ethiopian education system. Similarly, another argument centered on the Ethiopian Education Road Map (2018-2030) that identified the problem of insufficient teacher training to foster unity within diversity and generates tolerance among the various students. This is why many educators believe that MCE is only or primarily related to ethnic, racial, and cultural groups. In Ethiopian schools particularly today, the conceptualization of MCEL exclusively as content related to different ethnic and cultural group is problematic for a number of reasons. Since educators cannot easily see how their content is connected to cultural issues would easily dismiss MCEL with the argument that it is not important to their discipline, they come to localization, establish misunderstood, misguide, and demised Ethiopian golden culture in line with living to gather and mutual coexistence among Ethiopian multicultural society. This issue is very serious and its roots are from the attitude and self-efficacy of the secondary schools teachers of the Ethiopian government.

Statement of the Problem

In the global sphere a number of studies have been conducted in the area of attitude and self-efficacy of teachers towards the practice of MCEL. For instance, a case study conducted by Paul et al. (2012) on self-efficacy of multicultural education teachers in the United States. Similarly, a case study also conducted by Dan Li's (2013) on theory and practices of MCEL. According to the findings, it is due to limitations such as perceptions, large class size, shortage of MCEL materials, and absence of well-organized follow-up

or support that teacher-educators are encouraged to use the training skills in the area.

Furthermore, Yada et al. (2018) reported that a considerable number of teachers had a positive attitude towards MCE, but the skills and awareness acquired from the training were not fully practiced in the schools variables to predict the attitudes and self-efficacy of teachers (Techomebe & Nsamenang, 2011). In the same way, Bezabih (2019) and Dereje (2016) indicated that MCEL is a significant issue in an educational system for addressing and fostering harmony within diversity, tolerance, love, positive attitudes, equality, and appreciation among many distinct diversities in the schools and university. Additionally, Dereje (2016) had attempted to address awareness, practices, and challenges where as Abebaw and Tilahun (2016) were attempted to address, challenges, and how to handle challenges of MCEL in higher education by using qualitative methods. The study revealed that misconception of diversity, perception, and dominantly implemented teacher-centered methods were the main challenges in implementing MCEL.

Overall, the above studies highlighted importance of implementing MCEL and researcher where disclosed that attitude and self -efficacy of teachers toward practicing MCEL that considers the issue of diversity into account at government secondary schools is becoming serious problem and challenge in the Ethiopian Education system. Most of the previous studies do not take into account teachers ' attitudes and self-efficacy in the implementation of MCEL, the role of teachers in fostering unity within diversity were did not explicitly address in the study and field of secondary schools (Abebew, 2007; Ambissa, 2010; Fisseha, 2015).

Thus, this study is more elaborated in terms of its depth. In addition, this study differs from other similar studies in terms of its comprehensiveness. It included three schools teachers, different contexts, and regions (Harari) in the eastern part of Ethiopia were no such all-encompassing studies that assess the self-efficacy and attitude of teachers in the status of HDP implementation of MCEL encountered and compare relative differences among the schools in line with the implementation and associated bolstering factors for the better performances of some schools have been conducted. Accordingly gaps, while several studies have been conducted with a prospect, challenges, and (content gaps) focused on higher education (area gaps). Hence, currently, I felt this problem is worth investigating and the study tried to fill in the gaps in both theory and practice by examining the self-efficacy of teachers' attitude toward the implementation of MCEL. The study is intentional with the following aim in line with six basic research questions.

Research Aim

The general objective of this study was to investigate teachers' self-efficacy on their attitudes towards implementation of MCEL in Harari government secondary schools. Specifically, the study was intended to: The extent to which the attitude of teachers is predicted by their self-efficacy in the Implementation of MCEL; The extent to which the Practices of teachers are predicted by their self-efficacy

towards the Implementation of MCEL; The self-efficacy of teachers in Harari Region government secondary schools; Whether there are statistically significant differences among the attitude, self- efficacy, and practices of MCEL in Harari government secondary schools; examine the current status of MCEL in Harari government secondary schools. Finally, determine the extent to which demographic factors such as gender, age, and training influence teachers' attitudes towards the implementation of MCEL in Harari government secondary schools.

