A STRATEGY TO MANAGE DIVERSITY IN SECONDARY SCHOOLS

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SUMMARY

A STRATEGY TO MANAGE DIVERSITY IN SECONDARY SCHOOLS

The purpose of the research focuses on the development of a strategy for the management of diversity in secondary schools of the North West Province.

The nature of diversity is explained from an ontological point of departure as the multiplicity of things with distinctive characteristics and qualities. A structure analysis of diversity emphasises a balanced perspective in which the interdependence and mutual coherence of all aspects of diversity are acknowledged in all spheres of life.

An analysis of the different perspectives concerning multicultural education as an approach to deal with diversity leads to the identification of a limited focus on culture related concerns that fail to account for diversity in totality. Culture related concerns are not regarded as an exclusive constituent of a complex phenomenon like diversity and a more inclusive approach of diversity in education is recommended.

A mixed methods research design is chosen for this research to provide a purposeful research framework in which quantitative and qualitative methods are combined to meet the demands of a sophisticated research problem. Findings of the research include *inter alia* the principles of respect and caring that are in relation to the concept of *Ubuntu* with a focus on humaneness and the affirmation of unity in diversity. Another finding of relevance is that a diversity strategy involves a clear rationale and policy framework for a process consisting of phases, objectives, action steps and persons involved. It is recommended that a diversity strategy must be tailor-made according to situation-specific needs and the unique manifestation of diversity.

The contribution of this research is seen as a clarification of the concept of diversity and the development of a generic strategy for the management of diversity.

KEY TERMS

Diversity

Ontological perspective

Multicultural education

Unity and diversity

Management of diversity

Manifestation of diversity

Diversity policy

Diversity situation analysis

Diversity awareness

Strategy for diversity

Mixed methods research

OPSOMMING

'n STRATEGIE VIR DIE BESTUUR VAN DIVERSITEIT IN SEKONDÊRE SKOLE

Die doel van die navorsing is om 'n strategie te ontwikkel vir die bestuur van diversiteit in sekondêre skole van die Noord-Wes Provinsie.

Die aard van diversiteit word verklaar vanuit 'n ontologiese vertrekpunt as die veelheid van dinge met onderskeidende eienskappe en kwaliteite. 'n Struktuur analise van diversiteit beklemtoon 'n gebalanseerde perspektief wat die interafhanklikheid en wedersydse samehang van alle aspekte van diversiteit op alle lewensterreine erken.

'n Ontleding van die verskillende sieninge aangaande multikulturele onderwys om diversiteit in die onderwys te akkommodeer, het gelei tot die identifisering van 'n beperkte fokus op kultuurverwante aangeleenthede wat nie daarin slaag om die totaliteit van diversiteit te verreken nie. Kultuurverwante aangeleenthede kan nie beskou word as 'n eksklusiewe deel van 'n komplekse verskynsel soos diversiteit nie. 'n Meer inklusiewe benadering van diversiteit in die onderwys word aanbeveel.

'n Vervlegte navorsingsontwerp (*mixed methods research design*) van kwantitatiewe en kwalitatiewe navorsingsmetodes is gekies om te voldoen aan die eise van 'n omvangryke navorsingsprobleem. Bevindinge van die navorsing sluit onder andere in die beginsels van respek en die omgee vir ander mense. Die beginsels staan in noue verwantskap met die konsep van *Ubuntu* wat handel oor medemenslikheid en die bevestiging van eenheid in verskeidenheid. 'n Ander bevinding van belang is dat 'n strategie vir diversiteit 'n duidelike rasionaal en beleidsraamwerk insluit vir 'n proses bestaande uit fases, doelwitte, aksiestappe en persone betrokke. Dit word aanbeveel dat 'n strategie vir diversiteit aangepas word in ooreenstemming met situasie-spesifieke omstandighede en die unieke manifestering van diversiteit.

Die bydrae van die navorsing word gesien as 'n begripsverklaring van diversiteit en die ontwikkeling van 'n generiese strategie vir die bestuur van diversiteit.

SLEUTELWOORDE

Diversiteit

Ontologiese perspektief

Multikulturele onderwys

Eenheid en verskeidenheid

Bestuur van diversiteit

Manifestering van diversiteit

Diversiteitsbeleid

Diversiteit situasie analise

Diversiteitsbewustheid

Strategie vir diversiteit

Vervlegte (geïntegreerde / gekombineerde) navorsingsmetode

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democratically responsive institutions. The occurrence and manifestation of diversity amongst the South African population must however be turned into an asset, otherwise it may become the country's downfall (Petersen & Vermeulen, 1999:170).

All spheres of South African life are subjected to transformation and educational institutions have to reflect the democratic rights adopted by the new democracy (James, 2000:2). Masola (1997:115) states that education is not appropriate if it does not deal concisely with issues of diversity and consequently accentuates a need to deal sufficiently with issues of diversity in the South African education system. Cross *et al.* (1998:ix) are also convinced that the teaching profession has a crucial role to fulfil in this regard.

The South African Schools Act (84/1996c) recognises the diversity of the South African population and ensures a school environment in which all the various aspects of human diversity are respected, protected and advanced. The South African Schools Act (84/1996c), together with the Employment of Educators Act (76/1998), provide a legal framework for the education profession. These acts aim to reverse the consequences of unfair discrimination by focusing on the management processes of the new national school system (Department of Education, 1997:6,8).

A ministerial task team identified five key priorities to be addressed through appropriate education management development strategies during an audit on educational needs and resources (Department of Education, 1996:25). One of these priorities focused on the need to address issues of diversity in the South African education system and the ministerial task team recommended a "*particular focus*" to manage issues of diversity in education (Department of Education, 1996:47). The introductory guide for school management teams (Department of Education, 2000a:8) also regarded the management of diversity as a key factor in sustaining quality education within the context of a post-apartheid South Africa.

The complexity of diversity within school environments adds to the difficulty to manage diversity in schools. Smuts (1997:193,194) is of the opinion that staff members do not know, understand or accept the complexity and nature of diversity and that "*concerted action in this regard is urgently required*". Research findings by

Smuts (1997:194,196) reveals that education managers do not effectively manage diversity in South African schools and that they should take note of the fact that issues of diversity have an impact on the quality of learning and teaching.

The manual for the development and training of school management teams highlights the problem of the management of diversity in schools by explicitly stating that there are still suspicion and fear about diversity and that schools have to learn to deal with the management of diversity (Department of Education, 2000b:2). Jansen (1998:101,102) subscribes to the need for managing diversity in schools in his observation that South African schools are struggling to meet the challenge of diversity, because of the heritage of our past. Jansen (1998:103,106) also advocates an approach that regards diversity as a valuable resource that enriches the educational and societal lives of both educators and learners. Such an approach will, according to Jansen (1998:103,106), require intensive in-service training of all South African educators working in a context of a diverse society. Training concerning the management of diversity in schools is proposed to create a climate where diversity is celebrated, invited, encouraged and sustained in natural settings, free of coercion (Jansen, 1998:106).

Filander (1997:67,103) highlights the lack of guidelines for the management of diversity in education and recommends the involvement of research institutions to provide guidelines to narrow the gap between theory and practice. During an empowerment session for school principals of the North West Province, it was argued that school managers still don't know how to cope with diversity in schools and the need for training in this regard was emphasised (Jordaan, 2002:6,15). According to Jordaan (2002:18), the successful management of diversity in schools depends mainly on the leadership of the principal.

Above and beyond the indicated need to manage diversity in schools, it seems that different authors have semantically different interpretations concerning the concept of diversity (cf. Banks & Banks, 1989:2,3; Brewer & Brewer, 1995:10; De Beer, 1998:54; Smit & Cronje, 1999:425,426; Department of Education, 2000b:1; Cushner, 2001:4). Wiebe-Randeree (2000:22,24) underlines the importance of

1.3 PURPOSE OF THE RESEARCH

The purpose of this research is to develop a strategy to manage diversity in secondary schools in the North West Province and can be subdivided into the following **research aims**, namely to

- determine the nature of diversity
- establish the manifestation of diversity in the South African education system
- identify guidelines to manage diversity in literature
- identify guidelines to manage diversity from an empirical investigation in a selection of schools, and to
- develop a strategy to manage diversity.

1.4 RESEARCH DESIGN

The research is based on a literature review and an empirical section with a mixed methods design.

1.4.1 Literature review

A comprehensive literature review formed an important part of this research as a theoretical and conceptual framework to determine the nature of diversity and to identify relevant guidelines to manage diversity (cf. chap. 2-4). The data involved primary and secondary literature sources as well as related documentation from the Department of Education. Different databases, e.g. NEXUS, GKPV, RSAT, ERIC and education and management indexes were utilised for the purpose of an in-depth literature study. Electronic access to data via the Internet formed an important part of the literature review and databases such as EBSCOHost, the Internet Public Library (www.ipl.org), JSTOR, ScienceDirect and AlltheWeb were explored for relevant data.

1.4.2 Empirical research

The purpose of the empirical section of this research was to obtain reliable and valid data in accordance to the research problem (cf. par. 1.2) and accompanying

research aims (cf. par. 1.3). The nature of the research problem, research questions and research aims necessitates a purposeful research design to meet the requirements of these research intentions. For this reason, a *mixed methods research design* was selected to conduct this research. Mixed methods research is regarded as the kind of research where quantitative and qualitative methods are combined in a single study (Tashakkori & Teddlie, 2003:577; Johnson & Onwuegbuzie, 2004:17; Collins *et al.*, 2006:69; Creswell & Plano Clark, 2007:5).

The goal of mixed methods research is not to replace either of the quantitative or qualitative approaches to research, but rather to draw from the strengths of these approaches and to minimise possible weaknesses (Johnson & Onwuegbuzie, 2004:14). Collins *et al.* (2006:68) are of the opinion that educational researchers have acknowledged the value of mixed methods research to provide a complementary set of information that would more effectively inform practice. It can be concluded that the combination of quantitative and qualitative methods for this research offered the combined advantage of the respective qualities of both approaches (Thiétart, 2007:82).

The rationale for selecting a mixed methods research design for this research was accordingly to (Rocco *et al.,* 2003:27; Anderson, 2004:213; Johnson & Onwuegbuzie, 2004:14; Collins *et al.*, 2006:83):

- elucidate more comprehensive responses
- gain data from a wider range of perspectives
- enhance the significance of interpretation
- clarify underlying logic, and to
- explain unique circumstances, opinions and practices.

Tashakkori and Teddlie (2003:580) state that the research problem and research questions should be of a more complex nature that justifies the use of a mixed method research design. In this sense, the selected mixed methods research design for this research is underpinned by the multifaceted problem statement, research questions (cf. par. 1.2) and research aims (cf. par. 1.3) that dealt with the nature of

diversity and the identification of guidelines for the development of a strategy to manage diversity in schools.

The combination of research approaches led to the adoption of a pragmatic position to conduct this research because it provided a workable solution to the multifaceted research problem (Creswell, 2003:11,12; Tashakkori & Teddlie, 2003:596; Johnson & Onwuegbuzie, 2004:17,18).

1.4.2.1 Quantitative research

An *empirical survey* was selected as research method for the quantitative section of this research (cf. par. 5.4.1). A survey is particularly suitable in quantitative research for the purpose of collecting data by means of a questionnaire from respondents about their views, judgements and experiences to determine the particular status of a phenomenon in relation to the research problem and aims (Gall *et al.*, 1996:289; Neuman, 1997:228; Thiétart, 2007:173; Best & Kahn, 2003:117).

- **Study population**

The purpose of this research was not to make use of a sample to generalise the findings to a particular population, but to determine the extent of the management of diversity in selected schools to develop a strategy for the management of diversity (cf. par. 5.4.2). A *non-probability sampling procedure* was accordingly used for the selection of schools that were commended by the Department of Education for their involvement and commitment to manage diversity according to related criteria (Leedy & Ormrod, 2001:218). For this reason a *purposive* version of sampling was used because the selected group of schools was accepted as the study population to determine general trends, approaches and aspects to manage diversity in schools (Leedy & Ormrod, 2001:219; Fogelman, 2002:99,100; De Vos *et al.*, 2005:328,329).

- **The questionnaire**

A structured questionnaire (cf. Annexure C) was developed as a measurement instrument to capture quantitative data from the study population of schools (cf. par.

5.4.3). The questionnaire was constructed in alignment with the literature overview (cf. chap. 2, 3 & 4), the theoretical framework for a strategy to manage diversity in schools (cf. par. 4.15) and the research aims (cf. par. 1.3). The questionnaire was also developed by taking into consideration existing questionnaires relevant to the management of diversity, e.g. the questionnaires developed by Gardenswartz and Rowe (1998), Bean *et al.* (2001), Gardenswartz *et al.* (2003), Molefe and Louw (2004), Ngobese (2004) and Gordon (2005).

The question items of the questionnaire were grouped in coherent sections to follow a logic and thematic order (Thiétart, 2007:174). A four-point Likert scale was used to enable scores of either low or high values to represent the extent of the knowledge, opinion, judgement and experience of the respondents with regard to the management of diversity in schools (Keeves, 1997:792,793; Neuman, 1997:159; Leedy & Ormrod, 2001:197; Anderson, 2004:214; De Vos *et al.,* 2005:180).

- **Reliability and validity**

Reliability indicates that if the same variable is measured under the same conditions, a reliable measurement will produce the same or nearly the same measurements (Gall *et al.*, 1996:254; Neuman, 1997:138,145; Schwandt, 2001:226; Bush, 2002:61; Anderson, 2004:111; De Vos *et al.,* 2005:163).

A pilot test was conducted in 2 secondary schools to ensure that the outline and formulation of the question items in the various sections of the questionnaire and interview schedule were comprehensive, reasonable and intelligible (Thiétart, 2007:175). A statistical method was used to calculate the Cronbach alpha coefficient (α) to assess the internal consistency of the various question items of the questionnaire (SAS Manual, 2005:295).

Validity points to the correctness without which research measurement becomes meaningless. In essence, validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure (Gall *et al.,* 1996:249; Schwandt, 2001:267; Bush, 2002:65; Anderson, 2004:111; De Vos *et al.,* 2005:160). The validity of this research was optimised by a peer-sanctioned

research design and methodology to conduct the research according to the stated research aims. Face validity was optimised by the conduct of a pilot test to verify the relevance and representativeness of the various items to the intended setting (Bush, 2002:61; Roberts *et al.*, 2006:43). The external validity was optimised by the selection of schools where the management of diversity is implemented according to criteria relevant to the research aims (cf. par. 5.4.2.1).

- **Statistical analysis**

  Descriptive statistical techniques were applied to organise, analyse and interpret the quantitative data (cf. par. 5.4.6). The gathered data from the questionnaire were statistically converted by means of the STATISTICA (StatSoft, 2006) and SAS (SAS, 2007) computer software programs. A three-stage statistical procedure was followed in this regard:

  - The initial stage involved the calculation of the Cronbach alpha coefficient to determine the reliability of the various subsections of the questionnaire.

  - Secondly, the statistical procedure involved the use of descriptive statistics such as frequencies, means, ranking and standard deviation scores to represent a particular statistical position of recorded responses.

  - The final stage of the statistical procedure involved the calculation of the practical significance (effect size) of differences in means of different groups from the study population. Practical significance provides an indication if the difference is large enough to have an effect in practice (Ellis & Steyn, 2003:1-6).

1.4.2.2 Qualitative research

In addition to the quantitative component of the empirical research, qualitative research methods in the form of interviews and focus group discussions were also used in combination with the structured questionnaires (quantitative research) as part of the mixed methods research design (cf. par. 5.3).

- **Study population**

  The same study population and selection procedures as described in par. 5.4.2 of the quantitative research were applied when conducting interviews as part of the qualitative research.

- **Reliability and validity**

  The reliability and validity of the qualitative research were ensured by applying the following criteria (cf. par. 5.5.2): credibility, dependability, authenticity and confirmability (Tobin & Begley, 2004:391,392; Roberts *et al.,* 2006:43; Freeman *et al.,* 2007:28,29). The description of the qualitative research process of *what* was done, *how* it was done and *why* it was done as well as the implementation according to the identified criteria for qualitative research ensured that the authenticity and trustworthiness of the research was optimised.

- **Interviews**

  Interviewing is regarded as one of the most powerful ways to understand human behaviour and for this reason, interviewing was used in this research (Koshy, 2005:92). The purpose for including interviews in this research was to gather in-depth information about the respondents' experiences, knowledge, opinions and beliefs (Anderson, 1998:190; Best & Kahn, 2003:255,257). Interviews were conducted according to a semi-structured interview schedule (cf. Annexure D) that specified predetermined questions and sequences for the interviewer. A semi-structured interview was chosen to allow more clarifying, probing and cross-checking questions where the interviewer had the freedom to alter, rephrase and add questions

according to the nature of responses from interviewees (Best & Kahn, 2003:323; Argarwal, 2005:209).

- **Focus group discussions**

  Focus group discussions involve the investigation of a multitude of perceptions in a defined area of interest and are fundamentally a way of listening to and learning from people to acquire ideas and insights (Breen, 2006:464). The purpose of the focus group discussions in this research was to ensure cumulative and more elaborative data for a fuller, deeper understanding of the research topic according to the research aims (Denzin & Lincoln, 2005:703; De Vos *et al.*, 2005:311,312; Breen, 2006:467).

  Three focus group discussions for this research were conducted at two ICSEI (International Congress for School Effectiveness and Improvement) conferences as well as at a joint national conference of the Education Association of South Africa (EASA) and the Kenton Education Association.

- **Qualitative data analysis**

  The aim of the qualitative data analysis of this research was to examine the elements of the various captured data sets to clarify concepts and constructs and to identify patterns, themes and relationships according to the research aims (cf. par. 5.5.5). The qualitative data analysis of this research was done according to a qualitative content analysis process as recommended by Gall *et al.* (1996:322), Henning *et al.* (2004:104-109), De Vos *et al.* (2005:334) and Roberts *et al.* (2006:43).

1.4.2.3 Generalisation

The purpose of the research was not to generalise the findings to a particular population, but to determine in a selection of schools the general trends, approaches and aspects of the management of diversity to develop a strategy for the management of diversity.

1.5 ETHICAL ASPECTS

Adherence to relevant ethical aspects of research, which are embodied in individual and professional codes of conduct, were accounted for during the development and conduct of the empirical investigation (cf. par. 5.6). The following ethical aspects were taken into account for this research (Cohen & Manion, 1994:375; Tuckman, 1994:13,14; Neuman, 1997:196; Leedy & Ormrod, 2001:107):

- Consent and approval for the research in schools by the Superintendent General of the Department of Education from the North West Province (cf. Annexure A).
- Respondents were not subjected to any risk of unusual stress, embarrassment or loss of self-esteem.
- The right to professional privacy and confidentiality was guaranteed by a written statement in the cover letter (cf. Annexure B).
- The research was conducted in accordance with the ethical requirement to report the findings in a complete and honest fashion.

The rights and expectations of participants were respected, anonymity and confidentiality were guaranteed, deception was avoided and the purpose of the research was made clear. The research was also conducted in such a manner to minimise any intrusion in the professional working life of participants.

1.6 CHAPTER DIVISION

The following chapters represent the unfolding and structure of the research.

Chapter 1: Orientation
Chapter 2: The nature of diversity
Chapter 3: The manifestation of diversity in the South African education system
Chapter 4: The management of diversity: a literature overview
Chapter 5: Research design
Chapter 6: Interpretation of data
Chapter 7: A strategy to manage diversity
Chapter 8: Summary, findings and recommendations

1.7 SUMMARY

This introductory chapter provides an orientation to the research. The lack of an understanding of the complex nature of diversity and the need for a strategy to manage diversity in schools was argued and verified from literature. The formulation of a related problem statement with accompanied research questions and aims led to a brief explanation of the research design that is extensively described and outlined in chapter 5.

In the following chapters, the research comprehensively explores and investigates the research problem, research questions and related research aims to develop as outcome a strategy to manage diversity in schools.

2.2 THE NEED FOR CONCEPT CLARIFICATION

An unerring focus on the nature of the concept of diversity is critical as a starting point and directive for the unfolding and development of the research report in order to answer the question: *What is the nature of diversity?* A fundamental underpinning of the concept of diversity should precede any mundane or superficial analysis of diversity, as well as any study that focuses on this specific phenomenon of reality. Such a fundamental illumination of a term used as frequently as diversity will serve as an unwavering foundation to develop an in-depth study about the term and its relation to the study theme. The value of a clear and substantiated meaning is that it provides a theoretical basis for references as needed in this research.

The necessity for a clear understanding and fundamental connotation as a point of departure derived directly from the lack of consensus in describing the essence of diversity. The need for a sanctioned concept understanding surfaced as a case in point during two tri-national seminars (South Africa, India and the United States) in 1997 and 1998 on diversity issues in higher education where delegates grappled intensely with concept description and a common understanding of the meaning of diversity (Cross *et al.*, 1999:6). The seminar inquiries were serious and provocative in trying to formulate a stable concept description and some efforts were made to connect diversity with the concepts of culture and identity. However, the outcome of the two seminars was disagreement about any specific concept meaning with consequently no definition agreement. The only accord among delegates was to persevere in finding an accepted definition and they recommended further research in this regard (Cross *et al.*, 1999:6,9).

Taking into account the prevailing uncertainty and different interpretations about the nature of diversity, an analysis follows to elucidate the concept of diversity from an ontological point of departure.

2.3 AN ONTOLOGICAL PERSPECTIVE ON DIVERSITY

In this section, a point of departure was established and a perspective on created reality was formulated for the purpose of concept elucidation. From this perspective, it follows

that diversity is an integral part of reality since the origin of creation. The aim of this section was subsequently to describe the ontic character as fundamental meaning of diversity.

2.3.1 A point of departure

This research about the essence of the concept of diversity within the context of Education Management commenced from an ontological viewpoint and directed in this sense the unfolding of this thesis. It is imperative to get a clear understanding from the start about the fundamental nature or ontic reality of diversity and for this raison d'être the philosophical discipline of Ontology was employed as starting point for an analysis of the essence of the concept of diversity.

Ontology refers to the branch of metaphysics that deals with the nature of being or existence and is derived from the Greek word "*ontos*" with the meaning of *being* (Reader's Digest, 1998:571; EWED, 1999:1322; OALD, 2000:588). The Greek expression "*ta onta*" refers to existing things or realities (Taljaard, 1995:198). Ontology can thus be described as a scientific exploration of reality and indicates the nature of existing things within created reality that is made the object of theoretical thought.

This concise exposition of Ontology provides the motivation for deciding on a specific ontological context as framework to describe the nature of diversity, i.e. to determine the being of diversity as existing phenomenon of reality. The ontic point of departure further raised the possibility of studying the phenomenon from a scriptural perspective as specific theoretical approach.

2.3.2 The ontic character of diversity

The foundation of Ontology is based on the scriptural truth that God is the sovereign creator and master of the entire creation, in whatever relation and on whatever terrain and includes all things and phenomena. In this sense, God reigns over his creation by means of laws, which exist as concrete proof of his will since the origin of all things.

features of various phenomena in the domain of Education by Schoeman and Van der Walt in Fundamental Education, Stone and Van Schalkwyk in Comparative Education (Van der Westhuizen & Oosthuizen, 1989:747), Van der Westhuizen and Oosthuizen in Education Law (Van der Westhuizen & Oosthuizen, 1989:747), Van der Westhuizen in Education Management (Van der Westhuizen, 2005) and Van der Westhuizen and Mentz on the school as an organisation (Van der Westhuizen & Mentz, 2007).

Because diversity is such an integral part of reality and because all things and phenomena reveal some common or basic features, it is possible to analyse these phenomena according to their basic features. A method of structure analysis was used to determine the basic features of the phenomenon of diversity. The well-known philosopher H. Dooyeweerd (1957) accordingly distinguishes four basic features of reality namely: religion, temporality, individuality, and modality (cf. Schoeman, 1980; Van der Westhuizen & Oosthuizen, 1989). Taljaard (1976) describes six basic features in his extended structure analysis of reality, viz. subjectivity and objectivity, universality and individuality, time dependence, geneticity, valuableness, and modality. The structure analysis of the nature of diversity for this research is based on the basic features of reality as documented by Taljaard (1976). Therefore, his analysis is followed in the following section and not those of his interpreters.

2.3.3.1 Subjectivity and objectivity

Subjectivity, in an ontological sense, refers to the state of subordination of the multiplicity of created kinds in relation to the Creator (Taljaard, 1976:73). The phenomenon of diversity, as a part of reality, is thus subject to God and the laws valid for it. In a combined relationship with subjectivity, the objectivity as the qualities of something is also to be found as a distinctive part of reality (Taljaard, 1976:73,74). These distinguishable qualities (objectivity) as an integral part of all phenomena co-determine and constitute the richness in variety of created reality.

The mandate man received from God implies ruling over creation and the management thereof. Man must not only consider the dealing with the multiplicity of kinds

(subjectivity) to fulfil his or her mandate in creation, but also take into account the variety of distinctive qualities (objectivity) as it manifests itself in reality (Taljaard, 1976:74). A central law from Scripture is valid in this regard, viz. the law of love with its dual commandment: love God and love thy neighbour as thyself (Matt., 22:37-39). This commandment is further extended to all people to love one another in accordance with the love of Jesus Christ (John, 15:12). This particular law from Scripture is of fundamental importance for humankind as a caring directive for the way to interact with other people.

The implication for dealing with human diversity is that interpersonal acts and relationships must accordingly be based upon the guideline of caring and respect for each other. To deal with issues from reality man has instituted a set of laws in the form of norms and principles to fulfil his mandate to preside over creation and to establish differentiated relationships among each other as required by the different societal structures. In comparison with God's flawless and everlasting laws, the norms and principles of man are however subject to change and are imperfect (Van der Walt, 1999:186,187).

The basic feature of subjectivity and objectivity can briefly be summarised as the law-determined nature of things and phenomena (the subjects) as well as the resulting distinctive qualities or uniqueness of things and phenomena (the objects).

Diversity as reference to the multiplicity of created kinds where each specific kind has a unique nature with distinctive qualities is like the rest of created reality subject to the sovereignty of God and the laws valid for it. The basic feature of subjectivity and objectivity illuminates the nature of diversity in particular because the multiplicity of kinds is further enhanced by the richness of distinctive qualities as an integral part of each specific kind. Diversity in relation to people can be described within this ontological frame of reference as the multiplicity of people where every human being or individual has a unique nature with distinctive qualities as idiosyncratic characteristics. Human diversity in this sense consequently points to the uniqueness of the individual among a multiplicity of other unique individuals.

The intricacy of personal, mutual and different societal relationships exposes the imperfectness of the interpretation and application of the central law for the phenomenon of diversity as it occurs among people in everyday life and experiences (Van der Walt, 1999:187,188). History is proof of this imperfection through the realisation of negative values in dealing with human diversity in societies the world over. Because of this imperfection and injustices, it is necessary to have a clear understanding of the nature of diversity to guide the practice – as in this case, the management of diversity related to the profession of education.

The guidelines for respect and caring for all people is to be found in the scriptural law as stated above. Knowledge and interpretation of this specific law lead to the formulation of norms and principles to deal with issues of diversity among people. The imperfectness of humankind in the formulation of norms and principles in obedience to the applicable ontic laws is particularly obvious in the context of South African history.

Rigid norms and principles were politically inspired to deal with human diversity on grounds of race partition to enforce and sustain a politically excluding system as practised in the apartheid era of South African history (Van der Walt, 1994:93,98; Cross *et al.,* 1998:4; Van der Walt, 1999:188; James, 2000:2). These norms and principles were reformulated during the transition process of the new South African democracy and are embedded in the Constitution of the country. The Constitution of the Republic of South Africa defines the inalienable rights of all South Africans among a population of considerable diversity (James, 2000:2) (cf. par. 3.5.1).

In an ontological sense, this transformation can be seen as new or increased insight and knowledge into the ontic law valid for the phenomenon of diversity related to people. In this regard a lesson for the future is never to misuse scriptural laws in a false or negative sense. Respect and caring for one another according to the central law from scripture (cf. par. 2.3.3.1) will lead to the realisation of positive values for every aspect of human life. Consequently, man must strive continuously for clarity and new knowledge about

these fundamental standards to deal with important issues of human diversity for the sake of harmonious interaction in all spheres of life.

People of diverse nature and groupings of diverse people are part of reality. This existence of human diversity must not be seen as a threat, but must be appreciated as something positive that contributes to a meaningful life, which is not possible without human diversity (Van der Walt, 1999:214). From this point of view, it can be stated that the ideal of *unity and diversity* is not a contradiction in itself, but indicates that unity is only possible through the harmonious commitment of a diverse group of people. Social relationships between people of diverse nature do not negate their identity, but create and strengthen the various identities (Van der Walt, 1999:214).

Such an approach is of significant value for Education Management to ensure harmonious cooperation at all levels within the education profession.

2.3.3.2 Universality and individuality

It is clear from the preceding reasoning that creation involves an inconceivable wealth of different kinds as observed in reality. Within this richness of creation each specific kind differentiated again into a variety with unique, distinctive qualities. A further distinguishable feature is recognisable within the variety of a specific kind, namely that which is mutual or common among all the individual entities of a specific kind. The term universality indicates this particular feature of shared collectiveness and is found in every distinctive, individual entity belonging to a specific kind (Taljaard, 1976:80). However, universality *per se* is not an indication of the total feature – it must be supplemented by the feature of individuality, denoting the idiosyncratic nature of each entity. Therefore, individuality points therefore to the uniqueness of each individual thing or phenomena. All created things consist according to this view of a certain uniqueness that distinguishes it from all other things in creation.

The relationship between the two supplementary aspects is twofold. At first one could distinguish between a universal and an individual aspect of created things and

phenomena and secondly, the mutual coherence between the two aspects is that of equivalence. The basic feature of universality and individuality exists always and everywhere simultaneously and they correlate with each other within the thing or phenomenon (Taljaard, 1976:80-87). It can be concluded that this basic feature is not only indicative of the collectiveness (universality) of every entity or modus, but also of the uniqueness (individuality) of such an entity or modus.

Diversity includes a universal feature of general collectiveness as well as an individualistic feature of uniqueness. As an example to illustrate this basic feature, all schools have a common characteristic or shared collectiveness concerning typical pedagogic intervention to realise educational ideals. But each school is simultaneously an individual school with a unique character as the manifestation of the feature of individuality, i.e. its own organisational culture. Likewise, all humans have universal as well as individualistic features that characterise their nature.

The implication of this basic feature for dealing with human diversity is firstly to acknowledge the shared collectiveness of people that may vary from a perspective on globalisation and national ideals to the common features of smaller identifiable groups of people. Secondly, the characteristic of equivalence between the existence of universality and individuality must be acknowledged. The two features exist simultaneously and next to each other (Taljaard, 1976:81). Mishaps as a result of blurred or over-emphasised distinctions are responsible for ***universalism*** where the feature of universality is regarded as of primary importance and individuality is seen as of secondary importance and nothing more than offshoots of the universal feature. In contrast, ***individualism*** regarded individuality as of primary importance with universality as secondary reference to general concepts with a common meaning (Taljaard, 1976:81).

The implication of this basic feature for the phenomenon of diversity is to do justice to both features in an equivalent manner, i.e. to regard them both of equal value and to refrain from a one-sided emphasis on any one of the two features.

2.3.3.3 Time dependence

Another basic feature of creation is its time dependence in contrast to God's eternity. Time is not a subject of its own or a separate reality, but is a basic feature of creation (Taljaard, 1976:76). Therefore, reality exists within a certain time sphere. All things in this sense have a beginning and an end within a timeframe of past, present and future.

This basic feature implies that everything is time-bound and that man has a certain responsibility with regard to the utilisation of time in a dynamic and constructive manner (Taljaard, 1976:75-80). In relation to the phenomenon of diversity, time dependence has the meaning that every individual lives in a certain period of time, in a certain milieu and is called upon to positivise fundamental laws for dealing with issues of diversity in a particular milieu and time with all his or her heart because of God's sovereignty over all man's activities. Some aspects of human diversity are more temporary by nature and may change in time, e.g. citizenship, competency level, geographic location, marital status and experience. The implication of this basic feature of time dependence in relation to diversity is to realise and account for change that will affect certain aspects of diversity.

2.3.3.4 Geneticity

The genetic process indicates that everything in creation originates from previous things and points to the evolvement that takes place along the same line as the original given reality (Taljaard, 1976:87-94). In this sense, creation develops as a process where the latter develops from the former within the confines of a specific kind. According to Taljaard (1976:95,96), the evolvement process takes place with the retainment of an own nature within a specific kind. From this point of view it can be deduced that changes to, or the recognition of new aspects of human diversity are still related to the same individual and do not alter the nature of such an individual. The guiding principle according to the central law of caring (cf. par. 2.3.3.1) is to have empathy and an understanding for individuals who experience changes in aspects of human diversity.

From the central law of scripture (cf. par. 2.3.3.1), guiding principles are formulated for application to the education profession to deal with human diversity in a caring, just and accountable manner. These fundamental principles ensure the acknowledgement of all the basic features of people, things and phenomena involved in an educational setting.

2.3.3.5 Valuebleness

One of the outstanding features of the act of creation according to scripture is that God valued the creation at various times as "good" (cf. Genesis 1). Since the fall of man into sin and the consequence of man's imperfectness, negative values as well as anti-normative behaviour became part of reality (Taljaard, 1976:95; Schoeman, 1980:96). In summarised form, this basic feature of valuebleness indicates the state of being valuable and refers to the goodness of creation, and after the fall into sin, the badness that entered creation.

Whenever a subject is answerable to its laws, values are realised, be it positive or negative (Taljaard, 1976:94). All values thus come into existence by way of being realised by subjects according to their direction towards the valid (ontic) laws. After the fall into sin the direction of man towards the law changed to that of disobedience with the consequence of realising negative values. In every action, man has to obey the laws concerned and in doing so, man is realising positive values. Only in man do we find obedience or disobedience to these laws. In reality, this antithesis between good and evil is to be found between people and their coherence with the rest of creation, between people and people, and in all forms of communal life (Taljaard, 1976:94-98).

Diversity as the multiplicity of different kinds with distinctive qualities implies a variety of values with a typical nature, e.g. religious -, cultural -, constitutional -, educational -, professional -, institutional -, personal values, etc. The central law of scripture (cf. par. 2.3.3.1) serves as fundamental guidance to realise positive values in the multitude of possible human relations as well as man's interaction in relation to the rest of creation. According to this basic feature of values, a possibility exists to address issues of diversity in a normative or anti-normative manner. An understanding of this inherent

duality of value realisation necessitates an awareness and alertness to avoid anti-normative consequences when dealing with the phenomenon of diversity in a given situation. In a theme-related sense, it is imperative to be knowledgeable and obedient to the fundamental guidelines to realise positive values through the management of diversity in an educational environment.

2.3.3.6 The construct of modalities

The basic feature of modalities presents different modes as background for a structural analysis of the phenomenon of diversity. The term *modus* refers to the way something exists and denotes the structure or the manner in which aspects of reality are constructed (Van Rensburg & Landman, 1984:330). The modalities as aspects of reality are not concrete entities, but indicate their respective ways of existence (Taljaard, 1976:98; Schoeman, 1983:27).

There are a number of modalities to be distinguished in created reality and philosophers like Dooyeweerd and Taljaard (Van der Westhuizen & Oosthuizen, 1989:749) identified a certain number of these modalities. These modalities are briefly summarised according to the meaning nucleus of each mode as described by Schoeman (1980:24-28):

The *arithmetical* mode has the focal meaning of discrete quantity and refers for example to the number of dimensions or aspects of diversity as it manifests itself in reality. The *spatial* mode with the core meaning of extension reflects for instance certain characteristics of human diversity like size and age that are measurable. This particular characteristic of measurability makes it possible to research and describe certain dimensions of the manifestation of diversity. The core meaning of the *kinematic* mode is motion and points to aspects such as the movement in the hierarchical authority (management) structure of an organisation and on a more practical level to the accessibility to facilities for the disabled. The dynamic nature of diversity has relevance to this mode. The *physical* mode with the core meaning of energy indicates the various energetic characteristics and processes of aspects of reality and should be

acknowledged as an inherent part of each individual in school. The *biotic* mode has the basic meaning of life and points to the reality of diversity in the lives of all people as it is experienced in everyday life. The meaning nucleus of the *psychical* mode is feeling and refers to the emotional consequences and impact when dealing with issues of diversity in all forms of human relationships.

The *logical-analytical* mode has the core meaning of analytical thought and points to the acknowledgement of diversity issues and the corresponding regulative (management) actions to ensure a just handling of such issues. The core meaning of the *culturo-historical* mode is formative power whereby man is responsible for history and to uphold a certain culture. The culturo-historical background of people constitutes a major dimension of their total diversity make-up. An implication is to account thoroughly for the culturo-historical aspect of reality during any interaction with other people. Symbolic meaning is the essence of the *lingual* mode and acknowledges the richness of national and regional languages. Through language and communication, the challenges of diversity must be satisfactorily addressed and solved. The *social* mode has social interaction as core meaning and is indicative of the task of the school to empower learners with social skills to be competent citizens in a diverse society.

The essential meaning of the *economic* mode is balance and it points to the regulative and guiding principles to deal with challenges and demands of diversity in a new dispensation. Sufficient time and effort must be allocated to the planning for dealing with diversity that necessitates adequate investment and budgeting for related needs. The *aesthetic* mode has the core meaning of harmony and is indicative of the importance of harmonious interpersonal relationships within the school as an organisation. Security and adjudication is the focal meaning of the *juridical* mode and has as its purpose the protection of the harmonious network of social relationships and actions in an environment rich in diversity. The conflict potential inherent to diversity issues is minimised through juridical guidance. The *ethical* mode has the central meaning of moral love and reflects obedience to the central law of scripture. This aspect promotes an understanding and acceptance of the richness of diversity among people in a caring manner. The *pistical* mode is the last mode and has the basis meaning of

certitude and provides certainty and direction to address issues of diversity according to fundamental beliefs.

The significance of the above-mentioned structural analysis is that it provides a framework to describe the basic features of the phenomenon of diversity. It also serves as an illustration of the mutual interdependence and coherence of all the different dimensions and aspects of diversity.

2.3.4 Mutual coherence

Taljaard (1976:139-142) describes an essential component of Ontology as the relationship of mutual coherence that is evident in all created things. The essence of mutual coherence according to Taljaard (1976:141) is to be found in the interdependence of all things in creation.

The implication of this ontological perspective of mutual coherence for human diversity is that the multiplicity of people and groups of people are mutually dependent on each other. No human being exists exclusively as an individual and the full potential of individuals is only realised in coherence with other people (Van der Walt, 1999:215). In the same sense, it could be deduced that diversity is not an isolated phenomenon, but should be viewed in closed relation to all other aspects of reality. Such a holistic approach will prevent any over-emphasising of some aspects of diversity. Therefore, the essence of diversity must include this component of mutual coherence between all aspects of diversity as well as in relation to all other aspects of reality.

2.3.5 Synthesis

A prevailing uncertainty and different interpretations about the nature of diversity necessitate concept clarification about the essence of such a widely used term. In order to describe the fundamental meaning of diversity as an integral part of reality and of daily life experience, an ontological perspective on the scientific exploration of reality was adopted. Ontology indicates the nature of existing things and phenomena.

From an ontological point of view, the nature of diversity can be described as the multiplicity of created things and phenomena as different kinds of created reality with distinctive, individual qualities. This description was further explained through a structure analysis of the basic features of reality as described by Taljaard (1976:76-108). These basic features of reality serve the purpose to further enlighten the essential meaning of diversity. In this regard human diversity points to the idiosyncratic character of individuals among a multiplicity of other unique individuals. Human interaction must be based upon the caring principle from scripture (cf. par. 2.3.3.1), which will strengthen unity and diversity through appreciative relations between people of diverse identities.

The emphasis on the unique features of an individual must always be balanced in an equivalent manner by the emphasis on the shared collectiveness or aspects of commonness among people. Such an approach will prohibit a one-sided emphasis on any one of the two features of universality or individuality and will prevent a limited perspective that regards human diversity only as individual differences.

Human diversity can also be regarded as dynamic since the phenomenon occurs in a specific time and milieu where certain aspects of diversity are subject to change. Acknowledgement of and empathy with such changes related to individuals are a requirement for sound, cooperative interaction. Dealing with issues of diversity brings the individual inevitably in contact with values in a normative or anti-normative manner. Compliance to the fundamental principle of caring ensures the realisation of positive values and serves as a guideline for the management of diversity in an educational environment.

The formulation of an ontological description of the nature of diversity in this sense ensured a semantic and fundamental basis as a central theoretical point of departure for the rest of this research. A fixed theoretical point of reference is of particular value to analyse the variety of emphases from literature about the manifestation of diversity. Subsequently, the next part of this chapter continues with this research theme by means of a classification of literature emphases about the essence of diversity.

2.4 CONCEPT EMPHASES

Any descriptional involvement or reflection on the phenomenon of diversity necessitates at first a clearly demarcated orientation concerning the concept of diversity (Thomas, 1996). This particular requirement is in accordance with the above-mentioned description and focus of this research, i.e. to account specifically for human diversity in an education management context.

A literature review about references to the concept of diversity reveals a range of divergent descriptions and particular emphases about human diversity. Different exponents in this field of study accentuate different aspects or groups of aspects of diversity. The philosophical formulation of the ontological nature of diversity (cf. par. 2.3.2) provides a fundamental point of departure for analysing and evaluating these different emphases of diversity as portrayed in literature. Consequently, the next logical step of this research was to investigate the various emphases from literature concerning the identification and description of the aspects of diversity. A literature review about the concept of diversity also made it possible to identify certain patterns of different descriptions and emphases, which are accordingly outlined in the following section.

The grouping of the various emphases from literature concerning the references to aspects of diversity was analysed according to the following identified categories: differences as uniqueness, differences and similarities, dimensions as a frame of reference, tangible and intangible aspects of diversity, and organisational relatedness.

2.4.1 Differences as uniqueness

This particular perspective about diversity is characterised by the description of differences among individuals and groups of people as distinguishable attributes that constitute their uniqueness. Differences are accentuated or isolated as the determining factor for uniqueness among people and is accordingly viewed as representative of diversity.

Perspectives from literature that support this particular viewpoint of differences as determining factor of diversity includes among others that of Brewer and Brewer (1995:10) who refer to the aspects of diversity as differences that identify individuals and groups of people as unique. Specific differences as determining characteristics of diversity are identified by these authors as age, gender, ethnicity, race, culture, physical abilities, nationality, and sexual orientation (Brewer & Brewer, 1995:10). The mentioned aspects of diversity are mainly based upon superficial differences among individuals or groups of people. Cushner (2001:4) cautions that any reference to differences as aspects of diversity must not be limited to differences that are only related to ethnic heritages. Differences as aspects of diversity must also include differences among individuals who may need special education and/or other needs (e.g. the hearing impaired and the visually impaired); those who share significantly different lifestyles (e.g. rural and urban children, children who live in extreme poverty, drug dependents etc.); those whose identity is critically influenced by their gender, and those who are significantly influenced by variations in class and religion.

Wiebe-Randeree (2000:24) summarises the aspects of diversity as a product of cultural, group, sexual, functional, and occupational differences. The author regarded aspects of diversity as a collection of individual differences like gender, race, culture, age, family and career status, religion, and disability. This particular perspective also makes provision for the inclusion of differences in skills, educational qualifications, work experience, languages and other relevant attributes and experiences that differentiate individuals.

Emphases of mainly differences as representative of diversity must guard against the pitfall of one-sided or simplistic descriptions (Carrell *et al.*, 1998; Wise & Tschirhart, 2000; Jordaan, 2002). In a more local context, aspects of diversity are viewed by the South African Department of Education as the various differences between races, religions, cultures, value systems, levels of physical and mental ability, talents, gender issues, sexual orientations, lifestyles, family norms as well as different languages (Department of Education, 2000b:1).

Many descriptions from literature about the aspects of diversity identify and list some examples of differences. With multiplicity as ontic characteristic of diversity in mind, (cf. par. 2.3.2), it can be deduced that the various lists of some isolated differences as aspects of diversity are insufficient and limited. The isolation of aspects inevitably excludes other aspects of importance. The purpose of quoting certain differences by means of a list can only serve the purpose to provide the reader with *some* examples as an indication of *some* aspects of diversity. Although the listing of some aspects of differences as diversity is of a limiting nature, the value in relation to this research is that it provides a useful framework or particular focus for application in the empirical section. A thorough understanding about the multiplicity of aspects of diversity and their mutual coherence is however a prerequisite for dealing with issues of diversity. An ontic basis as description of the nature of diversity provides a fundamental frame of reference in this regard.

The previous descriptions and emphases describe differences as the determining factor that constitutes uniqueness as diversity. The following identified category as a particular reference to the aspects of diversity is that of differences and similarities.

2.4.2 Differences and similarities

This particular grouping of perspectives from literature consists of a more broad and inclusive approach to the aspects of diversity. A distinguishable attribute of this category of perspectives is the extension of references to differences to embrace aspects of similarities too. Both poles of differences and similarities are an integral part of this view and correlate with the basic feature of universality and individuality (cf. par. 2.3.3.2). Specific references and emphases from literature that form part of this particular category are outlined in the following paragraphs.

Thomas (1996), president of The American Institute for Managing Diversity, explains the different aspects of diversity by viewing it through a more collective and analytical perspective. Aspects of diversity are according to Thomas (1996) not only synonymous with differences, but encompass differences as well as similarities. Thomas (1996) is of

the opinion that anyone who is involved with issues of diversity, must deal simultaneously with differences as well as similarities. The author describes the aspects of diversity in terms of a macro-micro continuum. The macro-level represents the ability to recognise similarities, while the micro-level represents the identification of differences.

A related perspective from Wise and Tschirhart (2000:387) explains the aspects of human diversity as a collective mixture of human differences and similarities. According to these authors, the various aspects of diversity are wide-ranging and include aspects of diversity like race, culture, religion, gender, sexual preference, age, profession, organisations or team tenure, personality type, functional background, educational level, political party, as well as other demographic, socio-economic, and psychographic aspects. Jordaan (2002:9) warns explicitly against a simplistic view concerning the aspects of diversity. The author refers in this regard to a narrow perspective about the aspects of diversity that focuses mainly on multiracial or multicultural differences. According to Jordaan (2002), any reference to the phenomenon of diversity must include other equally important aspects of diversity to ensure a balanced and holistic understanding of all the aspects of diversity. Other important aspects of diversity are listed by Jordaan (2002:10-12) as environmental background (urban, township, rural), income status, language skills, religious convictions, and, what the author describes as: "*levels of sophistication*".

The perspective that covers a vast range of human differences and similarities as aspects of diversity is also emphasised by the South African Department of Education (Department of Education, 2000b:1).

A viewpoint of differences and similarities as an indication of diversity is important to adopt a balanced, holistic perspective that refers to a person as a whole (Carrell *et al.*, 1998). Such a point of departure, with regard to the multiplicity aspects of diversity, will prevent a perspective that highlights for example only differences as a distinguishable aspect of diversity. There is sufficient support from literature that the aspects of diversity are indicative of both differences and similarities (Fyfe & Figueroa, 1993; Thomas, 1996; Wise & Tschirhart, 2000; Cushner, 2001; Jordaan, 2002).

Any measure involvement of the phenomenon of diversity ought to include aspects of differences (otherness) as well as aspects of similarities (likeness) among individuals or groups of people (Wise & Tschirhart, 2000). A perspective of differences and similarities contributes in particular to the avoidance of a biased perspective that draws attention only to aspects of difference. The application of a continuum by Thomas (1996) explains the notion of the inclusion of aspects of both ends of the scale by referring to the macro-level of the continuum as the ability to recognise similarities, with the micro-level of the continuum as the facilitation of the identification of differences.

References to differences and similarities are in accordance with the formulation of the nature of diversity that refers to a multiplicity of kinds (cf. par. 2.3.2). Any reference to specific aspects of diversity must account for the basic feature of universality and individuality to include aspects of uniqueness and collectiveness in an equivalent manner (cf. par. 2.3.3.2). The shared collectiveness (universality) and uniqueness (individuality) as basic features are equivalent to each other in mutual coherence (Taljaard, 1976:80-87). Such a balanced point of departure prevents a one-sided perspective of individualism that emphasises uniqueness as of primary importance while collectiveness is regarded as of secondary importance (Taljaard, 1976:81).

Although the literature descriptions that support the inclusion of differences and similarities correlate with the basic feature of universality and individuality, these descriptions fail to accommodate other basic features (cf. par. 2.3.3). The emphasis of only one basic feature leads to a limited view of a multifaceted concept. The basic feature of modalities (cf. par. 2.3.3.6) and the notion of mutual coherence (cf. par. 2.3.4) provide a valuable and comprehensive framework in this regard as basis for a balanced perspective on the multiplicity and complexity of the aspects of diversity. A balanced perspective excludes an overemphasis on only certain features and aspects of diversity (e.g. differences).

The above-mentioned grouping of descriptions represents a perspective that regards both differences and similarities as integral parts of any reference to the aspects of

diversity. The following category of literature descriptions emphasises dimensional references to distinguish between the various aspects of diversity.

2.4.3 Dimensions as frame of reference

Some exponents in the study field of diversity make use of a dimensional division to cluster or to group various aspects of diversity according to certain associated characteristics.

Carrell *et al.* (1998:50) describe two dimensions concerning the aspects of diversity and according to these authors, all people view each other through the filter of these dimensions. The dimensions are according to the authors outlined in primary and secondary dimensions:

- **Primary dimension**

  The primary dimension of diversity refers to the inborn human differences that exert an impact on people. As part of the primary dimension, the authors identify the following aspects of diversity: age, ethnicity, gender, race, physical abilities and qualities as well as sexual and affectional orientation. The U.S. Coast Guard (2003:2) also identifies a primary dimension of diversity and describes it as those aspects that one has no control over. Smit and Cronje (1999:425,426) support the notion of a primary dimension of diversity, which include inborn aspects of diversity that can hardly be changed and have an ongoing impact throughout one's life. According to the mentioned authors, the primary dimension of diversity refers to aspects of diversity like age, ethnicity, gender, physical abilities, race and sexual orientation. The primary dimension represents the core aspects through which people shape their view of life and the world and are, according to Smit and Cronje (1999:426), closely related to one's culture. In conclusion, it can be deduced that in any initial encounter people are grouped and identified most often by the primary dimension that is most readily observed.

- **Secondary dimension**

  The secondary dimension according to Carrell *et al.* (1998:50) is more mutable and can be changed, discarded or modified throughout a person's life. This dimension adds depth and individuality to people's lives and specific aspects of diversity are identified as education, geographic location, income, marital status, experience, religion, work experience and parental status. Another supportive perspective of the secondary dimension of diversity points according to the U.S. Coast Guard (2003:2) to those aspects of diversity one may have partly control over like income, education, marital status and religious beliefs. Smit and Cronje (1999:425, 426) explain that the secondary dimension of diversity can be acquired or changed throughout one's lifetime. Specific aspects of diversity of the secondary dimension are identified according to these authors as education, religious beliefs, military experience, geographic location, income, work background, parental status, and marital status. It can be concluded that the aspects of the secondary dimension have a lesser impact on the lives of people than those of the primary dimension.

A literature review reveals an additional dimension to the primary and secondary dimensions, namely a general dimension.

- **General dimension**

  Smit and Cronje (1999:426) further distinguish a general dimension of the aspects of diversity with particular importance within a South African context. Aspects of diversity as part of the general dimension are described by the authors as gender, age, marital status and physical ability. A research report from the HSRC (2001) also supports the notion of a general dimension of the aspects of diversity which refers to language, religion, gender and disability as aspects of diversity in a South African context. However, Smit and Cronje (1999:426,427) are of the opinion that the aspects of the general dimension are overshadowed in South Africa by issues of diversity revolving around race, ethnicity, and culture.

The portrayal in literature of the various aspects of diversity in primary, secondary, and general dimensions provides a useful frame of reference and a refined method to group and to distinguish between the various aspects of diversity. A noteworthy perspective is added by the South African Department of Education (Department of Education, 2000b:26), i.e. that any reference to aspects of diversity must be done without any judgement of good or bad.

The adding of a non-judgemental perspective when dealing with aspects and issues of diversity prevents a preconception or an attitude of prejudice. Such a laudable approach will inevitably lead to the acknowledgement of uniqueness and collectiveness, and important, will establish a sound point of departure for mutual respect. A non-judgemental perspective to the aspects of diversity is closely linked to the potential within human diversity to divide or to unite people (Carrell *et al.*, 1998). The use of dimensions with acknowledgement of diversity accompanied with a non-judgemental approach is of particular value for the development of a management strategy in an education context.

The basic feature of time dependence (cf. par. 2.3.3.3) puts matters of diversity in a specific period of time and milieu, which implies that some aspects of diversity are subject to change. The application of different dimensions of diversity where some aspects are more temporary by nature is particularly in accordance with the basic feature of time dependence.

The following section is a description of perspectives from literature that categorise the various aspects of diversity according to tangible and intangible aspects of diversity.

2.4.4 Tangible and intangible aspects of diversity

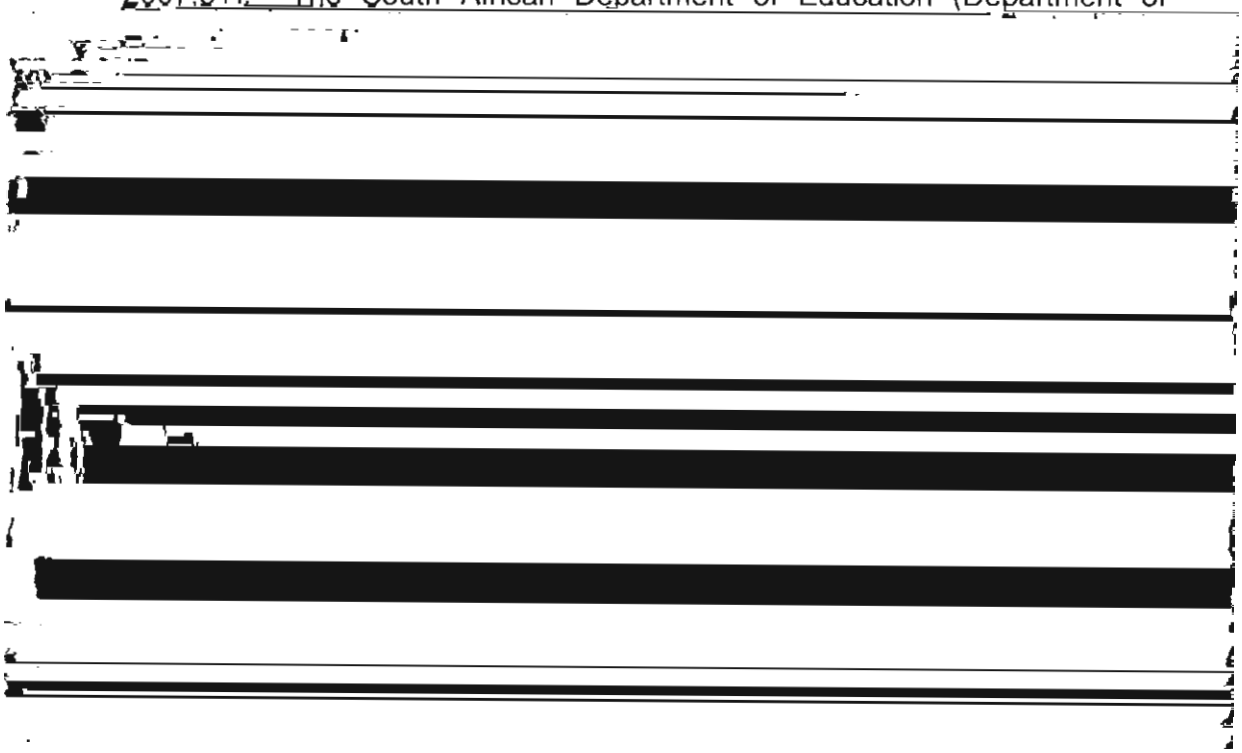
A distinction on grounds of the tangibility of the various aspects of diversity was also identified from a literature review.

- **Tangible aspects**

  Cushner (2001:4) describes tangible aspects of diversity as those aspects that are easy to manipulate, observe and to agree upon. According to Cushner (2001) the tangible aspects are indicative for example of clothing, food, and appearance. The author is of the opinion that educational efforts that only focus on the tangible issues and aspects of diversity, are often referred to as tourist-level or surface-level efforts. A similar classification has also been made by the South African Department of Education (Department of Education, 2000b:1) of the tangible aspects of diversity that are more visible like gender and the colour of one's skin.

- **Intangible aspects**

  Secondly, the intangible aspects of diversity like unique value systems, norms of behaviour, modes of inter-action, socialisation practices, and linguistic patterns were identified (Cushner, 2001:4; Mentz & Xaba, 2007:51). The South African Department of Education (Department of



the world of culture (Schoeman, 1980:25). The division between tangible and intangible aspects of diversity provides an uncomplicated, practical way to distinguish between the more obvious and deeper layer of aspects of diversity. However, differences in opinions of what is regarded as tangible or not, may be expected. This particular description seems to imply a grading where certain aspects are viewed as of more important than

interdependent and exists in mutual coherence to each other.

References to aspects of diversity were identified in this section according to a classification of tangible and intangible aspects of diversity. The next category identified aspects of diversity from literature that can be viewed within an organisational context.

2.4.5 Organisation-relatedness

Some perspectives from literature make use of an organisational framework to refer to the various aspects of diversity.

Concept emphasis on different identities and group affiliations in an organisational

- Firstly, aspects of diversity are described in a **political** sense to promote mainly the aims of equal employment and affirmative action within organisations. This one-sided political interpretation represents, according to the authors, a very narrow view of the aspects of diversity and is more likely to be found in organisations without any formal diversity policies or programmes.

- Secondly, aspects of diversity are emphasised for the **recruitment and selection** of ethnic groups and women to reflect a particular demographic situation. The authors are of the opinion that the diversity programmes of many organisations focus primarily on these particular employment regulation concerns.

- The third interpretation refers to the **management** of people in an environment characterised by the reality of diversity and is likely to be found in organisations with well-devised diversity programmes.

This third interpretation about the management of people is particularly useful to consider for the development of a strategy to manage diversity in an education context. Organisations may be a good example of a particular setting that clearly illustrates the prevalence and issues of diversity. However, it must be kept in mind that diversity applies in the same sense to all other spheres of life. The limited portrayal of diversity as only applicable to organisations, do not do justice to a balanced and holistic perspective of the multiplicity of aspects of diversity and the context of its manifestation in reality.

The above-mentioned classification concludes the grouping of concept emphases from literature about the various aspects of diversity. Identified categories were: differences as uniqueness, differences and similarities, dimensions as a frame of reference, tangible and intangible aspects and organisational-related aspects of diversity.

The above-stated comments made it possible to summarise a theoretical perspective of the aspects of diversity.

2.4.6 Synthesis

The value of quoting examples in the form of lists of some aspects of diversity is that such lists may facilitate a certain degree of understanding of the concept, but cannot account for a comprehensive description as representative of a balanced perspective of diversity. The emphasis of only certain aspects of diversity inevitably leads to a one-sided or limited view of a multifaceted phenomenon.

The significance of a balanced perspective to the multiplicity of aspects of diversity is the enhancement of an awareness of the inherent potential of diversity to either unite or to divide people. The risk to divide and to discriminate against people on grounds of an overemphasis of only certain aspects e.g. differences has led to harsh conflict in the past and consequently requires a balanced perspective regarding the occurrence of diversity to ensure inclusion, equity and unity in education.

A balanced perspective prevents a biased approach that focuses only on certain aspects of diversity. A non-judgemental approach does not implicate an unqualified neutral stance to the aspects of diversity. An approach to the aspects of diversity must be in accordance with the central law of caring for each other (cf. par. 2.3.3.1). However, the norms and principles instituted by man to obey this law are imperfect. The history of the realisation of negative values with reference to diversity could be explained in terms of an overemphasis on only certain aspects of diversity to divide and polarise people. It should be recognised that absolutes do not exist in relation to certain aspects or groups of aspects of diversity. The possibility of a one-sided perspective about the aspects of diversity necessitates clear guidelines to elude a recurrence of similar mistakes of the past. Such a balanced point of departure is imperative for a management strategy to deal effectively with diversity is schools.

The preceding analysis and discussion made it possible to identify five characteristics of a balanced perspective on the aspects of diversity. The characteristics are:

- Exclusion of a one-sided emphasis of some aspects of diversity that are regarded as representative of all aspects of diversity.
- Acknowledgement of the multiplicity of the aspects of diversity that transcends any limited emphasis of aspects of diversity.
- Recognition of the interdependence and mutual coherence of all aspects of diversity in all spheres of life.
- An approach to deal with the multiplicity of diversity has to be based on mutual respect for each other in accordance with the central law of caring.
- Acceptance that some aspects are dynamic and subject to change in relation to time and milieu.

The characteristics mentioned also serve as criteria for a balanced perspective to prevent a preconception of prejudice and bias towards people characterised by diversity. A balanced perspective on diversity particularly calls for a commitment to commonalities (collectiveness) to build bridges as well as means to accept and value distinctive characteristics and qualities in a caring manner. Unity in a dynamic, diverse society is not necessarily one of sameness, but rather one of mutual interdependence. A possible threat to unity is more likely to arise, not from the reality of diversity, but from injustice, inequality, exploitation and inhumanity. The kind of approach towards diversity is subsequently of paramount importance. An approach to diversity that is characterised by a balanced perspective is associated with just procedures that are crucial for unity, cohesion, and social well-being.

The description of the nature of diversity and the formulation of a balanced perspective of diversity guided the research to an important and closely linked subtheme, namely the ideal of unity and diversity. The ideal of unity and diversity surfaced frequently as an important subtheme in the encountering of issues of diversity and is discussed in the following section.

2.5 UNITY AND DIVERSITY[1]

A common theme in most discourses about issues of diversity relates to unity and diversity. This theme forms part of an ongoing debate about the various interpretations and implications of an ideal of unity and diversity for societies. The call for unity and diversity frequently comes to the fore in literature and some authors extensively explored this topic (cf. Holmes, 1980; Stone, 1989; Van Loggerenberg, 1990; Cross *et al.*, 1998 & 1999). The close association with the research theme makes it imperative for a context-related analysis of the ideal of unity and diversity and consequently determines the related role of schools to realise this laudable aspiration. Before an exposition of the aspiration of unity and diversity can be examined, it is necessary to draw attention to the fundamental connection between this ideal and the basic feature of universality and individuality as described in par. 2.3.3.2.

2.5.1 The ideal of unity and diversity in relation to the basic feature of universality and individuality

The ideal of unity and diversity is closely linked to and based upon the basic feature of universality and individuality (cf. par. 2.3.3.2). The feature of universality and individuality is indicative of the shared collectiveness (universality) of all things in creation as well as an indication of the uniqueness (individuality) of all things in creation. The relationship between these two supplementary features is that of mutual coherence that exists simultaneously and everywhere in an equivalent manner (Taljaard, 1976:80-87).

In national context this basic feature points to the duality of shared collectiveness applicable to all the people of a particular country as well as to the acknowledgement of individual and group uniqueness that exist within society. A strong underlying commonness (collectiveness) is to be found within the variety of a diverse society (Van Loggerenberg, 1990:27). At national level, it is possible to distinguish between the features of universality and individuality, but they cannot be separated in a hierarchical

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[1] Unity *and* diversity are used in this research to indicate the equivalence of both concepts. The terminology is used to avoid an overemphasis of any one concept at the cost of the other with implications of universalistic or individualistic preferences.

manner. If one feature is absolutised at the cost of the other, it will lead to an overemphasis of either universality or individuality with the accompanying negligence of the other feature. The two features also exist within a national context in an equivalent manner and must be accommodated and dealt with as such.

The highlighting of the fundamental connection between the basic feature of universality and individuality and a national ideal of unity and diversity established a basis to proceed with an interpretation of this particular ideal in a national context.

2.5.2 Unity and diversity in national context

The importance of the ideal of unity and diversity in South Africa is clearly illustrated by the motto in extinct /Xam (Koisan) language of "*!ke e:/xarra //ke*", which is emblazoned in the national coat of arms of South Africa and literary means unity in diversity. It is noteworthy that the national axiom of the previous dispensation of South Africa "*ex unitate vires*", also referred to the ideal of unity.

Maharaj (2001:xvi) regards the issues of diversity of specifically race and ethnicity as critical issues in the international arena as well as in South Africa. The challenge of unity and diversity is this author inevitably connected to inherent insecurities that need to be managed effectively. This viewpoint is in support of the research theme to develop a management strategy to deal with diversity in education. Principled positions and strategic clarity for the future are essential in this regard to guide the national cause of unity and diversity (Maharaj, 2001:xvii).

The importance of the challenge to deal with diversity in South Africa is highlighted in the following quotation of the former president of the country, Nelson Mandela: "*The most urgent problem facing us today is that of unity*" (Mandela, 2001:7). The statement of one of the country's most respected leaders is also an indirect reference to the reality of diversity that occurs in the country. It can be concluded that unity and diversity do not present a contradiction, but indicate that unity is only possible through the harmonious commitment to unification as a diverse group of people. The role of schools with respect

to the realisation of this national aspiration forms part of the empirical section of this research.

With the preceding as point of departure, it can be deduced that the ideal of unity and diversity is a national challenge and priority in South Africa that necessitates careful attention at all levels of the South African society. The next section clarifies at first the notion of national unity before the furtherance of an interpretation of the ideal of unity and diversity.

