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Practices and Challenges of Diversity Management to Ensure Educational Equity in Some Selected Secondary Schools of Jimma Zone

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Abstract: This study was conducted to investigate the current practices and challenges of diversity management to ensure educational equity in secondary schools of the Jimma zone. To carry out this study descriptive survey design along with mixed method was employed. Participants of the study were 88 teachers 16 school leaders. They were selected by using simple random sampling and optimal sampling method respectively. The data were collected by using questionnaire, interview and document analysis. Data collected through questionnaire were analyzed and summarized using statistical tool such as frequency, percentage; mean and standard deviation while qualitative data were analyzed using content analyze approach. The finding of the study indicates that the practice of secondary school creating effective diversity management was low. Due to this, the status of practice on creating school diversity management was not satisfactory. The study also shows that, poor relationship between the school leaderships and teachers of the school, teachers believe that school leaders are the only person responsible to maintain effective school diversity management, and the presence of multicultural background of the students were internal challenge that hindered creation of effective diversity management, Whereas, the interferences of external bodies and lack of support from woreda education office, were revealed as one challenge that hindered the creation of school diversity management. Based on the major findings, providing short term trainings, providing funds, active participation of stakeholders, empowering governing bodies, building stallholders relationships and sharing common vision and mission were recommended to create and enhance effective diversity management in the study area.

Keywords: Diversity Management, Educational Equity, Secondary Schools

1. Introduction

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, organization of the study and definition of key terms.

1.1. Background of the Study

Our country Ethiopia is one of the countries which has different diversified nation and nationality. Managing diversity should be a comprehensive holistic process for managing these differences that people bring for the productive well-being of all, especially the firm and its mission. The current Ethiopian education system relies on the 1994 education and training policy, which emphasizes problem solving capacities and democratic culture. In the school system, discipline and duty masters are responsible for making sure school programs and activities went as planned. According to the idea of Mingat, and winter [25], Human capital, education and skill are a critical weapon in the war against poverty. If the poor countries achieve faster economic growth, a necessary condition for reducing poverty, they will need better education work force. Recognizing this pivotal role of the education in modernization, economic growth and national development, education planner and decision makers has paid a special attention to expand education system; this endeavor requires an appropriate direction and policy. As far as modern education is concerned, Ethiopia has experiencing different policies and strategies at different time to improve and expand education. To achieve its goal, there should be educational diversity management to ensure educational equity is the major one.

Education is a key to person making development. It offers peoples, paved the way for equal opportunity and empowers people to exercise and demand their rights. The art of managing diversity is a great concern for all School leaders including teachers. School leaders should consider this fact as well teachers must create a classroom culture where all students regardless of these diversified backgrounds are welcomed and supported and provided with the best opportunity to learn. As more and more students from diverse rooms; school principals, teachers and supervisors must maximize amount efforts to identify effective method to teach these students in unbiased way.

Education enables all children, young people and adult to participate in the society and to learn about diversity. As Banks indicates, some studies re-conceptualized the academic gap as an opportunity gap, resource gap, and service gap or education debt Banks based on socioeconomic status, cultural stereotyping and racial segregation [3]. It is true that most of our country's schools are not in a position to reach the desired level in education to bring quality of education so that, our education system is needed to manage diversity effectively. The issue under study has been little insight by the researcher and there is a gap in the zone secondary schools. These problems are not scientifically proved. Therefore, this study was intended conducting on the overall practices and challenges of diversity management to ensure educational equity in Jimma zone secondary schools.

1.2. Statement of the Problem

Diversity problems are the burning issues of the world. The art of managing diversity is a great concern for all School leaders including teachers. School leaders as well as teachers should consider this fact to create a classroom culture where all students regardless of these diversified backgrounds are welcomed and supported and provided with the best opportunity to learn.

As Hurtado note that the higher education literature identifies several important elements that link diversity to student learning, including factors related to individual development and the environments within which students are educated [20]. They also note that three themes have emerged from hundreds of research studies that have explored these issues: The first one is, individuals who are educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after they graduate. Secondly, individuals who study and discuss issues related to race and ethnicity in their academic courses and interact with a diverse set of peers in college are better prepared for life in an increasingly complex and diverse society. Third, increasing the compositional diversity of the student body is essential to create the kind of learning environment described here. The authors conclude that it is crucial for the school leaders to create conditions that maximize the learning and democratic outcomes associated with being educated in racially and ethnically diverse environments.

According to Conger and Kanungo, the most important task of school leaders is: building vision, understanding and development of people (students and employee), redesigning organization, management of teaching and learning process in the school. School diversity management can have positive impact on the learning process, just as it can seriously endanger achievement of academic's mission [7]. Modern trends in education are advocating students' independent work and this is only possible if the school developed a diversity that encourages students to critically overlook diversity problems, first try to understand them, understand the importance of school diversity management and an atmosphere in which the effective realization of a given activity is possible.

In Ethiopia, literature assessment indicates that studies made on diversity issues so far are very scarce. Abebaw and Tilahun studied the diversity challenges of students at Bahir Dar University, then the result of the study indicates that, lack of a planned strategy to manage diversity issues, diversity challenges are considerably increasing from time to time [1].