CONTEXT AND REVIEW OF RELATED LITERATURE

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

Description of the Study Area

This study has been carried out in Harari National Regional State. The region is situated in the Eastern part of Ethiopia at about 525Km distance from the capital city of Addis Ababa (Central Statistics Agency of Ethiopia) (CSA, 2007). Concerning with Governmental educational institution, there are 2 colleges, 8 secondary schools, and 87 primary schools. The total populations of this study were 8 secondary government schools and teachers' male, 242, Female 69 total teachers 511 in Harari Regional State in the 2019 academic year. Therefore, in Harari National Regional State, secondary schools selected for this research have been conducted.

Multicultural literacy consists of the ability and capacity to understand knowledge producers and their desires and knowledge assumptions, to interpret knowledge from different viewpoints, and to use knowledge to guide action to build a humane and just world (Banks, 1996).

In addition to this, giving a single definition of MCE is very difficult. Definitions and conceptualizations vary between various groups and individuals within and across countries interpreting MCE in different ways. There is no comprehensive definition accepted by scholars for this reason. The following definition, however, is found to be more important and ideally will be addressed by various writers in conjunction with this study to provide proof of the issues. Consequently, according to Manning and Baruth (1996, 3-4) had noted that MCE is:

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

From the above scholarly statement, we can understand that MCE is an idea, educational movement, and process that planned to educate students to recognize, accept, and appreciate different diversity in terms of culture, linguistics, social class, religion, political view, and gender issues in schools for create justice, equality, democracy and education for cultural diversity.

The Role of the Teacher in Practicing Multicultural Education literacy

According to OCED (2009), the teachers' roles are the central and very crucial element in the implementation of MCEl; Teachers are the heart of the educational process and the key determinant of the quality and efficacy of its outcomes as they play a decisive role in achieving educational objectives.

Moreover, the effectiveness of teacher educators is assessed by the active and mutual achievement of the country's educational objectives which include preparing people who can contribute to regional, national and global developments, while at the same time addressing complex individual and social needs.

This shows that the role of educational teachers is to build a new generation by teaching tolerance, reverence, tolerance, and mutual understanding among students in accordance with democratic culture norms, good citizens (Banks, 2010).

The concept of self-efficacy and theories.

According to Bandura (1977), social learning theory is provides the background of teachers' self-efficacy and attitude towards accommodating diversity. Self-efficacy has proven to be a very useful concept for understanding the diversity and behaviors of individual teachers. In the same way, Bandura (1994) also explained that self-efficacy is a belief in one's own ability to accomplish and maintain strong commitment as the same thing in confidence. The ability of individuals or groups to organize, practice, implement the plan to participate in the goals and encourage students, effectively manage the classroom, underscore student differences, use teaching materials, and efficient strategies to appreciate and understand diversity in the school as a whole and especially in the classroom.

The concept of attitude and theories

As Bandura (1989) defined social learning theory is evaluative reactions to persons, objects, and events, including peoples' beliefs, positive, and negative feelings about the attitude object combination of affective, behavioral and cognitive reactions to action and teachers' attitudes towards inclusion are often based on practical concerns about how inclusive education can be implemented, rather than be grounded in any particular ideology.

The presence of acceptance and respect of both commonalities and disparities in culture, color, faith and diversity are main topics that should be recognized without precondition. In line with this, Manning and Baruth (1996), had suggested the adolescents must develop the understanding that diversity is not a matter of right or wrong; this step can be integral to forming positive feelings towards other customs, languages, and traditions in society.

Moreover, Manning and Baruth (1996) noted that multicultural attitudes include positive attitudes, values, creating culturally appropriate learning environments, modeling for children to learn, respect, and concern for all. Those

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elements help teachers to identify, clarify their own ethnic and cultural identities and develop a positive attitude toward other cultural groups and implement MCE in the schools.

