

**TEACHER PERCEPTIONS OF DIVERSITY MANAGEMENT
IN NEPALESE PRIMARY SCHOOLS**

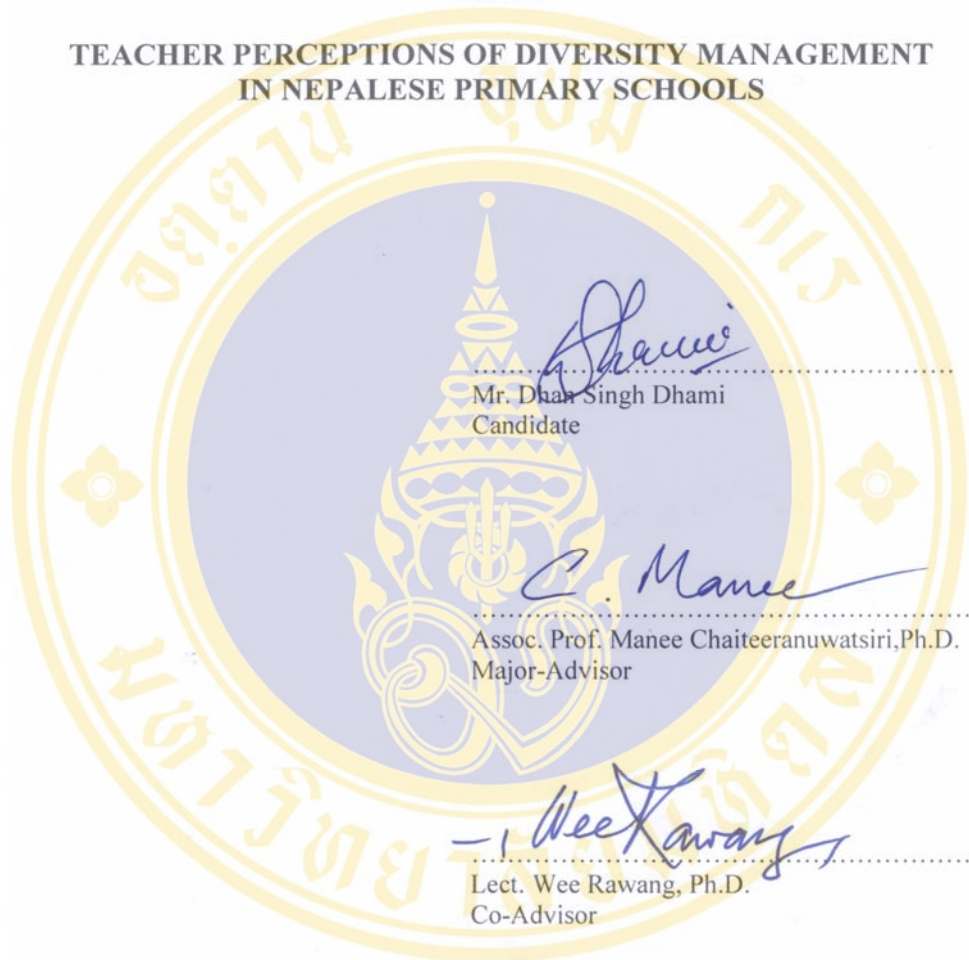


**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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Thesis
entitled

**TEACHER PERCEPTIONS OF DIVERSITY MANAGEMENT
IN NEPALESE PRIMARY SCHOOLS**



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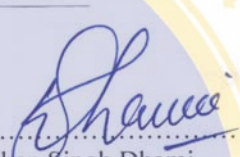
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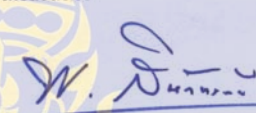
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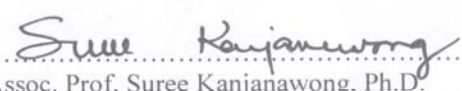
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**TEACHER PERCEPTIONS OF DIVERSITY MANAGEMENT IN NEPALESE
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EDUCATION), WEE RAWANG, Ph.D.(ENVIRONMENTAL EDUCATION)****ABSTRACT**

The purpose of this study was to devise general guidelines for effective diversity management in Nepalese primary schools through exploring teacher perceptions of diversity management and examining the possible influences of socio demographic characteristics; gender, age, academic qualification, experience, training, religion, language, ethnicity, cultural status, income, region of origin and school location. Teacher perceptions of diversity management were explored at personal, professional and organizational contexts. Both a qualitative and quantitative research design was utilized to explore teacher perceptions. Multistage sampling procedure was employed to determine the sample size. Five municipal clusters of five administrative districts were selected for study, based on the Human Development Index. The sample size of this study was 142 primary school teachers working in 36 primary schools. Quantitative data were collected through a questionnaire which required participants to rate their levels of perceptions on a five-point Likert scale, whereas qualitative data were collected through focus group discussions. Data analysis was carried out using t tests and ANOVA.

The results revealed that the overall level of teacher perceptions of diversity management was at a rather high level. The level of teacher perceptions at the personal and professional context was rather high, whereas it was at a moderate level in the organizational context. There was a statistically significant difference between gender, age, qualification, experience, training, religion, language, ethnicity, cultural status, region of origin, and school location. Income was the only personal factor that indicated no significant difference in overall level of teacher perceptions. Teachers with female identity, older aged, having a higher qualification, longer experience, trained, non-Hindu religious affiliation, non-Nepali mother tongue, ethnic identity, minority cultural status, urban origin and working in urban schools had higher level of perceptions of diversity management.

The findings from this study suggested that there is urgent need to include diversity issues in teacher preparation programmes, to attract disadvantaged groups to the teaching profession, to improve teacher motivation and self esteem, to establish a sound professional support mechanism, to reduce stereotypes, prejudices and discrimination in the schools, and to deploy teachers as per the number of students and grades in the schools.

**KEY WORDS: PERCEPTION/DIVERSITY/ DIVERSITY MANAGEMENT/
TEACHER/ PRIMARY SCHOOL****139 pp.**

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LIST OF ABBREVIATIONS



CBS	Central Bureau of Statistics
CERID	Centre for Educational Innovation and Development
CERSD	Centre for Educational Research and Social Development
DEAEFA	Dakar Framework of Action for Education for ALL
DEO	District Education Office / District Education Officer
EFA	Education for All
EFA-NPA	Education for All - National Plan of Action
FHD	Foundation of Human Development
HDI	Human Development Index
IIAS	International Institute of Administrative Sciences
MDG	Millenium Development Goals
MOES	Ministry of Education and Sports
NEC	National Education Commission
NER	Net Enrollment Rate
NESP	National Education System Plan
NNEPC	Nepal National Education Planning Commission
SLC	School Leaving Certificate
SMC	School Management Committee
TU	Tribhuvan University
UNDESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
VSO	Volunteer Service Overseas
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

Basic and primary education of good quality for all children is the top priority of Nepalese education system. In order to make education accessible to all children, the government has initiated number of policy interventions and has spent great deal of scarce financial resources. Currently, the government has been implementing the policy of Education for All (EFA) with its fundamental goal to make education accessible to all. The focus of the policy initiative is to ensure primary education of good quality to all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities (MOES, 2003). As Nepal is a country with multilingual, multiethnic and multicultural characters, great challenges lies in achieving the educational goals (CERSD, 2006).

Various caste/ethnic, religious, cultural, and language groups have been living in the country over centuries, maintaining separate cultural traditions (Pradhan & Shrestha). Different social, cultural, and religious customs has resulted diverse social identities and hierarchies which leads to social discriminations and imbalanced power structures in the society and determines access to and control over economic, political and social resources (MOES, 2003). Most school structures and procedures are grounded in dominant cultural conceptions of law, order, reason and rationality. Intimate relationships are established along ethnic, racial and social lives. Many disadvantaged and marginalized groups could not see any benefits from present schooling system as their children mechanically go through some years of schooling and emerge barely literate leading to social apathy toward schooling.

In order to make school education more effective and to achieve the targets of Education for All, the government has adopted various programmes. Some major programmes initiated in the sector are scholarship programmes, pre-school programme, out of school and literacy programme, nutrition programme, free primary education, free

textbook distribution, teacher licensing, decentralization of school management, grants to schools, empowerment of School Management Committees (SMCs), discouraging teachers involvement in politics, and establishment of village education committees (UNDP, 2004). The government envisioned schools as the place for instilling the notion of mutual understanding, co-operation and respect to each other's feelings and values, which inspires the children and teachers for full participation and regularity (MOES, 2003). Similarly, schools are supposed to be the centers for cross-cultural integration of different cultural groups living together in the society enhancing tolerance, peace and co-existence (MOES, 2003) where the classroom provides the stimulating learning environment, designed to meet the learning needs of all students.

Similarly, the government has shown its commitment to ensure education in caring and joyful environment and to provide primary education especially in their mother tongue without having to feel prejudices in the form of cultural, ethnic or caste discrimination (MOES, 2002). The government has aimed to improve school education to make it practical, effective and relevant. The issues of girls, Dalits, children of minority ethnic groups, religious groups, and the disabled are in priority. The government has planned to align the non-routine issues of those groups to the routine management, to reorient teachers, initiate social dialogue about local issues and derive educational implication, adopt a definite language policy for a specific area, provide community option for language choice, introduce guidance and counseling services, and establish skill and creativity preservation centers.

However, the problems in access, quality and efficiency are persistent in schooling. More than 15 percent children are still out of school; almost 34 percent of the enrolled children repeat the first grade and 15 percent drop out before they reach the fifth grade (MOES, 2004). Most of those who survive receive low quality education (Acharya, 2002). The level of achievement is very low in primary grades. National assessment of grade 3 students revealed that the children obtained average marks 44.5 in Nepali, 47.0 in Mathematics and 63.6 in Social Studies (MOES, 2001). The assessment carried out in 2003 for grade 5 students showed that the students obtained 55.80 marks in Nepali, 33.33 in mathematics and 61.13 in Social studies in average (MOES, 2003).

The key factor that affects the school performance in Nepalese context is marginalization of the children from disadvantaged groups (Acharya, 2002). Disadvantaged and marginalized children need additional support as they may be the first generation

learners, they have less chance of having familial support, and they may be relatively weak or different from the advantaged groups. There may be discontinuity in their family and school environment or the lessons or textbook may not be in their first language, and the language of instruction may be different from their mother tongue. In reality, most children who have never been to school, or drop out of school or do not do well in school are found to be from marginalized groups (Acharya, 2002). Even if they attended the schools, they generally got discouraged by school system, their peers, parents and the family to continue schooling (Bhandari and Obe, 2003).

In schools, 'one-fits-all' approach to teaching is prevalent, which fails to cater education for the children of special needs such as girls, Dalit, ethnic groups, and disables (MOES, 2003). The present curriculum does not address the diverse needs of different caste and ethnic groups, many of whom have their own language culture, traditions and local economic base. Teachers are poorly equipped to accommodate the educational needs of diverse children. Teacher education and teacher training programs do not address the issues of gender; ethnicity and caste. They are found displaying negative and non-compassionate attitudes towards socially disadvantaged children (MOES, 2002). Schools are disregarding the diversity and differences and blaming students and their parents for poor achievement.

Although, low student performance can be blamed partly on deteriorating social and economic conditions, lack of student effort, and diminishing parental involvement, several factors are controllable by schools (Hadderman, 1998). Continued poor performance of public education system has not due to the lack of resources but due to the lack of management efficiency (Bista & Lamichhane, 1999). Indeed effective schooling requires technically proficient teachers, a professionally appropriate curriculum and adequate facilities, they unlikely to be put to work for the benefit of students without support by a positive organizational climate, culture or ethos (Coleman et al., cited in Newmann et al., 1989).

In Nepal schools are populated with diverse learners. They bring to school varied expectations, values, experiences, and perceptions as they come from different family and social background. They learn in different ways because of their hereditary factors, experiences, environment and personalities. All children have the right to learn and they can learn regardless of their physical, intellectual, social, emotional, linguistic or other conditions. In order to deal with diverse children, schools need to harness the huge range of diverse backgrounds of children to motivate, retain in school and improve academic performance. It

needs effort and commitment especially by the school teachers and school managers who manage daily affairs of the school. Schools need to understand and acknowledge the diversity found in student populations to make school environment more conducive. Schools need to value diversity to promote synergy through integrating the interests of diverse learners. It implies that teachers must be equipped to teach students from various ethnic groups efficiently through educational systems that promote diversity, equality, and empowerment.

Since, teachers are the key implementers of government educational policies, it is critical to sensitize teachers about the importance of diversity management in schools. It is equally critical to give them practical tools to analyze their situation that all children are learning to their fullest capacity. Teacher perceptions and attitudes to work with students of different genders, cultures, and ethnicities are of great value in school system. Knowing the level of teacher perceptions related to diversity management can assist in developing teacher preparation programmes that are designed to equip teachers with knowledge and skills to address the diverse needs of the students. The study helps to improve learning environment of the school which provides equal educational opportunities to all children. Since no studies have been carried out with reference to teacher perceptions on diversity management in Nepalese context, this study is initiated to explore the level of teacher perceptions of primary schools on diversity management to provide the ground for improving teacher competency to deal with diversity and differences.

1.2 Research Objectives

The general objective of the study was to devise general guidelines for effective diversity management in Nepalese primary schools. The specific objectives were:

1.2.1. To measure the level of teacher perceptions of diversity management in primary schools of Nepal.

1.2.2. To examine teacher perceptions of diversity management in terms of socio-demographic characteristics.

1.2.3. To devise general guidelines that can inform effective management of diversity in Nepalese primary schools.

1.3 Research Questions

The following research questions were answered in the study.

1.3.1. What perceptions do primary teachers have about diversity management in schools?

1.3.2. Do the individual socio-demographic characteristics affect on teacher perceptions of diversity management in assumed direction?

1.3.3. What guidelines could be provided to enhance the effective management of diversity in schools?

1.4 Research Hypotheses

After reviewing the literature the following research hypotheses were formulated considering the fact that the individual socio demographic characteristics such as gender, age, qualification, experience, training, religion, language, ethnicity, cultural status, income, region of origin, and school location have significant influence on perceptions of primary school teachers of diversity management in Nepalese primary schools.

1.4.1 Female teachers have higher level of perceptions of diversity management than male teachers.

1.4.2 Older teachers have higher level of perceptions of diversity management than younger teachers.

1.4.3 Teachers with higher qualification have higher level of perceptions of diversity management than teachers with lower qualification.

1.4.4 Experienced teachers have higher level of perceptions of diversity management than less experienced teachers.

1.4.5 Trained teachers have higher level of perceptions of diversity management than untrained teachers.

1.4.6 Non-Hindu teachers have higher level of perceptions of diversity management than Hindu teachers.

1.4.7 Teachers with non-Nepali mother tongue have higher level of perceptions of diversity management than teachers with Nepali mother tongue.

1.4.8 Teachers with ethnic identity have higher level of perceptions of diversity management than non-ethnic teachers.

1.4.9 Teachers with minority cultural status have higher level of perceptions of diversity management than mainstream cultures.

1.4.10 Teachers with low income level have higher level of perceptions of diversity management than high income level teachers.

1.4.11 Teachers from urban region have higher level of perceptions of diversity management than teachers from rural areas.

1.4.12 Teachers, working in urban schools have higher level of perceptions of diversity management than teachers working in rural schools.

1.5 Scope of the Study

The scope of the study was limited to the teachers of primary level schools. Only 142 teachers from 36 primary schools of 5 municipal clusters of 5 administrative districts were taken as study units. The study dealt with teacher perceptions on diversity management at personal, professional, and organizational context. Other aspects of school management could not be included in the study. Individual respondents were taken as the unit of analysis in this study.

1.6 Limitation of the Study

Because of time and resource constraints the study was unable to cover up larger group of the sample. Similarly, the qualitative data were limited to a single focus group discussion. Lack of previous researches in the similar topic in the context of Nepal had also partially affected the explanation of the study.

1.7 Research Contribution

1.7.1 Theoretical Aspects

The study might be useful for expanding the body of knowledge which provides understanding about how social milieu influence the schooling of the children, what diversity is meant, how diversity is managed properly, and what approaches of diversity management are in practice in school context.

1.7.2 Practical Aspects

The study aimed to develop general guidelines for effective diversity management which might be beneficial for policy makers and teachers to manage diversity in school context. This study provides data that document teacher perceptions of diversity management. Findings of the study could inform policy makers, educational administrators and teachers about the status of teacher perceptions of diversity management which might help them to sensitize the sector to manage school diversity by harnessing diverse needs and interests of the children. It would be beneficial for teacher education programmes at ministry, colleges and universities to prepare prospective teachers to fulfill basic educational functions by making it personally meaningful, socially relevant, culturally accurate and pedagogically sound.

1.8 Operational Definition of the Terms

1.8.1 **Perception:** Perception refers to the concepts of the teachers on diversity and its management. It denotes their understanding and attitude on diverse student population, their needs and expectations, diverse school environment and its influence on academic performance. The level of perception in this study was measured by using five point Likert scale.

1.8.2 **Teacher:** The term teacher refers to the teaching staff of the public schools who has responsibility to teach children and carry out other assigned duties related to teaching learning activities in the school.

1.8.3 **Primary School:** The public schools which runs the primary grades of 1 to 5 and have small catchments area and impart the education to the children from local communities. The children within age range of 6-10 years are enrolled in primary schools.

1.8.4 **Diversity:** Diversity is defined as the human differences in the school based on culture, religion, caste/ethnicity, language, gender, and region of origin, physical or mental ability.

1.8.5 **Diversity Management:** It denotes the management process that accommodates diverse student population and offer equal opportunities regardless of their caste/ethnicity, culture, religion, language, gender, region of origin, physical or mental ability.

1.8.6 **Age:** Chronological age that denotes a number of years a respondent lived. It was measured in ratio scale.

1.8.7 **Gender:** It refers to the sexual identity of the respondents. In this study dichotomy of male and female was used and assigned the value 0 and 1 respectively.

1.8.8 **Caste/ethnicity:** It is defined as the respondent's affiliation with the caste/ethnic groups by birth. It was dichotomized for the purpose of measurement as ethnic and non-ethnic groups and assigned the value of 0 for non-ethnic and 1 for ethnic groups.

1.8.9 **Religion:** The term is defined as the personal affiliation of the respondents with certain religious groups. It was dichotomized as Hindu and non-Hindu and assigned the value of 0 for Hindu and 1 for non-Hindu respondents.

1.8.10 **Language:** It refers to the mother tongue of the respondents. The language of the respondents was categorized as Nepali and non-Nepali. The value 0 for Nepali language and 1 for non-Nepali language was assigned.

1.8.11 **Cultural status:** Cultural status refers to the status of respondent's cultural affiliation in Nepalese context. In this study it was dichotomized as mainstream and minority culture and assigned the value 0 for mainstream and 1 for minority culture.

1.8.12 **Income:** It refers to the actual annual income of the respondents including salary. It was measured in interval scale.

1.8.13 **Qualification:** Qualification denotes the obtained educational degree by the respondents from formal educational institutions. It was measured on the basis of their degree as School Leaving Certificate (SLC), Intermediate, and Bachelor Degree & above and assigned the value 1, 2, and 3 respectively.

1.8.14 **Training:** It refers to the training for teachers to improve their knowledge, skills, attitude and behaviors for effective functioning of teaching learning activities in the school. It was measured as trained and untrained category assigning the value 0 and 1 respectively.

1.8.15 **Experience:** It refers to the duration of teachers involved in teaching and learning activities in primary schools. It was measured in real years that they had spent in teaching profession.

1.8.16 **Region of Origin:** The term region of origin is defined as the birth place of respondents where they grown up and shaped their frame of references and mindsets. In this study the variable region of origin was measured by assigning the scores 1, 2, and 3 to Hill, Terai and Valley dichotomy.

1.8.17 **School location:** It is defined as the geographical location of the school where respondents are working. In this research the geographical location was measured in the

dichotomy of rural, semi-urban and urban which were assigned the value 1, 2, and 3 respectively.

1.8.18 **Personal level:** It refers to the teacher perceptions at personal level that directs his/her efforts, behaviors and view points to human diversity especially in schools. Perception at personal level was measured on five point Likert scale.

1.8.19 **Professional level:** It refers to the teacher perceptions at professional level that directs professional behaviors of the respondents towards human diversity management in schools. Perceptions at professional level were measured on five point Likert scale.

1.8.20 **Organizational Level:** It is defined as the teacher perceptions at organizational level that directs personal efforts to diversity management. It included goals, structure, culture, environment and primary procedures of the school. In this research perceptions on organizational level of diversity management were measured on five point Likert scale.

1.9 Research Conceptual Framework

After reviewing the literature it is concluded that perceptual processes depend on individual characteristics of a person such as age, gender, caste/ethnicity, religion, language, culture, income, education, training, experience, region of origin and geographical location of the school. Age puts a permanent mark on ones value and expectations so it influences the perceptions. Similarly, way of thinking in genders is also differs as per the social prescriptions, responsibilities and opportunities. Individual's caste/ethnic background also influences perceptions as the behavioral software is shaped through participation in socialization processes in a particular ethnicity. Religion gives people a basic set of values and rules that guides their lives. That's why people of different religious beliefs have their own way of considering the world and human activities. Education, training and experiences influence the way of thinking, capacity of thoughtfulness, capacity to evaluate the situation and the way of perceiving the world. Since income levels provides or limits access to various opportunities in the society, it influences the perceptions of an individual. Language helps people to understand and to perceive others. Culture and region of origin are also powerful aspect of human life that directs the perceptions and behaviors of a person. Similarly, geographical location of living and working has a bearing on the behaviors and attitudes of a person.

Research Conceptual Framework

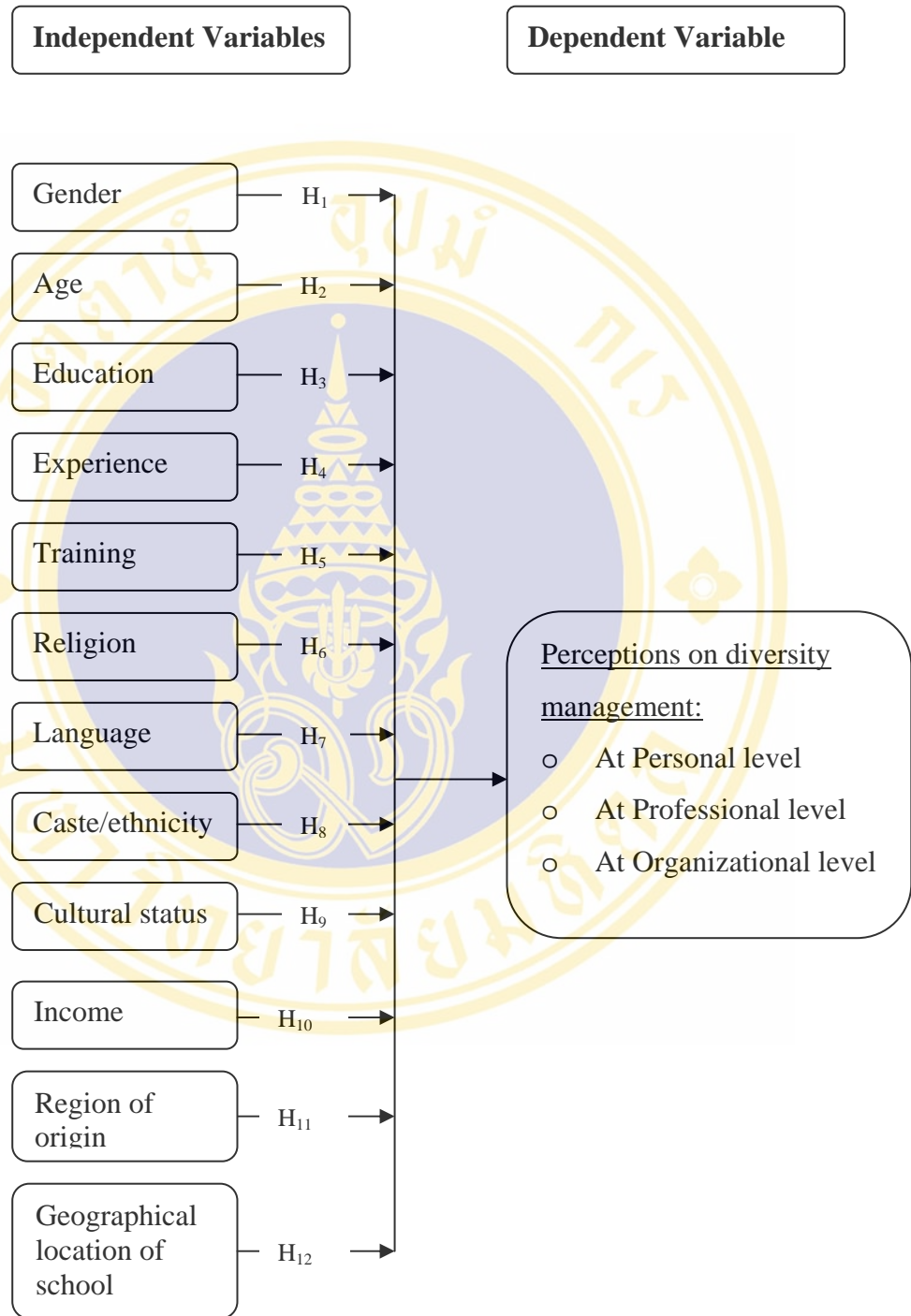


Figure 1.1

CHAPTER 2

LITERATURE REVIEW

The previous chapter discussed on the background and significance of the research problem, research objectives, research questions, research hypotheses, scope of the study, limitation of the study, research contributions, operational definition of the key terms and research conceptual framework. In this chapter, an overview of the main theoretical concepts relevant to the study have been presented and discussed in order to broaden understanding on perception, diversity and diversity management. The major concepts and theories are reviewed and presented under the following sections.

- 2.1 An overview of Nepalese education system
- 2.2 Theoretical framework of the study
- 2.3 Concepts of perception
- 2.4 Concepts of diversity
- 2.5 Concepts of diversity management
- 2.6 Approaches to diversity management
- 2.7 Multicultural education
- 2.8 Role of teachers in diversity management
- 2.9 Role of school culture in diversity management
- 2.10 Related researches
- 2.11 Conclusion

2.1 An Overview of Nepalese Education System

Although, the history of mass schooling in Nepal has been relatively short, Nepal has witnessed an amazing expansion in education in the last 50 years. At present, there are about 27,000 schools with about 6.6 million students and 150,000 teachers (MOES, 2003). Education system comprises of school education and higher

education. School education includes one year of pre-primary, five years of primary (grades 1 to 5) and seven years of secondary (grades 6 to 12) education. Secondary level education is further subdivided into three categories; lower secondary (grades 6-8), secondary (grades 9-10) and higher secondary (grades 11-12). The corresponding age for the pre-primary, primary, secondary and higher secondary level is specified as 5, 6 to 10, and 11 to 15, 16 to 17 years respectively.