2.5.3 National unity as part of the terminology

Exponents in this particular field of study frequently use the expression of national unity in discourses with different nuances in meaning. Some viewpoints of related authors were summarised and analysed to establish a mutual understanding of terminology.

- Holmes (1980:140) regards national unity as the citizens' acceptance of authority of the national government in the administration of justice and the development of economic policies that seek to improve the standard of living.
- Suzuki (1991:1) defines national unity as the ideal state of society in which diverse groups of the population coexist with mutual respect and equal rights even as they preserve and pursue their diverse traditions.
- Cross and Mkwanazi-Twala (1998:15) describe national unity as a process whereby mutual acceptance, cohesion and harmony of ethnic, linguistic, cultural, religious, economic and social differences concur to that of nation building through the consciousness of common history, common values and common interests. National unity is also regarded as the result of social interaction that needs moral leadership committed to the ideal of a nation free of all oppression and exploitation.
- Van Zyl Slabbert (2001:15) articulates the South African vision of national unity as a unified country driven by the ideal of national unity without destroying the diversity of the country.

Based on the above-mentioned interpretations, the key elements of national unity were identified as

- the acceptance of national authority to ensure justice and economic development
- the coexistence of diverse groups of society who honoured the principles of mutual respect and equal rights
- the process of acceptance, cohesion and harmony in support of nation building
- the representation of a nation free of oppression and exploitation, and
- support for a unified country with the acknowledgement of its human diversity.

Each meaning element represents an important sub-part of the concept of national unity and is accepted as the semantic indication of national unity for the purpose of this research.

Many idealistic references about perspectives of national unity in essence accentuate the real dilemma by omitting any reference to practical implications in order to realise such a noble ideal. Cross and Mkwanazi (1998) underline in general the need for moral leadership to realise the ideal of a nation free from oppression and exploitation. Maharaj (2001) advocates the management of inherent insecurities through principled positions and strategic clarity to guide the national cause of unity and diversity, which *inter alia* also applies to the management of diversity in schools. General statements in this regard are rather superficial because they are still idealistic in nature without the substantiation of practical guidelines to sustain the ideal of unity and diversity.

The focal point of this research is the development of a strategy for the management of diversity in an educational context that is in support of the ideal of unity and diversity. The attainment of this ideal poses a challenge and the next paragraph explores this particular challenge.

2.5.4 The challenge of unity and diversity

Many countries have struggled with the problem of reconciling national unity with the occurrence of human diversity in societies. The dilemma of unity and diversity stems from the fact that a nation does not merely comprise of homogeneous people occupying a definite geographical region and claiming a common ancestry. A corpus of diverse aspects, beliefs, social practices and models of social organisations must be acknowledged and shared by society if an awareness of national unity is to be created and sustained (Holmes, 1980:127; Sinnar, 1996:1).

Suzuki (1991:1) is doubtful that the ideal of national unity and diversity could be realised by proclaiming that society will be unified by the mere promotion of diversity. There are assumptions that some of the most intractable social problems, e.g. racism, sexism, and poverty, will disappear if the different groups of the population are allowed to maintain and uphold their particular group identities. The problem lies, according to Suzuki (1991:1,2), with the one-sided accentuation or isolation of only the racial and ethnic elements of culture which are regarded as central factors to determine the different groups' relationships to the larger society. Suzuki (1991:2) argues that such a restricted view ignores other important and complex factors in which social problems are rooted, e.g. socio-historical forces, social structures, and the positioning of different groups of the population in such a structure.

The relatedness of the above-stated viewpoint to education is that educationists who ignore the mentioned factors may have the mistaken notion that all the problems will be solved by merely including in the curriculum some culture-related experiences and contributions of different groups. Suzuki (1991:2) warns that such a restricted view may rather contribute to the actual problem because of superficial, cosmetic changes and rhetorical add-ons to the curriculum. Suzuki (1991:2) emphasises the necessity of a study of the interrelationships between the different groups of the population. A satisfactory understanding of the conflicts between groups of society cannot be reached by studying each group separately as if such groups exist in isolation, or by studying their cultural aspects while disregarding structural, interrelated and mutual concerns.

Cross and Mkwanazi-Twala (1998:3) are of the opinion that problems of unity in South Africa are exacerbated by factors like the presence of ethnic, linguistic or cultural minorities; claims to autonomy; the influx of immigrants of heterogeneous cultural backgrounds; socioeconomic conflict arising from unemployment or other socioeconomic ills; and differences in age groups, gender, race and class. The mentioned authors also regard the realisation of the ideal of national unity of paramount importance and a challenge on the forefront in South Africa for leadership.

In order to promote unity and to accommodate diversity, Alexander (1998:107) believes that it is essential to trace the origins and socio-cultural character of the different groups that constitute the population of a country to understand the dynamics of the interaction between these groups. Alexander (1998:107) also advocates a historic sociological methodology to gain insight in the challenge of unity and diversity in contrast to abstract models that, according to him, hang in the air and are insufficient. The current social milieu has led groups of people to acquire ever-changing identities and these ambiguous identities have to be part of the subject of any investigation about unity and diversity in a society (Alexander, 1998:107).

Authors like Suzuki (1991) and Alexander (1998) are of the opinion that a cursory promotion of diversity will lead to unbridled ethnocentrism and intensified conflict among different groups of a diverse society. Friction arises because insufficient attention has been paid to the dialectic between the universal aspects of the larger group and the particular aspects of a specific group. This kind of dialectic is part of the issues of everyday life. A practical example is for instance the sensitive issue of abortion. In this case, the dialectic is whether a value should be universal (pro-life) or particularistic (pro-choice). In the same sense, another example is whether an individual's right to freedom of expression should take precedence over policies to restrict speech if it takes the form of racial harassment against particular groups. Some of the most intense conflicts in society are occurring over such issues. Democratic, diverse societies have to find practical ways to resolve such issues based on concepts of justice that weighs the protection of the rights of particular groups against the broader interests of society as a whole. A restricted perspective about the challenge of unity and diversity by proponents

of this ideal may lead to strategies in practice that can be divisive and retrogressive (White, 1995:2,3).

How this principle is to be translated into practice is regarded by Alexander (1998:108) as a major research agenda for educationists in South Africa. Cross and Mkwanazi-Twala (1998:15) feel strongly that educational efforts should incorporate definite goals of national unity in which aspects of diversity are not regarded as obstacles, but is seen as fundamental and necessary ingredients. The establishment of a sense of unity is an essential part of the education system as well as part of the process of transformation that includes processes of cultural practices, beliefs and customs necessary for an ideal of national unity. The ultimate challenge is to provide a truly national educational experience for all learners, while at the same time all aspects of diversity must be acknowledged, appreciated and promoted.

The education system has to provide well-considered opportunities and guidance to prepare the youth to acquire the necessary knowledge, skills and values to understand and to deal effectively with the numerous issues of unity and diversity. The application of the ideal of unity and diversity in education requires a core curriculum through democratic consultation with all relevant constituencies. In addition, sufficient space must be allowed for social groups to promote their particular preoccupations, on condition that it does not subvert the consolidation of the core curriculum (Alexander, 1998:108).

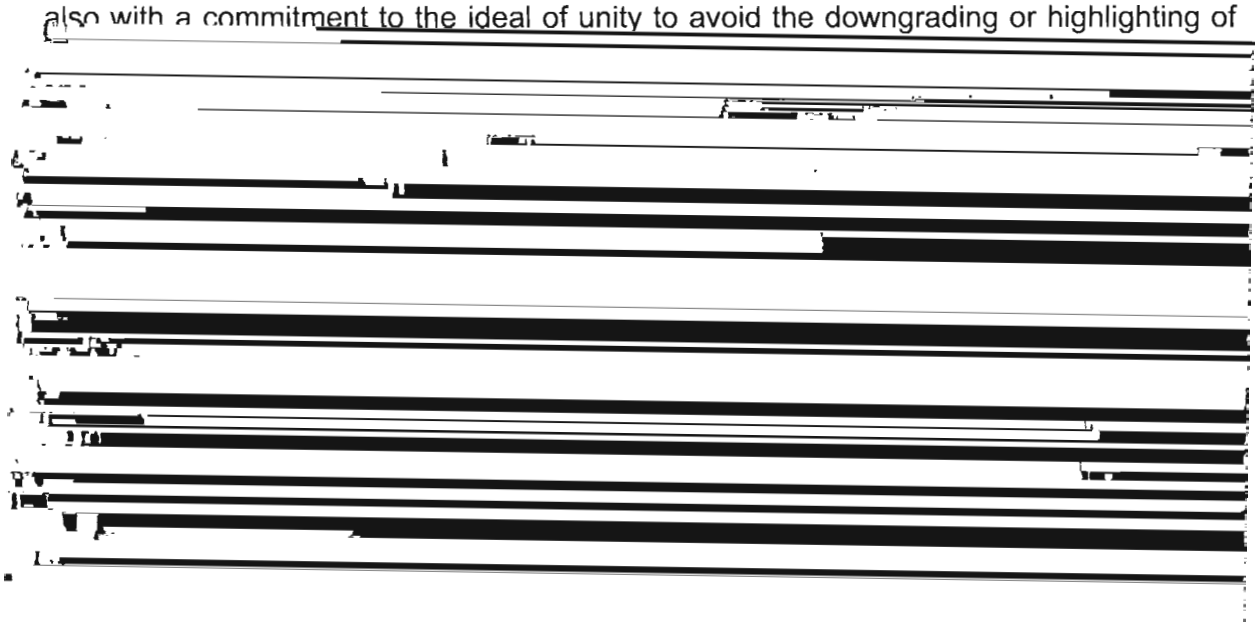
Alexander (1998:110) maintains that unless practical and widely acceptable ways are found to ensure unity, South Africans will never arrive at a resolution of the apparent contradiction between unity and diversity in a society characterised by a high degree of diversity. Applicable aspects of the ideal of unity and diversity in the context of schooling are part of the empirical section of this research.

2.5.5 The role of the school in promoting unity

The school as an educational organisation can fulfil a significant role during a process of transformation. It is generally expected from schools to respond to important issues of illiteracy, poverty, violence, HIV/AIDS, and diversity (Goodey, 1989:482; Baker, 1994:3). Much more is expected today from schools that consequently place a greater responsibility on the role of the school as an educational institution in society (Baker, 1994:5). Education aims to bring about a positive and significant difference in the lives of learners who are the key to the formation and maintenance of free and democratic societies (Banks *et al.*, 2001:1).

The reality of diversity in schools poses both an opportunity and a challenge for school educators, managers and authorities. Schools have to find ways to manage issues of diversity to help create a unified nation to which all citizens pledge allegiance (Mitchell, 2003:389; Brown, 2004:24). Without the crucial role and contribution of education, diversity will remain a circular intellectual debate without any practical value (Brown, 2004:24).

Considerations about unity and diversity in education have a long history that go back to Helvetius and Rousseau's famous *Discours sur l'inégalité parmi les hommes* (Discourse about the inequality of people) of 1775 (Holmes, 1980:34). The assumption is that since citizens have equal rights, they also have equal educational opportunities, irrespective of diversity. A democracy requires not only a citizenry with a high level of education, but also with a commitment to the ideal of unity to avoid the downgrading or highlighting of



especially in terms of educational opportunities. Learners must develop an understanding of diversity so that they are able to work and live as effective members of diverse workplaces and communities to contribute positively to the ideal of unity (Banks *et al.*, 2001:5; Brannon *et al.*, 2004:1). According to Stone (1989:100), it will require a mammoth task to manage diversity effectively in schools that are characterised by a high degree of diversity. The quest for unity requires from the education system to provide the youth with opportunities to acquire a high level of competence to deal with diversity in a local context together with an understanding of their place in a global sense (Stone, 1989:100).

2.5.5.1 Education and unity in a South African context

The role of education in relation to the ideal of unity and diversity in South Africa was highlighted by the country's president during his State of the Nation address to Parliament in 1999. The president identified education and training as a "*critical priority*" to meet the broader challenges of a democratic and unified South Africa (Department of Education, 2000a:6). This commitment of education and training to the national vision of unity at the highest level is further supported by the report of the ministerial working group on values in education. This report highlights the promotion of specific values in schools to ensure unity in South African schools (James, 2000:2).

A major potential attribute to national unity is regarded by Stone (1989:100) as the shared commonness among South Africa's numerous population groups. Shared commonness in this sense refers among other to economic interdependence as well as demographic and political bonds that closely link population groups and their interests in a country characterised by diversity. Other contributing elements of importance for national unity as identified by Stone (1989:100) are religious connections, a shared destination, a common interest in sport, and common threats, opportunities and responsibilities. Stone (1989:101) believes that the ideal of unity and diversity among the South African population is strongly rooted in the acknowledgement of interdependence upon each other. The identification of shared commonalities as attributes to the ideal of unity is indicative of the principle that both features of

collectiveness and differences should be essential parts of the education system to prepare the country's youth to pursue the ideal of a unified nation.

In summary, the role of education in relation to the ideal of unity and diversity has a long history that continues up to this day and is still regarded as an important issue at national level. Education has a special role in a milieu characterised by a high degree of diversity to provide opportunities for the youth to acquire knowledge, skills and values to appreciate diversity in a local as well as a broader context. Contributing factors of shared collectiveness are based upon the principles of respect and caring for one another (cf. par. 2.3.3.1), which are in line with the acknowledgement of interdependence upon each other. Attributes to the ideal of unity were identified as a clear, shared destination, economic interdependence, demographic and political bonds, religious connections, and common interests in sport, opportunities, responsibilities and threats. It is important to bear in mind that the education system must also account for both features of universality (unity) and individuality (diversity) in a balanced way to prepare diverse youths to coexist together in harmony.

2.5.6 Synthesis

Given the reality of diversity as manifestation in all spheres of life, there are bound to be many differences of opinion about various issues of diversity. Such a state of affairs may require a protracted process of consultation and decision-making to accommodate the variety of competing interests. Some observers view competing interests as symptoms of internal strife, and highlight it as a weakness and threat. However, it can also be seen in the light of the difficult, but necessary process of forging unity by means of a transparent and democratic process. In a situation of diverse and conflicting interests an independent judiciary has to function as a guardian of the rights guaranteed by the Constitution to inspire confidence that justice will be done to all, while a free press performs the watchdog functions essential in a democratic society.

It is not sufficient to rely only on popular slogans to achieve unity and diversity. Undefined support for unity is futile. The call for unity and diversity has an inherent

potential or risk that can also be translated as a regression to separate but equal. Difference as an aspect of diversity should never be regarded as an end result in itself, because it will only lead to suspicion and hatred with detrimental consequences to the aspiration for unity. The ideal of unity and diversity has as a prerequisite the avoidance of any form of forced fragmentation that would prevent the establishment of a strong whole from diverse parts. This prerequisite is in accordance with the ontological perspective that the feature of uniqueness must always be balanced in an equivalent manner with the aspects of commonness and that diverse groups of people are mutually dependent on each other.

Unless a nation can define and stress what unites them as a nation; they ran the risk of becoming separate enclaves of groups of people who never even speak to those from outside their narrow little groups. In this regard, an overemphasis on group identity that is based solely on commonality of race or ethnic origin is considered as fragmentation and no real contribution to the ideal of unity and diversity.

Schools have to fulfil a significant leadership role in promoting unity in the way they define their visions, measurable objectives, and actions. If unity is viewed as a tangible outcome and not just as a popular slogan for window-dressing, then there ought to be some kind of test to measure it. If this is not done, then, according to White (1995:3), history will repeat itself like that of countless countries. As a case in point, the author specifically refers to the ancient Roman Empire, whose inevitable destruction began when it split into two empires, one east and one west, and when it was no longer possible to remember what it was that made Roman citizenship prized and unique.

The previous paragraph described the challenge to establish unity in a diverse social environment. There are numerous ways or approaches to deal with this challenge and the following section of the research provides a broad outline of these approaches with references to the practice of education.

2.6 A TYPOLOGY OF APPROACHES TO DEAL WITH DIVERSITY

The dilemma of diverse groups in a nation-state is to find the equilibrium between the maintenance of unity with accompanying stability and prosperity as well as the acknowledgement and encouragement of existing diversity. A number of approaches were adopted in the past to address the matter of unity and diversity in the international arena. The nature of these approaches varied considerably between societies of the world at different times in history. Extreme approaches were that of extermination (e.g. Jews in the Third Reich), expulsion (e.g. Asians from Uganda) and separate development (South Africa) (Goodey, 1989:478).

The more known and prominent approaches with a specific bearing on education can broadly be categorised as *assimilation* and *pluralistic* approaches. These approaches will be discussed in the following section with the understanding that the meaning of the term approach refers to a specific way of dealing with something (Reader's Digest, 1998; OALD, 2000) – in the case of this research report, an approach to deal specifically with the issue of unity and diversity.

2.6.1 Assimilation approaches

Assimilation approaches tend to highlight social cohesion where everyone adheres to the same basic values as the ultimate goal in a diverse society (Goodey, 1989:478; Pryor, 1992:2). Specific approaches of interest for the purpose of this research report are those of assimilation, amalgamation and the open society, which are explained in the following paragraphs.

2.6.1.1 Assimilation

The aim of this approach is to absorb the minority groups into that of the majority or ruling group until they eventually all share a common national identity. Aspects of diversity are not acknowledged and are ignored to a great extent (Goodey, 1989:478). This approach can be explained as A + B + C = A, where B and C represent the diversity of minority groups and A represents the dominant group. The dominant value

system is transmitted at the expense of all other value systems or cultures and is justified as a means for achieving social equality (Pryor, 1992:2). Cross and Mkwanazi-Twala (1989:17) distinguish two different variants of this approach, namely behavioural and structural assimilation. Behavioural assimilation refers to the absorption of the cultural behaviour patterns of the dominant culture with the acceptance of common values and life styles. Structural assimilation indicates the participation and incorporation of minority groups in organisational structures, institutional activities and general civic life of the receiving society, i.e. the dominant culture. The implication of this division is that a minority group may opt not to participate in the group associations and institutions of mainstream society and thus remain therefore structurally segregated.

Education is used as an effective instrument to ensure complete assimilation, because not only does the curriculum ignore the different aspects of diversity, but an insistence prevails on a national level that teaching and learning must only be practiced through a prescribed set of values and customs. Teachers are often selected mainly from the governing group. Learners of minority groups are consequently taught to give up their existing values and customs to adopt the new way of life of the dominant group who enjoys a "*cultural advantage*" (Goodey, 1989:478). In summarised form, this approach can be described as the enforcement of the dominant group's view of life onto all the minority groups in a particular society for the sake of social equality.

2.6.1.2 Amalgamation

Amalgamation is an approach that predicts the establishment of a unique and new societal group resulting from the amalgam or synthesis of the existing diverse groups. This approach can be explained as: A + B + C = D, where A, B and C represent diverse social groups and D represents the new distinct group (Cross & Mkwanazi-Twala, 1998:17). According to this approach, a whole generation has to be converted to a new view of nationalism. The reference to this approach as the *melting pot* approach originated from the famous play of 1914 with the same title by the British writer, Israel Zangwill (1864–1926) (Goodey, 1989:478; Encarta, 2003). The meaning of this

approach is not conformity to the dominant group, but that all groups within society eventually merge to create a new social order, better than the one that existed before.

The educational system in such an approach has as it aim the elimination of cultural diversity through a so-called value-free method to find a peaceful, non-manipulative and non-divisive resolution to the challenge of unity and diversity (Goodey, 1989:478). This approach involves an educational system designed to alter the outlook of people to eradicate all traditional cultural and colonial practices (Cross & Mkwanazi-Twala, 1998:17).

2.6.1.3 The open society

This approach places the individual at the heart of the social order. Freedom of choice, democracy and equal opportunities are typical terminology of the supporters of this approach. Group association in an open society on the basis of ethnicity, religion or any other similar means is totally rejected (Goodey, 1989:479). This implies that social participation and mobility are open to all individuals and are determined by individual achievement and not on the basis of cultural background or affiliation. The policy of an open society points to a modern secular society in which the education system will strongly support a participatory democracy. The curriculum would further support a cosmopolitan view of the world, religious education would be replaced by moral education while freedom of association would be overemphasised. An egalitarian globalism without national and social bonds is the main aim of this approach. Elements of this particular approach are experienced in South Africa as part of a reaction against the past policy that emphasised separate development based on group diversity along racial lines (Goodey, 1989:479).

2.6.1.4 Comments on approaches of assimilation

The preceding typology of assimilation policies represents those approaches with a goal of social uniformity and cohesion. It is a specific approach to respond to the challenge of unity and diversity. The aim of these approaches is to deal with diverse groups by

means of assimilation or amalgamation to ensure a particular social order, whether by absorption into the dominant group or to create a new national identity. A common denominator is that education is regarded as an important instrument to implement these particular interpretations. A specific approach in reaction to group affiliations highlights the rights of the individual in an open society where social participation depends on individual choices with assimilation aspirations to egalitarian globalism.

The denial or suppression of diversity in society questions the justification of these assimilation approaches. Unity will always be an eluding ideal as long as the diversity of groups in national context is ignored or forcibly suppressed. Only by acknowledgement of the diversity of groups can the ideal of national unity be realised.

2.6.2 Pluralistic approaches

Various policies were developed to respond to the needs of diverse groups within society. A specific approach was proposed by Horace Kallen (Goodey, 1989:479) in the early years of the twentieth century who stated that a political democracy also implied a cultural democracy. The implication was that cultural groups also had a right to maintain their particular cultures in society. This approach was referred to as the *salad bowl* approach whereby each group has a unique role to play in society, but should simultaneously contribute to the society at large (Goodey, 1989:479; Black, 1995:1). Pluralistic approaches were continuously changed throughout history to suit the needs of specific societies. Three of the more prominent approaches to pluralistic policies are discussed, namely: classical pluralism, modified pluralism, and dynamic pluralism.

2.6.2.1 Classic pluralism

The essence of classical pluralism can be seen as diverse groups co-existing in harmony as members of a larger society. Each group maintains its particular distinctiveness and identity to safeguard social stability and peaceful interrelations. Switzerland and French Canada can be regarded as contemporary examples of this policy implementation (Cross & Mkwanazi-Twala, 1998:16).

Cross and Mkwanazi-Twala (1998:16) distinguish further between segregated and integrated pluralism. Segregated pluralism refers to the maintenance of group distinctiveness and identity through geographic separation. Integrated pluralism however, maintains residential segregation, for example; a number of diverse groups would exist within a given geographic area, e.g. a metropolitan area, but would remain residentially segregated within that area. In both cases of segregated and integrated pluralism, diverse groups are formally recognised as entities with official standing in society.

Education is also seen as instrumental to maintain and support each group's identity and for that reason separate schools for each distinctive group are suggested. It implies the inclusion in the curriculum of studies of other groups to enhance a positive attitude towards group diversity. These studies of other groups within society will however remain limited as everything would be examined from the vantage point of that particular group (Goodey, 1989:480). This particular approach has the risk that it can be misinterpreted and misused to support separatist ideals with detrimental consequences for national unity.

2.6.2.2 Modified pluralism

The approach of modified pluralism also acknowledges the existence of diverse groups, but encourages a higher degree of interaction between the various groups. This particular approach is based on the assumption that the diverse groups possess the right within a diverse nation-state to maintain their specific group identities on condition that it does not oppose or undermine the overarching values and goals of the nation as a whole (Goodey, 1989:480). This approach is more common in those countries whose cultural layout is a direct or partial result of colonialism, e.g. many of the Asian and African countries. Such countries strive to develop a common nationality while preserving group diversity by recognising the rights of the various groups as well as the promotion of interaction between the different groups.

The approach of modified pluralism envisages the attainment of national unity through a high degree of interaction between and among diverse groups of society. This policy approach can be explained as $A + B + C = A^1 + B^1 + C^1$ where the superscript attached to the letters which represent the diverse groups, designates a commitment to national unity (Cross & Mkwanazi-Twala, 1998:18). The diverse groups within society become ultimately acculturated through their commitment to national unity, but nevertheless retain their specific group identity. Positive connotations to this approach are that group diversity enriches a nation, alternative ways are provided to view the world, and solutions are proposed to solve complex societal problems. Goodey (1989:480) identifies the following characteristics of the modified pluralistic approach:

- It acknowledges the reality of group diversity in national context and the fact that each group wants to cherish its own distinctiveness.
- It is in favour of mutual interaction between the different groups of society for the promotion and appreciation of diversity.
- It has as its main aim the creation of equal opportunities for every member of society.

The education system in a society that supports the modified pluralistic approach would endorse both a sense of nationalism as well as a sense of the importance and value of group diversity. The curriculum would consequently reflect the diversity of group practices and identities and schooling is provided through the medium of mother tongue language, which is recognised as both correct and desirable (Cross & Mkwanazi-Twala, 1998:18).

2.6.2.3 Dynamic pluralism

According to Goodey (1989:480), Richard Pratte, an American educationist, first propagated the approach of dynamic pluralism that was based on John Dewey's concept of community. The essence of this approach is that the best possible society is one that is defined by common community interest and the voluntary commitment to pursue mutual interests (Goodey, 1989:480). A multiplicity of aspects of diversity come

together during social interaction and some social dilemmas may arise because of strong expressions of diversity.

On the basis of common concern, diverse groups form a social collective to resolve these occurring dilemmas and frictions. When this community of interest fulfils its objectives, it dissolves. It is thus a very dynamic process whereby social groups of interest are continuously formed and dissolved. It seems to be an unstructured and voluntary act that depends on the insight and willingness of those involved. Such an approach requires a high level of maturity and a strong commitment to upheld national unity.

2.6.2.4 Comments on pluralistic approaches

The approaches to policies of pluralism tend to encourage each group within society to engage in only one level of interaction with the other groups, namely that of politics. Beyond the political arena, the primary societal relationships, e.g. schooling and religion, would be practiced mostly within each particular group. Secondary societal relationships such as employment and other economic activities might extend across the lines of group diversity. An inherent potential is embryonic in a pluralistic policy whereby group diversity could be over-emphasised and an approach based on the individuality of group diversity could be absolutised (cf. par. 2.3.3.2). The other extremity is that the welfare of the society supersedes the interests of any one group, should tension arise (cf. par. 2.3.3.2).

As stated in the basic feature of reality, namely universality and individuality, justice must be done to both features in an equivalent manner. The implication is to regard both features of equal value and to refrain from a one-sided emphasis of any one of the two features. History is the witness of many tragedies where one of the two features was forcibly implemented at the cost of the other feature.

2.6.3 Synthesis

If one takes into consideration the complexity of diversity in South Africa on the one hand and, on the other, the potential unifying role that the education system has to fulfil, a unique or tailor-made approach is needed with sufficient flexibility to provide for all aspects of diversity while at the same time ensuring national unity. An education system that favours one particular group to the exclusion of other groups will ill serve the needs of the diverse groups of such a country. The reality of group diversity within a nation should be seen as enrichment, an asset rather than a handicap. Each particular group has an important role to play and a contribution to make to the national aspiration of unity. Related aspects of this contentious issue form part of the empirical section of the research.

The above-mentioned approaches to deal with diversity in society and in education in particular have certain implications for the provision of education to the diverse groups within a society. It is therefore necessary to focus in this research report on the manifestation of diversity in the South African education system.

2.7 SUMMARY

An ontological perspective was adopted as theoretical point of departure to describe the nature of diversity. Respect and caring were further identified as specific principles for human interaction to realise the ideal of unity and diversity (cf. par. 2.3.5). Emphasis of unique features as a view of diversity must always be balanced in an equivalent manner by aspects of commonness among people to avoid a limited view of a multifaceted phenomenon. The ideal of unity and diversity requires the avoidance of forced fragmentation or separatism that would prevent the achievement of unity among diverse groups of people. Schools have in this regard a role to fulfil in promoting unity among diverse groups of learners and other role players as part of a diverse school community (cf. par. 2.5.6). The achievement of the aspiration of unity in education depends on an approach that includes all aspects of diversity as part of a tailor-made strategy to deal with diversity in schools (cf. par. 2.6.3).

CHAPTER 3

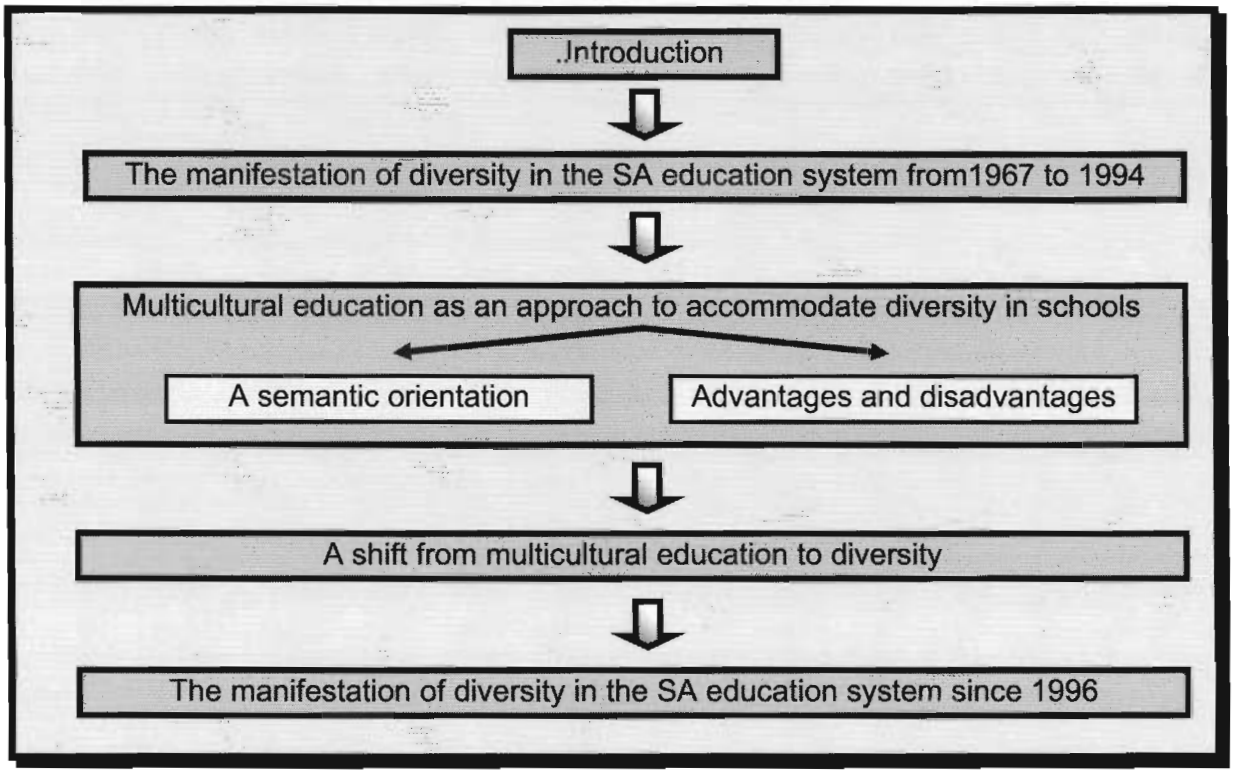
THE MANIFESTATION OF DIVERSITY IN THE SOUTH AFRICAN EDUCATION SYSTEM

The description of the nature of diversity with the accompanying ideal of unity and diversity in the previous chapter, led to a focus on the manifestation of diversity in the South African education system. The following questions served as guidelines for the unfolding of this part of the research:

- How did the South African education system accommodate the manifestation of diversity from 1967 to 1994?
- What is the essence of multicultural education as an approach to accommodate diversity in education?
- How is the manifestation of diversity accommodated in the new democracy of South Africa since 1996?

The line of reasoning to the above-formulated questions is illustrated in figure 3.1.

Figure 3.1: **Outline of chapter 3**



3.1 INTRODUCTION

The occurrence of diversity and the accompanying ideal of national unity have specific implications and challenges for the provision of education in the Republic of South Africa. An important question to answer in this regard is to determine how the provision of education was formerly affected by the manifestation of diversity in schools.

A brief historical orientation is necessary to understand the development of education provision in South Africa to accommodate the manifestation of diversity in schools. There were several approaches over time to deal with diversity in education, of which an approach of multicultural education was widely accepted and propagated. However, the reality is that there are numerous and wide-ranging interpretations about the concept and implementation of multicultural education.

Multicultural education has a specific focus on culture-related concerns in schools with the aim to advance intercultural awareness and understanding. Multicultural education can in this sense be interpreted as education with a multicultural focus. The dilemma with a restricted focus on cultural issues is that it does not embrace other important aspects of diversity. The manifestation of diversity in education implies additional and complex concerns to meet the challenges posed by a multitude of other aspects of diversity. A shift occurred consequently from multicultural education to an approach of diversity that inclusively accounted for all aspects of diversity without a one-sided emphasis on any single aspect of diversity.

The people of South Africa attained their long-awaited political freedom during the first democratic elections of 1994. One of the most important challenges of the new government was to ensure unity among a deeply divided and diverse nation-state. Applicable legislation was introduced as regulative measures to deal with the accompanying transformation and the manifestation of diversity in all sectors of societal life. An analysis of these acts with a reference to regulative measures for the manifestation of diversity in education was identified and discussed in this chapter. Directives from all these acts refer unanimously and in a holistic manner to the manifestation of diversity in education instead of multicultural education. This state of

affairs confirms the acceptance of diversity as an all-inclusive concept in education. This perspective of diversity in education is especially of importance for the governance and management of school life to secure all basic human rights in education.

This chapter determines the manifestation of diversity in the South African education system with specific reference to the historic and current development in related legislation, policies and approaches in education to deal with issues of diversity.

3.2 THE MANIFESTATION OF DIVERSITY IN THE SOUTH AFRICAN EDUCATION SYSTEM FROM 1967 TO 1994

An investigation into the manifestation of diversity in the South African education system necessitated a look at the historical development of policies to deal with diversity in education. The characteristics of an education system are closely linked to the historical development as an influential force on the present and future development of education systems (Steyn, 2007:20). The period from 1967 is especially of essence because important legislation was accepted during this period that determined the nature of education in South Africa.

The approach to deal with diversity in education since 1967 was in line with the political ideology and practices of the day during the previous political dispensation in South Africa. The manifestation of diversity in the South African education system was during this particular period dealt with according to the political powers of the time. The provision of education was based on specific acts and related policy documents that prescribed an approach of segregation. The most influential acts and policy directives of relevance are described in the next section.

3.2.1 The Act on National Education Policy (Act no. 39 of 1967)

The manifestation of diversity was dealt with in a specific way in education from 1967 with the adoption of the Act on National Education Policy (Act, 39/1967). This act laid the foundation and provided the framework at this point of time for the education system

to deal with diversity (Bondesio & Berkhout, 1987:117,118). Diversity in education was regarded according to a particular political ideology that was characterised by an approach of segregation. Practices within the education system were based on and guided by applicable legislation, of which Act 39 of 1967 fulfilled a major role to determine a specific approach in education to deal with diversity in South Africa.

The political power in South Africa was vested in a parliament representative of a minority part of the population. According to Bondesio and Berkhout (1987:117), the state policy of segregation reached a peak in the late sixties and early seventies. The people from the various black population groups of the country were linked to certain demarcated ethnic areas, which were regarded as national or independent homelands. Black people had to exercise their political rights within these homeland states with no political rights in the Republic of South Africa. This political ideology was enforced upon all structures and institutions of society, including education (Bondesio & Berkhout, 1987:118).

The adoption of the Act on National Education Policy (Act, 39/1967) determined the provision of education in the country according to a policy of segregation laid down by the then political authority. The education system was accordingly fragmented in separate schooling systems for Bantu, Indian, Coloured and White Education (Cross *et al.,* 1998:4). Some prominent features or directives of the act (Act, 39/1967) need therefore to be outlined for an understanding of how diversity was accommodated during this particular period (Bondesio & Berkhout, 1987:152-163):

- **Article 1: Introduction to the act**
  The purpose of the act was to render powers to the Minister of National Education to determine the policy to be followed for the provision of education in schools accessible for white people only.

- **Article 1: Word description**
  An extract of some applicable word descriptions in the mentioned act provided the following clarifications:

College: Meaning an institution for the training of white students as educators.

Education: Teaching and training that was provided to white people.

Student: A white person enrolled at a college or university.

University: A university registered by parliament, excluding universities from black populations groups and people who were, according to the Registration Act, registered as coloured people.

- **Article 1A(3): Educator training**
  This article only referred to the training of white people as educators at universities and colleges.

- **Article 2(a)(b): National policy principles**
  A Christian and broad national character was prescribed as state policy in schools.

- **Article 2(g): Cultures**
  Coordination on a national basis was prescribed for the upholding and maintenance of cultures as circumstances required.

An analysis of the essence of the Act on National Education Policy (39/1967), revealed from the onset that the word descriptions, despite the meaning implication of "national", were indicative of the inclusion of only a particular group of the population and the exclusion of other population groups. This act only referred for example to the training of a certain group of the population for educators while other population groups were excluded from this training.

Another important stipulation of the act was that all schools were forced to follow a Christian and national character. Fowler *et al.* (1990:106,123) view the directive of Christian-national education as an example of an overriding state authority that was associated with state oppression to disable the rights of other cultural groups.

According to this specific stipulation of the act, a particular aspect of diversity was absolutised as determinant for national identity. This interpretation and practice was associated in the minds of many people with the oppressive use of state authority to enforce a racial definition of a nation that denied the reality of diversity in education (Fowler *et al.,* 1990:126). Cross *et al.* (1998:3) view this period as an extreme case where racial determinants were highlighted to inculcate strict cultural segregation at all levels of societal life, including education.

The one-sided emphasis on only a certain part of the population was strengthened by this act that prescribed the upholding and maintenance of cultures according to circumstances that was characterised by a policy of separate development for different population groups. The interpretation and implementation of multicultural education was characterised during this period by a strict division based on the skin colour of the different population groups. The aim of multicultural education at this time was clearly to isolate different cultures from each other with an overemphasis and advancement of an own culture.

Within the framework of the nature of diversity as outlined in chapter 2, it was evident that the essence of the Act on National Education Policy (Act, 39/1967) indicates that only certain aspects of diversity were over-emphasised and absolutised. This act, as part of the political dogma of the time, emphasised the aspects of culture and race in an absolutised and one-sided manner. The distinction between cultures and races was based on and implemented according to the skin colour of people. This led to the peculiar situation that certain population groups of the same language group was, according to this act, excluded from the education system mainly on grounds of their skin colour.

Multicultural education was thus practiced according to the political ideology of forced segregation based on the skin colour of people. Although there were amendments to this act and it was followed by other acts that represented important changes, the practice of education was still based on a system of strict cultural segregation.

3.2.2 The Human Sciences Research Council's Report of 1981

An investigation to review the education system of South Africa was initiated by the government in 1981 (De Klerk, 1985:1). The investigation resulted in a report from the Human Sciences Research Council, known as the De Lange Report, which recommended among other the following principles for the provision of education in South Africa (De Klerk, 1985:2; Bondesio & Berkhout, 1987:31; Cross *et al.,* 1998:4):

- Equal education opportunities and standards for all the people of South Africa, irrespective of race, colour, belief or gender.
- Acknowledgement and respect for freedom of choice of any individual.
- Decentralisation of decision-making, which implies increased responsibility and accountability to lower levels within the education system.
- Positive acknowledgement of diversity in the South African context.

The principles recommended above were an indication of a more accommodative and inclusive approach to education in the country and represented the first major effort towards reforming the education system that was based on segregation (Cross *et al.,* 1998:4). The formulated principles were a clear shift from an implementation of multicultural education that was based on strictly imposed lines of cultural segregation.

The laudable and educationally sound recommendations from the report were accepted by government, but did not realise with immediate effect in practice. The government insisted that the recommendations had to be implemented within the segregationist framework where each population group still had its own schools and education departments (Cross *et al.,* 1998:4).

3.2.3 The Constitution of the Republic of South Africa (Act no. 110 of 1983)

The political authority rested with the white population group in South Africa until 1983. The adoption of the new Constitution of the Republic of South Africa 110 of 1983 made provision for the inclusion of coloured and Indian people in the political system. The representation of the black population groups in government structures were however

still politically linked to the self-governed national and independent states as mentioned before. The Constitution of 1983 represented a major shift from the previous political dispensation by including some population groups in the government structure (Bondesio & Berkhout, 1987:118).

The principles of own and general affairs were adopted to do justice to the right of self-determination for each population group. Matters such as education at all levels were regarded as own affairs of the white, coloured and Indian population groups and had to be implemented within the context of these respective cultures. A single and unitary education system for the country was at this stage not acceptable in political terms (De Klerk, 1985:2). Consequently, multicultural education was still practiced according to segregation on grounds of skin colour as the basis for the provision of education (Cross *et al.,* 1998:5).

3.2.4 The Education Renewal Strategy of 1991

The most significant shift to deal more inclusively with diversity in education came with the Educational Renewal Strategy – Discussion Document in 1991. Race was for the first time characterised as an unacceptable basis for accommodating diversity in education. The discussion document stated that race should not feature in the provision of education in a future education system (Cross *et al.,* 1998:5). This document made a clear break with the fundamental principle of the previous political dispensation of separate development that was based on race.

3.2.5 Synthesis

From 1992 to 1994 South Africa was on the verge of radical political changes. A new democracy, completely different from the previous dispensation, was about to be negotiated between all the population groups in the country in a peaceful manner which earned the respect of the international community. The negotiations culminated as a long awaited ideal of freedom for all the people of South Africa on 27 April 1994 with the

first democratic election. A new democracy was introduced for all citizens of the new Republic of South Africa, irrespective of culture, race or skin colour.

It can be concluded that the period from 1967 to 1994 in the South African education system was characterised by a specific interpretation of multicultural education, which was implemented in practice as the segregation of groups of people based on people's race and colour. During this period, the concept of multicultural education with a multitude of interpretations became popular in the international arena as an approach to deal with diversity in education. For the purpose of this report, the concept of multicultural education was first clarified before commencing with the manifestation of diversity in the South African education system since 1996. The next section subsequently describes the contextual relevance of multicultural education as an approach to deal with diversity in schools.

3.3 MULTICULTURAL EDUCATION AS AN APPROACH TO DEAL WITH DIVERSITY IN SCHOOLS

The wealth of literature about the concept of multicultural education to deal with diversity in schools bears testimony to the international popularity of the concept that continues to be a central feature of the educational discourse.

Educationists are continually seeking clarification of the meaning, goals and principles of multicultural education (Cross *et al.,* 1998:20). Banks (1995:3) states specifically that a lack of consensus occurs in the study field of multicultural education and the author is of the opinion that a focus on culture-related concerns is the only common element among the many different definitions of multicultural education.

This observation of Banks (1995) presented an important insight to examine a specific and fixed focus of an approach of multicultural education (cf. par. 3.4). Interpretations of multicultural education as a concept to deal with diversity vary considerably between extreme poles. Some interpretations of a reconciled nature suggest that the needs of the dominant culture should be reconciled through education with the needs of the

cultures in minority to promote unity in a diverse society (Cross *et al.*, 1998:20). There were however also interpretations that take the stance that strong cultural differences require equally strong differentiation in educational provision. This lack of conceptual clarification may be politically functional in that it allows people involved in educational decision-making to use the term in his or her own idiosyncratic and advantageous way (Rizvi, 1986:23).

The wide-ranging interpretations and polarised meaning connotations necessitated an orientation to the concept of multicultural education.

3.3.1 Multicultural education: a semantic orientation

A literature review of definitional descriptions of multicultural education revealed a kaleidoscope of definitions that reflected the variety of scholarly perspectives and interpretations. An important text that comprehensively covers the research in the study field of multicultural education is the *Handbook of research on multicultural education* edited by Banks (1995). Although the focus of this particular text is mostly indicative of the situation in the United States of America, the source provides an in-depth description of multicultural education that is also applicable in a general sense. Banks' (1995) conceptualisation of multicultural education represents a more sophisticated outlook than a concise definition formulated in a single sentence or paragraph. However, the author states it clearly that the numerous definitions of multicultural education illustrate the multiple perspectives and regards this state of affairs as natural which need not impair the theoretical base of the concept (Banks, 1995:27).

3.3.1.1 Classification of definitions

An analysis of various definitions led to the conclusion that the descriptions of multicultural education could be grouped into three categories that regarded multicultural education firstly as an idea or theory, secondly as a reform movement, and thirdly as a process.

- **Multicultural education as an idea or theory**

  Goodey (1989:481,482) views the idea of multicultural education as the recognition of cultural diversity among and between ethnic groups. Strategies in multicultural education aim to develop a cross-cultural understanding and awareness to support positive learning outcomes. As an idea or theory, it is descriptive of the values, social structures, value beliefs and power systems of different cultures. Cross *et al.* (1998:19) define multicultural education as an educational theory purposely designed to cater for a multicultural society or a society where there is a legitimately accepted variety of cultures. Multicultural education is viewed as theoretical explanations that acknowledge the importance of cultural diversity in the shaping of people's life orientation, social experiences, personal identities, and educational opportunities of individuals and groups of people (Banks, 1995:28).

- **Multicultural education as a reform movement**

  Descriptions of multicultural education as a reform movement emphasise the modification of the structural, procedural, and valuative components of the education system to reflect the variety of needs because of cultural diversity.

  Representative of this category is the description of Mullard (1984:311) who views multicultural education as an education movement to eradicate ignorance of other cultures and to develop greater understanding and tolerance between the different cultures. The site of change in this case is the school where the nature of change concerns the transformation of the curriculum and teaching strategies to include more culturally sensitive educational aids and stimuli. Coutts (1992:43) defines multicultural education as the accommodation of learners from different cultural heritages together in the same classrooms. Together the learners enjoy the protection of their own cultures while being exposed to the cultures of others. The multitude of cultures in the same classroom is regarded as a valuable

educational resource, provided that the school environment is reformed to accommodate the different cultures.

Banks (1995:3) states in this regard that a major goal of multicultural education is to reform institutions so that learners from different cultural groups will experience educational equality. Multicultural education implies for Sleeter (1995:92) a shift in decision-making power away from dominant groups to other representative groups and should be regarded as a reform movement more than a program to be implemented.

- **Multicultural education as a process**

  According to Banks (1995:29), multicultural education is increasingly seen as a process instead of as a product. This interpretation of multicultural education as a process requires long-term investments of time, resources and strategies. This particular perspective gave preference to the notion of *education that is multicultural* to emphasise the process or enterprise, instead of the usual term of *multicultural education*.

  Multicultural education is also considered as the extent to which cultural differences are regarded as inhibiting to the educational process and experiences of certain cultures of people (Troyna, 1987:308). Nieto (1992:208) views multicultural education as a process of basic education for all learners. Such a process needs to further the democratic principles of social justice by rejecting discrimination and by accepting the cultural diversity of learners, their communities and educators.

The classification of the above-stated definitions of multicultural education led to a deduced description of the concept, which is presented in the next paragraph.

3.3.1.2 Multicultural education: concept description and purpose

The identification of different conceptual definitions and the related classification thereof, made it possible to summarise the following description of multicultural education:

> *Multicultural education is an educational theory to provide basic education for learners of the various cultures of society in an accommodative school environment by means of a process to develop cross-cultural awareness, educational equality, and positive learning outcomes.*

The description formulated above implies the following conceptual key aspects and purposes: Multicultural education ...

- is a theoretical framework that recognises, values, and accommodates the various cultures of society in an accommodative school environment
- is a purposely designed process of reform to ensure basic education for learners from different cultures
- is based on the principles of equality and equity to ensure social justice
- promotes action strategies to reform the structural, procedural, and valuative components of an education system
- encompasses long-term investments in time, strategies and resources, and
- develops cross-cultural understanding and awareness to support positive learning outcomes.

Van Schalkwyk (1988:270) describes the purpose of multicultural education to increase the ability of people from different cultures to

- communicate effectively
- enrich knowledge and an understanding of each other
- appreciate the different traditions and perceptions
- promote unity among diverse groups of people without losing an own identity
- bring different cultures into contact with each other

- encourage cooperation between different cultures and to
- ensure peaceful co-existence.

The purpose of multicultural education can, according to the above-mentioned outline, be summarised as a purposeful intention in education to accomplish equilibrium of co-existence between different culture groups without sacrificing an own culture.

The semantic analysis confirmed the notion by Banks (1995:3) that the only common element between the various descriptions of multicultural education is the focus on culture-related concerns. The emphasis of all the explanations and aims of multicultural education is fixed on cultural issues with the following advantages and disadvantages.

3.3.2 The advantages and disadvantages of multicultural education

The preceding concept clarification of multicultural education can be extended by a description of the advantages and disadvantages of multicultural education (Van Schalkwyk, 1988:270):

3.3.2.1 Advantages of multicultural education

The advantages of multicultural education can be stated as:

- Multicultural education makes provision for different cultural groups.
- Multicultural education recognises the variety of cultures.
- Multicultural education encourages the interaction between different cultures.
- Multicultural education promotes equal education opportunities for people of all cultures in a nation-state.

3.3.2.2 Disadvantages of multicultural education

[redacted]

- Group forming and isolation of cultures can be strengthened.
- Polarisation between different cultures is a possibility.
- The differences between cultures can be overemphasised.
- Different cultures can become estranged from each other with detrimental consequences to the ideal of national unity.
- Conflict and friction between different cultures may occur.
- Discrimination and oppression may occur against other cultures to promote the interests of an own culture.

A common feature of the above-mentioned descriptions about multicultural education is

3.4 A SHIFT FROM MULTICULTURAL EDUCATION TO AN APPROACH OF DIVERSITY IN EDUCATION

Multicultural education was described as a specific approach in education to address the concerns of different cultures in education systems to create a greater understanding and tolerance between cultures. The emphasis of multicultural education was therefore mainly on culture-related concerns. An approach in education that is only built around a focus on cultural issues does not account for the manifestation of diversity as an all-inclusive concept and its related impact on the education system. Accordingly this section analyses the applicability of multicultural education as well as diversity in the school environment.

3.4.1 The limited perspective of multicultural education

An analysis of references to multicultural education pointed to a particular focus and emphasis on culture-related concerns. However laudable the related aims of recognition and appreciation of different cultures may be to promote cultural awareness, the focus or scope of multicultural education stays limited to mainly cultural concerns. Multicultural education is viewed in this sense within the boundaries of culture-related concerns.

The emphasis on cultural issues by an approach of multicultural education is echoed by Mullard (1984:311) who views this restricted focus on mainly cultural issues as "*microscopic*". According to Mullard (1984:311) advocates of multicultural education are only concerned with the formulation of policies to eradicate ignorance of other cultures and to develop greater tolerance between different cultures. Troyna (1987:313) judges the emancipatory advantages credited to multicultural education by learning about other cultures as misleading and empirically spurious. The opposite of intentions may in fact realise, e.g. more knowledge of other cultures might, according to Troyna (1987:313), enhance feelings of otherness that reinforce the isolation of a culture.

This viewpoint is taken further by Torres (1996:286) who observes a *neo-conservative* tendency in the multicultural education discourse that promotes the isolation of cultures

as a form of *separatism*. Matonis (2003:35) supports the observation of Torres with the statement that an exclusive focus on culture-related concerns might lead to separatism. McCray *et al.* (2004:3) suggest that multicultural education intensifies segregation and do not meet the requirements to bridge the gap between theory and practice. It can be concluded that such a perspective of neo-conservatism would welcome any attempt to define monolithic, singular cultural identities.

Multicultural education framed around the narrow focus of only learning about other cultures leads according to Sleeter (1995:91) to the ignorance of other important educational concerns. Sleeter (1995:91) is further of the opinion that the proponents of multicultural education tend to conflate race and ethnicity, using racial and ethnic terminology interchangeably under the illusion that something constructive is being done.

The above-stated viewpoints from various exponents in the field of multicultural education are in line with the viewpoint of Suzuki (1991:1,2) that states that the ideal of unity and diversity will be difficult to achieve if the focus of multicultural education is only on cultural concerns (cf. par. 2.5.4). The main obstacle for the achievement of unity in a diverse society is identified by Suzuki (1991:1,2) as a restricted perspective and isolation of cultural concerns as the only aspects to ensure relationships of different groups within a larger society. Suzuki (1991:1,2) explicitly cautions against a restricted view on cultural concerns in an education context that may lead to superficial, cosmetic changes and rhetorical add-ons to the curriculum (cf. par. 2.5.4). The harmonious interaction between diverse groups cannot be understood if the focus is narrowly on separate groups as if each group exists in isolation. The multiplicity of universal and individual aspects of diversity is interrelated and of equal importance as part of a balanced perspective (cf. par. 2.3.4).

In a South African context, Coutts (1992:39) holds a similar view that the South African approach to multicultural education is mostly linked to racial perceptions. Smit and Cronje (1999:426) state that multicultural issues in South Africa are overshadowed by issues revolving around race, ethnicity, and culture. Jordaan (2002:9) explicitly warns

against a restricted interpretation of multicultural education that focuses mainly on cultural differences.

Irrespective of the many interpretations and perspectives of multicultural education, an outstanding and common feature of the various conceptual perspectives was distinguished as a restricted focus on mainly cultural aspects. This restricted focus is in accordance with the isolated emphases of one or some of the aspects of diversity as discussed in par. 2.4.2. Such a limited interpretation gives substance to the notion expressed by Banks (1995:29) that multicultural education is rather regarded as education that is multicultural.

Taking into account the complexity of the manifestation of diversity, cultural differences in isolation cannot be regarded as an exclusive constituent of diversity and therefore cannot receive the bulk of attention or focus (Sleeter, 1995:91). References from literature about multicultural education merely acknowledge the differences of cultures in populations by taking note of only certain or some aspects of diversity, but do not value diversity in its totality (Cross *et al.,* 1998:19).

Seen in the light of the key role of education in a democratic and diverse society, a shift from a limited focus on cultural concerns to a more inclusive approach of diversity was identified.

3.4.2 A shift to a more inclusive approach of diversity in education

A shift occurred in approaches of multicultural education from a restricted focus on culture-related concerns to a recognition and adoption of a more holistic approach that incorporated personal, group and national aspects of diversity (Johnson, 2003:113; Mitchell, 2003:387,388).

Multiculturalism has always carried the risk of creating "*culturally relativist citizens*", those who no longer hold a strong orientation to a bigger context of unity, but rather perceive association as variable and hence, subject to negotiation (Mitchell, 2003:392).

Johnson (2003:110) refers to multicultural education policies that are limited to guidelines for the inclusion of cultural groups, but fail to address broader issues and aspects of diversity. Brown (2004:28) also notes a transformation within multicultural education that transcends a focus on only culture-related concerns. In addition to a learning environment created by multicultural education that facilitates an understanding and tolerance of different cultures, a wider and more inclusive agenda of diversity is promoted that demands a broader outlook and exposure than a mere fixation on cultural aspects alone (Brown, 2004:28). The context of multicultural education is discredited by Brown (2004:26) as too restricted to reflect the true changing reality of a diverse society. The essence of this change is on how to deal with issues of diversity in school to make it possible for all learners to achieve their fullest potential (Johnson, 2003:113; McCray *et al.,* 2004:1). Multicultural education no longer consists of solely culture-related concerns, but encompasses diversity in totality (McCray *et al.,* 2004:1).

There are some advantages in focusing on culture-related issues in education, but according to Brown (2004:29), an emphasis on culture alone has the potential to weaken the organisational culture. The strength and success of an organisation depend on organisational culture and therefore Brown (2004:29) suggests an approach that is not based on the demarcation of cultures, but an approach that includes a sense of belonging by accepting and respecting all aspects of diversity. The purpose of diversity initiatives is not to promote divisiveness, but is embedded in a mutual sense of unity and diversity. It is a case of commitment to unity by building on the opportunities that are presented in a reality characterised by diversity (Brown, 2004:29). The future development and implementation of multicultural education constitutes according to Johnson (2003:108) a key public arena to include an educational vision and practices that promote diversity in a broader and more inclusive sense.

The discredit of multicultural education and the essence of the shift to a more inclusive approach of diversity are stated clearly by Jones, (2004:14): "... *that multicultural education, while very similar to diversity, it is not synonymous with it, but is rather a subset of this more inclusive area.*" With the preceding as point of departure, Jones

(2004:14) recommends that the term diversity should be used by educationists instead of multicultural education.

The preceding review from literature makes it possible to compile a synthesis about the main arguments of this particular theme.

3.4.3 Synthesis

The school as an educational institution fulfils a key role in society to deal with issues of diversity in a just and caring manner as advancement towards a unified nation to which all citizens have allegiance. The school plays a cogent role to develop learner competencies to acknowledge and accept diversity in all forms of manifestation to become successful citizens in their respective communities, nation-states and the global community. The dilemma in practice and a major challenge for school leadership is how to ensure unity and diversity in schools. Practical guidelines are needed for school managers and leaders.

Over time, an approach of multicultural education was adopted to accommodate the concerns of different cultures in education systems. Numerous definitions of multicultural education exist that represent a multiple of conceptual interpretations. An analysis of concept descriptions led to the conclusion that multicultural education is regarded as an educational theory to eradicate ignorance of other cultures and to develop greater tolerance between different cultures. Hence, the focus of multicultural education is considered as mainly confined within the boundaries of culture-related concerns. A focus on cultural issues alone does not account in full for the manifestation of diversity and schools need to broaden this limited focus on cultural issues to embrace all aspects of diversity.

The management of the school has to ensure that the practices and ethos of schools meet the various challenges of diversity. Expectations of education are certainly not bound to the condescending teaching of fragmented weakened versions of cultures that is taught second-hand by a non-authentic group member. Education has a unique role

to provide quality and comprehensive teaching for the youth to acquire important competencies to ensure positive learning outcomes.

An approach in education with a restricted focus to remediate deprivation and discrimination is insufficient and too superficial to meet the demanding challenges posed by a complex phenomenon like diversity. The occurrence and manifestation of diversity brings additional and complex concerns to an approach with a restricted focus on cultural concerns. The fixation of multicultural education on mainly cultural concerns could not be regarded as an end result in itself because of the possible detrimental consequences to the aspiration of unity and diversity. The attainment of the ideal of unity and diversity has as prerequisite the avoidance of isolation, a one-sided emphasis and forced fragmentation of cultures that do not account for the totality of diversity. The various aspects and dimensions of diversity must be accounted for in an equivalent manner to prevent isolated enclaves of cultures because diverse individuals and groups of people within a society are mutually dependent on each other.

As a whole, the various interpretations of multicultural education lacked a comprehensive and holistic meaning as viewed from the context of the nature of diversity. Multicultural education is *sometimes* conceptualised as inclusive of some aspects of diversity other than cultural, e.g. social class, age and sexual orientation. Such an *ad hoc* conceptualisation is insufficient and cannot be regarded as representative of a multifaceted phenomenon like diversity. An educational focus in schools on mainly cultural aspects led to a one-sided interpretation of diversity.

A clear distinction was established between multicultural education that focuses mainly on culture related concerns and an approach that encompasses all aspects of diversity in a holistic manner (cf. par. 3.4.2). The highlighting and isolation of cultural aspects without the inclusion of all aspects of diversity, may lead to a reinforcement of *us versus them* and an accompanying support for a hierarchy of cultures.

It can be argued that a more inclusive approach of diversity in education directs the attention away from a focus on important cultural issues. Such an assumption is not necessarily the case, because the nature of diversity implies clearly the avoidance of the exclusion or overemphasis (isolation) of any particular aspect of diversity. A balanced perspective of diversity is specifically characterised among others by the exclusion of a one-sided emphasis on only some aspects (cf. par. 2.4.6). An inclusive approach of diversity is associated with just and all-encompassing actions that are of paramount importance for unity, cohesion, and social well-being. From this viewpoint, the attention is not directed away from cultural concerns, but it is regarded as an integral part and thus inclusive to diversity. This insight of inclusiveness is fundamental in relation to the research theme of the management of diversity in schools. School managers have to account for all aspects of diversity in the management of schools to avoid the exclusion of any aspect of relevance.

The ideal of unity and diversity presents a formidable challenge to provide education that simultaneously accommodates diversity and on the other hand ensures a commitment to the overarching ideal of a unified nation. The quest for unity has different meanings for nations that have well-developed national identities and nations that are in the process of developing a national ethos and identity. South Africa as a young democracy is part of the latter group of nations. Nation-building initiatives as a rainbow-nation are propagated and initiated in South Africa from various quarters of society. Education fulfils an important role in this regard and is especially notable in related legislation.

The preambles as explanatory statements of purpose of related acts are in accordance with an inclusive approach to education that goes beyond a focus on only culture-related concerns. The preambles of the Constitution of the Republic of South Africa (Act, 108/1996), the National Education Policy Act (Act, 27/1996b) and the South African Schools Act (Act, 84/1996c) refer to a national system of education that serves the diverse needs and interests of all the people of South Africa to ensure a unified nation. It is noteworthy that these acts are not only intended to prevent discrimination, but aim to promote diversity (Department of Education, 2000b:13).

3.5.1 The Constitution of the Republic of South Africa (Act no. 108 of 1996)

The Constitution of the Republic of South Africa (Act, 108/1996) is the supreme law of the country and sets the standard and parameters for all other laws of the country. In this sense the Constitution is fundamental to the regulation of all aspects of societal life to protect the basic human rights of every individual, irrespective of the diversity of the South African population (Davies, 2003:7; Department of Education, 2000a:12).

The preamble of the Constitution (Act, 108/1996) states that South Africa belongs to all the people of the country and envisages a unified nation with the acknowledgement of diversity among the South African population. The ideal of unity is based on democratic values, social justice and fundamental human rights. Chapter 2 of the Constitution describes the Bill of Rights that enshrines the basic rights of all the people of South Africa. Some references from the Bill of Rights with an interest to the manifestation of diversity are:

- **Equality** *Section 9(3)*

  Unfair discrimination on grounds of any aspect of diversity is prohibited.

- **Dignity** *Section 10*

  In accordance with the acknowledgement of human diversity, the inherent dignity of everyone is to be respected and protected.

- **Expression** *Section 16(2c)*

  The right to freedom of expression does not extend to the advocacy of hatred based on any aspect of human diversity that constitutes incitement or harm.

- **Education** *Section 29(1)*

  Everyone has the right to basic and further education.

- **Culture** *Section 31(1)*

  Community members have the right to maintain and enjoy their respective cultures.

- **Interpretation** *Section 39(1)*

  The interpretation of any legislation must be in accordance with the spirit, purpose and objectives of the Bill of Rights.

Within the context of the research theme, the above-mentioned stipulations of the Constitution have certain implications to contemplate for the manifestation of diversity in schools. Firstly, education for all the people of South Africa is a basic human right, irrespective of the occurrence of human diversity. The Bill of Rights (chapter 2 of the Constitution) acknowledges the manifestation of diversity in schools, which implies that all forms of human diversity must be managed according to the fundamental guidelines of the Constitution. Human dignity is valued and protected while unfair discriminatory practices based on aspects of diversity are illegal.

The manifestation of diversity within schools is a reality that is acknowledged by the Constitution. The implication for the management of diversity in schools is to acknowledge the existence of diversity with the accompanying right to maintain an own identity that is protected by the Constitution. People in management positions of schools must therefore make provision for the various needs according to the specific manifestation of diversity in schools. The Bill of Rights in summary emphasises the basic rights of all people in the Republic of South Africa and acknowledges the manifestation of diversity in the compilation of its population.

The Constitution, as the supreme law of the country, is lastly fundamental for the interpretation of all the other laws of the country – including the National Education Policy Act and the South African Schools Act.

3.5.2 The National Education Policy Act (Act no. 27 of 1996)

The purpose of the National Education Policy Act (Act, 27/1996:1) is to facilitate the democratic transformation of the national education system into a system which serves the needs, interests and fundamental rights of all the people of South Africa. The education system must be managed and governed according to the National Education Policy Act (Act, 27/1996:2) and in accordance with the provisions of the Constitution. The principles that underpin the national policy for education are firstly the advancement and protection of the fundamental rights of every learner and educator against unfair discrimination on grounds of any aspect of diversity. Specific aspects of diversity that are highlighted by this act are: language, religion, culture, gender, ability and experience (Act, 27/1996:3,4). Special mention is made of learners with special education needs to ensure that such learners are not unfairly discriminated against in receiving appropriate education (Act, 27/1996:14).

The policy act also contains a section on the HIV/AIDS health status of learners and educators in schools (Act, 27/1996:22). HIV/AIDS is regarded as one of the major challenges to all South Africans and the policy act strives to protect the constitutional rights of HIV/AIDS-infected learners and educators. No learner or educator who is affected by HIV/AIDS may be unfairly discriminated against and should at all times be treated in a just, humane and life-affirming way (Act, 27/1996:27).

Parents who exercise their right for home education may not instil practices of unfair discrimination in learners on the grounds of any aspect of diversity. Home education must be consistent with the values contained in the Constitution (Act, 27/1996:49). The National Education Policy Act (Act, 27/1996:146) also provides clear stipulations for religious observances in schools. The main conditions are that religious observances must be conducted on an equitable basis, attendance should be free and voluntary and steps must be put in place so that minority religious groups within the school community are not disadvantaged in any way.