Different literature shows that demographic variables such as gender, working experience, a matter of training, educational status and another control variable influence the attitude of teachers in the application of duties, understanding the importance of MCE in the schools.

Empirical Studies

Some previous studies abroad have established the attitude and self-efficacy of teachers in schools towards MCEl activities. Dubbeld et al. (2019) carried out on the multicultural attitudes and perceptions of teachers of school policy and school environment regarding burnout outcome, suggesting that burnout related to diversity was found among teachers classified as attitudes of assimilation and who viewed their school as pluralistic. The research carried out by James (2004) on the attitudes of teachers and perceptions of multicultural and diversity understanding in elementary schools, contrary to the above ideas, was a positive mindset.

In addition to this the study which was conducted by Strickland (2018) on factors relating to the multicultural efficacy and attitudes of teachers result indicates that there was no relation between attitude and self-cay of teachers towards MCEl. Moreover, local studies were attempted to address some issues in line with MCE. However, there is a lack of studies that combine the two with the attitude and self-efficacy of the implementation of MCEl by teachers in the education system in Ethiopia in general and in secondary schools in particular. As my observation, only a few kinds of research (Robsan, 2014; Dereje, 2016; Ambissa, 2015) have been conducted in the real sense of the MCEl in Ethiopia but they did not address about self-efficacy and attitude of teachers.

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

The Conceptual Framework of the Study

The theoretical and conceptual framework of the study have strong relationship. Because, the basic and central issues for conceptual framework of the study is theoretical framework of the study. Hence, the conceptual framework of the researcher is attempt based two basic theory critical pedagogically theory from the attitude and social cognitive theories from the self-efficacy of teachers.

The framework for this study (Figure 1) is examined self-efficacy of teachers on their attitude towards implementation of multicultural education in secondary schools which involves (1) background of the respondents in terms of teaching experience, age, training matter, educational status, ethnicity, and religion used as independent variables (influence), (2) attitude of teachers toward practices of multicultural education like roles of teachers and professional, understanding of aim of multicultural education, and using effective strategies used as independent variables (influence), (3) teachers ' self-efficacy against multicultural education practices such as student participation, teaching methods, and classroom management as independent variables (influence) (4) implementation or multicultural education practices, (practicing teaching as dependent variables (influenced) in a diversified environment in the school and classroom).

We may infer from the above paragraph that teachers' self-efficacy influences the attitude of teachers and the attitude of teachers influences the implementation of multicultural education. In the other hand, teacher self-efficacy influences teacher history and teacher history influences multicultural education implementation. The attitude to the introduction of multicultural education in schools are often affected demographic or history of teachers. In short, the study's independent variables and dependent variables are inter-connected with each other.

METHOD

In this study, a descriptive survey research design with mixed method approach was used. In line with many scholars approach is useful in understanding to get the rapid outcome to sample a large number of randomly selected individuals to provide information about themselves, such as their views in attitude, and to provide a snapshot of how individuals think and act at a given point in time (Cozby et al., 2004; Creswell, 2012; Scott, 2009).

Sources of Data

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

Sample Sizes and Sampling Techniques

The total population of this study was 511 teachers and 8 schools. From 8 Schools, 3 schools and 100 teachers were included in the study through stratified random sampling technique was employed because firstly, there were different subdivisions in the targeted population which are important
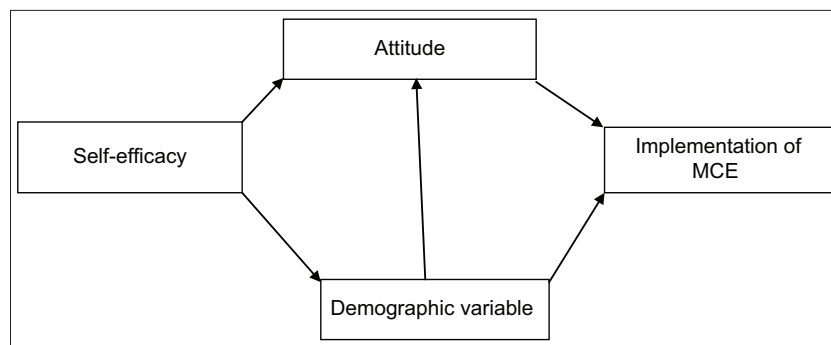
Figure 1. Conceptual framework

to be considered. Secondly, there were also variations in population sizes of different strata in this case (experiences, gender, and department) of the populations which were not equal in size.