In line with the above-mentioned good school diversity management have been partially noticed in secondary schools of Jimma zone. However, some problems like: lack of strong supervision and inspection, less teachers' commitment and implementation problems regarding teaching methodologies have been seen a critical challenges in Jimma zone secondary schools.

In addition to this lack of collaborative work interest, inadequate training facilities, unable to tolerate diversities and absence of flexible learning style, and to some extent teachers, lack of cooperation by the staff, little understanding of diversity management and financial sustains of 2019 annual report. While the issue under study has been little insight by the researcher and there is a gap in the zone secondary schools. These problems are not scientifically proved. Therefore, the researcher intended conducting study on the overall practices and challenges of diversity management to ensure educational equity in Jimma zone secondary schools. Specifically, the researcher was carried out to answer the following questions:

1) To what extent do teachers are engaged in practicing the class room management from educational equity perspective?
2) To what extent the school leaders are committed to give professional support to the implementation of educational diversity management in secondary schools of Jimma zone?
3) What are the major problems that impede effective implementation of educational diversity management in secondary schools of Jimma zone?

1.3. Objectives of the Study

This study has the following general and specific objectives.

1.3.1. General Objective

To assess the practice and challenge of diversity

management to ensure educational equity in some selected secondary schools of Jimma Zone.

1.3.2. Specific Objectives

1) To investigate the level of understanding, awareness and attitudes of teacher's administrative staffs about classroom diversity management towards educational equity practice.
2) To evaluate the adequacy of support that the principals give to the teaching staff school context in line with diversity management practice to improve learners' performance in secondary schools of Jimma zone.
3) To identify the problems that encounters the effective implementation of diversity management to ensure educational equity in secondary schools of Jimma zone.
4) To contribute entail research idea for those interested to make further study on diversity management in education.
5) To contribute entail research ideas for those interested to make further study on diversity management in education.

1.4. Significance of the Study

This study would have several significances. Though limited, the study may add literature to the sparse body of knowledge on school diversity management. Furthermore, it is important in putting base line information to the next work who would like to conduct detailed and comprehensive studies in the zone. In addition to this the study is useful to amplifying energy and motivation of the staff members and the students. Moreover, it is also collegial improving and collaborative activities that in turn promote better communication and diversity related problem solving. Finally, the study was contributed to building commitment and helping the students and teachers. This study may also help the school leaders to understand the school environment and work towards maintaining the school diversity. The study also expected to help the concerned bodies at regional, zonal, and school level to understand the practices and challenges of school leaders about diversity management. More over based on the findings of the study, the Jimma zone educational office may have clear insight about practices and challenges of the school leaders in creating effective diversity management and then take appropriate measure to improve the practices and challenges of school leaders in creating effective diversity management in order to insure educational equity.

1.5. Delimitation

The researcher delimited the study to governmental secondary schools of Jimma zone. These sites were selected on the basis of their potential in having relevant facts related to the problem to be assessed. That means in this area there are a high rate of population diversity and students with different background were existed.

1.6. Limitation of the Study

Any studies cannot be free from a limitation and this study is not exceptional first, there was lack of adequate time to accomplish the study in smooth manner. Lack of recent and relevant literature on the topic, especially on the Ethiopian context. Therefore, acute shortage of books or lack of update related literature in the area. Finally, it may be increasing number of researchers from time to time; most of the respondents seem bored of entertaining the researcher questions. In this case the researcher faced a big challenge from this subject. However, efforts were made to minimize the effect of these limitations on the final result of the study.

1.7. Organization of the Study

This study contains five chapters. The first chapter of the study deals with the problem and its approach. The second chapter focused on a survey of various literature sources in the field of study, theoretical work, facts and scholars' findings (their views) was highlight to lay a ground for the study. The third chapter presents the research design used in this study. In fourth chapter data presentation, interpretation, analysis and discussion of data would be made to reach on conclusion using variance, percentage, mean and descriptive statements. In chapter five based on analyzed data major findings, conclusions and recommendations were addressed.

1.8. Definition of Key Words

Diversity: is a broader concept that builds upon the progress made through equal opportunities. Everyone is different and diversity is about recognizing, respecting and valuing the differences we each bring to work

Diversity background: is different in culture, religion, sex, language, learning experience etc.

School leaders: refers to instructional leaders namely: - supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of the teaching, learning and management.

Diversity management: is acquiring the necessary knowledge and dynamic skills to manage such differences appropriately and effectively

Management: is the process of planning, organizing, coordinating, supervising, directing, controlling and guiding the people and activities in the organization to achieve predetermined objectives.

Equity: is the process of ensuring equally high outcomes for all and removing the predictability of successes of failure that currently correlates with any social or cultural factors.

2. Reviews of Related Literature

This chapter deals with the review of related literature or that many expertise and scholars that are concerned have said a lot about the practice and challenges of the management of diversity management to ensure educational equity.