The norms and standards for educator development contain specific roles and associated competences that are expected from educators. Roles and competences of educators related to the manifestation of diversity in schools are (Act, 27/1996:78-88):

- The role of *learning mediator* requires from educators to create a learning environment in which learners challenge stereotypes about certain aspects of diversity like language, race, gender, ethnicity, geographic location and culture. Educators must be able to reflect on how these aspects of diversity impact on the learning process and must accordingly be able to make appropriate adaptations to teaching strategies.
- As an *interpreter and designer* of learning programmes and materials, educators must be able to adapt and to select learning resources that are appropriate to the specific needs according to the manifestation of diversity in schools.
- The role of an educator as an *educational leader and manager* requires the effective management of classroom teaching in different contexts by taking into account the diversity of learners. The educator must accordingly establish a classroom climate that is sensitive to issues of diversity. Educators must be competent to resolve conflict within the classroom situation in a diversity-sensitive manner.
- Educators must utilise different approaches to *problem-solving and group dynamics* within a South African and developing world context characterised by diversity.
- The *community, citizenship and pastoral role* require from educators to be competent in applying various approaches to citizenship education with specific reference to the manifestation of diversity in South Africa. It is further expected from educators to understand the impact of certain aspects of diversity like language, race, gender, ethnicity and culture on the learning process.
- The role of an educator as an *assessor* requires a thorough understanding of the content of assessment tasks and the degree to which it may be sensitive to particular aspects of diversity like gender, race and culture. Educators

- Factors related to diversity like representativity and equity must be accounted for by the school governing body in the process of appointing additional educators and non-educator staff members (section 20(8)).

The South African Schools Act provides a legal framework for school education in South Africa that is based on the principles of the Constitution. The manifestation of diversity is acknowledged by this act and pertinent references are made to protect and respect diversity in education. The South African Schools Act emphasises in particular the advancement of effective governance and management practices in education to ensure quality education to all the learners of the country. Unfair discrimination is specifically prohibited while basic human rights, dignity and equal opportunities are protected to account for diversity at all levels of the education system.

A striking feature of this act is the frequent references to diversity while the term of *multicultural education* does not feature in the stipulations of the act. It can be deduced that from 1996, an interpretation shift occurred in South Africa with preference to diversity as an all-inclusive term rather than to multicultural education with a restricted focus as described in par. 3.4.

3.5.4 Other relevant acts

Besides the three main acts mentioned in the previous sections, there are other important acts relevant to education and applicable to the manifestation of diversity in education. Related matters of these acts are briefly mentioned to indicate the relation to diversity in education.

3.5.4.1 The Labour Relations Act (Act no. 66 of 1995)

The Labour Relations Act (Act, 66/1995) regulates the rights and duties of employees, including educators and non-educator members of staff at schools (Department of Education, 1997:20). This act regulates the trade unions and the right to strike, promotes bargaining procedures in the workplace, the participation of employees in

diversity, but also aims to redress unfair practices based on aspects of human diversity from the past.

All preceding acts are implemented in each province according to each province's own provincial education acts and regulations that regulate education in each particular province. In relation to the manifestation of diversity in education, these acts secure the rights of educators and employees that may not be unfairly discriminated against on grounds of any aspect of diversity.

3.5.5 Synthesis

An analysis of the above-mentioned acts in relation to education revealed that the reality of diversity among the people of South Africa is acknowledged, valued and protected. The general aim of these acts is to promote both unity and diversity in South African schools that is based on democratic values, social justice and fundamental human rights. The basic right to education according to the needs and interests of all the people of the country is secured by the Constitution, while unfair discrimination based on any aspect of diversity is illegal. The afore-mentioned implies that the governance and management of schools must accordingly be based on the directives that are provided in these acts. Specific directives were formulated for dealing with the manifestation of certain aspects of diversity that were highlighted by these acts, e.g. language, race, gender, ethnicity, geographic location and culture.

The role of educator requires the creation of a learning environment that accommodates the manifestation of diversity among all learners. Educators have to understand the consequences of diversity in relation to the learning process and must be able to adjust strategies and approaches in the classroom in a diversity-sensitive manner.

A striking feature from the mentioned acts was the reference to different cultures as a specific aspect of diversity. There is no reference to multicultural education as such, but culture is continuously regarded by these acts as one of the aspects of a multitude of other aspects of diversity in education. The acknowledgement and valuing of all the

aspects of diversity in a holistic way is promoted by legislation to secure the fundamental rights of all the people of South Africa. The manifestation of diversity in education since 1996 is regulated in South Africa by legislation to eradicate unfair discrimination on grounds of any aspect of diversity. Such a broad and inclusive approach avoids a conflated or limited focus on cultural issues alone.

3.6 SUMMARY

The manifestation of diversity in the South African education system was established by an analysis of related acts as directives for the provision of education. An approach of strict segregation according to racial criteria as prescribed by the then political powers was implemented in South Africa during the period from 1967 to 1994. Societal life was characterised by a strictly controlled division between different cultures with no or minimal interaction between the various cultures of the country.

The dilemma to accommodate different cultures in an educational context has led to the adoption of the popular approach of multicultural education. It was indicated that a certain limitation was associated with the interpretation of multicultural education. It was also concluded that a fixation occurred in the different perspectives of multicultural education because of a limited focus on only cultural issues of society. The limited focus of multicultural education did not represent and value diversity in totality and consequently did not provide a holistic picture of diversity as part of the reality of education.

Cultural differences per se cannot be regarded as an exclusive constituent of diversity in education because of the complexity of the manifestation of diversity. The education system must account for both features of universality (unity) and individuality (diversity) in a balanced way. Such an approach is aimed to equip learners of a diverse range of distinctive characteristics and qualities for their role as responsible and productive citizens to coexist in unity and harmony. The successful implementation of these concerns in education is essential to meet the challenge of unity and diversity at school

level. The importance and relevance of effective education management in this regard is evident for leadership to deal with issues of diversity in schools.

Practical guidelines for school leaders and managers are however needed and the next chapter investigates the management of diversity in schools.

4.1 INTRODUCTION

Educational leaders can no longer pretend not to take note of the reality of diversity in schools. Change and transformation is frequently occurring words in the discourses of educationists. The challenge is to create an environment in schools where diversity is valued and where people can work, teach and learn productively and in harmony with each other. However, the required knowledge, attitudes and skills to manage diversity effectively in schools are regarded as questionable.

This chapter investigated the concept of the management of diversity, why it is important as part of an overall management strategy and discussed some prominent practice-related issues. A special focus was put on the management of diversity in an education context to provide clarity on issues and concepts related to the management of diversity. Some perspectives with respect to the management of diversity may be viewed with scepticism, while confusion of meaning, intentions and expectations may also be a reality during a discourse of this nature. The uncertainty of exactly what the management of diversity entails, is likely to result in a possible avoidance of critical issues revolving around diversity because of feelings of inadequacy, insecurity and fear. As a result of such a situation of uncertainty few will rise to the challenge that diversity commitment poses.

The discussions related to various aspects of diversity management intend to provide insight and recognition of the need to integrate diversity, not only into people management systems, but also in an inclusive way into all strategic initiatives of the organisation. This part of the research report accordingly concentrated on conceptual and operational diversity themes associated with the effective management of diversity in education.

4.2 CONCEPT INTERPRETATION: THE MANAGEMENT OF DIVERSITY

The concept of managing diversity is a relatively young concept in organisational studies that gathered pace since the mid-nineties and is still growing in popularity (Mavin & Girling, 2000:420). A literature review about the meaning of the management of diversity disclosed the complexity and accompanying need for a concept clarification. R. Roosevelt Thomas (1990:107-117) introduced the term

managing diversity in a Harvard Business Review article with the title "*From affirmative action to affirming diversity*", that provoked thought and an ongoing discourse about this particular concept (Ivancevich & Gilbert, 2000:76,77).

The concept of the management of diversity is complex because it involves the vagaries and vicissitudes of human nature that is complicated in addition by the unpredictability of external influences (Miller *et al.,* 2000:21). It can therefore be deduced that the management of diversity is one of the toughest challenges that managers can face (Williams, 2000:487). The value of reliable, generalisable and valid findings from diversity-related research to education is situated in a practical understanding for school managers of what to expect and what strategy to implement to manage diversity effectively in schools. Ivancevich and Gilbert (2000:75) support the vision that, if managed well, the management of diversity undoubtedly improves organisational effectiveness. Meeting diversity challenges requires a well-planned management strategy to ensure outcome requirements and effectiveness of the twenty-first century organisation (D'Netto & Sohal, 1999:534).

The following paragraphs describe the various interpretations of the management of diversity to conclude with a summary and deduced description.

4.2.1 Concept interpretations

Interpretations and descriptions of the concept of managing diversity vary widely in literature while the underlying principles of the concept are part of an ongoing debate. The semantic variety concerning the interpretation of the concept dictated a concept explanation for the purpose of this research report.

Wise and Tschirhart (2000:389) state unequivocally that empirical evidence about the management of diversity in organisations is limited, and that some existing studies in this regard present conflicting and inconclusive findings. There is a lack of critical evaluative research and literature to support a common understanding of the concept of managing diversity (Mavin & Girling, 2000:420). This particular concept vacuity also implies that the impact of a management strategy for diversity is unclear as well as what it actually translates to in practice. Mavin and Girling (2000:420) accordingly

categorise existing literature about the management of diversity into mainly two groups. First is the group of literature descriptions about the management of diversity that does little more than to reiterate the traditional arena of equal opportunities, e.g. compliance with legislation and unadorned targeted group initiatives. The second group of literature about the management of diversity extends beyond the conventional approach to equal opportunities and views the concept as a strategic and deliberate management approach to value and embrace diversity in the organisation. In this sense, the management of diversity is going beyond the pursuance of equality based on selected aspects of diversity and consequently embraces diversity in a holistic manner. Such an embracing approach to the management of diversity that includes both the tangible and intangible dimensions of diversity (cf. par. 2.4.4), will advance an organisational climate where members feel valued, where people's qualities are fully utilised, and where organisational goals are met in the most effective way (Mavin & Girling, 2000:421).

Although it is impossible for any manager to know everything concerning the intricacy of the manifestation of human diversity in a specific organisational setting, it is essential for managers to become skilled in the management of diversity. The very act of expressing interest by management in matters of diversity, improves morale and understanding in an organisation (Miller *et al.,* 2000:22). The opposite of ignoring diversity in organisations is detrimental to mutual understanding and respect. Miller *et al.* (2000:22) view the implementation of management strategies as proof that diversity is valued and a prerequisite to establish a positive organisational climate. A focus on the management of diversity is therefore essential as a strategic imperative to ensure a competitive advantage for the organisation (McEnrue, 1993:18-29).

Cross (2004:390) is of the opinion that the traditional emphasis on the pursuit of only diversity knowledge as part of more academic programmes with a narrow focus on race, class and gender studies are currently giving way to programmes that are more skills-based. There has been a shift on emphasis from understanding diversity to practising diversity, though these two dimensions are not mutually exclusive or separate.

Sufficient sources were found to formulate a satisfactory concept description, despite the apparent lack of literature support as indicated by Mavin and Girling (2000), Wise and Tschirhart (2000), Anderson and Metcalf (2004) and Moses and Chang (2006).

4.2.2 The management of diversity

The previous section highlighted the need for a clear description as an indication of the meaning of the concept of the management of diversity. A literature review provided several descriptions with matching elements of references. A summary of related descriptions from literature concerning the concept of the management of diversity is summarised in the following table.

Table 4.1: **Definitional descriptions of the management of diversity**

Wingrove (1993:8)	The concept is associated with unique individuals dealing with special talents and attributes in the workplace for the benefit of the greater whole.
Thomas (1996:10)	The management of diversity is a planned, systematic and comprehensive managerial process to develop an environment in which all employees can contribute to the strategic and competitive advantages of the organisation and where no one is excluded because of factors unrelated to productivity.
Fuhr, as quoted by Petersen and Vermeulen (1999:164)	The concept has to do with creating an environment in which everyone has a true sense of belonging and removing barriers to the fulfilment of human potential.
Daniel, as quoted by Petersen and Vermeulen (1999:164)	The concept is regarded as a process to develop an environment • that fosters awareness, value and acceptance of diversity • that gives employees opportunities and judges them fairly on their talents and contributions and • thereby addresses expectations and removes or reduces biases and stereotypical behaviour.

Department of Education, State of Victoria (1999:420)	The management of diversity is a key component of people management that focuses primarily on the establishment of practices that enhance the productivity of all members of the institution.
Petersen and Vermeulen (1999:157-175)	The management of diversity is a management process aimed at the creation of an environment in which differences are accepted and valued, and where policies and practices are aligned to enhance inclusiveness to optimise performance.
Mavin and Girling (2000:422)	The management of diversity can be perceived as a managerial process that leads to the unification of human diversity in organisations.
Newel and Scarbrough (2002:202)	The management of diversity is the integration of processes to deal effectively with differences between people in an organisation.
Human (2005:91)	The management of diversity constitutes effective people management; it creates an inclusive and supportive environment in which individuals can develop and grow.

A distinctive perspective by Human (1996:5) describes the management of diversity as the effective management of people and boils down to "*how I see myself in relation to others and the value judgement places on their behaviours*". Human (1996:5) holds the view that the management of diversity is not about "*managing them out there, but managing me in here. The better we can manage ourselves and our insecurities, the better we manage diversity. The better we manage diversity, the more we empower others and create the conditions under which our organisations can grow and develop.*"

Certain emphases were distinguished in an analysis of the various concept descriptions and can accordingly be classified into mainly three categories.

- The first category of concept descriptions is those that emphasise a management process to create an environment to optimise performance

and to ensure a strategic and competitive advantage for the organisation (Thomas, 1996; Petersen & Vermeulen, 1999; Human, 2005).

- The second category of descriptions emphasises in essence a management perspective on the uniqueness and unification of human diversity (Wingrove, 1993; Department of Education, State of Victoria, 1999; Mavin & Girling, 2000).
- The third category of Human (1996:5) provides a perspective with a different, but interesting angle to the concept of managing diversity. This perspective involves an examining of personal attitudes and convictions towards other people and points specifically to the managers in the management process. The management of diversity has, according to Human (1996:5), not an action and a receive side, but encompasses the attitudes and convictions of the people in management positions. The expected positive outcomes, as a result of the management of diversity, are regarded as a chain reaction that originates from the attitudes and convictions of the managers themselves. How these internal convictions are dealt with, has a direct relation to the outcome of management initiatives, the empowerment of other people, and the growth and development of an organisation.

This noteworthy perspective of Human (1996) is of particular importance when considering a specific approach to the management of diversity. Introspection about personal attitudes and convictions, together with a commitment to a management process to deal with diversity, is consequently regarded as of paramount importance.

The progression of thought about the concept of the management of diversity also reveals a certain pattern. At first, the concept was mainly used to refer to the dealing with differences among people in the workplace (Wingrove, 1993). Further concept development indicates the creation of an environment that supports belonging and excludes barriers to the fulfilment of human potential (Petersen & Vermeulen, 1999). This description is followed by a view that the management of diversity refers to a planned, systematic and comprehensive management process to ensure a strategic and competitive organisational advantage (Thomas, 1996). The concept expansion lastly refers to a key component of people management to enhance inclusiveness,

optimise performance in an environment that supports personal reflection and growth (Department of Education, State of Victoria, 1999; Peterson & Vermeulen, 1999; Mavin & Girling, 2000; Newel & Scarbourgh, 2002; Human, 2005).

From the development of concept descriptions and the corresponding concept emphases, the following corresponding key aspects were also identified in an analysis of the concept descriptions:

- The uniqueness of human potential is recognised and accepted.
- Diversity is valued.
- An environment of inclusiveness exists. Nobody is excluded because of factors unrelated to the organisation's goals.
- It comprises a management process.
- It aims at optimising performance by removing barriers to the fulfilment of human potential.

The commitment to the acceptance and valuing of diversity in schools must lead to specific actions to promote unification in human diversity to establish a formative environment for effective education that is characterised by inclusiveness to ensure personal growth and to optimise unique human potential. The underlying assumption of managing diversity in education implies that educational institutions can gain a strategic advantage by managing its human diversity effectively. The assumption rests on the premise that schools which face the increasing challenges and demands for the management of diversity, will be in a better position to serve the needs of an increasingly diverse society. These challenges must be addressed by a deliberate and situation-specific management initiative with inevitable consequences for the policies, culture and structures of schools that represent a diverse assemblage of people.

Considering the previous descriptions from literature and the accompanying concept analysis, the following definition of the **management of diversity** can be formulated:

> *The process of managing diversity encompasses specific actions by people in management positions who value the uniqueness of human*

potential in an inclusive and supportive environment where the unification of human diversity is promoted to ensure optimum performance and the fulfilment of human potential.

The next advancement of the research report describes the rationale for the implementation of a management initiative for diversity.

4.3 A RATIONALE FOR THE MANAGEMENT OF DIVERSITY

An organisation must have clarity about its justification for the implementation of a management strategy for diversity. Both public and private sector organisations are investing significant resources, time and energy in the development of management strategies to deal effectively with diversity in practice (Wise & Tschirhart, 2000:386; Carson, *et al.*, 2004:121-126).

4.3.1 Reasons for implementing a management strategy for diversity

The reasons for embarking on a specific strategy to manage diversity serve as a motive or justification for management's commitment to set in motion a specific course of regulative action to manage diversity within an organisation. A literature review presented some generic reasons related to mainly positive expectations for the organisation and its members. The reasons from literature to implement a management strategy to deal with diversity are to (Carrell *et al.,* 1998:53; Smit & Cronje, 1999:429; Glastra *et al.,* 2000:700; Williams, 2000:487; Norris, 2003:5; Carson *et al.*, 2004:121-126):

- recognise, accept and value the manifestation of diversity within an organisation
- establish a supportive environment and decent working climate that ensures job satisfaction
- ensure optimum performance, greater productivity and a competitive advantage
- obtain a wide range of skills and retain the best talent
- enhance creativity, problem solving, and personal growth

- improve relations and communications, and
- to ensure timeous responses and feedback to a diverse clientele.

The above-mentioned reasons for managing diversity in an organisation are a confirmation of management's acknowledgement and valuing of diversity in an organisation. A commitment to manage diversity is also associated with a concerned environment where all members can feel comfortable that each individual's unique competencies are utilised to the benefit of the organisation and its members.

Since the management of diversity is regarded as a comprehensive process, the references from literature about the reasons may also be interpreted in phases of input, process, and output. Reasons considered as part of the ***input*** phase refer to resources needed for the process and include firstly the acceptance and valuing of diversity as well as acquiring much needed skills and the best talent. The ***process*** phase where inputs are transformed into outputs is supported by reasons related to the enhancement of the process and are characterised by greater creativity, a supportive environment, a decent working climate, job satisfaction, and improved relations. Reasons regarded as part of the ***output*** phase as a direct effect of the process phase can be viewed as increased productivity, timeous responses to needs, and the gaining of a competitive advantage.

There is a close relationship between the input-process-output phases in the sense that effects in one phase have a direct influence on the other phases. Barriers being experienced in the input phase will certainly affect for example both the other phases (cf. par. 4.6). This state of affairs emphasises that a management strategy must have a sound and clear rationale or some inevitable counterproductive effects will be felt in the various phases of the organisation's activities.

The generic reasons from literature are mostly in connection with optimistic expectations and refer to apparent advantages for the organisation and its members (cf. par. 4.5). In a South African, and more specifically an education context, there are other and more specific reasons to implement a management strategy for diversity that go beyond reasons pertaining only to organisational advantages. Specific reasons for implementing a management strategy in schools can be

summarised as (Department of Education, 2000b:1,2; Department of Education, 2001a:5,13; HSRC, 2001:x-xiv; Lumby *et al.*, 2003:224-231; Coleman *et al.*, 2003:53-58; Cross, 2004:394-404):

- A correction of the negligence or denial of diversity in schools in the past.
- The changing of the demographics of people that implies changes to the composition of learners and staff members of schools.
- Organisational restructuring in schools because of retrenchment and redeployment policies.
- The requirements of applicable legislation that must be accounted for in schools.
- The societal changes in the country and on a global scale must also be accounted for because organisations, and especially schools, are not isolated "islands", but reflect and represent entities of society.

It can be concluded that the rationale for the management of diversity in education has a more specific meaning that transcends the generic range of advantages associated with organisations in general. The rationale for the management of diversity in an educational sense envisages as outcome a strategic advantage for schools to serve the educational needs of national interest by means of formative education to all learners of a diverse South African population. Dealing with diversity in schools has evolved from being the correct thing to do, to being the essential thing to do.

The reasons for the management of diversity refer to specific gains for the organisation and to some optimistic human-related aspects. In this sense, the rationale for the management of diversity indicates a connotation to specific positive outcomes resulting from the implementation of a management strategy. Literature reveals that the positive outcomes, associated with the implementation of a management strategy with a focus on diversity, are not necessarily based on sound empirical evidence. The following section discusses this apparent lack of empirical support.

4.3.2 An apparent lack of empirical support

Despite the widespread support from government, corporate, academic and individual origin about the value of managing diversity, there continues to be a failure to display rigorous, systematic empirical support of specific outcomes (De Beer, 1998:55; Ivancevich & Gilbert, 2000:75; Anderson & Metcalf, 2004:viii; Hemson, 2006:3; Moses & Chang, 2006:6). Until well-designed and carefully crafted empirical studies are conducted, management will have to rely mostly on intuition, consultant presentations, and the available literature to make judgements on how and where to proceed with diversity management initiatives (Ivancevich & Gilbert, 2000:77).

Unfounded statements by enthusiastic advocates must be replaced by sound data as proof that the management of diversity adds value to the organisation and its people. Sound studies need to replace simplistic claims and superficial research in order to increase managerial acceptance and action significantly. With specific regard to the management of diversity, Anderson and Metcalf (2004:viii) state unequivocally that studies are patchy and diffuse and related evidence is regarded as inconclusive. The implementation of diversity management initiatives has to be sold as "*business, not social work*" (Ivancevich & Gilbert, 2000:79). The identified lack of empirical support for the management of diversity serves as an indicator for possible future research initiatives.

Some of the reasons for the lack of research being conducted in this study field are presented as (Ivancevich & Gilbert, 2000:82; Anderson & Metcalf, 2004:13,14; Wildermuth & Gray, 2005:21,22):

- Few researchers are working in this area.
- Related research in this area has been of relatively poor quality.
- Some reviewers and editors of journals do not consider the topic important enough or employ biases.
- Low level of support occurs for research in this area.
- Doctoral students may not be encouraged to explore sensitive aspects of diversity like race as a relevant topic or variable.
- It is difficult to gain access to organisations to conduct research on diversity management issues.

The above situation points to the need for rigorous research with better designs, theoretical frameworks and the studying of diversity management programmes over a period of time.

A literature review about the topic of the management of diversity indicated that the most publicised area of research on diversity management is the topic of diversity training. Trainers and consultants offer a myriad of diversity training seminars, workshops and programmes. However, the absence of sound evaluation reports of diversity training effectiveness is evident (Ivancevich & Gilbert, 2000:83). Literature fails to reveal tested diversity management training programmes that are preceded by a thorough analysis of the tasks, the organisation and the individuals. Diversity management training programmes are notably implemented on the basis of testimonials, convincing sales presentations or decisions made by persons in authority. There is no evidence of how a diversity management training programme should be developed or how it should be evaluated for effectiveness (Ivancevich & Gilbert, 2000:84). Existing programmes that are involved with diversity have an impressionist and fragmented approach to issues of diversity and lack a holistic perspective (Cross, 2004:397). This lack of sufficient empirical support is in accordance with the aims of this research, namely to develop a strategy for the management of diversity in an education context and is part of chapter 6 of this research report.

The descriptions of concept clarification and a rationale for the management of diversity made it possible to proceed to the next step of focusing more on approaches to manage diversity. There are various references in literature that highlight certain approaches in this regard, which necessitated clarification to identify a suitable approach related to a management strategy for diversity.

4.4 APPROACHES TO THE MANAGEMENT OF DIVERSITY

Diversity initiatives are sometimes addressed as add-on strategies, e.g. random programmes that are organised from passing experts who give related talks. The add-on approach is often accomplished through quick fix remedies by establishing a multicultural unit or by implementing a short course with no long-term or lasting effect. An add-on approach in an education context does not involve a restructuring and challenge to the canon of the curriculum. As a metaphor, this approach is a sort of "band-aid and aspirin" that take care of some acute aches and pains, and sometimes even appear to have healed them, while leaving the underlying chronic illness untouched to fester and resurface time and time again. Such an approach may lead to diversity "*fatigue*" or "*paralysis*" because of frustration and a lack of recognisable results (Cross, 2004:403).

A specific approach or way of thinking to implement a strategy for the management of diversity is propagated by McEnrue (1993), Petersen and Vermeulen (1999), Williams (2000), Glastra *et al.* (2000), Miller *et al.* (2000) and Wildermuth and Gray (2005), which necessitates an exposition of the different approaches as it appears in literature.

Approach in the context of this report refers to a detailed and deliberate intention or idea as a starting point to implementing a management strategy to deal effectively with diversity. The following section consequently deals with specific approaches from literature concerning the management of diversity.

4.4.1 Approaches of fairness, legitimacy and effectiveness

Williams (2000:487-489) describes three approaches with reference to the management of diversity. A brief explanation of the approaches is:

4.4.1.1 **The discrimination and fairness approach** to the management of diversity is based on equal opportunity, fair treatment, recruitment of minorities, and compliance with equal employment laws. Success in terms of this approach is usually measured by what degree the mentioned aspects are accomplished. The primary benefit of this

approach is that it improves fairer treatment of employees and increases the demographic aspect of diversity. The primary limitation of this approach is that the focus on diversity remains on the surface-level dimensions of mainly gender and race.

4.4.1.2 **The access and legitimacy approach** focuses on the acceptance and celebration of differences so that diversity within the organisation matches the diversity among the community that the organisation serves. The primary benefit of this particular approach is that it establishes a clear rationale for diversity. However, the approach also does not much more than to focus mainly on the surface-level dimensions of diversity.

4.4.1.3 **The learning and effectiveness approach** focuses on integrating deep-level dimensions of diversity like personality, attitudes, beliefs, and values into the actual work life of the organisation. With this approach, people are not only valued because of surface-level diversity, but also for their knowledge, skills, abilities and experiences. This approach ensures a work environment where each member is empowered to contribute in a way that maximises the benefits of the organisation and where aspects of diversity are valued and respected in a holistic way, and not being ignored or overlooked.

In comparison with the preceding two approaches, the following advantages of the learning and effectiveness approach were distinguished (Williams, 2000:489):

- Like the fairness approach, it promotes equal opportunity, and like the access approach, the learning and effectiveness approach acknowledges and values the differences among people, but this approach lets the organisation internalise deep-level aspects of diversity among employees so that it learns and grows because of diversity. Members of such an organisation are wholeheartedly regarded as part of the organisation with all their respective aspects of diversity – not despite of their diversity.

- This approach makes a distinction between individual and group differences by promoting an understanding of diversity by treating people as unique individuals and not according to group assumptions.
- This approach is less likely to encounter the aftermath of conflict, backlash and divisiveness sometimes associated with diversity programmes that focus mainly on group differences.
- This approach focuses on bringing different talents and perspectives together for the sake of innovative, competitive performance of the organisation, unlike other diversity programmes that only emphasise the value of diversity (primarily in terms of surface-level diversity).

The essence of the learning and effectiveness approach can be summarised as the acceptance of a point of departure of the inclusion of all tangible and intangible aspects of diversity that ensures an environment in which all aspects of diversity are acknowledged and valued in an integrated manner. The main advantages of this approach are the internalisation of aspects of diversity to encourage personal growth, treatment of people as individuals and not according to group assumptions, and the assemblage of different talents and perspectives for the sake of innovative and optimum performance at personal and organisational levels.

In accordance with the learning and effectiveness approach as described by Williams (2000), the contextual approach to the implementation of a management strategy for diversity revealed similarities of importance.

4.4.2 A contextual approach

The point of departure for the implementation of a management strategy for diversity is regarded by Glastra *et al.* (2000:699) as a dual challenge: firstly, the enhancement of social justice and secondly, increased productivity through well-planned strategies that value diversity in the organisation. The authors proposed a contextual approach for the management of diversity to meet this dual challenge.

Support for the contextual approach is based on the view that an organisation is not merely a passive reflection of the broader society (Glastra *et al.,* 2000:709). An

organisation is viewed as a dynamic construct of people guided by the rules of organisational survival and accordingly constituting a life world of diversity in its own. Such a view implies a specific organisational context with specific experiences and perspectives about the various manifestations of diversity. According to Glastra *et al.* (2000:709), management must be informed of how the structural arrangements, manifestation of diversity, core business, external relations and strategic mission of an organisation shape the perceptions of diversity within such an organisation. Another reason for the support of a contextual approach for the management of diversity is that such an approach may shift the attention from affirming the supposedly deviant status of minorities to the acknowledgement of the problems in organisations to deal effectively with issues of diversity in a holistic manner. A contextual approach has as its aim the changing of the focus from "*restoring business as usual*" to organisational innovation and progress.

Another reason for the support of a contextual approach is stated as the inherent nature of inclusiveness. The management of diversity is not regarded as a *deus ex machina*, but as an integral part of the issues to be addressed and consequently enhances the awareness of the important role of diversity management in an organisation (Glastra *et al.*, 2000:709).

4.4.3 A functional approach

A functional approach to the management of diversity includes all relevant aspects of diversity as manifested in a particular group of people. Mavin and Girling (2000:421) view the functional approach to the management of diversity as threefold.

A functional approach to the management of diversity

- avoids the inaccurate assumption that only the tangible aspects of diversity are of importance. The intangible aspects of diversity may contribute to radically different workplace values, behaviours, and perceptions.
- reduces the perceptions of those people who regard minorities as a "problem" in organisations.

- includes everybody in the workplace and therefore everyone has a vested interest in understanding the concept of diversity and to participate in identifying strategies to deal with issues of diversity.

In summarised form a functional approach points to the particular manifestation of diversity in an organisation that embraces the intangible aspects of diversity and is inclusive to ensure coherent interest in the management of diversity in the organisation.

4.4.4 A coherent approach

The effectiveness and contextual approaches to the management of diversity avoid in particular the pitfall of concentrating narrowly on attitude change and everyday interactions without recognising that the intended outcomes must be sustained by structural arrangements. An organisation does not exist in a vacuum, but constitutes a goal-orientated assemblage of people working together (Golembiewski, 1995:711). An analysis of the internal and external dynamics of an organisation makes it possible to develop tailor-made management strategies (Glastra *et al.,* 2000:711). The authors stressed that diversity is not a temporary issue, but a phenomenon that is continuously present and ever changing in its composition and manifestation. Glastra *et al.* (2000:711) are of the opinion that any management intervention concerning diversity should encompass both the organisation's cultural order (e.g. values, attitudes, cognitions, and behaviour) as well as the organisation's social order (e.g. systems of recruitment, selection, job descriptions, evaluations, rewards, feedback, mobility, interdependencies, and conflicts of interest) in a coherent fashion. Approaches to diversity management initiatives can only be of significance if it is further linked to an ongoing learning process and not be regarded as a temporary add-on.

Rottier (2001:16) strongly supports this viewpoint that management commitment with regard to diversity is not a mere managerial add-on, but an essential and valuable skill managers need to demonstrate. Rottier (2001) is further of the opinion that management actions with a focus on diversity have to concentrate on interpersonal processes such as skill-building, communication and conflict resolution. This entails

that organisations must be innovative to implement strategies to deal effectively with issues of diversity. A starting point to work together in a diverse environment is viewed by Golembiewsky (1995:712) as the development of diversity-related competencies within a learning organisation.

A coherent (transformative) approach in an education context challenges the basic structures and assumptions of people in schools and provides a paradigm shift that enable educational leaders to review concepts, issues and problems from different perspectives. Cross (2004:404) proposes a programme for diversity that goes beyond subject content to access the underlying principles that give structure to the subject. The curriculum has to promote higher order knowledge about how the subject disciplines organise knowledge and account for diverse people's attributes of how they think and learn (Cross, 2004:404).

4.4.5 Synthesis

The substance of the effectiveness, functional and contextual approaches are coherent in that these approaches support an integrated strategy to deal with diversity in a holistic way. An important insight to take note of is the explicit attention to the ongoing and ever changing composition and manifestation of diversity in the context of particular organisations. The contextual perspective of an organisation as a dynamic entity in society with unique features of diversity makes it possible to develop a tailor-made management strategy to deal with the manifestation of diversity and related issues. In addition to specific programmes and initiatives to deal with diversity, structural arrangements have to be put in place in an organisation for the purpose of support and sustainability. Such an undertaking also requires the development of diversity-related competencies within a learning organisation.

Taking into account the content and framework of the effectiveness and contextual approaches, a combination of these approaches was adopted as a guideline for this research study. Key elements of such an adopted approach were an integrated strategy as part of an overall school development plan, analysing the situation and monitoring of the particular manifestation of diversity with the implementation of a specific and tailor-made strategy for the unique situation of diversity that is

structurally supported in the school. The utilisation of specific approaches in educational institutions was empirically analysed and discussed in chapter 6 according to research aim 3. The following section deals with the advantages that are associated with a management strategy for diversity.

4.5 ADVANTAGES ASSOCIATED WITH A MANAGEMENT STRATEGY FOR DIVERSITY

There is an underlying assumption that diversity leads to positive outcomes. It has been argued that, when diversity in the workplace is valued and a well-planned strategy to manage diversity is implemented, significant organisational advantages follow. For example, it is stated that diversity provides a broader base of experience, enhances critical analysis in decision-making, leads to more creative solutions, ensures innovation that virtually enhances all organisational activities, tends to make the organisation more flexible and adaptable and offers a variety of competencies to ensure a competitive advantage (Wise & Tschirhart, 2000:389; Cox Jr., 2001:6-10).

A literature review indicated that most authors agreed on and supported the connection of certain advantages with the effective implementation of a management strategy for diversity (McEnrue, 1993:18-29; Department of Education, State of Victoria, 1999:2; Smit & Cronje, 1999:434; Department of Education, 2000a:39; Mavin & Girling, 2000:422; Aghazadeh, 2004:523; Anderson & Metcalf, 2004:1,29,30; Carson, 2004:121-126; McCuiston *et al.*, 2004:74; Gordon, 2005:48; Human, 2005:52). An analysis of the various advantages made it possible to categorise these advantages according to the following categories: personal level, workforce level, organisational level, and client level. The categorised advantages are outlined in table 4.2.

Table 4.2: **Advantages associated with a management strategy for diversity**

PERSONAL LEVEL	WORKFORCE LEVEL	ORGANISATIONAL LEVEL	CLIENT LEVEL
• Individuals are valued • Encourages development • Creativity is activitated • Increased job satisfaction • Better communication • Develops and retains skills • Better staff relations • Increased morale • Mutual respect • Helps individuals to meet the challenges of changing times	• Best candidates are attracted • Ensures effective problem-solving • Enriches team performance • Utilises human potential • Attracts people from all sectors of society • Enhances opportunities • Ensures a wider pool and wealth of talent • Creates a dignified working environment • Commitment to self-evaluation • Ensures a sense of ownership	• Enhances organisational culture • Flexible arrangements • Improved quality • Increased productivity • Competitive edge • Increased professional health and well-being • Genuinely shared goals and values • The development of a learning organisation	• Enriches understanding of needs of clients • Improved service delivery • Improve public image • Better client satisfaction • Attraction to potential stakeholders

It is however noteworthy that, as worded by Mavin and Girling (2000:423), there is very few empirical data to support these identified positive results. None of these exponents described the methodology of how the specific advantages were determined in relation to the occurrence of diversity. This particular lack of empirical evidence can be regarded as a possible topic for further research. Common ground among all these statements is that the mentioned authors regard a well-planned strategy to manage diversity as essential and as a prerequisite to eventually produce positive results.

The listing of advantages is commendable to support a strategy to manage diversity, but to ensure an objective perspective it is also necessary to include descriptions and references from literature about the barriers related to the implementation of a strategy to manage diversity.

4.6 BARRIERS ASSOCIATED WITH THE MANAGEMENT OF DIVERSITY

Although the effective management of diversity is associated with positive results as presented in the previous paragraph, it is necessary to take note of possible barriers that can be detrimental to the successful implementation of a management strategy for diversity. The implementation of strategies for the management of diversity in practice is according to Carrell *et al.* (1998:53) not met with great success.

The following barriers with an impact on the successful implementation of a diversity strategy are categorised in a manner similar to the advantages in par. 4.5 to establish commonalities (Carrell *et al.,* 1998:53; Gardenswartz & Rowe, 1998:254-256; Glastra *et al.,* 2000:706; Aghazadeh, 2004:524; Anderson & Metcalf, 2004:2,3). It is noteworthy that no mention is made in literature of any barriers specifically related to the client level. The absence of barriers related to diversity on this level is indicative of the pivotal role of the client in organisations and indirectly emphasises the importance and advantages related to an effective diversity initiative in the organisation. This state of affairs can also be ascribed to a lack of research in this field.

The barriers are outlined in personal, workforce and organisational levels in table 4.3.

Table 4.3: **Barriers with an impact on the successful implementation of a diversity strategy**

PERSONAL LEVEL	WORKFORCE LEVEL	ORGANISATIONAL LEVEL
• An overemphasis on merit • Annoyance at reverse discrimination • Sceptical that job will become more difficult • Involvement entails business as usual and is regarded as essentially defensive • The implications of a diversity initiative are experienced as frightening	• Fear of employing unskilled employees • Few or no incentives • No follow-up activities after implementation • Management's view that diversity is exclusively a human resource issue	• The cost of implementation is regarded as too high • Diversity programmes are not part of long-term visions • Diversity is not regarded as a case of priority • Diversity initiatives are not viewed as "*quick fixes*" for temporary problems

4.6.1 Barriers at personal level

Strong socialisation powers give rise to subtle biases towards persons that are based on merit arguments with a limited focus that rarely consider a person from outside a particular group as the best candidate for the job. In this sense, an overemphasis of merit on a personal level may pose an obstacle for the implementation of a diversity initiative with respect to employment.

Another obstacle is the fear for reverse discrimination that favours only certain people with perceived consequences of discrimination towards certain groups of people. Managers are viewed as more sceptical concerning their diversity involvement because of the belief that such involvement will complicate their jobs and make it more difficult. At a personal level, the management of diversity is wrongly perceived as only aiming in a restricted way to restore business as usual which leads inevitably to a defensive approach towards any diversity initiative. The possibility to dismantle existing and known systems to accommodate diversity is also experienced as frightening to many people who are not sure of the implications related to a diversity initiative.

In a comparison with the advantages on a personal level, it is clear that the emphasis is on individual worth and personal development while an overemphasis on merit alone poses a serious obstacle to personal worth and development. It is to the advantage of an organisation if creativity and job satisfaction is promoted through diversity, but the occurrence of anxiety because of fear for reverse discrimination can be disadvantageous for creativity and job satisfaction expectations. The effective management of diversity leads to better communication, increased morale and enhanced staff relations, while ineffective initiatives and practices lead to defensive and negative approaches towards diversity initiatives.

Amidst the occurrence of diversity, the worth of the individual as a human being in an organisation is accentuated to avoid barriers that may negatively impact on the personal level within an organisation.

4.6.2 Barriers at workforce level

Biases towards certain groups of employees who are perceived as unskilled for the workforce can be a significant obstacle to the successful implementation of a strategy to manage diversity in an organisation. This obstacle at workforce level refers to the presumption that hiring people from segments of the population that fall under the diversity banner implies the sacrificing of quality. Common stereotypes that fuel barriers hold that members of some groups are uneducated and therefore inadequate for the work environment.

The lack of follow-up initiatives after initial training programmes to deal effectively with diversity also serves as an obstacle for the successful implementation of a diversity initiative. Another obstacle is that few or no incentives are implemented for members of the workforce to implement or to partake in diversity initiatives.

A comparative analysis with the advantages at workforce level indicates that effective management initiatives with regard to diversity result in the employment of the best candidates from all sectors of society. Employment practices that focus on discriminative selection based on certain biases result in a very limited pool of expertise to benefit from. Effective diversity management programmes are associated with opportunities, team performance and the optimum utilisation of human potential. Barriers like a lack of incentives and supportive programmes may impact negatively on the positive expectations, experiences and outcomes.

It is evident that any act or practice based on stereotyping and biases are undoubtedly regarded as a major barrier to ensure opportunities, team performance and the optimum utilisation of human potential.

4.6.3 Barriers at organisational level

The cost related to the implementation of a diversity initiative may be viewed as too high. The costing factor as an obstacle is further complicated by an accompanying increase in the allotment of time that is also regarded as very scarce and more needed somewhere else in the organisation.

Another obstacle in this regard is the constricted view from top management that diversity is exclusively an issue for the human resource department. This perception is harmful to the ownership of a diversity programme because diversity matters will always be regarded as somebody else's problem to deal with. It is also possible that diversity programmes may not form part of the long-term vision of organisations and are accordingly not regarded as a matter of importance or as a priority. If diversity is not regarded as an important matter, any involvement is only viewed as sapping the energy and resources of the organisation.

In addition to the barriers already mentioned, a perception that strategies to deal with diversity require little more than a set of additional actions by management as a sort of quick fix intervention to deal with temporary problems, is also adding to the difficulty in implementing a successful initiative.

It is evident from a comparative perspective that the identified barriers have a direct impact on the expected advantages at organisational level (cf. par. 4.5). The enhancement of the organisational culture and well-being associated with the implementation of effective diversity initiatives are negatively affected because diversity is not regarded as a priority and is not seen as part of a long-term vision of the organisation. Productivity and quality can also be negatively influenced by a perception that the cost involved is too high or that such an initiative is only seen as a quick fix for temporary problems.

Aims related to the enhancement of the organisational culture and increased organisation well-being might be put at risk if diversity is not regarded as an essential and integral part of the organisation's overall strategy and vision.

4.6.4 Synthesis

An analysis of the barriers as portrayed in literature revealed some points of interest. It is notable that these barriers are not presented in order of priority. Possible barriers are merely provided as a list without any reference to importance or precedence. It can be deduced that these barriers are regarded as of equal importance or it is proof of a lack of empirical evidence and substantiation in this

regard. The barriers mentioned can also be grouped into mainly two categories. Firstly, there are the barriers characterised by perceptions, e.g. a sceptical mind-set that regards the management of diversity as only a quick fix and defensive intervention, as too insignificant to be part of strategic planning, or as someone else's task. The second category of barriers has to do with practical considerations like a lack of follow-up actions for support and to ensure sustainability, or a lack of incentives. It is noteworthy that all the barriers point to a degree of ignorance and apathy at especially management level concerning the issues, complexity and effects of diversity that eventually lead to an absence of commitment from management.

It can be concluded that the barriers identified limit the potential of a management initiative for diversity to develop into an integrated, innovative and value-added organisational strategy.

In close association with the barriers to the implementation of a management strategy for diversity, the following section describes the possible causes for the failure of diversity initiatives.

4.7 CAUSES FOR THE FAILURE OF DIVERSITY INITIATIVES

The unsuccessful implementation of management initiatives to deal with diversity in an organisation is ascribed to certain or a series of causes. It is therefore important to account for specific factors, practices and reasons responsible for failure in future planning. The causes for the failure of diversity initiatives are described as risk factors, dubious practices and the most common causes.

4.7.1 Risk factors related to a diversity initiative

According to Gardenswartz and Rowe (1998:294-299) there are many aborted and disappointing efforts concerning the implementation of management strategies for diversity. Gardenswartz and Rowe (1998) ascribe the failures to certain "*saboteurs*" – or risk factors that make any long-term diversity initiative an uphill battle and most likely a costly, stillborn effort. These risk factors may, singly or collectively, influence the success or failure of any management initiative for diversity. These risk factors

can be summarised as (Gardenswartz & Rowe, 1998:294-299; Anderson & Metcalf, 2004:30,31; Thomas, 2005:170):

- Perceived lack of relevance. The relevance of a management initiative should be clear to attract the attention of already busy people who feel overworked and always behind. The relevance of such an initiative must provide an answer for role players in the organisation who are unsure. (What is in it for me?)
- Not using data to support an initiative. Part of making a management initiative relevant is the backup and provision of supportive data. Relevant data delineates the issues at stake and provides information that legitimises diversity efforts. Data from a diversity situation analysis can be of great value in this regard (cf. par. 4.10).
- An us-versus-them mentality. Resistance to management initiatives with respect to diversity is frequently due to the sense of polarisation that employees fear or anticipate. Any initiative with a perception of benefits for some groups at the expense of others creates intense problems to overcome.
- A lack of understanding on the side of top management of the nature and implications of diversity. Verbal commitment from top managers tends to be much easier than to engage genuinely in diversity initiatives to ensure sustainable and positive results. In theory, the advantages from diversity initiatives sound good, but the realisation of what commitment means for daily activities in practice tends to result in ambiguous messages and behaviours.
- Concern of being the target of a takeover. Abraham Maslow's hierarchical need for self-actualisation is applicable in this regard. Dynamic organisations want to grow, develop, and be all that they can be and diversity is fashioned as one of the means to help achieve this aspiration. A connection is however imperative between diversity and Maslow's lower-level needs, like the more urgent survival needs, e.g. job security. Otherwise, diversity will be regarded as a luxury, free to be abandoned at the first sign of trouble.

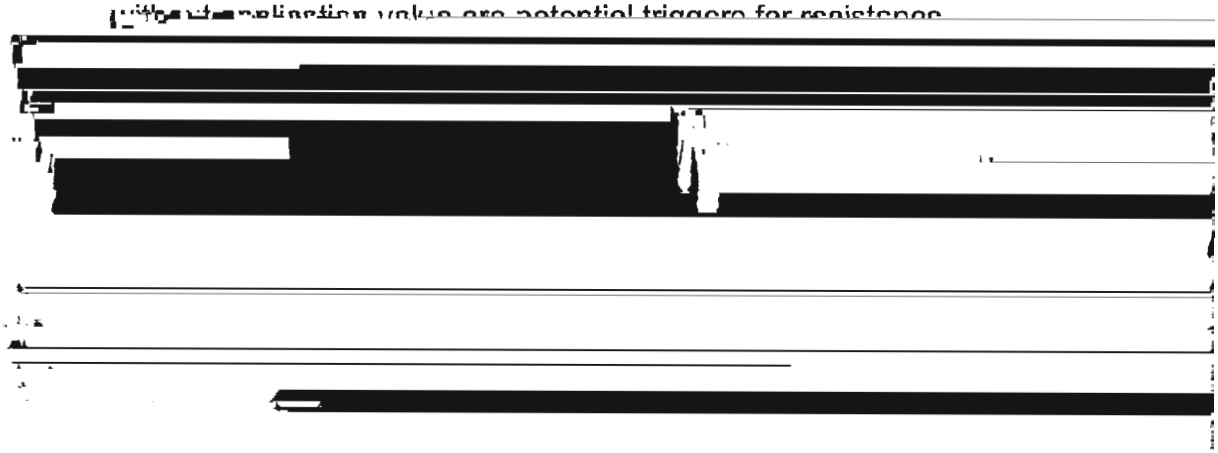
- Failure to account for the context. Diversity initiatives are designed to add strength to an organisation's strategic position. This implies that the landscape of the sector has to be accounted for. A diversity initiative does not function in a vacuum and has to account for the surrounding climate in which the organisation operates. Indicators of the bigger picture that might influence the definition and scope of a diversity initiative must be accounted for.
- Absence of clear goals and objectives. Important questions to be answered before embarking on a diversity initiative are: What is the current situation that necessitates a diversity initiative? (Why is a diversity initiative necessary?) What are the expected results of such an initiative? (What must be different in the end?) Bedrock questions include among other the rationale for pursuing a diversity initiative, identifying the sought-after changes and determining how these changes will be measured and evaluated.
- Lack of sufficient tailoring and rationale in training. One of the common mistakes of organisations is that training often becomes the diversity initiative. Training has a valid role to play in any change initiative, but it has to be conducted in the service of achieving something tangible and specific. Questions also arise around tailoring diversity training to the specific needs of an organisation. If time does not permit the mastering of all the wanted skills, the repertoire of skills must then be tailored to needs that are regarded as of immediate importance.
- A reluctance to change. People naturally hang onto the *status quo* because they are comfortable with the known. A desire to control resources, weak egos, a shaky esteem and vested interests are among some of the reasons why people resist change.

The value of these risk factors is that they serve as danger signs for any management body that contemplates involvement in diversity issues. If the risk factors are known in time, then it is much easier to prepare in advance to avoid possible pitfalls.

4.7.2 Dubious diversity practices

There are some dubious practices that may contribute to the failure of a diversity initiative in an organisation. Knowledge of these questionable practices may prevent similar mistakes, setbacks or failures. The doubtful diversity practices that might contribute to failure are (Cox, 2001:11-15; Thomas, 2005:60):

- Having a diversity focus that is too broad. An attempt to address all forms of diversity simultaneously leads to possible failure. Data-driven assessments, diversity situation and needs analyses assist managers in identifing the most pressing diversity issues to focus on initially.
- Using code words rather than direct language. Code language in certain situations often mask discomfort with issues of diversity, e.g. using the term *lifestyle* when referring to *sexual orientation*.
- The mere collection of data without application value. Relevant data provide opportunities for relevant actions about issues of diversity. Data [redacted]



- Delegating work to avoid involvement in diversity. Management must be fully involved in and committed to all diversity efforts, including training.
- Focusing diversity efforts only on people from the non-traditional or excluded groups. Any diversity initiative should focus on inclusion rather than exclusion. Diversity strategies therefore should be led by a team of diverse leaders who are able to articulate how diversity benefits everyone.
- Using a series of activities that appear to have no link with the core business of the organisation. Diversity plans gain credibility when people can witness the impact of the plans on the organisation.
- Developing a diversity strategy with the belief that everyone in the organisation will be happy. Such a vision is unrealistic. Resistance occurs with any organisational change and is intensified when sensitive issues like diversity are targeted. Communication, training and

- Focusing diversity strategies on external relationships. Diversity is as much an internal organisational issue as it is an external issue. Organisations that fail to create inclusive diversity climates are at risk to lose human potential that supports diversity learning and could help institutions to deal with external pressures related to diversity issues.

An analysis of the above-mentioned practices revealed the practical value from experience. The relevance to general management practices is realistic and well-related to organisational procedures. The dubious practices stated highlighted the notion that a diversity initiative is not a mere superficial intervention as a quick fix for temporary problems. It affects the core of organisational life and well-being and consequently requires genuine commitment from everybody in the organisation.

4.7.3 Common causes for the failure of diversity initiatives

From all the preceding risk factors and doubtful practices, some common causes can be identified why many diversity management initiatives have been disappointing or failed. These causes are: misdiagnosis of the problem, wrong selection of approach and lastly, a failure to understand the shape of the learning curve. A brief explanation follows for each of the causes for failure mentioned (Cox, 2001:11-15; Kirton & Greene, 2001:94,117; Hemson, 2006:48-51).

4.7.3.1 Misdiagnosis of the problem

The root cause of many failures to manage diversity effectively is regarded as a misdiagnosis of the problem. Problems associated with diversity are not simply a matter of not enough people from certain social-cultural origins in the organisation. In the same sense, it is not primarily a problem of making insensitive people more aware that diversity matters either. The problems mentioned form part of a more holistic strategy. An exclusive focus on only these aspects is part of a superficial diagnosis.

The more significant problem is the state of organisational cultures that Cox (2001:12) views as "*somewhere between toxic and deadly*" when it comes to the

management of diversity. Organisations tend to accumulate people who are perceived to fit into the existing organisational culture. Pressure is also exerted on newcomers to assimilate the existing organisational norms with the consequence that diversity diminishes over time. Due to this pressure to conform, members who experience aspects of diversity differently from the prevailing norms of the organisational culture, tend to either leave the organisation or modify their thinking and behaviour to achieve acceptance. The presence of a diversity-toxic culture is a major cause for the failure of organisations to successfully manage and embrace diversity and must accordingly be accounted for in a diagnosis of problems or as part of a diversity situation analysis.

4.7.3.2 The wrong approach

important cause for the failure of diversity initiatives. The initial problem diagnosis is mostly limited to insufficient diversity and the approach is consequently only directed at changing the inputs of the system. There is no doubt that a change in the composition of human inputs is an important step toward changing the organisational culture. However, this constitutes only a single element of the system and is sometimes absolutised as the only aspect that matters. System theory describes elements within a system as highly interdependent and that change in one element

4.7.3.3 Misunderstanding of the learning curve

The third common cause for likely failures is regarded as the misunderstanding of the shape of the learning curve for the management of diversity. The term *learning curve* is used in this context to capture the development over time within the organisation towards competence in dealing effectively with diversity in the organisation.

Managers often act as though the learning curve is steep, with the achievement of a high level of competence occurring after only a few months or a year of concerted effort. However, Cox (2001:14) has found that the learning curve, with respect to the management of diversity, is much flatter, requiring years of conscientious effort to achieve a high level of proficiency. When managers make the mistake of acting as though a flat learning curve is steep, their management actions become dysfunctional. Such managers become impatient about seeing results, tend to shift their focus to other things and prematurely withdraw attention from the process.

This particular cause for failure highlights how important it is to accurately diagnose the problem of diversity. Misdiagnosis leads to the wrong approach for the implementation of an action plan and an accompanying timetable for expecting results. Management often acknowledges that it requires years of intense effort to create a welcoming climate for diversity, but their actions in many instances contradict their stance. For instance, if after just one year of implementation it happens that diversity is no longer an integral part of reviewed action plans, it will send the wrong message about priorities and suggest a naïve notion of what it takes to institutionalise diversity competence.

4.7.4 Synthesis

The significance of prior knowledge of possible causes for the failure of diversity initiatives can be viewed in two ways, i.e. firstly, the disadvantageous causes can be avoided in advance and secondly, the causes stated serve as warning indicators to consider for future planning activities. There are also two groups of risk factors that can be identified. At first there are the risk factors that are concerned with management's involvement and commitment and accordingly encourage managers to practice what they preach with respect to diversity. The second group of risk

factors are linked to anxiety at the level of employees e.g. uncertainty about job security and the likely impact of a diversity initiative on the known situation (comfort zone).

The description of dubious practices serves as realistic and practical guidelines for the implementation of a diversity strategy to point out possible pitfalls in advance. These practical lessons from experience can be taken into account during the total management process. Ignoring matters of diversity might lead to a diversity-toxic culture which has repercussions for the whole organisational culture in an interdependent system.

The extensive elaboration on barriers, risk factors, questionable practices and reasons for failure is an indirect acknowledgement of the importance of getting the implementation of a diversity initiative right from the initial stages and to make it an integral part of the long-term strategy and vision of the organisation.

The outcomes from the preceding sections made it possible to identify some qualities that are associated with someone who is specifically involved with the management of diversity.

4.8 QUALITIES ASSOCIATED WITH A DIVERSITY MANAGER

A common aspect of the preceding sections revolves around the various managerial considerations and interventions of people who are involved in diversity initiatives. An overview of some personality traits and characteristics that are associated with successful diversity managers will facilitate a further understanding of the theme of the management of diversity. The description of the precise characteristics of a situation-adaptable individual involved in the management of diversity is not possible nor is it the intention here. However, the following generic, positive characteristics or personal qualities of a diversity manager can be formulated (Smit & Cronje, 1999:443; Bishop *et al.,* 2003:229; McCuiston *et al.,* 2004:81; Dimmock & Walker, 2005:73,74; Human, 2005:131-134):

- **Cognitive complexity**: This quality involves thinking strategically and being able to integrate information in a way that is appropriate to the context. It also involves a willingness to seek out more information, even if that information is contradictory and ambiguous. Cognitive complex managers are more moderate in their attitudes, more open to disconfirming information and to readjust their thinking. Such individuals are better discerners of the attitudes and intentions of other individuals.

- **Expectancy communication control**: This quality involves understanding the need to manage expectancy communications through the conscious use of communication skills. It involves treating other people with dignity and respect. Feedback should be provided in a way that takes the full spectrum of diversity of other persons into account. Expectancy communication enhances the conditions necessary for the empowerment, performance and development of all people in an organisation.

- **Authenticity**: This is regarded as the quality of being genuine and true to a person's thoughts and feelings. This quality implies an appreciation for diversity and to exercise control over one's emotions. It implies the possible suspending of emotions in situations that are critical in terms of building positive relationships. Successful managers of diversity are able to manage anger, frustration and disagreement in a way that maintains the dignity and integrity of the other person.

- **Empathy**: This characteristic does not imply agreement, sympathy or judgement, but involves a deeper level of understanding. The manager of diversity must be able to place himself or herself into the other person's position to understand and appreciate the situation in a diversity context. This could be reached through the process of active listening at all levels.

- **Active listening**: This characteristic involves the process of effective listening to and thinking through alternative approaches to identify precisely positions and alternatives prior to taking a decision to deal with matters related to diversity.

- **Self-esteem**: The characteristic of self-esteem involves self-respect, but not to the detriment of others. It entails the knowledge that people are as good as all other people - but not better. It combines a sense of pride in strengths with a realistic acknowledgement of weaknesses. A strong self-esteem ensures that people can learn from mistakes and failures and not only withstand, but also grow as a result of adversity and criticism. People with a positive self-esteem trust their own judgements and decisions without arrogance or dependence on external recognition. Such people tend to radiate humility rather than arrogance in situations related to diversity.

- **Risk-taking**: This characteristic involves a willingness to take reasonable risks in order to develop diversity competence. It involves a willingness to be open and flexible and to participate interactively with diverse groups of people. Risk taking is about readiness to make mistakes, to learn from it and to try again.

- **Emotional resilience**: This characteristic involves the ability to withstand shock, suffering and disappointment. It also points to an ability to control one's emotions and to channel it as and where appropriate.

- **Compassion**: Compassion as characteristic is an ability to discern what is appropriate in a particular situation. It is not an emotion or about being nice; it is knowledge of what action is required with no consideration of personal reward.

- **Communication proficiency**: Language proficiency is a complex issue. Realistically most people will not become proficient in many languages and therefore it is important to develop communication proficiency as opposed to language proficiency. A logical solution to an understanding of human diversity lies in multilingualism, as it is encouraged in South Africa. However, common sense dictates that people cannot rely solely on the learning of all needed languages to become better managers of diversity. The way in which people impose their lack of language fluency on others is crucial. Dysfunctional interactions between diverse groups of people are sometimes both created and sustained by a belief that

other people should understand "our" language when "their" language is not understood. A lack of language fluency requires efforts made in good faith to negotiate understanding in an adult-to-adult way. This process is enhanced by humility, compassion and a sensitive reading of non-verbal cues, especially when dealing with matters of diversity.

- **Tolerance of ambiguity and contradiction**: This characteristic involves the ability of the manager of diversity to endure equivocal, indistinct and contradictory situations with patience and forbearance. This quality is indicative of the need not to have to understand everything that is happening in a particular situation in order to feel secure. It also points to the ability to accept (rather than the need to solve) contradiction because of diversity. Managers of diversity possessing this quality may also be more willing to question the appropriateness of their own behaviour and to gather more information from other people.

It is also of value to take note of some negative human characteristics that are associated with the barriers and failure of diversity initiatives. Managers who may not be able to manage diversity effectively would tend to (Human, 2005:83):

- perpetuate preconceived notions about certain groups of people based on irrelevant criteria such as some absolutised aspects of diversity e.g. race, gender, belief and sexual orientation
- display negative expectations of people in the organisation who are perceived as different, and tend to
- base his or her management approach to deal with diversity in the organisation on the above-mentioned notions and expectations.

The positive characteristics of a situation-adaptable manager create cohesion and integrity, fluidity of perspective and a willingness to understand and accommodate the views and customs of other people. Exposure to the management of diversity will also lead to the emergence of certain aspects of one's own diversity make-up or identity and subsequently opportunities will arise to deal with personal matters related to diversity. It is self-assurance and an absence of over-defensiveness that

allow people to feel comfortable about themselves to embrace all aspects of diversity according to the context without losing decency.

The previous theme-related descriptions of concept interpretation (par. 4.2), rationale clarification (par. 4.3), identification of approaches (par. 4.4), advantages (par. 4.5) and barriers (par. 4.6) provide a sufficient information basis to proceed with the outline of existing policies for the management of diversity.

4.9 POLICY GUIDELINES FOR THE MANAGEMENT OF DIVERSITY

Policy guidelines for the management of diversity should provide an overview of exactly what is envisaged in expecting to deal with diversity in an organisation. Policy serves as a statement of intent of the way in which issues of diversity are to be dealt with and indicates management's involvement in the process. A policy directive in this regard must be transparent about what exactly it is trying to achieve and must be clear about the rationale for all intentions and actions. Policy statements that attempt to hide the reasons and detail for a diversity initiative may do more harm than good. It is also useful to highlight how the vision and values of an organisation underpin diversity. An important element before the implementation of a diversity strategy is therefore the consideration and development of an unambiguous policy based on applicable legislative directives.

4.9.1 Legislative guidelines for the management of diversity

Policy guidelines are based on applicable legislation as authoritative directives that are prescribed by the state authority. Specific laws are fundamental to be accounted for as policy guidelines for the management of diversity in schools. Acts to take into consideration for the formulation of policy guidelines to manage diversity are the Constitution of the Republic of South Africa, the National Education Policy Act, the South African Schools Act, the Labour Relations Act, the Employment of Educators Act and the Promotion of Equality and Prevention of Unfair Discrimination Act. These applicable acts are accordingly discussed as legislative guidelines that determine the parameters for the management of diversity.

4.9.1.1 The Constitution of the Republic of South Africa (Act no. 108 of 1996)

The Constitution of the Republic of South Africa set the standard as supreme law for all the other laws in South Africa. In this sense the Constitution is fundamental for the development of a policy for the management of diversity because the Constitution protects the basic rights of individuals within a diverse South African population (Department of Education, 2000b:12).

The following policy guidelines for the management of diversity can be derived from Constitutional and Bill of Rights directives (Constitution, 108/1996):

- Policy content has to encourage national unity in coherence with the acknowledgement of and respect for diversity among the South African population. The ideal of unity is based on democratic values, social justice and fundamental human rights (Constitution preamble).
- Unfair discrimination because of any aspect of diversity must be explicitly prohibited as part of a policy for the management of diversity (section 9(3)).
- Inherent human dignity must be protected by clear policy statements (section 10).
- Policy has to take into consideration the right to basic and further education for everyone in South Africa (section 29(1-4)).
- Policy has to make provision for the accommodation, maintenance and appreciation of cultural, religious and linguistic diversity (section 31(1,2)).
- The policy content has to account for the spirit, purpose and objectives of the Bill of Rights as part of the Constitution (section 39(1-3)).

The preamble of the Constitution envisages a unified South African nation with the acknowledgement of diversity among the South African population. Chapter 2 of the Constitution, the Bill of Rights, guarantees the fundamental rights of every individual as part of the South African population that is characterised by human diversity (Constitution, 108/1996). These authoritative and fundamental requirements from the Constitution serve as a point of departure to develop a policy for the management of diversity.

4.9.1.2 The National Education Policy Act (Act no. 27 of 1996)

This National Education Policy Act (Act, 27/1996) provides specific policy guidelines for the governance and management of the national education system and is accordingly an important document to consult for the development of a policy to manage diversity. The principles that underpin the national policy for education highlight the advancement and protection of the fundamental rights of all learners and educators against unfair discrimination that is based on certain aspects of diversity (section 4(a)i-iv). The policy act for education in South Africa for example provides clear guidelines for religious observance in schools. Specific guidelines in this regard are that observance must be conducted on an equitable basis, attendance is voluntary and steps have to be taken to ensure that minority religious groups within the school are not disadvantaged in any manner.

The National Education Policy Act (Act, 27/1996) includes section 3: Norms and Standards for Educators that prescribes specific roles and competencies for educators that have to be accounted for in a policy for the management of diversity. Relevant aspects of these roles and competencies (section 3) with regard to the management of diversity are:

- As ***learning mediators***, educators have to create a learning environment in which they are able to reflect on how aspects of diversity impact on the learning process. Educators must be able to make appropriate adaptations to teaching strategies according to policy guidelines in this regard.
- Policy guidelines must direct educators in their roles as ***interpreters and designers*** of learning programmes and materials to utilise learning resources that are appropriate to the specific needs caused by the occurrence of diversity.
- The educator as ***educational leader and manager*** must establish policy guidelines that promote a school and classroom climate that is sensitive and appreciative to matters of diversity.
- Policy guidelines must make educators aware of their ***pastoral role*** to understand and account for the impact of diversity on learning experiences and processes.

- Educators, in their role as ***assessors***, must be able to adjust assessment practices within policy guidelines to meet the needs of a particular manifestation of diversity in the teaching-learning situation.

The directives from this act are of particular value for a policy to manage diversity in schools because of the provision of clear guidelines to specific matters related to diversity e.g. special education needs, religion, language, gender, HIV/AIDS health status, and home education. A policy for the management of diversity has to provide guidance to the school management team and educators to manage the impact of diversity on the teaching and learning experiences in schools.

4.9.1.3 The South African Schools Act (Act no. 84 of 1996)

The South African Schools Act (Act, 84/1996), in coherence with the Constitution of the Republic of South Africa and the National Education Policy Act, forms the basis for the development of policy guidelines for the management of diversity in schools, because the Schools Act envisages a school system in South Africa where diversity is acknowledged, appreciated and protected (Department of Education, 1997:8; Department of Education, 2000b:12,13). Policy guidelines for the management of diversity are imperative because the South African Schools Act requires accountability from all role players for the effective governance and management in schools.