Moreover, determining sample size from the table method to calculate sample size with fixed numbers and small sample techniques is used (Krejecie, 1970). Therefore, according to this formula table, the population was 175 compared to 123 appropriate from the sample size table of population is acceptable.

The Instrument of Data Collection

The instrument used in this study was questionnaires. A close-ended type was adapted OECD (Organization for Economic Co-operation and Development, 2018; Yildirim & Tezci, 2016). It had four sections. The first section dealt with the background information of the respondents. The second section contained the attitude of teachers towards MCE. The third section is about self-efficacy and fifth about practices of MCE in the schools. The questionnaire comprised 7 items on the background information of respondents, 15 items about the attitude, 15 items related to self-efficacy, and 10 items about the practices MCE. The items on were Likert scale types with 5 points scales attitude ranging from 1 strongly disagree - strongly agree to 5. The second part of the items which were concerned with the self-efficacy range from 1 yes definitely not definitely to 5 and thirdly range from 1 not at all a lot to 5 was Likert types rated on practices of MCE.

Methods of Data Analysis

The collected data were analyzed using the statistical package IBM SPSS version 22. Both descriptive and inferential statistics were used in this research. Moreover, percentages, and frequency for demographic variables research questions 1 and 2 Linear regression, research question 3 One sample t-test, question 4, correlation, research questions 5 descriptive statistics, independent sample t-test, One-way ANOVA and Two way ANOVA to research question 6 and used inferential statistics variation was used to show the degree of relationship, the difference among and within groups and estimate that most likely value of those variables respectively (Joesph & Schutt, 2012).

RESULTS AND DISCUSSIONS

The previous chapters have ample the background, reviewed the relevant literature, and described the method of the study. The purpose of this study was to investigate the effect of teachers' self-efficacy on their attitude toward the implementation of Multicultural Education literacy (MCEL) in Harari Region Secondary Schools. Descriptive survey method design was used in this study. Hence, this section deals with the major results and discussions are presented in Table 1.

As shown from Table 1 the regression is conducted to examine how well self-efficacy of teachers predict attitude of teachers in practices of MCE. Scatter plot showed that the relationship between self-efficacy and attitude of teachers was positive and linear. As Table 1, shown as the correlation between self-efficacy and attitude of teachers was statistically significant r (1, 99) =19. 8, *p* =0.001) .The regression equation for predicting the attitude from self-efficacy was Y= 43.211+ 0.307X. In this equation, 43.211 is constant. A positive sign of slope (0.309**)** showed us that self-efficacy of teachers tends to have an increase of one unit in teachers attitude towards of MCE.

The equation was 0.17; that was 17% teachers' attitude was explained by self-efficacy of teachers where as 83% of the variance was unexplained. This indicates that the relationship between self-efficacy and attitude was positively strong.

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

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teaching experience and experiences with diversity. Thus, based on this, it can be suggested that more research is needed in the future.

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

In the same way of self-efficacy and attitude in section, bivariate regression was conducted to examine how well self-efficacy of teachers predicts practices of MCE.

The correlation between self-efficacy and practices of teachers was statistically significant r (1, 99) =19. 8, *p*=.001). The regression equation for predicting the practices from self-efficacy was Y= 23.729+ 0.26X. The positive sign of slope (0.26) showed us that the self-efficacy of teachers tends to have an increase of one unit in teachers practices of MCE. The for the equation was 0.17; that was 17% teachers attitude was explained by self-efficacy of teachers were as 83% of the variance was unexplained.