The system of higher education consists of bachelors' degree of three to four years duration depending upon the subject and two years of masters' degree. Universities are also offering postgraduate diploma and Masters' of Philosophy courses. PhD is regarded as the highest degree offered. A separate stream of Sanskrit education also exists in the country that runs from the school level to higher education. Similarly, a technical stream of education has also been in place in order to produce low and middle level human resources. Technical schools and centers spread across the country.

The history of educating people in the country was started from the inception of human civilization in the country. System of educating people through informal channels was in practice in ancient time. In ancient Nepal, education was imparted through informal approaches and religious institutions. Social norms, values and essential skills were transmitted to younger generations by elderly members of the family and religious teachings were catered through Hindu temples and Buddhist monasteries (Sharma, 2005). The main aim of education at that time was enlightenment and learning practical skills. Gurukula system of education was also in practice, where Gurus used to provide education in their own residences (Ashrams). Although, there was no formal restriction on acquiring education and it was available for all those who wished to acquire it and was basically free of cost (Aryal, 1970), in practice, only some high-class rulers and their courtier were benefited from education. The access of female and lower caste children to education was restricted.

Modern nature of schooling was first introduced in 1853 with the establishment of Durbar High School. The main aim of school establishment was to provide English education to the children from palace. The school was affiliated with Calcutta University, thus the curriculum determined by the university was in function and the medium of instruction was English. There was no access to general people in

the school. The expansion of educational facilities to the people in general was restricted because the Rana rulers perceived education as a threat to them. However, some liberal Rana rulers opened some schools and colleges under their close supervision. By that time people had not realized the need for education, hence there was no public demand for education. There were only few schools for religious and traditional education.

Mass schooling was introduced only after the establishment of democracy in 1951. With the political change in the country, people were become enthusiastic toward the expansion of education. There began a wave of establishing schools in the initiation of local people and communities. But those schools were suffered due to the lack of proper planning, financial provision and facilities including teachers. For the expansion of schooling in a planned way, the government constituted the Nepal National Education Planning Commission (NNEPC) in 1954. The commission prepared policies and programs including grant-in-aid policy, schemes for training and appointment of teachers, guidelines for curricula and textbooks.

In 1961, one party Panchayat political system was introduced in the country. During that period efforts were made for the betterment of formal schooling through centralizing the administration of schooling. National Education System Plan (NESP) was introduced in 1971. A national curriculum was introduced and policy for medium of instruction, uniform textbooks and examination system, uniform school schedule, provision of school uniform were the efforts of the state plan. Utilization of external resources in education sector as well as introduction of privatization in schooling was the major turn of educational policy during the period.

Although private schooling was started in 1951, private schools were established in the public property without any profit motives. Real sense of private schooling was started after 1980, when the government had modified its education policies and choices were given to schools to operate privately. The government allowed people to open private schools in private resources. Private schools were almost exclusively founded and operated by individuals driven primarily by profit making motive, very few such schools were run by non-profit or religious organizations. Even though, private schools in the country are contributing the sector to impart quality education, there are so many problems indicated by National

Education Commission (1992) regarding absence of a sense of accountability among the founders, matters related to teachers exploitation, establishment of schools without having proper and hygienic physical infrastructure and environments, heavy load of contents and textbooks and disobeying the government rules and regulations.

After the restoration of democracy in 1990, the government has commissioned various educational committees to reform education system in line with the democratic norms and values. Various educational programs were implemented and are being in the process of implementation toward the betterment of the education system. Education has been placed in top priority, which is supposed to be the means for poverty reduction, building awareness, promoting democratic culture and ensuring social justice and equity (MOES, 2004). The government has been committed to the international movements in education and affirmed to achieve the targeted goals. In line with Dakar Framework of Action for Education for All (DFA-EFA), the government has outlined Education for All: National Plan of Action (EFA-NPA) and has set the national targets of universal access to primary education. In order to achieve the targets, the government has initiated various policy interventions to improve the efficiency of education system. However, the participation of all children has not yet been ensured. Girls, children from lower caste and ethnic minorities, children living in vulnerable circumstances are still not being benefited from schooling.

While enrolment and attendance in primary school has increased, the quality of education remains a major concern. There are many situations where children mechanically go through five years of primary education and emerge barely literate, leading to community apathy towards schooling. Disparities in primary education can be seen between children from different castes, economic group, sex, rural and urban, certain characteristics of households and between the different regions in Nepal. More than 15 percent children are still out of school. Unequal access to quality education, inhospitable learning environments, inadequately trained and poorly motivated teachers and lack of quality learning materials are some of the causes of low performance of the schooling.

Studies, carried out in the sector revealed that the causes of low participation and performance of the children were the gap between the government and local

stakeholders expectations, caste taboo, hierarchical mindset of the stakeholders and non applicability of acquired knowledge and skills offered by the school (Tribhuvan University, 2003). Similarly, study carried out by Foundation for Human Development (FHD) in 2004 indicated that societal attitudes towards teachers and teaching profession were being eroded and teachers felt devalued as professionals and frustrated. Therefore teachers switched to other better job or seek alternative avenues for income. The research found that low achievers in academic field were likely join to teaching profession and if they were unable to find other opportunities. The study also found that there was the culture of teacher absenteeism which caused loss of schooldays. Because of the lack of motivating factors such as proper teacher evaluation and timely promotion teachers felt that individual performance did not matter since it did not improve their career.

The study carried out by Volunteer Service Overseas (VSO) Nepal (2005) on teacher motivation and perceptions found that teachers were working with limited resources. The morale of many teachers was very fragile and their motivation was in fact low. Significant causes of teacher demotivation in Nepal include the positions, low salaries, the feelings of powerlessness that teachers experienced about their inability to create positive learning experiences for their students, and the lack of teacher involvement in decision-making.

The trend of education development shows that the people of the country have experienced restriction or assimilation in education system throughout the history. In ancient era education was considered as the right of rulers and high class people. General people and lower class people were not allowed to receive education at all. After the establishment of democracy in 1951, the educational policies were set to assimilate different others in the name of mainstreaming. After the restoration of democracy in 1990, the state has adapted liberal policy in education sector. The voices of people from different walks are becoming audible and faces are becoming visible in changing context. Although, the government has formulated inclusive educational policies and processes in the sector, the legacy of the age long practices is still in effect. Since individual students and teachers that do not get along, nor understand each other, are not able to maximize their greatest potential for optimal excellence.

The mere presence of legal, moral or social imperatives does not make schools effective. The implementation of such initiatives in schools especially in the classroom is more important. In multiethnic, multicultural and multilingual country like Nepal, just affirmative actions, and only making education accessible to all children does not make identifiable improvements. Children who have gotten access through front door they might leave just as quickly out the backdoor, if their diverse needs and interests are not managed and satisfied properly. Therefore, there is the need for sensitizing policy makers, school administrators and specially teachers to harness diversity and differences in schooling which makes real sense of inclusion.

2.2 Theoretical Framework of the Study

Every child has the potentiality to be succeeded in schooling. However many groups of students are left behind, not because they can't succeed, but because school practices prevent students with different learning styles from being able to demonstrate their talents. In order to achieve the goal of universal primary education, schools needs to harness the huge range of diverse backgrounds of children to motivate, retain them in school and improve academic performance. As Caleb Rosado (n.d.) suggested five Ps; perspectives, policies, programs, personnel and practices, for school improvement to manage diversity properly. Schools should have a specific purpose for existing diversity and implement their mission through whatever product or service they provide. Schools should bring interactional change at the individual level and change in the culture and structure of the school to facilitate diversity.

In this respect, the role of teacher is crucial to start understanding, respecting, valuing diversity found in student population which may engender an awareness of and a sensitivity to differences. Therefore, the researcher focused on exploring teacher perceptions of diversity management in their personal, professional and organizational context to measure their sensitivity toward diversity and to suggest further strategies to improve diversity management practices of the schools. For the purpose of measuring teacher perceptions the researcher used the aspects of Socio-Cultural Theory, Cultural Reproduction Theory, and Systems Theory to Management which

may help to determine the present status of school practices of primary school teachers while dealing with students from different societal backgrounds.

2.2.1 Vygotsky's Socio-cultural Theory

This theory is developed on the perspectives of Russian psychologist, Lev Vygotsky (1896-1934), which is based on the premise that the individual learner must be studied within a particular social and cultural context. Since, it bears upon issues of diversity; it has significant implications for teaching, schooling and education. Wertsch (1985) posits that “in order to understand the individual, one must first understand the social relations in which the individual exists”. In order to effectively scaffold students to acquire new knowledge, educators must not only identify the social influences and cultural world of the individual; they must also value students' knowledge and perspectives on the world as resources to be tapped rather than a problem to be solved (Ruiz, 1984).

The theory emphasized that individuals make sense of their world through discourse and interaction with others. Thus, knowledge is socially constructed and situated in culture. Learning occurs when students are effectively “scaffolded” to acquire new knowledge; this happens as a result of classroom interactions. In scaffolding, teachers or more capable peers identify the knowledge that students already have and bridge that knowledge to acquire new knowledge. Scaffolding occurs in a space referred to as the zone of proximal development (ZPD). Moll (1989) describes the ZPD as “specific ways that adults socially mediate or interactionally create circumstances for learning”.

Normal development varies from culture to culture, depending on how children are socialized by their parents and community. The fact that parents from different cultures may have very different goals for their children allows understanding why not all children learn the same skills and behaviors on the same schedule or in the same ways. The essential values of a culture that are most important to understanding how students from different cultural backgrounds experience schooling. If schools are to be more successful in educating students from a wide variety of backgrounds, cultures, and languages, teachers must first understand how learning occurs for human beings in different contexts.

For teaching to be effective, schools must engage the cultural minds of diverse learners. To do so, a teacher needs to develop the knowledge and skills that will allow him/her to teach cross-culturally (Trumbull et al, 2001). Villegas (1991) suggests that teachers can build cultural bridges between home and school by selecting meaningful instructional materials, using examples and analogies to clarify new concepts, and using varied teaching strategies that connect cultural experiences and academic content. Cultural differences in approaches to formal learning can be accommodated in the classroom as well. Rutter (1987) contends that for students coping with situations that place them at risk of school failure, effective intervention promotes positive self-concepts by providing caring and supportive environments, communicating high expectations, and connecting learning to future opportunities. Educators must build social bonds within families, schools, and communities by providing and identifying resources to ensure that all individuals experience caring and support.

When teachers and administrators evaluate through the lens of the dominant culture, they often cannot recognize the abilities and potential of certain groups of children. The knowledge, skills, attitudes, and values that these children bring to school are often in conflict with those valued by the school. In other words, what they know, what they can do, their world view, and their priorities do not match what the school wants them to do, how it wants them to view the world, and what its priorities are. What is, in fact, the result of a mismatch is often explained by schools as the limited ability of the children, who end up being categorized as incapable, unintelligent, and lacking potential.

When the teacher and student bring different cultural frames of reference and communication styles to their interaction rather than a dialogue or activity that draws students into the “zone of proximal development,” there can be a disconnect between the teacher’s and student’s ways of forming and displaying knowledge. As a result, child-adult interactions in the classroom can fail to advance student learning. Students can be stranded developmentally, and teachers can experience frustration when their attempts to engage students in developmental dialogue or activity break down. Cultural differences, then, must be bridged in order to activate powerful developmental dynamics.

In Nepalese schools “one size fits all” approach to teaching is prevalent (MOES, 2003). This equalizing pedagogy fails to cater for the children from different cultural groups and abilities study in school. Because of that reason children from disadvantaged groups labeled as failure students and their parents never see schools as learning institutions. Therefore, in order to support the learning of the children from disadvantaged groups and the children from different cultural base, schools need to modify their teaching learning practices and encourage teachers to create zone of proximal development to educate students from a wide variety of backgrounds, cultures, and languages.

2.2.2 Cultural Reproduction Theory

There are mainly two perspectives which see the reproductive roles of schooling: the functionalist perspective based on Durkheim's view and the conflict perspective based on Marx's and Weber's views. The function of education in functionalist perspective is the transmission of society's norms and values from generation to generation. The conflict theorists generally view schooling as a social practice which tends to transmit a dominant culture which serves the interests of the ruling class rather than those of society as a whole. They believe that schools reproduce and maintain existing unequal social relations, powers and hierarchies.

Henry Giroux (1983) identified three different theories of reproduction in education: economic reproduction, hegemonic state reproduction and cultural reproduction. Economic reproduction model is concerned with power and domination and its relationship with schooling and economy. Schools provide different skills, attitudes and values to the students that not only cause social division of labor, but also create a wide class structure in a society. Bowels and Gintis (1976, cited in Mehan, 1992) argued that the education helps to reproduction through the hidden curriculum. It is not the content of lessons and the examinations that pupils take which are important, but the form of that teaching and learning take and the way that schools are organized. Hidden curriculum consists of those things that pupils learn through the experience of attending school, rather than the stated educational objectives of such institutions. They further states that learning is based upon the ‘jug and mug’ principle. The teachers possess knowledge which they power into the

'empty mugs', the pupils. According to hegemonic-state reproductive model, the state is the central to exert domination. There are structural determinants that create social hierarchy and inequality. State interventionist policy of political factor lead to the structure and shape the reproductive function of education (Giroux, 1983).

Cultural reproduction model is concerned with how schooling is mediating the culture that reproduces class hierarchy and domination. In this concern, Bourdieu provides (1990) a more subtle account of inequality by proposing cultural elements that mediate the relationship between economic, structures, schooling and the lives of people. Bourdieu's theory of 'cultural reproduction' explains how the culture of the dominant group is recognized and legitimized through schooling. Bourdieu argues that the major role of education system is cultural reproduction. This does not involve the transmission of the culture of society as a whole, instead, the reproduction of the culture of the 'dominant classes'. These groups have the power to 'impose meanings and to impose them as legitimate'. They are able to define their own culture as 'worthy of being sought and possessed', and to establish it as the basis for knowledge in the educational system.

The main themes of his theory are 'habitus', 'capitals' and 'field'. Habitus is a set of durable, transposable dispositions which regulates mental activity. It has crucial impact upon human action. It can be explained as a set of regulatory schemes of thought and action, which are to some extent, a product of prior experience. The second important theme in Bourdieu's theory is the capitals. He divided the capitals in economic, social, cultural, and symbolic categories. Economic capital refers to income and other financial resources and assets. The social capital exists as a set of lasting social relations, networks and contacts. The cultural capital is learned norms, values, beliefs and attitudes and occurs in three forms; embodied, objectified, and institutionalized. Symbolic capital is the ways in which capitals are perceived in the social structure. The third and final theme is field. This relates to a structured space of forces and struggles, consisting of an ordered system and an identifiable network of relationships that impact upon the habitus of individuals.

Habitus, capitals and fields are the main sources of inequality in society. People have more or less opportunity to accumulate these characteristics. It is the schooling system, which can play the role to accommodate the discrepancies among

social groups and narrow down the gap. But the schools are playing the role of reproduction and generating the inequalities generation to generation. Schools do not simply ratify externally generated inequalities, but also produce or actively reproduce inequalities, thereby damaging some groups, especially working class, ethnic minorities and females (Hutmacher et al., 2001).

Bourdieu explains that distinctive cultural knowledge is transmitted by the families of each social class. As a consequence, children of the dominant class inherit substantially different cultural knowledge, skills, manner, norms dress, style of interactions, and linguistic facility than do the children of the lower class. Students from the dominant class, by virtue of a certain linguistic and cultural competence acquired through family socialization, are provided the means of appropriating success in school. School and other symbolic institutions contribute the reproduction of inequality by devising a curriculum that rewards the 'cultural capital' of the dominant classes and systematically devalues that of the lower class.

According to Bourdieu, society is the space of social positions on the basis of economic, political and cultural distribution of power. Major inequalities of access, opportunities, achievement and attainment remain among students from different socioeconomic, cultural, racial and ethnic backgrounds depend on the accumulation of these capitals. Systematic educational inequalities appeared not to be exclusively rooted in individual intelligence and effort, but to be related in complex ways to the basic inequality structure of modern societies. The locus of control for socially bound educational inequalities is outside the education system. However, the education system does not play a passive or neutral role in the process by which social, cultural and economic inequalities transpose into scholastic and academic inequalities, which in turn translate into socio-economic inequalities.

Bourdieu asserts that one of the main problems in today's schools is that they tend to reward students who have the most cultural capital. This becomes problematic because not every student has an equal amount of cultural capital. There is a problem because an unequal playing ground is created for the dominated class students. Schools evaluate all children on the basis of their familiarity with the culture of the dominant class, thus penalizing lower-class students. Extensive vocabulary, wide-ranging cultural references, and command of high culture are valued by the school

system and students from higher social backgrounds are exposed to this class culture at home.

Wacqwant (1998) argue that the school reproduces legitimate culture through the hidden linkages between scholastic aptitude and cultural heritages. They help to conserve social hierarchy under the cloak of individual talent and academic meritocracy. The injustice ‘ allowing certain people to succeed, based not upon merit but upon the cultural experiences, the social ties and the economic resources they have access to, often remains unacknowledged in the broader society’ (ibid).

Schools can act as agents of transformation rather than reproduction. Instead of being site of ‘disjunction and dislocation’ (Comber & Hill, 2000), schools can relate curricula to students worlds, making the classroom more inclusive by legitimating locally produced knowledge and ensuring that students can see their everyday lives and experiences as relevant to their learning and success at school. By ensuring that there are transparent links between the classroom and the world beyond, teachers and schools can encourage and assist students to draw on their cultural experiences in order to succeed academically (Gale & Densmore, 2000).

To address the inherit differences the school needs to create an environment that values and appreciates cultural differences, and success ‘needs to be redefined to incorporate the lives and experiences of currently marginalized and materially excluded groups (Hattam et al., 1998). Schools can play key role in this accumulation process, particularly for students who have ‘cultural capital’ in the wrong currency. The challenge for the schools is to offer the academic skills and competences required to enable their students to succeed in mainstream societies, while also ensuring that this content acknowledges and responds to the needs and interest of the cultural and linguistic diversities of the communities they serve.

Diversity can be seen as the result of a specific, culturally formed socialization process. If the socialization patterns differ from those of formal schooling, the children face difficulty on adaptation process, and have more difficulty to be successful in school. No particular cultural pattern in itself is said to be responsible for the differences in success at school. It is rather the values given to these differences induced by status differences are decisive. Therefore schools need to understand the real situation of their student population and respond to that situation

through culturally sensitive strategies that encourage all students to achieve regardless of their caste/ethnicity, gender or cultural background. In this regard, schools need to develop a clearer sense of caste/ethnic and cultural identities and attitudes toward ethno-cultural groups. Schools have to think about the dynamics of prejudice and dynamics of privilege, economic oppression and school practices that contribute to the reproduction of societal inequalities.

2.2.3 Systems Theory to Management

Since school is a part of the broader social system and the whole system in itself, schools need to adapt systems thinking in order to deal with diversity and differences. They need to deal issues of schooling in a whole rather than individual incident. Therefore it is imperative to see school activities through system thinking.

In management history, systems approach emerged during 1930s. Before the emergence of systems thinking ‘reductionism’ was the only way of problem solving in various disciplines. According to the notion, problems were divided into as many as possible parts and the problem solving process was started from simplest and easiest to the complex problems. However, the complex problems, real-world problems set in social systems (Checkland, 1981) were beyond the notion of reductionism. According to Jackson (2005) complex problems involve richly interconnected sets of ‘parts’ and the relationships between the parts can be more important than the nature of the parts themselves. Even if the parts constituting a complex situation can be identified and separated out, it may be of little help because the most significant features and properties get lost. Therefore, systems thinkers advocate using ‘holism’ rather than reductionism in such a situation.

Systems approach in organizational management has been emerged during 1930s. The basis of the approach is scientific principles of a system. Ludwig von Bertalanffy developed the “general system theory” in 1930s and regarded as the founder of the systems approach. The development of ‘general systems theory’ has provided the base for the development of systems approach to management in organizations. The key concepts of the ‘general systems theory’ propounded by Bertalanffy, (cited in Kast & Rosenweig, 1985), are subsystems, holism, open and

closed system, input-transformation-output model, system boundaries, entropy, steady state, feedback, hierarchy, internal elaboration and equifinality.

Systems thinkers argue that organizations should be seen as whole systems made up of interrelated parts. According to the systems perspective, the trouble with other theories of management is that they concentrate on only one or two of the aspects of the organization necessary for high performance (Jackson, 2005). The traditional approach emphasize on task and structure, and the human relations approach on people. The systems approach is said to be “holistic” because it believes in looking at organizations as wholes. The traditional and human relations approaches are “reductionist” because they looked at parts of the organization in isolation (ibid).

Systems thinking have come to the attention of educators and they started to look at it as a tool for problem solving or decision making. Senge & Lannon-Kim (1991) suggest two ways to apply systems thinking to schools: one is as a problem-solving framework that enhances students' understanding of a subject; and the other one is as a restructuring tool for creating a more effective educational system. According to Frank Betts's (1992) opinion, schools should move from deterministic systems toward purpose-seeking systems. In order to transfer successfully, he suggests it is necessary only to shift perspective from a one-to-many toward a many-to one orientation (Betts, 1992). That means; schools need to move from an emphasis on instruction to an emphasis on learning.

Studying something in isolation from the environment in which it exists limits the understanding. Interrelationships amongst problems should be looked to make sure any proposed solution for the problem and ensure that the action does not adversely affect other related issues. Single perspective cannot solve the problem because one perspective may not be enough to wholly understand it. Organizations need to apply different perspectives. Keeping these points in mind, systems thinking can be used as restructuring tool to create a more effective system. In schooling system; there are so many subsystems; such as learners, curriculum (including hidden curriculum), media and technology, and instructors in the forms of inputs. Teaching learning activities are the subsystems in the form of processes through which the school transforms the inputs into educational products.

The success of the schooling in Nepal is questioned because the schools fail to address the needs of the changing society. Despite the reforms made in the sector, the performance of the schooling is poor. Interventions in the sector are made in piecemeal approach. The focus of the government is fragmented and the interventions are made without identifying the root causes. The attention might be on curriculum reform, teacher training, physical facilities, access, equity, quality and relevance separately. The whole system of schooling with its abstract interrelationships is not perceived by the school managers as well as educational planners. Therefore schooling system should not be taken as merely an aggregation of functions and tasks, it must be considered as an integrated system.

2.3 Concept of Perception

Perception plays a vital role in shaping the behaviors of a person. Thus, it is considered as an important psychological process in everyday life of an individual. Baron & Byrne (2000) defined the term perception as 'the process through which the people seek to know and understand other persons'. Similarly, Atkinson et al. (1993) suggested that 'perception' is the process of integrating sensation into percepts of objects, and the use of these percepts to get around the world.

According to Feldman (1993), perception is the sorting out, interpretation, analysis and integration of stimuli from ones sensory organs. Therefore the study of perception is directed at finding out how people take stimuli and form conscious representation of the environment. In the same way, Hubley (1993) has stated that once a person pays attention to a message, he/she then tries to understand it. The process of such understanding is called perception. It is a highly subjective process. For example, whether two people may hear the same radio or see the same poster but the message they interpret may be quite different from each other and from the meaning intended to convey.

McConnel & Philipchalk (1992) defined perception as the psychological process by which persons give meaning to and give sense of sensory inputs. Stevens Long (1984) points out that perception depends on sensation but also includes the interpretation and analysis of stimulation in terms of the perceiver's prior experience,

the demands and expectations of the present and a variety of individual or situational factors ranging from personality to the weather. Perception can thus best be conceptualized as an active and constructive process.

Leukel (1968) contends the perception of a stimulus and the organism's reaction to it depends on past experiences with similar stimuli and on the current stimulus pattern from other sources. Perception is the development of 'meaning' that depends on past and present sensation input. As such, perception may be studied in its own right, as the development of 'meaning' from past stimuli.

According to the Gleitman (1992) perceptual systems shapes and organizes the patchwork of different sensations into a coherent whole that has depth, notion, form and meaning and is the product of both bottom-up and top-down processing. In part this organization arises from the fact that not all parts of the perceptual world are given equal weight. People focus on figure not on the ground, people more likely notice shapes that are moving rather than those that are stationary. Such examples indicate that in addition to its other characteristics, perception is selective. People do not look at all the stimuli that are there to be looked at. People's ability to take in and interpret the myriad stimulation around is finite, and so the perceptual system is forced to choose among them. There are the various ways in which people exercise such choices and perceive relatively are often grouped together under the general label of attention.

Everyone has their own theories about surrounding social world (Aronson et al., 1997). These personal theories profoundly affect what information people notice, think about, and remember. People develop schemas as per their theories through which to perceive, organize and interpret social events. They have schemas about themselves, other people; social roles and specific events which affect subsequent evaluations of other people, their behaviors and related situations. Schemas act as filters, straining out information that is contradictory to or inconsistent with the prevailing theme (Fiske, 1993 referred in Aronson et al., 1997). The source of schemas about the world is the culture. The schemas, the culture teaches, have a substantial influence on what people notice and remember about the world. Cultural misunderstandings are the function of perceptual mismatches between people of different cultures: mismatches in schemas, cues, values and interpretations.

Hamilton et al. (1980) posit that perception is largely a function of the interrelated processes of anticipation, memory and attention. Anticipations arise out of people's stereotypes and beliefs. Social beliefs not only shape anticipations and experiences but also determine what is remembered. People tend to recall only things that reinforce their personal theories. They also tend to forget things for which they have no schemas (Hamilton et al., 1980). Personal theories shape what is perceived, how the experience stored, and how the memory is retrieved. Attention is another component of perception that helps to see things as a singular unit separated from its background. People are only aware of the features in the environment that affect their chances of survival. Information that is irrelevant to survival is typically filtered out. Sensory frameworks are socially regularized, focusing individuals' attention on the feature that is predictable and meaningful.

2.3.1 Factors Affecting Person Perception

Several factors in surrounding environment have significant influence over individual's perceptions towards people, things, and notions. According to Wells et al. (1995), perceptions are shaped by three sets of influences: the physical characteristics of the stimuli, the relation of the stimuli to their surroundings, and conditions within the individual. While the first two sets of influences are both related to stimuli, the last set of the influences is only reason that makes perception a personal trait. Factors that influence this frame of reference include learning experiences, attitude, personality, and self image.

Zaltman & Wallendorf (1979) found that the influencing factors of person perception are people's moods or frames of mind, their physical abilities to experience sensation, their personalities and motivations, the social and physical context in which they perceive things, the social and physical context of the stimuli being perceived and the physical composition of the stimuli.

Perception of people depends upon so many factors. In organizational setting, Gardenwartz & Rowe (1998) presented the different dimensions of human diversity and their influence in perception. Similarly, Robinson (1985) suggests the role of language in perceiving things and notions. Jones (1998) states the role of organizational culture to shape individuals beliefs and values. In addition, there are so

many studies carried out in the field of perception which identified the factors that affect the person perception. Among them Grobler et al. (2006) carried out the study to measure the perception of educators and principals on the management of cultural diversity as an aspect of school effectiveness using the factors: gender, age, types of school, teaching experience, mother tongue, level of discipline, and post level of educators in South African context. Similarly, Mary (2005) studied the perceptions of principals and teachers regarding leadership practices with respect to the factors: gender, age, qualification and experience. Manisah et al. (2006) studied teachers' perceptions toward inclusive education considering the factor types of schools. Angela Surakkhaka (2002) studied the perceptions of teachers with respect to the nationality and the culture. Cardona (2005) carried out the research to measure the perceptions of teachers on diversity using the factor experience.