2.1. What Is Diversity

According to Figueroa diversity means difference change, variety, and multi-format [15]. The concept of diversity

encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. As Cengiz stated that, these can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies [5]. Diversity can be acknowledging, understanding, accepting, and valuing differences among people with respect to age, class, race, ethnicity, gender, disabilities, etc. Esty et al. [14].

2.2. What Is Management

Different individuals can define Management in different ways. Some of the definitions are simple and others are broad. For the purpose this paper four definitions are given securely as follows. The definitions are not contradictory rather they are complementary.

As Jones first, Management is the process of the art of getting things done with and through people [21]. This definition gives due emphasis to the importance of people to accomplish a given objective in an organization. Second, Management is the process of using people and material resources to attain objectives of the organization effectively. Third, Management is the process of planning, organizing, coordinating, supervising, directing, controlling and guiding the people and activities in the organization to achieve predetermined objectives. Finally, yet importantly, Wheeler suggests that, management is a process of working with and through others effectively achieve organizational objectives by efficient utilization of available and limit resources in a changing Management [29].

2.3. Diversity Management

According Roosevelt diversity management is acquiring the necessary knowledge and dynamic skills to manage such differences appropriately and effectively. It is also developing a creative mind-mind set to see things from different angles without rigid prejudgment [27]. As Losyk describe managing diversity is about more than equal employment opportunity and affirmative action [22]. Diversity management is a combination of two different words 'diversity 'and 'management', where, diversity is differences of human beings' age, nature, language, gender, income status, marital status, etc. while management is the work of planning, organizing, directing, coordinating and controlling the management functions. In a layman language, diversity management is a process of managing individuals with diverse qualities at a common place. In other words, it can also be defined as the process of understanding the differences in a business organization for effective management Green, Lopez, Wysocoki, & Kepener [16]. According to Caleb Rosedo managing diversity is an on-going process that unleashes the various talents and capabilities which a diverse population bring to an organization, community or society, so as to create a wholesome, inclusive environment, that is "safe for differences," enables people to "reject rejection," celebrates

diversity, and maximizes the full potential of all, in a cultural context where everyone benefits [4]. Diversity management is a relatively recent concept used in the field of Education Management which "involves strategies that recognize [the interconnectedness] between inclusiveness and overall organizational goals and does not attempt to advantage a specific group" Dancy II, [11]. Diversity management, in the context of this study is defined as a process of creating an all-inclusive and supportive learning environment through policies, programs and practices to ensure peaceful co-existence and collaborative learning partnership among ethnically, linguistically and religiously diverse students (Dancy I) [10]. According to Hall, the goals can be attained not only through diversifying student groups in terms of teaching and learning but also as regards facilitating other opportunities for constructive student interaction in other contexts [17].

2.4. Diversity Management in Education

Diversity in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many identities as possible. Recognizing, fostering and developing sensitivity to the need of people in various identity categories are primary aims of educational diversity. Today's classrooms require teachers to educate students varying in culture, language, abilities, and many other characteristics. To meet this challenge, teachers must employ not only theoretically sound but also culturally responsive pedagogy. Teachers must create a classroom culture where all students regardless of their cultural and linguistic background are welcomed and supported, and provided with the best opportunity to learn. For many students, the kinds of behaviors required in school (e.g., sitting in one's seat and only speaking when called on) and types of discourse contrast with home cultural and linguistic practices. Allen & Boykin described that, to increase student success, it is imperative that teachers help students bridge this discontinuity between home and school [2]. Moreover, Heath suggested that a culturally responsive instructional environment minimizes the students' alienation as they attempt to adjust to the different "world" of school [18]. This brief defines culturally responsive pedagogy and explains how it might be used effectively to address the instructional needs of a diverse student population.

2.5. Approaches of Diversity Management

According to Spencer the current trend of diversity management approaches categorized as [28]: -
1) Assimilation Approach
2) Integration Approach
3) Affirmation Approach
4) Transformative Approach
The assimilation and integration approaches mainly promote the view that non-dominant groups should cast off their cultural identity and accept or at least integrate into the dominant culture. Since these approaches focus on the

integration of minorities into the dominant culture, they hardly work towards a reciprocal inter-group relationship that underpins the benefits of cross-border learning experiences. Affirmation, contrary to the integrationist viewpoint, upholds the multicultural theoretical perspective that a non-dominant group should maintain its cultural heritage and develop its identity; and that the majority should recognize the right of minorities to be different Lambert et al., [23]. Cross indicated the transformative approach, on the other hand, aims at correcting inequitable outcomes through restructuring, deconstructing and transforming the underlying diversity frameworks that produce inequalities in an educational environment [9]. According to Robbins & Coulter from the above it is clear that transformative diversity management which focuses on inspirational changes in individuals and groups is more productive for students than the affirmative approach which focuses on promoting self-assertion of disadvantaged groups [26].