The result of Table 2, indicated that the model significant since p<0.05. From this, we can say that the teachers' self-efficacy was found statistically significant predictors of teachers practice of MCE in the schools (B= .48). The practice of MCE of teachers' increases by 26% by one's unit with the self-efficacy of teachers and 73% of variables was unexplained. This also implies that the strength of the two variables' self-efficacy of teachers and practices of teachers had positive and moderate relationships. Therefore, Positive self-efficacy of teachers had resulted in positive practices of teachers and the opposite also true relation between the two variables. Finally, the teachers' self-efficacy and their practices were found to be statistically significant predictors MCE practices in the schools in general and particular in the classroom, F(1,98)=29.673, <0.05. In support of this idea, Sela-Shayovitz and Finkelstein (2020) conducted on self-efficacy in teaching multicultural student populations in academic settings. The findings revealed a significant correlation between Teachers self-efficacy and professional practices. Teachers who reported positive beliefs and attitudes toward teaching multicultural student groups in academia also reported high efficacy in teaching these groups.

Table 1. Effect of teachers' self-efficacy in predicting attitude towards of MCE.

Model	B	SE	Beta	t	p
(Constant)	43.211	3.705		19.84	0.000
Self-efficacy	0.307	0.069	0.411	4.459	0.000

R=0.411, R²=0.17, adjusted R²=0.16, F (1, 98) =19.84, p=0.000

Table 2. Effect of teachers' self-efficacy in predicting teachers' practices of MCE.

Model	B	SE	Beta	t	p
(Constant)	23.729	2.558		9.27	0.000
Self-efficacy	0.26	0.048	0.48	5.44	0.000

R=0.48, R²=0.23, adjust R²=0.23, F (1, 98) = 9.29, p=0.000

Teachers' Self-efficacy towards Implementation of MCE

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

As it was seen in Table 3, teachers were asked to indicate their level of confidence in their capability in the engagement of their student in educational activities in schools in general and classroom in particular. The result of the observed mean from each item such as items, 1, 2, 3, 4, and item 5 were found greater than that of the population mean score for each item. As the over, all the results indicated that teachers were found to have self-confidence in engaging their students in various school activities as the obtained mean score (*M*=18.5, *SD*= 4.01) was found to be greater than the predicted overall mean score (*M*=15) for the self-efficacy of teachers against student involvement in the multicultural environment.

This was also found to be statistically significance since (t_{99}= 42.354, *p* <0.05). This implies the teachers had good status or confidence towards MCE help their student based on their knowledge, experience, solve the problems that occur among students and they create a conducive environment for their students in the multicultural school setting.

According to Table 4, depict that teachers' self-efficacy towards instructional strategies to implementation of MCE. Item 1, 2.3, 4, and 5 obtained mean scores from the data in Table 4, and their observed mean score was found 3.39.3, 44, 3.44.3.53 and 3.68 respectively. As a whole, teachers' self-efficacy towards using instructional strategies of MCE in the schools was found to good status since the obtained mean score (*M*= 17.46, *SD*= 4.8) was greater than the expected mean score (*M*=15). This is statistically significant since, $t(99) = 40.445$, *p*<.05). Related to this finding, Dibapile (2012) indicated that there is no significant relationship between student engagement and instructional strategies.

As is presented in Table 5, the obtained mean score of respondents for items number 1, 2, 3, 4, 5, and 6 seemed to the expected mean score (3) indicating for each item activates to perform and facilitating to understand the diversity of students in the schools. As the results depict, teachers' self-efficacy understanding diversity and classroom management of MCE overall (*M*=21.09, *SD*=5.81) are statistically significant greater than the expected mean score (*M*=18).

Therefore, the result revealed that teachers for self-efficacy towards classroom management and understudying of diversity in the schools over the whole obtained mean score (*M*=21.09, *SD*= 5.18) was founded that of the expected mean (*M*= 18).