In this study the following factors were considered as the influencing factors of person perception. These factors might have substantial effects on the perceptions of primary school teachers in Nepalese context.

2.3.1.1 Gender

Harper et al. (2003) suggested that gender is the most salient and ubiquitous social category in human communities. Maccoby (1988), pointed out gender's influences is observed within all known languages, past and present and it distinguishes role differences pan-culturally. Bussey & Bandura (1999) asserted that gender invokes elaborate socially sanctioned prescriptions in terms of life roles, occupations, relationships, abilities and opportunities. They indicated that gender can be seen as the primary basis of human differentiation. Most important difference between women and men is a difference in their self concept (Cross & Madson, 1997; Maddux & Brewer, 2005 cited by Guinmond et al. 2006). These differences in gender affect the perceptual processes. Therefore the way of perceiving and behaving is also differ between male and female.

2.3.1.2 Age

Gardenwartz & Rowe (1998) pointed that age of a person makes a lot difference in the perceptual process. They suggested that the era in which one grows

up puts a permanent mark on ones value and expectations. Maturity level and experiences leave their marks as well. Age also play the role on acceptance or resistance to learning new procedures. Since the perceptual process is the mental process in which people sort, interpret, analyze and integrate the information, the age factor plays vital role to perceive people, things and notions.

2.3.1.3 Educational Qualification

Fiske & Newberg (1990) noted that the perception and judgment processes differ in their amount of thoughtfulness. They suggested that some cognitive processes involve shallow, heuristic, and top of the head responses that require little or no cognitive effort. Other processes involve more cognitive effort, as the person considers the meaning of presented information, compares it with existing knowledge, assess its validity and importance, and attempts to integrate it into a coherent and defensible overall impression. This is central to the formation and evaluation of the impression. Since, education qualification increases the amount of thoughtfulness of a person; it has considerable influence on person perception. People acquire education from all socialization processes, whether it is ethnic socialization, religious socialization or political socialization. However in this study the role of formal schooling is considered as the influencing factor of perceptual process.

Educational access and quality varies based on socio-economic level, gender and geography. Without balanced and critical education, individuals are forced to rely on information sources that are sometimes highly misleading. Educational experience has an impact on person's attitude toward surrounding environment. They apply their knowledge for evaluating the environment critically and perceive accordingly.

2.3.1.4 Experience

Baron & Byrne (1991) pointed out that the perceptions formed as a result of direct personal experience. The perceptions that are resulted from self experience are stronger than ones resulting from vicarious experiences. Every perception a person has is based upon their own personal experience. People perceive the world differently because no two people have the same experiences. Experience makes the people well known to them. It shapes their minds and opinions, likes and dislikes.

Therefore it is difficult to have one ideal definition of certain concepts. Experiences color one's opinions of people different from them and even opinion of the dark. The only way to create one perception of reality would be to systematically force everyone to have the same experiences.

Since experience is the best teacher of human being, it influences the perception of a person. The person with experience of various things and of longer time has different perception than the person with limited experiences. For example the people who traveled many places and passed many years of his life perceive the things critically and reconstruct his perceptions.

2.3.1.5 Training

Krunker & Dunning (2002) pointed out that the skills required to write grammatically correct sentence are similar to the skills required to recognize a grammatically correct sentence. It indicates that training is such an effort in the life of people which expand the horizon of the knowledge about certain aspects of their life, profession, or the surrounding environment helps people to sort, analyze, interpret, and integrate the information. It increases the meta-cognitive insight of the people. In every pace people construct and reconstruct their perceptions about the people, things and notions around them. They can be trained to reconstruct their perceptions or be equipped with skills to grasp clear picture of the situation.

2.3.1.6 Religion

Cushner et al. (2000), states that people have their own religious ideas, beliefs, rituals, and habits of mind. In addition, much of the cultural capital of human societies emerges from philosophical, literary, musical, and artistic attempts to answer fundamentally religious questions. Thus, whether individuals see themselves as 'religious' or not, religious references and allusions permeate their lives. In most societies, religious references are used in everyday language, families, schools and other institutions. Since, religion is a unified system of beliefs and practices (Durkheim, 1969), many of the common or vernacular landscape of everyday life filled with religious references and sayings. People are constantly reminded their own faith, and the faith of others. For religious minorities, these reminders often

reemphasize their own minority status. Religion gives people a basic set of values and rules that guides their lives. That's why people of different religious beliefs have their own way of considering the world and activities around them.

2.3.1.7 Language

Sapir (1973) and Whorf (1956) believed that language determines perception of the people. According to them, members of a society share a world view by virtue of the language which they use in communicating each other. They stated that particular languages channel perception or thought in particular ways. Perceived reality is relative to the language of the perceiver. Since language is associated with perception, it becomes associated with particular meanings and values.

2.3.1.8 Ethnicity

According to Cushner et al. (2000), ethnicity is culturally defined according to the knowledge, belief, and behavior patterns shared by people with the same history and the same language. Ethnicity carries a strong sense of "peoplehood" that is of loyalty of "community of memory" (Robert et al., 1985, cited by Cushner et al.). An individual's ethnic background includes native language and culture. These ethnic differences can bring variations in cultural norms, holiday observance, food preferences, language proficiency and group affiliation which ultimately influence a perception of a person because the behavioral software that guides behavior dependent on ethnicity. Similarly, race makes a difference in all walks of life and influence the schemas to see others caste and race.

2.3.1.9 Culture

Perceptual processes are influenced by culture (Nisbett & Miyamoto, 2005). Participating in different social practices leads to both chronic as well as temporary shifts in perception. A number of investigators have identified that differences in social structure and social practice underlie differences in perception (Nisbett, 2003; Ji. L. et al., 2005 cited in Nisbett & Miyamoto, 2005). Since socialization processes are different in different cultures, people acquire a specific attention pattern through participation in such a socialization processes. Culture is powerful aspect of human

life that directs the actions of a person. Everyone assume their rules, values, and beliefs are correct. People see behaviors from their own perspectives and tend to judge accordingly. People do not only observe what others are doing, but they also attach meaning to the behavior and then act based on that meaning.

2.3.1.10 Income

Gardenswartz & Rowe (1998) stated that income levels often affect esteem, job satisfaction, and stress levels of a person. Income also provides or limits access to various opportunities in the society. Therefore relative wealth and poverty are major factors in the way that people perceive something or somebody. The most obvious general difference is that poor often perceive their environment harsh and difficult than do rich people. For example a rich person and a poor person may perceive a polluted river in very different ways. While the poor person might see the river a source of daily water, the rich person may regard the river only as an unpleasant sight or smell in the local landscape. This example illustrates socio-economic level influences the way that people perceive.

2.3.1.11 Region of Origin

Cushner et al. (2000) suggested that geographical location is culturally defined by the characteristics of the ecological environment in which one lives. This includes the characteristics of ones neighborhood or community and the natural and climatic features of one's region. One's regional identity functions in the same way as one's national heritage. Thus, people are identified and often identify themselves as member of ethnic like groups, with same kind of loyalties, sense of community, and language traits. Gardenswartz & Rowe (1998) contends that where people are raised and are presently living has a bearing on their behaviors and attitudes. Cultural norms and paces differ in cities and rural areas so as to their perceptions about others.

2.3.1.12 Organizational Location

Gardenswartz & Rowe (1998) states that the location where one works can make a difference in staff member's viewpoints and attitudes as well as in other's perceptions about them. Culture and community characteristics of the locality have

the significant impact on local organizations and to shape organizational culture. In addition, geographical location provides and limits the opportunity to education, transportation and other exposures. It is commonly acknowledged that the location of the organization determine the experiences of the people, thus it influences on the perceptions of a person. Similarly, Jones (1998) asserts that every organization has their own set of shared values and norms that control organizational member's interactions with each other and with people outside the organization. Over time, the employee internalizes the organization's values and the specific rules and norms that govern behavior; that is, organizational values become part of members' mindset and affect their interpretation of a situation.

2.3.1.13 Context

Pohan & Aguilar (2001) suggested that there might be situations in which ones personal beliefs about a given issue could be in direct conflict with his/her beliefs in a professional context. According to them 'in a personal context, an educator might believe that bilingualism is an asset in today's increasingly diverse and global society, within a professional context (e.g. schooling), however this same educator might reject the notion of public money spent on bilingual education'.

Not all the perceptions, beliefs and attitudes are formed directly by observing and interacting with the objects. Therefore these mental processes may not have rationality all the time. Moreover cultural, religious, racial beliefs as well as personal experiences influence the perceptions of a person which leads toward the certain kinds of behaviors. Inferential beliefs and perceptions with fake bases need to be modified specially in the field of education where the erroneous perceptions may have unwavering impact on teaching learning processe. It is essential for teachers to be aware of their perceptual sensitivity. Since teachers play a vital role in developing beliefs and attitudes in students, it is inevitable to transform teacher's perceptions which can influence their teaching styles, instructional methods, classroom management techniques, and interactions with students. Teachers should be exposed to the philosophy that all students should have an equal educational opportunity, regardless of their race/ethnicity, social class, cultural differences, customs/traditions, or gender to address the diversity and differences effectively.

2.4 Concept of Diversity

The word 'diversity' has its origin in Latin word 'diversus' which means 'turned in different directions'. The Collins English Dictionary defines the word 'diversity' as 'the quality of being different or varied, a point of difference'. Similarly, the Oxford Dictionary postulates the meaning to the word as 'the wide variety of something'.

There are both narrow and broad view points in the definition of diversity. Narrow definitions emphasize race, ethnicity and gender (Nkomo & Cox, 1999). Cross et al. (1994) view diversity as 'focusing on issues of racism, sexism, heterosexism, classism, ableism, and other form of discrimination at the individual, identity group, and system levels'. Cox (1993) focuses on cultural diversity, which he defines as 'the representation, in one social system, of people with distinctly different group affiliation or cultural significance'.

In broader view of diversity, Thomas (1991), states 'diversity includes everyone, it is not something that is defined by race or gender. It extends to age, personal and corporate background, education, function, and personality. It includes lifestyle, sexual preference, geographic origin, tenure with the organization, exempt or nonexempt status, and management and non-management'. Jackson et al. (1993), use diversity 'to refer to situations in which the actors of interest are not alike with respect to some attributes.

Nkomo & Cox (1999) state that broad definitions imply all individual differences among people that is everyone is different. On the other hand narrow approaches which constrict diversity to race ethnicity and gender, tend to be interpreted as referring only to people who are in particular gender or racioethnic minority group in social system.

In school context, Boethel (2003), states that the terms 'diverse' and 'diversity' most commonly refers students who are different from the 'mainstream society'. As the word is commonly used, a diverse classroom or school population does not necessarily indicate a heterogeneous group of students. Rather the term tends to be used for any group of students, however homogeneous, most of whose members do not reflect mainstream characteristics (ibid).

Schools reflect the broader social phenomena as a whole, where people of different socio-economic status and cultural dispositions reside. They consist of students, teachers, parents and non teaching staff having varied perceptions, expectations, values, experiences, opinions and outlooks because each comes from a different background. In schools, diversity refers to the representation of different caste, ethnicity, language, religion, gender orientation, socio-economic groups. It also includes different levels of physical and mental ability, different talents, different lifestyles and family norms. Diversity in terms of a classroom situation means an array of caste, religion, ethnicity and languages as well as abilities and special needs (Rallis et al., 1995).

Jackson & Ruderman (1995) contend that it is the difference among members of some particular collectivity. According to O' Hair et al. (1995), it is the difference among people. These differences can be due to gender, age, ethnicity, physical abilities, religious affiliation and sexual orientation. Bowin & Harvey (2001) conceive the term in a broader sense. They suggested that diversity refers not only to caste, religion, ethnicity, language and gender; it refers to all kinds of differences. These differences include age, disability status, religion and education, in addition to gender, race, and nationality. Bowin and Harvey (2001) continue to argue that these groups share many common values, attitudes and perceptions, but also have cultural differences.

Cox and Beale (1997), go further on defining the term diversity. They conceive the term as a mix of people in one social system that has distinctly different social relevant group affiliations. They postulate that diversity means any differences between people, differences being related to social or cultural groups. Such groups when broadly defined include gender, race, class, education, religion, sexual orientation, physical and mental ability, nationality, ethnicity, work department, job level, and age among other differences.

Osland et al. (2001) defined the term more broadly. They stated that diversity is the differences with respect to ethnicity, race, gender, age, functional and educational backgrounds, lifestyle preferences, and tenure with the organization, personality traits, and way of thinking. Gentile (1996) asserts that diversity encompasses; gender, race, ethnicity, religion, sexual orientation, physical ability,

age, family status, economic backgrounds, geographical background and status, as well as behavioral diversity, that is, different learning styles, communication styles, work styles, aspirations, and so forth.

The term may have different meanings as per the context and the field of discipline. In the context of education sector in Nepal, and especially in this study, it refers to the individual characteristics of the students such as, caste/ethnicity, culture, religion, language, gender, location and socioeconomic status. It also includes different levels of physical and mental ability, talents, lifestyles and family norms.

2.4.1 Dimensions of Diversity

Human beings differ to each other in various aspects. In this concern Marilyn Loden and Judy Rosener (cited in Gardenswartz & Rowe, 1998) suggests the different dimensions of human diversity. According to Loden & Rosener human diversity can be divided into two dimensions i.e. primary dimensions, and secondary dimensions.

The primary dimensions along which humans differ are age, race, ethnicity, physical abilities, gender, and sexual orientation. The secondary dimensions of differences are the things that individuals can control and change. They are work background, geographic location, marital status, military experiences, religious beliefs, education, parental status, and income.

United Nations Department of Economic and Social Affairs (UNDESA) and Internal Institute of Administrative Sciences (IIAS) (2001) identified three categories of diversity in organizational setting.

2.4.1.1 Functional diversity implies differences based on organizational function and task.

2.4.1.2 Business diversity means different products and services offered to different clients and markets

2.4.1.3 Workforce diversity signifies different types of employees with different types of abilities. There are three different types of attributes to be taken into consideration.

- Occupational diversity includes ranges of occupations related to the organizational mission.

- Professional diversity addresses issues of training and credentials required or job performance
- Social diversity suggests variations and characteristics that identify the social identity of a person, such as gender, race, ethnicity, religion, sexual orientation and status.

Above mentioned dimensions and categories are presented in an organizational setting. Diversity in schools and especially diversity in student population may not coincide with that of Loden and Rosener's model and with that of UNDESA/IIAS. Therefore the primary dimensions and some of the secondary dimensions of Loden and Rosener as well as social diversity suggested by UNDESA/IIAS are taken into consideration in school context. The secondary dimensions; geographic location, religious beliefs, education, income are considered more relevant in school setting.

2.4.2 Diversity in Nepalese Context

The existing diversity in the country has its fundamental roots in its history. Today's Nepal has been formed by the migration of diverse groups from different places for over 2000 years (Pradhan & Shrestha, 2005). These migrated groups established their own separate political units and govern themselves through small principalities. However, those different political units were annexed into the greater Nepal in 1768, and integrated the diverse social groups into an overarching legal and social framework but the diverse cultural values, language, and religion of different social groups and ethnicity were remained in function.

Another source of diversity in the country is age long caste based social system. At present 103 different caste groups (CBS, 2002) are residing in the country. In caste based social system, the identity of a person is determined by caste rather than personal characteristics. This distinction is based on the Hindu religious system, which is a framework of Hindu social order and signifies division of labor, placement in social hierarchy and normative expectations of roles.

State laws and policies, imposed in different period of time in the history of Nepal, are also the sources of present diversity. In 1854, the Civil Code was promulgated in the country, which was mainly based on Hindu religious and legal

texts. It authorized the Hindu caste based system and endowed with differential rights, privileges, and duties according to their position in the caste system (Pradhan & Shrestha, 2005). However the country abolished legally sanctioned hierarchy and discrimination based on caste, ethnicity, and religion, it remains socially valid category and is the basis of everyday interaction and access to social resources.

In Nepal, more than 92 languages (CBS, 2002) are spoken as mother tongue by different caste and ethnic groups. Since Nepali is the official language, non Nepali speakers feel disadvantaged. Language situation is the crucial factor of diversity in education sector. Children from Nepali speaking family get benefited from language policy adopted in schooling and non-Nepali speakers feel difficulty in mastering basic knowledge and skills in schools (MOES, 2003).

Gender is also the major factor of diversity in the country. Although women constitute more than half segment of the population, they are relatively deprived group because they are discriminated against in relation to men even in their own households, in society and in many aspects of life (Acharya & Bennett, 1981). As a result of discrimination, women are less endowed with productive resources in terms of education, health and assets. Women from poor households tend to live in even more precarious conditions because of limited household resources and low income (MOES, 2004). The construction of gender and gender relations varies within the family, caste, ethnicity, class and region.

Economic status based stratification in the country has also facilitated the diversity. Economic status of the individual is the determining factor of what social and educational opportunities he would get and what social positions he would obtain in the society. Nepal is predominantly an agricultural country. Approximately 85 percent of its population is still earning their living from farming (CBS, 2002). The annual per capita income is USD \$ 269 and around 30 percent of the population is estimated to be living in poverty.

Nepal is a diverse country in terms of religious orientation. People are practicing different religions: such as Hinduism, Buddhism, Islam, Kirat, Jain, Kristian, Sikh, Bahai and others (CBS, 2002). The population of Hindus is about 80 percent. Other religions comprise remaining 20 percent. These religions have their own traditions, customs, values, beliefs and the celebrations. However the state has

acknowledged other religious groups and their faiths as well as declared religious holidays for other religious groups, including the Kirat, Islam and Christianity, the dominant practices are still in existence.

Nepal is a mountainous country with ragged terrain that creates a range of challenges. It limits the balanced development among the ecological zones. Significant geographical variations reflect the existing income poverty differentials. The pace of development is varied in urban and rural areas. The broad scattering of communities in the mountains limits access to services and resources that disadvantages peoples of rural areas. Human development indicators are low in almost all rural districts and poverty is more rampant, deeper and severe in rural areas. There are urban/rural variations in access to markets, services and information (MOES, 2004).

2.5 Concept of Diversity Management

Managing diversity is not a new notion. In fact historically the state has managed diversity most effectively but for purpose of assimilation or exclusion at both the individual and institutional dimensions. There are no patterns relating across human differences, thus prevailing attitudes and behaviors toward person biological, physical and socio cultural differences has been one of exclusion and control. Today, the shift of managing diversity is to one of inclusion and educational policies and programmes are in line with paradigm change.

The concept of diversity management evolved in the beginning of 1990s in USA. In 1960s and 1970s the concern of managing diversity was with ‘affirmative action’, whereas in 1980s the concern was with ‘valuing diversity’. Similarly, in 1990s ‘managing diversity’ gained momentum in organizational management. Traditional approaches to diversity are either based on the assimilation “discrimination and fairness” theme or on a differentiation “access and legitimacy” theme which matches the demographic characteristics of people to those of the marketplace (Thomas, 1996). The third theme of “learning and effectiveness” connects diversity to the actual doing of work which emerged in the mid 1990s and is premised on integration. Like other popular themes such as reengineering,

transformational leadership, team building and total quality management much is written on the topic of diversity management but only a limited amount of theoretical or empirically anchored work is offered in the writings, claims and pronouncements (Ivancevich & Gilbert, 2000).

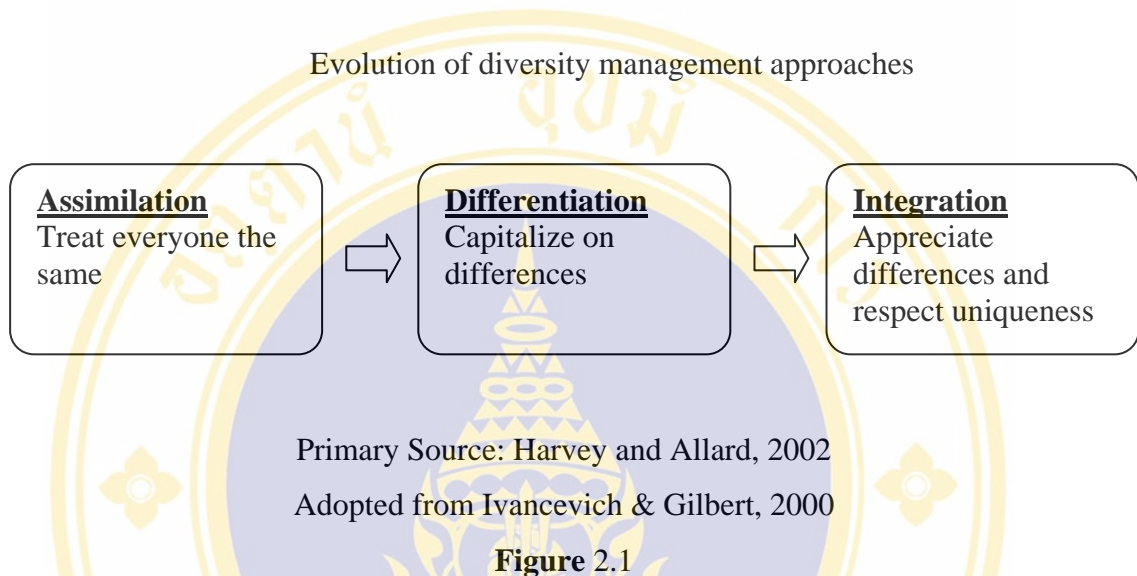


Figure 2.1 above presents the evolution of diversity management practices in the organizations. Before integration initiatives assimilation and differentiation were the practices to diversity management.

Thomas (1996) defined the term diversity management as a planned, systematic and comprehensive managerial process for developing an organizational environment in which all people, with their similarities and differences can contribute to the strategic and competitive advantage of the organization and where no one is excluded on the basis of factors unrelated to productivity. He further asserts that the challenge for management is to synthesize different cultural, racial, social, political, economic, educational and religious values.

Diversity Management intends to improve greater cultural synergy and the emphasis should not be on what make people different but rather focus on what they share in common. It is important that there is the move towards managing diversity in the organizations tended to admire the virtues of all cultures and of understanding these cultures. The tendency to judge people on the basis of stereotypes instead on the basis of individual capacity is rather unfortunate.

O'Hair et al. (1995) assert that the principal goal of managing diversity should not be to make everyone alike but to ensure that people have knowledge and the skills to successfully manage conflict from diverse cultural perspectives. Similarly Bowin and Harvey (2001) argue that managing diversity means not just tolerating differences, but supporting and using these differences as resources to the advantage of the organizations. Managing diversity necessitates that organizations make changes in their systems, structures, and management practices in order to eliminate any behavior that may exist to keep people from reaching their full potential. The goal should be not to treat all people as being the same, but rather to treat people as individuals, recognizing each person has different needs, which require different efforts to succeed (Bowin & Harvey, 2001).

Managing diversity in schooling means making a heterogeneous school environment supportive for the students to their potential in an equitable school environment where no one group has an advantage or a disadvantage over another. Cox and Beale (1997) contend that managing diversity consists of taking practical steps to create and sustain an organizational climate in which the potential for diversity related dynamics to hinder performance are minimized and the potential for diversity to enhance performance is maximized.

Educators should view the diversity as a resource and their constructivist minds should offer opportunities for learners to develop richer and deeper understandings of phenomena around them (Rallis, 1995). Ueda (cited in Ravitch & Vinovskis, 1995) contends that schools are challenged not to merely tolerate cultural pluralism but to be oriented towards the cultural enrichment of all children and youth, through programs rooted in the preservation and extension of cultural alternatives. Schools are the better places for developing an appreciation of one's own culture and other cultures. By so doing one is attempting to eradicate prejudice and discrimination to others.

Patterson (1993) states that management should: acknowledge that each learner is a unique individual and provide an appropriate educational program; seek to maximize the strengths of diverse learning styles and strategies; actively seek diverse viewpoints as a rich source of helping to see reality more fully and helping to dream

more creatively; and expect each school to develop its own sense of community; and accord to all peoples' dignity, respect, and worth.

The conference organized by United Nations Department of Economic and Social Affairs (UNDESA) in 2001 explored some challenges and benefits of diversity management initiatives in the organization. They suggested that there is likely to be some resistance on part of the majority groups, who feel that its chances of benefit will decreased or diminished and merit principles are compromised. Diversity management might highlight differences between social groups, polarize groups and produce conflict. It could challenge organizational culture, which often could be said to exclude or limit opportunities for certain categories of people.

In the same time they suggested some benefits of diversity management; such as: ethical, legal and political benefits manifest in the promotion of fairness and justice, achievement of peace, co-existence and stability, reduction of inequality. Similarly, they reiterated that it increases the potential for grassroots support for government programmes and policies, it enhances organizational insights and cultural sensitivity, decreases the chances of discrimination, enhances organizational reputation; reduce staff turnover and absenteeism, increases satisfaction of all stakeholders with a resultant improvement in service delivery.

In schools, children enroll with different capacity from different background. They may differ with each other in the basis of caste, ethnicity, religion, culture, gender orientation and languages. They may be the children for whom a lesson or textbook is not in their first languages, and the language of instruction is different from their first languages, the teacher and peers may not be form their own cultural background. There may be considerable differences between home environment and school environment which limits the normal process of socialization in schools. Therefore it is the responsibility of schools to create the environment where all children can learn. All children want to learn and all children want to feel included in classrooms and schools. Students need to feel that they can be themselves and be accepted and their identities are respected. When students feel that they belong in the classrooms they are more likely to participate in learning activities. It is not surprising that sense of belonging is also associated with higher academic performance.

Conversely lack of feeling of acceptance is associated with behavioral problems, lower achievement and drop out status.

2.6 Approaches to Diversity Management in Schooling

The problems concerning to differences and diversity in education sector are everywhere. Since diversity influences academic performance and life chances of the individual, it has been considered as one of the educational issues to be managed properly. In order to address the diverse needs of the student's population, the approaches prescribed by Ryan (2003) might be valuable in multicultural country like Nepal, which he described as conservative, liberal/pluralist and critical approaches.

2.6.1 Conservative Approaches to Diversity

Ryan (2003) asserts that conservative approaches revolve around the suspicion of differences. The approach believes on inherent capability of individuals. The cognitive abilities in a person are inherent, which means they are biologically determined, and are determinant of the future success. The advocates of the approach see the differences in others as a threatening and try to assimilate in mainstream. They use educational institutions to eliminate the differences. A key strategy in their drive to contain these threatening differences rested with assimilationist educational policies. The idea in this approach is to educate different others in ways that would prompt them to accept certain values. The argument behind the school failure is the home and community environments. By virtue of the cultural milieu in which they are raised, these particular students are said to be intellectually impoverished, culturally deprived and socially disadvantaged.