Specific references from the South African Schools Act (SASA) to consider for the incorporation into a policy for the management of diversity in schools are (Act, 84/1996c:5-31; Department of Education, 1997:54-56; Department of Education, 2000b:12,13):

- Governing bodies of schools are obliged to follow the Constitutional principles and values to promote unity and diversity in the best interest of schools. Policy guidelines in this regard are necessary to guide the activities of the members of the school governing body.
- Some aspects of diversity are specifically highlighted in the South African Schools Act in relation to unfair discrimination i.e. language,

race and religion (section 46(3)(b)). Policy guidelines for the management of diversity must be very clear on these contentious issues of diversity to guide members of the school management team and educators in their daily activities in schools.

- Policy guidelines have to be included that account for representativity and equity in the process of appointing educators and non-educator staff members (section 20(8)). This stipulation is closely linked to the content of the Employment of Educators Act, 76 of 1998.

The South African School Act provides specific national directives for inclusion in a policy document of a school for the management of diversity at institutional level.

4.9.1.4 The Labour Relations Act (Act no. 66 of 1995)

A policy for the management of diversity in schools must safeguard the rights and duties of educators and non-educator staff (Department of Education, 1997:20). The formulation of policy guidelines must aim at guiding school managers in how to deal with labour matters in the school situation. Two aspects of the Labour Relations Act (Act, 66/1995) that are related to the management of diversity are:

- the advancement of social justice and the safeguarding of the rights of employees (section 1(a-c)), and
- ensuring freedom of association and the general protection of employees within a diverse workforce (section 4,10).

In summary, this act provides a legal framework for the school management team and school governing body to act strictly according to specific guidelines to ensure social justice and the rights of all educators and employees in the school.

4.9.1.5 The Employment Of Educators Act (Act no. 76 of 1998)

An important aspect of the Employment of Educators Act (Act, 76/1998) for inclusion in a policy document to manage diversity is to promote diversity through the employment of educators (Department of Education, 2000b:13). Policy guidelines have to be formulated that account for equality, equity and democratic values and

principles that prevent a school or department to refuse employment based on matters of diversity (section 7(1)). Policy is thus directed towards the reflection of diversity in the employment of educators.

4.9.1.6 The Promotion of Equality and Prevention of Unfair Discrimination Act (Act no. 4 of 2000)

The Promotion of Equality and Prevention of Unfair Discrimination Act (Act, 4/2000) requires a policy for the management of diversity that has to account for specific guidelines to address and remedy past and current forms of incidental, institutionalised or structured unfair discrimination and inequality (Albertyn *et al.*, 2001:3). Policy must provide clear guidelines on ways to determine unfair discrimination, related procedures to be followed by complainants and guidelines must also be included for the implementation of intervention strategies. Aspects of significance from the Promotion of Equality and Prevention of Unfair Discrimination Act (Act, 4/2000) for the management of diversity are:

- The act aims to give effect to the letter and spirit of the Constitution, by among others to (section 2(b-f)):
  - promote equality,
  - prevent unfair discrimination,
  - protect human dignity
  - prohibit the advocacy of hatred and hate speech, based on aspects of diversity, and to
  - provide remedies for victims of unfair discrimination.
- In the application of this act, the existence of systemic inequalities with respect to certain aspects of diversity should be recognised and taken into account (section 4(2a)).

The implications of this act for school management are to make a deliberate effort to determine any form of incidental or systemic occurrence of unfair discrimination and to take immediate remedial action to eradicate such practices.

4.9.1.7 The South African Council of Educators Act (Act no. 31 of 2000)

One of the main objectives of the South African Council of Educators Act (Act, 31/2000) is to set, maintain and protect ethical and professional standards for educators (section 2(c)). For this reason a specific section, that describes a *Code of Professional Ethics,* is included in the Act (Act, 31/2000b:E17-E18). The following aspects are of relevance for the management of diversity:

- Educators acknowledge, uphold and promote basic human rights as embodied in the Constitution (section 2.3).
- Educators acknowledge the diversity of learners and specific needs of individual learners to realise their potentialities (section 3.2).
- Educators acknowledge the diversity of the community that they serve (section 5.1).

It is evident that the Code of Professional Ethics for educators emphasises the acknowledgement and protection of diversity among learners, colleagues and in the community.

4.9.2 Policy guidelines from the department of education for the management of diversity

A document search to find policy guidelines from the Department of Education that deals specifically with the management of diversity was unsuccessful. A search by means of the National Education Portal (*http://www.thutong.org.za*), the official Department of Education's website (*http://www.eduction.gov.*za) and the Centre for Education Policy Development (*http://www.cepd.org.*za), which includes policy information from all nine provincial departments of education, provided no relevant policy documentation in this regard. However, two useful information publications from the Department of Education were found namely: *School Management Teams: Managing Diversity* (Department of Education, 2000b) and *Educating for our common future: Building schools for an integrated society* (Department of Education, 2001a). Although these publications are not policy documents, they provide valuable comments, hints and suggestions for the management of diversity in schools. The content of these two information publications covers briefly the following:

4.9.2.1 School Management Teams: managing diversity

This specific publication and workbook of the Department of Education (2000b) refers superficially to a variety of diversity matters for consideration by school management teams and school governing bodies. The broad aims and content of this particular information guide and workbook are to inform school management teams and school governing bodies about (Department of Education, 2000b:i)

- an understanding of the concept of diversity
- the legislative guidelines to manage diversity in schools
- general suggestions for the management of diversity in schools, and to
- assist in the sharing of practices with the different stakeholders in the school.

The information publication about diversity (Department of Education, 2000b:39) encourages school management teams to manage diversity effectively in their respective schools to avoid possible problems in advance. In the process, school management has to examine critically the school's current structures and practices to initiate the necessary changes to the organisation and culture.

4.9.2.2 Educating for our common future: building schools for an integrated society

This information publication of the Department of Education (2001a) regards the school as a microcosm of society and as such the school has, according to the Department of Education (2001a:2), a significant role to play in ensuring that the learners are equipped to become proud and active citizens in the post-apartheid South Africa. Schools are also viewed in this publication (Department of Education, 2001a:2) as a springboard from which learners acquire the knowledge, skills, values and attitudes to respond to the challenges presented by a diverse South African society.

The purpose of this information booklet is to support school management teams, school governing bodies and educators to view themselves as educational leaders who are guiding learners to a common future where a diverse body of learners learn alongside one another in an integrated and united South Africa (Department of

Education, 2001a:3). The guide focuses in particular on a particular aspect of diversity, namely to live and work in a non-racial society. The booklet further highlights the occurrence of certain forms of division and discrimination, e.g. ethnicism, xenophobia and people living with HIV/AIDS. The need for dealing with diversity poses complex challenges and responses for schools in the mentioned contexts and therefore this booklet provides general comments, hints and suggestions for educational leaders to deal with related situations (Department of Education, 2001a:3).

The information booklet promotes a pro-active approach and regards the effective management of diversity in schools as a contribution to the development of the South African society (Department of Education, 2001a:46).

4.9.3 Synthesis

Legislative directives fundamental to the development of policy guidelines were described in the form of various acts with a relation to the management of diversity. These acts support the principles of social justice, national unity, basic human rights, the acknowledgement of diversity, prevention of unfair discrimination and prescribe remedies to normalise unfair discriminatory practices. Informative departmental publications about the management of diversity provide valuable suggestions for schools to consider for the development of situation-specific policy guidelines to deal effectively with issues of diversity.

Together these acts and policy guidelines provide an overview and direction of what is envisaged and expected. In this sense, the policy guidelines serve as parameters for an initiative to manage diversity in schools and are viewed as a basis for the proposed theoretical framework for the management of diversity (cf. par. 4.15).

There is, however, a need for reliable information for the successful development and implementation of such an initiative and therefore a situation-specific assessment of the current state of affairs of an organisation is essential for the development of a tailor-made management strategy for diversity. The next part deals with a diversity situation analysis.

- Baseline information is provided. Baseline information is essential for planning an intervention strategy in the school and serves as a reference for future comparison.
- The findings from a diversity situation analysis can be used as an incentive to initiate change of the school's institutional culture.
- Latent issues are made public. A diversity situation analysis may uncover problems, concerns and barriers that might not have been openly discussed before. A rigorous assessment of issues of the occurrence of diversity in the school brings latent issues to the open where they can no longer be ignored.
- It identifies development needs. Information from a diversity situation analysis uncovers areas for development and is useful for guiding training and growth initiatives.
- It generates commitment through input. Because the data come from stakeholders in the school, all role players are more apt to "own" the information and consequently feel committed to a strategy to deal with diversity.

A diversity situation analysis makes it possible to draw a systematic and tailor-made profile of the manifestation of diversity in a school. The organised body of knowledge from a diversity situation analysis constitutes a basis from which to initiate future planning and policy decisions. The findings serve as a common frame or point of reference from which to move forward to improve the status quo.

Adams (1993:13), Gardenswartz and Rowe (1998:339) and Human (2005:77-79) identify mainly three components of a diversity situation analysis:

- Assessment related to aspects of human diversity. An investigation into the diversity of people within an organisation provides a framework for setting goals and targets to improve the participation of excluded individuals and groups at various organisational levels. This particular analysis component provides data in relation to specific aspects of diversity e.g. race, gender, beliefs, disability, rank, sexual orientation, etc.

4.11.3 Diversity awareness development

"*Awareness precedes choice.*" (Gardenswartz & Rowe, 1998:351) This citation indicates that a starting point of a management strategy for diversity entails the development of an awareness for the nature, issues and impact of diversity in the organisation. Cushner (2001:5,6) provides a continuum as an indication of the level or degree of valuing and experiencing of diversity. This proposed continuum is a useful evaluative instrument to determine an awareness and sensitivity for diversity and explains why people find it difficult to discuss issues of diversity comfortably. The continuum consists of six stages that vary from a highly ethnocentric (denial, defense and minimization) to a highly ethnorelative (acceptance, application and integration) awareness. The diversity-awareness continuum involves, according to Cushner (2001:5), the following stages at the *ethnocentric* level:

The first stage is that of **denial**, which represents an inability to acknowledge diversity. Groups and individuals isolate or separate themselves in "homogenous" groups. People at this stage ignore the reality of diversity and are often characterised by well-meant, but ignorant, stereotyping and superficial statements of tolerance. Diversity may be attributed to a deficiency in identity and a tendency of separatism may prevail to exclude outsiders.

The second stage of **defense** entails evaluations of diversity that are negative or is perceived as threatening in comparison to one's own norm-referenced groups. The more intense the manifestations of diversity, the more negative the evaluation. Strong dualistic *us-versus-them* thinking is common and overt negative stereotyping is evident among individuals who feel threatened at this stage.

The third and last ethnocentric stage is **minimisation** where people tend to focus on the perceived commonality of all groups. Recognition of superficial aspects of diversity such as customs, status and behaviour patterns occurs, but the belief prevails that all human beings are essentially the same. While this is the most advanced stage of the ethnocentric scale of the continuum, people still negate the importance and value of diversity with the belief that everyone is alike. People are seen as basically the same with minimal recognition of diversity. Such a perspective is colour-blind and does not recognise the occurrence of diversity among people. A

with diversity. According to this viewpoint, anyone involved in a management initiative must first get clarity about his or her convictions about other people as well as possible biased judgements based on aspects of diversity (cf. par. 4.2.2). This perspective has to do with adapting a person's perceptions about other people and competence in communication between people characterised by diversity. The understanding and dealing with personal awareness conceptions are regarded by Human (2005:42) as a prerequisite for successful engagement in a management strategy to deal with diversity.

4.11.4 Principles underlying the management of diversity

Any intentions with involvement in an endeavour concerning the management of diversity must take into account certain underlying principles as premeditated considerations. The following principles form the basis for the management of diversity (Williams, 2000:489-491):

- **Maintain high standards**. Standards should not be lowered because of diversity. Job performance must be a high priority and crucial part of an organisation's expectations and actions.

- **Set high but realistic goals**. The difficulty and sensitivity of diversity does not mean that organisations should not try to accomplish as much as possible.

- **Find common ground**. Differences are important to consider, but it is just as important to find ways for people to recognise and to share commonalities.

- **Faithfully following and enforcing applicable laws** regarding equal employment opportunities. No diversity programme will ever succeed if the organisation is being sued for related discriminatory actions or behaviour.

- **Embrace all aspects of diversity**. Surface-level or tangible aspects of diversity (e.g. age, gender, race) should not be treated as more important than deep-level or intangible aspects of diversity (e.g. knowledge, skills,

abilities, experiences). A shift from surface to deep-level dimensions of diversity helps people to know and to understand each other better, reduces prejudice and conflict, and leads to stronger social integration (cf. par. 2.4).

- **Tailor opportunities to individuals, not groups**. Special programmes for training, development, or mentoring should be based on individual strengths and weaknesses and not primarily on group status. Instead of making mentoring available for only one group of people, create mentoring opportunities for individuals who are in need to be mentored.

- **Solicit negative as well as positive feedback**. Management should aggressively seek reliable feedback. Organisations may compile a diversity index that indicates if managers are showing respect for people and following the organisation's diversity policies. A diversity situation analysis is a valuable instrument in this regard to assess attitudes and diversity-related policies and procedures.

The above-listed principles highlight the importance of high standards, adherence to applicable laws, an inclusive or all-embracing approach and reliable communication. It can be concluded that the seven listed principles is not a comprehensive list of fixed principles, nor a *one-size-fits-all* framework that is unconditionally applicable to all organisations. The underlying principles rather serve the purpose of a generic standard or basic framework as a mode of predetermined actions for the initial planning of a tailor-made management strategy to deal with diversity in an organisation.

4.11.5 Organisational requirements for a management strategy to deal with diversity

The development of a particular management strategy to deal with diversity necessitates, in coherence with the principles stated above, the meeting of certain organisational requirements for the successful implementation of diversity related management initiatives. These organisational requirements in support of a management initiative serve as an important basis of departure for the

Requirements concerning the organisational culture

- The organisational culture must encourage openness, a high tolerance for debate, and support constructive conflict.
- The organisational culture should discourage stereotyping or any other kind of excluding dynamics.
- An expectation of high standards for performance for everyone must be part of the organisational culture. Rewards and recognition should relate to accomplishment.
- The organisational culture must contribute to personal development and employees feeling valued.

The authors mentioned from literature (McEnrue, 1993:18-29; Thomas & Ely, 1996:79-90; Miller *et al.*, 2000:21,22; Rottier, 2001:16) are in agreement that if these organisational requirements are met, it will indeed increase the chances for the successful implementation of a management strategy for diversity.

4.11.6 Guidelines to strengthen a sense of belonging

Gardenswartz and Rowe (1998:141) point out that the hierarchical model of needs of Abraham Maslow transcends all aspects and dimensions of diversity. All human beings, regardless of diversity, need a sense of belonging. The implication for managers is to realise that the ways in which these belonging needs are met, may vary widely because of certain aspects of diversity. However, treating people with dignity and respect transcends human diversity. The following guidelines can be compiled to reinforce a sense of belonging as part of a strategy to manage diversity (Totta & Burke, 1995:34; Gardenswartz & Rowe, 1998:142-145; Kirton *et al.*, 2001:213,214; Pollitt, 2005:37; Cascio, 2006:127,129; Dalton *et al.*, 2006:243):

- **Identify and build on shared values.** For any group of people to function well as a team, there must be a commonly shared set of assumptions, expectations and priorities that arises out of shared values. Agreement on shared values is a starting point in building common ground, while making the values operative in practice would

4.11.8 Synthesis

A review of the descriptions of the preconditions to consider prior to the management of diversity is viewed as a non-comprehensive inventory of associated preconditions for the management of diversity. It is evident that these preconditions prioritise expected performance levels and standards without any compromise. Another observation is the emphasis on all aspects of diversity that specifically include commonalities and deep-level dimensions of diversity. Planned strategies have to account for individual needs and interests and should avoid at all costs the labelling of group prejudices.

Considered as a whole, the section of preconditions encapsulates the valuing of humaneness, which coincides with the *Ubuntu* concept. Ubuntu is an African concept that refers to the achievement of humaneness and affirms commonality and unity in diversity. It recognises the oneness of humanity through interconnectedness, interrelatedness and interdependence of all creation. Within the context outlined above, Ubuntu can be regarded as a collective concept for all the preconditions that underlie a strategy to manage diversity.

The value of these preconditions is furthermore not that they guarantee success, but that they create an environment and climate conducive to the successful implementation of a management strategy for diversity. If the considerations outlined above and preconditions are met, it will eliminate to a great extent the barriers for the implementation of such a management initiative. In this sense, the listed preconditions to consider prior to the implementation phase can be viewed as an important phase for the development of a management plan to deal effectively with diversity (cf. par. 4.15) and will be empirically investigated (cf. chap. 6) and elaborated on (cf. chap. 7).

4.12 A PROPOSED FRAMEWORK FOR A MANAGEMENT PLAN

A management plan as an accepted and agreed-upon strategy in the school context provides guidance and purpose to all involved and according to the determined goals and objectives directs specific action steps to deal with diversity in the school. A management plan for diversity in a school is not meant to be an isolated initiative, but

is regard as part of a whole school development programme (Department of Education, 2001b:21).

The need for a management plan can be described as to (Department of Education, 2001c:29; Smit & Cronje, 1999:436-441):

- indicate the relation to an overall school improvement plan as part of the whole school development programme
- account for organisational values according to the vision and mission
- provide clarity of focus on issues of diversity
- prevent *ad hoc* or fragmented interventions
- reduce the risk for failure
- avoid unnecessary conflict related to issues of diversity
- recognise the importance to deal with diversity
- direct actions for the achievement of goals and objectives
- indicate and allocate roles and responsibilities to all involved
- designate accountability to various members
- provide structured channels of communication, and to
- ensure that all activities are part of an evaluation programme.

The framework for a management plan can be regarded as a synthesis of all the management-related phases as described in the previous sections (cf. par. 4.9 – 4.11). A starting point for a management plan is the adoption of an inclusive approach as an intention of how to implement such a plan to deal with the issues of diversity as part of a whole school development programme. All relevant role players must be included from the onset to ensure inclusiveness, ownership and acceptance of the management plan (cf. par. 4.4). The parameters for a management plan for diversity in schools are set by legislative and education-related policies. These policies provide directives as guidelines for a management plan of what is expected to be done in connection with the management of diversity. Policies require accountability from all role players and provide a clear framework for management initiatives to deal with diversity in the school (cf. par. 4.9).

4.13 GUIDELINES FOR THE IMPLEMENTATION OF A MANAGEMENT STRATEGY FOR DIVERSITY

Guidelines help to specify information of a practical nature to provide direction to perform a certain work activity (Dictionary.com, 2006). In this sense, guidelines are thus necessary as indicators to determine contextual standards, direction and to serve as directives for a specific course of action to implement a management strategy for diversity.

A management strategy for diversity is usually tailored according to the data from a diversity situation analysis relevant to the organisation or school (cf. par. 4.10). Guidelines for the implementation of a diversity management plan from literature are discussed according to research aim 2. The guidelines are categorised as: guidelines for managers, guidelines for action steps to manage diversity, training, diversity tension and diversity integration.

4.13.1 Guidelines for managers

Adams (1993:14) and Human (2005:83) state unequivocally that managers as the role models in an organisation, must take full responsibility for effective and fair interaction with all people in the organisation. Managers cannot assume that issues of diversity generated at various organisational levels will be necessarily understood and shared by all. Diversity action plans as part of a strategy have to be situation-specific. The following guidelines are compiled for managers to consider in their planning of a strategy for the management of diversity (Carson *et al.*, 2004:124,125; Human, 2005:83,84; Nieuwenhuis & Potvin, 2005:21,22):

- Managers must be cognisant of the power they hold as role models because their behaviours and actions set the tone for the organisational culture. Managers must be seen to be supportive of an organisation or school culture that embraces diversity because they will be measured by their ability to create the type of culture that respects and appreciates diversity.
- Managers need to be given opportunities to gain insight into their personal stereotyping, and to develop means of dealing with these.

Diversity workshops can assist with the process to identify strengths and weaknesses that will be considered for integration in specially devised action plans.

- Managers need to take the responsibility for putting diversity-related issues on the agendas of regular meetings. Issues of diversity have to be raised and debated openly so that they become part of organisational life.
- Managers are required to take up a model leadership-role for the implementation of a strategy to ensure that all requirements are appropriately integrated into performance agreements.

To accomplish an organisational culture that is supportive to diversity, the school management team has to exhibit and practice exemplary leadership on matters of diversity. This means not only "*talking the talk*" of diversity, but "*walking the walk*" of diversity (Adams, 1993:14).

4.13.2 Guidelines for action steps to manage diversity

A detailed description of an all-purpose action plan to manage diversity is not the intention of this section and such a claim is also not to be found in literature. There are nevertheless, some references about guidelines for operational action steps as part of a management initiative for diversity. The following operational actions summarised from literature are listed as general guidelines to initiate a management strategy for diversity (McEnrue, 1993:18-29; Petersen & Vermeulen, 1999:164-168; Miller *et al.*, 2000:22; Niemann & Niemann, 2003:6; Niemann, 2005:14-17):

- Employ self-evaluation to create a better understanding of others. An individual has to recognise his/her own perceptual limitations and should be able to appreciate diversity as it occurs in the organisation. The valuing of diversity is the essence of synergy and implies the management of all aspects and dimensions of diversity.
- Conduct a thorough needs analysis. The particular needs of a school must be identified by incorporating scientific needs analysis instruments such as a diversity situation analysis (cf. par. 4.10). A diversity situation

analysis will facilitate the process of tailoring a management plan to meet the specific needs of the organisation.

- Identify all possible resources at the school's disposal to support a management strategy for diversity.
- The performance agreement should be reinforced by organisational structures and systems to stand the test of time.
- Provide substantial support. A critical success factor is the commitment from management (cf. par. 4.11.2). Establish various support structures to operationalise the management of diversity, such as a diversity steering group, diversity project teams and mentors to support new appointees.
- Develop a shared vision and policy for diversity in the organisation.
- Finalise the goals with linkages to performance. Involve members of staff in setting the standards or criteria for acceptable and exceptional performance. As all staff members must participate, different perspectives will emerge and a climate of openness and co-operation must be established. The involvement of all role players will make it possible to identify prevailing stereotyping, bias, prejudice and assumptions.
- Establish benchmarks for the management of diversity.
- Consider and select the best practices.
- Implement training and development initiatives as well as exposure activities.
- Implement collective action plans. As part of a management initiative, participants should be encouraged to develop action plans that are specific in the valuing of diversity. Creative ways must be found of maintaining, reinforcing, monitoring and evaluating these action plans. Considerations in this regard may be utilising common elements, applying fundamental human motivators, promoting communication, utilising the power of humour and eschewing stereotypes. Guidelines are recommended instead of rigid procedures. People in the organisation must have the flexibility to function and be able to exercise their own initiatives.
- Identify and remedy past and current forms of incidental, institutionalised or structured unfair discrimination and systemic inequalities.

- Maintain trust and use discernment, more than quantitative measurements to assess results.
- Make use of teams or subgroups of which the membership is as diverse as possible.
- Monitor and evaluate. Measure the impact and changes in all spheres of the school setting. A management strategy to deal with diversity should be monitored on a continuous basis in order to identify successes, shortcomings and areas of improvement and modification.
- Disseminate results. An atmosphere must be created for providing and accepting feedback in a non-defensive manner.
- Empower people in the school to cope with diversity. Developmental opportunities should be arranged to allow participants to interact with representatives from diverse groups. Such exposure opportunities must be designed to change attitudes and to eliminate any stereotypes and prejudices in the school.
- Realignment of planning and implementation.

The above-listed guidelines for action steps as part of a management strategy for diversity are not intended as rigid procedures, but serve as guiding directives to develop a management strategy according to the particular needs of a school. One of the key aspects that runs like a golden thread through all the guidelines mentioned is the emphasis on the acknowledgement, valuing and appreciation of diversity.

4.13.3 Diversity training

Training can serve useful purposes as part of a diversity initiative. Diversity training is a learning process implemented to raise awareness and to develop competencies concerning the issues and needs of a specific diversity situation (Smit & Cronje, 1999:456). An effective diversity initiative requires an increase in people's skills, awareness levels of attitudes and assumptions, and knowledge of the phenomenon and issues of diversity. Training is utilised to assist members at all levels of the organisation to broaden their repertoire of skills for dealing with diversity and to minimise misunderstandings and counterproductive conflict (Gardenswartz *et al.*, 2003:353; Wildermuth & Gray, 2005:13).

Some aspects to take into consideration when a training programme for diversity is planned are (Gordon, 2005:44; Wildermuth & Gray, 2005:12,13):

- The limits of what training can accomplish must be accounted for. Training *per se* will not bring about organisational change, although training can be a catalyst for implementation and empowerment.
- Training must be according to the organisation's strategic vision and mission.
- Training must be conducted by people who have a proven track record.
- Refinements made after a pilot training programme are a form of insurance and increase the chances of training effectiveness.
- Training should not only be embarked on as a response to crisis situations.
- Training should aim at advancement and not remediation.
- A narrow focus should be avoided that excludes certain groups or topics.

Effective diversity training programmes are characterised by (Gordon, 2005:13; Wildermuth & Gray, 2005:12,13):

- Support by top management. Management should fully support the diversity training programme through commitment, time and funding.
- A long-term approach. Diversity integration and awareness are seldom affected by a single workshop, no matter how well it was implemented. Continuous reinforcement is the key to sustainable success.
- Customise to particular needs. Situation-specific needs have to be taken into account in a diversity training programme.
- An experiential approach to training. Training programmes must be experienced-based that lead to greater empathy in order to have a long term impact.
- A comprehensive training programme. Successful training must provide for the development of essential knowledge, skills and attitudes related to diversity.

Training in an education context can contribute to raise awareness and skill levels of educational leaders and staff members to deal more effectively with the occurrence of diversity in a school. Training should at first aim to increase an understanding of the phenomenon and manifestation of diversity in a school. Secondly, diversity training programmes should aim to enhance the managerial competency of all members of the school to deal with issues of diversity. The utilisation of diversity training programmes should not be an isolated or add-on event, but have to form part of a whole school development programme. In conclusion, it must be realised that it is not training *per se* that affects matters of diversity in schools. Training is a part of a more complex process that may lead to either positive or negative results.

4.13.4 Diversity tension

Two questions are applicable with regard to the experience of diversity in an organisation, namely: Is tension experienced because of issues of diversity? And if so, what must be done? Diversity tension refers to conflict, stress, and strain associated with the interactions of the different aspects of diversity. Diversity tension is, according to Thomas (1996:2), usually easy to identify and not all tension from a particular diversity origin is necessarily bad. Positive and constructive tension produces new ideas, new products, and new processes. As a metaphor Thomas (1996:2) compares "good" tension with fine grit sandpaper, polishing rough ideas into a gleaming finished product.

Tension as a result of diversity issues is regarded as a problem when it interferes with the achievement of an organisation's set objectives. Counterproductive tension is usually obvious. Dysfunctions abound e.g. interpersonal relationships disintegrate into constant squabbling, petty rivalries between sections and departments end up paralysing progress, and team work that is normally collaborating eventually undermines each other. Even when goodwill is intact, the complex nature of the situation can create tensions that cripple cooperation between members of an organisation.

The appointment of a diversity steering group could shepherd the diversity initiative in schools by overseeing the smooth running of the process, giving and getting feedback, acknowledging milestones and monitoring the whole process.

4.13.5 Diversity integration

Integration is the result of the utilising of all the phases and processes of a management strategy to deal effectively with diversity in schools. The final phase of a management strategy for diversity is that of the continuous weaving of diversity into the fabric of the school so that diversity becomes part of the daily working and life experiences within the organisation. Diversity integration should be addressed at all levels of the school life and must be part of a whole school development programme. Integrating diversity into the school activities enhances the success of implementation and is characterised by collaboration, cohesion, trust, commitment and a sense of wholeness (Kirton & Greene, 2001:117; Lumby *et al.*, 2003:229; Gordon, 2005:19; Wildermuth & Gray, 2005:37,38).

4.13.6 Synthesis

The preceding descriptions of guidelines for the implementation of a management strategy for diversity do not claim or intend to be a comprehensive list of an all-purpose implementation strategy. It serves primarily as a reference to provide guidelines for implementation.

It is possible to identify from the above outline of implementation guidelines some key elements as part of a possible strategy for the management of diversity in schools. The first element is to determine the occurrence or manifestation of diversity and to conduct a thorough needs analysis accordingly (cf. par. 4.10). This initial component of a management initiative must be followed by a future projection of where an institution wants to be over a certain period of time. A diversity situation analysis and future projection must contribute together to the clarity and acceptance of a well-understood rationale for a diversity initiative.

All the gathered information about diversity must be carefully considered for the adoption of a suitable approach and situation-specific strategy to manage diversity effectively in practice. It is important to involve all relevant role players from the onset in the process for ownership acceptance of such an initiative. Policy development and goal setting further serve as a directive for the implementation of a detailed action plan consisting of specific and needs-appropriate action steps allocated to designate target dates to members of staff. Monitoring mechanisms, continuous feedback, reporting and evaluation must be incorporated in the process to ensure the achievement of expected results and outcomes.

The appointment of a diversity steering group or staff member as manager for diversity can be useful to oversee and to steer the whole process. The final responsibility for a diversity strategy rests, however, with the management team. The practical considerations in an educational context often dictate that the management team must be supported by someone who can take charge of diversity issues on a day-to-day basis. The idea of a diversity manager is thus not to take away the responsibility from the management team. Any support function that takes sole responsibility for the success of a diversity strategy is doomed to fail.

A key aspect in this regard is that a person who is appointment to oversee a diversity strategy should have an influence on the attitudes and behaviours of the management team. The tendency to recruit a member of a non-dominant group only because of some representation value is often counterproductive. Competence to deal effectively with issues of diversity does not reside in the colour of skin, gender or any other single aspect of diversity. Competence to manage diversity is rather to be found in a body of knowledge and life experience gained from a dedication to, and involvement in issues of diversity. All forms of tokenism should be resisted, especially when dealing with issues of diversity. The end result of tokenism is that such a staff member is set up for failure and will probably reconfirm the stereotype attitudes from many dominant group members towards non-dominant members. Allocating responsibility to a person who meets pertinent criteria is the only way to create a diversity-friendly environment.

The expansion and development of more specific guidelines and action plans related to the management of diversity form part of the empirical section of chapter 6 and will be explicated in chapter 7.

The implementation of a management strategy to deal with diversity in an organisation must be evaluated to determine if the expected results are met. The next section focuses on the evaluation of a management strategy for diversity.

4.14 EVALUATION OF THE IMPLEMENTATION OF A MANAGEMENT STRATEGY FOR DIVERSITY

The main task during the evaluation phase is to review dispassionately what was being done to identify and address the primary problems and challenges. A valid and accurate assessment of the successes and failures of all interventions is of paramount importance for the purpose of future alignment. This critical phase of the process is often the one most talked about and at the same time the least well implemented. Measurement tells the organisation what is working and how well. Reliable evaluation data provides concrete evidence of impact that again generates and builds support. In the final instance, measurement provides the necessary information that stimulates continued change (Wildermuth & Gray, 2005:30,32).

Effective evaluation depends on the setting of clear criteria before implementation and on having a well-planned strategy for tracking and measurement throughout the whole process. Measuring without having collected initial data, generally limits the usefulness of the process, because both the process and the results need to be evaluated against the initial status. The success of any endeavour in this regard rests firmly on reliable feedback, adhering to applicable legislation, continuous evaluation and the commitment of management to follow up initiatives.

There are mainly two reasons why organisations find it difficult to measure matters of diversity. First, diversity changes do not occur quickly and measurement must be conducted over time. Secondly, many diversity outcomes are more qualitative than quantitative. Evaluation instruments from the human and behavioural sciences are valuable in such cases (Gordon, 2005:22).

Those involved in an evaluation initiative have to bear in mind that there are some "best practices", but no clear template exists for evaluation that any organisation can apply in all situations. No organisation is like any other organisation and hence, schools also differ according to circumstances.

Each of the previous sections (par. 4.9 – 4.14) constitutes a specific phase as part of a managerial process for diversity that enables the researcher to develop a theoretical framework for the management of diversity.

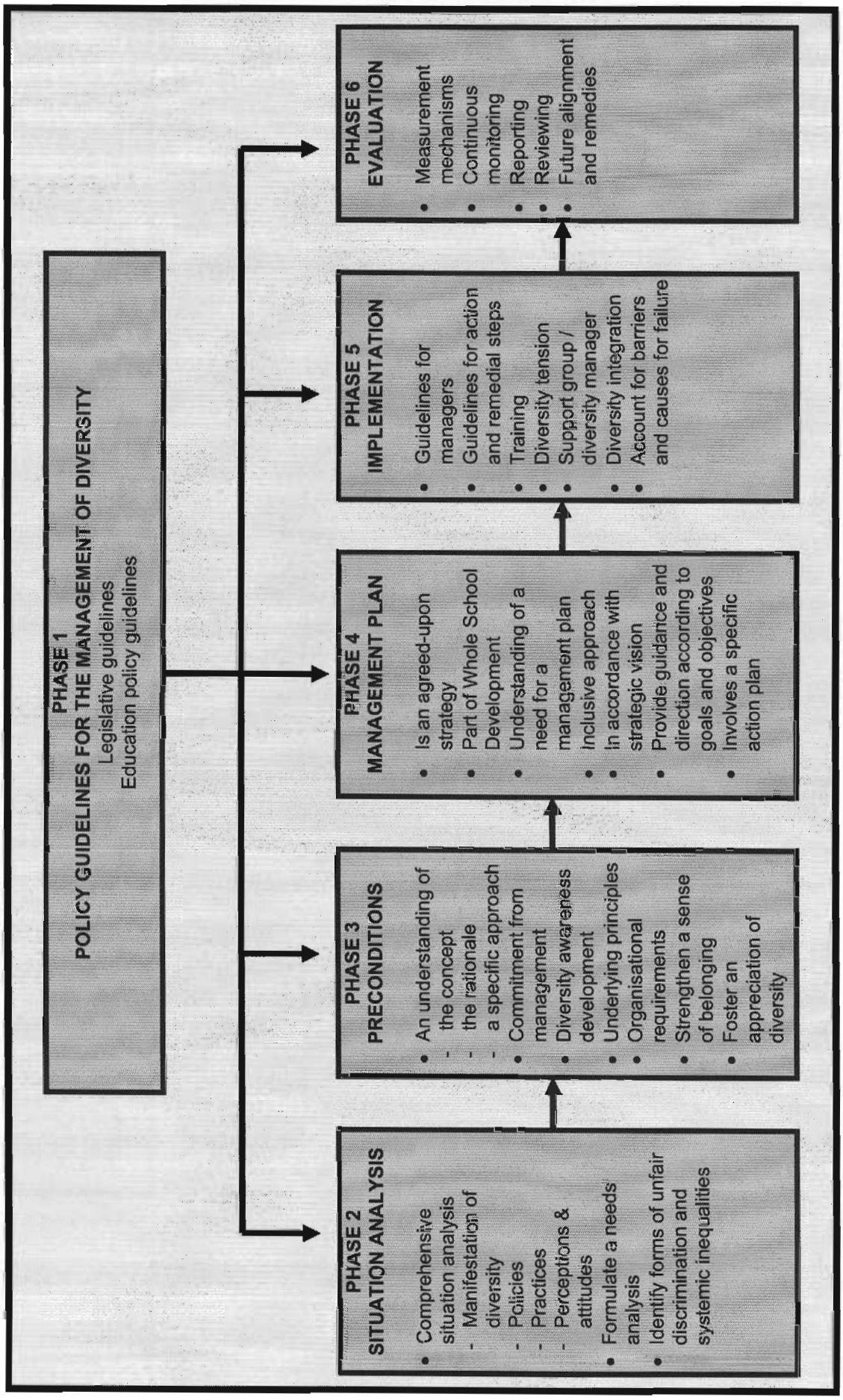
4.15 A THEORETICAL FRAMEWORK FOR THE MANAGEMENT OF DIVERSITY

An analysis and interpretation of the preceding overview from literature led to the identification and formulation of certain phases that served as important components for the development of a theoretical framework for the management of diversity in schools, which will be dealt with in more detail in chapter 7.

Authors like Thomas (1996), Petersen and Vermeulen (1999), Mavin and Girling (2000) and Human (2005) refer to the management of diversity as a planned, systematic and comprehensive process (cf. par. 4.2). As a clarification of terminology, the use of the term *process* refers in this sense to something in a series of *phases* in time by means of a particular course of action or action steps to bring about a result (Reader's Digest, 1998:48; DEL, 2000). The meaning implication of process can also be interpreted as referring in this context to *strategy* as a plan of action or particular action steps to accomplish a specific goal or goals (Dictionary.com, 2006). The reference to *framework* indicates a schematic description as a theoretical construction or parameter that consists of inferred components or phases (Dictionary.com, 2006). The clarification of terminology made it possible to develop a schematic illustration (figure 4.3) and associated descriptions (cf. par. 4.15.1 – 4.15.6) as theoretical framework for a management strategy that consists of a series of phases with specific action steps to deal effectively with diversity in an education context.

The illustration mentioned and description of a theoretical framework of a management strategy can be interpreted as a synthesis of the preceding management-related themes (par. 4.9 – 4.14) that constitute a systematic management strategy from literature to manage diversity. The clarification of terminology and gathered information from the preceding literature overview made it possible to devise a schematic illustration and description of a theoretical framework for a strategy to manage diversity (cf. fig. 4.3).

Figure 4.3: **A theoretical framework as a management strategy for diversity**



The different phases of the proposed theoretical framework as a management strategy for diversity in an education (school) context are summarised in the following sections:

4.15.1 A diversity policy

The initial phase is also an imperative to account on a continual basis and in detail for the national and applicable education policy directives with a bearing on the development and implementation of a management strategy for diversity in schools (cf. par. 4.9). These acts and education policies serve as fundamental legislative and guiding directives for the planning and execution of such an intended management strategy.

A widely accepted and understood strategic vision and mission in alignment with relevant policy directives, as well as a commitment to the institutional goals as strategic directives, are essential for the successful implementation of a management strategy for diversity. Adherence to the requirements of national and education-specific policies as well as strategic goals are considered to promote a strategic advantage for schools to serve the educational needs of national interest by means of effective and formative education to all the learners of a diverse South African population.

4.15.2 A diversity situation analysis

Without accurate baseline information, all intended strategies, plans and actions are built on unreliable data. For that reason, the second phase of a management strategy is proposed as a situation analysis of the existing conditions, practices, attitudes and competencies with regard to diversity to develop a situation-specific profile of the manifestation of diversity in a school setting (cf. par. 4.10). The specific body of knowledge from a diversity situation analysis accordingly forms the basis for a clear perspective of the challenge to develop a tailor-made management strategy for diversity.

A school is not merely a passive reflection or entity of the broader society, but an educational organisation consisting of diverse people within a specific context with unique experiences and perspectives in relation to the manifestation of diversity. Likewise, the societal and other changes at a larger scale must be reflected and accounted for in schools. School managers have to be informed of how the current structural arrangements, manifestation of diversity, core business and the strategic mission and values shape the experiences and views of diversity in the school. Furthermore, the requirements of applicable legislation must be adhered to and a correction of any negligence or denial of diversity has to be part of a strategy to normalise the situation (cf. par. 4.9.1.6). An in-depth situation analysis that brings particular areas of strength and development to the fore provides important information to assure the required preconditions in support of the implementation of a management strategy.

4.15.3 Preconditions for the implementation of a management strategy for diversity

The third phase of a management strategy involves thorough attention to important preconditions that have to be in place prior to the actual implementation of such a strategy. These preconditions serve as requirements that have to be met to increase the chances of successful implementation and the attainment of positive results (cf. par. 4.5 & 4.11).

The assurance of these preconditions is associated with the success of a management strategy for diversity because, to a great extent, it eliminates the barriers and potential failures related to the implementation of a management strategy for diversity. A clear perspective of the concept (cf. par. 2.2, 2.3, 2.4 & 4.2), rationale and challenge (cf. par. 4.3) and the adoption of a specific approach (cf. par. 4.4) create a school environment and climate conducive to the successful implementation of a strategy for the management of diversity. Long-term success of diversity initiatives is inevitably linked to the commitment by all the members of school management as well as all of those members who are part of the diverse composition of the school community (cf. par. 4.11.1, 4.11.2). Commitment to the implementation of a strategy to deal with diversity should be accompanied by the allocation of resources and the assurance of supportive arrangements to increase

the chances of successful implementation. Underlying principles and particular organisational requirements (cf. par. 4.11.4, 4.11.5) are foundational as a basis for all the phases associated with a management strategy.

An essential required precondition is the development of a true understanding, awareness and appreciation of the nature, issues and impact of diversity in the school (cf. par. 2.3, 2.4, & 4.11.3). The level of valuing and experiencing of the manifestation of diversity has to be determined for the purpose of the development of a situation-specific awareness programme. A high level of diversity awareness is associated with the successful implementation of a management strategy to deal with diversity (cf. par. 4.11.3). The understanding and promotion of diversity awareness and the reinforcement of a sense of belonging is a requirement for the successful implementation of a management strategy for diversity in schools. Diversity awareness development has to be complemented by supportive initiatives to reinforce a sense of belonging, and appreciation of diversity, because even in the presence of goodwill, the complex manifestation of diversity may create tension among members of the school community (cf. par. 4.11.6, 4.11.7).

4.15.4 A management plan

The fourth phase of a management strategy for diversity entails a specific management plan of the envisaged initiative to deal with diversity in schools. A tailor-made management plan for diversity is not regarded as an add-on activity, but forms an integral part of a whole school development programme. A detailed plan, according to applicable policy guidelines, that clearly describes the different roles, responsibilities and particularly a methodical description of action steps with accompanying time frames is a prerequisite for a successful initiative. A management plan that is accepted by all role players provides structural guidance and direction for all actions to achieve the predetermined goals and objectives. A management plan to deal with diversity in schools must be developed according to reliable evidence from a diversity situation analysis to ensure that the plan provides for the idiosyncratic needs of a particular school. It is recommended that a specific steering group or diversity manager be appointed to take charge of the implementation of a management plan (cf. par. 4.12).

4.15.5 Implementation

The fifth phase involves the actual implementation in practice of the management plan. A superficial and mere add-on approach to the management of diversity as a window-dressing exercise or quick fix remedy has to be avoided at all times (cf. par. 4.4). The precondition of involvement and commitment from management, with regard to the implementation of a diversity strategy, ensures that all aspects and dimensions of diversity are valued and prioritised as part of the initiative. A well-planned, detailed and situation-specific strategy for implementation over the long term is a prerequisite for the management of diversity in schools. An inclusive approach to all aspects of diversity is important during the implementation phase, because people are not only valued on the basis of surface-level and tangible aspects of diversity, but also for the deeper dimensions and intangible aspects of human diversity (cf. par. 4.4.1.3).

Diversity is not a temporary issue, but a phenomenon that is continuously present and ever changing in its composition and manifestation. The intended results of a strategy to deal with diversity must accordingly be sustained by structural arrangements to implement a situation-specific strategy for the management of diversity (cf. par. 4.4.4).

Diversity action plans and related training initiatives as part of a management strategy have to be situation-specific according to the needs of the school. A diversity steering group or a diversity manager could be appointed to oversee the implementation of a strategy in the school to deal with diversity. It is comprehensible that the personal qualities of school managers will have an effect on how the implementation of such a strategy will be experienced by all the other members of a school (cf. par. 4.8). School management must make use of valuable lessons from experience as best practices to avoid the potential barriers and causes for the failure of related other strategies (cf. par. 4.6 & 4.7).

Training is a necessary element to increase among other knowledge of the phenomenon, awareness levels, people's skills related to diversity and implementation competency related to issues of diversity. Training has the potential to minimise the occurrence of counterproductive conflict and misunderstandings

caused by the manifestation of diversity (cf. par. 4.13.3). A high level of awareness and appreciation of diversity will contribute to ease the complex task of implementing a strategy in schools to deal with diversity.

4.15.6 Evaluation

The last phase of a management strategy for diversity is about evaluation that involves continuous and reliable measurement mechanisms. The assessment of the whole management strategy must provide factual evidence of the development, implementation and impact of the strategy that indicates clearly what was working and how well. The evaluation data have to be scrutinised and analysed to identify the successes and problems for the purpose of future alignment and intervention. Appropriate and reliable evaluation data in a school environment e.g. biographical information from school records, focus group discussions, surveys and analyses of exit and school leaving interviews as well as the content of grievance or disciplinary reports, may provide a clearer picture of the effect of an implemented management initiative. Part of any final phase of a management strategy for diversity is that of the continuous integrating of diversity into the *fabric* of the school so that diversity becomes part of the daily working and life experiences within a school (cf. par. 4.13.5).

4.15.7 Synthesis

The phases mentioned as part of a proposed theoretical framework for the management of diversity are not meant to be a comprehensive representation of a total strategy for all schools, but nevertheless provide essential phases of a management process with a specific focus on diversity.

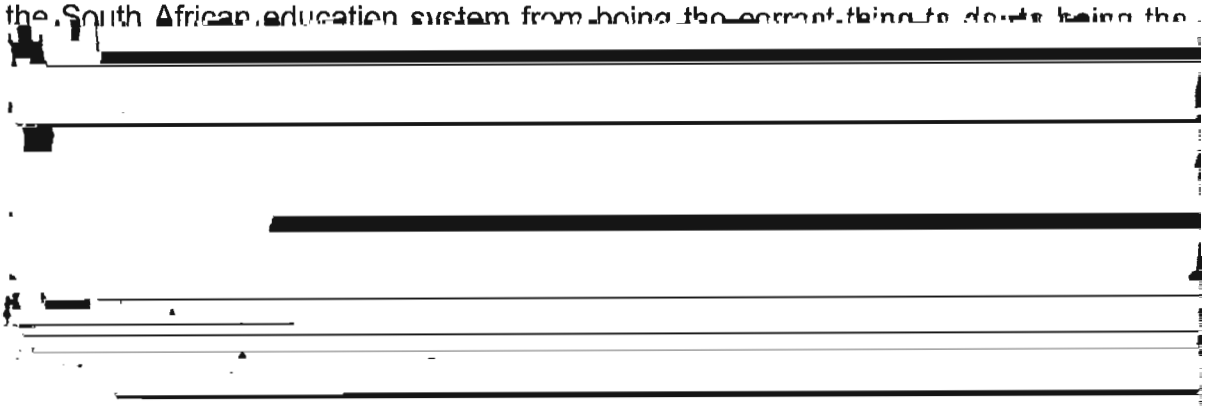
A weakness of the theoretical framework description lies in the lack of empirical substantiation to describe practice-based guidelines for the implementation of a management strategy. This particular need is addressed in chapters 6 & 7 as part of the empirical section of this research report.

The process description is not meant to offer an all-purpose or quick fix solution to complex problems and challenges either, but rather provides a framework to initiate or to develop a situation-specific management process to deal with diversity. The outline of the particular phases of the process will assist school managers to focus on diversity issues of importance and to establish a baseline for the development of a management strategy to deal effectively with diversity in schools. Aspects of the different phases of a management strategy will be empirically investigated in chapter 6 and further explicated in chapter 7.

4.16 SUMMARY

Organisations respond differently to the manifestation of diversity and it remains a major challenge in most organisations to manage diversity effectively. An inclusive organisational culture that supports diversity is not created by means of substituting one form of privilege and one set of prejudgements for another. An organisational culture that embraces diversity is rather ensured by the eradication of all aspects of unfair discrimination, disrespect and irrelevant judgement by employing a well planned and situation-specific management strategy to deal effectively with diversity in its totality.

In this chapter a conceptualisation of the management of diversity was described which encompasses certain managerially related matters that value and embrace diversity to ensure optimum performance and the fulfilment of human potential. The rationale for the management of diversity in education envisages a strategic advantage for schools to serve the educational needs of national interest by means of formative education to all learners of a diverse South African population. It can be concluded that the need for the management of diversity in schools has evolved in the South African education system from being the correct thing to do to being the



essential thing to do.

encouragement and the barriers as warning signs and possible pitfalls for the implementation of a management strategy for diversity.

The ever-changing manifestation of diversity in organisations emphasises a situation-specific approach to the management of diversity which has to be supported by structural arrangements within the organisation for the purpose of sustainability over the long term. A diversity situation analysis provides essential baseline information about the experiences and manifestation of diversity to initiate supportive and corrective interventions where needs are identified. Managers who identify a need to initiate a strategy for the management of diversity are likely to encounter problems with regard to specific and practical guidelines from literature. In this regard, a theoretical framework as management strategy for diversity was developed that involves the following phases: policy guidelines, a diversity situation analysis, preconditions to contemplate, a management plan, the implementation of a situation-specific plan and lastly, an evaluation of the intervention and impact. It was also indicated that the adoption of a situation-specific strategy to manage diversity enhances the ability to utilise diversity for the sake of a competitive advantage. It was further indicated that organisations which manage the manifestation of diversity successfully, experience diversity as an organisational asset.

The preceding chapters on the nature of diversity (chapter 2), the manifestation of diversity (chapter 3) and a literature review about the management of diversity (chapter 4) established a theoretical basis and framework for the empirical section of this research report that commences with the following chapter.

CHAPTER 5

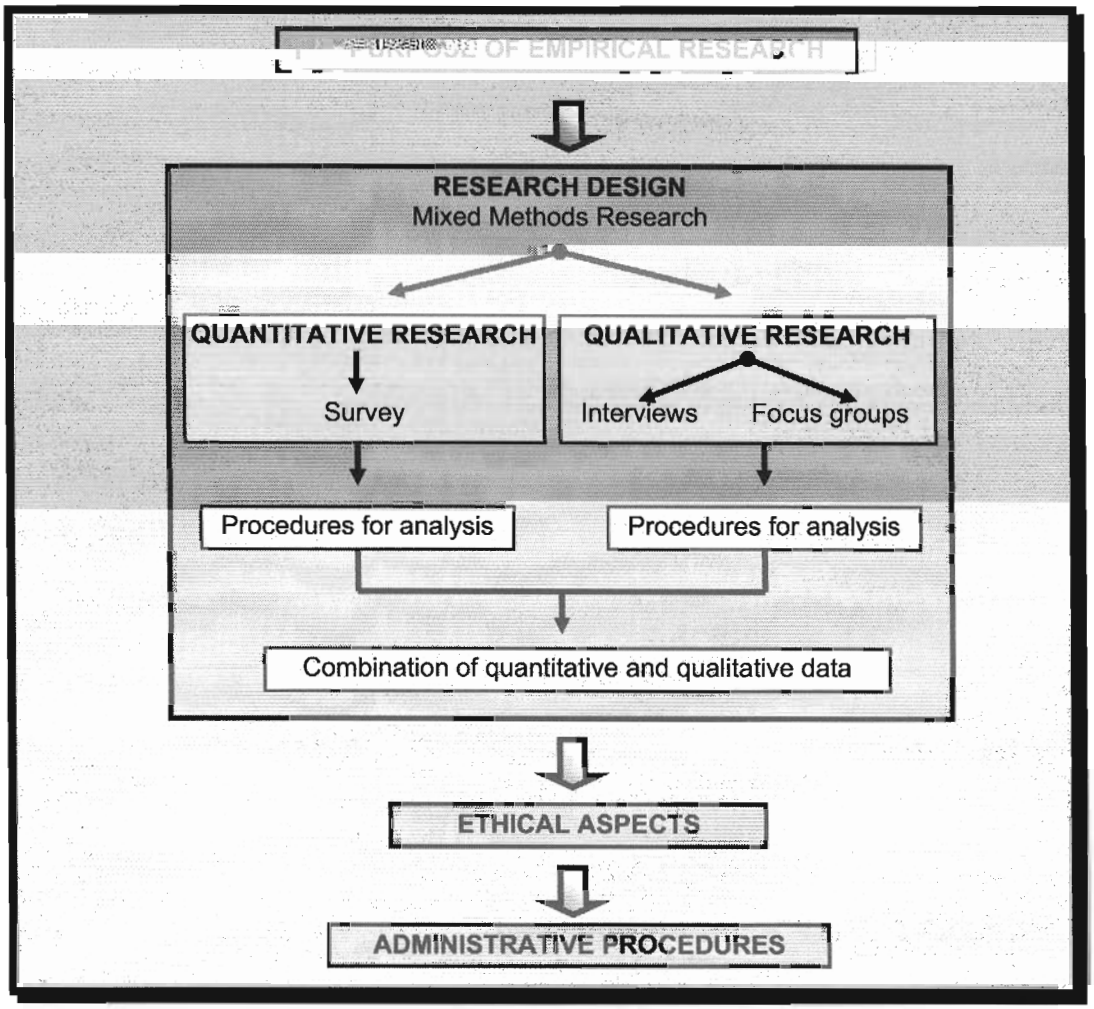
RESEARCH DESIGN

This chapter introduces the empirical part of the research study with a detailed description of the research design. The following inquisitive questions guided the structure of this chapter:

- What is the purpose of the empirical research section?
- What research design is used?
- Why is the specific research selected?
- What research methods are used?
- What ethical aspects are applicable?
- What administrative procedures were followed?

The answering of the questions above is illustrated in figure 5.1.

Figure 5.1: **Outline of chapter 5**



5.1 INTRODUCTION

The theoretical overview of chapters 2, 3 and 4 dealt with the nature of diversity, the manifestation of diversity in the South African education system and a literature overview of the management of diversity. The previous chapters form a contextual and theoretical framework for this research report, while this chapter presents the empirical section.

Descriptive detail of the research design is provided in response to the questions of *what* to investigate and *how* to do it? The rationale for the selection of a specific research design and accompanying research methodologies is also provided on a continuous basis as a response to the question of *why* in accordance with the research problem. A mixed methods research design was adopted to increase the scope and range of the research to address the research problem and related research questions. This chapter describes the outline of a systematic and focused investigation of the empirical research process according to the following topics: purpose, a mixed methods research design, quantitative research, qualitative research, ethical aspects and administrative procedures.

5.2 PURPOSE OF EMPIRICAL SECTION

The purpose of the empirical section of this research report is to describe an applicable research design as a scientific process to obtain reliable and valid data concerning the research problem and accompanying research questions. The research problem involved the development of a strategy to manage diversity in schools, while the research questions included inquiry about the nature of diversity, guidelines to manage diversity and to determine the extent of managing diversity in schools (cf. par. 1.3).

The stated purpose of the **empirical section** included the following research aims to obtain the required data concerning the extent of

- an understanding of the nature of diversity
- a policy framework for the management of diversity
- preconditions for the implementation of a diversity strategy

- a management plan for diversity, and
- related review aspects

An analysis of the above-gathered data as well as information from the literature overview led to the development of a management strategy to manage diversity in secondary schools (cf. chap. 7).

5.3 MIXED METHODS RESEARCH

A *research design* refers to a purposive and systematic plan in research studies and represents different models with distinct names and procedures according to which relevant data is collected, analysed and interpreted to investigate a particular research problem in a scientific manner (Schwandt, 2001:228; Mouton, 2002:55,56; Henning *et al.*, 2004:30; Creswell & Plano Clark, 2007:58). In this sense, a research design is viewed as the functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, conclusions and theory formulation. The research design thus provides the researcher with a clear research framework, guides the methods decisions and sets the logic for interpretations.

The nature and complexity of the research problem, research questions and related research aims called for a purposeful research design to meet the requirements of these research intentions. For this reason, a *mixed methods research design* was chosen to conduct this research.

5.3.1 Background

The interest in mixed method research has developed at a steady pace during the past 15 years (Tashakorri & Teddlie, 2003:619). There is a variety of terms that refer to mixed methods research such as integrated research, hybrid research, combined research, multi-trait method and multi-method research, but the recent writings about this form of research use the term mixed methods research (Creswell & Plano Clark, 2007:6). The limited use of mixed methods research in comparison to mono-method research is ascribed according to Collins *et al.* (2006:68) to the demands for more

time, resources, effort and expertise to organise and implement a mixed methods research design.

5.3.2 Definition

An analysis of descriptions about mixed methods research in literature revealed an agreement to a great extent among proponents of this particular type of research (Rocco *et al.*, 2003:19; Tashakkori & Teddlie, 2003:577; Johnson & Onwuegbuzie, 2004:17; Collins *et al.*, 2006:69; Creswell & Plano Clark, 2007:5). The following definition of mixed methods research can be formulated according to the descriptions from literature.

> *Mixed methods research is the kind of research where the researcher combines quantitative and qualitative techniques, methods and concepts in a single study or series of related studies.*

The central premise or fundamental principle of mixed methods research is the use of quantitative and qualitative approaches, strategies and methods in combination to provide a better understanding of research problems (Johnson & Onwuegbuzie, 2004:18; Creswell & Plano Clark, 2007:5). Tashakkori and Teddlie (2003:577) provide as an example of mixed methods research the inclusion of qualitative fieldwork to develop a theoretical interpretation with the findings from a quantitative survey.

5.3.3 Rationale and purpose

According to Johnson and Onwuegbuzie (2004:14) the goal of mixed methods research is not to replace either of the quantitative or qualitative approaches to research, but rather to draw from the strengths of these approaches and to minimise possible weaknesses. Mingers (2001:243) explicitly states that it is "*desirable and feasible*" to combine different research methods to gain richer and more reliable research results. Collins *et al.* (2006:68) are of the opinion that educational researchers have acknowledged the value of mixed methods research to provide a complementary set of information that would more effectively inform practice. It can

offers the advantage of the respective qualities of both approaches (Thiétart, 2001:82).

The rationale for choosing a mixed methods research for this research was to (Hittleman & Simon, 2002:40; Rocco *et al.,* 2003:27; Anderson, 2004:213; Johnson & Onwuegbuzie, 2004:14; Collins *et al.*, 2006:83):

- elucidate more comprehensive responses
- gain data about a wider range of interests and perspectives
- understand more fully
- generate deeper and broader insights
- enhance the significance of interpretation
- enhance convergence and corroboration of findings
- allow for unexpected developments
- clarify underlying logic, and to
- explain idiosyncratic circumstances, approaches, opinions and practices of different respondents.

The purpose of the mixed methods research design in the context of this research is to (Mingers, 2001:244; Rocco *et al.,* 2003:22,23; Johnson, 2004:264,265)

- increase the research's validity by the convergence of the results from the different methods of research because mixed methods research is regarded as a form of triangulation,
- widen the scope of the research because expansion calls for the use of mixed methods research to increase the "*breadth and range of a study*", and to
- complement different facets of the inquiry because of the "*overlapping*" that occurs between the different methods that were used.

The above-mentioned purposes ensure rigour and credibility to a research study and make a "*thick description*" of the phenomenon of interest possible (Johnstone, 2004:264).

5.3.4 Research paradigm

Although philosophical ideas or paradigms remain largely "hidden" in research work, it affects the practice of research through the selection of certain research approaches and therefore need to be stated (Creswell, 2003:4). The roots of quantitative and qualitative approaches extend into different philosophical research paradigms, namely that of respectively postpositivism and interpretivism (or constructivism) (Neuman, 1997:63,67; Rocco *et al.,* 2003:20; Creswell, 2003:6,18). The difference in philosophical paradigms raised the question whether the research problem of this research should be addressed exclusively by a single research approach or by both approaches.

The research problem, accompanying research questions and related research aims are of a multifaceted nature (cf. par. 1.3) and for this reason, both quantitative and qualitative approaches were selected for this research (cf. par. 5.3.3). The combination of research approaches led to the adoption of a ***pragmatic position*** to conduct this research (Creswell, 2003:11,12; Tashakkori & Teddlie, 2003:596; Creswell & Plano Clark, 2007:10,82). The reason for choosing a pragmatic research

paradigm is because this particular position is regarded "*as the philosophic partner of mixed methods research*", provides a workable solution to multifaceted research problems and offers a practical, "*middle ground*" orientation in relation to postpositivism and interpretivism (Johnson & Onwuegbuzie, 2004:17,18).

5.3.5 Value

The value of employing a mixed methods design for this research can be summarised as follows (Creswell & Plano Clark, 2007:9,10).

- Mixed methods research is regarded as a strength that offset the weaknesses of both quantitative and qualitative research. Quantitative research is viewed as weak in understanding the context or setting in which people talk and the voices of respondents are accordingly not directly heard in quantitative research. On the other hand, qualitative research is seen as deficient because of the personal interpretations and involvement of the researcher that may lead to bias.
- Mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone.
- Mixed methods research helps answer questions that cannot be answered by qualitative or quantitative research alone.
- Mixed methods research is "*practical*" in the sense that the researcher is free to use relevant methods to address a research problem.
- Mixed methods research enables the use of a pragmatic paradigm rather than the typical association of a certain paradigm applicable to either quantitative or qualitative research.

5.3.6 Specific design

Once a mixed methods research approach has been decided upon, the next step is to decide on the specific mixed methods design that best addresses the research problem.

5.3.6.1 Procedural considerations

Creswell and Plano Clark (2007:80-84) have identified three procedural considerations that determine the choice of a specific mixed methods research design, namely timing, weighting and mixing.

- **Timing** indicates the temporal relationship between the quantitative and qualitative research components and describes the order in which the researcher collects, analyses and interprets the data sets. Timing within mixed methods research is classified in one of two ways, namely concurrent or sequential (Rocco *et al.*, 2003:22; Tashakkori & Teddlie, 2003:211; Johnson & Onwuegbuzie, 2004:18; Creswell & Plano Clark, 2007:81). In the ***concurrent*** timing of mixed methods research, the quantitative and qualitative data are collected at approximately the same time and the data analysis and interpretation typically do not occur until all the data (quantitative and qualitative) have been collected. The ***sequential*** process involves the collecting, analysis and interpretation of data in a sequence of distinct phases during the research where the results from one phase lead and feed into another phase.

  Based on the above-description of timing, a ***concurrent approach*** is selected for this research.

- Researchers also need to take a priority decision in connection with the relative **weighting** of the quantitative and qualitative components of the study. Weighting refers to the importance or priority of the quantitative and qualitative methods to address the research problem and research questions. There are two options for a mixed methods research design, namely those of *equal* weight so that both quantitative and qualitative components play an equally important role. The other option involves an *unequal* weighting of the components where one of the components will have a greater emphasis within the study than the other component. The type of weighting depends among other things on the demands of the research problem, research questions and the guiding worldview.

The priority given to the quantitative and qualitative research components of this research is that of ***equal weight*** and both components play an equally important role.

- The third procedural consideration for choosing a specific mixed methods research design is how the quantitative and qualitative methods will be **mixed**. *Mixing* indicates the procedure for combining the different data sets. Research that includes both quantitative and qualitative methods, without an explicit strategy of how to deal with the mixing the different data sets, is simply regarded as a collection of multiple methods. A rigorous and strong mixed methods design addresses the decision of how to mix the data.

  Creswell and Plano Clark (2007:83,84) identify three strategies for mixing quantitative and qualitative data, namely *merging*, *embedding* and *connecting* the data sets.

  - After the section of the research where the quantitative and qualitative data sets were individually analysed, the researcher **merges** the two data sets by explicitly combines or integrates the data during the interpretation and discussion phase.

  - The researcher could also decide to **embed** the data of one type within a design of the other type, for example to embed qualitative data within a larger quantitative research design.

  - **Connecting** the data occurs when the analysis of one type of data leads to (and thereby connects to) the need for the other type of data. A researcher may, for example, obtain quantitative results that lead to the subsequent collection and analysis of qualitative data.

This research made use of the mixing strategy proposed by Creswell and Plano Clark (2007:83) to **merge** the quantitative and qualitative data sets as part of the interpretation phase after the presentation, analysis and interpretation of the

individual data sets (cf. par. 6.4). The merging of the data sets was included, with the individual data sets, as basis for the development of a strategy in chapter 7.

5.3.6.2 The triangulation research design

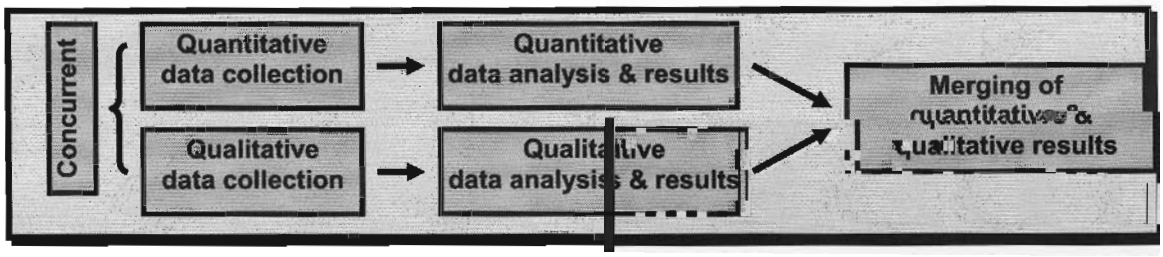
Creswell and Plano Clark (2007:59-67) summarised the different types of mixed method designs they found in literature and present a functional classification of four main mixed methods research designs. The four research designs are the *triangulation*, *embedded*, *explanatory* and *exploratory* designs with different variants within each of these design types.

The **triangulation research design**, according to the above classification, is decided upon as a specific mixed methods design for this research. The following attributes in connection with the triangulation design are relevant to this research (Creswell & Plano Clark, 2007:62-67).