2.6. Diversity and Education Today

Today's diversity initiatives in education encompass an even wider range of categories and practices. Initially, affirmative action and equal opportunity policies recognized race, religion, gender, color, ethnicity, and national origin. Since the 1980s, concerns have expanded to include such categories as ability, sexual orientation and learning styles. According Jones diversity or Multicultural education describes a system of instruction that attempts to foster cultural pluralism and acknowledges the differences between races and cultures [21]. Henry mentioned that "there is no universal construction of a multiculturalism course that is perfect for achieving all goals for all students" [19]. Updating curriculum by incorporating race, gender, and multicultural perspectives can be beneficial in defining the classroom as a multicultural learning environment.

2.7. Challenges in Managing Diversity

According to There are challenges to managing diversity a diverse work population. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organization [12]. According to Esty and Graffin negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationship and damage moral and work productivity [13].

2.8. Benefits of Managing Diversity

As Caleb's explanation managing diversity in a proper and equal way can have various benefits for schools. Different authors have mentioned its advantages in their literature and managing diversity is an on-going process that unleashes the various talents and capabilities which a diverse population bring to an organization, community or society, so as to create a wholesome, inclusive environment, that is "safe for differences," enables people to "reject rejection," celebrates diversity, and maximizes the full potential of all, in a cultural context where everyone benefits. Benefits of diversity can be grouped into three major categories based on beneficiaries – individual benefits, institutional benefits, and societal benefits [4]. For Milem, research evidence regarding the individual benefits of diversity shows that diversity considerably enhances students' development in the cognitive, affective, and interpersonal domains [24].

3. Research Design and Methodology

A detailed and precise discussion about the research design and methodology was made in this section.

3.1. The Research Design

As Creswell mentioned research designs are plans and procedures and procedures for research that span the decisions from broad assumption to detailed method of data collection and analysis [8]. In this study descriptive study design was employed. They are commonly used in educational researches. In such the researcher asks questions concerning the attitudes, belief, opinions, practice, characteristics, and behavior of people so as to collect factual information.

3.2. Research Method

This study utilized mixed approach through collecting and analyzing both qualitative and quantitative data. In this study initially used quantitative method through survey questionnaires, while he also used qualitative approach to supplement the quantitative data. First using such method is advantageous to examine the same phenomenon from multiple perspectives Cohen et al, [6] Second, to build up on the strength that exist between quantitative and qualitative method in order to understand a given phenomenon than is possible using either quantitative or qualitative method alone.

3.3. Sources of Data

The data was collected from both primary and secondary sources. The primary data was collected from school principals, vice principals, teachers and cluster school supervisors. The normal survey was carried out by questionnaire. In order to ensure the reliability and validity of the data collected, triangulation of different method was employed during the collection of primary data. These methods include questionnaire and interview. The secondary data for this research was gathered from related published and unpublished materials, and government publication which may found in the library and website.

3.4. Population, Sample size And Sampling Techniques

The target population of the study were secondary schools' teachers, principals, vice principals, and cluster school supervisors. In this study, the student researchers believe that they are the right sources of information on the issue under investigation. In Jimmazone, there were 21 weredas. In these

woredas there were 84 general secondary schools. From this 21 woredas the study focused on five woredas, namely: Limukosa, Limuseka, NonoBenja, chorabotor, and manaworedas.

In the selected woredas, there were 24 secondary schools out of which 5 secondary schools were selected by using simple random sampling method, this accounts 20% of the school in the selected areas. The secondary schools include; Limu Genet, Atinago, Bege, BiftuNono and Yebu. In the selected schools, there are 230 teachers, 5 principals, 6 vice principals, 5 school cluster supervisors, of the sample schools 97 (42.2%) teachers, 5 (100%) principals, 6 (100%) vice principals, 5 (100%) supervisors were selected to be the participant of the study. In order to select sample from the target population, the researcher used simple random sampling for teachers while comprehensive sampling was used to select school principals, vice principals and school supervisors.

Table 1. Summary of Population, Sample size and Sampling Technique.

No	Participants	Population	Sample Size	Sample in %	Sampling Technique
1	Secondary schools	20	5	25	Simple random sampling
2	Teachers	230	97	42.17	
3	School Principals	5	5	100	
4	Vice Principals	6	6	100	Optimal Sampling
5	Supervisors	5	5	100	
	Total	266	118	44.36	

3.5. Data Collection Instruments

For the purpose of this study questionnaire, interview and document analysis were used. It is believed that using these tools was vital to triangulate the data collected and to combine the strengths of each instrument and to minimize its weaknesses. As a result, the data collected through that were being reliable.

3.6. Reliability and Validity

3.6.1. Reliability

After designing the questionnaire, reliability analysis was done to ensure measurements are reliable for the research. Pilot test is a survey which is done on a small group of respondents to make sure the questions being asked in the questionnaire are reliable. 20 sets of questionnaires have been distributed. Most of the feedbacks directed to the comprehensibility of items; therefore, researcher modified and inserted some of the items to improve their clarities. This Pilot test minimizes the mistakes made in the questionnaire as well as the difficulties before making progress to distribute it out to the 104 targeted respondents

3.6.2. Validity Test

In this study, survey items, and the items about the background information were reviewed for in the final version of the instrument. Content and clarity by expert in the field, for example One of Jimma University Educational Planning and Management department reviewed those survey questionnaires to ensure that the instrument comprehensively cover the domain or the item that is purports to cover. Feedbacks for the instruments were also solicited from the student researcher's advisor. Finally, all accepted comments and feed backs were included

3.7. Procedure of Data Collection

After including all comments to the survey questions, then, after getting a permission letter from Jimma zone education office, to conduct the study in school of the zone, the student researcher made contact with concerned education officials at woreda level to inform them about the purpose of the study and to get their permission to distribute the questionnaire in selected secondary schools in their respective woreda. The researcher personally distributed the questionnaire for the respondents. Moreover, the student researcher personally conducted all of the interview participants and made interview in their work place.