2.6.2 Liberal/pluralist Approaches to Diversity

According to Ryan (2003) liberal/pluralist approaches to difference in education began to surface in 1960s and 1970s. These approaches emerged as alternative to conservative approaches. Liberal/pluralist approaches valued differences. They emphasize that the values, traditions and lifestyles are to be nourished and cherished and not eliminated or assimilated. They advocate for the

right of different cultural groups to maintain their differences, and the corresponding obligation of other cultural groups to respect that right. They do not believe that differences get in the way of children's ability to master curricula. Nurture replaced nature as the reason of school failure (Erickson, 1987 referred in Ryan 2003). The supporters of the approach do not blame the difficulties that children have in school on their culture or nature. Problems arose in schools because of the discontinuities between the culture of the student and the culture of the school. Discontinuities rather than deficits are the causes of academic difficulties.

2.6.3 Critical Approaches to Diversity

Advocates (Ogbu, Ryan, and West, cited in Ryan, 2003) of critical approach to differences do not believe on cultural discontinuities as the primary reason of difficulties that student face mastering the curriculum. Instead they believe on the causes which are far beyond schools and the individual associated with them. The unequal power relationships embedded in social structures are the main causes of the school failure that transcend schools, families and individuals. They believed that incorporating the cultures of particular groups of students into classroom practice do not improve student performance and their eventual life chances. For them school failure is ultimately tied to permanent patterns of subordination and domination that characterize the relationships between upper class and minority groups. The real problem is not that various groups are different, but that certain groups are subject to systemic discriminatory practice both in school and out. According to Ogbu (in Ryan, 2003), minority groups do not share same faith in the system because of the social practice. Any meaningful changes cannot be expected in student or in their life chances without changes in the structural pattern that provide obstacles for certain groups of students. Most certainly superficial changes to school practices will not be enough to guarantee a fair chance to succeed.

Similarly, Cunningham and Cordeiro (2003) suggest approaches for the issues of cultural diversity. According to them cultural deficiency approach, cultural difference approach, single group studies approach, multicultural education approach and social justice education approach can be applied to deal with cultural diversity in education sector.

2.6.4 Cultural Deficiency Approach

The approach considers that children from some cultures come into school with deficiencies. They have minimal proficiency in dominant language and they are disadvantaged. Identification of such deficiency in the student's population and remediation of the issues is the responsibility of schooling. In recent years the deficit perspective is severely criticized because the approach labeled the children of certain groups having deficiency on acquiring education because of their background status.

2.6.5 Cultural Difference Approach

It considers the issues of cultural diversity are the manifestation of cultural differences. Children acquire the specific knowledge, attitudes, skills, and values from their family environment and social environment. Since the family and social environment is obviously different for each child to socialize, there may be less compatibility of cultural learning among the groups. According to Sleeter and Grant (1993: cited in Cunningham & Cordeiro, 2003), the main idea behind cultural difference approach is to ensure as much as cultural compatibility as possible. The focus is on building bridges between two cultures because there is the cultural mismatch.

2.6.6 Human Relations Approach

This of cultural diversity tends to treat the children as human beings and their potentiality is cared and valued. Cunningham & Cordeiro (2003) asserts that the major goal of a human relations approach is to help all students develop more positive attitudes toward people who are members of different racial, cultural and gender groups as well as to help students become better communicator. He suggested that group process and group facilitation which are part of cooperative learning, are methods of achieving these goals.

2.6.7 Single Group Studies Approach

As Sleeter and Grant (1993) suggest, the approach emphasis on the curriculum where a course, program, or an entire school focuses on a particular group. The goal in these programs is to "reduce social stratification and raise the status of group". The

arguments of this approach are based on reproduction theory. The proponents of the theory argue that schools are not passive sites where culture is simply transmitted. But, in the contrary, schools actually perpetuate, or reproduce inequalities that exist in society. Instead of equalizing people, schools reproduce the inequities that separate them.

2.6.8 Multicultural Education Approach

The approach values all the cultures which the students bring into the school. On multiculturalism, Sonia Nieto (2000, cited in Cunningham & Cordeiro, 2003) postulates that multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects all forms of discrimination in school and society and accepts and affirms pluralism that students, their communities, and teachers represent. She further posits that multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers and students and parents, and the very way the schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as the basis for social change, multicultural education furthers the democratic principles of social justice.

2.6.9 Social Justice Education Approach

The approach is the combination of all above mentioned approaches. The social justice approach deals more directly with oppression, social structural inequality based on race, social class, gender and disability. (Sleeter & Grant, 1993, cited by Cunningham & Cordeiro, 2003). The approach emphasis on critical pedagogy as well as contribution approach, the additive approach, transformational approach and social action approach of integration of ethnic contents in the curricular activities.

Since diversity is prevalent in Nepalese schools, the approaches discussed above might be useful on addressing diversity in education. However they are highly depend upon the social as well as national contexts. Moreover cultural deficit approach and single group approach looks outdated and extremely criticized by the

educators. In order to deal with diversity in education sector of the county multicultural education approach is seemed appropriate.

2.7 Multicultural Education

Multicultural education is the movement to accommodate diverse nature of the children in schools. According to Frisby (2005) the movement is based on group identity doctrine, difference doctrine, equity doctrine, inclusion doctrine, sensitivity doctrine, and sovereignty doctrine.

The *group identity doctrine* is built on the premise that to understand the individual, it is necessary to understand the group to which individual belongs because they are inextricably linked psychology to the groups. Thus the individuals are encouraged to view themselves as representatives of their groups.

The *difference doctrine* is based on three interrelated assumptions. First, each subgroup is assumed to have its own unique history, unique psychological and cultural characteristics and unique social concerns that differ from those of the mainstream or dominant culture of the society. Second assumption is that understanding the ways in which subgroups differ culturally is much more important compared to understanding the ways in which subgroups shares cultural similarities. Third assumption of the doctrine is that there are culturally specific interventions that are uniquely effective in improving academic outcomes for the children.

Equity doctrine is based on the principle that no individual should be subject to discrimination or unequal treatment on the basis of his/her group membership. The doctrine believes on equal opportunities for all students to develop to their fullest potential. Similarly, *inclusion doctrine* based on the principle of including everyone in the social system. It is an attitude, value and belief system for embracing all children, making a commitment to do whatever it takes to provide each student in the community.

Sensitivity doctrine emphasizes on cultural sensitivity by all groups of the society. It includes knowledge that cultural differences and similarities exists, appreciation and respect for cultural variations as well as groups and individual differences, developing a respect for the values and beliefs of different cultures, the

ability to accurately judge a cultural situation from both one's own and the other's cultural viewpoint. The *sovereignty doctrine* based on the autonomy of individual, groups, organizations to construct their own exclusive reality, norms and standards.

Based on the above mentioned doctrines, the goals of multicultural education consist of school reform programs that incorporate strategies, theories, awareness, and sensitivity training techniques into an education program to promote equal educational opportunities for all. Specifically, these opportunities for students involve empowerment, exposure, awareness, and sensitivity.

Banks (2001) introduced five dimensions that are encompassed in the ideology of multicultural education as a framework for educators. The first dimension, "content integration," involves an emphasis on curriculum. The dimension focuses on examples and content used in the classroom that represents various cultures and groups to discuss "key concepts, principles, generalizations, and theories" (Banks, 2001). The dimension of "constructing knowledge" consists of methods, activities, and questions teachers use to help students explore and investigate information presented in lectures, texts, and other sources. The purpose of this dimension is to allow students to examine how cultural assumptions, perspectives, and biases influence the construction of knowledge.

The next three dimensions focus on prejudice, pedagogy, and empowerment. The prejudice reduction dimension emphasizes the use of "strategies that can be used to help students develop more democratic attitudes and values" (Banks, 2001). Teacher modifications, such as the way teachers teach, assess, and facilitate learning in the classroom are the highlight of the equity pedagogy dimension. Lastly, the dimension labeled empowering school culture and social structure involves "restructuring the culture and organization of the school so that students from diverse racial, ethnic, and gender groups will experience equality" (Banks, 2001).

The components of multicultural education are not limited to content integration and discussions about differences; it also demands that prejudice reduction, equity pedagogy, forums for discussion on social justice, encouragement of critical thinking, and empowerment of school culture and social structure be integrated in the schools. The integration should not start or end at the classroom level. The factors should be conceptualized and enforced throughout the entire school because they impact all

aspects of school, such as instructional strategies, staff development and training, communication with parents, and student support services.

Vogt (1997) a proponent of multicultural education argues that the main focus of multicultural education is social diversity and the celebration of that diversity. He asserts that diversity of learner population enhances quality rather than hindering the excellence. Proponents of diversity argue that acceptance of diversity in schools indicate a commitment by the school management to opening up learning opportunities to all sections of the community. For the celebration of diversity in schools, it must be managed carefully so that no group of learners becomes marginalized within the school environment (ibid).

2.8 Role of Teachers in Diversity Management

In Nepalese context school functioning is fully dependent on teachers. Because of the lack of community participation and authority school management, teachers are the sole agents for school operation. Moreover, teachers generally have to deal with learners from a variety of cultural backgrounds and socioeconomic status. In such circumstances teachers need to recognize the diversity and differences of student's population and address individual needs and interests of the children to improve the status of whole education system. However, they need to acquire certain kind of skills deemed appropriate in managing diversity effectively.

Teachers need to play their part and perform the duties as responsibility bearers and responsibility accomplishers. Davis (1986) argues that the desire for change in education is really a matter of professional integrity of the educator. If the principles of equality, fairness and justice are really important, the "buck cannot be passed" to education authorities. An educator does not need to seek permission to do what is educationally, professionally and ethically right. Davis (1986) goes further to argue that the goal for the educator committed to bring about change in education is to teach from a perspective, which is not based on an ideology of cultural superiority or any other. A learning environment may thus be created in which learners are motivated towards successful learning skills, information, values, beliefs and attitudes that will enable them to participate effectively within a multicultural setting.

Rallis et al. (1995) contend that the role of teachers is to help children discover their own value and that of others as learners and so provide positive contributions to the classroom community. The teachers' responsibility is to ensure that each child is reaping the maximum benefits from school environment. In addition, they assert that educators have indeed an unavoidable role to play in managing cultural diversity. They argue that teachers are the change makers and thus they are increasingly challenged to assume the responsibility of a significant new role that combines the skills of an architect, a catalyst, a diplomat and an ambassador.

Dynamic teachers see individual children, not categories. They believe all children learn, and they know that each child uses a different approach and brings a somewhat different perspective. All children do not look alike, nor do they think alike. Therefore teachers need to behave according to the diverse needs of the children. Leistyna (1999) maintains that educators today should be equipped with diversity skills in order to transform the education system. He warns educators not to fall into what Paulo Freire (1970) refers to as the "banking model of education". This occurs when educators perceive learners as empty containers that need to be filled with pre-established bodies of knowledge and learners are treated as objects that are acted upon, rather than as knowledgeable participants in the construction of deep, meaningful and transformative learning experiences.

Leistyna (1999) continues to argue in favor of educators teaching social skills and providing an open invitation to community members to come into the schools and share their experiences about their social and cultural backgrounds with others. To some extent teachers can manage diversity by building a rapport with the parents of the learners. Through this kind of interaction teachers can pick up valuable cues and thus better understand learners from that particular cultural group. However, there is a problem, as teachers seem to be grounded in a relativistic stance on culture and diversity. It is a fact that teachers like all human beings belongs in cultural communities. Obviously they too have cultural differences and preferences. Therefore teachers need to deepen their understanding of facts of disadvantage in the society; to acknowledge and identify the unconscious attitudes still embedded in the language and culture; and to find ways in which the school itself may embody forms of institutionalized domination.

In order to work effectively with culturally and linguistically diverse students in schools, teachers must understand the cultural backgrounds of students and cultural settings of the schools to be able to develop effective teaching and learning strategies (Sharma, 2005). Teachers' perceptions and attitudes about diverse students in the classrooms are the key factors in motivating, educating, and making a difference in the education of students irrespective of their gender, ethnicity, age, religion, language, or exceptionality.

According to Gay (1994), teachers often perceive their values, beliefs, and actions as the standard norms, and what they know and what they teach is governed by educational principles of teaching. Due to the lack of understanding of ethnic, racial, social, and linguistic diversity of students, teachers can engage themselves consciously or unconsciously in mis-education practices. Sharma (2005) states that due to the failure on the part of teachers to understand, accept, and appreciate who these students are, students feel that the school environment is alien and hostile toward them. This situation causes stress, anxiety, and a feeling of a lack of support among students, which can affect students' daily academic performance.

According to Costa (1997), formal education depends upon the attitudes and professional preparedness of teachers. It becomes all the more critical to have appropriate attitudes, perceptions and professional preparation to teach effectively in multicultural classrooms. Pena (1997) noted that analyses, related to teachers' perceptions, indicate that educators spend little time getting to know their students and, therefore, have very little knowledge about them. At the same time, the students from the cultural minority groups experience rejection by their teachers because of their teachers' perceptions and lack of preparation to teach such students.

As Sharma (2005) stated, in formal situations, teachers knowingly deny the fact that the presence of cultural minority students causes problems. However, in informal conversations, these same teachers provide negative and conflicting stories about minority students. They complain that these students have language deficits for which the teachers have to compensate.

Teaching effectively in a multicultural classroom requires culturally sensitive strategies and content to provide equal opportunities for academic success and individual growth of all students. The most effective teachers have learned to

understand the cultures of students and their students trust them. Teacher can apply observational, empirical, and analytical skills to monitor, evaluate, and revise their own teaching styles. They need to develop an awareness of their own cultural perspectives, beliefs and behaviors and to be aware that their own cultural perspective is not the universal perspective. Teachers need to acquire multicultural competence, the ability to be functional in cross-cultural settings, and be able to interact and communicate effectively with culturally diverse students and their parents.

Osland et al. (2001) suggested that teachers need to know their culture, other cultures, understand why members of the other cultures hold the values they do and behave as they do, look for strengths in the other culture rather than focusing on weaknesses or differences, respect the other culture and bear in mind that it is the ability to create relationships and work through others that leads to effectiveness, recognize the degree to which they are ethnocentric and keep it in check, listen actively so that people from other cultures can guide and so that the organization will benefit from its diversity, and use management techniques or intervention strategies that will be appropriate for the given social environment.

Teachers are the key persons in school functioning as well as in the implementation of educational reforms in education sector. Therefore they have to think about their responsibility toward children, society and the nation at large. They should know that the future of the nation is in the hand of teachers. In order to educate all children from different background successfully teachers need to value diversity and differences of the students and encourage them to develop and flourish.

2.9 Role of School Culture in Diversity Management

Every organization has its own norms, values and beliefs of functioning and interacting with its environment, which is known as organizational culture. Organizational culture relates to the set of important values, beliefs and understandings that members share in common which provides patterned way of thinking, feeling, and reacting that guide decision making and other activities of organizational participants (Kast & Rosenzweig, 1985). Similarly Cornelius (2001) stated that organizational culture refers to the traditions, beliefs, and norms of

behavior and management style that characterize a particular organization. While Armstrong (1999) defines organizational culture or corporate culture as the pattern of values, norms, beliefs, attitudes and assumptions that may not be articulated but shaped the ways in which people behave and things get done.

Hargreaves (referred in Harris et al., 1997) advocates a collegial school culture where members elect their head, power is shared, subject to the statutes and ordinances and there is a collective responsibility. In collegial school culture there is a close integration of the social control and social cohesion and this is evident in their mission. Policies tend to be whole-school policies, which are not accepted without consensual support and commitment. The implementation of such policies is achieved by the truthful delegation of responsibilities.

Organizational culture is the key to successful organizational life and peaceful co-existence. Schools need to maintain the culture which ensures meaningful learning. Hargreaves (cited in Harris et.al.1997) suggests that a school culture that is characterized by a relaxed, carefree and cozy atmosphere and places emphasis on informal, friendly educator-learner relations facilitates the management of diversity. In such a culture the focus is on individual learner development within a nurturing environment. In this kind of a school culture learners from diverse backgrounds could blossom according to their inherent talents.

Garibaldi (cited in Dilworth, 1992) asserts that the notion of school culture or climate is an intangible construct that refers to the assumptions, understandings and implicit rules of behavior that characterize the school as organization. In order for school culture to accommodate a diverse learner population, it is critical for teachers to understand the issue of diversity, as well as the norms and structures that contribute to the culture of the school. Garibaldi (referred in Dilworth, 1992) further argues that the culture of a school is affected by the consistent or inconsistent enforcement of the school procedures, rules and beliefs that guide daily affairs of the staff and learners.

In open systems organizations like schools, culture is shaped as par the understanding of the people in a broader society. Every school is located in a particular social milieu. Where social environment of the school is multicultural it is easier for the school to be multicultural. If the society values diversity, the school culture can be shaped easily to celebrate diversity. In reality, the dominant societal

culture always impinges on the school. Therefore, schools responsibility is not only to deal with student's diversity, schools are responsible for the transformation of school culture and hidden curriculum in order to provide all students conducive environment.

2.10 Related Researches

Teachers are the foundations of effective schools. In terms of student achievement, teacher is a more significant factor than any other kind of school resources. The willingness of teachers to take responsibility of their own professional growth, to reflect on their practices, trial of new approaches and make future strategies to deal with diverse student's population depends upon teacher's perceptions and attitudes. Therefore knowledge about teacher's perceptions and attitudes are very important in education sector to initiate successful educational programmes toward diversity management. That's why many researchers have studied teacher perceptions to support educators and policymakers in this line. The review of some selected studies carried out to measure the teacher's perceptions of diversity management and multicultural education are presented below.

In the context of South Africa, Grobler et al. (2006) studied the perceptions of educators and principals on the management of cultural diversity as an aspect of school effectiveness. The purpose of the research was to investigate what factors impact upon the successful creation of a school environment for the effective management of cultural diversity. The study measured the perception of educators and principles on the management of cultural diversity as an aspect of school effectiveness. The researcher used quantitative method to measure the perceptions on a six point Likert scale. The factors post level of educators, principals gender, types of school, department of education, level of discipline, age, teaching experience, mother tongue were included in the study.

The research revealed that the school environment for the effective management of cultural diversity can be achieved through creative approaches to professional management and school governance, characterized by a collaborative management style. The research further revealed that there was statistically significant difference between male and female on their perceptions regarding the effective

stakeholder involvement in the governance of cultural diversity. It showed that female principals were more effective at involving the stakeholders in managing cultural diversity. Similarly the research revealed that experienced teachers had higher level of perceptions rather than their inexperienced counterparts. The research found that the older groups of the respondents had higher level of perceptions of the ability of their school to manage cultural diversity. Respondent's mother tongue had also influential role in their perceptions. The research found no statistically significant difference between trained and untrained teachers and between different qualification groups.

Sharondrea R. King (2004) studied on 'Pre-service teachers' perception and knowledge of multicultural education' to investigate pre-service teachers' perceptions about multicultural education and diversity, knowledge of issues related to multicultural education, competency in teaching minority students, and their perception of the preparation provided by the university for teaching minority students. Using multi-method to examine the researcher measured general knowledge of cultural diversity, pre-service teacher student relationships, behavioral teaching skills and cultural awareness of the respondents.

The research found that there was the need for teacher education programs to improve their efforts in providing pre-service teachers with opportunities to learn and apply their knowledge in teaching minority students. The research indicated there is the necessity of more direction from universities in teaching minority students. The study also suggested that support from administrators was essential for teachers entering the school system. Schools should also increase their efforts in training about cultural sensitivity, the use of strategies that reduce prejudice and discrimination in classrooms and empower students, and training that facilitates positive communication with parents of minority students in order to better meet the needs of the child. In addition, efforts should include dialogue in school that addresses cultural assumptions, bias, and accepting the perspective of others.

Angela Surakkhaka (2002) studied on 'the effect of a diverse community of teachers' on professional development in Thai schools. The purpose of the study was to examine the difference between Thai and native English speaking teachers in terms of their preferences for the topics, frameworks and processes for professional development. The research revealed that Thai and foreign teachers have different

perceptions on several aspects of topics, frameworks, and processes for professional development. Thai teachers do not perceive the issue of diversity on professional development planning as important as foreign teachers. The study concluded that teachers from different cultures have different experiences and that they bring these differences to work. Thus the school administrators should be aware of the human diversity within the workplace and different approaches should be considered when planning professional development for a diverse group of teachers.

Cardona (2005) carried out the study on teachers' beliefs about diversity in personal and professional contexts. The study aimed to investigate whether beliefs about diversity differed depending on their personal and professional context. The study was carried out in the context of Spain. The research revealed that teacher's beliefs varied according to their personal and professional context. They were more likely to agree with issues of diversity at a professional level than at a personal level. Similarly, the beliefs of inexperienced and experienced teachers varied significantly favoring inexperienced educators.

Shwu-Yong L. Hwang (2001) employing the quantitative research design conducted the study aiming to investigate the teacher's perceptions of high school environments to determine whether gender was a differentiating factor in the schools of southern region of USA. The researcher included job satisfaction, collegiality, teacher-student relations, principal leadership, ethnic equity, teacher influence, and student discipline in the study.

The study revealed that most of the teachers had favorable perceptions toward school environment. Teachers enjoyed teaching in their position, they thought positively of their principals, all teachers committed to their responsibility, and teachers worked well with other teachers in the school. Many of these teachers went out of their way to help students succeed and were respected by students. They also felt that teachers had a certain influence on students, such as helping students to increase standardized test scores and preventing students from dropping out. Teachers did perceive racial inequity in academic expectations and school standards. The disparity between the make-up of the teaching force and student population partially could explain the existence of this problem. The study identified gender as variable differentiating teachers' perceptions of school environment. Female teachers

perceived their school environments more favorably than their male counterparts. They reported better relations with colleagues and students. They believed that they had greater influence on students and in formulating school programs than male teachers did. They reported better discipline control and job satisfaction. Research revealed that there was gender-related difference in the subject areas that teachers taught; yet there was no significant correlation between teachers' perceptions of school environment and the subjects which they taught. It was revealed that the differences in communication styles between men and women influence the way in which they see the school environment and the way they work together.

2.11 Conclusion

In this chapter theories related to management of diverse student population such as; socio-cultural theory of learning, cultural reproduction theory and systems theory to management are reviewed. Similarly, concepts regarding perception, diversity, diversity management, and other approaches to diversity have been dealt. In addition, the researches which are found relevant to this study are reviewed. The description may be helpful on understanding what diversity is all about and why the need for schools to have the necessary provisions for effective diversity management. The underlying rationale is the fact that unless cultural, ethnic, caste, geographical, linguistic and individual diversity is managed efficiently and effectively, schools cannot be able to provide opportunity to diverse students for developing to their fullest potential. It is clear that schools should have understanding that people with their diversity and differences can contribute to the advantage of organization and children can learn along with their diversity and differences.

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapter reviewed the literature concerning the main theoretical concepts of the study. In the chapter, theoretical framework of the study, concepts regarding perception, diversity and diversity management, approaches to diversity management and related researches to the study were reviewed. In addition the chapter presented brief overview of the development of schooling along with different historical as well as political phases and brief account of prevailing diversity in the country. In this chapter the research design used to carryout the study, population and sample, sampling procedure, research instrument, data collection process and data analysis scheme has been presented in following sections.

- 3.1 Research design
- 3.2 Population and sample
- 3.3 Research instruments
- 3.4 Data collection
- 3.5 Data analysis

3.1 Research Design

The study aimed to devise the general guidelines for effective diversity management in Nepalese primary schools exploring level of teacher perceptions of diversity management and examining the influence of personal socio demographic characteristics on perceptions of diversity management. The researcher used both qualitative and quantitative research design for the study, as single research design could not cover up the intention of the study. Quantitative data were collected through simple descriptive survey and qualitative data were gathered through group interview i.e. focus group discussion. Simple descriptive survey which explored factual information about socio-demographic details and teacher perceptions of diversity

management at three levels of management: personal, professional and organizational. The researcher employed focus group discussion to reveal the surface aspects of teacher perceptions of diversity management in school context.

3.2 Population and Sample

3.2.1 Population

The study covered 36 primary schools (grades 1-5) of five administrative districts. The population of the study was 220 who were the teachers working in 36 sample schools.

3.2.2 Sample

In this study, the researcher used multistage sampling procedure. In the first stage 5 administrative districts were selected out of 75 districts using purposive sampling procedure. The purpose of the sampling was to include the districts with diverse characteristics in terms of geographical location, culture, language and Human Development Index (HDI).

The Human Development Report - 2004, published by United Nations Development Program, Nepal, was taken into consideration while selecting the districts. The report has categorized 75 districts of the country in 5 groups as per the human development Index. In category of < 0.400 HDI, there were 15 districts; in category of $0.400-0.449$ HDI, there were 18 districts; in category of $0.450-0.499$ HDI, there were 26 districts; in category of $0.500-0.549$ HDI, there were 12 districts; and in category of >0.550 HDI, there were 4 districts. The researcher selected one district from each category that represented the overall human development situation of the country with socio-demographic, geographical and cultural variations. In the process of purposive sampling, Baitadi district from low category, Dadeldhura district from rather low category, Kanchanpur district from moderate category, Bhaktapur district from rather high category and Kathmandu districts from high category were selected.

In second stage, cluster sampling was used. Since, using a random sampling could spread the sample schools over the whole districts incurring high costs and much time, only schools and teachers of municipal clusters from five selected districts

were taken as the population of the study. After deciding the research site, sample size (n) was determined considering the teacher population within the 5 clusters. The simplified formula propounded by Yamane (1968) to calculate sample sizes was used with a 95% confidence level and $P = .05$.

Formula for calculating sample size:

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

Where,

e = Error of random sampling = 5% (0.05)

N = Population size

n = Sampling size

Since, the total population for this study was 220 teachers of primary schools; the researcher calculated the sample size as follows.

$$n = \frac{220}{1+220(.05)^2} = 142 \text{ samples}$$

Thus, the sample size after calculation was 142 teachers working in primary schools of sample clusters of sample districts. After determining the total sample size of the respondents, the number in a cluster of sample districts was determined by using proportional probability procedure. The schools were selected using simple random sampling. All teachers of sample schools were the respondents of the study.

Table 3.1: Number of sample schools and sample teachers

Name of District	Name of cluster (Municipality)	No.	No.	%	No.	No.
		Total Schools	Total Teachers		Schools Sampled	Teachers Sampled
1. Baitadi	Dasrath Chand	7	21	10	4	15
2. Dadeldhura	Amargadhi	14	43	19	8	27
3. Kanchanpur	Mahendranagar	13	45	20	6	28
4. Bhaktapur	Bhaktapur	15	43	20	7	28
5. Kathmandu	Kathmandu	18	68	31	11	44
Total		67	220	100	36	142

Sample populations distributed by schools are shown in Appendix A.

3.3 Research Instruments

The data collection instrument of this research comprised of 1 set of survey questionnaire and 1 set of focus group discussion guidelines.

3.3.1 Survey Questionnaire

The self report questionnaire was used to explore teachers' perceptions of diversity management on personal, professional and organizational level of management. The researcher developed questionnaire on the basis of educational concepts, theories and researches concerning to the perceptions of teacher's regarding school management in general and diversity management in particular. The questionnaire was divided into two sections.