Table 3. Teachers Self-efficacy towards engagement of Student (N=100)

Items	M	SD	EM
1.I can do based on my experiences and used different learning	3.65	1.008	3
2.I can do based on my knowledge can apply different learning	3.65	1.085	3
3.I can do understand the problems caused by the cultural experience	3.63	.94	3
4.I can solve the problems caused by the cultural experiences	3.77	.088	3
5.I can help with students from different cultures	3.85	.98	3
Overall	18.55	4.01	15

Table 4. Teachers' self-efficacy towards instructional strategies

Items	M	SD	EM	t	p
I can design the material, taking into account cultural diversity	3.39	1.03	3	3.77	0.000
I can communicate with students	3.42	0.97	3	4.30	0.000
I can show sensitivity to different	3.44	0.96	3	4.549	0.000
I can conduct a study dealing with cultural diversity in my class	3.53	0.83	3	6.353	0.000
I can meet educational needs of students with different cultural	3.68	1.01	3	6.70	0.000
Overall	17.4	4.8	15	40.4	0.000

Table 5. Teachers' Self-efficacy towards understanding diversity

Items	M	SD	EM	t	p
1. I can create events for cultural diversity in schools	3.24	1.01	3	2.362	0.000
2. I can Implement anti ethnic strategies in classroom	3.35	0.95	3	3.659	0.000
3. I can learn a great deal from students with culturally different	3.48	1.03	3	4.656	0.000
4. I can adapted to meet the needs of a culturally diverse student	3.45	0.98	3	4.618	0.000
5.I accommodating diverse cultural learning styles in class room	3.68	0.87	3	7.77	0.000
6.I am aware of the impact of culture on the attitude and beliefs a	3.89	0.97	3	9.144	0.000
Overall	21.09	5.81	18	36.776	0.000

Table 6. Correlation among Self-efficacy, Attitude and Teachers Practices of MCE

	Practice	Attitude	Self-efficacy
Practice	1		
Attitude	0.266**	1	
	0.008		
Self-efficacy	0.482**	0.411**	1
	0.000	0.000	

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

This is statistically significant since $t(99) = 36.776$, $p<.05$). This explains that the self-confidence of teachers in managing diversity and understanding the background of students in implementing MCE in terms of creating cultural diversity events in schools and accommodating diverse styles of cultural learning both in the classroom and in the schools as a whole.

As it is indicated in Table 6, self-efficacy of teachers toward MCE had a statistically significant moderate positive relationship with teachers' practices of MCE ($r=.482$, $p<.05$ two-tailed). Similarly, the attitude of teachers towards implementation MCE had statistically significant moderate positive relationship with practices of teachers towards MCE ($r=0.266$, $p<0.05$ two-tailed).

There was a statistically important moderate positive relationship with the attitude of teachers towards the implementation of MCE($r= .411$, $p<0.05$ tallied) with regard to the self-efficacy of teachers towards the implementation of MCE. It was found on the same table that there was no statistically significant poor positive association between teacher attitudes and teacher activities in school implementations of MCE ($r=0.08$, $p>0.01$).From the finding we can understand that it was found that there was a statistically significant moderate positive relationship self-efficacy of teachers and attitude of teachers in the implementation of MCE ware as self-efficacy of teachers and practices of teachers was found not statistically significant in general.

Current Status Practices of Teachers towards in Implementation of MCE

The mean score (M) was used to see the level of agreement of respondents or teachers on the attitudes of practices on MCE in the schools. The results were interpreted based on the following cut-off points:

- $M = 1.00$-$2 .00$, signifies *low* levels of practices
- $M = 3.00$-4.00, signifies *undecided* levels of practices
- $M = 5.00$ and above, signifies *high* levels of practices

As can be understood from Table 7, the computed mean scores for each item was almost the same on teaching practices of teaching cultural diversity in the school in general

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and the classroom in practice. Accordingly, in all items on culturally teaching diverse mean score were 3.5, 3.67, 3.57, 3, 82 and 3.66, respectively. Furthermore, the computed standard deviations of all items mentioned above were 1.11, 0.65, and 0.94 were almost also the same, respectively. This indicates that all the teachers of the school were agreed on the idea that five items practices of teaching a culturally diverse such as a handle with the challenges of a multicultural classroom, adapt teaching to the cultural diversity of students, guarantee that students with and without discrimination background work together, create tolerance for cultural differences between students decrease ethnic stereotyping were found at medium level practices in the schools.