3.8. Method of Data Analysis

In this study, data that were collected through the survey questionnaires were processed using version 20 of Statistical Package for the Social Sciences (SPSS), and analyzed by employing different statistical tools. First frequency distribution was used to obtain an accurate description of the respondents' and their school background. The researcher used mean and standard division to analyze the basic questions.

3.9. Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher was tried to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As he introduces its purpose in the instruction part of the questionnaire and interview guide to the respondents, he shall confirm to subjects, confidentiality was protected. In doing so, first of all for the purpose of this with official letter written from the University Educational Planning and Management Department to the woreda Education Office and sample secondary schools. Then explains the purpose of the study to the woreda Education Office and to the school principals to get permission to accomplish the work. Finally, to start the study the researcher was introduced the objectives and advantages of the study to the respondents to obtain their voluntary participation; and also informed the information gained from the respondents, data obtained from the document and other were kept confidential.

4. Data Analysis

Measurement of central tendencies is used to discover the mean scores for the five interval scaled constructs. A total of 30 items (questions) with particular mean score were obtained from the SPSS output.

Table 2. Teacher's awareness related to the management of diversity.

No	Items		M	SD	AM
1	Teachers' awareness of diversity	Teacher	2.17	1.53	2.305
		SL	2.44	1.315	
2	Teachers' attitude to identify students' diversity in education	T	2.55	1.222	3.12
		SL	3.69	1.352	
3	Teachers' understanding to manage diversified students	T	2.13	1.07	2.38
		SL	2.63	1.46	
4	Teachers 'practices in applying classroom diversity	T	1.91	.87	2.02
		SL	2.13	1.31	
5	Teachers' engagement to help students diversity back ground	T	2.0	1.08	2.25
		SL	2.50	1.51	
6	The ability of teachers to use diversity as a class room language	T	2.09	1.09	2.32
		SL	2.56	1.50	
7	The ability of teachers to teach the students in in a variety of ways.	T	2.20	1.15	3.475
		SL	2.75	1.39	
8	The method of using a flexible teaching style to meet diverse needs of all students	T	2.31	1.08	2.5
		SL	2.69	1.49	
9	The ability to use equitable classroom management strategies.	T	2.19	1.31	.315
		SL	2.44	1.32	
10	The experience of homeroom teachers to have clear data about the diversified educational ability of their student	T	2.15	1.17	2.105
		SL	2.06	1.12	

In table 2 item 1 the respondents were asked about teachers' awareness of diversity. As a calculated mean score of teacher respondents (M= 2.17, SD=1.53) is low mean and the school leader mean (M= 2.44, SD=1.314) is a moderate mean. The overall calculated mean score is 2.305. This shows that a teacher of the school has low awareness on how to manage diversity in the school. From the result, the awareness of teachers on school diversity management was low. Therefore, the school has been faced a problem due to the absent of enough awareness on how to manage diversity in the school.

In the same table item 2 the result of the mean indicates that, the mean score of for the teachers (M= 2.55, SD=1.222) and the calculated mean of school leadership (M=3.69, SD=1.352). It shows that moderate level mean for the teacher and a high mean level for the leadership. The overall calculated mean 3.12. It indicates that moderate mean. From this fact, it can be concluded that the teachers 'attitudes to identify their students' educational performance in all sampled secondary schools was moderate.

For item 3 the calculated mean score for teachers (M= 2.13, SD=1.070) and the calculated mean for school leaders (M=2.63, SD=1.455). It shows for the teachers mean the understanding level of school teachers were very low the mean is moderate level. The overall calculated mean score is 2.38. It indicates moderate mean. Thus, the teachers' understanding in all sampled secondary schools was not satisfactory

In the same table item 4, the calculated mean score for teachers (M= 1.19, SD=.866) and for the school leaders (M=2.13, SD=1.310). It shows a low mean level. The overall calculated mean 1.66 indicates that the performance of the teachers in applying class room diversity management was low. From this fact one can conclude that the performance of

teachers in all sampled secondary schools practicing and applying diversity as a classroom language were low.

For item 5 the calculated mean of teachers (M=2.0, SD= 1.079) and that of the school leader (M=2.50, SD=1.506). This shows that the level of engagement was moderate. Furthermore, the overall mean 2.25 shows that the teachers' engagement to help their students' diversity background was not satisfactory. The result indicates that, that the teacher's engagement to identify their student's diversity background were not efficient in all sampled secondary schools.