Section A

This section was intended to explore socio-demographic characteristics of the respondents which included gender, age, qualification, work experience, training, religion, language, ethnicity, cultural status, income level, place of origin and school location. The answers to the questions were choice or filled in.

Section B

The section of the questionnaire was intended to measure teachers' perceptions on diversity management in school level with respect to personal, professional, and organizational level of management. The questionnaire was constructed based on five-point Likert scale, which identified different levels of perceptions of primary school teachers on diversity management.

The questionnaire entailed the following types of questions: statements indicating a choice on a 5 point Likert scale that respondents had to respond as follows:

- Strongly agree
- Agree to a certain extent
- Undecided
- Disagree to a certain extent
- Strongly disagree

The survey questionnaire is shown in Appendix B.

The marking criterion for the level of perceptions was as follows which depend on the nature of the question e.g. positive or negative.

Table 3.2: Marking criteria for rating scale

Rating Scale	Marking Criteria	
	Positive questions	Negative questions
Strongly agree	5	1
Agree to a certain extent	4	2
Undecided	3	3
Disagree to a certain extent	2	4
Strongly disagree	1	5

To explain the perceptions on diversity management the following categories were determined. Overall perceptions were divided into 5 categories i.e. high, rather high, moderate, rather low and low. The researcher derived the criteria as follows:

$$\frac{\text{Highest mark-Lowest mark}}{\text{Class interval of mark}} = \frac{5-1}{5} = 0.8$$

Using the above criteria, the researcher interpreted the level of perceptions on diversity management as follows. When mean values were obtained, they were compared to the level under the following criteria.

- Mean value, between 4.21 - 5.00 indicated high level of perceptions.
- Mean value, between 3.41 - 4.20 indicated rather high level of perceptions.
- Mean value, between 2.61 - 3.40 indicated moderate level of perceptions.
- Mean value, between 1.81 - 2.60 indicated rather low level of perceptions.
- Mean value, between 1.00 - 1.80 indicated low level of perceptions.

3.3.1.1 Reliability and Validity of the Questionnaire

○ Reliability

The questionnaire was pre-tested with 30 primary school teachers, who were not included in sample group, to determine the reliability. The internal consistency of

the descriptive survey questionnaire was assessed by calculating Cronbach's coefficient alpha (α).

$$\alpha = \frac{n}{n-1} \left\{ \frac{1 - \sum s_i^2}{s_t^2} \right\}$$

Where, α represents coefficient of reliability
 n represents number of questions in the instrument
 s_i^2 represents score variation for each equation
 s_t^2 represents score variation for the whole instruments

Generally, reliability coefficient of .70 or higher is considered 'acceptable' in most social science research situations, the researcher employed the cutoff point as the basis for evaluating reliability. Since, the obtained alpha (α) coefficient for reliability test was .84, the questionnaire was accepted for administering in the sample respondents.

o **Validity**

To determine content validity of the questionnaire, it was shared with the team of advisors in the Department of Education, Mahidol University. The constructive comments and suggestions of the advisory team were taken as of great value and incorporated into the final questionnaire.

3.3.2 Guidelines for Focus Group Discussion

In order to collect qualitative data from focus group discussion, the researcher developed and used the focus group discussion guidelines. The guidelines included the procedure and the content of the discussion. The guidelines covered the discussion points such as the knowledge on diversity in student's population, impact of diversity in school performance and the academic achievement of the students, the current status diversity management, the role of teachers to create by the conducive environment in the school, and the views on future strategies to diversity management. The detailed guideline is presented in Appendix C.

3.4 Data Collection

In order for the access to schools in the sample districts, the researcher presented the official letter of the Faculty of Graduate Studies, Mahidol University, in the Ministry of Education and Sports (MOES), Nepal, which requested for the help and cooperation in data collection process and introduced the researcher along with the objectives of the research. By presenting the documents, the researcher obtained the letter from the Ministry which requested the concerned District Education Offices to help support the researcher on data collection.

Along with an official letter from the ministry, the researcher approached to the concerned District Education Offices and requested them to provide necessary information concerning to the primary schools within the districts and request the sample schools to support the researcher. Being the employee of the Ministry of Education and Sports and above official procedures made the data collection procedure more comfortable.

The researcher appointed 2 assistants from among the masters' degree students at Tribhuvan University. The appointed assistants were experienced in collecting data as they did it in their course work. A brief orientation was done to provide the assistants with the details of the questionnaire and the methods of approaching the respondents with friendly manner. Then the researcher set the plan to collect the data within 5th November, 2006 to 10th December, 2006.

Principals and teachers were approached and requested for their responses on the questionnaire. The questionnaires were distributed to the teachers of sampled schools with the help of researcher assistants. After completion the researcher and the assistants collected the questionnaires themselves. Total of 142 questionnaires were administered in the study. Since the questionnaires were delivered to and collected from by the researcher and the assistants themselves, the response rate was 100 percent.

In order to collect qualitative data, the researcher conducted one focus group discussion in Bhaktapur district. The participants of the focus group discussion were teachers, parents, and resource person. 10 participants were invited for about 2 hour's discussion. The research assistants were oriented about their roles during the

discussion. The researcher played the role of moderator and facilitated the discussion. In addition, the researcher made notes of the insights from the participants along with research assistants. The detailed guideline has been shown in Appendix C.

3.5 Data Analysis

Responses to the questionnaires were checked out to ensure the completeness of the data and data dictionary was developed. The data were analyzed by using Statistical Package for social Science for windows (SPSS) version 11.5. Both descriptive and inferential analysis of the data was undertaken. Descriptive analysis was done to describe the respondent's general characteristics and their perceptions on diversity management in personal, professional, and organizational level of management in percentage, mode, mean, and standard deviation.

Parametric analysis of the data was employed to examine whether there was any effects of socio-demographic characteristics over the perceptions of the respondents on diversity management. For that purpose Student's t test (one tailed) and Analysis of Variance (ANOVA) was used in the confidence level of 0.05. Fisher's Least Significance Difference (LSD) was used in post hoc test to determine which groups were actually differed from other groups.

The information of the focus group discussion, which was obtained from session notes and transcripts, was translated in English and coded according to the themes. The qualitative data were abstracted and content analysis approach was used to analyze the qualitative data.

CHAPTER 4

RESULTS

The previous chapter discussed on the methodology of this research which intended to measure the level of teacher perceptions of diversity management in Nepalese primary schools. The research design, population and sampling, research instruments, data collection procedure and data analysis strategy were discussed. Reliability and validity of the instrument were also discussed in the chapter.

The main objective of the study was to devise general guidelines for effective diversity management in Nepalese primary schools. The specific objectives of the study were to measure the level of teacher perceptions of diversity management, to analyze the level of teacher perceptions in terms of socio-demographic characteristics of the respondents and to devise the general guidelines based on the research results. In this chapter the results are analyzed to answer the following research questions.

1. What perceptions do primary teachers have about diversity management?
2. Do the individual socio demographic characteristics affect on teacher perceptions of diversity management in assumed direction?
3. What guidelines could be provided to enhance the effective management of diversity in schools?

The following research hypotheses were tested to determine whether there was any significant effect of personal socio demographic factors on teacher perceptions of diversity management and the direction of such differences.

1. Female teachers have higher level of perceptions of diversity management than male teachers.
2. Older teachers have higher level of perceptions of diversity management than younger teachers.
3. Teachers with higher qualification have higher level of perceptions of diversity management than teachers with lower qualification.

4. Experienced teachers have higher level of perceptions of diversity management than less experienced teachers.
5. Trained teachers have higher level of perceptions of diversity management than untrained teachers.
6. Non-Hindu teachers have higher level of perceptions of diversity management than Hindu teachers.
7. Teachers with non-Nepali mother tongue have higher level of perceptions of diversity management than teachers with Nepali mother tongue.
8. Teachers with ethnic identity have higher level of perceptions of diversity management than non-ethnic teachers.
9. Teachers with minority cultural status have higher level of perceptions of diversity management than teachers with mainstream cultural status.
10. Teachers with low income level have higher level of perceptions of diversity management than teachers with high income level.
11. Teachers from urban region have higher level of perceptions of diversity management than teachers from rural areas.
12. Teachers, working in urban schools have higher level of perceptions of diversity management than teachers working in rural schools.

The chapter presents the description of individual socio demographic characteristics of the sample and statistical analysis of teacher perceptions based on the responses on 'diversity management questionnaire' and focus group discussion. The significant findings on teacher perceptions are presented and analyzed. Similarly, the findings obtained from analysis are synthesized to devise the general guidelines for effective diversity management in Nepalese primary schools. The presentation of the chapter is anchored in the following sections:

- 4.1 Socio-demographic characteristics of the sample
- 4.2 Level of teacher perceptions of diversity management
- 4.3 Analysis of the difference between individual factors and its effects on the level of teacher perceptions of diversity management.
- 4.4 Analysis of the data form focus group discussion
- 4.5 Summary of research results
- 4.6 Guidelines for strengthening diversity management practices in schools

4.1 Socio Demographic Characteristics of the Sample

Table 4.1: Number and Percentage of the Sample Classified by Personal Socio Demographic Characteristics

Socio Demographic Characteristics	Number (n = 142)	Percentage (100%)
Gender:		
Male	77	54.20
Female	65	45.80
Age		
20-32 years	35	24.60
33-44 years	67	47.20
45-56 years	40	28.20
$\bar{X} = 38.7$ $SD = 8.9$		
Qualification		
SLC	70	49.30
Intermediate	42	29.60
Bachelor & above	30	21.10
Experience		
1 to 12 years	47	33.10
13 to 24 years	69	48.60
25 to 36 years	26	18.30
$\bar{X} = 16.3$ $SD = 8.5$		
Training		
Trained	91	64.10
Untrained	51	35.90
Religion		
Hindu	110	77.50
Non-Hindu	32	22.50
Language		
Nepali	81	57.00
Non-Nepali	61	43.00
Ethnicity		
Non-ethnic	105	73.94
Ethnic	37	26.06

Table 4.1: Number and Percentage of the Sample Classified by Personal Socio Demographic Characteristics (Cont.)

Socio Demographic Characteristics	Number (n = 142)	Percentage (100%)
Cultural Status		
Mainstream	106	74.64
Minority	36	25.36
Income		
NRs. 60000-70000	63	44.40
NRs. 71000-80000	45	31.70
NRs. 81000-90000	15	10.60
NRs. 91000-100000	19	13.40
$\bar{X} = 74,126.80$ SD = 12,622.10		
Region of Origin		
Hill	71	50.00
Terai	23	16.20
Valley	48	33.80
School Location		
Rural	40	28.20
Semi-Urban	29	20.40
Urban	73	51.40

Table 4.1 above shows the socio-demographic characteristics of the respondents. The total number of sample was 142 primary school teachers working in the different primary schools within five municipal clusters of five administrative districts. The majority of the sample was male with 54.20 percent (77 respondents) while female contributed 45.80 percent (65 respondents) of the total sample.

The average (\bar{X}) age of the respondents was 38.70 years with standard deviation of 8.90. The minimum age of the respondents was 20 years and the maximum age was 56 years. The majority of respondents fell under the age group of 33-44 years (47.20 percent), followed by age group of 45-56 years (28.20 percent) and age group of 20-32 years (24.60 percent). Within the age group of 20-32 years, there were 35 respondents, while within the age group of 33-44 years and 45-56 years, there were 67 and 40 respondents respectively.

With respect to the academic qualification of the respondents, majority had obtained School Leaving Certificate (SLC), followed by the respondents with Intermediate and Bachelor & above degree. Among the sample, 70 (49.30 percent) respondents were SLC graduates, 42 (29.60 percent) respondents were Intermediates and 30 (21.10 percent) respondents were Bachelor and above degree holders.

The average (\bar{X}) year of experience for the respondents was 16.30 with standard deviation of 8.50. The duration of experience ranged from minimum 1 year to maximum 36 years. The majority of the respondents fell under the experience group of 13-24 years, followed by experienced group of 1-12 years and experienced group of 25-36 years. Out of 142 respondents, 47 (33.10 percent) respondents came under the experienced group of 1-12 years, 69 (48.60 percent) came under the experienced group of 13-24 years and 26 (28.30 percent) fell under the experienced group of 25-36 years. With respects to the training status of the sample group, 91 (64.10 percent) respondents had obtained teacher training, while 51 (35.90 percent) respondents were untrained.

In terms of religion, most of the respondents were Hindus. 110 (77.50 percent) respondents were affiliated with Hindu religious traditions and 32 (22.50 percent) respondents were aligned with other than Hindu religion. Most of the respondents were the speaker of Nepali language as their mother tongue. Among the sample group 81 (57.00 percent) respondents were the speakers of Nepali language as mother tongue and 61(43.00 percent) respondents were the speakers of other than Nepali language as mother tongue. Majority of the respondents was aligned to the non-ethnic group i.e. mainstream group. The number of non-ethnic respondents was 105 (73.94 percent), whereas the number of ethnic respondents was 37(26.06 percent). Among the sample group, 106 (74.64 percent) respondents were from mainstream culture and 36 (25.36 percent) were from minority.

The average (\bar{X}) annual income was 74, 126.80 Nepalese rupees (NRs.) with standard deviation of 12,622.10. The largest single group earned NRs. 60,000-70,000 (44.40 percent) annually, followed by NRs. 71,000-80,000 (31.70 percent), NRs. 91,000-1, 00,000 (13.40 percent) and 81,000-90,000 (10.60 percent) income groups. The highest income earned was reported 1, 00,000 per year.

In relation to the region of origin, majority of the respondents was from Hilly region, followed by Valley and Terai region. Almost 71 (50.00 percent) respondents were from Hill, 23 (16.50 percent) respondents were from Terai and 48 (33.80 percent) were from Valley. The location of the majority of schools was Kathmandu valley, followed by Hill and Terai. 73 (51.40 percent) respondents were working in the schools located in Valley, while 29 (20.40 percent) and 40 (28.20 percent) respondents were working in the schools located in Terai and Hilly region respectively.

4.2 Level of Teacher Perceptions of Diversity Management

4.2.1 Teacher Perceptions of Diversity Management at Personal Level

Table 4.2: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Personal Level

Perceptions at Personal Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No. %	No. %	No. %	No. %	No. %		
1. Diversity in schools includes all human differences.	101 (71.1)	41 (28.9)	- -	- -	- -	5	4.71 0.45
2. Under-managed human diversity is the cause of low academic performance.	87 (61.3)	52 (36.6)	3 (2.1)	- -	- -	5	4.59 0.53
3. I always try to identify diverse needs of children to offer appropriate programs.	64 (45.1)	72 (50.7)	5 (3.5)	1 (0.7)	- -	4	4.40 0.60
4. Teachers are responsible for dropouts, repetition and low achievement.	49 (34.4)	73 (51.4)	9 (6.3)	6 (4.2)	5 (3.5)	4	4.10 0.94
5. I am unable to deliver programs for students as per their needs and interests.	24 (16.9)	79 (55.6)	28 (19.7)	5 (3.5)	6 (4.2)	4	3.77 0.92
6. Gap between student's home and school environment is still very large.	18 (12.7)	86 (60.6)	28 (19.7)	4 (2.8)	6 (4.2)	4	3.75 0.87
7. Only efforts of teachers can not solve the problems disadvantaged children.	50 (35.2)	65 (45.8)	26 (18.3)	1 (0.7)	- -	5	4.15 0.74

Table 4.2: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Personal Level (Cont.)

Perceptions at Personal Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No. %	No. %	No. %	No. %	No. %		
8. I always treat children equally from every strata of the society.	67 (47.2)	63 (44.4)	11 (7.7)	1 (0.7)	-	5	4.38 0.66
9. Teachers are responsible for unequal student's academic performance.	17 (12.0)	83 (58.5)	30 (21.1)	9 (6.3)	3 (2.1)	4	3.72 0.84
10. Teachers are transmitting the inequalities prevailing in society.	-	16 (11.3)	101 (71.1)	25 (17.6)	-	3	2.94 0.54
11. I am working as a change-agent for the learners from all backgrounds.	49 (34.5)	70 (49.3)	19 (13.4)	2 (1.4)	2 (1.4)	4	4.14 0.80
12. I always appreciate and respect the individual differences of the learners.	60 (42.3)	73 (51.4)	9 (6.3)	-	-	4	4.36 0.60
13. Perception of diversity management issues enhances teacher performance.	72 (50.7)	66 (46.5)	4 (2.8)	-	-	5	4.47 0.55
14. I always encourage the learners to respect the individuals with differences.	66 (46.5)	66 (46.5)	8 (5.6)	-	2 (1.4)	4	4.36 0.72
15. I consider the problems faced by students along with their background.	52 (36.6)	61 (43.0)	22 (15.5)	5 (3.5)	2 (1.4)	4	4.10 0.89
16. I always encourage the students from poor families and disadvantaged groups.	66 (46.5)	64 (45.1)	12 (8.5)	-	-	5	4.38 0.64
17. I always aware with the problems of students from disadvantaged groups.	61 (43.0)	62 (43.7)	14 (9.9)	5 (3.5)	-	4	4.26 0.78
18. I never practice discriminatory behavior to students who are different from me.	77 (54.2)	58 (40.8)	6 (4.2)	-	1 (0.7)	5	4.48 0.65
19. I equally behave to all learners while conducting classes.	80 (56.3)	58 (40.8)	4 (2.8)	-	-	5	4.54 0.55
20. I always consult with guardians of children who face learning difficulties.	45 (31.7)	72 (50.7)	22 (15.5)	3 (2.1)	-	4	4.12 0.74
Average						4	4.18 0.33

Note: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 4.2 summarizes the results of the level of teacher perceptions of diversity management at personal level. 20 items were administered in order to explore the level of teacher perceptions at personal level. The mode value of overall responses was 4, which indicated that respondents were partially agreed to the statements related to diversity management at personal level. The statement, which tended to explore the meaning of diversity, obtained highest score with average (\bar{X}) value 4.71 whereas the statement ‘teachers are just transmitting inequalities of the societies’ obtained lowest score with average (\bar{X}) of 2.94. The results demonstrated that the overall level of perceptions at personal level was at rather high level with a mean (\bar{X}) of 4.18 and standard deviation of 0.33. The research revealed that respondents were quite aware of diversity in student population and its management. Considering the total sample, teachers could be categorized based on the level of perceptions as; perceptions to high degree 55 respondents (38.91%), to rather high degree 64 respondents (45.07%), to moderate degree 18 respondents (12.71%), to rather low degree 3 respondents (2.36%) and to low degree 2 respondents (0.95%).

4.2.2 Teacher Perceptions of Diversity Management at Professional Level

Table 4.3: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Professional Level

Perceptions at Professional Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No. %	No. %	No. %	No. %	No. %		
1. Most of the teachers are not aware with human diversity in school.	- -	44 (31.0)	63 (44.4)	35 (24.6)	- -	3	3.06 0.75
2. Teachers are unable to run programs as per the needs of children.	- -	60 (42.3)	48 (33.8)	34 (23.9)	- -	4	3.18 0.79
3. Teachers hardly get professional support to address human diversity.	13 (9.2)	48 (33.8)	81 (57.0)	- -	- -	3	3.52 0.66
4. Training is unable to equip teachers with diversity management skills.	11 (7.7)	47 (33.1)	83 (58.5)	1 (0.7)	- -	3	3.48 0.65

Table 4.3: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Professional Level (Cont.)

Perceptions at Professional Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No. %	No. %	No. %	No. %	No. %		
5. The 'One fits all' pedagogy is prevalent in teaching profession.	- -	52 (36.6)	46 (32.4)	19 (13.4)	25 (17.6)	4	2.88 1.09
6. The problems related to children are not addressed by school management.	22 (15.5)	65 (45.8)	44 (31.0)	10 (7.0)	1 (0.7)	4	3.68 0.85
7. I always trace the students who are facing difficulty in learning.	38 (26.8)	79 (55.6)	24 (16.9)	1 (0.7)	-	4	4.08 0.68
8. I always help the students who need special care in learning process.	57 (40.1)	72 (50.7)	11 (7.7)	2 (1.4)	-	4	4.30 0.67
9. I encourage learners to be tolerant to children from disadvantaged groups.	63 (44.4)	61 (43.0)	18 (12.7)	-	-	5	4.32 0.69
10. I always validate student's identities in classroom practices.	72 (50.7)	70 (49.3)	-	-	-	5	4.51 0.50
11. I educate students to respect the diversity and differences.	53 (37.3)	68 (47.9)	20 (14.1)	1 (0.7)	-	4	4.22 0.70
12. I assist students in becoming socially conscious.	63 (44.4)	71 (50.0)	8 (5.6)	-	-	4	4.39 0.59
13. I always try to promote equity inside the school and in classroom.	66 (46.5)	67 (47.2)	8 (5.6)	-	1 (0.7)	4	4.39 0.66
14. I always try to foster positive relations among students.	67 (47.2)	65 (45.8)	10 (7.0)	-	-	5	4.40 0.62
15. I always celebrate diversity within school and encourage others for same.	72 (50.7)	63 (44.4)	7 (4.9)	-	-	5	4.46 0.59
16. Students should not be harassed or discouraged for being different.	77 (54.2)	58 (40.8)	6 (4.2)	1 (0.7)	-	5	4.49 0.62
17. I respond students' diverse needs and interests positively.	72 (50.7)	65 (45.8)	5 (3.5)	-	-	5	4.47 0.57
18. Students need to be treated for what they are, not by social background.	61 (43.0)	64 (45.1)	13 (9.2)	-	4 (2.80)	4	4.25 0.85
19. I never tolerate inequity based on gender, ethnicity, language, disability.	60 (42.3)	62 (43.7)	15 (10.6)	3 (2.1)	2 (1.4)	4	4.23 0.83

Table 4.3: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Professional Level (Cont.)

Perceptions at Professional Level	Degree of Perception					Mode	\bar{X} SD
	5	4	3	2	1		
	No.	No.	No.	No.	No.		
	%	%	%	%	%		
20. I always help children who have difficulties in mastering curriculum.	73 (51.4)	63 (44.4)	6 (4.2)	- -	- -	5	4.47 0.58
Average						4	4.04 0.33

Note: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 4.3 above shows the overall level of teacher perceptions of diversity management at professional level. For the purpose of exploring the level of perceptions, 20 items of the questionnaire were administered. The results showed that the mode value of the responses was 4, while overall mean (\bar{X}) was 4.18 with standard deviation of 0.33. The results demonstrated that the respondents were agreed on most of the provisions offered in questionnaire regarding diversity management at professional level. It was found that the degree of perceptions at professional level was at rather high degree. Majority of the respondents was found satisfactorily aware of diversity and its management at professional level. They agreed on their inadequate knowledge base and competency in managing diversity because of minimal opportunity to get insights and professional support from external sources and lack of adequate and appropriate training programs to deal with diversity and differences. They accepted that they were doing their level best to accommodate the diversity and help support the students from disadvantaged and marginalized groups. The item ‘students should not be harassed or discouraged for being different’ had the highest mean (\bar{X}) value of 4.49 while ‘one fits all’ pedagogy is prevalent in teaching profession’ had the lowest mean score of 2.88. With respect to the level of perceptions at professional level, total sample of 142 teachers could be ranked in different level as; perceptions to high degree 47 respondents (33.10%), to rather high degree 62 respondents (43.80%), to moderate degree 25 respondents (18.17%), to rather low degree 6 respondents (3.77%) and to low degree 2 respondents (1.16%).

4.2.3 Teacher Perceptions of Diversity Management at Organizational Level

Table 4.4: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Organizational Level

Perceptions at Organizational Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No. %	No. %	No. %	No. %	No. %		
1. Our school has clear mission to meet the student's diverse needs.	-	37	56	49	-	3	2.92 0.78
2. School's pledge to diversity has been reflected in policies and procedures.	-	41	67	34	-	3	3.05 0.73
3. Our school is unable to launch programs to address diversity issues.	-	28	55	45	14	3	2.68 0.90
4. Our school is unable to provide equal opportunity to all learners.	-	24	89	14	15	3	2.86 0.82
5. Our school is committed to the rights and social justice of all learners.	27	48	67	-	-	3	3.72 0.77
6. Our school is sensitive to the learners from different backgrounds.	21	58	47	16	-	4	3.59 0.88
7. Our school shares diversity issues to the stakeholders on a regular basis.	-	66	53	17	6	4	3.26 0.83
8. School leadership is unable to manage aspects of diversity.	-	58	59	18	7	3	3.18 0.84
9. All stakeholders have opportunity to participate in school activities.	-	55	63	19	5	3	3.18 0.79
10. Our school is unable to trace drop-outs, repeaters and low performers.	-	58	50	17	17	4	3.05 1.00
11. Our school is unable to minimize inequity in school practices.	4	52	69	17	-	3	3.30 0.71
12. School management does not seem careful about all students.	-	51	72	19	-	3	3.22 0.67
13. School management never takes learner differences in consideration.	12	57	46	27	-	4	3.38 0.89
14. Discriminatory behaviors are still into practice in the school.	-	37	20	50	35	2	2.42 1.12

Table 4.4: Number, Percentage, Mode, Mean and Standard Deviation of Teacher Perceptions of Diversity Management at Organizational Level (Cont.)

Perceptions at Organizational Level	Degree of Perceptions					Mode	\bar{X} SD
	5	4	3	2	1		
	No.	No.	No.	No.	No.		
	%	%	%	%	%		
15. Aspects of each social group are not incorporated in school activities.	2 (1.4)	60 (42.3)	64 (45.1)	10 (7.0)	6 (4.2)	3	3.30 0.80
16. Teachers in our school are tolerant to the children from all backgrounds.	33 (23.20)	51 (35.9)	41 (28.9)	17 (12.0)	-	4	3.70 0.96
17. Our school has tried to create conducive environment for children.	-	50 (35.2)	64 (45.1)	28 (19.7)	-	3	3.15 0.73
18. Our school is unable to maintain learning environment for children.	10 (7.0)	54 (38.0)	55 (38.7)	23 (16.2)	-	3	3.36 0.84
19. Our school has adapted the principle of transparency in all activities.	-	31 (21.8)	70 (49.3)	41 (28.9)	-	3	2.93 0.71
20. Our school always value opinions and contributions of all stakeholders.	-	35 (24.6)	70 (49.3)	37 (26.1)	-	3	2.99 0.71
Average						3	3.16 0.29

Note: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 4.4 shows the overall level of teacher perceptions of diversity management at organizational level. In order to explore the level of teacher perceptions, 20 items were administered. The results revealed that the mode value of the overall responses at organizational level was 3, which indicated that the level of perceptions of respondents of diversity management at organizational context was at moderate level with an average (\bar{X}) of 3.16 and standard deviation of 0.29. The results showed that respondents were more skeptical on diversity management at organizational level. The respondents were found more confident on their tolerance with students from all backgrounds. They opposed the schools discriminatory practices with students from disadvantaged groups. Respondents also supported the weakness of school management team to address diverse needs of the children and to trace the dropouts and repeaters properly. With respect to the overall level of perceptions at organizational level respondents could also be categorized in five

groups as; perceptions to high degree, 5 respondents (3.84%), perceptions to rather high degree, 48 respondents (33.48%), perceptions to moderate degree, 59 respondents (41.44%), perceptions to rather low degree, 25 respondents (17.54%) and perceptions to low degree, 5 respondents (3.70%).