- The purpose of the triangulation design is to obtain different, but complementary data in the same study to best understand the research problem.
- The intent of the triangulation research design is to make use of the strengths of quantitative and qualitative methods, while at the same time trying to minimize the respective weaknesses of the two methods.
- The triangulation research design provides for the implementation of quantitative and qualitative research methods during the same time frame and with equal weight.
- The research design is specifically useful and of value to expand the quantitative results with qualitative data.
- The two data sets are merged by bringing together the quantitative and qualitative results during the interpretation phase of the research. This attribute is in accordance with the **convergence model** as a specific variant of the triangulation research design and represents the traditional model of a mixed methods triangulation design. The purpose of the convergence model is to end up with valid and well-substantiated

conclusions about a single phenomenon (Creswell & Plano Clark, 2007:64). The convergence model is illustrated in figure 5.2.

Figure 5.2: **The convergence model of the triangulation mixed methods research design**



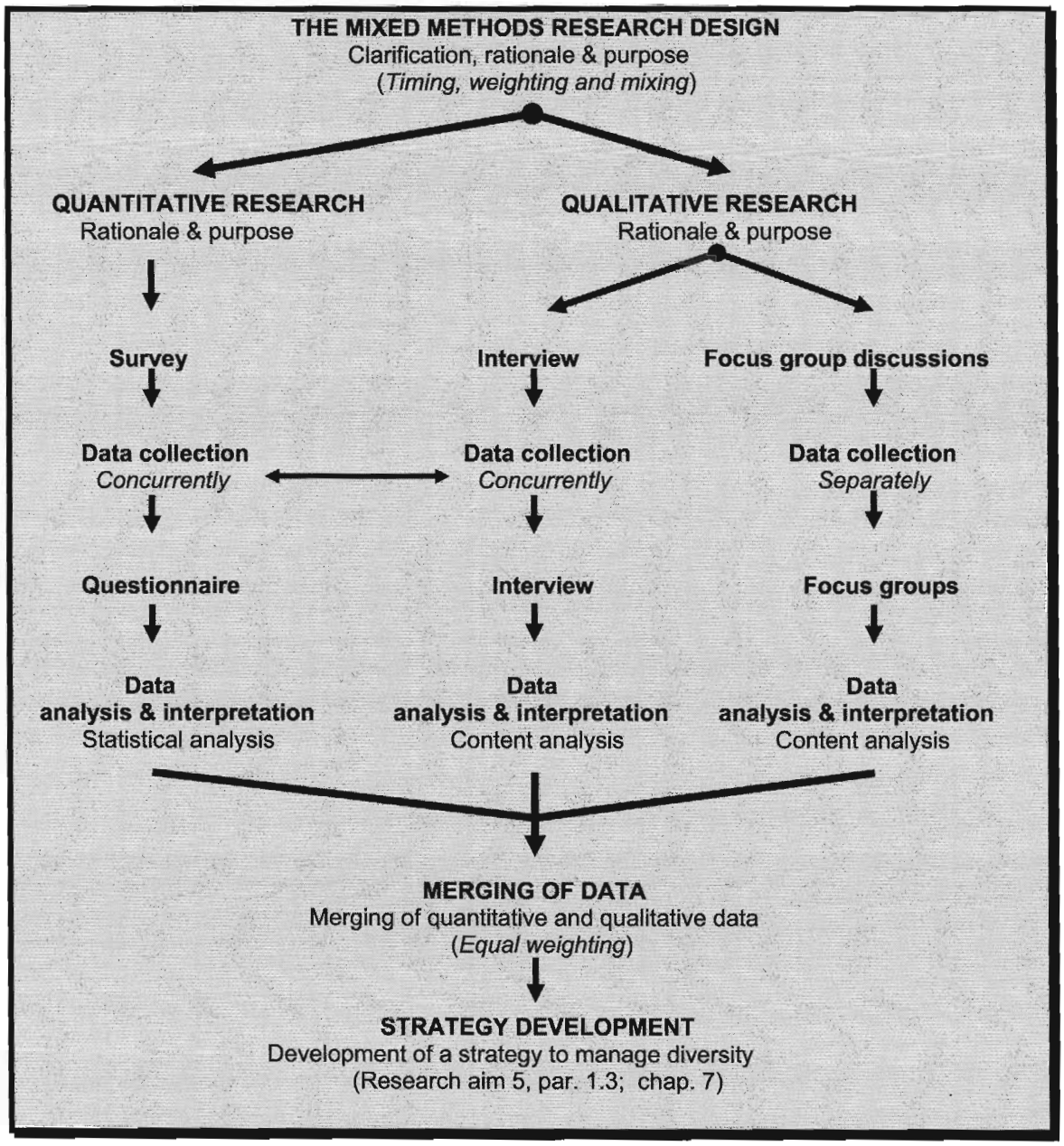
The strength of the triangular research design is that it makes intuitive sense and has become a widely accepted framework and efficient design for mixed methods research (Creswell & Plano Clark, 2007:66). Challenges associated with this research design involve the requirement of much effort and expertise, because of the concurrent collection of data and the requirement to integrate two sets of different data in a meaningful way. For this reason, the assistance and expertise of a co-researcher was utilised in this research.

A related mixed methods research model for this research was developed as a conceptualisation of the research design and process.

5.3.6.3 A mixed methods research model

All the descriptions, explanations and outlines from the previous sections made it possible to develop a mixed methods research model as a conceptualisation of the design applicable to this research study. A model of the convergence variant of the triangulation mixed methods research design is depicted in figure 5.3.

Figure 5.3: **The mixed methods research model**



The two components of *quantitative* and *qualitative research* as part of the mixed methods design are discussed in the following sections.

5.4 QUANTITATIVE RESEARCH

The quantitative section deals with the statistical analysis and the description of numerical data to provide quantitative information (Thiétart, 2007:78,357; Lund, 2005:128). Partington (2003:101) is of the opinion that quantitative research always

involves the numerical analysis of data gathered by means of some kind of structured questionnaire. For this research, an *empirical survey* is selected as research method for the quantitative section to investigate the research aims (cf. par. 1.3).

5.4.1 The survey as research method

The survey is the most widely used data-gathering method and has a long history that can be traced back to ancient censuses (Neuman, 1997:228). The survey is of particular value for quantitative research to establish numerical comparisons and statistical relationships (Thietart, 2007:173).

5.4.1.1 Rationale and purpose

An empirical survey as an analytical cross-section investigation is suitable for application in this research study, because the fieldwork is conducted in the education practice to acquire an experiential overview of the extent of the management of diversity from a defined study population (Cohen & Manion, 1994:85; Leedy & Ormrod, 2001:196; Best & Kahn, 2003:117; Anderson, 2004:208). A survey is particularly suitable in quantitative research for the purpose of collecting data by means of a questionnaire from respondents about their views, judgements and experiences to determine the particular status of a phenomenon in relation to the research problem and aims (Gall *et al.*, 1996:289; Neuman, 1997:228; Best & Kahn, 2003:117; Thiétart, 2007:173;). The preceding explanations constitute the rationale and purpose for using the survey as a quantitative research method.

5.4.1.2 Strength and limitation

Mouton (2002:153) regards the high measurement reliability and construct validity as strengths of the survey as a quantitative research method. A specific limitation of the survey method is however regarded as a lack of depth that leads to possible surface level analysis of data that are only superficially context specific (Mouton, 2002:153). Hence, the following strategies were employed to minimise the occurrence the mentioned possible shortcomings (Leedy & Ormrod, 2001:223):

- Clear and uniform instructions to respondents for the completion of questionnaires.
- Questionnaire items were scrutinised for content that promotes bias, e.g. presupposed and leading items.
- Reporting of observational factors that describe the contextual situation of the data.
- Follow-up actions to non-respondents for the completion of questionnaires.

5.4.2 Study population

The reference to *study population* in this research refers to the members of a defined group of people as respondents to whom the research measurements are referring by reported results, findings and inferences (Keeves, 1997:427,428; Hittleman & Simon, 2002:91,92; De Vos *et al.*, 2005:193).

5.4.2.1 Selection

The study population of this research is accordingly defined as 20 identified secondary (or combined) schools of the 5 education regions of the Department of Education: North West Province that to some extent meet related criteria for the management of diversity in schools.

Sampling refers to the process of selecting a sample as a small portion or subset from a defined population with the intent of representing the particular population (Gall *et al.*, 1996:220; Neuman, 1997:203; De Vos *et al.*, 2005:194). However, the purpose of this research was not to make use of a sample to generalise the findings to a particular population, but to determine the extent of the management of diversity in selected schools to develop a strategy for the management of diversity. A *non-probability sampling procedure* was accordingly selected for the identification of schools, because these schools are not representative of the population of secondary schools in the province (Leedy & Ormrod, 2001:218).

The rationale for making use of a specific group of schools that were selected by the provincial education department was to obtain data from schools that were commended by the education authority for their involvement and commitment to manage diversity. For this reason a *purposive* version of sampling was selected because the identified group of schools was accepted as the study population to determine general trends, approaches and aspects to manage diversity in schools (Leedy & Ormrod, 2001:219; Fogelman, 2002:99,100; De Vos *et al.,* 2005:328,329). The information gathered in the theoretical section together with the empirical data obtained from the selection of schools that meet the criteria for involvement in the management of diversity, made it possible to develop a strategy for the management of diversity in the secondary schools (cf. chap. 7).

The Education Management and Governance Development (EMGD) unit of the provincial department of education, with the assistance of the 5 EMGD regional coordinators, identified 4 secondary (or combined) schools within each of the 5 education regions of the North West Province. The criteria for the identification of the 20 schools (4 schools for each of the 5 regions) were based on the literature overview (cf. chap. 2 – 4) and theoretical framework (cf. par. 4.15). The criteria indicated the extent of involvement and commitment with regard to the management of diversity in the school.

Schools that met the following criteria to some extent were identified by the EMGD unit of the provincial department of education:

- School leadership demonstrates an understanding of the concept of diversity (par. 2.2, 2.4).
- The manifestation of diversity is acknowledged (par. 3.2, 3.5).
- Best practices occur in terms of the management of diversity (par. 4.4, 4.5)
- Qualities to manage diversity are demonstrated by the school principal (par. 4.8)
- Diversity-related policy directives are implemented (par. 4.9)
- Preconditions exist in support of the management of diversity (par. 4.11).

- A management plan for diversity is implemented (par. 4.13).

The list of secondary schools as demarcated per region, area project office (APO) and clusters of the North West Province was accepted as the *sampling frame* for the selection of schools that met the required criteria for the management of diversity (Cohen & Manion, 1994:88; Keeves, 1997:428; Neuman, 1997:203; McMillan, 2000:103). The result was the selection of 20 secondary schools in the North West Province as the study population.

The principal of each of the selected schools was chosen as respondent to participate in the research. The principal was selected because of his/her unique role as educational leader and head of the school to determine the extent of the management of diversity in the particular school.

5.4.2.2 Return rate[1]

The 20 selected schools were all visited by the researcher according to an appointment schedule and consequently 100% of the questionnaires were completed and collected from the study population (cf. table 5.1). After an introduction session, the questionnaires were completed by the principals and recollected by the researcher. The completion of the questionnaire was followed by conducting an interview (cf. par. 5.5). The duration for the completion of the questionnaire took at average 11 minutes, while the interviews took approximately 13 minutes to complete. It was only necessary to return to one school afterwards, because the initial appointment could not realise.

Table 5.1: **Return rate of questionnaires**

Number of schools	Questionnaires handed out	Questionnaires collected
20	20	20

The favourable return rate of the questionnaires assured a representative database of responses from the study population for quantitative analysis and interpretation to develop a strategy for the management of diversity.

[1] Cf. chap. 6, par. 6.3.1

5.4.3 The questionnaire

A questionnaire was selected as the means for the data collection process to obtain the views and experiences from respondents on the extent that diversity is managed. A structured questionnaire was developed (cf. Annexure C) as measurement instrument to capture quantitative data from the study population of schools.

The questionnaire was designed to be completed anonymously by the respondents. A cover letter for the attention of the respondents was written to accompany each questionnaire (cf. Annexure B). The cover letter explained the purpose of the research and contained important information for the completion of the questionnaire. The questionnaires were provided to the respondents during personal visits to each of the identified schools from the study population. The questionnaires were completed during the visit and collected by the researcher to ensure an optimum return rate.

The questionnaire was constructed in alignment with the literature overview (cf. chap. 2, 3 & 4), the theoretical framework for a strategy to manage diversity in schools (cf. par. 4.15) and the research aims (cf. par. 1.3). The questionnaire was also developed by taking into consideration existing questionnaires relevant to the management of diversity as research topic, e.g. the questionnaires developed by Gardenswartz and Rowe (1998), Bean *et al.* (2001), Cross (2001), Department of Education (2002), Gardenswartz, *et al.* (2003), Molefe and Louw (2004), Ngobese (2004), and Gordon (2005).

The questionnaire items were developed to include responses of general information and responses in relation to the views and experiences of respondents according to a four-point scale rating. The questions were stated in closed form format to facilitate attentive and committed participation for the purpose of quantification and analysis of responses. Closed form questions meaningfully ascertain the frequency and degree of the phenomenon under investigation (De Vos *et al.*, 2005:174). The questions items offered the respondent the opportunity to choose a particular response from a four-point scale. Closed form questions are especially advantageous when a substantial amount of information about a phenomenon exists (De Vos *et al.*, 2005:175).

Principles of questionnaire construction were adhered to in order to ensure the effective compilation of the various sections of questionnaire items. Principles accounted for during the construction of the questionnaire were (Best & Kahn, 2003:307,308; Partington, 2003:100; De Vos *et al.,* 2005:170-172; Thiétart, 2007:174):

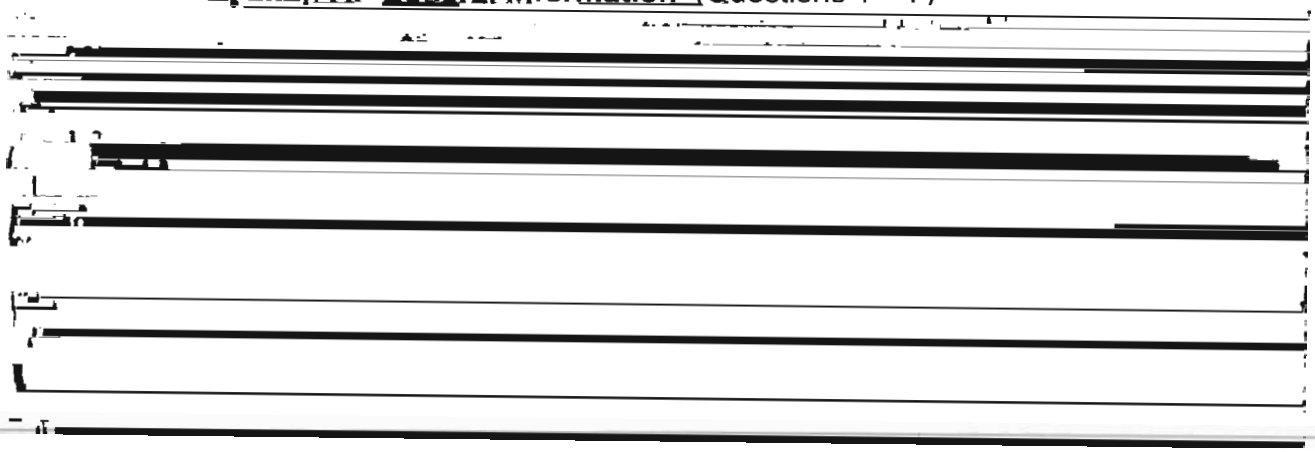
- The principle of economy so that respondents can communicate as much information as possible in the briefest possible time and space.
- The format of the questionnaire was developed to have a professional appearance with a clear, neat and easy to follow layout in support of accuracy and completeness.
- Clear and precise instructions were provided for the completion of the questionnaire.
- The theoretical basis (chap. 2, 3 & 4) and framework (cf. par. 4.15) from the literature study functioned as a parameter for the development of the questionnaire according to the research aims (cf. par. 1.3).
- Thorough attention was given to question formulation.

The question items of the questionnaire were grouped in related sections to follow a logical and thematic order to facilitate the passage from one section to the other (Thiétart, 2007:174). The various sections were summarised and outlined at the end of the questionnaire to provide an overview of the questionnaire. The different sections were further indicated as specific headings in the questionnaire and each set of question items were introduced with a short common phrase in bold print.

5.4.3.1 Outline

The following sections of the questionnaire were included (cf. Annexure E):

- **Section A: General information** (Questions 1 – 7)



- **Section B: Conceptualisation** (Questions 8.1 – 10.5)
  Section B of the questionnaire has in its sight the gathering of information about the respondents' conceptualisation of the phenomenon of diversity as it manifests and applies to the school situation (cf. par. 2.3 - 2.5 & 4.2).

- **Section C: Diversity policy** (Questions 11.1 – 15.7)
  The aim of the questions in section C was to collect information from the respondents about the availability and application of relevant policy directives about the management of diversity in the school (cf. par. 4.9).

- **Section D: A diversity audit** (Questions 16.1 – 19.6)
  Questions in this section were included to obtain information about the extent of the utilisation of a diversity audit as a situation analysis about the manifestation of diversity in the school (cf. par. 4.10).

- **Section E: A diversity management plan** (Questions 20.1 – 24.3)
  The rationale for including this section as part of the questionnaire was to establish
  - the extent of the implementation of a management plan for diversity in the school (cf. par. 4.12 & 4.13), and to determine
  - the extent of diversity training and the implementation of evaluation processes with regard to diversity initiatives in the school (cf. par. 4.14).

5.4.3.2 Scale

A Likert scale as category partition method was adopted as recording technique for the responses on the questionnaire to capture the incidence, potency and intensity as to what extent diversity is managed in the study population of schools. The Likert rating scale requires an indication of the extent of the respondent's agreement in relation to a particular question item on a given continuum. The Likert rating scale is particularly useful for the purpose of evaluation and quantification of data as part of a

research survey (Keeves, 1997:792,793; Neuman, 1997:159; Leedy & Ormrod, 2001:197; Anderson, 2004:214; De Vos *et al.,* 2005:180).

A four-point rating scale was selected to enable scores of either low or high response values to represent the extent of the knowledge, opinion, judgement and experience of the respondents with regard to the management of diversity in schools. The scale was constructed as in table 5.2.

Table 5.2: **Scale for questionnaire**

No extent	Little extent	Some extent	Great extent
1	2	3	4

The hallmark of science is the pursuit of truth and the limitation of error (Roberts *et al.*, 2006:41). In this sense, reliability and validity are regarded as ways to demonstrate and communicate the trueness of the research findings and are accordingly described in the next section.

5.4.4 Reliability

Reliability deals with consistency and stability over time. Reliability means that the gathered data does not vary because of shortcomings on the part of the instrument and that the method of conducting a study, or the results from it, can be reproduced or replicated by other researchers. Reliability indicates that if the same variable is measured under the same conditions, a reliable measurement will produce the same or nearly the same measurements (Gall *et al.*, 1996:254; Neuman, 1997:138,145; Schwandt, 2001:226; Bush, 2002:61; Anderson, 2004:111; De Vos *et al.,* 2005:163). The compilation of a theoretical framework for the management of diversity in schools (cf. par. 4.15), based on an extensive literature study (chap. 2, 3 & 4), formed the basis for the development of the questionnaire and accordingly provides a clear conceptualising of the construct of the questionnaire to increase the reliability (Neuman, 1997:140; De Vos *et al.,* 2005:163).

5.4.4.1 Pilot test

A pilot test was conducted in 2 secondary schools to ensure that the outline and formulation of the questions in the various sections of the questionnaire and interview schedule were comprehensive, reasonable and intelligible. The objectives of testing the questionnaire and interview schedule were to obtain feedback and evidence that respondents share the same understanding of the different items (construct validity claim) and on whether respondents were stating their true opinion by determining whether similar opinions on other measures of the same construct were expressed (concurrent validity claim) (Gall *et al.,* 1996:291). The pilot test also assessed the completeness of the questionnaire as well as the efficacy of the four-point rating scale (Thiétart, 2007:175).

The questionnaire and interview schedule provided space for respondents to provide critique and recommendations for improving the reliability, validity and completeness of the questionnaire. Relevant adjustments to the formulation, order and format of the questionnaire and interview schedule were made according to the recommendations of the respondents to ensure completeness and clarity of the measuring instruments.

5.4.4.2 The Cronbach alpha coefficient

Internal consistency refers to the degree of correlation between the various items of a measuring construct (Sekaran, 2006:205). The Cronbach alpha coefficient is widely used as a reliable procedure to indicate how well various items are positively correlated to one another (Sekaran, 2006:307). A statistical method was accordingly used to calculate the Cronbach alpha coefficient (α) to assess the internal consistency of the various question items of the questionnaire (SAS Manual, 2005:295).

The Cronbach alpha coefficient was calculated for each grouping of question items (subsections B - E) to illustrate the level of internal consistency for each subsection and to indicate the extent to which these items were measuring the same construct. Thiétart (2007:203) and Partington (2003:103) state that a Cronbach's alpha coefficient of ≥0.7 indicates that the applicable scale items are highly consistent,

while Best and Kahn (2003:374) consider a correlation coefficient of ≥0.6 as substantial.

An outline and description of the Cronbach alpha coefficient for the different subsections of the questionnaire follows.

- **Questionnaire, section B: Cronbach alpha coefficients**

Table 5.3: **Section B: Diversity conceptualisation**

Diversity conceptualisation		
Subsection	**Item**	α
Concept emphasis	8.1 – 8.6	0.75
Concept association	9.1 – 9.4	0.64
Multicultural education viewpoints	10.1 – 10.5	0.78

The alpha coefficients for the subsections of concept emphasis (question items 8.1 – 8.6) and multicultural education viewpoints (question items 10.1 – 10.5) were respectively 0.75 and 0.78 (≥0.7) and thus accepted for further analysis and interpretation. The alpha coefficient of 0.64 for the subsection of concept association (question items 9.1 – 9.4) is considered as a substantial indication of relatedness to the rest of the questions and is accordingly included for further investigation (Best & Kahn, 2003:374).

- **Questionnaire, section C: Cronbach alpha coefficients**

Table 5.4: **Section C: Diversity policy**

Diversity policy		
Subsection	**Item**	α
Policy implementation	11.1 – 11.2	0.76
Use of relevant acts	12.1 – 12.7	0.96
Use of DoE publications	13.1 – 13.2	0.76
Problems experienced	14.1 – 14.5	0.93
School policy content	15.1 – 15.7	0.89

All the subsections (question items 12.1 – 15.7) account for high alpha coefficients (≥0.7) ranging from 0.76 to 0.96 and are indicative of a strong internal consistency. However, the alpha coefficient of the subsection of policy implementation (question items 11.1 – 11.3) was negatively affected by question item 11.3. This particular question item (11.3) was consequently not taken into account for analysis and an alpha coefficient of 0.76 was recalculated for this particular subsection (question items 11.1 & 11.2). The responses to question item 11.3 were thus not accounted for as part of the subsection of policy implementation.

- **Questionnaire, section D: Cronbach alpha coefficients**

Table 5.5: **Section D: Diversity situation analysis and preconditions**

Diversity situation analysis & preconditions		
Subsection	**Item**	α
Aspects of diversity in the school	16.1 – 16.5	0.78
Diversity needs in the school	17.1 – 17.4	0.88
Promotion of diversity	18.1 – 18.2	0.86
Learners' diversity awareness	19.1 – 19.6	0.78

Cronbach alpha coefficients varied from 0.78 to 0.88 (≥0.7) for section D of the questionnaire and were accordingly included for further analysis and interpretation. However, some questions have a reverse meaning in relation to that of the subsection as a whole. The question items referred to are 16.2 and 16.3 (subsection: aspects of diversity, question items 16.1 – 16.5) as well as 19.3, 19.5 and 19.6 (subsection: learners' diversity awareness, question items 19.1 – 19.6).

The Cronbach alpha coefficient requires the interpretation of a subsection as a whole and therefore a procedure of **reverse coding** was followed to account for the reverse meaning of the indicated question items. The mean of the questions in each subsection is calculated to determine effect sizes and the reverse coding of the indicated questions is thus only applicable to the section on effect sizes (cf. par. 6.2.7).

- **Questionnaire, section E: Cronbach alpha coefficients**

Table 5.6: **Section E: A diversity management plan**

A diversity management plan		
Subsection	**Item**	α
School management aspects	20.1 – 20.3	0.81
Implementation aspects	21.1 – 21.3	0.78
Experiences as principal	22.1 – 22.4	0.82
Diversity training	23.1 – 23.4	0.89
Review aspects	24.1 – 24.3	0.89

Cronbach alpha coefficients for the subsections in the table above varied from 0.78 to 0.89, which are ≥0.7 and thus included for analysis and interpretation. The reverse meaning of question item 22.1 in relation to the subsection (experiences as principal, question items 22.1 – 22.4) led again, as in the previous section, to a reverse coding procedure applicable to the section on effect sizes (cf. par. 6.2.7).

5.4.5 Validity

Validity points to the correctness without which research measurement becomes meaningless. In essence, validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure (Gall *et al.,* 1996:249; Schwandt, 2001:267; Bush, 2002:65; Anderson, 2004:111; De Vos *et al.,* 2005:160). Validity is increased if the method and procedures of measurement are designed and executed in accordance with the standards and support of the scientific community (Neuman, 1997:142; De Vos *et al.*, 2005:167).

The validity of this research was optimised by a peer-sanctioned research design and methodology to conduct the research according to the stated research aims. Face validity was optimised by the conduct of a pilot test to verify the relevance and representativeness of the various items to the intended setting (Bush, 2002:61; Roberts *et al.*, 2006:43). The external validity was optimised by the selection of schools where the management of diversity is implemented according to criteria relevant to the research aims (cf. par. 5.4.2.1).

5.4.6 Statistical analysis

Descriptive statistical techniques were applied to organise, analyse and interpret the quantitative data. Measurements were recorded as scores indicated by a four-point Likert scale with a range from a low to a high level of the variable of interest. Measurements of central tendency were applied to describe the average of selected sets of scores to obtain indications of typical tendencies and outliers. The gathered data from the questionnaire were statistically converted by means of the STATISTICA (StatSoft, 2006) and SAS (SAS, 2005) computer software programs to obtain related scores for the purpose of quantitative interpretation. A three-stage statistical procedure was followed.

- The initial stage involved the calculation of the Cronbach alpha coefficient to determine the reliability of the various subsections of the questionnaire (cf. par. 5.4.4.2).

- Secondly, the statistical procedure involved the use of descriptive statistics such as frequencies, means, ranking and standard deviation scores to represent a particular statistical position of recorded responses.

- The final stage of the statistical procedure involved the calculation of the practical significance (effect size) of differences in means of different groups from the study population. Practical significance provides an indication if the difference is large enough to have an effect in practice (*d*-value). Practical significance is important when the results from a study population are reported, because statistical significance is only relevant for probability samples from a population (Ellis & Steyn, 2003:1-6). Gall (2001:5) states explicitly that the effect size as practical significance should be reported routinely in studies that purport to have implications for practice.

  The following formula was used to calculate the practical significance:

$$d = \frac{|\bar{x}_1 - \bar{x}_2|}{S_{\max}}$$

  The formula involved the standardised difference between the means of two applicable groups $|\bar{x}_1 - \bar{x}_2|$, divided by the maximum standard deviation ($S_{\max}$) of the two groups. The following guidelines for interpretation of the practical significance of results (*d*-value) were used (Cohen, 1988:26):

  - Small effect: d = ≤0.2
  - Medium effect: d = >0.2 - <0.8
  - Large effect: d = ≥0.8 (A result of d ≥0.8 was considered as practically significant.)

The preceding descriptions of par. 5.4 provide an exposition of the quantitative component of the empirical section of the research. The next section describes the qualitative component of the research.

5.5 QUALITATIVE RESEARCH

In addition to the quantitative component of the empirical research, qualitative research methods in the form of interviews and focus group discussions were also used in combination with the structured questionnaires (quantitative research) as part of the mixed methods research design (cf. par. 5.3).

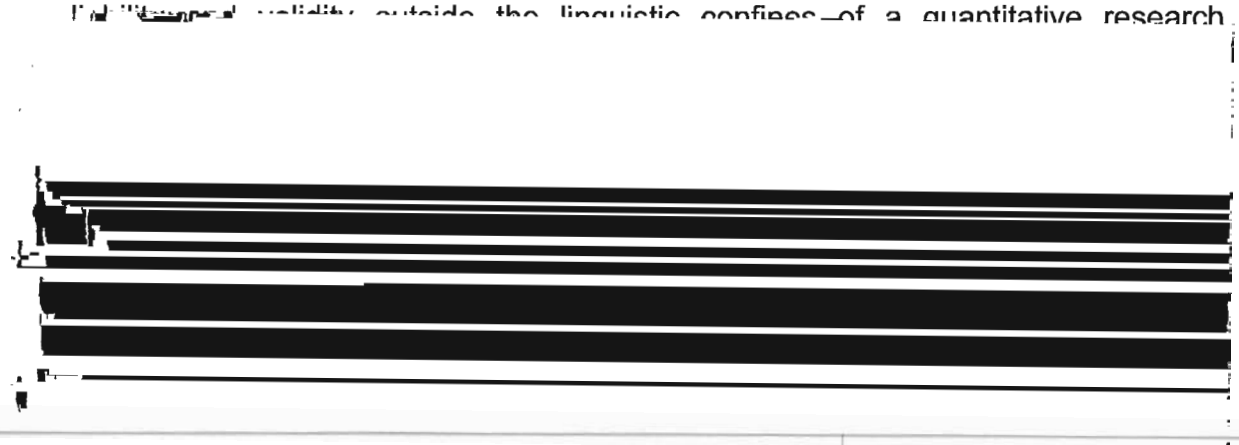
5.5.1 Study population

The same study population and selection procedures as described in par. 5.4.2 of the quantitative research applied to conducting interviews as part of the qualitative research. The study population consisted of 20 selected schools from the 5 education regions of the North West Province (4 schools per region). The identification of these schools by the department of education was based on the extent that these schools met the criteria stated for the management of diversity (cf. par. 5.4.2.1).

The principal of each of the selected schools was chosen to participate in the interview because of his/her educational role as head of the school. The researcher visited each of the 20 schools and all the principals (100% of the study population) took part in the interview. An experienced co-researcher assisted the researcher during 10 of the interviews. The high participation rate of principals assured a comprehensive database of qualitative responses from the study population for analysis and interpretation to develop a strategy for the management of diversity.

5.5.2 Reliability and validity

Reliability and validity and its implications were described in the quantitative section of this research report (cf. par 5.4.4 & 5.4.5). According to Huberman and Miles (2002:38) and Tobin and Begley (2004:388,389), it is inappropriate to transfer terminology across paradigms. The authors suggest alternative ways to demonstrate [illegible] validity outside the linguistic confines of a quantitative research



The trend that rather emphasises the use of *rigour* to assure reliability and validity in qualitative research was followed in this section of the research (Tobin & Begley, 2004:389,390; Twycross & Shields, 2005:36). Rigour refers to the demonstration of integrity and competence in qualitative research by adherence to detail and accuracy to assure authenticity and trustworthiness of the research process. As such the rigour of the qualitative section relates to the overall planning and implementation of the planned research design (cf. par. 5.3) conducted in a logical, systematic manner to ensure the authenticity and trustworthiness of procedures according to the following criteria (Tobin & Begley, 2004:391,392; Roberts *et al.,* 2006:43; Freeman *et al.,* 2007:28,29):

- **Credibility**: Engagement with the data (recordings, notes and transcripts) was done intensively to demonstrate clear links between the data and interpretations. The use and indication of verbatim examples of participants' responses reflect for example the range and tone of the gathered responses. The credibility of the research was further increased by the presence and academic assistance of an experienced co-researcher during 50% of the interviews. After completion of the decoding process, the results were again submitted to the co-researcher for an independent evaluation of the researcher's documentation and interpretation of data. Regular discussions were held and adjustments were made according to suggestions and recommendations.

- **Dependability**: Care was taken to ensure that the research process was logical, traceable, and clearly documented in a reflexive manner by giving a detailed account of the research process.

- **Authenticity**: The development of the question items of the interview and focus group discussions was based on a substantial theoretical basis as described in chapters 2, 3 & 4 and other measuring instruments related to the research topic (cf. par. 5.4.3). The interview schedule was firstly carried out during the pilot test to ensure the yielding of reasonable, unbiased and valid data (cf. par. 5.4.4.1).

- **Confirmability**: An audit process was implemented by working forward as well as backward through the research process to ensure that the data and interpretations of the findings were not figments of imagination, but clearly derived, sound and confirmed findings. The intention during the interpretation process was not to generalise findings to a population, but to identify generic accepted principles and trends related to the research topic (cf. par. 5.2 & 5.4.2).

The description of the research process of *what* was done, *how* it was done and *why* it was done as well as the implementation according to criteria for qualitative research ensured that the authenticity and trustworthiness of the research was increased. The stated criteria did not serve as a restrictive checklist for the qualitative research process, but were regarded as parameters to generate informational knowledge in accordance to the research aims (Freeman *et al.*, 2007:29). The legitimacy of the interview was thus assured by a clear conceptualisation, a purposeful design of an interview schedule, the conduct of a pilot test as well as a set plan or protocol to conduct the interview. The consistency of responses was checked by restating questions in different forms at various stages of the interview (Anderson, 1998:193; Best & Kahn, 2003:323-325).

5.5.3 Interviews

Principals from schools as identified by the provincial education department (cf. par. 5.4.2) were requested, in addition to the completion of the questionnaire, also to partake in an interview to contribute to the achievement of the stated research aims.

5.5.3.1 Rationale and purpose

Interviewing is also regarded as one of the most powerful ways to understand human behaviour and for this reason, interviewing is also used in this research (Koshy, 2005:92). As was stated in the rationale for selecting a mixed methods research design (cf. par. 5.3.5), interviewing as a data-gathering method was also included to (Gall *et al.*, 1996:289,290; Denzin & Lincoln, 2005:697,698)

- obtain additional information
- clarify vague statements
- permit exploration of topics, and to
- yield a deeply experiential account of the extent of the management of diversity in schools.

The purpose of interviewing as part of this research method was thus to gather in-depth information about the respondents' experiences, knowledge, opinions and beliefs (Anderson, 1998:190; Best & Kahn, 2003:255,257).

5.5.3.2 Observation

A structured observation schedule (cf. Annexure E) for each of the selecting schools was completed before, during and after the interview session. Thietart (2007:184), Huberman and Miles (2002:92) and Henning *et al.* (2004:81-86) recommend the listing of observed indicators with reference to relevant socio-economic circumstances, the attitude of the interviewee, the setting in which the interview took place as well as other indicators relevant to the research. The following aspects were included in this section of the research:

- The socio-economic situation of the school community
- Reception at school
- Cooperation of respondent in research
- Impression of school setting
- Relevant comments

The purpose of the observation list was to provide a brief account of the context of the source of the data, background information of the school situation in addition to section A of the questionnaire (cf. par. 5.4.3.1), to facilitate an understanding of the setting in which the respondents work and to provide information about the climate in which the interview took place (Huberman & Miles, 2002:54; Creswell, 2003:8).

5.5.3.3 Interview schedule

Interviews were conducted according to a semi-structured interview schedule (cf. Annexure D) that specifies predetermined questions and sequences for the interviewer. The structured part of the interview was developed according to research aims (cf. par. 1.3), the theoretical framework for the management of diversity (cf. par. 4.15) and the questionnaire (cf. par. 5.4.3).

The interview questions included the following topics:

- Understanding of diversity
- Fundamental principles to manage diversity
- Perspectives about multicultural education
- Best practices to manage diversity
- Problems to manage diversity
- Positive experiences in relation to the management of diversity
- Needs to manage diversity
- Shortcomings of diversity training programmes
- General comments

A semi-structured interview was chosen to allow more clarifying, probing and cross-checking questions where the interviewer had the freedom to alter, rephrase and add questions according to the nature of responses from interviewees (Best & Kahn, 2003:323; Argarwal, 2005:209). The interview schedule provided opportunities for the recording of idiosyncratic and more free-flow responses.

5.5.3.4 Interview procedure[2]

The recording of the interview data took place by means of note-taking and audio recording as recommended by among others Gall *et al.* (1996:320), Huberman and Miles (2002:15) and De Vos *et al.* (2005:298). The note-taking served as an additional recording measure and as a back-up procedure if consent was not obtained from the interviewee to record the interview by means of a tape recorder. All interviews took place in the office of the school principal.

[2] Cf. chap. 6, par. 6.3.1

There was also sensitivity to the specific situation of each respondent, because the school-specific circumstances and context differ from school to school. Interview skills are not simple motor skills, but involve a high order combination of observation, empathic sensitivity and intellectual judgement of the interview situation and person being interviewed (Denzin & Lincoln, 2005:703).

The initial task was to establish a friendly, secure and cooperative relationship with the interviewee by a word of thanks for being willing to partake in the research. The participants were assured of the confidentiality of their participation in the interview and the background of the research and related aims were explained to provide the interviewees with relevant and necessary information about the research. The format and sequence of questioning were also explained before the actual interview. The pace and time during the interview were continuously monitored (Best & Kahn, 2003:324; Breen, 2006:469). The preceding information and explanations were also included in the cover letter that was handed to each participant (cf. Annexure B).

The interviews were conducted according to a stimulus-response format during the personal visits by the researcher. A copy of the interview schedule, with the contact detail of the researcher was provided to each interviewee for possible future enquiries.

5.5.4 Focus group discussions

Focus group discussions are regarded as a research method that collects data through group interaction in which participants are encouraged to share perceptions, points of view, experiences and concerns in a non-threatening environment and without any pressure to reach consensus (Denzin & Lincoln, 2005:703; De Vos *et al.*, 2005:299,300). Focus groups allow the investigation of a multitude of perceptions in a defined area of interest and are fundamentally a way of listening to and learning from people to acquire ideas and insights (Breen, 2006:464).

5.5.4.1 Rationale and purpose

The reason for including focus group discussions as part of this research was to obtain comments from conference participants about the research topic at international and national level. The spontaneous comments reflect the views, experiences and feelings of the participants about the research topic and made new insights possible that further explained existing results (Sekaran, 2006:220). De Vos *et al.* (2005:312) regard the strength of a focus group discussion as the potential of group interaction to uncover additional data that could have been lost in the case of individually gathered data.

The purpose of the focus group discussions in this research was to ensure cumulative and more elaborative data for a fuller, deeper understanding of the research topic according to the research aims (Denzin & Lincoln, 2005:703; De Vos *et al.*, 2005:311,312; Breen, 2006:467). De Vos *et al.* (2005:301) view focus group discussions as particularly useful in attempting to understand diversity, since they help to understand the variety of others' experiences.

5.5.4.2 Focus groups

Three focus group discussions for this research were conducted at two ICSEI (International Congress for School Effectiveness and Improvement) conferences as well as at a joint national conference of the Education Association of South Africa (EASA) and the Kenton Education Association, namely:

- 18th Annual ICSEI Conference. Barcelona, Spain. Breaking boundaries: radical innovation in education. 2 – 5 January 2005 (participants: n = 10).
- 19th Annual ICSEI Conference. Florida Atlantic University, Fort Lauderdale, Florida, USA. Embracing diversity: new challenges for school effectiveness and improvement in a global learning society. 3 – 6 January 2006 (participants: n = 8).

- Joint national conference of EASA and Kenton. Nelson Mandela Metropolitan University. Wilderness, South Africa. Education beyond boundaries. 28 November – 1 December 2006 (participants: n = 12).

The approach during the above-mentioned focus group discussions was at first a welcoming address followed by a brief overview of the research topic and aims. Caution was taken to balance the role of researcher with the role of facilitator according to the dynamics of each particular group to ensure an interactive and participative atmosphere in which all participants had an opportunity to share their views (Denzin & Lincoln, 2005:704; Breen, 2006:467; Mertler, 2006:97,98).

The questions that were asked to the focus groups for discussion were based on the research problem and research aims (cf. par. 1.5 & 5.2) and included:

- What is your understanding of diversity?
- What do you regard as principles for the management of diversity?
- How do you manage diversity?

The questions were limited to the above-indicated research focuses because of the complexity and dynamics of interaction within group discussions. The focus group discussions were also limited by the time available according to the relevant conference programmes (an average of 60 minutes). The group discussions were audio-recorded for the purpose of transcribing, analysis and integration. A co-researcher provided academic assistance during all three focus group discussions and during the analysis and interpretation phases of the research.

5.5.5 Qualitative data analysis

Qualitative data are in the form of text and the act of analysis involves the deconstruction of the textual data into manageable categories, patterns and relationships (Neuman, 1997:418; Mouton, 2002:108). The aim of the qualitative analysis of this research was to examine the various elements of the captured data to clarify concepts and constructs and to identify patterns, themes and relationships according to the research aims.

5.5.5.1 Process of data analysis

Partington (2003:113) states that there is little standardisation with no absolutes where a specific type of qualitative data relates to a specific type of analysis. No single qualitative data analysis approach is widely accepted (Neuman, 1997:418). Each qualitative data analysis will to some extent be a uniquely designed event. With the preceding in mind, the qualitative data analysis of this research (responses from the interviews and focus group discussions) was done according to a **qualitative content analysis process** as recommended by Gall *et al.* (1996:322), Henning *et al.* (2004:104-109), De Vos *et al.* (2005:334) and Roberts *et al.* (2006:43). The qualitative content analysis involved the following procedures:

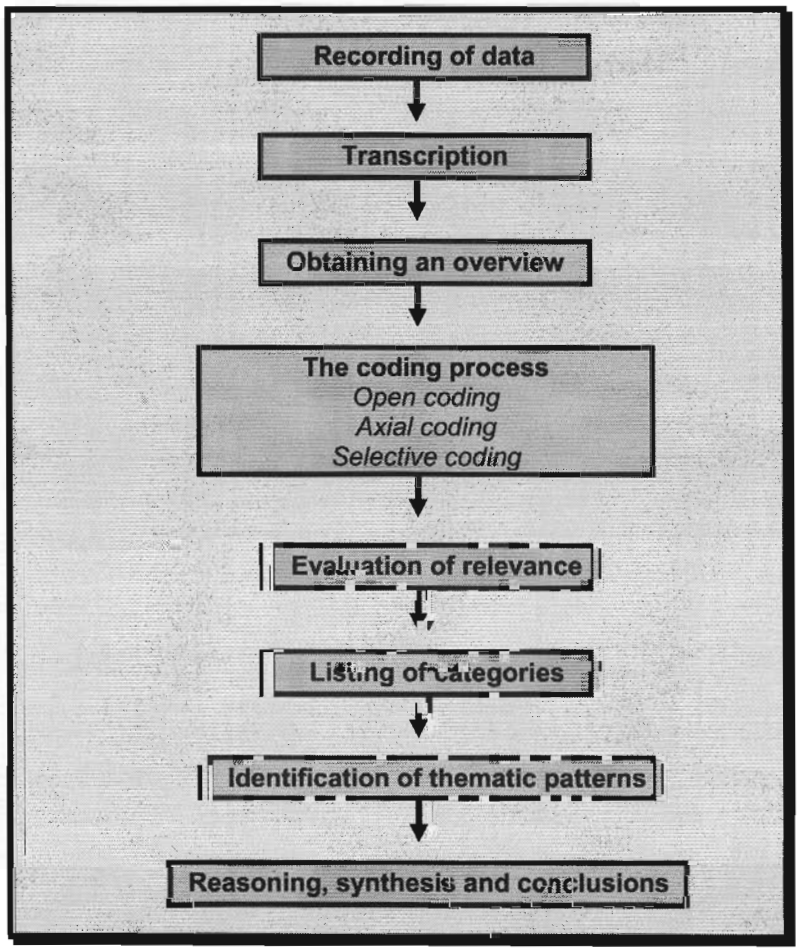
- **Recording of data** by means of note taking and audio recording of responses.
- Responses from the interviews and focus groups **were transcribed** verbatim.
- The entire transcribed text and field notes **were read** at first to obtain an overall impression of the content and context.
- *Codes* are names or labels assigned to specific units or segments of related meaning identified within the field notes and transcripts (Neuman, 1997:422; Henning *et al.*, 2004:104). The **coding process** for the field notes and transcripts consisted of three coding steps as described by Neuman (1997:422-424) and Thietart (2007:139), namely: open coding, axial coding and selective coding.
  - *Open coding* involved the identification and naming of segments of meaning from the field notes and transcripts in relation to the research topic. The focus of open coding was on wording, phrasing, context, consistency, frequency, extensiveness and specificity of comments. The segments of meaning from the field notes and transcripts were clearly marked (highlighted) and labelled in a descriptive manner.
  - *Axial coding* was done by reviewing and examining the initial codes that were identified during the previous procedure. Categories and patterns were identified during this step and organised in terms of causality, context and coherence.

- *Selective coding* as final coding procedure involved the selective scanning of all the codes that were identified for comparison, contrast and linkage to the research topic as well as for a central theme or "key linkage" that might occur.

- The codes were eventually **evaluated** for relevance to the research aims.
- Related codes were then listed in **categories** according to the research aims and theoretical framework from the literature study.
- The analysis process was further informed by inquisitive questions to identify **thematic relationships** from the various categories. Questions included among others (Henning *et al.,* 2004:106):
  - What was the relationship (-s) in meaning between all the categories?
  - What can be deduced from the categories as a whole?
  - What meaning was missing?
  - What was foregrounded in the analysis?
  - What has moved to the background?
  - What alternative explanations were possible?
  - How was the research aims addressed by the various categories?
- The qualitative analysis process was concluded by the **description** of thematic relationships and patterns of relevance to the research.

The process outlined above of qualitative analysis served as a framework to ensure that the initial data (interviews and focus group discussions) were systematised by thematic organisation to form part of the final data that were combined with the quantitative data (cf. par. 5.3.5). The qualitative content analysis process for the interviews and focus group discussions is illustrated in figure 5.4.

Figure 5.4: **The qualitative content analysis process**



The outlined process enabled a systematic and logic step-by-step approach for the analysis of the qualitative data and allowed the researcher to go beyond mere descriptive, comparative and explanatory ends to discover the rationale and motivation for responses (Thiétart, 2007:264). The qualitative content analysis

5.6 ETHICAL ASPECTS

Ethics is a philosophical term derived from the Greek word *ethos*, meaning character or custom and connotes a social code that conveys moral integrity and consistent values (Partington, 2003:22). Adherence to relevant ethical aspects of research, which are embodied in individual and professional codes of conduct, were accounted for during the development and conduct of the empirical investigation. Principles of educational research that were accounted for in this research were commitment to honesty, an avoidance of plagiarism and respect for the dignity and privacy of the participants (Busher, 2002:73).

The following ethical aspects were addressed (Cohen & Manion, 1994:375; Tuckman, 1994:13,14; Neuman, 1997:196; Leedy & Ormrod, 2001:107):

- Consent and approval for the research in schools were granted by the Superintendent General of the Department of Education from the North West Province (cf. Annexure A). This letter was presented with the questionnaires to the respondents to encourage their participation in the research. Information was also provided to the participants concerning the nature of the study, participation requirements e.g. activities and duration, confidentiality and contact information of the researcher.
- Respondents were not subjected to any risk of unusual stress, embarrassment or loss of self-esteem.
- The right to professional privacy and confidentiality was guaranteed by a written statement in the cover letter (cf. Annexure B).
- The research was conducted in accordance with the ethical requirement to report the findings in a complete and honest fashion.

Busher (2002:86) is of the opinion that fully completed ethical research is not possible to achieve. Research endeavours needs, however, to be designed and ethical issues accounted for to create valid and trustworthy outcomes. Ethical issues have mainly to do with permission to carry out the research, the participation of respondents, the community and public as well as the processes employed to analyse data (Keeves, 1997:257-260; Busher, 2002:81).

Caution was taken to avoid any harm to participants in the light of the sensitivity of the research theme concerning responses about the management of diversity in schools. Partington (2003:35) explicitly urges researchers to appreciate and respect the manifestation of diversity among respondents through sensitivity about their attitudes, norms and cultural expectations. In this regard, the rights and expectations of participants were respected, anonymity and confidentiality were assured, deception was avoided and the purpose of the research was made clear. The research was also conducted in such a manner as to minimise any intrusion to the professional working life of participants.

5.7 ADMINISTRATIVE PROCEDURES

Permission to conduct the research in a sample of secondary schools in the North West Province was obtained by the Superintendent General of Education in the North West Province (cf. Annexure A). A certified copy of this letter was provided to the principal during each visit to the identified schools. An organised administration system was developed for the completion and filing of questionnaires and interview data. A cover letter (cf. Annexure B) with clear guidelines and instructions was also provided with each questionnaire. The researcher collected all the questionnaires after completion by the school principals (cf. par. 5.4.2.2).

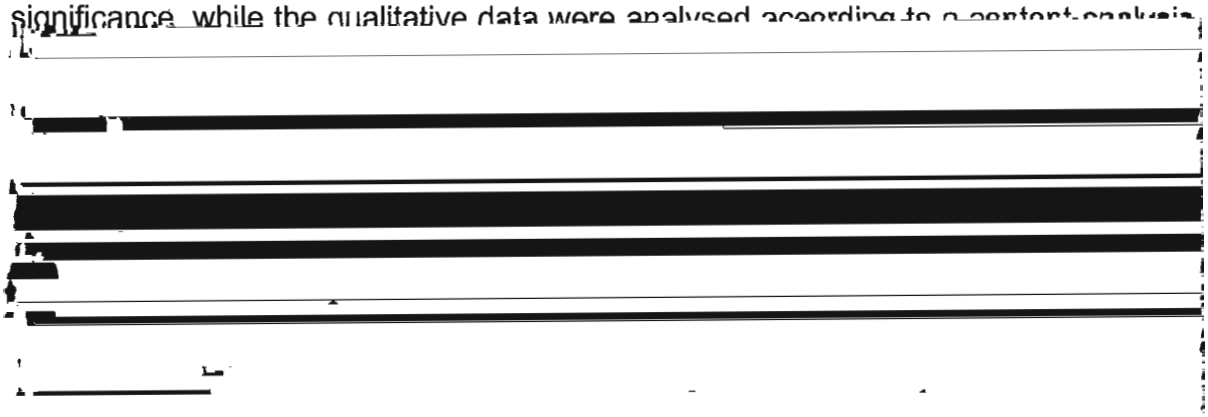
Arrangements were also finalised with the Statistical Consultative Service of the North West University for statistically processing the gathered data.

5.8 SUMMARY

The chapter described and explained in detail the process, rationale and purpose of the mixed methods research design of this research study to acquire an experiential overview of the extent of the management of diversity in a group of identified schools in the North West Province. A combination of quantitative and qualitative research methodologies was employed for the purpose of more comprehensive responses, to provide for unexpected developments and to clarify idiosyncratic circumstances.

A structured questionnaire was developed as part of the quantitative research that recorded general information and the views and experiences of respondents by

means of a four-point scale. A theoretical framework based on an extensive literature study assured the reliability and validity of the measuring instruments. The construct of the questionnaire was strengthened by the conduct of a pilot test and the use of the Cronbach alpha coefficient to determine the internal consistency of the various question items. Interviews and focus groups were also included as qualitative research methods to permit exploration of topics and to obtain insight into the perceptions of people in an interactive situation. The quantitative data were analysed by descriptive statistical procedures that included an indication of practical significance, while the qualitative data were analysed according to a content-analysis



process. Conceptualisation of the rather sophisticated research process was made possible by the illustration of a mixed methods research model.

Thorough attention was given to ethical and administration matters to avoid any harm to the participants considering the sensitivity of the research topic. The rights of participants were respected, anonymity and confidentiality were assured, deception was avoided and the purpose of the research was made clear.

The research design and related methodologies were developed with the aim of obtaining reliable and valid data to develop a management strategy for educational leaders to deal with diversity in secondary schools.

The next chapter deals with the interpretation of the data.

CHAPTER 6

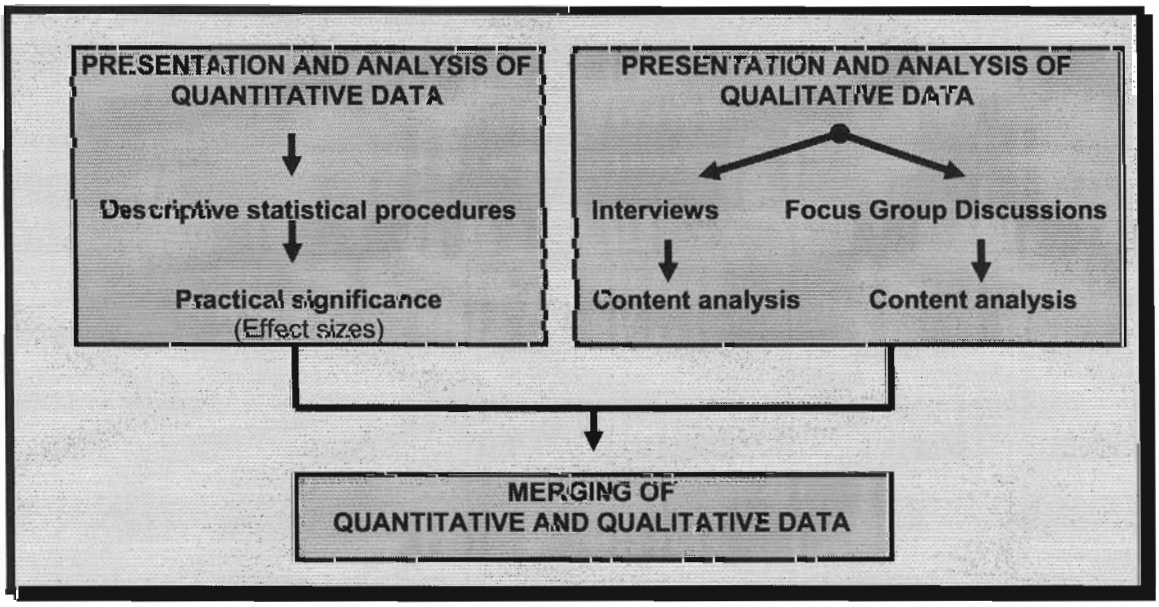
INTERPRETATION OF DATA

In this chapter, the data from the quantitative and qualitative research are presented, analysed, described and interpreted in a systematic manner. The following questions provide a methodical structure for the unfolding of this chapter.

- What is the nature of the recorded quantitative data from the structured questionnaire?
- What interpretations can be done from the quantitative data by means of descriptive statistical procedures?
- What practical significances occurred between different groups of the study population?
- What is the nature of the recorded qualitative data from the interviews and focus group discussions?
- What interpretations can be done from the qualitative data by means of content analysis procedures?
- What interpretations can be done from a combination of the recorded quantitative and quantitative data?

An outline of chapter 6 to answer the questions above is illustrated in figure 6.1.

Figure 6.1: **Outline of chapter 6**



6.1 INTRODUCTION

The description of the research design and methods in the previous chapter represented the rationale for decisions and procedures about data collection and the deconstruction process. The captured data are presented and interpreted in this chapter as the next step of the research process. The documentation and analysis process aimed to present the data in an intelligible and interpretable form to identify trends and relations according to the research aims (cf. par. 1.3).

The research results were firstly presented as an analysis of the quantitative data recorded by the questionnaire. The analysis of the quantitative data was followed by the presentation of the qualitative data that included results from both the interviews and focus group discussions. The data from the quantitative and qualitative sections were merged into a comprehensive data set for the development of a strategy to manage diversity in schools (chap. 7) and to conclude with findings and recommendations (chap. 8).

6.2 ANALYSIS OF QUANTITATIVE DATA

The quantitative data referred to the recorded data of the structured questionnaire and were presented according to the various sections and subsections of the questionnaire. The quantitative data were first presented in table format with an indication of the numerical scores according to related categories to provide an overview of the particular grouping of data. Each table of scores was followed by an analytical description and interpretation of the data by means of descriptive statistical procedures. The next stage of the quantitative analysis involved the application of practical significance (effect size) as an indication of the effect in practice. These analysis and interpretation procedures formed part of the overall process to make inferences and to draw conclusions to formulate findings and recommendations in accordance with the research aims.

The presentation and analysis of the responses to section A of the questionnaire is presented in the next section.

6.2.1 Section A: General information (Questions 1 – 7)

This section aimed at obtaining general information from the respondents to provide a framework of reference and background information of the schools as study population. The data are presented in table 6.1.

Table 6.1: **General information**

Section A: General information (Questions 1 – 7)		**Frequency f**	**Percentage %**
1	**Gender**		
	Male	15	75
	Female	5	25
	Total	*20*	*100*
2	**Age (years)**		
	21-30	0	0
	31-40	2	10
	41-50	8	40
	51-60	8	40
	60+	2	10
	Total	*20*	*100*
3	**Experience: principal (years)**		
	1-5	3	15
	6-10	11	55
	11-15	3	15
	16-20	0	0
	20+	3	15
	Total	*20*	*100*
4	**Experience: acting principal (years)**		
	Not applicable	8	50
	1-3	7	43.75
	4+	1	6.25
	Total	*16*	*100*
5	**Learners**		
	- 200	0	0
	201-400	5	25
	401-600	6	30
	601-800	2	10
	801-1000	0	0
	1000+	7	35
	Total	*20*	*100*
6	**Educators**		
	-10	0	0
	10-20	10	50
	21-30	2	10
	31-40	3	15
	41-50	3	15
	50+	2	10
	Total	*20*	*100*
7	**Educators employed by SGB**		
	0	4	20
	1-5	9	45
	6-10	4	20
	10+	3	15
	Total	*20*	*100*

Eight respondents regarded this question item as not applicable, while 4 respondents did not respond to this question. It could be deduced that this question item was not applicable to the respondents' situation.

- **Number of learners in school** (Question 5)

Five respondents (25%) were principals of smaller schools with an enrolment of between 200 and 400 learners. Eight respondents (40%) were principals of medium sized schools with 400 – 800 learners, while 7 respondents (35%) were principals of larger schools with 1000+ learners. Accordingly the responses from principals represented the views and experiences from schools of various sizes.

- **Number of educators in school** (Question 6)

Ten respondents (50%) reported a staff of 10 – 20 educators per school. Eight respondents (40%) reported a staff consisting of 20 – 50 educators, while 2 respondents (10%) reported more than 50 educators as staff members. Although the study population of schools' number of learners (question 5) were more evenly spread between small, medium and large schools, it was evident from the responses that the same situation did not apply to the number of staff members per school.

- **Number of educators employed by the School Governing Body** (Question 7)

Four schools (20%) did not employ any additional educators by their School Governing Bodies. Nine schools (45%) employed between 1 and 5 educators, 4 four schools (20%) between 6 and 10 educators and 3 schools (15%) employed more than 10 educators additional to the staff complement provided by die Department of Education. The majority of schools from the study population made use of additional appointments to supplement their staff of educators.

- **Summary**

The majority of respondents were males (75%), which implied that the recorded responses were mainly from the perspective of male school principals. It is also evident from the captured responses that most of the respondents were experienced in the position as school principal and were further representative of schools of

various sizes. Sixteen of the schools (80%) to some extent employed additional educators by their School Governing Bodies.

The responses to sections B – E of the questionnaire are presented and discussed in the following part of this chapter.

6.2.2 Section B: Conceptualisation of diversity

The data are presented per subsection to reflect the responses per grouping of question items according to the questionnaire for the purpose of related analysis and interpretation.

The mean of the four-point scale was interpreted according to 2 groupings to facilitate an analysis of low and high values. A mean of 1.8 or less was interpreted as a low value, while a mean of 3.2 or more was interpreted as a high value. These low (1.8) and high (3.2) mean values of reference were selected as markers within the four-point scale to serve as specific indicators of low or high values. The afore-mentioned procedure was applied continuously for the analysis and interpretation of sections B, C, D and E of the questionnaire.

Section B of the questionnaire aimed to obtain information about the respondents' conceptualisation of diversity as it applied to the school situation. Section B consisted of the following subsections: concept emphases (questions 8.1 – 8.6), concept association (questions 9.1 – 9.4) and perspectives about multicultural education (questions 10.1 – 10.5).

6.2.2.1 Concept emphases

Questions 8.1 to 8.6 of the questionnaire determined the extent of support for specific concept emphases among the respondents. The data are presented in table 6.2.

school principals. This particular response was also in accordance with the basic feature of time dependence that implies that everything is time bound and that every individual lives in a specific period of time and milieu (cf. par. 2.3.3.3).

The association of caring to deal with diversity in the school (question item 9.1) recorded a high mean of 3.20 (rank 2) and was supported by 15 respondents (75%) to some and to a great extent. The implication of this response was that an approach of caring for other people is viewed as important to deal with diversity as a school leader. The support for a caring approach to deal with diversity by the respondents was similar to the viewpoint as it was established in the literature study (cf. par. 2.3.3.1).

No outstanding high or low mean scores were recorded for question items 9.4 (mean 2.50) and 9.2 (mean 2.40). The implication of this mean distribution was that an even spread of responses were recorded for both ends of the rating scale. It can be deduced that a mixed response was recorded concerning the association of diversity with some kind of judgement or as a threat to existing standards in the schools of the study population.

6.2.2.3 Multicultural education viewpoints

Questions 10.1 to 10.5 determined the extent of the respondents' viewpoints about multicultural education. The data are presented in table 6.4.

Table 6.4: **Multicultural education viewpoints**

Rank	Item no.	Questions 10.1 – 10.5 To what extent do you view multicultural education as ...	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	10.1	limited to culture-related aspects?	2.20	0.69	3	15.0	10	50.0	7	35.0	0	0
2	10.5	insufficient to address diversity?	2.10	0.91	6	30.0	7	35.0	6	30.0	1	5.0
3	10.2	restricted to racial concerns?	1.95	0.68	5	25.0	11	55.0	4	20.0	0	0
4	10.3	a reinforcement of separation?	1.90	0.96	9	45.0	5	25.0	5	25.0	1	5.0
5	10.4	a form of neo-conservatism?	1.85	0.81	8	40.0	7	35.0	5	25.0	0	0

6.2.3.2 Use of relevant acts

Questions 12.1 to 12.7 from the questionnaire determined the extent of the use of relevant acts to compile a policy for diversity in the school. The data are presented in table 6.6.

Table 6.6: **Use of relevant acts**

Rank	Item no.	Questions 12.1 – 12.6 To what extent were these acts used in policy compilation?	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	12.1	The Constitution of the RSA	3.60	0.75	1	5.0	0	0	5	25.0	14	70.0
2	12.3	The SA Schools Act	3.55	0.88	1	5.0	2	10.0	2	10.0	15	75.0
3	12.2	The Nat. Education Policy Act	3.50	0.82	1	5.0	1	5.0	5	25.0	13	65.0
4	12.6	The Promotion of Equality Act	3.40	0.94	1	5.0	3	15.0	3	15.0	13	65.0
5	12.5	The Employment of Ed. Act	3.35	0.98	2	10.0	1	5.0	5	25.0	12	60.0
6	12.4	The Labour Relations Act	3.30	0.92	1	5.0	3	15.0	5	25.0	11	55.0
6	12.7	The SA Council of Ed. Act	3.30	0.97	2	10.0	1	5.0	6	30.0	11	55.0

The extent of the use of relevant acts in a policy for diversity in the school (Questions 12.1 – 12.7)

All the responses to this subsection of the questionnaire indicated high means ranging from 3.30 to 3.60 (cf. par. 6.2.2) that pointed to respondents who used the mentioned acts to develop a policy for diversity in their respective schools. The responses showed that the Constitution of the RSA was used to some and to a great extent by 95% of the respondents (mean 3.60, rank 1). The rest of the stated acts were used by 80% - 85% of the respondents to some and to a great extent. The indication was that most of the respondents made effective use of the stated acts in the development process of a school policy for diversity.

It is, however, obvious that there were respondents, although in the minority (5% – 15%), who used these acts to a little (scale rating 1) or to no extent (scale rating 2). These acts provide an essential and basic framework for diversity policy development and it is imperative to account comprehensively for these particular acts during policy development to deal with diversity in the school (cf. par.4.9).

6.2.3.3 Use of DoE publications

Questions 13.1 to 13.2 from the questionnaire determined the extent of the use of relevant publications of the Department of Education (DoE) to compile a policy for diversity in the school. The data are presented in table 6.7.

Table 6.7: **Use of DoE publications**

Rank	Item no.	Questions 13.1 – 13.2 To what extent did you use the following DoE publications?	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	13.1	SMT: managing diversity	2.60	1.09	5	25.0	2	10.0	9	45.0	4	20.0
2	13.2	Educating for our common future	2.30	1.12	7	35.0	3	15.0	7	35.0	3	15.0

The extent of the use of relevant DoE publications to compile a policy for diversity in the school (Question items 13.1 – 13.2)

Responses to these two question items have means of respectively 2.60 and 2.30. In the case of question item 13.1, 13 respondents (65%) used the SMT: managing diversity publication to some and to a great extent, while 7 respondents (35%) used it to a little or no extent. The publication about Education for our common future (question 13.2) was used by 10 respondents (50%) to some and to a great extent, while 10 respondents (50%) used it to a little or to no extent.

The reason for not using these diversity documents to a little and no extent could be that the respondents did not have knowledge of the mentioned publications or they did not receive copies of these publications from the education authorities. Although these publications are not policy documents, they provide valuable suggestions for the management of diversity in schools (cf. par. 4.9.2).

6.2.3.4 Problems experienced

Questions 14.1 to 14.5 from the questionnaire determined the extent of problems experienced to use the mentioned acts and publications. The data are presented in table 6.8.

Responses to this subsection mainly points to incidences where principals experienced a need for guidance to translate official policy directives to the practice of the school situation (cf. par. 4.11.2).