In the table 2 item 6, the calculated mean of teachers (M=2.09, SD= 1.09) and that of the school leaders (M=2.56, SD=1.504). This shows that the ability of the school teachers to use diversity as a classroom language was low. The overall mean 2.32 indicated that the performance of the teacher to use diversity as a classroom language was low. Therefore, based on the majority of the respondents it can be concluded that school teachers did not give emphasis to use diversity as a classroom language when they thought their students in the classroom.

For item 7, the calculated mean of teachers (M =2.20, SD=1.146) and the mean of school leadership (M=2.75, SD = 1.390). This shows that the ability of school teachers to teach the students a variety ways to solve diversity problems was low. The average mean 2.475 in indicates that the performance of school teacher to use a variety of ways to teach their students was not satisfactory. Therefore, the teachers of all sampled secondary schools did not give emphasis to use a variety of ways when they teach their students in the class room in order to solve a diversity problem.

For item 8, the calculated mean of school teachers (M= 2.20, SD= 1.504) and the calculated mean score of school leadership (M=2.75, SD= 1.390) and the average mean 2.475

indicates that the performance of school teachers on using faxable method of teaching style in the classroom was moderate. Thus, it can be concluded that the practices of school teachers in all sampled secondary schools to use a flexible teaching style in order to reach the diversity needs of all students were moderately involved.

In the table 2 item 9, the calculated mean of teachers (M=2.19, SD=1.315) and the calculated mean of school leaders (M=2.44, SD= 1.315) and the overall calculated mean is 2.315. This indicates that the ability of the school teachers to use equitable classroom strategy was medium. So that, it can be concluded that the school leaders of all sampled secondary schools had a moderate ability to use equitable classroom strategy to satisfy the diversity need of all students.

For item 10, the calculated mean of teacher (M=2.1, SD=1.170) and the calculated mean of the leadership (M=2.06, SD=1.124). The overall calculated mean 2.105. Thus one can be conclude that the experience of home room teachers in all sampled secondary schools did not have clear data to differentiate the diversified knowledge of their students in the class room. One measurement to overcome diversity related problems in the school are should be have a clear about the ability of the students.

Furthermore, the interview conducted with the respondents and the result from document analysis "to what extent do the practice of diversity management in your school and the major problems that impede diversity management to ensure educational equity."

Table 3. *Challenges of school principal related diversity management.*

No	Items		M	SD	AV.M
1	Principals' commitment to students' diversified background	T	2.14	1.247	3.42
		SL	2.56	1.302	
2	School Principals professional support to home room teachers to be implemented diversity management	T	2.09	1.387	2.2
		SL	2.31	1.302	
3	School principals' professional support to identify their students from their diversity background.	T	2.03	1.343	2.33
		SL	2.63	1.455	
4	School principals professional support to identify their staff from diversity background	T	2.52	1.381	2.54
		SL	2.56	1.209	
5	Principals' commitment for the staff perception diversity and equity in the school.	T	2.11	.928	2.24
		SL	2.38	1.455	
6	Principals' professional support to provide training and supportive system for diversity management.	T	2.15	1.130	2.14
		SL	2.13	1.204	
7	Principals' commitment to institutionalize diversity knowledge to adopt educational equity	T	2.23	1.328	
		SL	2.25	1.238	2.24

Where M=mean, SD=Standard deviation, AV.M= Average Mean, T=Teachers, SL= School Leader and Scale of Mean 1.0 -2.33 Low, 2.34-366 Moderate, and 3.67-5.0 High

As indicated in table 3 item 1 the calculated mean of teachers (M=2.14, SD=1.247) and the mean of the school leadership (M=2.56, SD=1.302) and the overall calculated mean is 2.35. It indicates that the performance of the school principal on the issues concerning the students' background was moderate. From this fact one can conclude that the school principals' commitment in all the sampled secondary schools on the issues of the students back ground for their education performance was not satisfactory.

In the same table item 2 the mean score of the teacher respondents (M=2.09, SD=1.387) and the mean of leaderships (M=2.31, SD= 1.302). It shows that the performance of the school principals of professional support for the home room teachers was low. The overall calculated mean (2.2) It indicates that the principals professional support for the home room teachers were not satisfactory.

In the table 3 item 3 the mean score of teachers (M=2.03, SD 1.343) and the mean of school leaderships (M=2.63, SD=1.445). It indicates that low mean on the side of teachers and a moderate mean on the side school leaderships. The overall calculated mean 2.33. It indicates that the performance of the professional support of the principals to identify their students regarding to their education performance was low in all of the sampled area.

For item 4, the calculated mean of the teachers (M=2.25

SD=1.381) and the school leadership mean (M=2.56, SD=1.209). The overall calculated mean 2.405. Therefore, it could be conclude that the principals of the schools paved a professional support to identify their staff diversity background in all sampled secondary school was a medium level.

In the table 3 item 5, the calculated mean of teachers (M=2.11, SD=.928) and the calculated mean of the school principals (M=2.38, SD=1.455). The overall calculated mean 2.24. This shows that the commitment of the school principals for the staff perception of diversity and equity was low. Therefore, based on the majority of the respondents it can be concluding that the commitment of the principals for the perception of the staff was un satisfactory.