Table 4.5: Percentage, Mean and Standard Deviation of Overall Level of Teacher Perceptions of Diversity Management

Perceptions of Diversity Management	Level of Perceptions					\bar{X}	SD
	High	Rather High	Moderate	Rather Low	Low		
1. Personal level	38.91	45.07	12.71	2.36	0.95	4.18	0.33
2. Professional level	33.10	43.80	18.17	3.77	1.16	4.04	0.33
3. Organizational level	3.84	33.48	41.44	17.54	3.70	3.16	0.29
Average	25.28	40.78	24.11	7.89	1.94	3.80	0.27

Note: 4.21-5.0 = high; 3.41-4.20 = rather high; 3.61-3.40 = moderate; 1.81-2.60 = rather low; 1-1.80 = low

Table 4.5 presents the overall level of teacher perceptions of diversity management. The results revealed that the overall level of teacher perceptions of diversity management was at rather high level with an average (\bar{X}) of 3.80 and standard deviation of 0.27. The mean (\bar{X}) value at personal level was 4.18, mean value at professional level was 4.04 and mean (\bar{X}) value at organizational level was 3.70. The results indicated that teachers were quite aware of diversity and its management at personal and professional level than at organizational level.

Table 4.6: Number and Percentage of Respondents Classified by Level of Perceptions on Diversity Management

Level of Perceptions of Diversity Management	Number	Percentage
High ($\bar{X} = 4.21-5.00$)	36	25.28
Rather high ($\bar{X} = 3.41-4.20$)	58	40.78
Moderate ($\bar{X} = 2.61-3.40$)	34	24.11
Rather low ($\bar{X} = 1.81-2.60$)	11	7.89
Low ($\bar{X} = 1.00-1.80$)	3	1.94
Total	142	100.00

Table 4.6 shows the number and percentage of respondents as per the level of teacher perceptions of diversity management. Among 142 respondents, 25.28 percent (36 respondents) perceived the diversity issues to a high level, 40.78 percent (58 respondents) perceived it at a rather high level, 24.11 percent (34 respondents) perceived it at moderate level, 7.89 percent (11 respondents) perceived it at rather low level and 1.94 percent (3 respondents) perceived it at low level. Majority of the respondents perceived the issues at rather high level, followed by high level, moderate level, rather low and low level respectively. The overall impression of the results indicated that majority of teachers had perceived diversity and its impact at school level.

4.3 Analysis of Socio Demographic Characteristics and their Effects on the Level of Teacher Perceptions of Diversity Management

4.3.1 Difference in Gender and its Effect on the Level of Perceptions

Table 4.7: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Gender

Perception	Gender				t	P Value
	Male		Female			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.30	0.30	4.05	0.31	4.96*	.000
2. Professional level	4.16	0.32	3.90	0.28	4.97*	.000
3. Organizational level	3.21	0.28	3.11	0.30	2.10*	.018
Total	3.89	0.24	3.69	0.25	4.93*	.000

* Statistical significance level of .05

Table 4.7 presents the overall level of teacher perceptions of diversity management with regard to gender. The results indicated that the average (\bar{X}) level of perceptions of male respondents was 3.89 with standard deviation of 0.24, whereas the average (\bar{X}) level of perceptions of female respondents was 3.69 with standard deviation 0.25. The results indicated that overall level of perceptions for both male and female was at rather high level with statistically significant difference. The result

revealed that the average level of perceptions of male respondents was higher than that of female respondents. Although, the t value was 4.93 and P value was <0.05 , the null hypothesis could not be rejected because the direction of the difference was in opposite to the assumed direction. Hence research hypothesis 1 was rejected.

4.3.2 Difference in Age and Its Effect on the Level of Perceptions

Table 4.8: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by Age (group)

Perceptions	Age Group (Years)						F	P Value	LSD
	20-32		33-44		45-56				
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD			
1. Personal level	4.07	0.36	4.15	0.34	4.34	0.23	6.79*	.002	1-3*, 2-3*
2. Professional level	3.94	0.35	4.04	0.30	4.14	0.35	3.69*	.028	1-3*
3. Organizational level	3.02	0.36	3.21	0.26	3.21	0.22	6.26*	.003	1-2*, 1-3*
Total	3.68	0.31	3.80	0.26	3.90	0.19	6.81*	.002	1-2*, 1-3*

* Statistical significance level of .05

Table 4.8 demonstrates the average level of teacher perceptions of diversity management with regards to age. The average (\bar{X}) level of perceptions within age range of 20-30 years was 3.68 with standard deviation of 0.31; mean (\bar{X}) value within age range of 33-44 years was 3.80 with standard deviation of 0.26 and mean (\bar{X}) value within age range of 45-56 years was 3.90 with standard deviation of 0.19. The result indicated that overall level of perceptions of all age groups was at rather high level with statistically significant difference. Since, the F value was 6.81, P value was <0.05 , and the difference was in assumed direction, hypothesis 2 was accepted. Fisher's Least Significance Difference (LSD) post hoc test indicated that there was statistically significant difference between age range of 20-32 years and 33-44 years, as well as between age range of 22-32 years and 45-56 years. No significant difference was found between the age group 33-44 years and age group 45-56 years.

4.3.3 Difference in Educational Qualification and Its Effect on the Level of Perceptions

Table 4.9: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by Qualification

Perceptions	Qualification						F	P Value	LSD
	SLC		Intermediate		BA & Above				
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD			
1. Personal level	4.14	0.03	4.13	0.38	4.32	0.29	3.47*	.034	1-3*
2. Professional level	3.97	0.35	4.06	0.31	4.18	0.28	4.27*	.016	1-3*
3. Organization level	3.12	0.28	3.16	0.33	3.27	0.22	2.83	.062	1-3*
Total	3.74	0.27	3.80	0.28	3.92	0.20	5.03*	.008	1-3*

* Statistical significance level of .05

Table 4.9 presents the comparison of the average level of perceptions of respondents on diversity management with regard to their qualification. The average (\bar{X}) level of perceptions of respondents with secondary school (School Leaving Certificate -SLC) qualification was 3.74 with standard deviation of 0.27; average (\bar{X}) level of perceptions of teachers with Intermediate qualification was 3.80 with standard deviation of 0.28 and average (\bar{X}) level of perceptions of teachers with Bachelor and above qualification was 3.92 with standard deviation of 0.20. The results revealed that the overall level of perceptions among the qualification groups was at rather high degree. The results indicated that there was statistically significant difference in the level of perceptions among the categories except at organizational level. Since the F value of 5.03 was statistically significant at the significance level of 0.05 and the difference was in assumed direction hypothesis 3 was accepted. In order to determine which group means were different from which others, Fisher's Least Significance Difference (LSD) post hoc test was carried out, which found that there was statistically significant difference between individuals having completed SLC and the individuals having completed Bachelor and above degree. There was no statistically significant difference between Intermediate graduates and Bachelor and above degree holders.

4.3.4 Difference in Experience and Its Effect on the Level of Perceptions

Table 4.10: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by Experience

Perceptions	Experience						F	P Value	LSD
	1-12		13-24		25-36				
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD			
1. Personal level	4.02	0.36	4.24	0.28	4.35	0.30	10.79*	.000	1-2*,1-3*
2. Professional level	3.87	0.33	4.10	0.28	4.21	0.34	12.66*	.000	1-2*,1-3*
3. Organization level	3.01	0.35	3.23	0.23	3.26	0.23	10.19*	.000	1-2*,1-3*
Total	3.64	0.30	3.85	0.20	3.94	0.21	16.96*	.000	1-2*,1-3*

* Statistical significance level of .05

Table 4.10 presents the comparison of average (\bar{X}) level of perceptions of respondents on diversity management with respect to their teaching experience. The average (\bar{X}) level of perceptions of the respondents within experience group of 1-12 years range was 3.64 with standard deviation of 0.30, mean (\bar{X}) value of respondents within experience group of 13-24 years range was 3.85 with standard deviation of 0.20 and mean (\bar{X}) value of respondents within experience group of 25-36 years range was 3.94 with standard deviation of 0.21. The results revealed that overall level of perceptions of all experience groups was at rather high level. The results indicated that the longer the duration of teaching experience of the respondents the higher the level of perceptions to the issues of diversity management at school level. The results showed that the F value was 16.96, which was statistically significant at the significance level of 0.05. Since the difference was statistically significant and the direction of the difference was as assumed research hypothesis 4 was accepted. Fisher's Least Significance Difference (LSD) post hoc test revealed that there was statistically significant difference between teachers with teaching experience within range of 1-12 years and teachers with teaching experience within range of 13-24 years, and 25-36 years. No statistically significant difference was found between experience group within range of 13-24 years and experience group within range of 25-36 years.

4.3.5 Difference in Training and Its Effect on the Level of Perceptions

Table 4.11: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Training

Perceptions	Training status				t	P Value
	Trained		Untrained			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.24	0.34	4.09	0.30	2.38*	.009
2. Professional level	4.09	0.33	3.95	0.33	2.35*	.009
3. Organizational level	3.20	0.30	3.09	0.25	2.21*	.014
Total	3.84	0.27	3.72	0.25	2.79*	.002

* Statistical significance level of .05

Table 4.11 presents the overall level of teacher perceptions of diversity management in relation to their training status. The results showed that the average (\bar{X}) level of perceptions of trained teachers was 3.84 with standard deviation of 0.27, whereas the average (\bar{X}) level of perceptions of untrained teachers was 3.72 with standard deviation of 0.25. The results established that average level of perceptions for both trained and untrained teachers was at rather high level with statistically significant difference. The results revealed that trained teachers had higher level of perceptions than untrained teachers. Since the t value was 2.79, P value was <0.05 and the difference was in assumed direction, hypothesis 5 was accepted.

4.3.6 Difference in Religion and Its Effect on the Level of Perceptions

Table 4.12: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Religion

Perceptions	Religion				t	P Value
	Hindu		Non-Hindu			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.12	0.34	4.41	0.19	-6.31*	.000
2. Professional level	3.98	0.33	4.22	0.27	-3.79*	.000
3. Organizational level	3.14	0.31	3.23	0.16	-2.24*	.013
Total	3.75	0.29	3.95	0.13	-4.09*	.000

* Statistical significance level of .05

Table 4.12 presents average (\bar{X}) level of teacher perceptions of diversity management with regard to religious affiliation. The results showed that the average (\bar{X}) level of perceptions of Hindu respondents was 3.75 with SD of 0.29, whereas the average (\bar{X}) level of perceptions of non-Hindu respondents was 3.95 with SD of 0.13. The result indicated that the average level of perceptions for both groups was at rather high level with statistically significant difference. The results revealed that the average level of perceptions was higher in non-Hindu respondents than their Hindu counterparts which indicated that non-Hindu teachers were more aware to diversity management issues than Hindu teachers. Since, t value was -4.09, and P value was <0.05, and the difference was in assumed direction, hypothesis 6 was accepted.

4.3.7 Difference in Language and Its Effect on the Level of Perceptions

Table 4.13: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Language

Perceptions	Language				t	P Value
	Nepali		Non-Nepali			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.12	0.35	4.26	0.29	-2.46*	.007
2. Professional level	4.01	0.35	4.08	0.31	-1.33	.092
3. Organizational level	3.12	0.33	3.21	0.21	-2.10*	.018
Total	3.75	0.29	3.85	0.22	-2.40*	.008

* Statistical significance level of .05

Table 4.13 presents the overall level of teacher perceptions in terms of their mother tongue. The average (\bar{X}) level of perceptions of respondents with Nepali mother tongue was 3.75 with SD of 0.29, whereas the average (\bar{X}) level of perceptions of respondents with non-Nepali mother tongue was 3.85 with SD of 0.22. The result indicated that the average level of perceptions for both groups was at rather high level with statistically significant difference. The result revealed that the non-Nepali speaking teachers had higher level of perceptions on diversity management than Nepali speaking teachers. Since the t value was -2.40, and P value was <0.05 and the difference was in assumed direction, hypothesis 7 was accepted.

4.3.8 Difference in Ethnicity and Its Effect on the Level of Perceptions

Table 4.14: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Ethnicity

Perceptions	Ethnicity				t	P Value
	Non-ethnic		Ethnic			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.11	0.34	4.39	0.19	-6.16*	.000
2. Professional level	3.98	0.34	4.21	0.27	-3.72*	.000
3. Organizational level	3.13	0.32	3.26	0.16	-3.10*	.001
Total	3.74	0.28	3.95	0.13	-6.04*	.000

* Statistical significance level of .05

Table 4.14 presents overall level of teacher perceptions of diversity management in terms of ethnicity. The results revealed that the average (\bar{X}) level of perceptions of non-ethnic teachers was 3.74 with standard deviation of 0.28, whereas average (\bar{X}) level of perceptions of ethnic teachers was 3.95 with standard deviation of 0.13. It was found that the level of perceptions for both groups was at rather high level with statistically significant difference. The results showed that ethnic teachers had higher level of perceptions than their counterparts. Since, the t value was -6.04 and P value was <0.05 and the difference was as assumed, hypothesis 8 was accepted.

4.3.9 Difference in Cultural Status and Its Effect on the Level of Perceptions

Table 4.15: Mean, Standard Deviation and t Value (one tailed) of the Level of Teacher Perceptions of Diversity Management Classified by Cultural Status

Perceptions	Cultural status				t	P Value
	Mainstream		Minority			
	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.11	0.34	4.40	0.19	-6.14*	.000
2. Professional level	3.98	0.33	4.22	0.27	-3.79*	.000
3. Organizational level	3.13	0.32	3.26	0.16	-3.02*	.001
Total	3.74	0.28	3.96	0.13	-6.06*	.000

* Statistical significance level of .05

Table 4.15 presents the overall level of teacher perceptions of diversity management with regard to cultural status. The results showed that the mean (\bar{X}) value of perceptions for the teachers with mainstream cultural status was 3.74 with standard deviation of 0.28, whereas the mean (\bar{X}) value for the teachers with minority cultural status was 3.96 with standard deviation 0.13. It was revealed that the overall level of perceptions for both groups was at rather high level with statistically significant variations. The result indicated that the teachers with minority cultural status had higher level of perceptions on diversity management than teachers with mainstream cultural status. Since, the t value was -6.06, P value was <0.05, and the difference was in assumed direction, hypothesis 9 was accepted.

4.3.10 Difference in Income and Its Effect on the Level of Perceptions

Table 4.16: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by Income Level

Perceptions	Income								F	P Value
	60000-70000		71000-80000		81000-90000		91000-100000			
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1. Personal level	4.19	0.33	4.20	0.36	4.12	0.26	4.20	0.35	0.21	.887
2. Profession level	4.06	0.34	4.07	0.32	3.97	0.39	3.95	0.31	0.93	.426
3. Org. level	3.12	0.33	3.25	0.22	3.17	0.26	3.12	0.31	1.90	.133
Total	3.79	0.28	3.84	0.24	3.75	0.26	3.76	0.29	0.66	.577

* Statistical significance level of .05

Table 4.16 presents the overall level of teacher perceptions of diversity management in relation to income. The mean (\bar{X}) value of level of perceptions of the respondents, who earned below NRs. 70,000, was 3.79 with standard deviation of 0.28, for the respondents who earned NRs. 71,000-80,000, was 3.84 with standard deviation of 0.24, for the respondents who earned NRs. 81,000-90,000, was 3.75 with standard deviation of 0.26 and for the respondents who earned above NRs. 91,000 was 3.76 with standard deviation of 0.29. The results showed that the overall level of perceptions among the groups was at rather high level. The results revealed that the F

value was 0.66 which was not statistically significant at the significance level of 0.05. Since, there was no statistically significant difference among the groups in the level of perceptions, hypothesis 10 was rejected.

4.3.11 Difference in Region of Origin and Its Effect on the Level of Perceptions

Table 4.17: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by Region of Origin

Perceptions	Region of Origin						F	P Value	LSD
	Hill		Terai		Valley				
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD			
1. Personal level	4.10	0.36	4.20	0.28	4.31	0.27	6.51*	.002	1-2*,1-3*,
2. Professional level	3.94	0.34	4.15	0.26	4.14	0.31	6.52*	.002	1-2*, 1-3*
3. Organization level	3.17	0.29	3.21	0.23	3.14	0.32	.50	.609	
Total	3.73	0.29	3.85	0.22	3.86	0.24	3.89*	.023	1-2*, 1-3*

* Statistical significance level of .05

Table 4.17 shows the overall level of perceptions on diversity management among respondents with regards to their region of origin. The average (\bar{X}) level of perceptions for the respondents from Hilly region was 3.73 with standard deviation of 0.29, average (\bar{X}) level of perceptions for the respondents from Terai region was 3.85 with standard deviation of 0.22 and average (\bar{X}) level of perceptions for the respondents from Valley was 3.86 with standard deviation of 0.24. The results demonstrated that overall level of perceptions among the groups was at rather high level. There was statistically significant difference on the level of perceptions among the groups except at organizational level. It was found that the respondents from Terai and Valley had higher level of perceptions rather than their counterpart from Hill. Since the difference was in assumed direction with F value 3.89 and P value <0.05, hypothesis 11 was accepted. Fisher's Least Significance Difference (LSD) post hoc test revealed that there was statistically significant difference between the respondents from Hill and Terai as well as Hill and Valley. There was no statistically significant difference between the respondents from Terai and Valley.

4.3.12 Difference in School Location and Its Effect on the Level of Perceptions

Table 4.18: Mean, Standard Deviation and F Value of the Level of Teacher Perceptions of Diversity Management Classified by School Location

Perceptions	School Location						F	P Value	LSD
	Rural		Semi-Urban		Urban				
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD			
1. Personal level	4.04	0.35	4.21	0.28	4.26	0.32	6.26*	.002	1-2*,1-3*
2. Professional level	3.82	0.31	4.19	0.27	4.10	0.31	15.69*	.000	1-2*,1-3*
3. Organizational level	3.18	0.28	3.23	0.25	3.13	0.31	1.41	.247	
Total	3.68	0.27	3.88	0.23	3.83	0.26	6.28*	.002	1-2*,1-3*

* Statistical significance level of .05

Table 4.18 presents overall level of teacher perceptions of diversity management in relation to the location of schools. The results revealed that the average (\bar{X}) level of perceptions of the respondents from rural schools was 3.68 with standard deviation of 0.27, average (\bar{X}) level of perceptions of the respondents from semi-urban schools was 3.88 with standard deviation of 0.23 and average level of perceptions of the respondents from urban schools, was 3.83 with standard deviation of 0.26. It was found that the overall level of perceptions among the groups was at rather high level with statistically significant difference. The respondents who were working in urban and semi-urban schools had higher level of perceptions rather than their counterparts from the rural schools. Since F value was 6.28, P value was <0.05, and the difference was in assumed direction, hypothesis 12 was accepted. Fisher's Least Significance Difference (LSD) post hoc test found that there was statistically significant difference between the respondents from rural schools and the respondents from semi-urban and urban areas.

4.4 Analysis of Qualitative Data

One focus group discussion was conducted to collect the qualitative data regarding diversity and its management in Bhaktapur district in participation of

primary school teachers. Altogether 10 teachers participated in the discussion. Among participants, 7 were female and 3 were male. The age range of the participants was from 25 to 45. Majority of the participants had obtained Intermediate degree. Most of the participants were trained and had the teaching experience more than 15 years. Most of the participants were aligned with Hindu religion and speaks Nepali language as their mother tongue. Almost all participants were reported that their cultural status was of mainstream. All participants were grown up in Kathmandu Valley.

The session began with opening comments by the researcher. The researcher explained the overall direction of the discussion. The participants were assured that their comments would be kept confidential and would not be attributed to them in any way, nor the analysis would identify any participants by name or role. The discussion focused on the effects of prevalent diversity in student's population and its impact, the role of schools as well as teachers to address the diverse needs and interests of the students, and ways of improving the management of diversity in school level. The comments of the participants of the discussion were presented below.

4.4.1 Knowledge on Diversity in Student Population

Within this theme participants were asked to comment on human diversity existing in their schools. Majority of the participants commented that their schools were full of diverse students. They noted that the students in their schools were different to each other in terms of family background, gender, caste/ethnicity, religion, culture, language, ability/disability, and income level. They also reported that students had different level of capacity to learn and the way they learn was greatly different. They also asserted that they were aware of student diversity and were always trying to help them to cope with the difficulties caused by diverse social and family background.

4.4.2 Diversity as a Factor of Lower Academic Performance

Under this theme participants were asked to discuss the causes of lower academic performance in the schools. Many participants reported that the public schools were vulnerable with respect to physical facilities, financial resources, human

resources as well as managerial competencies. One of the participants stated that “There are five classes in school with three teachers. In such a situation teachers can not treat the students individually and it is impossible to raise the performance of the students as well.” Some participants noted that the causes of lower academic performance were the students’ family, cultural and socio-economic background. Children in schools were not from the equal family status, cultural and socio-economic background. The parents who were motivated toward the education of their children, they frequently seek advice from the school teachers, school management committee members and facilitate their children with essential educational materials as well as help them in their study. Children from such family background secure high level of academic achievement. They identified that although teachers in schools taught according to the national curriculum and textbooks as well as behave all the children equally, the academic performance was not equal because of the individual differences in student’s population.

In addition the participants identified the causes of lower performance as; lack of parent’s involvement in school, lack of parent’s motivation, lack of teacher’s motivation, lack of adequate instructional materials, lack of adequate training, and lack of regular supervision and professional support system. They also noted that teacher’s efforts, skills and attitudes were also the factors of lower achievement.

4.4.3 School’s Role to Address the Diverse Needs of the Students

Another theme noted in focus group discussion on diversity management was the role of school to address the diverse needs of the students. Participants frequently mentioned that the schools were unable to address the diverse needs of the children. Because of the overcrowded classrooms and overloaded teachers in most of the schools, students were hardly get teachers attention individually. They agreed that if the physical facilities of the school were improved and the sufficient teachers were deployed, it would be possible to deal with individual students and to track their pathway toward success.

The participants reiterated that community participation and support in schools is nominal. One of the participants stated that “Parents are indifferent toward the school activities and in academic progress of their children. Even if teachers call them

to come to school, they hardly come to school and discuss with teachers about the problem faced by children.”

Most of the participants suggested that schools could manage diverse needs of the students population by arranging special activities for special needs children, by introducing positive discrimination policy, by consulting parents regularly, by tracking individual differences in the student population, by enhancing school management, by incorporating local knowledge to classroom activities with current curriculum and textbooks, by frequent supervision and professional support, and by increasing social investment to school activities, if the basic requirement like physical facilities and teacher posts as per the grades and number of students were in place as well as teacher motivation, teacher morale and esteem would be raised through comprehensive reform initiatives.

4.4.4 Teacher’s role to address the Diverse needs of the Students

Participants discussed in the theme that how teachers could play crucial role to address the diverse needs of the students. Most of the participants agreed that teachers role in school was vital and crucial to manage diversity, because their teaching techniques determine children’s motivation to come to school, to stay there, and to learn. Some of the participants noted that there should be proper system of reward and punishment and should be implemented to motivate teachers. Only motivated teachers could feel responsible for the success or failure of their students. In addition, teachers need updated knowledge base and skills to deal with diverse students in changing circumstances. The traditional role of schooling is completely changed, thus the education system should prepare the teachers with new paradigm of schooling.

Similarly, the participants reported that part of the teacher’s task should be to find ways of motivating every child in the group. They stated that teacher’s who would be able to value and respect every children, behave children properly, offer relevant learning activities, sensitive to individual interest and needs, conduct meaningful classes, use effective reinforcement and participate every children in teaching learning activities, could manage diversity efficiently. One of the participant asserted that “Teacher’s need recognition of their efforts, so the concerned authorities, community and school management should ensure them for certain benefits.”

4.4.5 Factors of School Dropouts, Grade Repetition and Low Academic Performance

In this theme participants identified so many factors that resulted school dropouts, grade repeaters and low performers. Most of the participants agreed that schools were unable to impart education in conducive environment, because of the lack of adequate physical infrastructures, adequate financial resources, and sufficient teacher staff. Specially, for the children from marginalized groups, schools were failed to be the place of motivation. Majority of the participants noted that the ethnic, linguistic and cultural plurality posed the challenge for regularity in schooling. Moreover poverty, irrelevant curriculum, social discrimination, and lack of awareness were the other factors of school dropouts, grade repeaters, and low performers. Some of the participants reported that in some instances the behavior of the teachers and peers also discouraged the children who need special care.

4.4.6 Ways to Improve School Practices to Accommodate Diverse Needs and Interests of the Students

School challenges that were noted by most participants were limited financial resources and the overcrowded classrooms that hinder to deal with children individually. One participant pointed out that schools have limited resources and only choose a few “compulsory activities in a year.” One individual hoped that community participation could be enhanced and “schools could have the opportunity to mobilize the local resources to facilitate teaching learning process in the school.” Another person stated that the school culture “is very much pushing activism.” This person also noted, “The school teachers know the impact of individual differences in academic achievement, but they think doing something on it is over burden for them. They tend to ignore it and pay attention only to the routine activities.”

The participants indicated that in addition to the financial resources skilled teaching force and efficient management team was also essential to improve the status of the schooling. Two of the participants emphasized that “Teacher posts should be created as per the student’s numbers. There should not be the situation to teach more than one class in a period by a single teacher.” If that would be possible in the schools, teachers could manage diversity properly.

The participants noted that the area that must be addressed was that of management inefficiency. They asserted that there was chaos in management aspects of the schooling. Schools were not opened as prescribed schedule, the attendance of both the teacher and students was irregular, the arrangement of essential educational materials was inadequate, school supervision, monitoring, evaluation and professional support were nominal and inefficient. In such a case school could not function normally and individual differences were remained unnoticed.

The participants suggested that participation of communities and families in the educational sector would be the way of school improvement. They agreed that communities and families who participated in education could support by mobilizing resources for their children's education and they should have the greatest motivation for achieving quality education. By the enhanced community participation, many of the problems related to diversity could be resolved easily.

4.4.7 Summary of Focus Group Discussion

The focus group provided a forum for participants to share their views about diversity management in school setting. It was reported by many participants that diversity management was an essential part of school management which foster quality and equity in schooling. Many participants explained that one of their primary goals was to equip children with relevant knowledge to live in diversity and differences. In addition, most participants sought transparency in school activities so that schools were held accountable. Several participants suggested that schools should support parental involvement. Many participants were interested in the diversity management skills. Several participants desired skills for dealing with the students in diverse classrooms. In sum, many participants were receptive to engaging in a process of diversity management but desired professional support in regular basis.