As it was indicated in Table 8, the computed mean scores of each item on practices of teachers in relation to diversity implementation were 3.5, 3.64, 3.74, 3.7 and 3.37 respectively. This indicated that the school teachers were agreed on the idea that practicing creating activities or organizations that

encourage students' expression of diverse, organizing multicultural events cultural diversity day in schools, teaching students how to deal with ethnic and cultural discrimination, adopting teaching and learning practices that integrate global issues throughout the curriculum, and using play role, questions techniques that used for reflects of diversity was found to be at medium level practices in the schools. Besides, the computed standard deviations of the all item mentioned above were 0.98, 0.83, 0.89, 0.90 and 0.87 respectively. In summing up, the current status of MCE practices in Harari government secondary schools were at a medium level based on the result.

Analyses of Demographic factors and Attitude of Teachers

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

As it was seen in Table 9, depicts that teachers in both categories of gender were found positive attitude towards professional issues of MCE *(M=19.97, M=19.75, M=15)*, understanding aims or importance of MCE *(M=20, M= 19.93, M= 15)*, and using effectiveness strategies in the implementation of MCE *(M= 19.46, M= 19.8, M=15)*. The observed mean values in both male and female teachers across each section teacher's attitude were found greater than the expected mean values. Despite of this, the results also show that there was no statistically mean difference between male and females teachers in line with their attitude towards $(t_{98}=$ 0.348, *p*=.729) understanding aim of MCE (t_{98})=0.105, *p*=.917) and using effectiveness strategies in the implementation of *MCE* (t_{98})=0. 571, *p*=0.61). There was not statistically mean the difference between male and females all three issues of MCE.

Professional attitude in both males *(M=19.97, SD= 2.92) female (M=19.75, SD= 2.40)*, understudying aims of MCE male *(M=20, SD =2.99) female (M= 19.93, SD= 2.93)*. This implies that there was no evidence to confirm that the gender of teachers was influential variables on teachers' attitude towards practices of MCE in the schools in this study. In the same way, study conducted on a socio-demographic variables of gender, age and seniority did not significantly contribute to teachers' attitude (Karacabey et al., 2019; Sela-Shayovitz & Finkelstein, 2020). There is no statistically significant difference in attitudes according to gender. From this we concluded that the findings are consistent with previous studies which showed that gender is not significantly correlated with professional teaching attitude of teachers and efficacy.

Table 7. Practices of teaching a culturally diverse of MCE (n=100)

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

Key: 1-2 = low, 2.1-3.49 = medium, >3.5= high

Table 8. Practices in relation to diversity implementation of MCE (n=100)

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

1-2 = low 2.1-3.49 = medium >3.5= high

Table 9. Comparing teachers' attitudes by gender (n=100)

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

Table 10. Tests of between effects of training and sex on practices

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

Comparing Teachers' Practices based on Training and Sex Effect

As shown from Table 10, there was no statistically significant of main effect training and sex on the practices of MCE in the schools $F(1, 99)= 0.266$, $p=.607$, $F(1, 99)= 0.331$, $p=.566$) respectively. The Table 10, also indicate that the mean difference between of male and female ($M= 37.37$, $SD=5.49$), Female ($M= 37.45$, $SD=4.72$) on training. This result implies that there was no statistically mean difference between male and female who take training and do not take training had no effect on MCE. The Table 10, also shown as there was no interaction effect training and sex. Because, the data depict that there was no statistically significant interaction effect training and sex, $F(1, 99)= 0.182$, $p=.671$). Finally, there was no statistically significant interaction effect both training and sex, $F(1, 99) = 0.182$, $p=.671$).