For item 6 the mean score of teachers (M=2.15, SD= 1.130) and the mean of school leadership (M=2.13, and SD= 1.204). The overall calculate mean of the issue is 2.14. Therefore, the principals support to provide training and supportive systems of diversity management in all sampled school were low.

In the table 3 item 7, the calculated mean of teachers (M=2.23, SD=1.328) and the mean score of leadership (M=2.25, SD=1.238). The overall calculated mean is 2.24. It shows that low mean. Thus, it can be concluded the principals of all sampled secondary school

Furthermore the interview was conducted with the respondents " to what extent do the school principals

managing diversity in the school in Jimma Zone" Then, all respondents of the sampled schools interviewees were reported that the school principals practices and commitments in creating a better diversity management was a medium level range. However, there are some problems in the school that existed regarding to creating management of diversity in the school. As it is indicated by the respondents who were participated on an interview the school principals

do not provide a professional support for home room teachers how they can manage their students' diversity background in the classroom. Lack of providing professional support for the staff perception and understanding of diversity management, more or less the response collected from the supervisors of cluster school indicates that school principals' performance on creating to meet equitable diversity needs of the school was not satisfactory.

Table 4. The current challenges of school leadership that hinders diversity management.

No	Item		M	S	AV
1	The school leaders have low commitment to identify and help their diversified schoolteachers and students	T	3.41	1.378	3.35
		SL	3.56	1.459	
2	School leaders do not have understanding about how to manage diversified staff.	T	3.45	1.404	3.35
		SL	3.25	1.612	
3	School leaders do not have interest in identifying their students and staff to manage them effectively.	T	2.42	1.460	2.49
		SL	2.75	1.612	
4	School leaders do not have clear data about diversified ability of their students.	T	3.55	1.330	3.52
		SL	3.50	1.549	
5	School leaders do not have clear plan to support diversified staff	T	3.59	1.238	3.54
		SL	3.50	1.549	
6	The schools do not have access of basic services to meet diversity needs of all students.	T	3.50	1.381	3.34
		SL	3.19	1.682	

In the table 4 item 1 the mean score of the teachers (M= 3.41, SD= 1.378) and the calculated mean of school leader (M=3.56, SD=1.459). It shows that the commitment of the school leadership was a medium level. The overall calculated mean is 3.485. From this result one can conclude that the commitment of school leadership of the sampled school to identify and help the school teachers and students from diversity back ground were not satisfactory.

In the same table item 2, the calculated mean of teacher (M=3.45, SD=1.404) and the school leadership mean (M=3.25, SD=1.612). It shows that a moderate mean. The overall calculated mean of the issue 3.35. From the mean result it can be concluded that the understanding level of school leaders about diversity management were unsatisfactory.

For the item 3, the calculated mean score of teachers (M= 2.42 SD= 1.460) and the calculated mean score of the school leadership (M=2.75 SD=1.612). The overall calculated mean 2.585. This indicates that interest of school leaders about diversity management was moderate. From this result the interest of school leaders of all sampled schools to identify

their staff and students from their diversity background were not satisfactory.

For item 4, the mean score of teachers (M=3.55 SD=1.330) and the mean score of leadership is (M=3.50, SD=1.549). The overall calculated mean of the issue is 3. 525. From this result it can be concluded about clear data on the diversified need performance of the students in all sampled secondary schools was not satisfactory.

In the same table item 5, the calculated mean score of teachers (M=3.59, SD=1.238) and the school leaderships (M=3.50, SD=1.549). The overall calculated mean of the issue is 3.545. It indicates that the ability of the school leaders preparing a plan to overcome the diversity problem is low.

For item 6, the mean score of the teacher (M=3.50, SD=1.381) and the school leaders mean score (M=3.19, SD= 1.682) the overall calculated mean of the issue 3. 345. From this result it can be concluded that the secondary school of the sampled study area concerning basic services for the diversified learning of the students were not satisfactory.

Table 5. School related challenges that affect management of diversity.

No	Item		M	SD	AV.M
1	Teachers of the school have negative attitude of diversity.	T	2.42	1.371	2.36
		SL	2.31	1.580	
2	School teachers and principals lack of knowledge and experience of diversity management.	T	3.14	1.495	3.51
		SL	3.88	1.500	
3	Lack of coordinated commitment of school leadership and teachers in the school.	T	3.86	1.270	3.9
		SL	3.94	1.237	
4	Lack of respecting, supporting and appraising diversities in the school.	T	3.26	1.505	3.66
		SL	4.06	1.436	
5	The schools do not have a responsibility for diversity barriers that the students encounter during learning.	T	3.39	1.40	3.29
		SL	3.19	1.628	
6	Teachers and school principals not being to open for diversity.	T	2.23	1.444	2.71
		SL	3.19	1.628	
7	The schools have no strategic and systematic ways of diversity problem-solving.	T	3.70	1.314	3.94
		SL	4.19	1.167	

Concerning table 5 item 1 the calculated mean score of teachers (M=2.42 SD=1.371) and the school leadership (M=2.31, SD=1.580) and the overall calculated mean of 2.365 It indicate that the attitudes of the school teachers towards diversity management were low. From this result one can conclude that the attitudes of the school teachers in all sampled secondary schools of diversity are not attractive.