6.2.3.5 School policy content

Questions 15.1 to 15.5 from the questionnaire determined to what extent some aspects of diversity were included in a policy for diversity in the school. The data are presented in table 6.9.

Table 6.9: **School policy content**

Rank	Item no.	Questions 15.1 – 15.7 To what extent does the policy for diversity	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	15.4	accommodate diverse needs?	3.40	0.75	0	0	3	15.0	6	30.0	11	55.0
2	15.5	represent input from educators?	3.20	0.89	1	5.0	3	15.0	7	35.0	9	45.0
3	15.2	aim to attract diverse learners?	3.15	0.87	1	5.0	3	15.0	8	40.0	8	40.0
4	15.3	aim to attract diverse educators?	3.05	1.05	2	10.0	4	20.0	5	25.0	9	45.0
5	15.1	show management involvement?	3.00	0.97	2	10.0	3	15.0	8	40.0	7	35.0
5	15.7	represent input of parents?	3.00	0.85	1	5.0	4	20.0	9	45.0	6	30.0
7	15.6	represent input of learners?	2.90	0.91	1	5.0	6	30.0	7	35.0	6	30.0

The extent of inclusion of some aspects of diversity in a policy for diversity (Question items 15.1 – 15.7)

High means were recorded in two question items where respondents indicated that their schools' policies for diversity made provision for the diverse needs in the school (question item 15.4, mean 3.40) and accounted for inputs from educators (question item 15.5, mean 3.20). Most of the respondents (85%) agreed to some and to a great extent that the diverse needs of the school were accommodated in related policies (rank 1), while 80% of the respondents were of the opinion that educators' inputs were well represented in this regard (rank 2).

The mean of 3.15 for the responses recorded in question item 15.2 (rank 3) was near to the high value reference of 3.20 (cf. par. 6.2.2) and it can accordingly be interpreted that most respondents aimed to attract diverse learners. Sixteen respondents (80%) responded to some and to a great extent in support to this particular question item.

A further analysis of the gathered data in this subsection revealed that 70% of the respondents (to some and to a great extent) aimed by means of policy directives to attract diverse educators. It must be noted that these responses referred to policy aspects and not to operational actions. The recording of relatively high means (3.00 – 3.40) signified that most of the aspects of diversity that were included in the questionnaire, were accommodated to some extent in the policies of participating schools.

The extent of achievement or realisation of the policy aims mentioned was not measured and falls outside the scope of this research. Such a focus can however be of value for future research.

6.2.4 Section D: a diversity situation analysis and preconditions

This section aimed to gather information about the utilisation of a diversity situation analysis about the manifestation of diversity in the school. Section D included the following subsections: Aspects of diversity (questions 16.1 – 16.5), diversity needs (questions 17.1 – 17.4), promotion of diversity (questions 18.1 – 18.2) and learners' diversity awareness.

6.2.4.1 Aspects of diversity

Questions 16.1 to 16.5 from the questionnaire determined to what extent some related aspects of diversity occurred in the school. The data are presented in table 6.10.

Table 6.10: **Aspects of diversity**

Rank	Item no.	Questions 16.1 – 16.5 To what extent is diversity ...	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	16.5	part of school culture?	3.45	0.68	0	0	2	10.0	7	35.0	11	55.0
2	16.1	regarded as priority?	3.20	0.95	1	5.0	4	20.0	5	25.0	10	50.0
3	16.4	communicated to all?	2.95	0.88	1	5.0	5	25.0	8	40.0	6	30.0
4	16.3	influenced by prejudices?	2.10	0.85	6	30.0	6	30.0	8	40.0	0	0
5	16.2	hindered by man. systems?	1.90	0.91	8	40.0	7	35.0	4	20.0	1	5.0

The extent of occurrence of some related aspects of diversity (Question items 16.1 – 16.5)

Question item 16.5 recorded the highest mean of 3.45 (rank 1), implying that the majority of respondents (90%) viewed diversity as part of the school culture to some and to a great extent. Diversity was thus viewed by the respondents as an integral part of the values, norms and convictions of their schools. This response was in line with the literature study that advocated the integration of diversity into the fabric of the school so that diversity became part of the daily school life (cf. par. 4.13.5).

Question item 16.1 received a mean of 3.20 (rank 2), because 15 respondents (75%) regarded diversity as a priority in their schools to some and to a great extent. It was obvious from these responses that diversity was not experienced as something new or even out of the ordinary to most of the respondents.

An analysis of the rest of this subsection indicated that 14 respondents (70%) were of the opinion that issues of diversity were communicated to all role players in the school. Prejudge was not considered to have an influence on the experience of diversity in the school (question item 16.3, mean 2.10). It was significant that no responses were recorded in this regard in the scale rating of a great extent, which reflected that prejudices did not seriously influence diversity in the study population.

Management systems were furthermore not regarded as a problem to deal with diversity in the school (mean 1.90). This response indicates that the respondents did not regard the management system as a barrier to deal with diversity (cf. par. 4.6.3). Only 1 respondent (5%) was of the opinion that the management system in the school was a major problem (to a great extent). It seemed that this particular respondent experienced difficulty to interpret or to implement a certain management system that was regarded as a hindrance to deal with diversity in the specific school (cf. par. 4.11.5).

6.2.4.2 Needs

Questions 17.1 to 17.4 from the questionnaire determined to what extent needs were determined in relation to the manifestation of diversity in the school. The data are presented in table 6.11.

Table 6.11: **Needs in relation to the manifestation of diversity in the school**

Rank	Item no.	Questions 17.1 – 17.4 To what extent were the following needs determined?	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	17.1	The manifestation of diversity.	3.35	0.74	0	0	3	15.0	7	35.0	10	50.0
2	17.2	A diversity situation analysis.	2.85	1.03	2	10.0	6	30.0	5	25.0	7	35.0
3	17.4	Diversity development needs.	2.80	0.89	2	10.0	4	20.0	10	50.0	4	20.0
4	17.3	A strategic vision for diversity.	2.65	1.08	3	15.0	7	35.0	4	20.0	6	30.0

The extent of the determination of needs about the manifestation of diversity in the school (Question items 17.1 – 17.4)

A high mean (3.35) was recorded for respondents who determined the manifestation of diversity in their respective schools (question item 17.1, rank 1). It may be possible that the Education Management Information System (EMIS) was regarded as a means to reflect the manifestation of diversity in the school and not any other specific system. It was nevertheless clear that the majority of respondents were confident that the manifestation of diversity in their schools was determined. It can be deduced from these responses that the principals of the study population were aware of the diversity profile within their respective schools.

Question item 17.2 about a diversity situation analysis (mean 2.85, rank 2) and question item 17.4 about diversity development needs (mean 2.80, rank 3) recorded responses at both ends of the scale. Responses to these question items pointed towards a mixed involvement to determine a diversity situation analysis and diversity development needs. Ten percent of the respondents were to no extent involved in determining a diversity situation analysis or related development needs. Sixty percent of the respondents indicated involvement to some and to a great extent in determining a diversity situation analysis, while 70% of the respondents determined specific diversity development needs to some and to a great extent. The recording of responses at both ends of the scale signified that some degree of uncertainty

occurred concerning the need to determine a diversity situation analysis as well as related developmental needs.

A mean of 2.65 was recorded for the determination of a strategic vision for diversity (question item 17.3, rank 4), which reflected that diversity was not viewed as a strategic priority in some of the schools. A strategic vision provides structural guidance and direction for all actions in order to provide for unique needs and to realise the goals and objectives of a particular school (cf. par. 4.15.4).

The assumption according to the responses of this subsection was that some participants did not engage in managerial actions to determine a diversity situation analysis, related development needs or a strategic vision for diversity. A possible cause for this situation can be ascribed to the indication that no diversity-specific policy was implemented. Diversity-related matters were regarded by the majority of respondents as part of the overall school policy with the implication of a lack of a diversity-specific policy (cf. par. 6.2.3.1).

6.2.4.3 Promotion of diversity

Questions 18.1 to 18.2 from the questionnaire determined the extent of involvement of specific role players with regard to the promotion of diversity in the school. The data are presented in table 6.12.

Table 6.12: **Promotion of diversity**

Rank	Item no.	Questions 18.1 – 18.2	Mean	Std dev	Responses							
					1		2		3		4	
		To what extent is the			f	%	f	%	f	%	f	%
1	18.1	SMT committed to diversity?	3.65	0.58	0	0	1	5.0	5	25.0	14	70.0
2	18.2	SGB committed to diversity?	3.55	0.68	0	0	2	10.0	5	25.0	13	65.0

The extent of involvement of specific role players concerning the promotion of diversity in the school (Question items 18.1 & 18.2)

The high mean of 3.55 (question item 18.1) and 3.65 (question item 18.2) showed that both the School Management Team (SMT) and School Governing Body (SGB) were viewed as committed to the promotion of diversity in the school. The majority of respondents indicated commitment from the SMT and SGB to some and to a great

positively to the use of benchmarks for the management of diversity (to some and to a great extent), and 50% of the respondents replied negatively to this particular aspect (to a little and to no extent). The same situation occurred in question item 21.1 in which 10 respondents (50%) indicated that they made use of a management plan for diversity (to some and to a great extent) and 10 respondents (50%) responded negatively (to a little and to no extent) in this regard. It is significant that 5 respondents (25%) indicated that they did not make use of a management plan for diversity at all (to no extent).

6.2.5.3 Experience as principal

Questions 22.1 to 22.4 determined to what extent the school principal experienced some diversity-related aspects. The data are presented in table 6.16.

Table 6.16: **Experience as principal**

Rank	Item no.	Questions 22.1 – 22.4 To what extent do you experience …	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	22.1	confidence to manage diversity?	3.40	0.75	1	5.0	0	0	9	45.0	10	50.0
2	22.2	a need for a practical guide?	3.25	1.01	2	10.0	2	10.0	5	25.0	11	55.0
3	22.3	a need to improve competency?	3.10	1.07	2	10.0	4	20.0	4	20.0	10	50.0
4	22.4	difficulty to realise unity practice?	2.45	1.05	5	25.0	4	20.0	8	40.0	3	15.0

The extent that the school principal experienced some diversity related aspects (Question items 22.1 – 22.4)

Two question items received a mean ≥3.20. Responses to question item 22.1 (mean 3.40, rank 1) denoted that the respondents rated themselves as confident to manage diversity. Nineteen respondents (95%) were confident to some and to a great extent to manage diversity in their schools. Only one respondent (5%) reported confidence to no extent (scale rating 1) in this regard. The need for a practical guide according to question item 22.2 (mean 3.25, rank 2) was highlighted by 11 respondents (55%) to a great extent and 5 respondents (25%) to some extent. It can be concluded that diversity-specific guidelines in the form of a practical guide is identified in this survey as a need by the participating principals.

A need was also indicated in question item 22.3 to improve the competency of respondents to manage diversity (mean 3.10). Ten respondents (50%) indicated such a need to a great extent (scale rating 4) and 4 respondents (20%) to some extent. Responses to question item 22.4 (mean 1.05) signified some degree of difficulty to realise unity in practice in a diverse school environment. Eleven respondents (55%) experienced difficulty to some and to a great extent in this regard, while 9 respondents (45%) reported difficulty to a little and to no extent.

Responses to this subsection point to confidence among the participating principals to manage diversity in their schools, but at the same time, a need was reported for practical guidance and for the improvement of competency to manage diversity.

6.2.5.4 Diversity training

Questions 23.1 to 23.4 determined to what extent training was received to manage diversity in the school. The data are presented in table 6.17.

Table 6.17: **Diversity training**

Rank	Item no.	Questions 23.1 – 23.4 To what extent did you receive …	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	23.1	in-service training?	1.80	1.13	11	55.0	4	20.0	2	10.0	3	15.0
1	23.2	diversity awareness training?	1.80	0.98	10	50.0	5	25.0	4	20.0	1	5.0
3	23.3	training with continuous support?	1.65	0.87	11	55.0	6	30.0	2	10.0	1	5.0
3	23.4	training as response to a crisis?	1.65	0.81	10	50.0	8	40.0	1	5.0	1	5.0

The extent of training received to manage diversity in the school (Question items 23.1 – 23.4)

Question items 23.1 and 23.2 both received a low mean of 1.80. The majority of the respondents (75%) received little to no in-service training in the management of [redacted] item 23.1 rank 1) or any training about diversity awareness

The reported lack of training was aggravated by the responses from 17 respondents (85%) who indicated that little to no support was provided in this regard (question item 23.3, mean 1.65). This response must, however, be viewed in relation to the responses that indicated a lack of training. Training initiatives that were provided, were not perceived by the respondents as a reaction to crisis situations (question item 23.4, mean 1.65). The few respondents (N = 2) who did indicate participation in training initiatives were convinced that the training was not presented because of some diversity-related crisis in education.

The responses to this subsection particularly highlighted a lack of in-service training to manage diversity effectively in schools as well as a lack of related support. The responses of a lack of training and support is significant, since it was determined in the literature study that training and continuous support are important ways to increase the knowledge, skills and awareness of people to deal effectively with diversity (cf. par. 4.13.3).

6.2.5.5 Review aspects

Questions 24.1 to 24.3 determined the extent of the use of a review process for evaluation purposes. The data are presented in table 6.18.

Table 6.18: **Review aspects**

Rank	Item no.	Questions 24.1 – 24.3 To what extent in the school is …	Mean	Std dev	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	24.3	an alignment strategy developed?	1.80	0.81	8	40.0	7	35.0	5	25.0	0	0
2	24.2	the impact established?	1.60	0.81	11	55.0	5	25.0	4	20.0	0	0
3	24.1	a review plan implemented?	1.50	0.76	13	65.0	4	20.0	3	15.0	0	0

The extent of the use of a review process for evaluation purposes (Question items 24.1 – 24.3)

Responses to this subsection all have means of ≤1.80 (1.80, 1.60 & 1.50). An analysis of the data revealed that 15 respondents (75%) did not or developed to a little extent a strategy for the alignment of a diversity management initiative in the school (question item 24.3, mean 1.80). Sixteen respondents (80%) did not or only to a little extent determined the impact of diversity management in their schools

(question item 24.2, mean 1.60), while 17 respondents (85%) did not or to a little extent implemented a review programme to evaluate the management of diversity in their schools (question item 24.1, mean 1.50).

The responses to this subsection clearly indicated the absence of a planned review process and the implementation of an alignment strategy to deal with diversity in the schools of the study population. According to the literature study (cf. par. 4.15.6), a review process concerning the impact of managerial actions on issues of diversity is essential to determine specific successes and problems for the purpose of future alignment and intervention.

6.2.6 Conclusion: descriptive statistical analysis

The quantitative data gathered by the questionnaire were presented and analysed in the previous sections according to the research aims (cf. par. 1.5) to contribute to the development of a management strategy for diversity in schools. The responses that recorded high (≥3.2) and low (≤1.8) means (cf. par. 6.2.2) were considered as specific values of reference or markers for interpretation. In order to get an overview of the most outstanding responses, this section concluded with a summary of the responses that obtained the five highest and five lowest means.

6.2.6.1 Responses according to the five highest means

The responses according to the five highest means are presented in table 6.19.

Table 6.19: **Responses according to the five highest means**

Rank	Item no.	Question	Mean
1	18.1	Commitment of SMT to promote diversity in the school.	3.65
2	12.1	Used the Constitution of the RSA to develop a diversity policy.	3.60
3	8.2	Diversity viewed as distinctive and collective aspects.	3.55
3	11.1	The implementation of a diversity policy.	3.55
3	12.3	Used the SA Schools Act to develop a diversity policy.	3.55
3	18.2	Commitment of SGB to promote diversity in the school.	3.55
7	12.2	Used the National Education Policy Act to develop a diversity policy.	3.50
8	8.5	Diversity viewed as differences and similarities.	3.45
8	16.5	Diversity viewed as part of the school culture.	3.45

An analysis of the five highest means revealed that 9 responses were recorded with means ≥3.20. The response with the highest mean (3.65) was the indication by the respondents that the school management team (SMT) was committed to the promotion of diversity in their respective schools (question item 18.1). This response can be viewed together with the response from question item 18.2 which also indicated a commitment from the school governing body (SGB) to promote diversity in the school (mean 3.55). These responses reflect an approach of inclusiveness among school leadership that addresses diversity challenges as a committed team that must have an effect on other members of the school community (cf. par. 4.2.2). Furthermore, these responses also pointed to a positive stance among school management towards the promotion, appreciation and valuing of diversity in the school (cf. par. 4.11.2 & 4.11.7).

The response with the second highest mean (3.60) was the utilisation of the [redacted] policy for diversity in the school (question 12.1).

The high mean of this response signalled a significant awareness and acceptance among respondents concerning the fundamental role of the Constitution to ensure and to protect the basic human rights of all people within the South African society. The support for this question item also indicated that the respondents related to the preamble of the Constitution that envisages a unified South African nation with the acknowledgement and appreciation of diversity among the South African population (cf. par. 4.9.1.1). This response can be interpreted with comparable responses in support of the use of the SA Schools Act (mean 3.55, question item 12.3) and the National Education Policy Act (mean 3.50, question item 12.2) to develop a diversity

can be concluded that most of the respondents were managing diversity according to a policy that served as an official directive with specific guidelines in this regard (cf. par. 4.9).

Responses that indicated diversity as distinctive and collective aspects (question item 8.2) and as differences and similarities (question item 8.5) received high means of respectively 3.55 and 3.45. These responses represented a more wide-ranging view from the respondents about diversity that excluded a one-sided perspective of only differences as the determining aspect of diversity (cf. par. 2.4).

The high mean of 3.45 for the responses from respondents who considered diversity as part of the school culture (question item 16.5) was an indication that diversity was accepted as an integral part of the values, norms and convictions of their respective schools. It can be concluded that diversity was not experienced in most of the schools of the study population as something out of the ordinary, but was regarded as a natural part of school life (cf. par. 4.13.5).

The responses with relevance to the commitment from school leadership, adherence to applicable legislation, a sophisticated view about diversity, policy implementation and integration into the school culture were regarded as positive indicators for the successful management diversity in schools. Accordingly, the aspects identified must be considered for inclusion in a strategy for the management strategy in schools.

6.2.6.2 Responses according to the five lowest means

The responses according to the five lowest means are presented in table 6.20.

Table 6.20: **Responses according to the five lowest means**

Rank	Item no.	Question	Mean
1	24.1	Implemented a review plan to manage diversity.	1.50
2	24.2	Determined the impact of diversity management.	1.60
3	23.3	Received diversity training with continuous support.	1.65
3	23.4	Received diversity training in response to crisis situations.	1.65
5	20.1	School management received guidance from the DoE.	1.70
5	21.3	School management is using a diversity manager.	1.70
7	23.1	Received in-service training to manage diversity.	1.80
7	23.2	Received diversity awareness training.	1.80
7	24.3	An alignment strategy was developed.	1.80

An analysis of the five lowest means revealed that 9 responses were recorded with means ≤1.80. The response with the lowest mean (1.50) was the reaction from the respondents to the implementation of a review plan to manage diversity (question item 24.1). This response in connection with the implementation of a review plan can be interpreted together with the responses related to the establishment of the impact of diversity management (question item 24.2, mean 1.60) and the development of an alignment strategy (question item 24.3, mean 1.80).

A diversity-related review and alignment process is closely linked to the rationale for the management of diversity (cf. par. 4.3), which comprises among others: to ensure optimum performance, to establish a supportive environment, to improve relations, to correct the negligence of diversity issues, to account for applicable legislation and to account for societal and demographic changes in the school. The lack of a proper review process as part of a management strategy for diversity may be interpreted as a misunderstanding of the rationale to manage diversity. The absence of a review process may even lead to a perception that diversity is somebody else's problem and is subsequently not part of a long-term strategy or even regarded as a priority (cf. par. 4.6.3). The risk of the above-mentioned situation is that an approach to diversity may prevail that a strategy to deal with diversity only requires some add-on actions by management as a kind of quick fix intervention for temporary problems. Effective assessment, as an integral part of a comprehensive management strategy, has to provide clear evidence of the development, implementation and impact to identify specific problems and successes for future alignment and intervention (cf. par. 4.15.6).

It was notable from the identified responses with means of ≤1.80 that those responses related to training mostly fell within this mean range. Relevant responses referred to are diversity training with continuous support (question item 23.3, mean 1.65), diversity training in reaction to a crisis (question item 23.4, mean 1.65), in-service training to manage diversity (question item 23.1, mean 1.80) and diversity awareness training (question item 23.2, mean 1.80). The low means for these responses pointed to a lack of diversity training among the respondents. The lack of training is explicitly stated as a risk factor for any diversity initiative (cf. par. 4.7.1). Diversity training is a developmental opportunity to empower people to cope with diversity in the school. Diversity training is furthermore a learning process to raise awareness of and competencies in the issues and specific needs of a particular school (cf. par. 4.13.3). The recorded lack of diversity training may be the result of a once-off or isolated approach to training that was not regarded as part of the Whole School Development process.

Question item 20.1 dealt with the provision of guidance from the Department of Education (DoE) to manage diversity in schools. A low mean of 1.70 was recorded for this item of the questionnaire, which reflected a negative response from the respondents. A lack of comprehensive support programmes was expected to impact negatively on envisaged expectations, experiences and outcomes (cf. par. 4.6.2). Commitment from management was further associated with the valuing and supporting of diversity initiatives as part of a management strategy (cf. par. 4.11.2).

The responses indicated that the majority of respondents did not make use of a specific member of staff to oversee and to steer an initiative to deal with diversity in the school (question item 21.3, mean 1.70). The importance of dealing with diversity and the practical considerations in an educational context often dictated that school management must be supported by someone who takes charge of diversity issues on a daily basis (cf. par. 4.13.6). The lack of an appointed and competent diversity manager to provide needed leadership is regarded as a disadvantage according to this particular response.

In conclusion to this section, these responses with means ≤1.80 all signified a particular lack with regard to a review process, diversity training, guidance, support and the use of a dedicated diversity manager among the respondents. These aspects can be viewed as developmental areas concerning the implementation of a management strategy for diversity in the schools of the study population.

The next section of this research report involved the third stage of the statistical analysis (cf. par. 5.5.4), i.e. an analysis and interpretation of the practical significance of differences in the means of different groups of the study population.

6.2.7 Practical significance (effect size) of different groups

An analysis of the practical significance (effect size) of differences between the means of different groups from the study population aims to indicate whether these differences were significant to have an effect in practice. The practical significance (effect size), which was calculated according to the formula and interpreted according to the guidelines by Cohen (1988:26) (cf. par. 5.5.4), is presented by the *d* – value as portrayed in tables 6.21 – 6.26.

The division of groups for inclusion in this section of the statistical analysis is based on the biographical categories of the questionnaire (section A). The grouping included two groups per category of the biographical data to obtain justifiable effect sizes, because the study population consisted of 20 school principals (cf. par. 5.4). The effect size (*d* – value) indicates the extent of practical significance in relation to the responses of selected groups, i.e. a small effect (*d* = ≤0.2), medium effect (*d* = >0.2 - <0.8) and a large effect (*d* = ≥0.8). Reverse coding was performed on some question items with a reverse meaning to ensure the internal consistency of three subsections (cf. par. 5.4.4.2, sections D & E).

The categories from the biographical information that were divided into two groups for the calculation of the effect size were:

- Gender
- Age
- Experience
- Number of learners and number of educators

Tables were used to present the various sections of the questionnaire (sections B – E; question items 8.1 – 24.3) in relation to the calculated effect sizes for each group of the biographical data (section A). For the purpose of interpretation and discussion, **only those subsections with a large effect size (d - ≥0.8) will be discussed because of relevance to this research**.

6.2.7.1 Practical significance (effect size) in relation to gender

The grouping of gender (question item 1) was done according to male (N = 15) and females (N = 5) respondents to determine if the effect size of gender groups was large enough in relation to the various aspects of the survey (sections B – E) to have an effect in practice.

The effect sizes for this section are presented in table 6.21.

Table 6.21: **Practical significance (effect size) in relation to gender**

QUESTIONNAIRE SUBSECTIONS (B – E)	GENDER				
	Group 1: Males N = 15		Group 2: Females N = 5		Groups 1 & 2 N = 20
	Mean	SD	Mean	SD	Effect size (*d*)
Concept emphasis (8.1 – 8.6)	3.27	0.54	3.57	0.35	0.55
Concept association (9.1 – 9.4)	2.95	0.63	2.60	0.58	0.56
Multicultural ed. viewpoints (10.1 – 10.5)	2.05	0.60	1.84	0.65	0.33
Policy implementation (11.1 – 11.2)	3.33	0.72	3.60	0.89	0.30
Use of relevant acts (12.1 – 12.7)	3.30	0.89	3.83	0.31	0.60
Use of DoE publications (13.1 – 13.2)	2.37	0.97	2.70	1.15	0.29
Problems experienced (14.1 – 14.5)	2.39	1.08	2.16	0.92	0.21
School policy content (15.1 – 15.7)	2.95	0.67	3.54	0.66	0.88***
Aspects of diversity (16.1 – 16.5)	2.97	0.58	3.56	0.64	0.92***
Diversity needs (17.1 – 17.4)	2.78	0.88	3.30	0.45	0.59
Promotion of diversity (18.1 – 18.2)	3.47	0.64	4.00	0.00	0.83***
Learners' diversity awareness (19.1 – 19.6)	2.23	0.60	1.97	0.76	0.35
School management aspects (20.1 – 20.3)	2.07	0.74	2.00	1.03	0.06
Implementation aspects (21.1 – 21.3)	2.27	0.78	1.87	0.69	0.51
Experiences as principal (22.1 – 22.4)	2.93	0.50	1.60	0.63	2.12***
Diversity training (23.1 – 23.4)	1.85	0.85	1.45	0.76	0.47
Review aspects (24.1 – 24.3)	1.62	0.73	1.80	0.77	0.23

*≤0.2 = *Small effect;* **>0.2 - <0.8 = *Medium effect;* ***≥0.8 = *Large effect*

A large effect size (d ≥0.8) was calculated for 4 subsections of the questionnaire in relation to the two gender groups. The large effect sizes of the gender groups in relation to these specific subsections are accordingly discussed.

- **Practical significance in relation to some positive aspects of a diversity policy**

  (Question items 15.1 – 15.7; d = 0.88)

A large effect size of 0.88 for the male (N = 15) and female (N = 5) groups was recorded in relation to their responses about some positive aspects of a policy for diversity in their respective schools (question items 15.1 – 15.7). Means according to a four-point scale of 2.95 for the male group and 3.54 for the female group were recorded. The mean for the female group was considerably higher than that of their male counterparts.

The practical significance of this data indicates that the female group gave more attention to certain aspects of a policy for diversity in the school. The female group responded more positively to a diversity policy that is representative of inputs from various role players and more accommodative concerning diversity needs (cf. par. 6.2.3.5). An exact reason for the occurrence of this particular difference in means between the male and female groups is difficult to pinpoint, but the large effect size (0.88) indicates that the female group of principals were more receptive and reactive to certain policy aspects of diversity. It seems from the data that the female respondents, however in the minority, were more conscientious than the male principals in relation to the implementation of certain aspects of a diversity policy in schools.

- **Practical significance in relation to some positive aspects of diversity in the school**

  (Question items 16.1 – 16.5; d = 0.92)

The male group of respondents (N = 15) scored a mean of 2.97 on a four-point scale, while the female group (N = 5) scored a mean of 3.56 on the same scale. The respective means represent a practical significant difference between the two gender groups.

A large effect size of 0.92 were recorded for the gender groups in relation to certain aspects of diversity (question items 16.1 – 16.5) indicated that the female principals responded more positively to some positive aspects of diversity. The aspects of diversity in this subsection refer the inclusion, prioritising and communication of diversity as part of the school culture without the impediment of prejudices and constrained systems. Any particular reason for this state of affairs was not clear and did not form part of this research. It can be assumed that the female respondents (mean 3.56) revealed a more amenable understanding of certain aspects of diversity in their schools than the male respondents (mean 2.97).

- **Practical significance in relation to the promotion of diversity**

  (Question items 18.1 – 18.2; d = 0.83)

According to the effect size of 0.83, there was a significant difference between the means of the two gender groups in relation to the promotion of diversity by school management and the school governance body (question items 18.1 – 18.2). The mean for the male group was 3.47 while the mean for the female group was the maximum of 4.00 on a four-point scale.

The high means for this particular subsection can be attributed to the occurrence of only two question items. The large effect size (0.83) denoted that the female respondents viewed their schools' management teams and governance bodies as more committed to the promotion of diversity as the male respondents. There is no obvious explanation for this particular situation in the literature study, but it seemed that the female principals experienced more allegiance from their schools' management teams and governance bodies in the promotion of diversity in their schools.

Based on the results, it can be assumed that the female principals maintained a more positive working relationship with the school management teams and the school governing bodies than the male principals.

- **Practical significance in relation to some negative experiences of diversity-related matters**

  (Question items 22.1 – 22.4; d = 2.12)

The largest effect size of the survey was recorded in this subsection between the two gender groups (d = 2.12) concerning the respondents' negative experience of certain matters related to diversity (question items 22.1 – 22.4). The mean for the male group according to a four-point scale was 2.93 and the mean of the female group was 1.60.

The considerable difference in responses between the two gender groups reflects a practical significant difference in their experiences as principal in relation to some negative diversity matters. In comparison with the mean of the female group (1.60), the higher mean of the male group (2.93) points to a greater need for empowerment

to deal with certain issues related to diversity. This particular situation can be viewed in the context of the previous discussions which indicated that female principals were to some extent more conscientious and considerate towards some aspects of diversity.

The next paragraph deals with practical significance in relation to age.

6.2.7.2 Practical significance (effect size) in relation to age

The grouping according to age (question item 2) was done to include respondents younger than 50 years (N = 10) and respondents older than 50 years (N = 10). The age grouping aimed to determine if the effect size for the difference in age in relation to the aspects of the survey (sections B – E) was large enough to have an effect in practice.

The effect sizes for this section are presented in table 6.22.

Table 6.22: **Practical significance (effect size) in relation to age**

	AGE (In years)				
	Group 1: <50 yrs N = 10		**Group 2: ≥50 yrs** N = 10		**Groups 1 & 2** N = 20
QUESTIONNAIRE SUBSECTIONS	**Mean**	**SD**	**Mean**	**SD**	**Effect size (*d*)**
Concept emphasis (8.1 – 8.6)	3.12	0.52	3.57	0.39	0.86***
Concept association (9.1 – 9.4)	2.83	0.49	2.90	0.76	0.10
Multicultural ed. viewpoints (10.1 – 10.5)	2.10	0.63	1.90	0.59	0.32
Policy implementation (11.1 – 11.2)	3.25	0.75	3.55	0.76	0.39
Use of relevant acts (12.1 – 12.7)	3.41	0.67	3.44	0.97	0.03
Use of DoE publications (13.1 – 13.2)	2.15	0.88	2.75	1.06	0.57
Problems experienced (14.1 – 14.5)	2.62	1.00	2.04	1.01	0.57
School policy content (15.1 – 15.7)	2.93	0.67	3.27	0.73	0.47
Aspects of diversity (16.1 – 16.5)	2.90	0.58	3.34	0.63	0.70
Diversity needs (17.1 – 17.4)	2.70	0.76	3.13	0.85	0.50
Promotion of diversity (18.1 – 18.2)	3.40	0.70	3.80	0.42	0.57
Learners' diversity awareness (19.1 – 19.6)	2.30	0.55	2.03	0.70	0.38
School management aspects (20.1 – 20.3)	2.17	0.63	1.93	0.94	0.25
Implementation aspects (21.1 – 21.3)	2.13	0.77	2.20	0.79	0.08
Experiences as principal (22.1 – 22.4)	2.88	0.52	2.33	0.94	0.59
Diversity training (23.1 – 23.4)	2.15	0.91	1.35	0.53	0.88***
Review aspects (24.1 – 24.3)	1.57	0.55	1.77	0.89	0.22

*≤0.2 = *Small effect;* **>0.2 - <0.8 = *Medium effect;* ***≥0.8 = *Large effect*

A large effect size ($d \geq 0.8$) was calculated for 2 subsections of the questionnaire in relation to the two age groups. The large effect sizes for the age groups in relation to these specific subsections are discussed in the following paragraphs.

- **Practical significance in relation to concept emphases of diversity**

  (Question items 8.1 – 8.6; d = 0.86)

The mean for the age group older than 50 years (N = 10) was 3.57 according to a four-point scale compared to the mean of 3.12 for the age group younger than 50 years (N = 10). A large effect size of 0.86 was recorded that indicated a practical significant difference in the understanding of diversity between the two age groups.

The results for the practical significance of this subsection suggested that the age group older than 50 years viewed diversity as more inclusive and representative of the various concept descriptions as provided in the questionnaire (cf. question items 8.1 – 8.6). Different views held by age groups in relation to the understanding of diversity were not described in the literature study and the reason for the occurrence of this particular difference in age-related perspectives was not clear. It can be argued that the age group older than 50 years has more life and work experience as well as more exposure in dealing with diversity in the school. More experience and exposure to diversity may lead to a view of diversity that was more inclusive. It is also possible that respondents older than 50 years experienced a certain history or dispensation that was characterised by a one-sided emphasis of diversity and these respondents were thus more aware and sensitive to the dangers and risks associated with an overemphasis on only some aspects of diversity.

- **Practical significance in relation to some positive aspects of diversity training**

  (Question items 23.1 – 23.4; d = 0.88)

The means for the two age groups in relation to diversity training differed to a large extent, i.e. 2.15 for the age group younger than 50 years and 1.35 for the age group older than 50 years. A large effect size of 0.88 was recorded for the two age groups

in this particular subsection and is regarded as a practical significance difference in the responses from the two age groups.

The age group younger than 50 years responded more positively (a mean of 2.15 vs. a mean of 1.35) than the age group older than 50 years in relation to receiving diversity and awareness training with continuous support. There was no clear-cut answer for this particular situation, but it can be argued that the respondents from the younger age group, not only made themselves available, but made more use of diversity training opportunities provided. It may also be part of a tendency of people in education who are older than 50 years who attend in-service opportunities les frequently or even avoid it if possible. There was, however, no support from the literature study to validate such a tendency.

6.2.7.3 Practical significance (effect size) in relation to experience as principal

The grouping according to experience as principal (question item 3) was done to include respondents with experience of less than 10 years (N = 14) and respondents with experience of more than 10 years (N = 6). The grouping according to experience as principal aimed to determine if the effect size for the difference in experience in relation to the aspects of the survey (sections B – E) was large enough to have an effect in practice.

The effect sizes for this section are presented in table 6.23.

Table 6.23: **Practical significance (effect size) in relation to experience as principal**

QUESTIONNAIRE SUBSECTIONS	EXPERIENCE AS PRINCIPAL (In years)				
	Group 1: <10 yrs N = 14		Group 2: ≥10 yrs N = 6		Groups 1 & 2 N = 20
	Mean	SD	Mean	SD	Effect size (*d*)
Concept emphasis (8.1 – 8.6)	3.35	0.25	3.33	0.51	0.03
Concept association (9.1 – 9.4)	2.91	0.59	2.75	0.74	0.22
Multicultural ed. viewpoints (10.1 – 10.5)	1.83	0.52	2.40	0.63	0.90***
Policy implementation (11.1 – 11.2)	3.32	0.85	3.58	0.49	0.31
Use of relevant acts (12.1 – 12.7)	3.41	0.92	3.48	0.57	0.07
Use of DoE publications (13.1 – 13.2)	2.54	1.12	2.25	0.69	0.26
Problems experienced (14.1 – 14.5)	2.24	1.08	2.53	0.91	0.27
School policy content (15.1 – 15.7)	3.17	0.72	2.93	0.70	0.34
Aspects of diversity (16.1 – 16.5)	3.23	0.62	2.87	0.64	0.56
Diversity needs (17.1 – 17.4)	3.04	0.80	2.63	0.85	0.48
Promotion of diversity (18.1 – 18.2)	3.57	0.65	3.67	0.52	0.15
Learners' diversity awareness (19.1 – 19.6)	1.96	0.56	2.64	0.55	1.20***
School management aspects (20.1 – 20.3)	2.12	0.81	1.89	0.78	0.28
Implementation aspects (21.1 – 21.3)	2.12	0.77	2.28	0.80	0.20
Experiences as principal (22.1 – 22.4)	2.39	0.78	3.08	0.63	0.89***
Diversity training (23.1 – 23.4)	1.66	0.69	1.96	1.14	0.26
Review aspects (24.1 – 24.3)	1.76	0.78	1.44	0.58	0.41

*≤0.2 = *Small effect;* **>0.2 - <0.8 = *Medium effect;* ***≥0.8 = *Large effect*

A large effect size (*d* ≥0.8) was calculated for 3 subsections of the questionnaire in relation to the two groups as typified by years of experience as principal (<10 years & ≥10 years). The large effect sizes for the groups according to experience and in relation to specific subsections are discussed in the following paragraphs.

- **Practical significance in relation to views about some negative aspects of multicultural education**

(Question items 10.1 – 10.5; d = 0.90)

A large effect size of 0.90 was calculated for the groups according to experience as principal in relation to the views about some negative aspects of multicultural education (question items 10.1 – 10.5). The group of respondents with less than 10 years of experience (N = 14) recorded a relatively low mean of 1.83 on a four-point scale, while the group of respondents with more than 10 years of experience (N = 6) scored a higher mean of 2.40. The results from the statistical analysis for this

subsection indicated a practical significant difference in the views of the two groups under discussion.

The fourteen respondents (70%) with less than 10 years of experience viewed multicultural education to a lesser extent (a mean of 1.83 compared to a mean of 2.40) as limited to culture-related concerns and insufficient to address diversity in schools (cf. question items 10.1 – 10.5). The other group of six respondents (30%) with more than 10 years of experience to some extent supported these statements about multicultural education (mean 2.40). A specific reason or reasons for this response divergence along the lines of experience was difficult to pinpoint since it was not part of the focus of this research. The difference in responses may be ascribed to some respondents who had occupied the position of principal for a long time (more than 10 years) and were not sufficiently adaptable or flexible within a new dispensation to appreciate and accommodate diversity in the fullest sense.

The preceding possibility is of relevance if it is taken into account that the South African democracy with the motto of unity and diversity has been a reality for little more than a decade. It can be assumed that the respondents with less than 10 years of experience were more adaptable to meet the demands and challenges posed by the manifestation of diversity in their schools.

- **Practical significance in relation to some negative aspects of learners' diversity awareness**

  (Question items 19.1 – 19.6; d = 1.20)

The largest effect size of 1.20 was calculated for this particular subsection (question items 19.1 – 19.6) that represented a practical significant difference in the means of the two groups. Respondents with less than 10 years of experience as principal (N = 14) obtained a mean of 1.96, while the respondents with more than 10 years experience (N = 6) obtained a mean of 2.64.

The respondents with lesser experience (<10 years; mean 1.96) responded more positively than the respondents with more experience (≥10 years; mean 2.64) about

their learners' awareness, signifying that the learners were more comfortable with diversity to the extent that they welcomed and appreciated diversity in their midst.

The difference in the responses of the two groups of respondents according to experience may be related to their approach to manage diversity in the school. According to the literature study (cf. par. 4.4), principals need to be aware of the important role of diversity management and have to adopt an inclusive approach to ensure a school environment in which all aspects of diversity are acknowledged, valued and internalised. A fixed or rigid way of doing things over time may lead to an inability to adapt to the demands and challenges of diversity management. The group with lesser experience may be more adaptable and flexible to change the focus in school management from "*restoring business as usual*" to organisational innovation and progress to deal effectively with diversity (cf. par. 4.4.2).

- **Practical significance in relation to some negative diversity experiences as principal**

  (Question items 22.1 – 22.4; d = 0.89)

A large effect size of 0.89 was calculated for this subsection, which indicated a practical significant difference in the means of the relevant groups. A mean of 2.39 on the four-point scale was recorded by the group of respondents with less than 10 years of experience as principal, while the group of respondents with experience of more than 10 years recorded a mean of 3.08.

The group with more than 10 years experience as principal (mean 3.08) indicated a greater need than the group with less than 10 years of experience (mean 2.39) towards some empowerment aspects to deal effectively with diversity in the school.

The need for empowerment and guidance to manage diversity pointed to a need for managerial assistance to meet the dynamic challenges of the manifestation of diversity in the school. The reversed relationship between experience and a need for empowerment is important for training programmes to account for those with more experience because of the experience of more difficulty to realise unity and diversity in the school. It can be assumed, in the light of the foregoing interpretation, that a

certain period of experience as principal was not necessarily a prerequisite or a guarantee for the successful management of diversity in a school.

6.2.7.4 Practical significance (effect size) in relation to the number of learners and educators

This section integrated the groups according to the number of learners as well as the groups according to the number of educators. The rationale for integrating these groups was because the different groups obtained large effect sizes for the same subsections, namely concept emphases (question items 9.1 – 9.4), multicultural education viewpoints (question items 10.1 – 10.5) and the implementation of a review process (question items 24.1 – 24.3). It was further clear that no substantial difference occurred if the means and effect sizes of the different groups were compared (cf. tables 6.24 & 6.25).

The results that were nearly the same for both groups can be attributed to the viewpoint that the numbers of learners as well as the number of educators are both indicators of the size of the school. The interpretation of data was applicable to both groups and to avoid duplication, it was decided to integrate these two groups (number of learners and number of educators) into this section for a combined analysis and interpretation.

The number of learners (Table 6.24)

The grouping according to the number of learners in the school (question item 5) was done to include respondents from schools with less than 600 learners (N = 11) and respondents from schools with 600 and more learners (N = 9). The grouping according to the number of learners of schools aimed to determine if the effect size for the difference in learner numbers in relation to the aspects of the survey (sections B – E) was large enough to have an effect in practice. The effect sizes for the number of learners are presented in table 6.24.

Table 6.24: **Practical significance (effect size) in relation to the number of learners**

QUESTIONNAIRE SUBSECTIONS	NUMBER OF LEARNERS				
	Group 1: <600 N = 11		Group 2: ≥600 N = 9		Groups 1 & 2 N = 20
	Mean	SD	Mean	SD	Effect size (*d*)
Concept emphasis (8.1 – 8.6)	3.31	0.58	3.37	0.46	0.09
Concept association (9.1 – 9.4)	3.19	0.43	2.59	0.64	0.95***
Multicultural ed. viewpoints (10.1 – 10.5)	2.27	0.61	1.78	0.53	0.80***
Policy implementation (11.1 – 11.2)	3.50	0.50	3.32	0.93	0.20
Use of relevant acts (12.1 – 12.7)	3.54	0.68	3.34	0.93	0.22
Use of DoE publications (13.1 – 13.2)	2.67	1.06	2.27	0.96	0.37
Problems experienced (14.1 – 14.5)	2.33	1.14	2.33	0.97	0.01
School policy content (15.1 – 15.7)	3.25	0.70	2.97	0.72	0.39
Aspects of diversity (16.1 – 16.5)	3.00	0.66	3.22	0.62	0.33
Diversity needs (17.1 – 17.4)	2.83	0.94	2.98	0.74	0.15
Promotion of diversity (18.1 – 18.2)	3.56	0.73	3.64	0.50	0.11
Learners' diversity awareness (19.1 – 19.6)	2.35	0.73	2.02	0.52	0.46
School management aspects (20.1 – 20.3)	2.30	0.79	1.85	0.77	0.57
Implementation aspects (21.1 – 21.3)	2.41	0.80	1.97	0.71	0.55
Experiences as principal (22.1 – 22.4)	2.58	0.71	2.61	0.88	0.03
Diversity training (23.1 – 23.4)	2.03	0.95	1.52	0.68	0.53
Review aspects (24.1 – 24.3)	2.11	0.80	1.30	0.41	1.01***

*≤0.2 = *Small effect;* **>0.2 - <0.8 = *Medium effect;* ***≥0.8 = *Large effect*

The number of educators (Table 6.25)

The grouping according to the number of educators in the school (question item 7) was done to include respondents from schools with 20 or less educators (N = 10) and respondents from schools with more than 20 educators (N = 10). The grouping according to the number of educators per school aimed to determine if the effect size for the difference in the number of educators in relation to the aspects of the survey (sections B – E) was large enough to have an effect in practice. The effect sizes for the number of educators are presented in table 6.25.

Table 6.25: **Practical significance (effect size) in relation to the number of educators**

QUESTIONNAIRE SUBSECTIONS	NUMBER OF EDUCATORS				
	Group 1: ≤20 N =10		Group 2: >20 N =10		Groups 1 & 2 N =20
	Mean	SD	Mean	SD	Effect size (*d*)
Concept emphasis (8.1 – 8.6)	3.25	0.58	3.44	0.42	0.32
Concept association (9.1 – 9.4)	3.18	0.41	2.55	0.65	0.96***
Multicultural ed. viewpoints (10.1 – 10.5)	2.30	0.58	1.70	0.47	1.03***
Policy implementation (11.1 – 11.2)	3.50	0.47	3.30	0.98	0.20
Use of relevant acts (12.1 – 12.7)	3.49	0.67	3.37	0.97	0.12
Use of DoE publications (13.1 – 13.2)	2.65	1.00	2.25	1.01	0.40
Problems experienced (14.1 – 14.5)	2.38	1.08	2.28	1.01	0.09
School policy content (15.1 – 15.7)	3.19	0.69	3.01	0.74	0.23
Aspects of diversity (16.1 – 16.5)	2.96	0.64	3.29	0.61	0.50
Diversity needs (17.1 – 17.4)	2.83	0.89	3.00	0.77	0.20
Promotion of diversity (18.1 – 18.2)	3.50	0.71	3.70	0.48	0.28
Learners' diversity awareness (19.1 – 19.6)	2.37	0.69	1.97	0.52	0.58
School management aspects (20.1 – 20.3)	2.27	0.75	1.83	0.81	0.54
Implementation aspects (21.1 – 21.3)	2.40	0.75	1.93	0.73	0.62
Experiences as principal (22.1 – 22.4)	2.65	0.70	2.55	0.90	0.11
Diversity training (23.1 – 23.4)	2.00	0.90	1.50	0.72	0.56
Review aspects (24.1 – 24.3)	2.03	0.79	1.30	0.43	0.93***

*≤0.2 = *Small effect;* **>0.2 - <0.8 = *Medium effect;* ***≥0.8 = *Large effect*

A large effect size (*d* ≥0.8) was calculated for the same 3 subsections of the questionnaire in relation to the groups that represent the number of learners (table 6.24) and the number of educators (table 6.25). The large effect sizes for the groups according to the number of learners and educators are discussed in the following paragraphs.

- **Practical significance in relation to some positive aspects of concept association**

  (Question items 9.1 – 9.4; Learners d = 0.95 & Educators d = 0.96)

A mean of 3.19 was obtained on a four-point scale for respondents from schools with less than 600 learners (N = 11) and a mean of 2.50 was obtained for respondents

smaller schools (<600 learners) and larger schools (≥600 learners) in relation to the subsection of concept association (question 9.1 – 9.4).

With regard to the number of educators, a large effect size of 0.96 was calculated for the number of educators in relation to concept association. A mean of 3.18 was recorded for the group of respondents from schools with 20 or less educators (N = 10), while a mean of 2.55 was recorded for the group of respondents from schools with more than 20 educators (N = 10).

The group of respondents from the smaller schools (<600 learners, mean 3.19 and ≤20 educators, mean 3.18) recorded a higher mean than the group form the larger schools (<600 learners, mean 2.59 and ≤20 educators, mean 2.55) signified a more positive association with the indicated aspects of diversity (cf. question items 9.1 – 9.4). This particular subsection dealt with caring as aspect to deal with the dynamic manifestation of diversity in a non-judgmental environment where diversity is appreciated (cf. question items 9.1 – 9.4).

It is understandable that the association of caring received more support from the smaller schools, because personal attention in a smaller education context is possibly more feasible. However, it does not mean that this humane aspect is to be neglected by larger schools. Irrespective of the size of the school, an essential and fundamental implication for dealing with diversity is based upon the guideline of respect and caring for each other (cf. par. 2.3.3.1).

The group of respondents from smaller schools further indicated more sensitivity towards the impact of diversity on existing standards as the group of respondents from larger schools. This situation may be attributed to a possible bigger impact of diversity on a relative small school community. Guidance, assistance and training for smaller schools may be required to address possible perception barriers and a lack of understanding to value and embrace diversity (cf. par. 4.6).

- **Practical significance in relation to viewpoints about some negative aspects of multicultural education**

  (Question items 10.1 – 10.5; Learners d = 0.80 & Educators d = 1.03)

A large effect size of 0.80 was determined for the number of learners to indicate the difference in means of responses to viewpoints about some negative aspects of multicultural education (question items 10.1 – 10.5). The group of respondents from the smaller schools (<600 learners) recorded a mean of 2.27 and the group of respondents from the larger schools (≥600 learners) recorded a mean of 1.78.

A large effect size of 1.03 was calculated for the viewpoints of educators in relation to some negative aspects of multicultural education. A mean of 2.30 was recorded for the group of respondents from schools with 20 or less educators (N = 10), while a mean of 1.70 was recorded for the group of respondents from schools with more than 20 educators (N = 10).

The group of respondents from the smaller schools was more in support of the viewpoints from the questionnaire than the respondents from the larger schools (means of 2.27 and 2.30 compare to means of 1.78 and 1.70). The higher means of the group of respondents from the smaller schools indicate a viewpoint that regarded multicultural education as limited to cultural and racial concerns. These responses signified that, in relation to larger schools, multicultural education was to some extent viewed in smaller schools as having a restricted focus that failed to account for the complexity of the manifestation of diversity. The literature study stated clearly that cultural concerns were not an exclusive constituent of diversity, but the true acceptance of diversity demanded a broader outlook than a fixation on cultural or racial concerns alone (cf. par. 3.4.2).

It should be stressed that the responses under discussion and related to smaller schools were not in full support (to a great extent) of the viewpoints mentioned about multicultural education. Accordingly, the above argumentation revolved around means of 2.27 (number of learners) and 2.30 (number of educators), which were indicative of a little to some extent on the four-point scale.

- **Practical significance in relation to the implementation of a review programme**

  (Question items 24.1 – 24.3; Learners d = 1.01 & Educators d = 0.93)

A large effect size of 1.01 was calculated for the difference in the means of the responses from schools with small and a large number of learners. A mean of 2.11 was recorded for the group of respondents from schools with less than 600 learners and a mean of 1.30 was recorded for the group of respondents from schools with 600 and more learners.

A large effect size of 0.93 was calculated for the number of educators in relation to the implementation of a review process. A mean of 2.03 was recorded for the group of respondents from schools with 20 or less educators (N = 10), while a mean of 1.30 was recorded for the group of respondents from schools with more than 20 educators (N = 10).

In comparison with the larger schools (≥600 learners / >20 educators), the respondents from the smaller schools (<600 learners / ≤20 educators) were to some extent more able to implement a review programme, to establish the impact of diversity management and to develop a strategy for future alignment. A possible reason for this situation may be that the implementation of a review process in smaller schools was not as complex and time-consuming as the time required for the implementation of the same process in the case of larger schools. On the other side, it can be argued that the principal of a smaller school was in most cases also involved in classroom teaching. Therefore, it cannot be assumed that principals of smaller schools have more time available to implement a review process for the management of diversity.

The implementation of a review process as the final evaluation phase of a diversity management plan ensured continuous improvement and the integration of diversity into all spheres of school life (cf. par. 4.15.6). It can therefore be assumed that the implementation of a more comprehensive plan for diversity contributed more in smaller schools to the integration of diversity into the school programme.

6.2.7.5 Conclusion: practical significance (effect size)

An overview of this section revealed that the subsections of multicultural education viewpoints (question items 10.1 – 10.5) and diversity-related experiences as principal (question items 22.1 – 22.4) were the subsections that presented the most large sizes that indicated the largest differences between the means of the different groups i.e. gender, experience, the number of learners and the number of educators.

In retrospection of this section of the statistical analysis, it was evident that no single or outstanding response of importance could be picked out from the analysis about practical significance. The following were however some prominent responses from each of the four groups.

- ***Gender:*** Female respondents were to some extent more attentive to some diversity-related aspects like policy implementation. The female group showed a more inclusive understanding of diversity, experienced more allegiance from their school management and school governance members and experienced less difficulty to achieve unity and diversity in their schools (cf. par. 6.2.7.1). There was no simple explanation for this state of affairs, but since respect and caring is regarded as fundamental principles to deal with diversity (cf. par. 2.3.3.1), it can be assumed that female principals showed more respect and caring towards other people in their management involvement of diversity.

  The results in relation to gender highlight the unique contribution of female principals to manage diversity in an education setting. The female principals were the minority of the study population (25%) and the development of a strategy for the management of diversity has to account for the unique role of the female principal. The specific role of the female principal with regard to the management of diversity falls outside the scope of this research, but the results indicate a possible need for further research in a related topic (cf. par. 8.4).

- ***Age***: Respondents older than 50 years viewed diversity to some extent as more representative of the various aspects of diversity. The

respondents younger than 50 years, on the other hand, responded more in support of in-service diversity training than the respondents older than 50 years (cf. par. 6.2.7.2).

The different views of the age groups made it imperative for the development of a strategy for the management of diversity to provide clarity about the conceptualisation of the phenomenon. Furthermore, the training component of a strategy to manage diversity should account for the differences in support to in-service training by the respective age groups. Any planned strategy or initiative to deal with diversity has to account for the age factor with accompanying different views about the concept and willingness to partake in empowerment initiatives.

- ***Experience***: The group of respondents with less than 10 years experience viewed multicultural education to a lesser extent as limited to only cultural and racial concerns. It seemed that the respondents with more than 10 years experience were not comparably adaptable to the impact of diversity as the respondents with less than 10 years experience. The group of respondents with more experience indicated along the lines of the preceding responses a need for guidance and empowerment to meet the demands of the manifestation of diversity in schools (cf. par. 6.2.7.3).

  The development of a strategy for the management of diversity has to make provision for school managers with different levels of adaptability to manage diversity because of differences in experience, exposure and other related factors. The objectives of such a strategy should, among other things, provide clear guidance to manage diversity and strive to improve specific competencies to meet the demands and challenges of the manifestation of diversity in schools.

- ***Number of learners and educators***: The group of respondents from the smaller schools (<600 learners / ≤20 educators) responded to some extent more in support of caring towards other people and the

implementation of a review plan for the alignment of a diversity strategy. The group of respondents from the smaller schools were also more in support of a view that multicultural education is restricted to cultural and racial concerns and of diversity as a threat to existing standards.

The responses listed above seemed to be connected to a smaller school community, a bigger impact of diversity on a small school setting and the occurrence of possible perception barriers in smaller schools that led to an undervaluing of diversity. The development of a strategy to manage diversity should also taken into account the different sizes of schools, because smaller and larger school communities responded differently to some diversity-related aspects.

As a whole, the results of this section foregrounded some prominent aspects to be taken into account for the development of a strategy to manage diversity. It can be concluded that a strategy for the management of diversity has to include aspects of conceptualisation, principles to manage diversity, policy implementation, best practices, diversity needs, diversity training and review aspects. These identified aspects serve as pointers or indicators for inclusion in the development of a strategy to manage diversity in schools (chapter 7).

This section concludes the final phase of the statistical analysis. The data from the questionnaire provided information about the views and experiences of the respondents concerning the extent that diversity was managed in the study population of schools. The next section describes the analysis of the qualitative data from the interviews and focus group discussions.

6.3 ANALYSIS OF QUALITATIVE DATA

The qualitative data included the recorded responses from the semi-structured interviews (cf. par. 5.5.3) and the focus group discussions (cf. par. 5.5.4). The analysis involved the deconstruction of the qualitative data into manageable categories, patterns, themes and relationships in accordance with the research aims (Mouton, 2002:108). The methodology for the analysis of the qualitative data was based on the content analysis procedures (cf. par. 5.5.5), and was presented in two sections according to the nature of the capturing data. At first, the analysis and interpretation of interviews is discussed, which is followed by a discussion of the focus group discussions.

6.3.1 Interview analysis

Interviewing as a data-gathering method was included to obtain additional data, clarify vague statements, permit further exploration of research topics and to yield a more in-depth experiential account of the extent of the management of diversity in schools according to the research aims.

The recording of the interview data took place by means of note-taking and audio recording (cf. par. 5.5.3.4). Verbatim transcripts of the interviews were compiled for analysis and interpretation. Three respondents did not consent to the recording of the interview by means of a tape recorder and the notes that were taken during these interviews served as recording procedure.

An experienced co-researcher was present and provided academic assistance during 10 of the 20 interviews. The assistance involved amongst other the guidance of the interview according to the research focus and the asking of clarification questions. The results of the decoding process were again submitted to the co-researcher for an independent evaluation. Regular discussions took place and adjustments were made according to suggestions and recommendations (cf. par. 5.5.2).

The analysis of the interview data was done according to the content analysis process as described in par. 5.5.5. At first, all notes and transcripts were read to gain an overview of the body and context of the gathered data. The reading process

was followed by a three-step coding process that consisted of open, axial and selective coding procedures (cf. par. 5.5.5.1). The open coding step led to the initial identification and marking of 22 descriptive names for specific units or segments of meaning in relation to the research aims. These identified units of meaning to a large extent showed consistency with the questions that were asked during the interviews. All these labelled units of meaning, as preliminary qualitative indicators, were again evaluated during the axial and selective coding steps for coherence and relevance to compile a final list of 10 categories of codes (cf. par. 5.5.5.1). Each category was systematically labelled according to the relevance of the data and the theoretical framework from the literature study (cf. par. 4.15).

The 10 identified categories were:

- An understanding of diversity
- Principles to manage diversity
- Multicultural education viewpoints
- Best practices to manage diversity
- Recommendations to manage diversity
- Problems in managing diversity
- Positive experiences in relation to the management of diversity
- Needs to manage diversity
- Training to manage diversity
- General comments

The related units of meaning from the notes and transcripts were systematically assigned to the final 10 categories with an indication of the frequency (*f*) and were presented in table format. The purpose for providing the frequency was to indicate the prevalence of related responses and not for quantitative analysis. The presentation of data in table format was followed by a discussion that includes verbatim responses (quotes) as examples. The discussion firstly described the prevalence of prominent responses and continued with an evaluative and interpretive discussion in relation to the research aims.

Before the analysis of the above-mentioned categories is presented, a brief account is provided about the observation list.

6.3.1.1 Observation

Thietart (2007:184), Huberman and Miles (2002:92,154) and Henning *et al.* (2004:81-86) recommend the use of an observation list during the interview process. The purpose of completing an observation list was to provide a brief account of the context of the source of the data, background information of the school situation and to provide information about the setting and climate in which the interview took place (cf. par. 5.5.3.2). A structured observation list (cf. Annexure E) was completed before and after the interview to obtain background information about the school situation and to report on the cooperation to participate in the research.

In addition to the biographical and general information from section A of the questionnaire (cf. par. 6.2.1), the following information was obtained by means of the structured observation list. Although no official criteria exist for the classification of schools, the following classification was done to describe the school environment: schools in cities (5); schools in towns (7); schools in townships (5) and newly established schools (3). The socio-economic circumstances of the surrounding community was in 5 instances noticeably poor, while the rest of the schools were more or less representative of a mix of poor to more affluent socio-economic circumstances. Based on observation, 4 schools showed a lack of sufficient facilities, for instance a lack of administration offices and science laboratories, while the rest of the schools from the study population had facilities ranging from functional to first-rate.

All the principals from the selected schools were willing and helpful to participate in the research and all the interviews were conducted in a friendly, cooperative manner. Some of the positive experiences of the interviewees were included in the analysis of the data (cf. par. 6.3.2.5). Although the principals set aside time for the interview appointment, some interruptions did occur for the principal to attend to urgent school matters. All interviews were however completed in full.

The presentation and discussion of the interview data follow in the next sections.

6.3.1.2 An understanding of diversity

Responses assigned to this category represented the respondents' viewpoints and perceptions about the concept of diversity and are presented in table 6.26.

Table 6.26: **An understanding of diversity**

AN UNDERSTANDING OF DIVERSITY	*f*
Diversity refers to different cultures, racial and ethnic groups.	10
Diversity refers to the differences among people.	9
Diversity is more than cultural, racial and ethnic differences.	5
Diversity refers to differences as well as commonalities among people.	4
Racial issues are overemphasised in the South African context.	4
Regard diversity as part of God's creation.	4
Diversity refers to the uniqueness of individuals.	3

The responses of this category were all related to the interview question about the respondents' understanding of the concept of diversity. A majority of responses were recorded that viewed diversity as representative of different cultures, racial and ethnic groups (f = 10): "*Diversity has basically to do with the differences between cultures, races and ethnic groups.*" A more general view of diversity refers to the differences among people (f = 9): "*Diversity deals with differences among people.*" The responses that regarded diversity as the uniqueness of individuals (f = 3) can also be considered as part of the responses that viewed the essence of diversity as differences, e.g. "*Each person is unique and has his or her own way of doing things.*"

Responses were also recorded that viewed diversity as more complex than just cultural differences (f = 5): "*You will find diversity even among people of the same culture.*" Responses also included references to commonalities (f = 4): "*Diversity is the differences of people, but includes also the mutual commonalities among*

In coherence with the literature overview (cf. par. 2.4.3 & 3.4.1), some responses indicated that cultural and racial matters are currently overshadowing other aspects

of diversity (f = 4): "*In South Africa, the focus of diversity is more on cultural and racial issues.*"

Some respondents expressed an explicit connection between their personal religious convictions and diversity as the uniqueness of God's creation (f = 4). Examples of such responses were: "*The Creator created all, therefore we must respect the differences within God's creation.*" "*Accepting the uniqueness of people, because people is made to the image of God.*" These responses were to some extent in accordance with the ontological perspective of diversity as discussed in the literature study (cf. par. 2.3). This particular theme is a possible case in point for further research to investigate specifically the fundamental nature of diversity.

An implication of the responses of this category was to ensure a clear understanding of diversity, because of the various semantic and conceptual nuances about the nature of the concept. The perception that diversity focuses mainly on cultural and racial differences may be explained from a South African historical context, but care must be taken not to adopt a one-sided approach with an overemphasis on only differences as distinguishable aspect of diversity (cf. par. 2.3.3.3). The indication of uniqueness as an understanding of diversity was of value if related to the identified advantages associated with creativity and wide-ranging competencies (cf. par. 4.5). A balanced perspective about the complex nature of diversity is imperative for a management strategy to deal effectively with diversity, because of the inherent potential of the concept to either unite or to divide people (cf. par. 2.4.6).

6.3.1.3 Principles to manage diversity

Responses of this category represented the respondents' viewpoints and perceptions about the principles underpinning the management of diversity and are presented in table 6.27.

Table 6.27: **Principles to manage diversity**

PRINCIPLES TO MANAGE DIVERSITY	*f*
Acceptance, tolerance and accommodation of differences without prejudices.	9
Knowledge and an understanding of diversity.	7
Respect for people.	6
Caring for people.	5
Appreciation of differences and uniqueness.	5
An understanding that all people are created by God.	4
Each individual is important and special.	3
Justice for everybody.	3
The recognition of potential in all people.	2

An overview of the responses of this category to a certain degree indicated consistency with the responses of the previous category about an understanding of diversity. This consistency signified a relation between the understanding of the concept and the adoption of principles to manage diversity. The most recorded responses about principles to manage diversity were to accept, tolerate and accommodate differences among people without prejudices (f = 9): *"Accept the differences of every individual."* *"Accommodate every individual's needs."* *"Tolerance of differences."* These responses were supported by other closely related responses about the appreciation of the uniqueness of individuals (f = 5): *"Appreciate the uniqueness of people."* *"You must be free from prejudices."* *"Don't judge people."* It seemed from these responses that differences and prejudices were regarded as concerns for the management of diversity.

Responses that regarded knowledge of diversity as a principle to manage diversity were (f = 7): *"You must have the knowledge to manage diversity."* *"Knowledge of diversity is important."* These particular responses were supported in literature that advocated a clear understanding of diversity to guide the practice because of prevailing uncertainty and different interpretations (cf. par. 2.2 & 2.3.3.1). The significance of the role of knowledge was further highlighted as a precondition to manage diversity in order to understand the complexity of the situation and the challenge (cf. par. 4.11.1).

Principles about the way to treat people were recorded and included:

- Respect for other people (f = 6): *"Respect for all cultures." "Respect, knowing that everyone is unique."*
- Caring for other people (f = 5): *"You have to care for the well-being of all people."*
- Justice for all (f = 3): *"Justice for everybody is important."*
- Belief in other people's potential (f = 5): *"Recognition of potential in everyone." "Everyone is important and special."*

These recorded principles were in line with the literature overview that specifically promoted caring, respect and justice for all people as fundamental guidelines to deal with diversity (cf. par. 2.3.3.1). The above-listed principles were in particular consistent with the *Ubuntu* concept that referred to humaneness and the affirmation of unity and diversity (cf. par. 4.11.8).

The identified principles of this category served as fundamental guidelines of how to deal with other people in a diversity context and were regarded as an addition to the principles identified in literature (cf. par. 4.11.4).

6.3.1.4 Multicultural education viewpoints

Responses of this category represented the respondents' viewpoints and experience about multicultural education and are presented in table 6.28.