CONCLUSION

Based on the results of the current study, the following conclusions were made. First, it was indicated that there was found a positive effect of self-efficacy on the attitude of teachers towards the implementation of MCE. This implies that the relationship between teacher self-efficacy and teacher attitude was very significant in implementing MCE and their relationship was clear, implying that self-efficacy was the attitude predictor in implementing MCE in the schools. The effect of the self-efficacy of teachers on their attitude towards the MCE implication was found to be predicted by their self-efficacy. Teachers self-efficacy and MCE practices was a positive relationship and MCE teacher practices were predicted by teachers of self-efficacy. However, this result opposed by (Strickland, 2018).

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

Teachers who had more self-efficacy in classroom management had more positive attitude towards the implementation of MCE supported by many studies.

A finding with the self-efficacy of MCE's current status was found at medium level, the relationship between self-efficacy, attitude and practices was moderate and positive. The effect of gender on the attitude of teachers and sex vs. training on the implementation of MCE was not statistically significant. The results indicated that age, training and gender did not have a statistically significant impact on the attitude and practices of MCE teachers. This implies that age; gender, and tanning did not influence teachers' attitude means the difference between gender and attitude, age and attitude, training and practices of teachers in the implementation of MCE.

The findings suggested that age, training and gender did not have a statistically important influence on the attitude and practices of MCE teachers. This means that gender and tanning did not affect the attitude of teachers, meaning the distinction between gender and attitude, age and attitude, teacher preparation and practices in the implementation of MCE. In this area, this study was paradoxical to previous studies and further research is needed.

In short, the findings have numerous theoretical implications. First, meanwhile slight if any investigation has studied teachers' self-efficacy on their attitude towards implementation of MCEL, the study adds to the current corpus of knowledge by covering the focus to teachers, self-efficacy in teaching multicultural setting in schools. Furthermore, the study provides further understandings into the role of teachers' self-efficacy in implementation of MCEL. The study has imperative practical implications and confirms to the significance of commitment and mutual relationships within the schools.

Recommendations

The importance and implication of the present study to teachers, scholars, and policymakers are having positive attitude and self-confidence for fostering tolerance and making love among students are crucial for teachers. It seems like it has not been implemented as seriously as was estimated. Nevertheless, based on the basis of findings and conclusions of the study the following possible recommendations were suggested to improve the gaps in the schools as whole and

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particular classrooms of government secondary schools. It is better if the school management and teachers: Provide opportunities and facilitates the work of teachers to support the sharing of experiences and creating cultural event in the school which promote unity within diversity among the teachers themselves and students in the schools.

Supporting and facilitating the positive relationship more and establish a club of unity within diversity in the schools and use media which advocate unity within diversity and promote tolerance among the school community and both teachers' students.

Creating awareness and training on the importance and drawback or risk of diversity for teachers and other stock-holders on adapting and using appropriate teaching strategies for effective implementation of diversity. The constructive relationship to the implementation of MCE and follow-up services for aged teachers on teacher professional practices promoted by their success in fostering harmony among diverse students and building love , peace, national integration and cultural tolerance in the schools. It suggests that conducting a penal discussion and workshop about teaching multicultural setting can improve the level of professional self-efficacy, attitude, practices, and implementation among teachers in multicultural teaching.

Research Limitations and Future Research

If future researchers conduct the same research by using school or classroom observation, it will add new input and further validate the present research. Individuals such as school principals, teachers, parents, education, and private schools were not included in this study. Thus, in future studies may validate the target groups in future issues.

Further research on the self-efficacy and attitude of teachers towards cultural education for cultural tolerance can also be carried out and the impact of demographic factors on the self-efficacy, attitude and practices of teachers towards cultural diversity in education can be investigated. The study had some limitations which should be acknowledged and kept in mind when interpreting the findings. The study was based on data collected from secondary teachers' self-report attitudes. Including students and other stockholders as research participants would have the possibility to add more value to the study.

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