4.5 Summary of Research Results

The general objective of the study was to devise guidelines for effective diversity management at school level. The specific objectives were to explore the level of teacher perceptions of diversity management at personal, professional, and

organizational level and to examine the perceptions with respect to the individual socio demographic characteristics whether there was influence of the factors on perceptions and to devise the general guidelines for strengthening diversity management practices in Nepalese primary schools. The results revealed that the overall level of teacher perceptions of diversity management was at rather high level with mean (\bar{X}) of 3.80 and standard deviation of 0.27. The degree of perceptions of respondents at personal and professional level was at rather high level whereas the degree of perceptions was at moderate level in organizational level.

The results revealed that there was significant influence of the individual factors such as gender, age, qualification, experience, training, religion, language, ethnicity, cultural status, region of origin and school location on perceptions of primary school teacher. It was found that the factor income had no significant influence in the level of perceptions. Male with older age having higher qualification and longer experience had higher level of perceptions. Similarly, respondents with training, non-Hindu religious status, non-Nepali mother tongue, ethnic affiliation, and minority cultural status had higher level of perceptions on diversity management issues. The respondents who grown up in Terai and Valley and working in the schools of semi-urban and urban areas had higher level of perceptions on diversity management.

Table 4.19: Summary of Research Results

Hypotheses	Results
1. Female teachers have higher level of perceptions of diversity management than male teachers.	Rejected
2. Older teachers have higher level of perceptions of diversity management than younger teachers.	Accepted
3. Teachers with high academic qualification have higher level of perceptions of diversity management than teachers with low academic qualification.	Accepted
4. Experienced teachers have higher level of perceptions of diversity management than less experienced teachers.	Accepted

Table 4.19: Summary of Research Results (Cont.)

Hypotheses	Results
5. Trained teachers have higher level of perceptions of diversity management than untrained teachers.	Accepted
6. Non-Hindu teachers have higher level of perceptions of diversity management than Hindu teachers.	Accepted
7. Teachers with non-Nepali mother tongue have higher level of perceptions of diversity management than teachers with Nepali mother tongue.	Accepted
8. Teachers with ethnic identity have higher level of perceptions of diversity management than non-ethnic teachers.	Accepted
9. Teachers with minority cultural status have higher level of perceptions of diversity management than mainstream cultural status.	Accepted
10. Teachers with low income level have higher level of perceptions of diversity management than high income level teachers.	Rejected
11. Teachers from urban region have higher level of perceptions of diversity management than teachers from rural areas.	Accepted
12. Teachers working in urban schools have higher level of perceptions of diversity management than teachers working in rural schools.	Accepted

4.6 Guidelines for Improving Diversity Management Status in Schools

The main objective of this study was to devise general guidelines for effective diversity management at primary school level. For that purpose the researcher explored the level of teacher perceptions of diversity management and analyzed the data with respect to personal socio demographic characteristics of the respondents. Based on the results of the study, the following guidelines could be of great value in favor of school management in general and diversity management in particular. The guidelines could be used as action steps to equip teachers with knowledge, attitude

and skills to deal with diversity and differences. The guidelines are presented in following priority.

4.6.1 The results of both quantitative and qualitative analysis showed that almost all teachers were aware of diversity and its consequences in teaching learning process in some extent. They agreed that diversity in schools was under-managed. But the problem laid in the 'push activism' of the teachers and low level of motivation. Teachers were hardly initiate educational activities to help support the diverse children in their own. Therefore, activities from the upper level of management are necessary to be initiated to push up the hidden capacities and to motivate the teachers. Strong mechanism for regular professional support as well as mechanism for reward and punishment is deemed to be initiated.

4.6.2 Most of the respondents were found doubtful in their capacity of handling students with varied needs and interests. They also accepted that school were unable to bridge the gap between the home and school environment. Thus, the comprehensive teacher training programs with special focus on diversity management in schools are found highly beneficial to improve cultural competency of the teachers and to prepare them for socio-cultural pedagogy.

4.6.3 In some remote schools and even in semi-urban or urban schools favoritism and discrimination is practiced in some extent. Teachers usually favor to the children from higher strata. Children from lower caste group, disadvantaged group or children from difficult circumstances are hardly come into attention of teachers. Thus there is the need to change the attitude, mindsets, traditional practices of the teachers through rigorous teacher preparation programmes, in-service teacher training programmes and regular professional support.

4.6.4 Most of the teachers were agreed that their schools hadn't developed any goals objectives and activities to mitigate the diversity challenges in local context. They generally followed national educational policies, national curriculum, and directives from upper level of educational management and they never tried to link national policies and curricular directives in local situation. Therefore schools should be encouraged to develop their own vision, mission, and strategies to cope with local needs and expectations along with national vision and mission of education.

4.6.5 It was found that most schools were unable to run the programs to address the diversity issues because of poor physical facilities, crowded classrooms and few teacher posts. Thus it is imperative to improve the physical conditions of school and to deploy teachers as per student ratio and number of classes.

4.6.6 As perceived by most of the teachers, in majority of schools participatory approach to management was not into practice. Since, cordial relationship among stakeholders helps create a good learning environment for children, schools should promote supportive and cooperative environment and encourage disadvantaged communities to involve in school activities.

4.6.7 The results indicated that schools environment was not seemed conducive. Since, schools are diverse in terms of the types of children and the ways they learn, schools need to use variety of strategies, teaching methods and activities to meet the different learning needs of children in welcoming environment. The schools need to value diversity and differences within the school.

CHAPTER 5

DISCUSSION

The previous chapter devoted on presentation, interpretation and synthesize of the research results. The chapter presented the description of independent and dependent variables of the study by using both descriptive and inferential statistics. Data collected from both quantitative and qualitative approaches were analyzed and presented. The chapter basically presented the analysis of the overall level of teacher perceptions of diversity management with respect to the individual socio demographic characteristics in order to determine whether there was any influence of those factors on teacher perceptions.

The main objective of the study was to devise general guidelines for effective diversity management in Nepalese primary schools along with specific objectives; to explore the level of teacher perceptions of diversity management and to analyze the influence of individual socio-demographic characteristics on teacher perceptions. In this chapter the discussion on research results is made in personal, professional and organizational context as well as along with the individual socio demographic characteristics of the respondents. The following research hypotheses are examined with theoretical principles, previous researches and the empirical evidences.

1. Female teachers have higher level of perceptions of diversity management than male teachers.
2. Older teachers have higher level of perceptions of diversity management than younger teachers.
3. Teachers with higher qualification have higher level of perceptions of diversity management than teachers with lowe qualification.
4. Experienced teachers have higher level of perceptions of diversity management than less experienced teachers.
5. Trained teachers have higher level of perceptions of diversity management than untrained teachers.

6. Non-Hindu teachers have higher level of perceptions of diversity management than Hindu teachers.
7. Teachers with non-Nepali mother tongue have higher level of perceptions of diversity management than teachers with Nepali mother tongue.
8. Teachers with ethnic identity have higher level of perceptions of diversity management than non-ethnic teachers.
9. Teachers with minority cultural status have higher level of perceptions of diversity management than teachers with mainstream cultural status.
10. Teachers with low income level have higher level of perceptions of diversity management than teachers with high income level.
11. Teachers from urban region have higher level of perceptions of diversity management than teachers from rural areas.
12. Teachers, working in urban schools have higher level of perceptions of diversity management than teachers working in rural schools.

The findings of the study are analyzed and discussed under the following sections:

- 5.1 Analysis of teacher perceptions of diversity management
 - 5.1.1 Teacher perceptions of diversity management at personal level
 - 5.1.2 Teacher perceptions of diversity management at professional level
 - 5.1.3 Teacher perceptions of diversity management at organizational level
- 5.2 Analysis and discussion on differences in personal characteristics and their effects on the level of teachers' perceptions

5.1 Analysis of Teacher Perceptions of Diversity Management

The results revealed that the level of perceptions of primary school teachers on diversity management was at rather high level. The average (\bar{x}) level of overall teacher perceptions was 3.80 with standard deviation of 0.27. It indicated that teachers perceived the issues on diversity and its management in some extent. Since, the study examined the level of perceptions in the context of their personal, professional and

organizational level, the results revealed that there was significant difference on the level of perceptions according to the context. At personal context the average (\bar{x}) level of teacher perceptions was 4.18 with standard deviation of 0.33, at professional context the average (\bar{x}) level of teacher perceptions was 4.04 with standard deviation of 0.33, and at organizational context the average (\bar{x}) level of the perception was 3.16 with standard deviation of 0.29. At personal and professional context the degree of perceptions was at rather high level, whereas in the organizational context the average was at moderate level. The results were supported by the findings of the study of Cardona (2005), who found significant difference in teacher perceptions as per their personal and professional context. The results were also congruent with theoretical concept of Pohan & Aguilar (2001). They suggested that there might be situations in which ones personal beliefs about a given issue could be in direct conflict with his/her beliefs in a professional context. According to them 'in a personal context, an educator might believe that bilingualism is an asset in today's increasingly diverse and global society, within a professional context (e.g. schooling), however this same educator might reject the notion of public money spent on bilingual education'.

It was found that teachers reported positively while they responded on their own capabilities and competencies. While they responded on the issues concerning to the external support and the efficiency of school management practices, they reported negatively in some extent. Similarly, teachers were stable on the fact that the presence of basic knowledge about diversity and its influence does make schools able to manage diversity properly. But mere presence of knowledge of diversity does not make schools able to manage diversity properly. It needs cultural sensitivity, modification on school perspectives, policies, programmes, personnel and practices. It is not simply to make all the people feel good about each other. Teachers as well as schools should have a specific purpose and commitment to implement their mission whatever product or service they provide.

5.1.1 Teacher Perceptions of Diversity Management at Personal Level

The results revealed that teachers were quite aware of diversity and its management at personal level. The mean (\bar{x}) value of teacher perceptions at personal level was 4.18 with standard deviation of 0.33. It showed that the degree of

perceptions of diversity management was at rather high level in personal context. Teachers were found agreed on the fact that diversity has the substantial influence on teaching learning activities and it is one of the barriers toward successful schooling. They were confident on their encouraging behaviors to the children from all backgrounds. Similarly, they accepted their limitations regarding knowledge and skills while treating the children with diversity and differences. They were found uncertain on the way of school functioning and on the responsibility of the teacher to accommodate diversity. The data from focus group discussion also supported the findings. Most of the participants of the focus group discussion noted that almost all teachers had the knowledge about diversity and its consequences, but the problem was laid on the transformation of such perception and attitude into behaviors.

The level of perceptions on diversity management in personal context was rather high. Because of the habitus of the respondents as suggested by Bourdieu (1990), which regulates the mental activity of a person, is obtained from family and social environment. Since, Nepal is a plural society from its inception, teachers were grown up in plural society and they experienced diversity and differences in every pace of their life. In addition, after the restoration of democracy in 1990, there is a growing academic as well as public debate to accommodate its diverse social, cultural, ethnic, language, and racial groups on equal footing. The country has started inclusive practices in governance where voices of every part of the society are being heard and are given value. In addition, majority of the respondents were from so called higher strata of the society and might have the perception of the present state of the system as in normality. They might have thought that whatever they were doing was appropriate for the improvement of education system. These are likely reasons why teachers perceived the issue of diversity management at rather high level.

5.1.2 Teacher Perceptions on Diversity Management at Professional level

The results of the study indicated that the degree of perceptions of primary school teachers on diversity management in professional level was at rather high level. The mean (\bar{x}) value of the level of perception at professional context was 4.04 with standard deviation of 0.33. Majority of the respondents were found agreed in the

fact that teachers in the schools were helping the students who need special care and encouraging them to respect diversity and differences. They accepted that teachers were playing the role of change agent and promoting equity and mutual respect among students as well as fostering the positive interrelationships among students, their families, and the school. They were found doubtful on the issues related to teachers' competence on pedagogical practices, current professional support system and teacher training program. The data from focus group discussion were also supportive to the findings. In focus group discussion, participants reported that they were capable to address the diverse needs of the children provided that the overall education system would be improved. They noted that the present inefficiencies were due to the lack of professional support, reward and punishment system, and competent management system.

The findings were inconsistent with theoretical concept of Vygotsky's socio cultural learning theory that emphasizes on the learning amidst social and cultural context. The respondents hardly accepted that they were evaluating the learning problems of the children in terms of their family, society, as well as cultural context. There were limited practices to bridge the curricular knowledge base and skills with that of individual students and their societal backgrounds.

The degree of teacher perceptions of diversity management at professional level was at rather high level. In recent years teachers have gotten opportunities to involve in the programmes that help to modify their teaching practices, cultural sensitivity, and their mindsets. Since last decade, the government has initiated innovative programs in education sector to improve enrolment, retention and completion rate of primary children particularly girls, socially deprived children, linguistic minorities, out of school children and children with disabilities; such as special needs education, education for girls, education for special focus groups, special education, early childhood development programs. Teachers were exposed to the programs with wide range of knowledge and skills to implement them at school level. It might be the reason that teachers had perceptions on diversity management at rather high level in professional context.

5.1.3 Teacher Perceptions of Diversity Management at Organizational level

In organizational level, it was found that the respondents perceived the diversity issues moderately. The average (\bar{x}) level of perceptions at organizational level was 3.16 with standard deviation of 0.29. The respondents were agreed on the fact that the schools were sensitive to the needs of learners from all background. They were found skeptical on the overall management system of the schools regarding diversity management including stakeholder's participation, competency of school leadership, and discriminatory practices in the school. Majority of the respondents accepted that schools were failed to provide equal opportunity to all learners. The data from focus group discussion also supported the findings as they reported; schools were vulnerable to accommodate the diverse needs and interests of all children.

The response of the respondents indicated that they were less conscious on diversity management at organizational context. As they rated contradictorily; in one hand they reported the schools were sensitive toward the diverse needs and interests of the children, on the other hand they reported that schools did not have any policy, programs, and strategy to deal with diversity found in schools. It was found that they were unable to transform their perceptions and attitudes as the context was changed. It indicated that teachers lack systems thinking to solve the problems of schooling. They generally reported the surface part of the problems.

The reason why teachers perceived the diversity management issues at a moderate level in the school context could be because of the legacy of traditional way of schooling. In the past schools were more powerful and had their ways of delivering instructions, and students were expected to adapt them in order to get as much as they could. Students were expected to change themselves to fit in the schools. Although the understanding is completely changed that schools and teachers must change themselves to meet the needs of students, the schools are unable to update school practices according to paradigm shift. Similarly, the morale and motivation of the teachers in Nepalese context is fragile. Because of the lack of sound reward and punishment system, most of the teachers are found frustrated to their profession and they hardly think about improvement of the school practices.

5.2 Analysis of Differences in Personal Socio Demographic Characteristics and Their Effects on the Level of Teacher Perceptions of Diversity Management

5.2.1 Gender

The study revealed that there was statistically significant difference between male and female respondents in the level of perceptions of diversity management. The mean (\bar{x}) of the level of perceptions for male respondents was 3.89 with standard deviation of 0.24, whereas the mean (\bar{x}) value of the level of perceptions was 3.69 with standard deviation of 0.25. The result indicated that the average level of both male and female teachers was at rather high level favoring male respondents. The findings were inconsistent with the study of Grobler et al. (2006) and Mary (2005) who found female educators have higher mean scores than male educators on perceptions of cultural diversity management at school level, the results were also inconsistent with research hypothesis as the difference was in opposite direction. However, the findings were supported by theoretical concept of Harper et al. (2003), Maccoby (1988), Bussey & Bandura (1999). They asserted that the socially sanctioned prescriptions in terms of life roles, occupations, relationships, abilities and opportunities, they differ in their self concepts.

The results could be in reverse direction of the research hypothesis because of the socio-cultural context of the country. In Nepalese society, females are adversely affected members than males in the traditional male dominated family system. As the roles, relationships, and opportunities are shaped by the social structure; females in such a context are compelled to be limited to their personal and family affairs and are less exposed to the social issues in comparison to the males. Because of the social prescriptions and limited opportunities of initiation interactions female respondents perceived the diversity issues slightly lower than that of male respondents.

5.2.2 Age

The results indicated that there was statistically significant difference on the level of perceptions among different age groups in assumed direction. The average (\bar{x}) level of perceptions of the respondents within age range of below 32 years was

3.68 with standard deviation of 0.31, the average (\bar{x}) level of perceptions of respondents within the age range of 33-44 years was 3.80 with standard deviation of 0.26 and the average (\bar{x}) level of perceptions of respondents within age range of 45 and above was 3.90 with standard deviation of 0.19. The level of perceptions of all groups was at rather high level. It was found that the older age group had the highest mean score. The results indicated that the older the teachers the better they perceive the issues of diversity management. The results were congruent with the findings of Grobler et al. (2006). They found similar results in their study of perceptions of effective management of cultural diversity. Their study findings indicated that the oldest teacher had better frame of reference in terms of diversity management. The results were consistent with research hypothesis and supported by theoretical concept of Gardenwartz & Rowe (1998). They asserted that age makes a lot difference in the perceptual process. The era in which one grows up puts a permanent mark on ones value and expectations. Maturity level and experiences influence the mental process in which people sort, interpret, analyze and integrate the information. Since, the older teachers had experienced the consequences of diversity; they perceived it more apparently than their younger counterparts.

5.2.3 Qualification

The study found that there was statistically significant difference in the degree of perceptions on diversity management in assumed direction with respect to the qualification. The mean (\bar{x}) value of the level of perceptions of the respondents having SLC qualification was 3.74 with standard deviation of 0.27, the average (\bar{x}) level of perceptions of respondents having Intermediate qualification was 3.80 with standard deviation of 0.28, and the average (\bar{x}) level of perceptions of the respondents having Bachelor and above degree was 3.92 with standard deviation of 0.20. The degree of perceptions of all groups was at rather high level with statistically significant difference. The results revealed that the higher the academic qualification the better they perceive the diversity along with personal, professional and organizational context.

The results were consistent with research hypothesis but were mismatched with the findings of Grobler et al. (2006). They found no statistically significant

difference in the mean scores of qualification groups in the governance of cultural diversity. It could be because of the different context of the study. However the results were supported by theoretical concept of Fiske & Newberg (1990). They noted that the perception and judgment processes differ in their amount of thoughtfulness. Since, education qualification increases the amount of thoughtfulness and the knowledge base; it has considerable influence on person perception. They apply their knowledge for critical evaluation of the environment and perceive accordingly.

5.2.4 Experience

The research found that there was statistically significant difference in assumed direction in the level of perceptions on diversity management in terms of experience. The average (\bar{x}) level of perceptions of respondents within the experience group of below 12 years was 3.64 with standard deviation of 0.30, the average (\bar{x}) level of perceptions of respondents within the experience group of 13-24 years was 3.85 with standard deviation of 0.20, and the average (\bar{x}) level of perceptions of respondents within experienced group of 25 and above years was 3.94 with standard deviation of 0.21. The result indicated that the level of perceptions of all experience groups was at rather high level with statistically significant variations. It was found that the teachers with more years of teaching experience had higher level of perceptions than their counterparts with less years of teaching experience. The findings were supported by the study carried out by Cardona (2005) and Grobler et al. (2006). They found that teachers with more years of experience had higher level of perceptions on diversity management. The findings were also in accordance with the concept of Baron and Byrne (1991). According to them perceptions are formed as a result of direct personal experiences. Every perception a person has is based upon their own personal experience. The teachers, who were involved in teaching profession for longer time, had the opportunity to be involved in training or educational workshops and seminars, to get involved in pedagogical practices, and had the opportunity to compare education systems of different timeline. Thus, they had the insight to envision the issues of diversity management.

5.2.5 Training

The results indicated that there was statistically significant difference on the level of perceptions of diversity management between trained and untrained teachers in assumed direction. The average (\bar{x}) level of perceptions of trained teachers was 3.84 with standard deviation of 0.27, whereas the average (\bar{x}) level of perceptions of untrained teachers was 3.72 with standard deviation of 0.25. The results showed that the level of perceptions for both trained and untrained teachers was at rather high level. It was found that the mean score of the trained teachers was higher than that of untrained teachers. The results were consistent with research hypothesis but were incoherent with the findings of Grobler et al. (2006). They found no statistically significant difference between trained and untrained teachers. However the findings were supported by theoretical concept of Krunger & Dunning (2002). They pointed that training helps to increase the meta-cognitive insight of the people. It is such an effort in the life of people which expand the horizon of their knowledge about certain aspects of their life, profession, or the surrounding environment and helps them to sort, analyze, interpret, and integrate the information.

In the past, teachers were recruited without pre-service training. Even now there are so many teachers who are untrained. Untrained teachers lack knowledge and skills related to child friendly classes, child psychology, instructional planning, preparation and use of instructional materials, classroom management, and management of diverse children. Hence the teachers, who were untrained, perceived the issues of diversity management lower than that of trained teachers.

5.2.6 Religion

With respect to religious affiliation, it was found that there was statistically significant difference in assumed direction on the level of perceptions of diversity management between Hindu and non-Hindu respondents. The average (\bar{x}) level of perceptions of Hindu respondents was 3.75 with standard deviation of 0.29, whereas the average (\bar{x}) level of perceptions of non-Hindu respondents was 3.95 with standard deviation of 0.13. The level of perceptions for both religious groups was at rather high level with significant difference. The mean (\bar{x}) value of non-Hindu respondents was higher than their Hindu counterparts. The findings were in accordance with the

research hypothesis and were supported by theoretical concept of Cushner et al. (2000). They stated that people have their own religious ideas, beliefs, rituals, and habits of mind. Thus, religious references and allusions permeate their lives. Religion gives people a basic set of values and rules that guides their lives. That's why people of different religious beliefs have their own way of considering the activities around them.

The probable reasons behind the findings might be the different religious traditions of the respondents. People in the country are aligned with more than 10 religious groups. Majority of the people are Hindus. Up to recent past, the country was characterized as Hindu nation. The traditions of Hinduism got high preferences and other religious groups felt disadvantaged and discriminated. Being non-Hindu, people feel the importance of diversity management. Similarly, Hinduism believes on hierarchy and categorization of human beings into various sub-groups, whereas other religions are more liberal and can accommodate differences. So, non-Hindu participants were found more positive on diversity management. These are likely the reasons why non-Hindu teachers perceived the diversity issues higher than Hindu counterparts.

5.2.7 Language

The results of the study showed that there was statistically significant difference on the level of teacher perceptions of diversity management between Nepali and non-Nepali speaker respondents. The average (\bar{x}) level of perceptions for Nepali mother tongue respondents was 3.75 with standard deviation of 0.29, whereas the average (\bar{x}) level of perceptions of non-Nepali mother tongue respondents was 3.85 with standard deviation of 0.22. The results indicated that the level of perceptions for both groups was at rather high level with statistically significant difference in assumed direction. It was found that the mean score of non-Nepali speaker respondents was higher than Nepali speakers. The findings were supported by the study of Grobler et al. (2006). Their study revealed that the mother tongue of the educators had significant influence on the perception of effective management of cultural diversity. The findings were also supported by theoretical concept of Sapir (1973) and Whorf (1956). They suggested that language determines perception of the

people. According to them, members of a society share a world view by virtue of the language which they use in communicating each other. They stated that particular languages channel perception or thought in particular ways.

Nepali language is the official language of the country. Majority of the people speaks the language as their mother tongue. People from Nepali speaking family get benefited from language policy adopted in the country and non-Nepali speakers feel disadvantaged. As non-Nepali respondents have experienced discrimination and prejudices in their life because of their language, they feel the necessity of positive view to the different others. Therefore, non-Nepali speaker have higher level of perceptions on diversity management.

5.2.8 Ethnicity

The results revealed that the ethnicity of the respondents had the influencing role in the formation of perceptions of primary school teachers on diversity management. The average (\bar{x}) level of perceptions of non-ethnic respondents was 3.74 with standard deviation of 0.28, whereas the average (\bar{x}) level of perceptions of ethnic respondents was 3.95 with standard deviation of 0.13. The results established that the degree of perceptions of both groups was at rather high level with statistically significant difference in assumed direction. The results indicated that mean value of ethnic respondents was higher than non-ethnic respondents. The results were consistent with the study of Surakkhaka (2002) and Bailor & Kim (2003). Surakkhaka (2002) found significant difference between Thai and foreign teachers on the issues of diversity on professional development. Similarly, Bailor & Kim (2003) found significant difference on perceptions of pedagogical agent based on student's ethnicity. The results were also congruent with theoretical concept of Cushner et al. (2000). They stated that ethnicity is culturally defined according to the knowledge, belief, and behavior patterns shared by people with the same history and the same language and that shapes the mental software which guides behavior of a person.

In Nepal, ethnicity based identity of people is very strong. Many people think of themselves as members of an ethnic group first and a Nepalese second. Ethnic affiliation continues to play an important role in every day interactions. People from ethnic groups have experienced the domination from so-called upper caste groups and

are remained disadvantaged as they hardly got opportunity to be benefited from social resources in the past. Therefore the respondents from ethnic group were found more attentive to diversity management than non-ethnic respondents.

5.2.9 Cultural Status

The results of the study indicated that there was statistically significant difference in the level of perceptions between respondents with mainstream cultural status and minority cultural status. The average (\bar{x}) level of perceptions of respondents with mainstream cultural status was 3.74 with standard deviation of 0.28, whereas the average (\bar{x}) level of perceptions of respondents with minority cultural status was 3.96 with standard deviation of 0.13. Even though, the mean scores for both groups were at rather high level, the mean value of minority group was higher than mainstream group. The results were consistent with the research assumption and supported by theoretical concept of Nisbett & Miyamoto (2005). They identified that differences in social structures and social practices underlie differences in perceptions. Since socialization processes are different in different cultures, people acquire a specific attention pattern.

It could be because of multicultural characteristics of the country. Various cultural groups are residing there maintaining distinct traditions. In addition, cultural traditions determine to access and control over social resources. Thus the divisions of mainstream and minority culture are surfaced and happen to the cause of domination and discrimination. Since, respondents from minority cultural status have been experiencing discriminatory behaviors in the society over the years, they are found more attentive to diversity issues than respondents from mainstream culture.

5.2.10 Income

The study found no statistically significant difference and direction in the mean scores among the respondents from various income levels. The average (\bar{x}) level of perceptions of respondents within income group of below 70,000/- NRs. was 3.79 with standard deviation of 0.28, within income group 71,000/- NRs. to 80,000/- NRs. was 3.84 with standard deviation of 0.24, within income group of 81,000/- NRs. to 90,000/- NRs. was 3.75 with standard deviation of 0.26, and within income group

of 91,000 and above was 3.76 with standard deviation of 0.29. The results indicated that the mean value for all the income groups was at rather high level. Although there was no significant difference among the groups, there was slight variation on mean scores. The mean value of lower income group was little bit higher than the respondents from upper income level. The findings were not consistent with research assumption as well as with theoretical concept of Gardenswartz & Rowe (1998), who stated that income levels often affect esteem, job satisfaction, and stress levels of a person which affects the view point of a person. Therefore relative wealth and poverty are major factors in the way that people perceive something or somebody.

The socio-economic conditions of all respondents were almost similar. They fell under lower-middle class of socio-economic strata. The salary and other benefits were also the same for all. For that reason there was no significant influence of the factor on level of perceptions of primary school teachers on diversity management.