For the item 2, the calculated mean of teachers (M=3.14 SD=1.495) and the calculated mean of the school leadership (M= 3.88, SD=3.86). As well, the overall mean calculated indicates that 3.51 were moderate. It indicates that the knowledge and experience of school teachers and principals was medium. Therefore, it is important to conclude that the knowledge and experience of school teachers and principals about diversity management were not satisfactory.

In the same table item 3, the mean score of the teacher (M=3.86, SD=1.270) and the mean score leaderships (M=3.94, SD=1.237). It shows that high mean. The overall calculated mean is 3.9. Thus, it indicates that the coordination between the school teachers and the leader ship was high. From the result, one can concluded that the school teachers and the school leadership in all sampled secondary schools were highly coordinated for effective management of diversity in the school.

For item 4, the calculated mean score of teachers (M=3.26, SD=1.505) and the mean score of leader ship is (M=4.06, SD=1.436). The overall calculate mean score of the issue is 3.66 is moderate mean. It shows that respecting, supporting and appraising diversity in the school was unsatisfactory.

For item 5, the calculated mean score of teachers (M=3.39, SD=1.40) and the calculated mean of the school leadership is (M=3.19, SD=1.628). The overall calculated mean of the issue is 3.29. It indicates a moderate level means. From this result, it can be concluded that the responsibilities of the secondary school in all study areas regarding diversity barriers that the students encounter during learning were good.

In table 5 item 6. The calculated mean of teachers (M=2.23, SD=1.444) and the calculated mean school leader (M=3.19, SD=1.628). The overall calculated mean is 2.71. The score shows a moderate level mean. It indicates that the openness of the school teachers and principals of the study area was not satisfactory.

For item 7, the calculated mean of teachers (M=3.70, SD=1.314) and calculated mean score of school leadership (M=4.19, SD=1.167). The overall calculated mean score is 3.495. It shows a moderate mean. This shows that the strategy and systematic way by which the schools have been using to solve the diversity problems were not satisfactory. Therefore, one can concluded that the school strategy and systematic way was not effective enough in solving diversity related problems.

In addition to the response in the questionnaire, the interview response from the school leaders providing training for the school leaders and teachers, creating awareness, good coordination between the teachers and the school leaders, creating a situation in which diversities are respected, supported and apprised and creating a strategic and systematic ways of diversity problem solving mechanisms are important. In addition to this providing the access of basic services in the school to reach the diversity need of all students helps to solve the challenges and create effective diversity management.

5. Conclusion and Recommendations

5.1. Conclusion

The finding of the study revealed that the school teachers were in effective in providing teaching a variety of ways by using faxable teaching style and they have low engagement in building equitable classroom atmosphere. They are not capable enough to know and identify the diversified knowledge of their students. Teachers were not effective to collaborate with the school leaders and all stakeholders of the school. Therefore, it is fair to conclude that, the current practices of the school teachers in creating effective school diversity management in secondary schools of Jimma zone was not satisfactory.

Even though the school leaders have better knowledge than their counterparts, the school has a gap in awareness creation prior to the implementation of diversity management. The finding of the study also shows that the school leaders were in effective on providing professional support and training opportunities, identifying their school diversity need in terms of teachers as well as the students. They lack an experience to have clear data and plan bout the diversity needs of the school which is the most important issue for the effective management of diversity in the school.

The study shows that the poor coordination exists between teachers and the school leaders. Teachers believe that school leaders are the only person responsible to maintain effective diversity management in the school. Moreover, the woreda education office did not provide support for the school principals. Thus, it is possible to conclude that the above challenges are the major contributors for the ineffective of the school leaders on creating effective school diversity management.

5.2. Recommendations

The finding of the study pointed out that creating effective school diversity management was adversely influenced by various challenges, thus the following recommendations are forwarded.

(1) Providing Short-Term Training

It is recommended that continuous and appropriate short-term training need to be organized and given to the school leaders and teachers on the importance of creating effective diversity management and how it practices on the ground at the secondary schools level. It is advisable for the woreda education office to provide funds for training. Continuous and appropriate short-term training needs to be organized and

given to the school leaders and teachers on the importance of

(2) Providing Incentives

It is recommended that the woreda education office and school leaders to provide incentives and recognition for active teachers who devote their time and effort for managing diversity.

(3) Active Participation of Stalk Holders

It is better to recommended that the woreda education office in collaboration with the Jimma zone education department empower school leaders and teachers for good practice of diversity management.

(4) Building a Strong Relationship

The woreda education office, supervisors and school leaders should work hard towards making a strong bond with the teachers and students.

(5) Sharing Common Vision and Mission

The study also shows that most teachers believe that school leaders are the only person responsible to maintain effective diversity management. Therefore, to solve such problems all concerned bodies, woreda education offices, school leaders and teachers should share a common school vision and mission for all stakeholders.

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