Table 6.28: **Multicultural education viewpoints**

MULTICULTURAL EDUCATION VIEWPOINTS	*f*
Multicultural education refers to cultural, racial and ethnic differences.	10
Multicultural education is forced onto schools by the Department of Education.	7
Multicultural educational refers to humaneness.	3
Multicultural education is easily politicised.	3
Prefer diversity instead of multicultural education.	2

Most respondents viewed multicultural education as referring to different cultures, racial and ethnic groups in their schools (f = 10): *"Multicultural education brings to mind the different cultures and covers different races."* These responses linked up with the argument from the literature study that multicultural education has a particular focus and emphasis on culture-related concerns (cf. par. 3.4.1). Two

responses were recorded where respondents preferred the inclusiveness of diversity in stead of multicultural education, e.g. *"I prefer diversity to multicultural references."*

Concerning their experience in implementing multicultural education, some respondents felt that multicultural education was forced onto their schools by the Department of Education (f = 7): *"Multicultural education is forced upon us by the department." "Multicultural education is forced down our throats."* Some respondents were also of the opinion that multicultural education was an issue that was easily politicised (f = 3): *"Multicultural education is politically driven."* The tone of the responses from this category signified a negative experience by some respondents about the guidance received from the education authority and accompanying implementation of multicultural education in their schools.

Some respondents associated multicultural education with humaneness (f = 3): "*Everybody is human." "Humaneness."* These responses were consistent with the preceding description about principles to manage diversity. This connection to humaneness was also consistent with the viewpoint from literature that demands a broader outlook than a mere fixation on cultural aspects (cf. par. 3.4.2 & 4.11.8).

The significance of the responses of this category for the development of a strategy to manage diversity was to avoid a narrow, restricted focus on culture and racial concerns, but to account for diversity in totality (cf. par. 3.4.2). The role of the education authority to provide more guidance and support to all role players was also implied by some of the responses of this section.

6.3.1.5 Best practices to manage diversity

Responses of this category covered the best practices by respondents to manage diversity in their respective schools and are presented in table 6.29.

Table 6.29: **Best practices to manage diversity**

BEST PRACTICES TO MANAGE DIVERSITY	*f*
Organise cultural and sport programmes (plays, sing songs, camps, cultural days etc.).	7
Obtain an understanding of the needs, customs, norms and values of relevant cultures.	6
Ensure continuous communication and feedback to all relevant role players.	6
Treat everybody the same by avoiding stereotyping and discrimination.	6
All role players need to be advised and motivated to function as a team.	5
Ensure the support of parents and community.	5
Involve role players in pro-active planning and in school activities.	5
Address own prejudices and thinking and adjust preconceived ideas.	5
Continuously promote respect, acceptance and justice for all within the school.	5
Arrange social events and functions.	4
Provide guidance and pastoral leadership.	4
The principal must lead by example.	3
Accommodate diversity in all school activities.	3
Ensure a mix compilation of learners in the classroom.	3
The management of diversity is part of the overall school management system.	3
Use commonalities to strengthen diversity.	3
Ensure broad representation of all groups in all school activities.	2
When in groups, speak the language that everybody understands.	2
Make use of an action plan to deal with diversity.	2
Do not compromise on standards or discipline.	2
Dedicated diversity-orientated lesson planning.	1
Appoint a committee to assist in dealing with diversity.	1
Monitor group forming closely (click forming).	1
Determine what is the benchmark/standard.	1
Arrange for expert speakers to address the staff and learners	1

The listing of responses in this category was more extensive than the other categories because respondents provided a wide range of best practices that they implemented in their particular schools. It was also acknowledged that each school is unique and therefore it can be assumed that some best practices that work in one school will not necessarily be effective in another school (cf. par. 2.3.3.3). Responses with low frequencies (f) were also included in this section because of their relevance within the context of this research.

An overview of the responses about best practices to manage diversity led to the classification of responses in the following groups:

- *Best practices at a personal level*

Obtain an understanding of the needs, customs and values of cultures.
Treat everybody the same by avoiding stereotyping and discrimination.
Address own prejudices and preconceived ideas.
Promote respect, acceptance and justice for all.
Provide guidance and pastoral leadership.
Lead by example.
A personal stance not to compromise on standards.

- *Best practices at school level*

Organise sport, cultural and social activities.
Provide for diversity in all school activities.
Ensure a mix compilation of learners in classrooms.
Incorporate diversity as part of the overall school management system.
Use commonalities to strengthen diversity.
Ensure broad representation of learners in all school activities.
When in groups, speak the language that everybody understands.
Devise an action plan to deal with diversity.
Diversity-orientated lesson planning.
Appoint a committee to assist the principal to deal with diversity.
Monitor group forming closely.
Determine benchmarks in relation to diversity.
Make use of experts from outside the school.

- *Best practices in relation to interest groups*

Ensure continuous communication to all role players.
Motivate all relevant role players to function as a team.
Ensure the support of parents and community.
Involve role players in relevant and pro-active planning.

The listed responses about best practices to manage diversity in a school have a clear meaning with relevance to the education profession and for that reason no quotations were provided as response examples. The responses served as practical guidelines to deal with diversity in the school and were valuable for an action plan as

part of a strategy to manage diversity. It must, however, be kept in mind that each school represented a unique institution with its own idiosyncratic characteristics, compilation and circumstances. What worked in one school may not be effective or appropriate in another school (cf. par. 2.3.3.3).

6.3.1.6 Recommendations to manage diversity

Responses of this category referred to the recommendations by the respondents to manage diversity in schools and are presented in table 6.30.

Table 6.30: **Recommendations to manage diversity**

RECOMMENDATIONS TO MANAGE DIVERSITY	*f*
Management must be flexible to manage diversity.	6
Management must broaden their scope of diversity to be more inclusive.	5
The ability to speak more than one language is an advantage to manage diversity.	3
A diplomatic and consultative approach to manage diversity is recommended.	3
Too much emphasis on differences, focus more on commonness.	2
Approach the management of diversity on the basis of facilitation and negotiation.	2
Treat every learner as you would treat your own child.	2
Be sensitive when accommodating different religions.	2
The principal is the unifying factor.	2
An exchange programme between principals to learn from each other.	2
An extra-mural programme helps to accommodate diversity in the school.	2
The Department of Education should adopt a more leading role.	2

The recommendations outlined above were closely linked to the responses of best practices from the previous category and these responses were likewise, after an analysis, classified into the following groups:

- *Recommendations of a personal nature*

The ability to speak more than one language is strongly recommended.

Treat every learner as you would treat your own child.

Be sensitive when accommodating different religions.

- *Recommendations applicable to school management*

Management must be flexible to manage diversity.

Management must broaden their scope to be more inclusive.

The principal is the unifying factor.

An exchange programme between principals to learn from each other.

The Department of Education should adopt a more leading role.

- *Recommendations for an approach to manage diversity*

Adopt a diplomatic and consultative management approach.

Focus on commonalities, don't emphasise differences too much.

Use an approach of facilitation and negotiation.

Two particularly striking approaches were provided by two of the respondents. One respondent reported the use of an "*AAA – approach"*, which is an acronym for ***a**ccommodate, **a**djust and **a**dopt.* Another respondent reported an approach to *identify, analyse and operationalise* to manage diversity. These approaches were

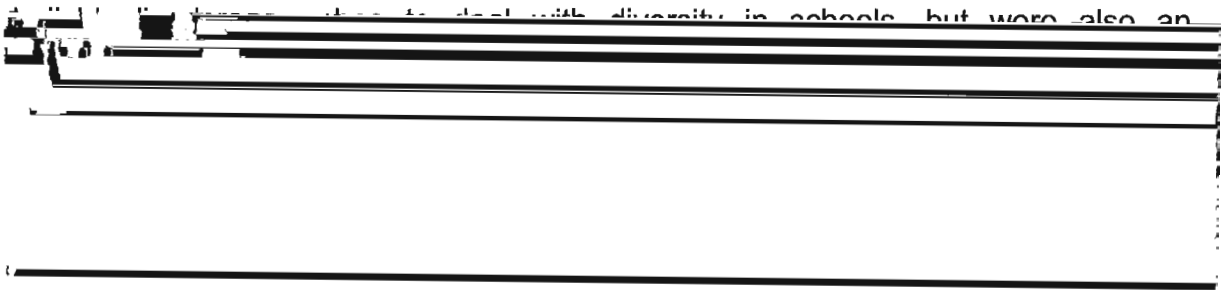


Table 6.31: **Problems in managing diversity**

PROBLEMS IN MANAGING DIVERSITY	*f*
Lack of support from the Department of Education.	9
Language efficiency among learners.	5
Turn normal school incidences into racial issues.	5
To accommodate all role players of the school.	4
Lack of tolerance between various groups.	3
Limited resources to serve the potential and talents of learners.	3
To change the perceptions of parents.	3
Mistakes because of lack of knowledge, exposure and experience.	2
To ensure a culture of learning in a diverse environment.	2
To manage social functions and activities in a diverse setting.	2
No guidelines to manage diversity.	2
Judgement easily viewed as biased.	1

A lack of support from the Department of Education was the problem that received the most responses (f = 9). Responses in this regard were among others: *"We are not supported by the department." "The department does not support the school." "No cooperation from the department."* The extent of attention from the respondents to this particular aspect signified a need for more support from the Department of Education as a leading partner to deal with diversity in schools.

A specific problem in relation to diversity was recorded in cases where ordinary incidences in the school were turned into racial issues (f = 5): *"Race is a trump card to play under pressure." "Racial issues complicate normal incidences."* The occurrences of these situations may by ascribed to a restricted perspective of diversity on racial issues alone that can lead, according to literature, to divisive and retrogressive actions in practice (cf. par. 2.5.4 & 3.4.1).

Some of the respondents experienced problems with the language efficiency of learners (f = 5): *"English as a medium of instruction is a problem." "Language empowerment is a challenge."* The identification of this problem can be viewed together with the previous section of recommendations where the speaking of more than one language was regarded as an advantage. It can be assumed that language problems will have a negative affect on communication in the school. One of the qualities associated with a diversity manager is to ensure communication proficiency

by means of an accepted action plan to address possible problems in this regard (cf. par. 4.8).

The need for a strategy to manage diversity was echoed by responses that indicated problems to accommodate all role players in the school (f = 4) as well as the lack of tolerance between various groups (f = 3). Examples of related responses were: *"To accommodate the different groups is difficult." "It is difficult to manage all the different role players." "Tolerance between groups is problematic."*

Responses were also recorded that referred to a lack of resources to serve the needs of a diverse group of learners (f = 3): *"Can't serve the potential and talents of learners because of limited resources."* The indication of a lack of resources in this category must be viewed together with the need for capacity and facilities like administration offices and science laboratories (cf. par. 6.3.1.1 & 6.3.1.9). Sufficient resources and the effective management thereof were identified as requirements for the effective management of diversity (cf. par. 4.11.5 & 4.13.2).

Problems were also recorded in relation to the role of the parents (f = 3): *"It is a battle to get any desired involvement of parents."* Parents are important role players of their children's school and must be included in a management strategy for diversity to ensure involvement and ownership (cf. par. 4.12).

Various other problems in relation to diversity, but of a wide-ranging nature were recorded like: *"No clear guidelines available how to manage diversity." "It is a problem to manage social functions for diverse groups." "It is difficult to ensure a culture of learning among a diverse corpse of learners." "Perceptions of parents are the biggest problem." "A lack of knowledge, exposure and experience of diversity among staff members."*

The leading problems that were cited by most of the respondents can be summarised as a lack of support from the Department of Education (f = 9), language insufficiencies (f = 5) and the occurrence of racial issues (f = 5). The value of these problems for the development of a strategy to manage diversity was that collective problems from a variety of schools were identified that served as a forewarning to

avoid related problems in advance and to devise situation-specific guidelines for a pro-active action plan.

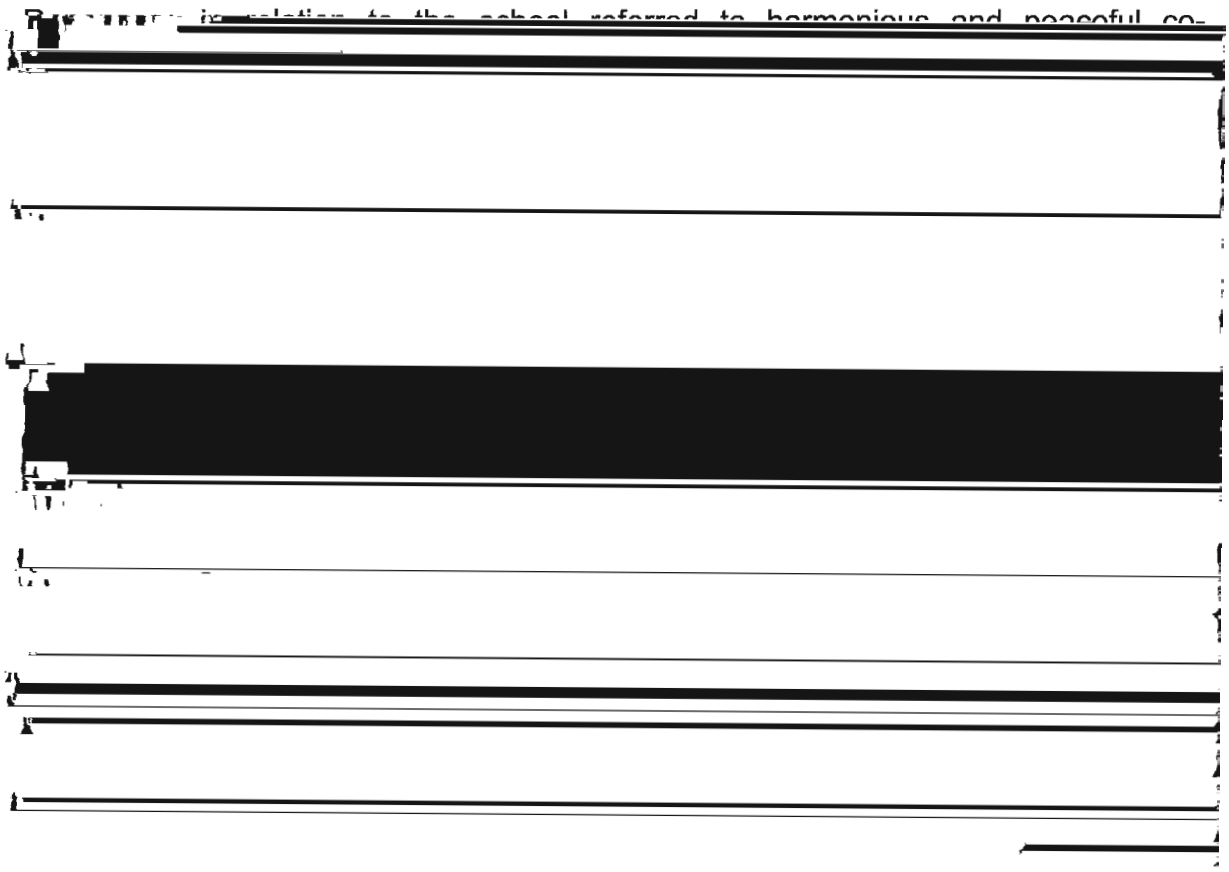
6.3.1.8 Positive experiences in relation to the management of diversity

Responses in this category provided an indication of the positive experiences and successes in relation to the management of diversity and are presented in table 6.32.

Table 6.32: **Positive experiences in relation to the management of diversity**

POSITIVE EXPERIENCES IN RELATION TO THE MANAGEMENT OF DIVERSITY	*f*
Proud to co-exist harmoniously and peacefully in the school.	12
Proud of achievement and academic standard of school.	10
Acceptance of leadership and mutual respect among a diverse school community.	6
To function as a committed team.	4
School contributes to the educational needs of a diverse South Africa.	2
Sharing of professional and personal experiences among each other.	2

An analysis of the above-listed responses led to the division of the responses into 2 groups, namely responses related to the school and responses of a personal nature.



existence (f = 12): *"I am proud of the harmonious and peaceful co-existence of*

4): *"People in school work closely together as a team."* Some responses were also recorded about the sharing of professional and personal experiences among diverse groups in the school (f = 2): *"We all share in the bitter and sweet of life."*

The relevance of the recorded positive experiences for the development of a strategy to manage diversity was that these successes are proof of the enrichment of the education process at institutional and personal level. The responses further served a motivational purpose for the promotion and encouragement of educational leaders to accommodate and appreciate diversity in their schools. The positive experiences were especially of value because it originated from the practitioners themselves and not from outside the education profession.

The positive experiences recorded were further in agreement with the advantages associated with the effective management of diversity (cf. par. 4.5) and represented as such the success "stories" for embracing diversity in schools. The occurrence and nature of similar successes as well as the inclusion of the perspectives from learners can be the focus of future research.

6.3.1.9 Needs related to the management of diversity

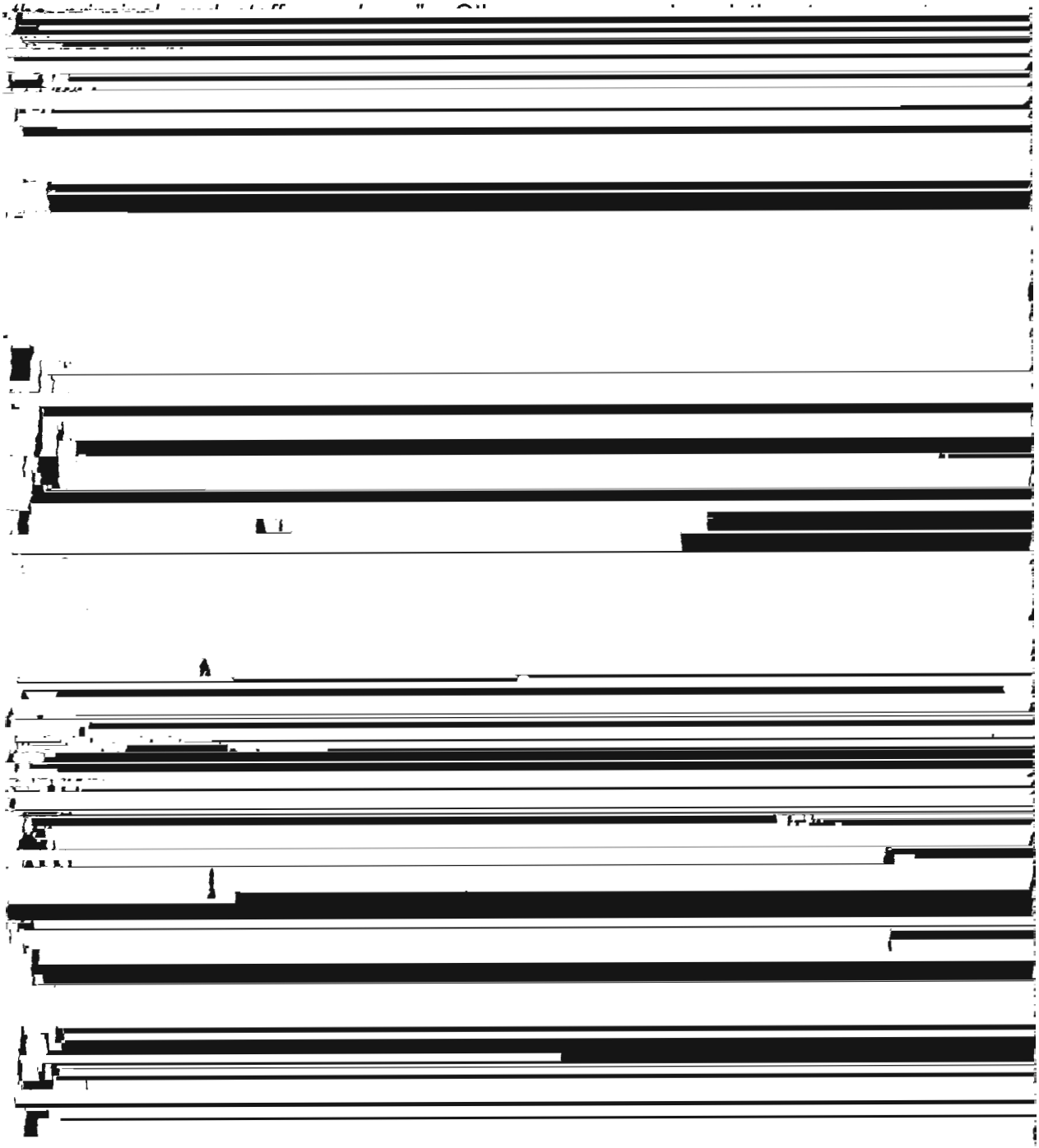
The respondents indicated several needs for the management of diversity in their schools, which are presented in table 6.33.

Table 6.33: **Needs to manage diversity**

NEEDS TO MANAGE DIVERSITY	*f*
Training to manage diversity.	8
A clear policy with guidelines to manage diversity.	8
More support and understanding from the Department of Education.	5
More committed and competent educators to deal with diversity.	5
Action-centred workshops to manage diversity.	4
More resources to deal effectively with diversity.	4
Development of skills and knowledge to manage diversity.	3
An extra-mural programme in support of diversity.	3
Reading material.	3
To enhance language efficiency in the school.	3
Support from the community.	2

A grouping was done on the strength of an analysis of the responses listed above. The following three groups of responses were identified: responses in relation to competencies, responses in relation to role players and responses related to resources.

The responses in relation to competencies included the needs for training (f = 8): *"I suggest more training, but the trainers must be trained."* Responses further indicated a need for a clear diversity policy with guidelines (f = 8): *"We need a clear policy so that we can know what is expected of us."* Specific needs were recorded like the need for action-centred workshops (f = 4): *"We need workshops about diversity for*



guiding material to enhance our capability to deal with diversity in the school" "I struggle with the question: How do you deal with diversity in the school?"

The value of the needs listed for the development of a strategy for the management of diversity was the facilitation of an understanding of the complex nature of such a strategy. Effective management of diversity is not an easy or simple requirement to accomplish, but needs dedicated support from all role players, the development of related competencies, and the allocation of sufficient resources to ensure success. These needs can thus be considered as requirements for a successful strategy to manage diversity and may be regarded as specific points of departure for the development of such a strategy.

6.3.1.10 Training to manage diversity

Responses from this section referred to the judgements, ways of thinking and experiences of respondents about training initiatives to manage diversity and are represented in table 6.34.

Table 6.34: **Training to manage diversity**

TRAINING TO MANAGE DIVERSITY	*f*
Received no training to manage diversity.	17
Education students are not trained to deal with diversity.	13
Presenters of training must be competent.	5
Educators are not trained to deal with diversity in the school.	3
Training must be practice-driven and based on experience.	3
Do not support short presentations without any follow-up.	3
Trust on own judgement and experience.	2

The above-listed responses can be grouped into training received and viewpoints on such training.

The aspect of no training received for the management of diversity received by far the most support from the respondents (f = 17): *"I did not receive any training to manage diversity." "Haven't had any training." "Never received any diversity training."* Based on their experience with practical teaching, the respondents were of the opinion that students in education were not trained to deal with diversity in schools (f = 13): *"Pre-service teacher training must include a diversity training*

component." "Students in education must be empowered to deal with diversity." "Inculcate diversity into study programmes of students." Some responses were recorded about the lack of educator training to deal with diversity (f = 3): *"Teachers are not trained to address diversity."* The lack of training implies that respondents only relied on their own judgement and experience (f = 2): *"I trust only on my experience and gained knowledge to deal with diversity in practice."*

The respondents expressed strong viewpoints about training to deal with diversity and demanded for instance that the presenters of such training should be competent (f = 5): *"The presenters must be competent." "Training must start with the presenters."* Respondents further demanded that such training should be practice-based (f = 3): *"Training must not only be theoretical, but must be practice-driven."* The respondents were specifically against short presentations without any follow-up or support initiatives (f = 3): *"I don't want a quick fix or hit and run presentation without follow-up work and a lack of continuous support."*

The significance of the responses from this category in relation to the development of strategy to manage diversity was that both in-service and pre-service training must be an important component of such a strategy to ensure the required competencies for educational managers and educators. A contentious issue like diversity can't be subjected to management practices according to personal interpretation, judgement and lack of experience. Training initiatives must however be of a high standard concerning presenters and content. This category of responses, as well as previous categories (cf. par. 6.3.1.7 & 6.3.1.9), specifically pointed out a lack of diversity training and a need for practice-orientated training initiatives.

6.3.1.11 General comments

Some general responses were also recorded and are presented in table 6.35.

Table 6.35: **General comments**

GENERAL COMMENTS	*f*
The management of diversity involves a process, phased in over time.	14
The management of diversity requires a "mind shift".	10
Diversity enriches the education situation.	8
Support to the focus of this research.	5

Many respondents referred to the management of diversity as a process that needs to be mastered and implemented over time (f = 14): "*The management of diversity involves a long-term process that must be phased in over time.*" "*The management of diversity needs to be phased in over time, it is a process.*" "*The management of diversity is not an overnight thing.*" Another comment of interest was the repeated reference to a "*mind shift*" that was associated with the management of diversity (f = 10): "*I had to undergo a mind shift in the process.*" "*The successful management of diversity starts with a mind set.*" "*The management of diversity definitely involves a mind shift to get away from stereotypes and restricted perceptions.*" Responses were also recorded in support of diversity that enriched the education situation (f = 8): "*Diversity makes our school a small South Africa.*" "*Diversity definitely enriches the teaching situation.*" "*Diversity not only benefits the school, it leads to personal enrichment.*"

The significance of the responses from this category in relation to the development of a strategy to manage diversity was to consider it as a process to be phased in over time. Special attention has to be allocated for personal development and adjustment to address any form of stereotyping and preconceived ideas about other persons or groups of persons. This particular emphasis on an intrinsic focus or introspection ("*mind shift*") coincided with the viewpoint of Human (1996:5) from the literature study: "*The better we can manage ourselves and our insecurities, the better we manage diversity. The better we manage diversity, the more we empower others and create the conditions under which our organisations can grow and develop.*" (cf. par. 4.2.2)

It was rather unexpected that some respondents expressed their appreciation at the end of the interview and included responses like: "*I learnt a lot from the questionnaire and interview, it teaches me something and was an eye-opener for me.*" "*I appreciate the focus on the issue of diversity.*" "*I found the questionnaire interesting.*" "*The questionnaire and interview were a learning experience.*" "*I am impressed that this topic has become the focus of research.*" The significance of these particular responses was that they substantiate the rationale of the research (cf. par. 1.1 & 4.3) and was an indication of the level of cooperation received from the respondents (cf. par. 6.3.1.1).

6.3.1.12 Conclusion: interview analysis

The results of the qualitative analysis from the interviews were in agreement with related themes from the literature overview and in particular with the theoretical framework for the management of diversity (cf. par. 4.15). Additional data were also recorded according to the purpose for the inclusion of interviews in this research.

A need for policy guidelines was expressed by the respondents (cf. par. 6.3.1.8), which is in accordance with the initial phase of the theoretical framework to account for the legislative and guiding directives for the implementation of a management strategy for diversity (cf. par. 4.15.1).

The responses in support of a clear understanding of the concept of diversity (cf. par. 6.3.1.2) were also in line with the requirement from the literature overview about a clear conceptualisation as a point of departure or precondition for the management of diversity (cf. par. 4.12 & 4.15.3). In addition to the quantitative data, the responses from the interviews revealed a relationship between personal religious convictions and an understanding of diversity. The data from the interviews supported an understanding of diversity as more complex than mere cultural differences (cf. par. 6.3.1.2).

Respect, caring, acceptance and knowledge were indicated as principles to manage diversity successfully (cf. par. 6.3.1.3). The data from the interviews signified a connection between an understanding of diversity and the principles that were adopted to manage diversity (cf. par. 6.3.1.3). The identified principles were also in relation to the *Ubuntu* concept with a focus on humaneness and the affirmation of unity and diversity (cf. par. 4.11.8). The principles were further linked to the interview responses that referred to a "*mind shift*" and the view of the management of diversity as a process that was phased in over time to minimise the potential for conflict (cf. par. 6.3.1.11). The additional data about the principles applicable to the management of diversity elaborated significantly on the principles that were identified in the quantitative section of this research.

The stipulation of best practices (cf. par. 6.3.1.5) and recommendations (cf. par. 6.3.1.6) were of significance for the development and implementation of a situation-

specific action plan (cf. par. 4.15.4 & 4.15.5). Several examples of practices and wide-ranging recommendations were recorded for consideration to be included in a school-specific action plan. The identification of extensive practices and recommendations were a valuable significant contribution to the guidelines for the management of diversity as determined in the quantitative section (cf. par. 6.2.5.2).

The literature overview highlighted the important role of training as part of a management strategy to increase knowledge, skills, awareness and competency levels to deal effectively with diversity (cf. par. 4.13.3 & 4.15.5). However, a significant lack of training was reported by the respondents in both the quantitative (cf. par. 6.2.5.4) and qualitative (cf. par. 6.3.1.9) data analysis. It was evident from the responses that the lack of training to manage diversity received the most support from the respondents during the interviews (cf. table 6.34 & par. 6.3.1.8/9). Additional aspects about training as obtained from the data of the quantitative section were provided by the data from the interviews, namely (cf. par. 6.3.1.10):

- to include in-depth pre-service training programmes as part of the training of students in education
- the demand for practice-based training and
- the demand for experienced and competent trainers.

Two aspects from the theoretical framework for the management of diversity did not come to the fore from the interviews, namely; responses about the conduct of a diversity situation analysis and the implementation of a review programme. The responses from the quantitative data indicated a mixed involvement concerning the conduct of a diversity situation analysis (cf. par. 6.2.4.2). The assumption was that the respondents regarded the Education Management Information System (EMIS) as an appropriate method to reflect the manifestation of diversity in the school and not the use of a diversity situation analysis. The lowest mean of the quantitative data analysis was recorded for the implementation of a review programme for the management of diversity (cf. par. 6.2.6.2). The implementation of a review programme was not mentioned in the responses from the interviews.

A lack of support from the Department of Education in relation to the management of diversity was an aspect that was particularly highlighted by the data from the interviews. It was striking that this aspect occurred in both categories of problems experienced (cf. par. 6.3.1.7) and needs to manage diversity (cf. par. 6.3.1.9). The lack of support from the Department of Education was thus not only regarded as a problem, but also indicated as a need.

The data about the identification of problems (cf. par. 6.3.1.7) and positive experiences (cf. par. 6.3.1.8) to manage diversity provided new insights in addition to the data obtained from the quantitative data. Incidences that were turned into racial issues, limited resources and language inefficiency were identified as particular problems from the data of the qualitative section (cf. par. 6.3.1.7). The recording of positive experiences from the interviews also contributed to the exploration of the research topic, for example harmonious and peaceful co-existence, proudness of achievements and the acceptance of leadership (cf. par. 6.3.1.8).

It can be concluded that the qualitative data from the interviews not only confirmed some of the data from the quantitative section, but made additional data possible, elaborated on related aspects and yielded a more in-depth account of the management of diversity in the study population of schools. The gaining of additional data and new insights from the qualitative data, justified the inclusion of interviews as a data-gathering method in this research.

The following section describes the second stage of the qualitative data analysis, namely that of the analysis of the data obtained from the focus group discussions (cf. par. 6.3).

6.3.2 Focus group analysis

Focus group discussions that use group interaction as research method were included as part of the qualitative research (cf. par. 5.5.4). The rationale for including focus group discussions in this research was to obtain data from two international conferences and one national conference with themes relevant to this research topic and aims. The purpose of the focus groups discussions was to collect cumulative

and more elaborate data from participants at the mentioned conferences to enable additional insights and a deeper understanding of the research topic (cf. par. 5.5.4.1).

The interaction between participants during the focus group discussions was, in contrast to the process of the individual interviews, more open and complex because of the unique nature of group discussions. Comments from participants in relation to the discussion questions (cf. par. 5.5.4.2) led to further comments and discussions from other participants of the focus groups. During the discussions, the researcher simultaneously maintained a balance between a more directive role to guide the discussions according to the research aims and that of facilitator to maintain interactive group dynamics (cf. par. 5.5.4). The discussion questions (cf. par. 5.5.4.2) were limited to an understanding of diversity, principles related to the management of diversity and practices for the management of diversity because of the limited time available for group discussions within the scheduled conference programmes (cf. par. 5.4.4.2).

The recording of the discussions from the focus groups was done by means of audio recording for the purpose of transcribing and analysis. A co-researcher attended and provided academic assistance during all three focus group discussions. The assistance involved the redirecting of the group discussions and clarifying questioning in accordance with the research focus. The analysis and interpretation of the data were again submitted to the co-researcher for the control of procedures and verification of the interpretation of data (cf. par. 5.4.4.2).

The analysis of the data from the focus groups was done according to the content analysis process as described in par. 5.5.5. The transcripts were read at first to gain an overview of the collected data. The reading was followed by an open coding process that involved the identification and marking of specific units of meaning as preliminary qualitative codes. Units of meaning referred to specific research-related words, phrases, sentences and comments related to the research problem and research aims (cf. par. 1.5, 5.2 & 5.5.5.1). The initial codes were re-evaluated during the axial and selective coding steps for coherence and relevance to finalise a list of 5 categories. Each category was labelled according to the relevance of the data and

the theoretical framework from the literature study (cf. par. 4.15). The 5 identified categories were:

- An understanding of diversity
- Principles to manage diversity
- Guidelines for the management of diversity
- Problems in managing diversity
- General comments

Related comments from the transcripts were systematically assigned to the identified 5 categories and were presented in table format. The nature of discussions in groups did not make it possible to determine how many participants supported or opposed any of the comments and for that reason no indication of frequency was used. The listing of comments in tables was therefore not an indication of the order of importance or priority, but served the purpose to provide a summarised outline of the prominent comments related to a particular category.

The presentation of data was followed by a discussion that included verbatim comments as examples. The discussion first described the more prominent comments and continued with an evaluative and interpretive discussion in relation to the research aims.

6.3.2.1 An understanding of diversity

Comments assigned to this category represented the participants' viewpoints about their understanding of diversity and are presented in table 6.36.

Table 6.36: **An understanding of diversity**

AN UNDERSTANDING OF DIVERSITY
Diversity is the richness of human attributes.
Diversity points to difference.
Diversity involves tangible and intangible aspects.
Race and culture are the most prominent aspects of diversity in SA.
Diversity is more than culture and race.
Diversity is dynamic and changes continuously.
A person's view of diversity determines that person's understanding of diversity.
Diversity is related to power relations.

The comments assigned to this category were all related to the discussion question about their understanding of diversity. Comments were made that "*diversity is about the richness of all human attributes.*" This comment from the discussion groups was in accordance with the literature study that described diversity as the multiplicity of phenomena with distinctive characteristics and qualities (cf. par. 2.3.2). Diversity was also seen as differences, for example: "*Diversity points to differences among people.*" This point of view was the same as the perspective from literature that viewed diversity as the differences between individuals and groups of people (cf. par. 2.4.1). This particular comment in relation to differences brought about other related comments like "*diversity as otherness leads to an us-versus-them approach,*" and "*diversity as differences is associated with fragmentation and separation.*"

A specific comment added a new perspective about diversity as differences and refers to: "*Power relations determine how a person looks at diversity.*" According to this comment, a focus on differences only led to the seeking of "*an edge over other people*" in a power relationship. These comments highlighted some of the risks associated with a limited perspective that focused exclusively on only some of the aspects of diversity with the potential to either unite or to divide people (cf. par. 2.4.3 & 2.4.6).

Another characteristic of diversity about an understanding of diversity was that "*diversity involves tangible and intangible aspects.*" This comment was supported by a perspective in the literature that viewed diversity as tangible aspects (e.g. gender and colour of skin) and intangible aspects (e.g. beliefs and values) of human differences (cf. par. 2.4.4). A particular comment was made that "*race and culture are the most prominent aspects of diversity in South Africa,*" which was also supported in the literature (cf. par. 2.4.2 & 2.4.3). Reaction from other participants was however that "*diversity is about more than just culture and race,*" which was consistent with the comment that viewed diversity as the richness of human attributes. The literature study cautioned against a one-sided emphasis of some aspects of diversity that were regarded as representative of the totality of diversity (cf. par. 2.4.6). Comments were also made that "*diversity is dynamic and changes over time,*" which were in agreement with time dependence as a basic feature of diversity (cf. par. 2.3.3.3).

A particular comment was made about the way people look at diversity to understand the concept. "*The view of diversity is fundamental to a person's epistemology about what is true and valid about diversity.*" The comment was explained that someone who viewed diversity as 90% differences and 10% similarities would be different from someone who viewed diversity as 90% similarities and 10% differences. This comment was indicative of the variety of semantic interpretations concerning an understanding of diversity (cf. par. 2.2).

6.3.2.2 Principles to manage diversity

Comments in relation to this category represented the participants' contributions about the principles associated with the management of diversity and are presented in table 6.37.

Table 6.37: **Principles to manage diversity**

PRINCIPLES TO MANAGE DIVERSITY
Respect other people.
Aim to unify people.
Strive for equal education.
Value diversity.
Diversity must be accepted and appreciated.

Respect as a principle to manage diversity was indicated during the group discussions when participants mentioned that "*respect for other people is a starting point.*" An important contribution in this regard was that participants were of the opinion that "*caring is just tolerance and does not necessarily mean respect, acknowledgement and acceptance.*" Based on the previous comment, it can be assumed that caring as principle did not carry the same weight as the principle of respect with regard to the management of diversity. The identification of respect for other people was further in accordance with the Bill of Rights of the Constitution of the Republic of South Africa that prescribes among other things respect for the dignity of each individual (cf. par. 3.5.1).

Another principle for the management of diversity was identified as: "*The ideal to unify people around the same values, because it is the living out of these values that directs the country*". The identified principle of striving for unity was supported by literature that required strong principled positions to guide the national cause for unity and diversity (cf. par. 2.5.2). The principle of equal education to all learners was specifically mentioned, for example: "*Learners can rely on equal education for all.*" Equality in a diverse society is assured in the Bill of Rights of the South African Constitution that prohibits unfair discrimination on grounds of any aspect of diversity (cf. par. 3.5.1). This principle is a strong directive for the practice to avoid any form of unfair discrimination in the school.

A principle mentioned by the participants was encapsulated in the comment: "*Diversity must be valued by all involved.*" The comment was further explained in the sense that "*silent values have no meaning.*" Values that were not lived out in open communication were according to the participants of not much use and the communication of values was thus emphasised in particular. This comment was at one with the preceding comment that aimed to unite people around the same values. This viewpoint was also supported by literature that regarded the valuing of diversity as a critical step in the management process (cf. par. 4.11.7). A specific contribution of one of the participants provided a four-pillar framework of universal values for education that transcends borders i.e.:

- Learning to know (The acquisition of knowledge)
- Learning to do (Demonstrative skills)
- Learning to be (As a human being)
- Learning to live together (Dealing with diversity to ensure peace and cohesive societies.)

Living peacefully together in a cohesive society is not something to do after schooling, but must be an integral part of the schooling process where learners live together harmoniously.

A value that was closely linked to the valuing of diversity was the acceptance and appreciation of diversity. A comment in this regard was: "*Diversity must be accepted*

and appreciated." The implication for the practice is that the management of diversity must ensure comfortable interaction as opposed to division, isolation and exclusion (cf. par. 4.11.7)

6.3.2.3 Guidelines for the management of diversity

Comments in connection with this category represented the participants' perspectives about applicable guidelines for the management of diversity and are presented in table 6.38.

Table 6.38: **Guidelines for the management of diversity**

GUIDELINES FOR THE MANAGEMENT OF DIVERSITY
School leadership must lead by example.
Ensure a school culture where diversity is accepted, honoured and celebrated.
Make diversity part of the school curriculum.
Set academic and behavioural standards.
Create diverse situations in the school.
Treat all children the same.
Focus on building strengths.
Initiate empowerment programmes for educators.
Increase language skills to ensure effective communication.
Negotiate the outcome of related diversity issues.
Involve the broader community.

School managers must be aware of the power they hold as role models because their behaviour and actions that deal with diversity set the tone for the school culture (cf. par. 4.11.7 & 4.13.1). A comment in support of the importance of the example that is expected from management was: "*An important aspect is that school management has to model and lead by example.*" In close association with the guideline to lead by example is to ensure a school culture where diversity is accepted and celebrated (cf. par. 4.11.5 & 4.11.6). A comment in this regard was: "*The school is regarded as a vehicle to create an environment where diversity is accepted, honoured and celebrated.*" An integrated approach was expressed by some participants that regarded the management of diversity as part of the school curriculum: a "*Guidelines to manage diversity ... part of the school curriculum*

- ensure support to all learners
- encourage all learners to do their best
- encourage all learners to participate in all school activities, and to
- teach all learners to appreciate diversity and other ways of doing things.

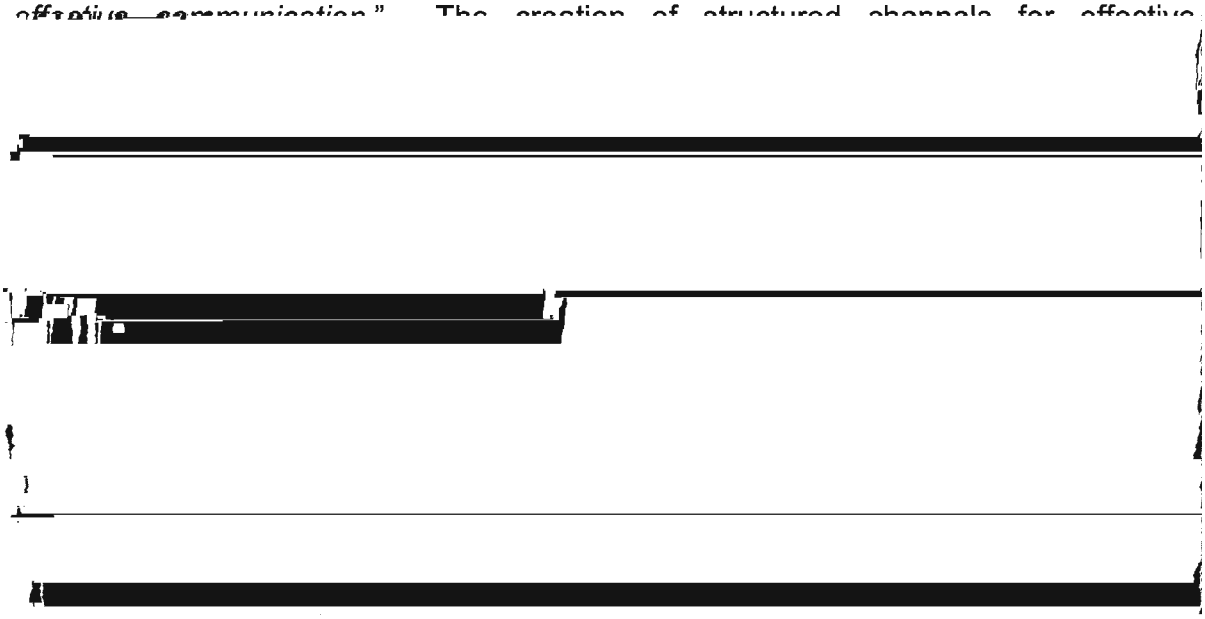
Some participants mentioned that they exposed their learners to diversity situations within the school curriculum, for example: "*We create diverse situations by discussing diversity from political, economical and language views and indicate how diversity is affecting society.*" This approach was at one with the principle of striving to live together in peace and harmony within a cohesive society (cf. par. 6.3.2.2). The guidelines stated above were further in relation to the identified principles for the management of diversity like respect and caring for other people, the aim to unify people, equality in education and the valuing of diversity.

The setting of standards and goals according to literature (cf. par. 4.11.4 & 4.11.5) was supported by comments from the group discussions, for example: "*Everyone in the school knows that there are academic and behaviour standards to meet.*" It was stressed that learners "*were not forced into a mould*", but standards were part of the school culture where everyone was encouraged to meet those standards. The guideline to treat everyone the same was a direct result of the principle that advocated equal education for all learners (cf. par. 6.3.2.2). A comment in this regard was: "*We treat all children the same despite diversity.*" Equal treatment in education implied that the diversity of each learner is acknowledged, accepted and accommodated and is regarded as part of the school culture.

According to one of the participants, the experience was that "*if diversity increases, people start to move away.*" Therefore, an outcome of the discussions was that the management of diversity has to focus more on the strengths of diversity to unite rather than to divide people. "*Diversity can only be celebrated if an approach of building on strengths and to learn from each other is accepted.*" This perspective of building on the strengths of diversity was also supported by literature that recommended the active finding of common interests as strengths to manage diversity effectively (cf. par. 4.11.4 & 4.11.6).

Comments were made of the need for empowerment initiatives to increase the knowledge, skills and attitudes of educators. "*Initiate empowering programmes for educators to manage diversity effectively.*" The comments about empowering initiatives were in line with the guidelines from literature that training can increase educators' awareness of diversity and can broaden their repertoire of skills to deal with diversity in the school (cf. par. 4.13.3). A particular comment however pointed out a certain limitation of training by stating that: "*You can't force diversity empowerment down in educators' throats. You can force an educator onto a chair for training or a workshop, but you can't force an educator to open his or her mind.*" The essence of this comment was that the acceptance and appreciation of diversity must be internalised by the individual to avoid a superficial approach of lip service only (cf. par. 4.2.2 & 4.11.6).

Effective communication in a diverse environment was commented on by the participants, e.g. "*Communication is important to understand people in a diverse milieu.*" "*Concentrate on improving language skills of diverse groups to support effective communication.*" The creation of structured channels for effective



communication was also recommended in literature (cf. par. 4.12). Negotiation was mentioned as a particular aspect of communication. "*Every school is unique with its own circumstances and character, but to deal with diversity involves the negotiation of related issues.*" The comment about negotiation is associated with an inclusive approach to involve all role players to address issues of diversity (cf. 4.4.3).

Mentioning was made to involve the broader community to deal with diversity in the school. The implication of an approach to involve the community is that the management of diversity does not only rely on school management, but is also community-driven. An example of a related comment was: "*Involve the broad*

6.3.2.4 Problems in managing diversity

Comments assigned to this category represent the participants' reaction to the problems they experienced in managing diversity and are presented in table 6.39.

Table 6.39: **Problems in managing diversity**

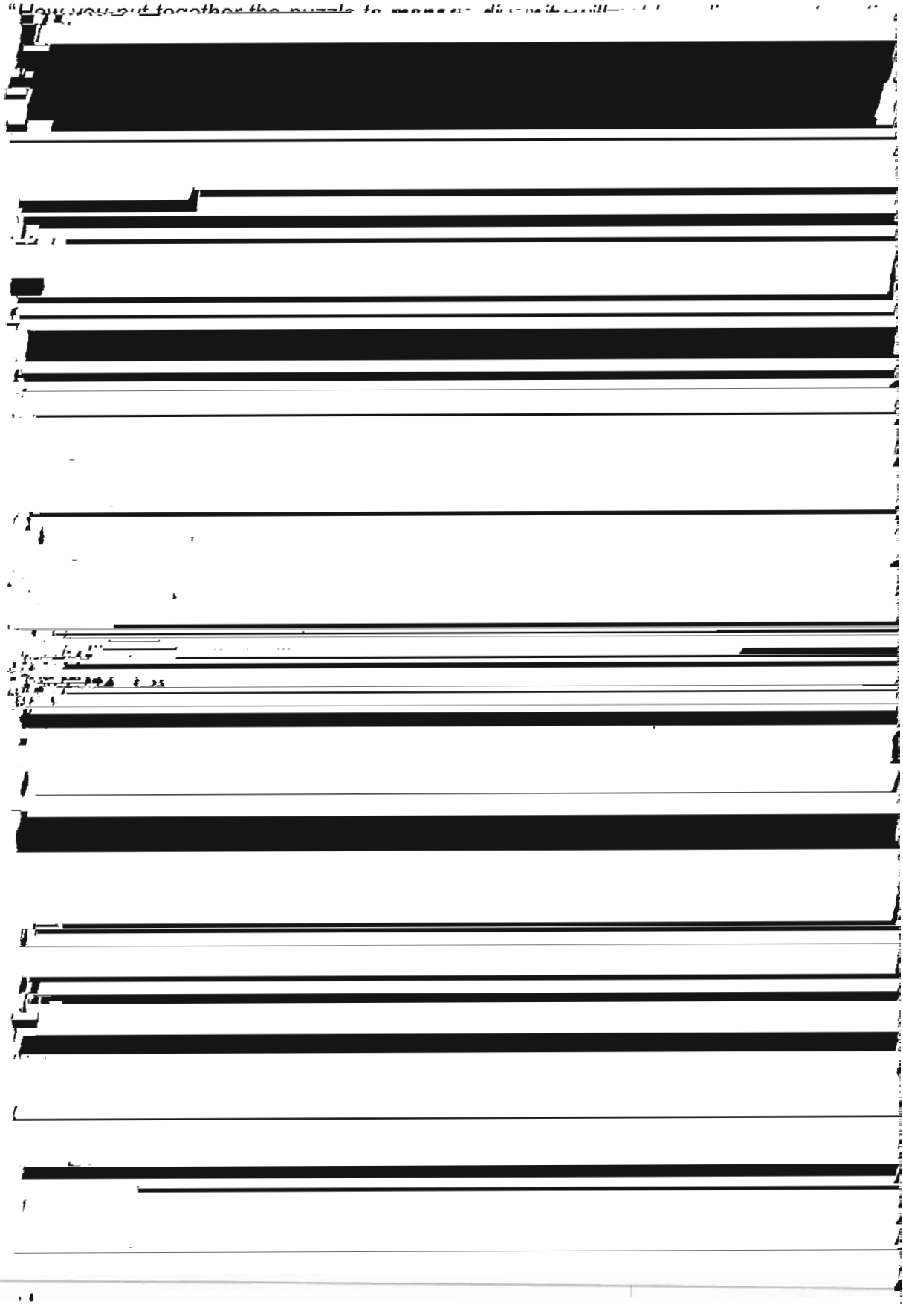
PROBLEMS IN MANAGING DIVERSITY
There is a lack of training.
Educators find it difficult to accept diversity in the classroom.
Beware of a linear way to do things. Not a recipe.

Some participants explicitly mentioned problems in managing diversity in practice and one of the problems was the lack of training. Examples of comments in this regard were: "*I did not receive any training to manage diversity as a school principal.*" "*There is a lack of diversity training for educators and in the pre-service training programmes.*" "*We all can learn from learning.*" The indicated problem of a lack of training was supported in literature that diversity training can fulfil a useful purpose in the learning process to raise awareness and to develop competence to deal with issues in a diversity-specific situation (cf. par. 4.13.3). The assumption is that school leaders trust their intuition and experience to manage diversity. An example of a comment in this regard is: "*My approach to the management of diversity comes from what I truly believe, my moral convictions.*"

One participant pointed to a specific problem that educators sometimes found it difficult to accept and deal with diversity in the classroom. "*A problem exists that educators do not accept the envisaged school culture to embrace diversity, because educators sometimes develop their own culture.*" The implication for the development of a strategy to manage diversity is to have an inclusive focus on the inclusion of educators and not only an aim to include learners. The value of an inclusive approach was highlighted in another comment, i.e. "*Where educators follow a model for the management of diversity, learners' achievement is rising and disciplinary behavioural problems are down.*" Literature indicated that initiatives to raise diversity awareness levels (cf. par. 4.11.3) and to strengthen a sense of belonging (cf. par. 4.11.6) must include all role players. The problem of not accepting diversity was also in relation to an understanding of diversity as differences or otherness as described in the relevant category (cf. par. 6.3.2.1). "*The biggest*

problem is the acceptance of others." The difficulty of acceptance of others necessitated a reconceptualisation of thinking and actions in terms of the acceptance of others.

Caution was expressed by one of the participants to approach the management of diversity with a fixed list of practices that is expected to apply to all school situations.



challenge in education and a related comment was: "*I see diversity as an enormous challenge and we really are grappling to ensure education in a diverse environment.*"

A particular comment was made on a current debate about diversity needs that lead to group forming in an exclusive manner. "*Currently there is a heated debate that diversity needs are taken a little too far.*" The argument was that group forming in education happened because people started their own schools according to their values, convictions and principles, e.g. schools with a distinct religious character. According to the participants, the creation of schools with a distinct character was initially a positive development. However, today the argument is that those types of schools keep groups apart. "*Nowadays, it works in the wrong way.*" The position is that if children are kept apart when of school age, it condones the exclusion of other groups. According to the discussions, pressure is mounting to make those distinct schools more accessible to all children.

6.3.2.6 Conclusion: focus group analysis

The results from the focus group discussions represented the wide-ranging viewpoints from the participants about the research topic as captured at three theme-related conferences (cf. par. 5.5.4 & 6.3.2).

The recorded comments about an understanding of diversity were indicative of the variety of nuances in meaning that exist about the concept. An overview of the comments about an understanding of diversity revealed that most concept interpretations were consistent with literature (cf. par. 2.2; 2.3 & 2.4), the data from the quantitative survey (cf. par. 6.2.2) and the data from the interviews (cf. par. 6.3.1.2). Similar understandings (cf. par. 6.3.2.1) referred to diversity as

- the richness of all human attributes,
- differences as otherness with the risk of fragmentation and separation,
- tangible and intangible aspects,
- more than culture and race, and as
- dynamic and changing over time.

An additional insight to the understanding of diversity realised from the focus group discussions that explained the various understandings from the particular view that one looked at the concept. A view of diversity that was predominantly founded on aspects of differences and otherness led to a different concept understanding than a more inclusive view of diversity as the richness of human attributes. It was also determined that power relations contributed to a particular understanding of diversity (cf. par. 6.3.2.1).

The focus group discussions enhanced the range of principles to consider for the management of diversity as identified in the literature study (cf. par. 4.11.4). Principles that were identified from the group discussions included respect for other people, the ideal of unity, the provision of equal education and the valuing of diversity (cf. par. 6.3.2.2). The data from the focus group discussions provided additional insights to the identified principles from literature, e.g. that caring for other people might be interpreted as tolerance that does not necessarily embrace acceptance and respect. Another contribution from the group discussions was that the values associated with diversity must be actively lived out to have an effect in a diverse environment. Universal values for the management of diversity were also identified to enable learners to learn to know, to do, to be and to live peacefully together in cohesive societies (cf. par. 6.3.2.2).

A number of guidelines for the management of diversity were identified from the focus group discussions that included (cf. par. 6.3.2.3):

- Role modelling and leadership by example.
- Ensure a school culture where diversity is accepted.
- Adopt an approach to integrate diversity into the school curriculum.
- Expose learners to diversity situations.
- Set academic and behaviour standards.
- Treat all learners the same.
- Focus on the strengths of diversity with the aim to unite people.
- Initiate empowerment programmes to deal with diversity.
- Ensure effective communication.
- Involve the broader community.

The identified guidelines were indicative of a purposeful strategy to manage diversity as an acknowledgement and valuing of diversity in the school. The identified guidelines were further generic and need to be adapted to situation-specific circumstances.

Some problems in relation to the management of diversity were described as a lack of training with the consequence that school managers relied on their intuition and experience to manage diversity (cf. par. 6.3.2.4). The acceptance of diversity and related competence levels of educators to deal with diversity in classrooms were also pointed out as a problem to manage diversity. A need for the reconceptualisation of thinking and actions was identified to accept and embrace diversity (cf. par. 6.3.2.4).

Caution was expressed against a fixed list of practices for the management of diversity in all school situations. The manifestation of diversity led to situation-specific demands for a strategy to manage diversity in schools with a unique character and culture (cf. par. 6.3.2.4).

General comments included the viewpoint of diversity as a complex issue that needs to be managed in a competent and sensitive manner with related challenges to all role players within a school setting. The group-forming of certain schools based on convictions and principles was highlighted because of the exclusion of other groups. According to the comments from the discussions, the pressure is increasing to make those distinct schools accessible to all learners (cf. par. 6.3.2.5).

An overview of the data obtained from the focus group discussions revealed some consistency with the data obtained from the questionnaire and the interviews. Consistency is regarded as a confirmation of the validity of the data, while new insights are regarded as cumulative and elaborative data as a justification for the inclusion of the focus group discussions as part of this research (cf. par. 5.5.4.1).

This chapter is concluded with the integration of the data from the questionnaire, interviews and focus group discussions.

6.4 THE MERGING OF QUANTITATIVE AND QUALITATIVE DATA

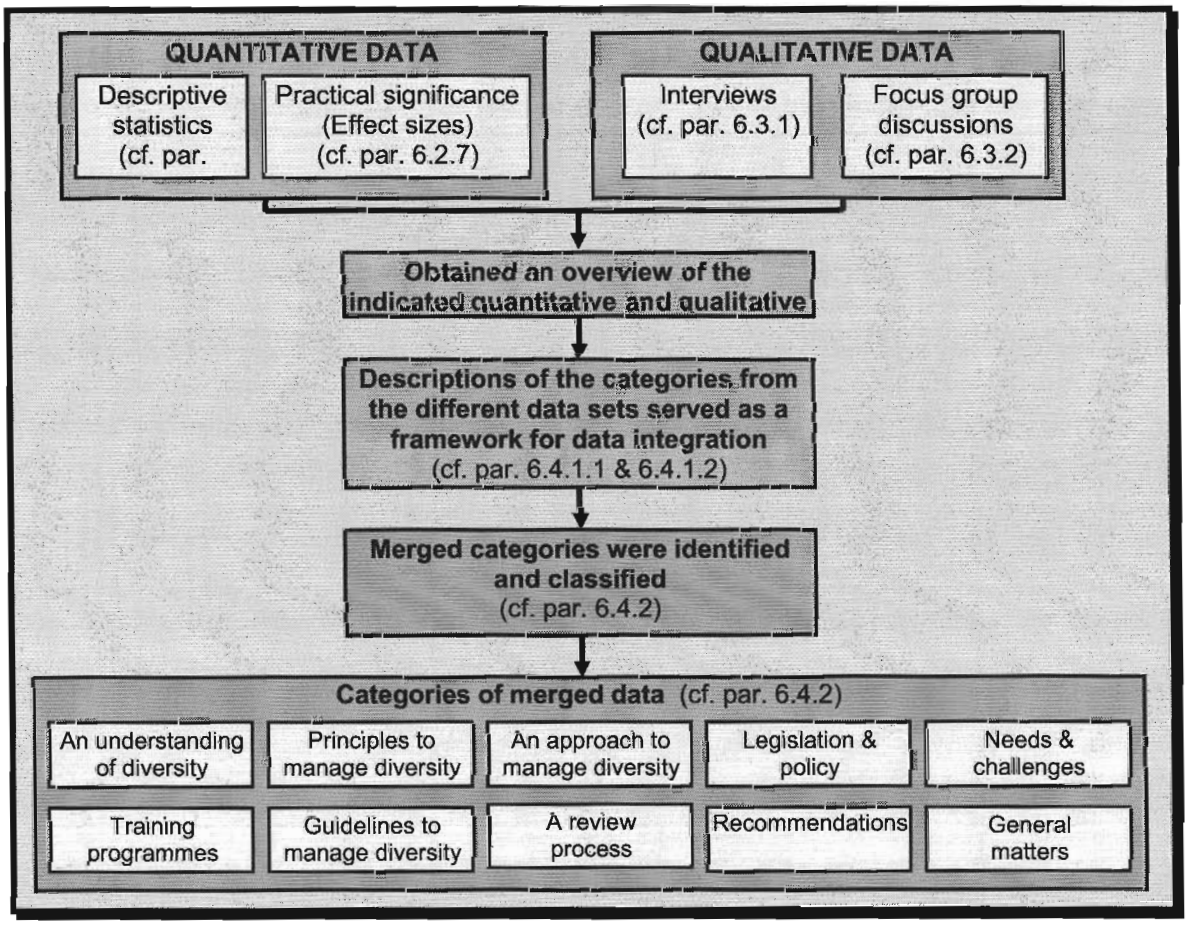
According to the mixed methods research design, the quantitative and qualitative data must be merged during the research process (cf. par. 5.3.6.1 & 5.3.6.3). This section of the research describes the merging of the quantitative and qualitative data.

In accordance with the research aims (cf. par. 1.3), the purpose of the merging of data was to obtain comprehensive data from the different data sets of the empirical research about the nature of diversity and guidelines in relation to management of diversity. The individual quantitative and qualitative data sets (cf. par. 6.2 & 6.3) together with the merged data (cf. par. 6.4) and theoretical framework from the literature study (cf. par. 4.15), were used to develop a strategy for the management of diversity according to the research problem (cf. par. 1.3).

6.4.1 The process of merging the data

The process for the merging of the different data sets is illustrated in figure 6.2.

Figure 6.2: **The process for the merging of the different data sets**



The first step of the merging process was to identify the relevant data sets for integration, which were:

- The section of the descriptive statistical analysis that concluded with an analysis of the 5 responses that recorded the highest means and the 5 responses that recorded the lowest means (cf. par. 6.2.6).
- The statistical analysis of the practical significance (effect sizes) as part of the quantitative data (cf. par. 6.2.7).
- The data from the interview analysis (cf. par. 6.3.1).
- The data from the focus group discussion analysis (cf. par. 6.3.2).

The next step of the merging process involved a thorough study of the applicable quantitative and qualitative data sets to obtain an overview of the various categories of data. The categories of the indicated data sets were used as a framework for merging the data (cf. par. 6.4.1.1 & 6.4.1.2). A set of inquisitive questions was used to identify categories for the merged data. The questions were (cf. par. 5.5.5.1):

- What relationship existed among the various categories?
- What can be deduced from the categories as a whole?
- What meaning relevant to the research was missing or moved to the background?
- What meaning relevant to the research was fore grounded?
- What alternative descriptions were possible?

The categories for the quantitative and qualitative data are presented in the following paragraphs.

6.4.1.1 Categories of quantitative data

Categories for the quantitative data were identified for the section of the descriptive statistical analysis with the 5 highest and 5 lowest means (cf. par. 6.2.6). The practical significance (effect sizes) of differences in the means of the identified categories of gender, age, experience and size of the school indicated the effect in practice and has to be accounted for in the development of a strategy for diversity.

The categories of the descriptive statistical analysis (cf. par 6.2.6) and practical significance (effect sizes) (cf. par. 6.2.7) are presented in table 6.41.

Table 6.41: **Categories of quantitative data**

QUANTITATIVE DATA	
Descriptive statistical analysis	**Practical significance (effect sizes)**
An understanding of diversity	Gender
An inclusive approach	Age
Commitment from management	Experience
Relevant legislation	Number of learners in school
Policy implementation	Number of educators in school
School culture	
Training to manage diversity	
Guidance from department	
A review process	
A diversity manager	

6.4.1.2 Categories of qualitative data

The categories for the qualitative data that included the interviews (cf. par. 6.3.1) and focus group discussions (cf. par. 6.3.2) are presented in table 6.42.

Table 6.42: **Categories of qualitative data**

QUALITATIVE DATA	
Interviews	**Focus group discussions**
An understanding of diversity	An understanding of diversity
Principles to manage diversity	Principles to manage diversity
Multicultural education	Guidelines to manage diversity
Best practices	Problems to manage diversity
Recommendations	General comments
Problems experienced	
Positive experiences	
Needs to manage diversity	
Training to manage diversity	
General comments	

The analysis and comparison of the quantitative and qualitative descriptions made it possible to develop categories for the merged data.

6.4.2 Categories of merged data

The categories of the merged data were classified as:

- An understanding of diversity
- Principles to manage diversity
- An approach to manage diversity
- Applicable legislation and policy implementation
- Needs and challenges
- Training programmes
- Guidelines to manage diversity
- A review process
- Recommendations
- General matters

A brief discussion of each of the categories follows.

6.4.2.1 An understanding of diversity

The responses of this category supported the need for a clear understanding of diversity because of the prevailing semantic nuances in this regard (cf. par. 6.3.1.12). The responses further indicated a particular emphasis on cultural and racial issues with a corresponding need for a balanced and inclusive understanding that accounts for the richness of human attributes and complex nature of diversity (cf. par. 6.2.6, 6.3.1.12 & 6.3.2).

6.4.2.2 Principles to manage diversity

Principles for the management of diversity included social justice, unity, respect, caring, knowledge of diversity, valuing (acceptance and appreciation) of diversity, equal education and the acknowledgement of potential and talents (cf. par. 6.2.6.1, 6.3.1.12 & 6.3.2).

6.4.2.3 Approaches to manage diversity

Responses of this category pointed to an approach of inclusiveness that involves all relevant role players and the avoidance of a fixation on cultural and racial issues alone (cf. par. 6.2.6.1 & 6.3.1.4). The approach of inclusiveness was also linked with the commitment from school management to promote and value diversity actively in the school by ensuring equal education to all learners (cf. par. 6.2.6.1 & 6.3.2.4).

6.4.2.4 Applicable legislation and policy implementation

Responses indicated the use of applicable legislation to develop a policy for the management of diversity in schools (cf. par. 6.2.6.1). Responses from this category signified an acceptance of the fundamental role of The Constitution of the Republic of South Africa (108/1996) in support of social justice, unity and human rights. The National Education Policy Act (27/1996) and South African Schools Act (84/1996) were also used in practice for the development of a policy to manage diversity according to the mentioned principles. Respondents indicated that they developed and implemented a policy for the management of diversity as a directive of what was envisaged and expected of all role players in their schools to deal with diversity (cf. par. 6.2.6.1).

6.4.2.5 Needs and challenges

A number of responses were recorded by the respondents as an indication of a need for diversity training (cf. par. 6.3.1.9 & 6.3.2.4). Support from the Department of Education to deal with diversity in schools was also indicated as a need and a problem (cf. par. 6.3.1.7 & 6.3.1.9). A particular challenge with regard to the management of diversity was pointed out namely that diversity issues were turned into racial issues (cf. par. 6.3.1.7).