5.2.11 Region of Origin

The comparison of mean scores among the respondents from Hill, Terai and Valley showed that there was statistically significant difference among the groups. The average (\bar{x}) level of perceptions of respondents from Hill was 3.73 with standard deviation of 0.29, from Terai was 3.85 with standard deviation of 0.22, and from Valley was 3.86 with standard deviation of 0.24. The results indicated that the mean scores of all three groups were at rather high level. It was found that the mean value of respondents from Terai and Valley was higher than the mean value of respondents from Hill. The findings were in accordance with the theoretical concept of Cushner et al. (2000). They stated that one's regional identity functions in the same way as one's national heritage. Thus, people are identified and often identify themselves as member of ethnic like groups, with same kind of loyalties, sense of community, and language traits. Gardenswartz & Rowe (1998) contends that where people are raised and are presently living has a bearing on their behaviors and attitudes.

Nepal is a diverse country in its geographical features that pose various challenges to development process of the country. Not all parts are equally developed and have equal facility of education, health, transportation and communication. Places in rural areas are still remained traditional and relatively isolated whereas places in

Terai and Valley are experiencing rapid social change. People who are raised in rural areas have limited opportunity to broaden their mindsets to cope with the change. But the people in Terai and Valley have greater exposure to diversity and differences. These are likely reasons why teachers from Terai and Valley have higher level of perceptions than teachers from Hilly region.

5.2.12 School Location

The results revealed that location of school had considerable impact on teacher perceptions of diversity management. The average (\bar{x}) level of perceptions of respondents working in rural schools was 3.68 with standard deviation of 0.27, the average (\bar{x}) level of perceptions of respondents working in schools located in Terai region was 3.88 with standard deviation of 0.23, and the average (\bar{x}) level of perceptions of respondents working in schools located in Valley was 3.83 with standard deviation of 0.26. The results indicated that there was statistically significant difference in the mean scores among the respondents from the schools located in rural, semi-urban and urban areas. Although the mean (\bar{x}) value of all groups was at rather high level, results conveyed that the respondents from semi-urban schools had the highest mean score followed by the respondents from urban and rural schools.

The results of the study were in accordance with research hypothesis and theoretical concepts of Gardenswartz & Rowe (1998). They contended that the location where one works can make a difference in staff member's viewpoints, attitudes and perceptions. In addition, geographical location provides and limits the opportunity to education, transportation and other exposures. Similarly, Jones (1998) asserted that every organization has their own set of shared values that become part of members' mindset and affect their interpretation of the situation.

Teachers working in schools located in semi-urban and urban areas have access to the facilities to improve their social as well as cultural competencies to improve their pedagogical practices. In addition, semi-urban and urban children are more diverse in their ethnicity, race, wealth, life experiences and other learning needs. That could be the reason why teachers from semi-urban and urban schools had higher level of perceptions rather than their rural counterparts.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The previous chapter discussed on the research results along with theoretical concepts, previous researches and the influence of socio demographic characteristics of the respondents. The results were discussed and presented in terms of research questions and research hypotheses. This chapter aims to conclude the overall study and recommend for further interventions in school education and future researches to investigate and evaluate the school practices regarding diversity and its management to improve the effectiveness and efficiency of primary schooling in the country. The presentation of the chapter is made in the following sections.

- 6.1 Conclusion
- 6.2 Recommendation

6.1 Conclusion

The main objective of the research was to devise general guidelines for effective management of diversity in Nepalese primary schools. Specific objectives of the study were to explore level of teacher perceptions of diversity management and to examine the effects of individual socio-demographic characteristics on the level of teacher perceptions of diversity management. The research questions of the study were as follows.

The study was limited to the small sample of teachers because of the time and resource constraints. The scope of the study covered the primary school teachers, the aspects of diversity management at personal, professional and organizational level.

The population for the research was 220 primary school teachers working in five municipal clusters of the 5 administrative districts of Nepal. The sample was drawn from 220 teacher population which accounted 142 teachers.

The study used descriptive survey questionnaire and focus group discussion guidelines to explore teacher perceptions of diversity management at personal, professional and organizational context.

Data collection was done with cooperation from the concerned school principals and teachers and from the staff of District Education Offices and the Ministry of Education and Sports. Both researcher and assistants carried out the data collection.

The data analysis was carried out by using Statistical Package for Social Science (SPSS) for windows version 11.5 in order to explain the frequency, percentage, mode, mean, and standard deviation as well as in order to test the hypotheses. The effect of the individual socio-demographic characteristics on teacher perceptions of diversity management was analyzed by using Student's 't' test (one tailed) and Analysis of Variance (ANOVA) at the confidence level of 0.05.

6.1.1 Socio Demographic Characteristics of the Sample

Majority of the sample was male (54.20 percent) aged 33-44 years (47.20 percent) with secondary school qualification (49.30 percent), 13-24 years of experience (48.60 percent) and trained status (64.10 percent). Most of the respondents were aligned with Hindu religion (77.50 percent), Nepali language (57.0 percent), non-ethnic group (73.94 percent) and mainstream cultural status (74.64 percent). Large part of the sample had NRs. 60000-70000 (44.40 percent) annual income and were from Hilly region (50.00 percent) working in urban schools (51.40 percent).

6.1.2 Teacher Perceptions of Diversity Management

Overall level of perceptions of primary school teachers on diversity Management was at rather high level ($\bar{X} = 3.80$). The level of perceptions in personal context ($\bar{X} = 4.18$) and professional context ($\bar{X} = 4.04$) was at rather high level, whereas in the organizational context ($\bar{X} = 3.16$) it was at moderate level. It was revealed that the respondents were more aware about diversity management at personal and professional context rather than in the organizational context. The study also surfaced that teachers were unable to transfer their perceptions and attitudes in different context. Personally they thought that diversity management was the tool for

improving student's academic performance and school effectiveness but they were found unable to maximize their greater potential for optimal excellence in their profession and schools. Considering the total sample of 142 teachers, they could be ranked as per the level of perceptions as high (25.28%), rather high (40.78%), moderate (24.11%), rather low (7.89%) and low (1.84%). The data from focus group discussion were also consistent with the findings of survey data. The participants reported that teachers perceived the issues of diversity management and consequences. But they encountered the problem on the level of implementation.

6.1.3 Effects of Personal Socio Demographic Characteristics on Teacher Perceptions of Diversity Management

The analysis of the data found that among 12 independent variables, 11 variables were statistically significant. They were gender, age, qualification, experience, training, religion, language, ethnicity, cultural status, region of origin and school location. There was reverse effect of gender on perceptions regarding research hypothesis and no statistically significant influence was found in the factor income on teacher perceptions. It was found that male respondents with older age having higher qualification, longer period of experience, and training had higher level of perceptions. Similarly, the respondents aligned with non-Hindu religious status, non-Nepali mother tongue, ethnic groups, minority cultural status, born in Valley and working in semi-urban and urban schools had the higher level of perceptions on diversity management.

6.2 Recommendations

The research results indicated that the level of teacher perceptions of diversity management was at rather high level. The study also revealed that there were some statistically significant factors which influenced teacher perceptions of diversity management in Nepalese context. It was found that the problems were embedded in structures, attitudes, preparation and organizational setting. In order to improve the level of teacher perceptions of diversity management to address the diverse needs and

interests of the children, the following action steps were recommended to be initiated in different levels.

6.2.1 Recommendations for Policy Level

6.2.1.1 The level of perceptions of primary school teachers on diversity management were only in satisfactory level. In addition, inconsistency in their responses indicated that they were less confident in their knowledge base and competency regarding diversity management. Therefore, policy makers should include diversity issues in teacher preparation programs as well as school management interventions and attract disadvantaged groups to the teaching profession.

6.2.1.2 The research revealed that poor physical facilities, inadequate number of teachers, overcrowded classrooms, poor professional system, and low level of teacher motivation are the barriers to the diversity management process. Therefore the government ought to address those barriers to improve teacher's pedagogical competency.

6.2.2 Recommendations for Organizational Level

6.2.2.1 The research found that schools were indifferent toward the prevalent diversity in student population. This is the time for schools to change their traditional practices to meet the needs of students, not for the students to change themselves to fit in the school. Therefore schools need to reform their strategies to deal with diverse student's population.

6.2.2.2 It was found that the reward and punishment system in schools was almost non-existent. In order to motivate teachers, to generate their self esteem and to ensure the quality of teaching through diversity management, a proper system of reward and punishment should be implemented in school level.

6.2.2.3 The schools should develop their clear mission, vision, and strategies in broader participation of stakeholders to address the learning needs of all students and to eradicate discrimination and prejudices as well as to develop the school culture which value, respect and celebrate the differences found in students population.

6.2.3 Recommendations for Teachers

6.2.3.1 The research found that most of the teachers were high school graduates. They need to improve themselves by gaining more knowledge or training in order to be more skillful and confident in their profession to deal with diverse children.

6.2.3.2 Teachers need to improve the ability to recognize differences based on culture, language, religion, socio-economic status and other aspects of individual identity and to respond those differences positively and constructively.

6.2.3.3 The research found that the level of perceptions of diversity management in different context were different. It indicates that teachers are unable to transfer their beliefs and perceptions in other context. Thus it is necessary for the teachers to translate their perceptions and beliefs into action

6.2.4 Recommendations for Future Research

6.2.4.1 This is the study of primary teachers' perceptions of diversity management at personal, professional and organizational context with small sample group. In the study, factors like gender, age, qualification, experience, training, religion, language, ethnicity, cultural status, income, region of origin, and school location were considered the affecting factors of person perception. There is the need for large scale research in order to determine whether or not these factors affect teacher perceptions.

6.2.4.2 There is the urgent need to study the perceptions and attitudes of policy makers, administrators, school managers, students as well as parents to facilitate diversity management practices. Similarly, educational policies, curriculum, teacher preparation programs, school management practices, classroom practices need to be investigated to make necessary reforms to provide ground for smooth implementation of diversity management practices.

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APPENDIX A
LIST OF SAMPLE SCHOOLS

S.No.	Name of District	S.No	Name of School	Number of Teachers		
1.	Baitadi	1.	Dasarath PS Khalanga	5		
		2.	Jagannath PS Madala	3		
		3.	Nagarjun PS Sapralli	3		
		4.	Nirpal PS, Bhoda	4		
2.	Dadeldhura	5.	Adarshamanilek PS Latsera	4		
		6.	Ashigram PS Littergaun	3		
		7.	Ashigram PS Selagaun	2		
		8.	Bhrikuti PS Khalanga	4		
		9.	Janajyoti PS Adityanagar	3		
		10.	Maheswori PS Nidalgaun	3		
		11.	Shambhunath PS Chhachoda	4		
		12.	Tripurasundari PS Pokhara	4		
		3.	Kanchanpur	13.	B.P. PS Odali	4
				14.	Gaurishankar PS Naulakhet	4
				15.	Kalika PS Sukasal	5
				16.	Mahakali PS Nimbukheda	5
17.	Shivagyaneswor PS			6		
18.	Tribeni PS Aithpur			4		
4.	Bhaktapur	19.	Balmikeswor PS	5		
		20.	Brahmacharini PS	4		
		21.	Brahmayani PS	4		
		22.	Hansabahini PS	3		
		23.	Janasewa PS	4		
		24.	Mahendra PS	4		
		25.	Siddhisharada PS	4		

LIST OF SAMPLE SCHOOLS (Cont.)

S.No.	Name of District	S.No	Name of School	Teacher Posts
5.	Kathmandu	26.	Ajad PS Lagantol	4
		27.	Balbikash PS Chhetrapati	5
		28.	Balkalyan PS Balaju	4
		29.	Bhimsengola PS Baneswor	4
		30.	Bidyodaya PS Jhonchhe	4
		31.	Boddhikbikash PS Jyatha	3
		32.	Janasudhar PS Soyambhu	4
		33.	Sarbeswor PS Koteswor	4
		34.	Sabaldyola PS Lagan	4
		35.	Sankata PS Tebahal	4
		36.	Tarini PS Makhan	4
	Total	36		142

APPENDIX B

SURVEY QUESTIONNAIRE

(To explore teacher perceptions of diversity management
in Nepalese primary schools)

This questionnaire is the part of the study designed to fulfill the partial requirement of Masters' Degree on Educational Management in Mahidol University, Thailand. The study intends to measure teacher perceptions on diversity management in primary schools. The questionnaire has addressed diversity issues to be dealt in everyday school functioning. Please keep your school management, your efforts and your students' diversity in mind when answering the questions. The questions relate to your perceptions on diversity management in your personal, professional and organizational context. Since your school is the part of this study, your responses will be very important in helping to describe diversity management status in Nepalese primary schools. It is therefore important that all questions be answered as carefully and accurately as possible. Your cooperation in this study would be greatly appreciated.

Your responses will be strictly confidential and data from this questionnaire will be reported in aggregate. Your responses will not be used in any way that will permit you and your school to be identified.

The questionnaire is divided into two sections. 'Section-A' inquires personal information whereas 'Section-B' measures your perceptions on diversity management in your personal, professional and organizational context.

(.....)

Dhan Singh Dhami

Researcher

5th November, 2006

SECTION A
PERSONAL INFORMATION

1. Your gender? (Please mark \checkmark in right option)
Male
Female
2. Your age (in complete years)? Years
3. Your educational qualification (highest qualification)?
4. Teaching experience (in complete years)? Years
5. Training status? (Please mark \checkmark in right option)
Trained
Untrained
6. Your religion?
7. Your mother language?
8. Your caste / ethnicity?
9. Your cultural status? (Please mark \checkmark in right option)
Mainstream
Minority
10. Your income (annual)?
11. Place of your origin?
12. Location of your school (mention the terms that best represent the location:
mountain, hill, Terai, rural, semi-urban, and urban)?

SECTION B
PERCEPTIONS ON DIVERSITY MANAGEMENT

To what extent do you agree / disagree with each of the following statements?

Mark your opinion by \surd using the five point scale provided for each question.

where;

‘5’ means strongly agree

‘4’ means agree to some extent

‘3’ means undecided

‘2’ means disagree to some extent

‘1’ means strongly disagree

PERCEPTIONS AT PERSONAL LEVEL

1. Diversity in schools includes all human differences.
5 4 3 2 1
2. Under-managed human diversity is the cause of low academic performance.
5 4 3 2 1
3. I always try to identify diverse needs of the children to appropriate programs.
5 4 3 2 1
4. Teachers are responsible for dropouts, repetition and low academic achievement.
5 4 3 2 1
5. I am unable to deliver educational programs for students as per their needs and interests.
5 4 3 2 1
6. Gap between student’s home and school environment is still very large.
5 4 3 2 1
7. Only efforts of the teachers can not solve the problems of disadvantaged children.
5 4 3 2 1
8. I always treat children equally from every strata of the society.
5 4 3 2 1
9. Teachers are responsible for unequal student’s academic performance.
5 4 3 2 1

10. Teachers are transmitting the inequalities prevailing in society.
5 4 3 2 1
11. I am working as a change-agent for the learners from all backgrounds.
5 4 3 2 1
12. I always appreciate and respect the individual differences of the learners.
5 4 3 2 1
13. Perception of diversity management issues enhances the performance of teacher.
5 4 3 2 1
14. I always encourage the learners to respect the individuals with differences.
5 4 3 2 1
15. I consider the problems faced by students along with their background.
5 4 3 2 1
16. I always encourage the students from poor families and disadvantaged groups.
5 4 3 2 1
17. I always aware with the problems of students from disadvantaged groups.
5 4 3 2 1
18. I never practice prejudice and discrimination to the students who are different from me.
5 4 3 2 1
19. I equally behave to all learners while conducting classes.
5 4 3 2 1
20. I always consult with guardians of the children who are in difficulty in learning.
5 4 3 2 1

PERCEPTION AT PROFESSIONAL LEVEL

21. Most of the teachers are not aware with human diversity in the school.
5 4 3 2 1
22. 2. Teachers are unable to run the educational programs as per the needs of the children.
5 4 3 2 1
23. Teachers hardly get professional support to address the human diversity.
5 4 3 2 1
24. Teacher training is unable to equip teachers with diversity management skills.

- 5 4 3 2 1
25. The concept of 'One fits all' pedagogy is prevalent in teaching profession.
5 4 3 2 1
26. The problems related to the children are not addressed by school management yet.
5 4 3 2 1
27. I always trace the students who are facing difficulty in learning.
5 4 3 2 1
28. I always help the students who need special care in learning process.
5 4 3 2 1
29. I encourage learners to be tolerant towards the children from disadvantaged groups.
5 4 3 2 1
30. I always validate student's identities in classroom practices.
5 4 3 2 1
31. I educate students to respect diversity and differences.
5 4 3 2 1
32. I assist students in becoming socially conscious.
5 4 3 2 1
33. I always try to promote equity inside school and in classroom.
5 4 3 2 1
34. I always try to foster positive relations among students.
5 4 3 2 1
35. I always celebrate diversity in school and encourage others for the same.
5 4 3 2 1
36. I think students should not be harassed or discouraged from being different.
5 4 3 2 1
37. I respond student's diverse needs and interest positively.
5 4 3 2 1
38. Students need to be treated for what they are, not by their social background.
5 4 3 2 1
39. I never tolerate discrimination based on gender, ethnicity, language and disability.
5 4 3 2 1
40. I always help children who have difficulties in mastering curriculum.

5 4 3 2 1

PERCEPTION AT ORGANIZATIONAL LEVEL

41. Our school has clear mission to meet the diverse needs of the student.
5 4 3 2 1
42. School's pledge to diversity has been reflected in its policies and procedures.
5 4 3 2 1
43. Our school is unable to launch the programs to address diversity issues.
5 4 3 2 1
44. Our school is unable to provide equal opportunity to all learners.
5 4 3 2 1
45. Our school is committed to rights and social justice of all learners.
5 4 3 2 1
46. Our school is sensitive to the needs of learners from different backgrounds.
5 4 3 2 1
47. Our school communicates the importance of diversity issues on a regular basis.
5 4 3 2 1
48. School leadership is unable to identify and manage the aspects of diversity.
5 4 3 2 1
49. All stakeholders have the opportunity to participate in formulating school policy.
5 4 3 2 1
50. Our school is unable to trace drop-outs, repeaters and low performers.
5 4 3 2 1
51. Our school is unable to minimize discriminatory practices in school.
5 4 3 2 1
52. School management does not seem to care about all students as individuals.
5 4 3 2 1
53. School management does not take learner differences into consideration.
5 4 3 2 1
54. Discriminatory behaviors are still into practice in the school.
5 4 3 2 1
55. Aspects of each of the social groups are not incorporated in school activities.
5 4 3 2 1

56. Teachers in our school are tolerant to the children from all backgrounds.
5 4 3 2 1
57. Our school has tried to create conducive environment for all children.
5 4 3 2 1
58. Our school is unable to maintain the leaning environment for all children.
5 4 3 2 1
59. Our school has adapted the principle of transparency in all activities.
5 4 3 2 1
60. Our school always value opinions and contributions of all stakeholders.
5 4 3 2 1

Thank you for your time, effort and thought in completing this questionnaire.

APPENDIX C

FOCUS GROUP DISCUSSION GUIDELINES

1. GENERAL GUIDELINES

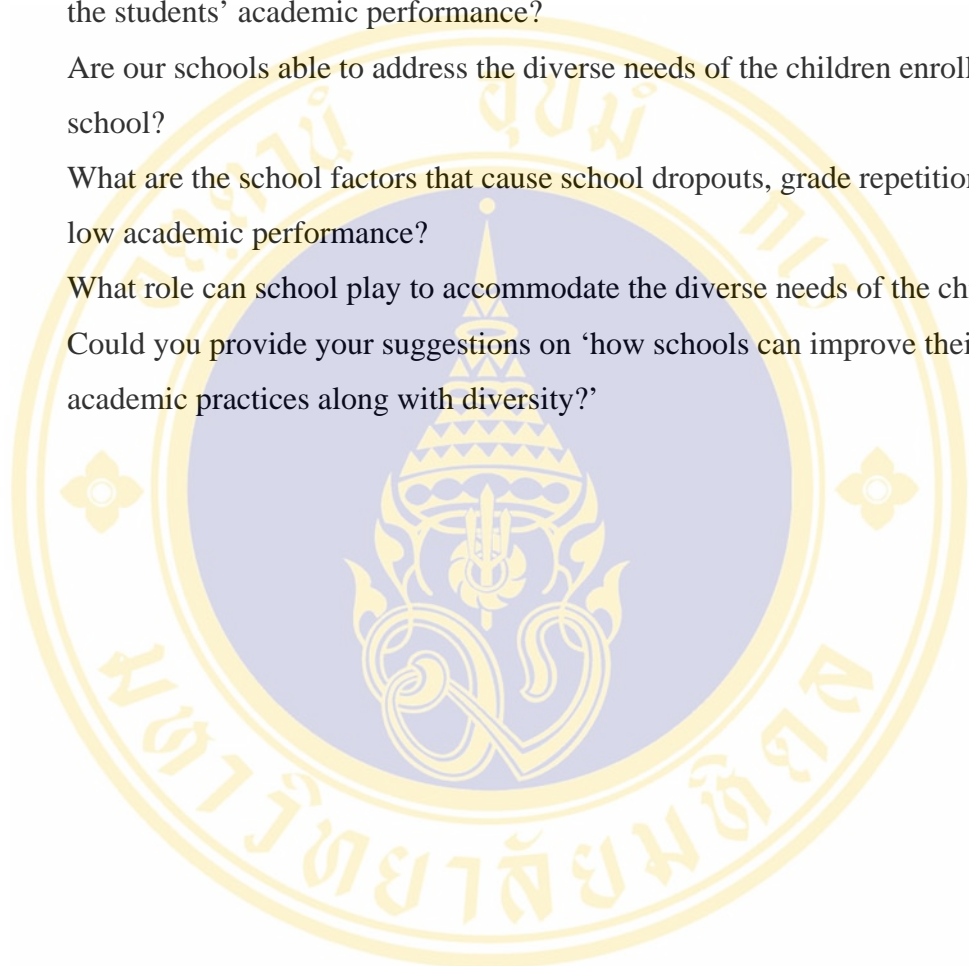
1. The researcher will select key informants to participate in focus group discussion and request them to support the process.
2. Researcher will select at least 2 moderators for support to conduct the focus group discussion.
3. Arrangement of focus group will be made by consulting with the participants. (Such as time, venue and refreshment etc.)
4. The researcher will receive each participant in the venue of the discussion and will open the discussion by welcoming all participants.
5. Before conducting the discussion, objectives and rules to be followed during the discussion will be explained as follows.
 - 5.1 Give the opportunity to express everybody's view one at a time.
 - 5.2 Do not interrupt when one is speaking, if you need to speak up, signal by raising your hand.
 - 5.3 Do not use offensive language that could humiliate others.
 - 5.4 Your views should be expressed clearly and to the point.
 - 5.5 Besides the main points of discussion, additional questions could be asked as necessary.
6. The researcher will close the session by thanking all the participants for their valuable contribution.

2. ISSUES OF FOCUS GROUP DISCUSSION

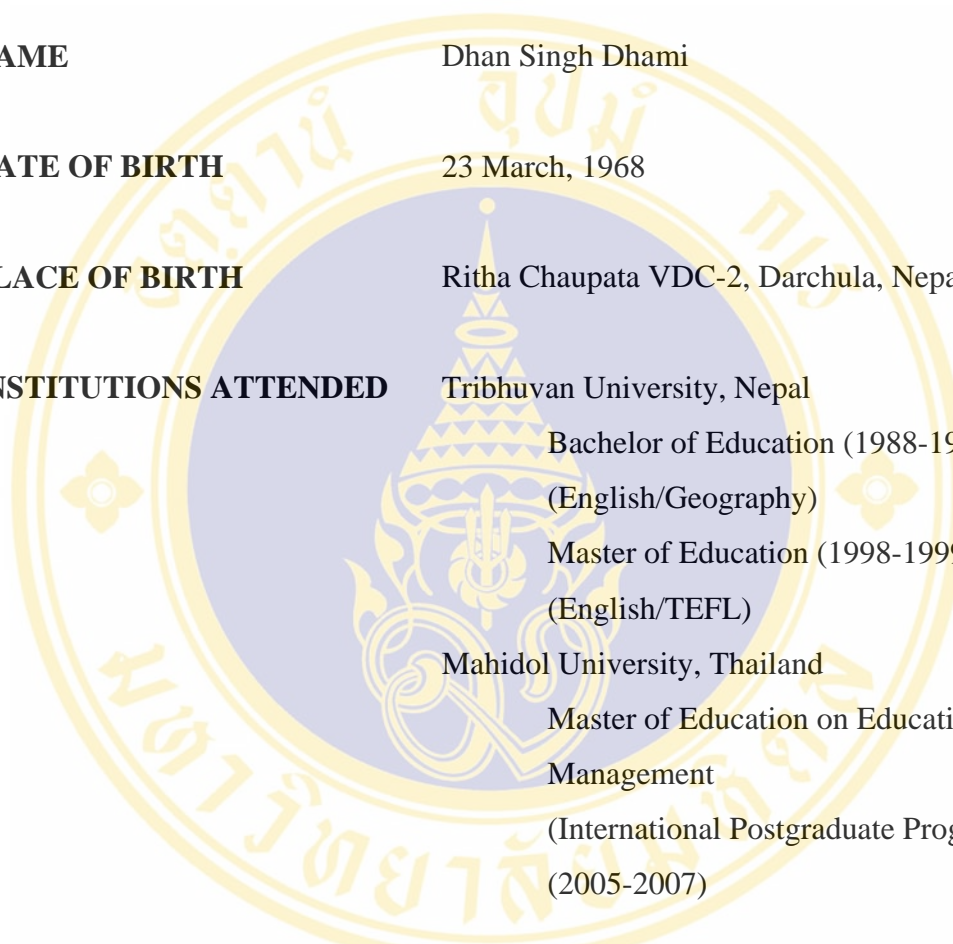
1. Prevailing diversity in schools and its consequences
2. Current school management practices to manage diversity
3. School factors that encourages inequality
4. Ways to harness diversity in school management practices

3. QUESTIONS FOR FOCUS GROUP DISCUSSION

1. Do you think diversity in student population is one of the factors which limit the students' academic performance?
2. Are our schools able to address the diverse needs of the children enrolling in school?
3. What are the school factors that cause school dropouts, grade repetition and low academic performance?
4. What role can school play to accommodate the diverse needs of the children?
5. Could you provide your suggestions on 'how schools can improve their academic practices along with diversity?'



BIOGRAPHY



NAME	Dhan Singh Dhami
DATE OF BIRTH	23 March, 1968
PLACE OF BIRTH	Ritha Chaupata VDC-2, Darchula, Nepal
INSTITUTIONS ATTENDED	Tribhuvan University, Nepal Bachelor of Education (1988-1989) (English/Geography) Master of Education (1998-1999) (English/TEFL) Mahidol University, Thailand Master of Education on Educational Management (International Postgraduate Programme) (2005-2007)
POSITION AND OFFICE	Section Officer/School Supervisor Ministry of Education and Sports, Kaishar Mahal, Kathmandu (1994- at present)
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