6.4.2.6 Training programmes

A similarity from the different categories of data was the reference to a lack of diversity training as an empowerment opportunity for all role players in the school to deal with diversity (cf. par. 6.2.6.2). A need for both in-service and pre-service

diversity training was identified and was regarded as a learning process to raise the awareness and competency levels about issues of diversity and the specific needs of schools (cf. par. 6.2.6.2, 6.3.1.12 & 6.3.2.3).

6.4.2.7 Guidelines for the management of diversity

The different categories from the data revealed a range of practical guidelines for the management of diversity. A point of departure for the guidelines to manage diversity was the inclusion of diversity as part of the school culture and was accepted as an integral part of the values and norms that were upheld in the school (cf. par. 6.2.6.1).

Respondents recorded a number of best practices that were regarded as practical guidelines and were accordingly classified into guidelines at a personal level, school level and in relation to interest groups (cf. par. 6.3.1.6). It was however emphasised that each school represents a unique institution with its own idiosyncratic characteristics and circumstances with the consequence that some practices that work in one school will not necessarily be effective in another school (cf. par. 6.3.1.6).

Besides the preceding classification of guidelines, some additional guidelines were recorded and referred to (cf. par. 6.3.2.3):

- the role modelling example set by management
- the integration of diversity as part of the school curriculum
- the exposure of learners to diversity situations
- the setting of academic and behavioural standards
- the creation of structured channels for effective communication and
- the involvement of the broader community.

The guidelines listed above are closely linked to an inclusive approach to the management of diversity and the commitment from school management.

6.4.2.8 A review process

The respondents indicated that they did not establish the impact of diversity in their schools and did not implement a review process for the development of an alignment strategy (cf. par. 6.2.6.2). The absence of a review process was associated with a lack of an understanding of the rationale for the management of diversity. The rationale for diversity referred among others to the assurance of optimum performance, to rectify the negligence of diversity issues of the past and to account for applicable legislation and demographic changes in the school (cf. par. 6.2.6.2). Evaluation programmes for the implementation of a strategy for the management of diversity are essential to provide evidence of the quality of development, implementation and impact to identify problems and successes for future intervention and alignment (cf. par. 4.15.6).

6.4.2.9 Recommendations

Respondents provided wide-ranging recommendations for the management of diversity that were reported in par. 6.3.1.6. These recommendations were listed and classified according to categories of a personal nature, pertaining to school management and recommendations related to an approach for the management of diversity (cf. par. 6.3.1.6).

Responses were recorded that referred in particular to a lack of guidance and support from the Department of Education to manage diversity in schools (cf. par. 6.2.6.2). This particular indication is regarded as a recommendation for an increased involvement of the Department of Education to provide guidance and support to school managers to deal with diversity in the schools. The appointment of a competent member of staff as diversity manager or a diversity committee who can take charge of diversity issues on a daily basis is also regarded as a recommendation (cf. par. 6.2.6.2). The merit of the appointment of a diversity manager or diversity committee in the school is confirmed by the responses that reported to the occurrence of "*normal*" incidences that were turned into racial issues (cf. par. 6.3.1.7).

6.4.2.10 General matters

The responses indicated that the management of diversity involved a process that needs to be mastered and implemented over time. Respondents further reported the experience of a "*mind shift*" as part of their adaptation to a diversity situation and to deal with personal stereotypes and preconceived ideas about other people or groups of people. The respondents supported in retrospection the notion that diversity did not only enrich the education situation, but also led to personal enrichment (cf. par. 6.3.1.11).

The management of diversity was further regarded as a complex matter with situation-specific challenges for school management that needs to be implemented in a competent and sensitive manner. Diversity has to be managed in such a manner that it does not lead to group forming that excludes other groups of people (cf. par. 6.3.2.5).

6.4.2.11 Conclusion: the merging of data

An overview of the categories of the merged data revealed that each category dealt with a specific aspect or issue of a strategy to manage diversity. The categories were not regarded as isolated or separate parts, but were closely linked as interdependent components of a process to manage diversity.

The categories of the merged data showed a certain extent of progression where some categories presupposed and built on other categories in a logical and systematic manner as part of a more comprehensive process. The systematic presentation of the categories did not imply that some categories were more important or had a higher priority than other categories because all categories fulfilled an essential part of a bigger whole.

The categories of the merged data were furthermore indicative of the complexity of dealing with diversity which was in support of the rationale for the management of diversity to acknowledge, accept and value diversity. The effective management of diversity is not to be taken for granted or to be regarded as a quick fix intervention. Effective diversity management requires a variety of specialised competencies,

committed leadership and the inclusion of all role players to achieve a successful outcome in a diversity-specific situation. It can be concluded from the data that a fixed way of doing things with regard to the management of diversity is not expected to apply like a recipe to all school situations. A tailor-made strategy is required according to the context and diversity-specific situation of each school.

Considering the valuable contributions from the relevant data sets of this research to enable additional data, insights and a deeper understanding of the research topic, it can be concluded that the integration of the data was in accordance with the purpose of the mixed methods design for this research (cf. par. 5.3.3).

6.5 SUMMARY

The quantitative and qualitative data from the empirical section according to the mixed methods research model (cf. par. 5.3) were presented, analysed and interpreted in this chapter. Four data sets from the empirical section (cf. par. 6.2.6, 6.2.7, 6.3.1 & 6.3.2) were merged (cf. par. 6.4.2) to obtain comprehensive data in accordance with the research aims (cf. par. 1.3 & 5.2). The literature study, with specific reference to the theoretical framework (cf. par. 4.15), together with the merged data from the empirical section was used as a basis for the development of a strategy to manage diversity (cf. chap. 7).

The merged data from the quantitative and qualitative sections were classified into categories that represented certain aspects of a strategy to manage diversity (cf. par. 6.4.2). The categories referred to aspects that should be considered prior to strategy implementation i.e. obtaining an understanding of the concept and accounting for the principles and an approach to implement a strategy for the management of diversity (cf. par. 6.4.2.1, 6.4.2.2 & 6.4.2.3). A next aspect of the process was identified as the development of a policy according to applicable legislation and the mentioned considerations of concept understanding, principles and approach (cf. par. 6.4.2.4 & 6.4.2.5). Diversity training was identified as an important empowerment opportunity to ensure specialised competencies to manage diversity effectively (cf. par. 6.4.2.6).

Practical guidelines for strategy implementation were provided with the understanding that a fixed action plan does not apply to all schools because of the unique characteristics and circumstances of individual schools (cf. par. 6.4.2.7). A review process of strategy development and implementation was further identified as an important aspect for future adjustment and implementation (cf. par. 6.4.2.8). Recommendations included guidance and support from the Department of Education and the appointment of a diversity manager or committee to assist in the management of diversity on a daily basis (cf. par. 6.4.2.9).

General matters in relation to the management of diversity (cf. par. 6.4.2.10) included an introspection to deal with stereotyping and preconceived ideas about other people. Caution was mentioned against group forming that excluded other people and diversity was regarded as a complex matter with situation-specific challenges for school management. It was recorded that diversity not only enriched the education situation, but also led to personal fulfilment and enrichment.

In summary, the data from the quantitative and qualitative sections provided information about the respondents' understanding of diversity as well as their views and experiences about the management of diversity that were in relation to the research aims (cf. par. 1.3 & 5.2). The merging of the data contributed, together with the literature study, to the development of a strategy for the management of diversity in the next chapter.

CHAPTER 7

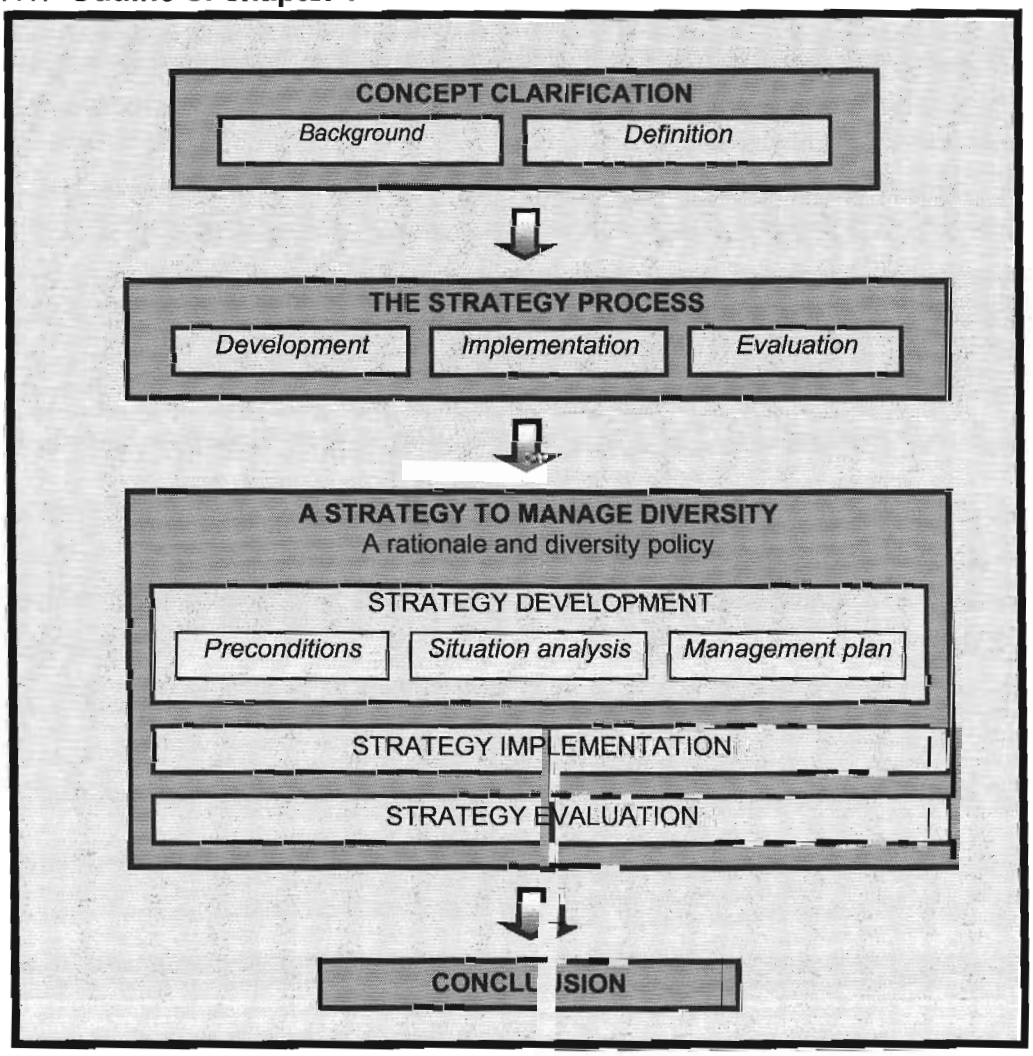
A STRATEGY TO MANAGE DIVERSITY

The data gathered in the previous chapters culminated in chapter 7 to develop a strategy for the management of diversity according to research aim four (cf. par. 1.3). The following questions served as guidelines for the outline of chapter 7:

- What clarification can be formulated for the concept of strategy?
- What is the structure of a strategy process?
- What strategy for the management of diversity can be formulated?

The outline of chapter 7 is illustrated in figure 7.1.

Figure 7.1: **Outline of chapter 7**



7.1 INTRODUCTION

The previous chapters indicated that diversity is ever-present and changing in the school as a dynamic entity in society. The challenges because of diversity require a well-planned management strategy to foster awareness, enhance inclusiveness and to optimise performance in the school (cf. par. 4.2.2). The unique features and manifestation of diversity make it possible to develop and implement a situation-specific strategy to serve the educational needs of all the learners in a particular school (cf. par. 4.3.1 & 4.4.5). Involvement to deal pro-actively with the challenges of diversity is regarded as essential to deal with societal changes and to rectify the past negligence of diversity in schools (cf. par. 4.3.2). Consequently, this chapter describes the development, implementation and evaluation of a strategy to manage diversity in a school context according to the research aim stated in par. 1.3.

7.2 CONCEPT CLARIFICATION

The development of a strategy was preceded by a clarification of the meaning of *strategy* to ensure a common basis of understanding for this chapter that deals with the development of a strategy to manage diversity.

7.2.1 Background

The pattern of actions as part of a strategy for maintaining and defending a territory or state was first recorded over 2000 years ago, apparently on animal hides (Linstead *et al.*, 2004:497). The word *strategy* derives from the Greek *stratēgos*, which originated from two words, *stratos* (army) and *agein* (ancient Greek for leading). In this sense, *Stratēgos* referred to a military commander or leader during the age of Athenian democracy when Athens was at war with Persia in 506 BC. The Greeks saw strategy setting as one of the responsibilities of a leader, a connection that continues in modern thinking (Rue & Byars, 2005:128; Dictionary.com, 2007).

Strategy is not synonymous with strategic planning and can be considered to (Davies, 2003:295)

- include a systematic pattern of actions to deal with issues or trends

- deal with the medium to long-term rather than the short-term operational view
- be the outcome of strategic thinking, and
- strategy is seen as a template against which to assess the current dealing with issues and trends.

Authors like Graetz (2002:456) and Morden (2004:505) describe strategy by means of five P's, i.e.

- *Perspective*, which refers to the basic idea of what the strategy entails.
- *Plan,* which is the different phases and specific course of action from the present or past to the future.
- *Pattern,* which indicates the consistency of actions over time.
- *Positioning,* is the way the organisation is positioned in relation to a specific issue or trend.
- *Ploy*, which is all the parts of the strategic process to maintain, reinforce or improve the position of the organisation in relation to the expected results.

A summary of the above-mentioned background information is that a strategy is initiated by people in leadership positions as an intentional process consisting of phases and a specific pattern of actions to address a particular issue or trend. Strategy is further regarded as a medium to long-term intervention plan with a specific focus to obtain certain results in a structured manner. Strategy as a series of actions forms part of a framework for the management of diversity (cf. par. 4.15). The summary of these perspectives on strategy makes it possible to formulate a definition of strategy.

7.2.2 Definition

A literature analysis revealed the following definition of strategy (Boone, 1985:142; Thompson & Strickland, 1992:7; Lovas & Ghoshal, 2000:881; Graetz, 2002:456; Davies, 2003:295; Bateman & Snell, 2004:112; Hannagan, 2005:157; Rue & Byars, 2005:128):

Strategy refers to a premeditated and carefully designed plan as a process of phases and a deliberate pattern of actions over the medium to long-term to achieve the intended objectives in an organised and coordinated way.

Involvement in a strategy process is inevitable in an organisation because of certain influences and processes which emerge in all organisations (Linstead *et al.*, 2004:533).

7.3 THE STRATEGY PROCESS

The strategy process is initiated by people in management and leadership positions and consists of a diversity policy and different strategy phases.

7.3.1 Persons involved

The description of the management of diversity (cf. par. 4.2.2) as well as that of a strategy (cf. par. 7.2.1) referred to a definite process of specific actions by people in management and leadership positions. The diversity information guides of the Department of Education are explicitly addressed to School Management Teams, School Governing Bodies and educators as educational leaders to manage a diverse body of learners in an integrated and united South Africa (cf. par. 4.9.2.1 & 4.9.2.2). The successful implementation of a diversity strategy is further linked to the commitment of those people in management and leadership positions in the school (cf. par. 4.11.2 & 4.11.5). The appointment of a steering group or specific staff member to take charge of the entire strategy or of some of the phases is also suggested in literature (cf. par. 4.12 & 4.15.5). Although the managing, governing and leadership structures may vary largely between schools, it is assumed that the successful management of diversity depends to a large extent on the leadership of the school principal (cf. par. 1.1).

The preceding references indicate that a strategy process depends on the involvement and commitment of people for the execution of the various strategy phases. For this reason, a strategy has to indicate the persons involved for specific phases or tasks to be completed within specified time frames.

7.3.2 A diversity policy

A policy for diversity is required for clarity of what is exactly envisaged and expected from a strategy for the management of diversity. A policy for diversity serves as a statement of intent, indicates the rationale and people involved as well as how the strategy underpins the vision and values of the organisation (cf. par. 4.9). All internal policies of organisations have to comply with applicable legislation and related policies from the authorities (Rue & Byers, 2005:136). The legal and policy directives provide the policy parameters for all the phases, objectives and action steps of a strategy (Hannagan, 2005:103).

7.3.3 Strategy phases

Strategy as a systematic process involves mainly three *phases*, namely: strategy development, implementation and evaluation. These three phases of a strategy process are also seen as subprocesses to address a particular identified need by means of a planned strategy (Boone, 1985:128). Each of these phases has particular characteristics that can be described by *phase descriptors* and consists of related *objectives* and *actions steps* that imply the involvement of specific persons and time frames.

7.3.3.1 Strategy development

The development of strategies is described by Thompson and Strickland (1992:2,3) as one of the core functions of management and is further considered, with strategy implementation, as the most trustworthy sign of good management. Without a documented strategy, there is no established course to follow, no roadmap to manage by and no cohesive management plan to achieve the intended objectives. The standards for a well-managed organisation include strategy development in combination with effective strategy implementation and evaluation (Thompson & Strickland, 1992:3). Boone (1985:129) is of the opinion that strategy development provides a rationale and direction for decisions to deal with specific issues and for allocating resources.

Once a particular strategy is adopted, situation and needs specific *objectives* must be formulated as precise statements of intent that represent the major targets or end results of the strategy. Requirements for the objectives of a strategy are that it must be clearly expressed, measurable, agreed upon, realistic and must indicate clear time frames. Objectives of a strategy thus specify the end results towards which willpower, leadership, effort and investment are to be directed (Bateman & Snell, 2004:112; Morden, 2004:504; Hannagan, 2005:139).

The traditional linear view of strategy was superseded by a conceptual framework that encompasses the idea that strategy can also be developed in an emergent way (Johnston, 1996:405; Davies, 2003:297,301). This perspective enables educational leaders and managers to deal with unknowable challenges and emphasises the viewpoint that predictive certainty is not adequate to deal with the complex realities of education. The outcome of a strategy can be seen as the infusion of the ideas of uncertainty, creativity and inclusion by means of negotiation and interaction and not merely as a top down mechanistic model of formal planning. Strategy development has to include the implementers of the strategy to ensure a creative and effective strategy suitable for the situation-specific circumstances of the organisation (Linstead *et al.,* 2004:519).

The following aspects for the development of a strategy are applicable (Meyer, 2004:33; Morden, 2004:513,514):

- Conducting an *analysis* of the conditions and situation of the organisation.
- The setting of *objectives* as expected outcomes of the strategy.
- Devising an *action plan* that indicates the practical implementation of a strategy with clear time frames.
- Ensuring *systems, structures and resources* to support people to become "champions" of the strategy.
- The involvement of relevant *role players* with regard to the implementation of a strategy.
- Building *capacity* for strategy implementation by means of skills and knowledge development.

- Determining *performance indicators* to monitor the implementation of the strategy.

The development of a strategy can be summarised as a guide to *how* an organisation will conduct a particular action plan and *how* the organisation will achieve the intended objectives (Thompson & Strickland, 1992:2).

7.3.3.2 Strategy implementation

In order to be of any worth, a strategy needs to be translated into an implementation phase that involves everything that must be done to put the strategy in motion. Strategy implementation represents the transition from design to the concrete (Boone, 1985:128; Rue & Byars, 2005:139). The following competencies in relation to the implementation of a strategy were identified (Davies, 2003:302; Luecke, 2004:211,212; Rue & Byars, 2005:139,140).

- *Insight*: the ability to make sense of related conditions that impact on the organisation.
- *Focus*: the ability to take a specific course of action to see the implementation phase through.
- *Alignment*: the ability to align individuals and the organisation to the strategy. Establishing a chain of command and ensuring commitment to the implementation of the strategy from all in the organisation.
- *Assessment* of the effectiveness of existing organisational structures, policies and systems for adaptation if necessary.
- *Execution*: the ability to implement the phases of a strategy swiftly and effectively.
- *Modelling*: Management has to lead by example and demonstrate commitment to the strategy process.

Morden (2004:517) is further of the opinion that the successful implementation of a strategy depends on

- the competence and quality of management
- the capability of all role players, and
- the level of staff involvement and commitment to the strategy process.

The successful implementation of a strategy is regarded by Sioncke and Parmentier (2007:181) as a greater management challenge than the quality of the strategy itself.

7.3.3.3 Strategy evaluation

A strategy provides a tangible set of reference points to enable an evaluation phase to monitor the progress of strategy implementation (Linstead *et al.*, 2004:505; Rue & Byars, 2005:140). The development and implementation of a strategy are not static phases of the process and need to be reviewed and evaluated on a continual base. The evaluation phase provides loops to the other phases of the strategy and is a reminder that change and improvement are constant features of a dynamic strategy. Boone (1985:170) describes strategy evaluation as the phase that consists of making judgements based on established criteria and observable evidence.

The evaluation phase of a strategy includes amongst other the (Bateman & Snell, 2004:111; Hannagan, 2005:149,150)

- monitoring of results
- comparing to benchmarks and best practices
- evaluating the efficiency of the process
- controlling for variances, and
- making adjustments to the process as necessary.

The aims of the evaluation phase of a strategy are to determine (Boone, 1985:179):

- the achievement of intended objectives
- the cause-and-effect relationships between strategy inputs and outputs and to analyse
- the organisation's environment in relation to the achievement of the strategy objectives.

Considering the preceding explanation, evaluation implies the ability of learning from the development and implementation phases to renew the course of action according

to specific needs and requirements. Strategy implementation should be part of a process of continual evaluation and review (Rue & Byars, 2005:139,140).

The information about concept clarification and the strategy process made it possible to proceed with the development of a strategy to manage diversity in accordance with research aim 5 (cf. par. 1.3).

7.4 A STRATEGY TO MANAGE DIVERSITY

A strategy as a premeditated and carefully designed plan of action to manage diversity involves at first a sound rationale for embarking on such an initiative. Once the fundamental reasons for commitment to a diversity strategy is finalised, clarity must be obtained about the structure or outline of such a strategy. Indications of the involvement of the roles and responsibilities of specific persons within certain time frames are further requirements of a diversity strategy. All the different components of a strategy like the rationale, phases, roles, responsibilities and time frames must be part of a detailed **strategy document** as directive for conducting a strategy for the management of diversity.

7.4.1 A strategy rationale

A rationale for the management of diversity was described comprehensively in par. 4.3 whereby the fundamental reasons for implementing a diversity strategy were described.

A rationale for the management of diversity is supported by the South African Schools Act (Act, 84/1996) that acknowledges the diversity of the South African population and prescribes a school environment in which all aspects of diversity are respected, protected and advanced. The rationale is further strengthened because the management of diversity in South African schools was identified as a priority to sustain quality education within the context of a post-apartheid South Africa (cf. par. 1.1). A need was also identified for guidelines to manage diversity, because school managers are struggling to meet the challenges of diversity (cf. par. 1.1). Strategies for the management of diversity were recommended by the education fraternity to

create a school climate where diversity is acknowledged, celebrated, invited, encouraged and sustained to serve the educational needs of all the learners of the diverse South African population (cf. par. 1.1).

A valid and widely-accepted rationale is crucial for the successful outcome of a diversity strategy and must be explicitly documented as part of the strategy (cf. par. 4.3).

7.4.2 A strategy framework

The identification of the strategy *phases* of **development**, **implementation** and **evaluation** with accompanying *phase descriptors* and phase-related *objectives* and *action steps* were adopted as a framework for a strategy to manage diversity (cf. par. 7.2 & 7.3). The theoretical framework for the management of diversity from the literature study (cf. par. 4.15) served as groundwork and basis for the development of a strategy to manage diversity. Data from the quantitative and qualitative sections of the empirical research (cf. par. 6.2 & 6.3) not only confirmed to an extent the established phases of the theoretical framework, but added additional insights and practical guidelines to the initial framework for the management of diversity.

The development of a strategy to manage diversity in schools according to research aim 5 (cf. par. 1.3) was accordingly based on

- the strategy phases of **development**, **implementation** and **evaluation** in coherence with related **objectives**, **action steps** and **persons involved** as a framework for a strategy to manage diversity (cf. par. 7.3)
- the identified categories of the theoretical framework from the literature study (cf. par. 4.15), and
- the different categories of the quantitative data (cf. par 6.2), qualitative data (cf. par 6.3) and the merged data sets (cf. par. 6.4) from the empirical research.

According to par. 7.3.1, a strategy process consisting of phases and action steps must be linked to specific persons with assigned roles, responsibilities and tasks for

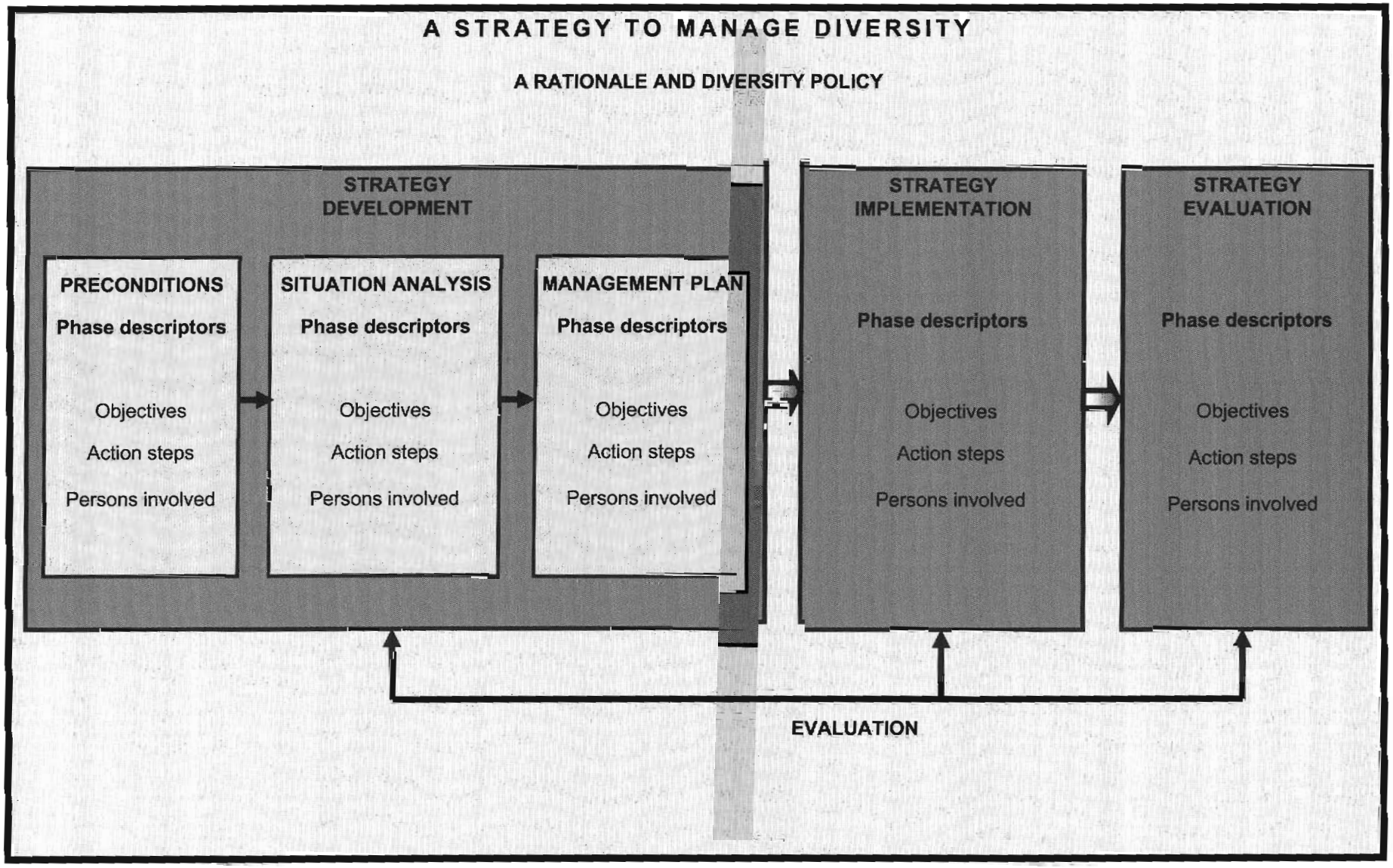
successful execution in accordance with the stated objectives. Schools are, however, individual organisations with situation-specific management structures and systems. Within the idiosyncratic management structures and systems of schools, members must be assigned to take responsibility for the development, implementation and evaluation of a diversity strategy. The School Management [redacted] are the major role players to initiate a strategy for the management of diversity in the school.

The strategy for the management of diversity is provided as a generic strategy that depends on the situation-specific context of the school. *Each school has a unique character with distinctive compilation and circumstances*. The implication for strategy development is that a strategy for the management of diversity must be **customised** or **tailor-made** according to situation-specific needs. A strategy that is effective in one school may not be effective or even appropriate in another school setting (cf. par. 6.3.1.5, 6.3.2.4 & 4.15.2).

A framework for strategy development to manage diversity is illustrated in figure 7.2, followed by a description of the different strategy phases, objectives, action steps and persons involved.

(Figure 7.2 follows on the next page.)

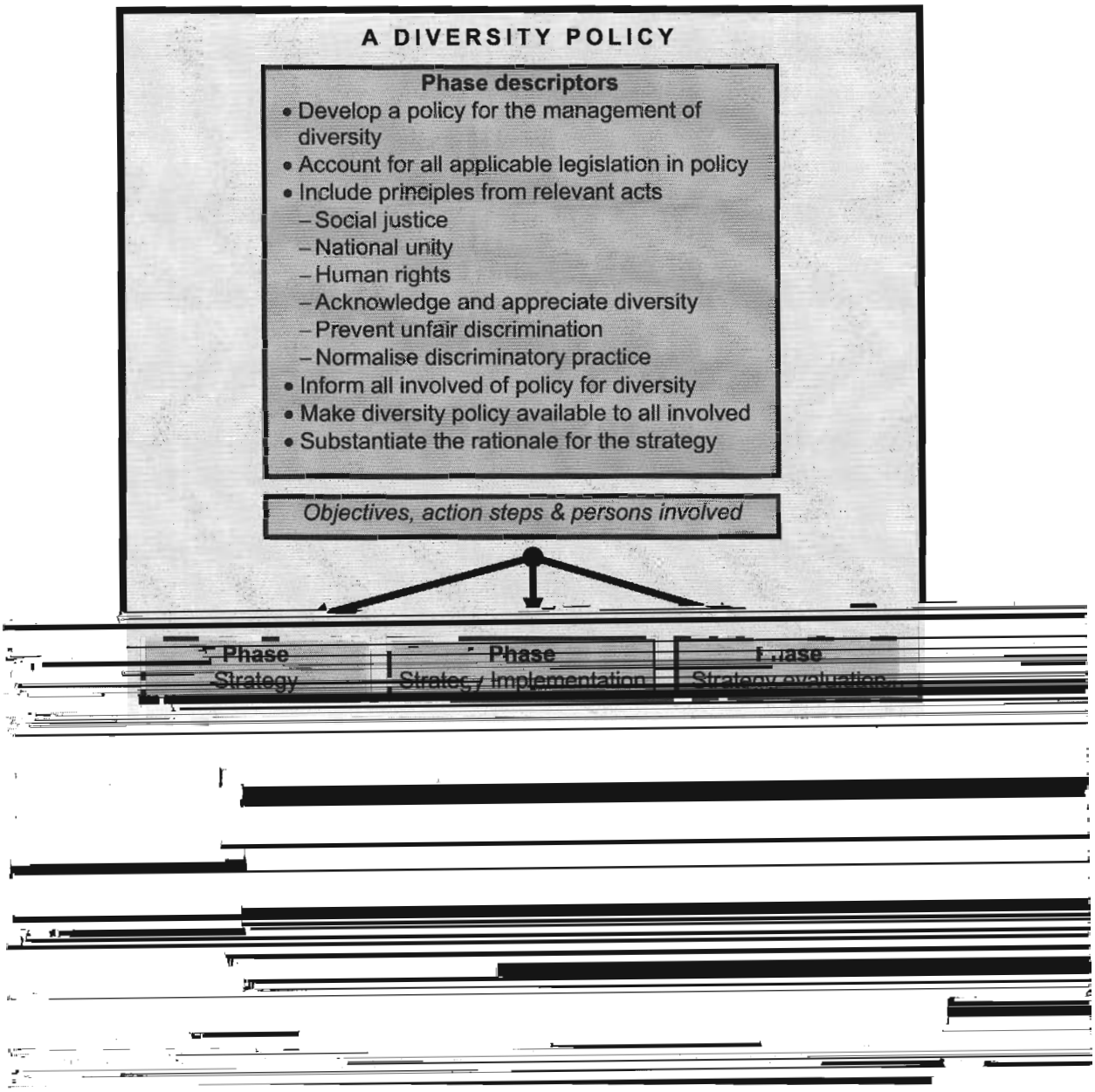
Figure 7.2: **A framework for strategy development**



7.4.3 A diversity policy

A diversity policy as an integral part of a strategy for the management of diversity is illustrated in figure 7.3.

Figure 7.3: **A diversity policy**



A diversity policy provides direction and indicates the parameters for all the phases of a strategy to manage diversity in schools (cf. par. 4.9). The development and implementation of a strategy have to account for applicable legislation as authoritative directives that determine the parameters for all the phases and action steps of such a strategy (cf. par. 7.3). Legislation that is fundamental for a strategy to manage diversity includes the Constitution of the Republic of South Africa, the National Education Policy Act, the South African Schools Act, the Labour Relations Act, the Employment of Educators Act and the Promotion of Equality and Prevention of Unfair Discrimination Act (cf. par. 4.9.1). These stated acts promote in particular the principles of social justice, national unity, basic human rights, the acknowledgement of diversity, the prevention of

A diversity policy is not part of a single or specific phase of the strategy, but encompasses the strategy as a whole as illustrated in figure 7.2. All the phases and action steps of a strategy are subjected to relevant legislation that provides direction for the setting of objectives. The developers of a strategy for the management of diversity have to ensure that all phases and action steps are in accordance with applicable legislation. It is necessary that all people who are involved in the strategy for the management of diversity are knowledgeable about the implications of all applicable legislation. Alignment of all aspects of the strategy with the relevant policy directives is essential for the successful development, implementation and evaluation of a strategy for the management of diversity (cf. par. 4.15.1).

The applicable legislation forms the basis for the development of a policy to manage diversity in schools and therefore all relevant acts and documents must be available to school management (cf. par. 6.2.3.1). Guidance is required from the education authorities concerning the interpretation of the applicable legislation (cf. par. 6.2.3.4).

A diversity policy for the management of diversity in schools can be developed as a stand-alone policy or as part of the school's overall policy. It is however important that a diversity policy is developed and accepted as the **official policy document** to manage diversity in the school (cf. par. 4.9, 4.15.1 & 7.3.2).

The following objectives and action steps concerning a diversity policy were compiled (cf. par. 3.5, 4.9, 4.15.1 & 6.2.3).

Objectives

- To determine the parameters for the strategy process.
- To serve as a statement of intent for the strategy process.
- To provide direction for all role players involved in the strategy process.
- To promote policy-related principles and values

Action steps

- Obtain and scrutinise all relevant and applicable policy documents as directives for the diversity strategy process.

- Identify applicable principles and values that are promoted by policy for integration into the strategy.
- All documents and information as part of the diversity policy must be made available to all role players involved in the strategy.
- Organise informative opportunities for all role players to empower them with knowledge and skills concerning policy content and interpretation.
- Ensure that relevant policy directives are part of all the phases of a strategy and are adhered to by all involved in the strategy.

Persons involved

- The School Governing Body and School Management Team accept responsibility for the development and interpretation of all aspects of the diversity policy.
- The education authorities must be involved for the approval and support of the policy and intended strategy.
- Persons with particular policy expertise or professionals can be involved for the development and monitoring of a diversity-related policy.

Once the diversity strategy's rationale, structure and policy are finalised, the development phase follows which includes the subprocesses of preconditions, a situation analysis and the development of a management plan.

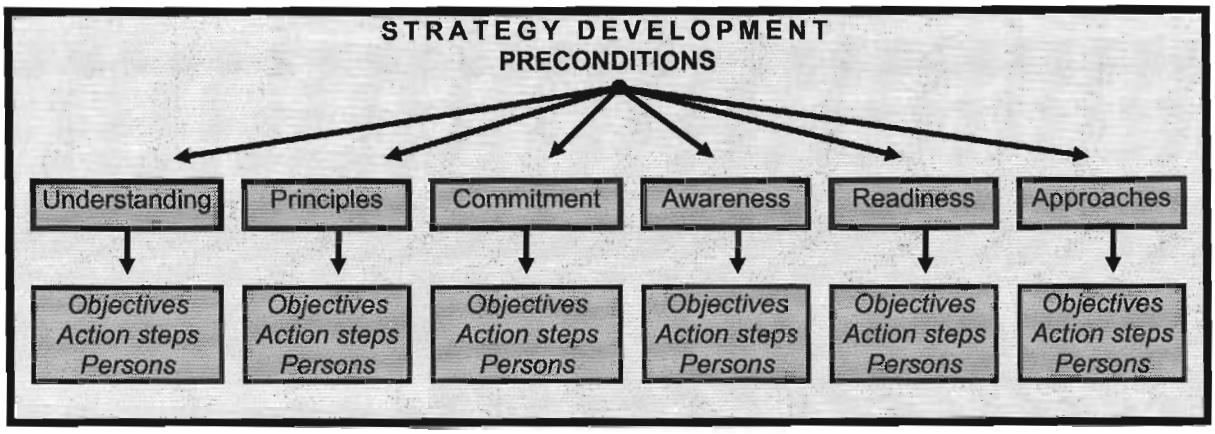
7.4.4 Strategy development

Strategy development for the management of diversity involves the design of a purposive intervention plan to deal with diversity related matters in line with identified needs (cf. par. 7.3). The phase of strategy development is divided into three subphases in accordance with the theoretical framework for the management of diversity, namely that of preconditions, situation analysis and a management plan (cf. par. 4.15).

7.4.4.1 Preconditions

The preconditions as a subphase of the development of strategy for the management of diversity are outlined in figure 7.4.

Figure 7.4: **Preconditions for a strategy to manage diversity**



Preconditions that are conducive to the successful implementation of a strategy were identified and described in the literature overview to increase the changes of successful strategy implementation and the achievement of the set objectives (cf. par. 4.11 & 4.15.3). Determining these preconditions prior to the implementation phase will minimise the barriers and potential failures related to the implementation of a management strategy for diversity (cf. par. 4.15.3). Specific preconditions to consider for the development of a strategy to manage diversity were accordingly identified as an understanding of diversity, principles for the management of diversity, commitment from management, diversity awareness, organisational readiness and approaches.

- **AN UNDERSTANDING OF DIVERSITY**

  A clear understanding of diversity is critical as a point of departure to provide a conceptual and collective basis for initiating a strategy for the management of diversity because of uncertainty and different interpretations (cf. par. 2.2, 4.11.1 & 6.3.1.3). An understanding of diversity, together with its particular manifestation in practice, leads to a rationale as justification for a strategy to deal effectively with diversity (cf. par. 4.3).

Objectives and action steps were compiled according to par. 2.2, 4.3, 4.11.1, 6.2.2, 6.3.1.2 and 6.3.2.1.

Objectives

- To get a clear understanding of the multifaceted and complex phenomenon of diversity in a South African context.
- To ensure that all role players are familiar with and knowledgeable about the concept of diversity.
- To ensure that all role players understand and accept the rationale for implementing a diversity strategy to deal with diversity matters and issues.
- To understand the manifestation of diversity in the school situation.

Action steps

- Arrange information sessions like workshops, colloquiums, meetings etc. to ensure a balanced and holistic understanding of the nature of diversity within a South African context. The variety of semantic interpretations necessitates a collective understanding among all role players within the school environment.
- Introduce and discuss the rationale for a strategy during the information sessions mentioned to enable all involved in the strategy to understand and accept the rationale to deal with diversity matters and issues.
- The concept understanding and rationale must be also complemented by an understanding of the manifestation of diversity in the particular school situation.
- Make use a record-keeping system (e.g. minutes, attendance registers, programmes, etc.) to ensure that all diversity aspects are covered and all the role players are involved in the concept clarification and related activities.

Persons involved

- The school principal as head of the School Management Team must take the initiative to clarify the concept of diversity to all relevant stakeholders.

- Members of the School Management Team, School Governing Body, educators, learners and community can be part of the concept clarification activities based on their expertise and willingness to participate.

- **PRINCIPLES FOR THE MANAGEMENT OF DIVERSITY**

Developers of a strategy for the management of diversity have to account for certain underlying principles as fundamental guidelines that were determined in the literature overview (cf. par. 4.11.4). These principles are not unconditionally applicable to all institutions, but rather provide a generic standard for a situation-specific strategy to interact with other people in a diversity context. The principles in relation to a management strategy for diversity include amongst other to (cf. par. 4.11.4, 6.3.1.3 & 6.3.2.2)

- accept and value diversity without prejudices
- respect and care for all people
- unify people
- strive for equal education
- maintain high standards
- set realistic goals
- search for common ground
- follow applicable legislation
- embrace all aspects of diversity
- tailor opportunities to individuals, and
- ensure continuous communication.

Each school's unique circumstances will determine some situation-specific objectives and action steps to assure that the above-stated principles are realised as preconditions for the implementation of a diversity strategy. The following objectives and action steps were formulated as guidelines, based on par. 4.11.4, 6.3.1.3 and 6.3.2.2.

Objectives

- To agree on the underlying principles for the management of diversity in a particular school.
- To ensure that all involved are aware and accept "ownership" of the principles.
- To make the accepted principles part of the school culture.

Action steps

- Get consensus on what underlying principles to accept as preconditions in a particular school for the management of diversity and include these principles in the policy document.
- Assure that the accepted principles are in accordance with the diversity policy.
- Make use of meetings, assemblies and any other opportunity to communicate the accepted principles to all members of the school community.
- Create opportunities to make the accepted principles part of the school culture and daily school life.

Persons involved

- The school principal as head of the School Management Team must take the initiative to oversee that the principles for the management of diversity are determined and adhered to.
- The School Governing Body and Department of Education must be involved as important partners in the education matters of the school.
- Representatives from the school community and learners must also be involved to represent their respective expectations.

- **COMMITMENT FROM SCHOOL MANAGEMENT MEMBERS**

School management teams, school governing bodies and educators are educational leaders who are guiding learners to a common future where a diverse body of learners learn alongside one another in an integrated and united South Africa (cf. par. 4.9.2.2). Commitment from management implies

- The leader corps of the learners (Representative Learner Council)
- Leaders from the school community.

- **DIVERSITY AWARENESS DEVELOPMENT**

A high level of awareness in relation to the nature, occurrence and impact of diversity is viewed as an important precondition for the successful execution of a management strategy for diversity. Diversity awareness entails multiple frames of reference, respect for other people and the ability to identify with a diverse group of people (cf. par. 4.11.3). Diversity awareness includes clarity of one's own convictions about other people as well as possible biased judgements that are based on certain aspects of diversity. Dealing constructively with personal diversity awareness is regarded as an important precondition prior to the implementation of a strategy for the management of diversity. The following objectives and action steps are applicable (cf. par. 4.11.3, 4.11.6 & 4.11.7).

Objectives

- To determine the existing level of diversity awareness.
- To identify shared values and strengthen a sense of belonging by means of a team approach.
- To value the occurrence of diversity based on mutual respect.
- To promote diversity actively.
- To provide training opportunities.

Action steps

- Determine the existing levels of diversity awareness by using for example the diversity awareness continuum (cf. par. 4.11.3). Record the results as part of the baseline information.
- Identify and build on shared values and common ground by means of group discussions and interventions.
- Actively promote the acknowledgement and valuing of the occurrence of diversity based on mutual respect for each other during school meetings and other opportunities.

- **APPROACHES**

An overview of the theoretical and empirical sections of this research reveals data that can be considered as approaches to the development and implementation of a strategy for the management of diversity. These approaches to the above-mentioned strategy include the following aspects (cf. par. 6.3.1.4, 6.3.1.11 & 6.3.2.5).

- A strategy for the management of diversity needs to be approached as a *complex matter* that consists of a sensitive network of interaction based on mutual respect.
- The management of diversity is not to be confused with a quick fix intervention, but entails a long-term *process* that needs to be mastered and implemented over time and with care.
- Involvement in the management of diversity requires an introspection or "*mind shift*" to deal effectively with preconceived ideas, prejudices and stereotypes about other people to enable favourable conditions under which effective teaching and learning can take place.
- The development of a strategy for the management of diversity needs to avoid the risk of isolation that may be the result of *group forming* based on specific values, convictions and principles. Such group forming may be viewed as purposeful actions that condone the exclusion of other groups. Any strategy to deal with diversity must assure access for all children.
- The developers of a strategy for diversity have to adopt an *inclusive* approach that accounts for all aspects of diversity without a restricted focus or overemphasis on culture-related concerns alone.

The following objectives and action steps were established from par. 6.3.1.4, 6.3.1.11 and 6.3.2.5.

Objectives

- To implement the strategy as a process over the long term.
- To ensure complementary perceptions and attitudes in support of implementing a diversity strategy.

- To adopt an inclusive, holistic and balanced approach to diversity in contrast to an overemphasis of only some aspects of diversity.

Action steps

- Adopt a long-term and process approach to implement a strategy for the management of a complex phenomenon like diversity.
- Be prepared and receptive for possible adjustments to preconceived, personal perceptions and prejudges about some issues and matters of diversity.
- Avoid a narrow, restricted approach that focuses only on culture-related concerns. Account for diversity in an inclusive, holistic and balanced manner during the development and implementation phases of a diversity strategy.
- Act decisively if group forming occurs that excludes individuals or other groups based on some aspect or aspects of diversity.

Persons involved

The combination of various aspects as approaches necessitates the inclusion of all role players involved in a strategy for the management of diversity.

The realisation of the preconditions stated above supports the successful development of a strategy and leads to the next subphase of a situation analysis.

fore as a precondition in support of the implementation of a management strategy. The following objectives and action steps in relation to a diversity situation analysis were compiled (cf. par. 4.10, 4.15.2, 6.2.4, 6.2.7.1, 6.2.7.5 & 6.3.1.9).

Objectives

- To gather baseline information for the purpose of future reference and comparison.
- To establish an in-depth diversity profile based on the manifestation of diversity in the school.
- To determine the effectiveness and relevance of existing organisational structures and managerial systems.
- To devise and prioritise situation-specific intervention steps according to diversity-related needs.
- To determine diversity-related training and empowerment needs.
- To use the results from the situation analysis as motivation and incentive to support the implementation of the intended strategy.

Action steps

- Reliable baseline information like existing conditions, practices, policies, resources, knowledge, attitudes and skills must be obtained and recorded as reference for future measurements and comparisons.
- The manifestation of diversity in the school, including all aspects of diversity, must be established to develop a documented diversity profile of the school.
- Existing organisational structures, managerial systems and external support, e.g. from the education authority and community, must be reviewed and recorded to determine their effectiveness and relevance to the diversity strategy.
- Specific needs and developmental areas according to the manifestation of diversity in the school must be identified and prioritised as part of the strategy.
- Develop situation-specific intervention steps according to developmental needs.

- Identify group identifications and affiliations that occur in the school to prevent unwanted group forming (cf. par. 7.4.4.1).
- Identify training and empowerment needs according to relevant indicators from the situation analysis.
- Use the results of the situation analysis as an incentive for the implementation of a diversity strategy and to initiate necessary change.

Persons involved

- The School Management Team and School Governing Body accept responsibility for conducting a situation analysis
- The school principal as head of the school has to fulfil a leadership role in this regard.
- The educators need to be involved because of the knowledge and experiences in the classrooms and extra-mural activities.
- The learners' input through applicable representatives needs to be included in a situation analysis
- The school community's participation in a needs analysis is also required because the school is part of the community life.
- Expertise from outside the school can also be involved because of the specialised nature of a situation analysis.

The completion of a situation analysis makes it possible to proceed to the next subphase of developing a management plan.

7.4.4.3 A management plan

A management plan as part of strategy development is depicted in figure 7.6.

Figure 7.6: **A management plan as part of strategy development**

A management plan serves as an agreed-upon scheme of action with a purpose to provide guidance and direction for all the people involved in a diversity strategy as part of the whole school development programme. The various role players within a school need to be part of the development of a management plan for the sake of inclusiveness, ownership and acceptance of the intended initiative. A detailed plan describes the different roles, responsibilities and a methodical description of actions within the parameters of applicable legislative and education policies. The stated action steps are further linked to clear and realistic time frames. The management plan should further be tailored so that it can be successfully implemented in a situation-specific school environment. Provision should be made for empowerment opportunities and follow-up actions as part of a management plan to increase diversity competence and to prevent diversity conflict (cf. par. 4.12 & 4.15.4).

The following objectives and action steps were based on par. 4.12, 4.15.4, 6.2.5, 6.3.1.5 and 6.3.1.6.

Objectives

- To make a widely-accepted and flexible management plan possible that provides direction over the long term to all involved in the strategy for the management of diversity.

- To appoint a steering group or diversity manager to take charge of the development of the management plan.
- To ensure that conflict and problem-solving mechanisms and procedures are in place.
- To create empowerment opportunities to enhance competencies to deal with diversity.
- To enable individual participation and contribution to the development of the management plan.
- To ensure support from all relevant stakeholders.
- To integrate a continuous and end-of-cycle evaluation programme as part of the management plan.

Action steps

- Devise a formal management plan that clearly defines the actions, roles and responsibilities of specific persons linked to clear time frames.
- The management plan must be developed in an inclusive and participative manner based on the results from the diversity situation analysis and applicable legislation and policy directives.
- Adopt a long-term and team approach for strategy implementation to realise the objectives of the management plan.
- The management plan must be flexible for adaptation to specific needs that may arise, e.g. religious matters and language barriers.
- According to the situation and need, consider the appointment of a steering group or diversity manager to take charge of the development of the management plan.
- Establish conflict and problem-solving mechanisms and procedures as part of the strategy.
- Provide for continuous empowerment opportunities to enhance competencies to deal effectively with diversity.
- Allow for options and alternatives that provide choices in favour of individual decision-making.
- Create and sustain support mechanisms from all stakeholders, e.g. the education authority and community.

objectives. It is comprehensible that the qualities and competencies of school managers in relation to diversity management will have an effect on how the implementation phase will be experienced by the other role players within the school. However, best practices and situation-specific methods during the implementation phase of a diversity strategy help to avoid potential barriers and causes for failure (cf. par. 4.15.5).

The implementation of a diversity strategy is not to be approached as an isolated issue, but is viewed as part of the whole school development programme that is characterised by collaboration, cohesion, commitment and respect towards each other (cf. par. 4.13.5 & 7.4.4.3). Diversity training is part of the implementation phase to raise diversity awareness, knowledge and competencies to deal effectively with related issues and challenges (cf. par. 4.13.3).

The objectives and action steps for the implementation phase of a strategy for the management of diversity were formulated according to par. 4.13.1 – 4.13.5, 4.15.5, 6.2.7.1, 6.2.7.5, 6.3.1.7, 6.3.1.8, 6.3.1.10 and 6.3.2.3. The stated objectives and action steps are not meant to be a rigid set of prescriptions, but rather serve as guidelines that must be customised to suit a particular school's unique circumstances.

Objectives

- To enable the implementation of a situation-specific strategy as part of the school's development programme according to a diversity policy.
- To ensure model leadership from school management during the implementation of a diversity strategy.
- To establish support structures, communication channels and problem-solving procedures in support of effective strategy implementation.
- To determine standards for behaviour that supports the principle of equal education for all.
- To implement best practices and collective action plans for increasing the chances for successful implementation.
- To create diversity situations and exposure activities to change attitudes, stereotypes and prejudges.

- To identify the occurrence of incidental, institutionalised or structural unfair discrimination and systemic inequalities.
- To enable empowerment initiatives during the implementation phase.
- To be pro-actively prepared for counterproductive diversity tension and other related problems.
- To involve the broader school community during the implementation of a diversity strategy.

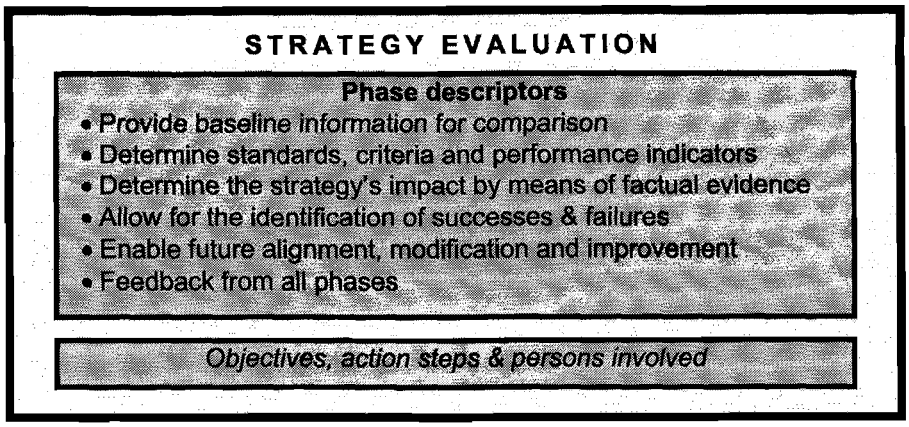
Action steps

- The diversity initiative is implemented according to a documented policy and management plan.
- The implementation of a diversity strategy is part of the daily experiences within a school, the school curriculum and the Whole School Development programme that involves all role players and embraces all aspects of diversity, e.g. gender, age, experience, customs and culture.
- The School Management Team and School Governing Body need to demonstrate model leadership during implementation, because their behaviour and actions set the tone for implementation.
- Establish various support structures and communication channels for strategy implementation, e.g. the education authorities, an internal diversity steering group, project teams, subgroups and mentors that are as diverse as possible.
- Determine standards for behaviour as part of the strategy objectives that reinforce equal education for all where diversity is acknowledged, respected and embraced.
- Consider and select best practices as part of the management plan according to situation-specific needs.
- Put diversity-related issues on the agendas of regular meetings.
- Create diversity situations and initiate exposure activities to change attitudes and to eliminate stereotypes and prejudges.
- Encourage the implementation of collective action plans by providing guidelines instead of rigid instructions. People in the school must have the flexibility to exercise their own initiative and creativity.

7.4.6 Strategy evaluation

An outline of the strategy evaluation phase is depicted in figure 7.8.

Figure 7.8: **The strategy evaluation phase**



A thorough evaluation programme to determine the impact of a strategy for the management of diversity is essential to identify the successes and failures of the various strategy phases for the purpose of future alignment, modification and improvement. Reliable evaluation data about the strategy provides indicators of what is effective, evidence of impact as well as information that stimulates continued change. Effective strategy evaluation depends on clear criteria and the conduct of continuous evaluation to obtain factual evidence during the development and implementation phases of the strategy. The evaluation data have to be examined and analysed to identify the successes and challenges for the purpose of follow-up actions and interventions (cf. par. 4.14, 4.15.6, 6.2.5.5 & 6.2.6.2).

The following objectives and action steps were identified according to par. 4.14, 4.15.6, 6.2.5.5 and 6.2.6.2.

Objectives

- To determine the effectiveness and impact of the various phases of a diversity strategy for alignment, modification and improvement.
- To establish the purpose and criteria for a continuous and comprehensive evaluation programme.

- All role players' inputs are however needed for a comprehensive survey of the impact of the strategy.

The above-stated phases of development, implementation and evaluation described the strategy process for the management of diversity.

7.4.7 Synthesis

A synthesis of a framework and strategy phases for the management of diversity is presented in figure 7.9.

(Figure 7.9 follows on the next page.)

7.5 SUMMARY

This chapter provided a concept clarification of what a strategy entails by means of a description and definition. A strategy for the management of diversity involves a process that consists of the phases of development, implementation and evaluation. Each phase has its particular phase descriptors, objectives and action steps according to the rationale and specific diversity needs. The whole of the strategy process, with accompanying phases, objectives and action steps, are subjected to an applicable diversity policy that provides the parameters for development and implementation. An outline of the various phases as well as a detailed illustration as a synthesis was presented.

The development of a strategy to manage diversity in this chapter was in accordance with the fourth research aim (cf. par. 1.3). The value of the strategy as described in this chapter is that it narrows the gap between the theory of diversity and the management of diversity in practice in the school (cf. par. 1.1 & 4.3.2).

isolated to inculcate separate development and cultural segregation for the different groups of the South African population (cf. par. 3.2.1). A more inclusive approach and positive acknowledgement of diversity in education were promoted by the report from the Human Sciences Research Council in 1981 (cf. par. 3.2.2). An important shift from the segregationist approach to education provision happened with the Constitution of the Republic of South Africa 110 of 1983 when certain population groups were included in the political system. However, a single and unitary education system was still not politically acceptable (cf. par. 3.2.3). The Educational Renewal Strategy of 1991 stated for the first time that race was an unacceptable basis for accommodating diversity in the South African education system (cf. par. 3.2.4). From 1992 to 1994, a new dispensation was negotiated between the different population groups that resulted in the first democratic elections in 1994.

The different interpretations and perspectives concerning multicultural education as an approach to deal with diversity in education were also described in chapter 3. A semantic analysis of the different interpretations led to the formulation of a definition of multicultural education and the identification of a collective focus on culture related concerns (cf. par. 3.3.1). The limited focus of multicultural education on culture related concerns was identified as an obstacle for the achievement of unity in a diverse society. It was further indicated that such a limited focus could lead to the isolation of cultures as a form of separatism that fails to account for diversity in totality (cf. par. 3.4.1). Culture related concerns could not be regarded as the exclusive constituent of a complex phenomenon like diversity and a shift to a more inclusive approach of diversity in education was recommended to make it possible for all learners to achieve their full potential (cf. par. 3.4.2).

The policy framework for dealing with diversity in the South African system was described as part of chapter 3 (cf. par. 3.5). The mentioned acts revealed that the diversity of the South African population is acknowledged, valued and protected. The related acts promote unity and diversity in the South African schools based on democratic values, social justice and fundamental rights (cf. par. 3.5.5). The implication is that the management and governance of schools must account for all the applicable

directives that are provided in these acts. The manifestation of diversity in the South African education system since 1996 is regulated by legislation to eliminate unfair discrimination based on any aspect of diversity.

Chapter 4 explored the meaning, approaches and policy guidelines for the management of diversity. An analysis of the various concept descriptions led to the development of a definition for the management of diversity which indicated a process of specific actions by people who value human diversity in a supportive milieu to ensure the fulfilment of human potential (cf. par. 4.2.1). The rationale for the management of diversity in education is to enable schools to provide in the educational needs of national interest by means of effective teaching and learning to a diverse learner corps in South Africa (cf. par. 4.3.1). The management of diversity is widely supported, but a lack of empirical support for diversity initiatives and outcomes was determined in literature (cf. par. 4.3.2).

Any approach to deal with diversity has to account for the ever-changing manifestation of diversity in an organisation as dynamic entity in the society (cf. par. 4.4.5). The dynamic nature of the manifestation of diversity makes it possible to develop a tailor-made management strategy according to situation specific needs.

Advantages associated with a management strategy for diversity from literature were identified and categorised although it was stated that insufficient empirical data exist to support these advantages (cf. par. 4.2). Barriers and causes for the failure of diversity initiatives were also identified and described to highlight the danger signs and risks to consider prior to the development of a strategy for the management of diversity (cf. par. 4.6 & 4.7).

Guidelines based on applicable legislation from the Department of Education were compiled as a policy framework for the management of diversity (cf. par. 4.9.1). The policy framework served as directives and parameters for a diversity strategy and formed the basis for the development of a theoretical framework for the management of diversity (cf. par. 4.9.3).

adopting a mixed method research design was amongst other to draw from the strengths of both quantitative and qualitative approaches and to enable the achievement of broader and more in-depth results and insights (cf. par. 5.3.3). The selection of a mixed methods design further led to the adoption of a pragmatic research paradigm to conduct the research (cf. par. 5.3.4).

The procedural considerations of concurrent timing, equal weighting and the merging of data sets led to the application of the triangulation design as part of the mixed methods research design (cf. par. 5.3.6.2).

The quantitative component of the research dealt with the gathering of data by means of a structured questionnaire as part of a survey, the statistical analysis and description of the numerical data concerning the extent of the management of diversity in a purposive selection of schools (cf. par. 5.4). The reliability was ensured by a clear conceptualisation of the construct of the questionnaire based on an extensive literature study and theoretical framework as well as the use of the Cronbach alpha coefficient (cf. par. 5.4.4). The validity was optimised by a peer sanctioned research design and methodology, the conduct of a pilot test to verify the relatedness of the various items and the selection of schools according to related criteria (cf. par. 5.4.5). A three stage statistical procedure was followed that included the calculation of the Cronbach alpha Coefficient, the use of descriptive statistics and the calculation of the practical significance (effect size) (cf. par. 5.4.6).

Interviews and focus groups as components of the qualitative research section were used in combination with the structured questionnaires. Criteria were established to ensure the authenticity and trustworthiness of the qualitative research (cf. par. 5.5.2). Semi-structured interviews were included as part of the research to obtain additional and in-depth information and to permit further exploration of the respondents' experiences, knowledge, opinions and beliefs (cf. par. 5.5.3.2). Focus group discussions were included as part of the research to obtain the responses from participants at two international and one national conference concerning the research problem. The responses from the focus group discussions made cumulative and more elaborative

- Diversity is an integral part of reality and can be distinguished from other phenomena of reality. Diversity can be made the object of theoretical thought in a scientific manner (cf. par. 2.3.2).
- The ontological substantiation of diversity as a multiplicity of kinds is supplemented by the lexicon meaning of a variety of kinds (cf. par. 2.3.2).
- The nature of diversity refers to the multiplicity of kinds as identifiable kinds of reality with distinctive qualities as well as common traits (cf. par. 2.3.2).
- A fundamental guideline for dealing with human diversity is based on mutual respect and caring for one another (cf. par. 2.3.3.1).
- Diversity comprises of both the features of collectiveness (universality) and uniqueness (individuality) that exist everywhere and always in mutual coherence (cf. par. 2.3.3.2).
- Diversity is dynamic and changes over time and according to milieu (cf. par. 2.3.3.3).
- Diversity issues confront those involved with values in a normative and anti-normative manner (cf. par. 2.3.3.5).
- A balanced perspective that is inclusive of all aspects of diversity as a multifaceted phenomenon prevents a biased and one-sided perspective that emphasises only some aspects of diversity (cf. par. 2.4.6).
- Education has a unifying role to enable the youth to acquire knowledge, skills and values to appreciate and embrace diversity in a local and broader context (cf. par. 2.5).

8.3.2 Findings in relation to research aim 2

The following findings were formulated in relation to research aim 2 to determine the manifestation of diversity in the South African education system.

- The accommodation of diversity in the South African education system during the period 1967 to 1994 was determined by political ideology and legislation that enforced the provision of education according to a policy of separate development for different population groups. The schooling

system was fragmented in separate, race-based schooling systems (cf. par. 3.2.1).

- Divergent perspectives with regard to multicultural education occur with the only common element of a fixation on culture related concerns among the different perspectives (cf. par. 3.3).
- A perspective to multicultural education with a restricted focus on only cultural concerns may enhance feelings of otherness, promote separatism and lead to a tendency of neo-conservatism (cf. par. 3.4.1).
- A shift occurred from multicultural education with a restricted focus on cultural concerns to the recognition and adoption of a more holistic approach that includes individual, group and national aspects of diversity (cf. par. 3.4.2).
- The accommodation of diversity from 1996 in the South African education system is regulated by legislation based on democratic values, social justice and fundamental human rights. Acts related to education aim to rectify injustices from the past and promote a schooling system in which diversity is acknowledged, valued and protected (cf. par. 3.5)
- No reference to multicultural education occurs in education related acts, but diversity is promoted in a holistic way to secure the fundamental rights of all people in South Africa (cf. par. 3.5.5).

8.3.3 Findings in relation to research aim 3

The following findings were formulated in relation to research aim 3 to identify guidelines to manage diversity from a literature overview.

- The management of diversity encompasses the valuing of diversity through a process of specific actions by people in management positions in an inclusive environment where unity is promoted to ensure optimum performance (cf. par. 4.2.2).
- The rationale for the management of diversity in schools is associated with the correction of negligence of diversity in the past and a strategic

advantage to serve the educational needs of all the learners of a diverse South African population (cf. par. 4.3.1).

- A lack of empirical support exists in support of the impact of diversity initiatives in the school environment (cf. par. 4.3.2).
- An approach to diversity in a school, as dynamic entity of ever-changing societies, must be inclusive of all aspects of diversity that challenges the organisational structures and biases of people with the aim of organisational innovation and progress (cf. par. 4.4).
- Applicable legislation as authoritative directives provides a clear framework and parameters for the development of a situation specific policy for the management of diversity (cf. par. 4.9).
- A theoretical framework for the management of diversity implies a planned and systematic process that consists of different phases, namely a policy framework, a diversity situation analysis, preconditions, a management plan, implementation and evaluation (cf. par. 4.15).

8.3.4 Findings in relation to research aim 4

The following findings were formulated in relation to research aim 4 to identify guidelines to manage diversity from an empirical investigation in a selection of schools.

- A need for guidelines to manage diversity in schools is confirmed by the research (cf. par. 4.3.2).
- Commitment to the management of diversity by the School Management Team and School Governing Body is essential for the successful implementation of a diversity strategy (cf. par 6.2.6.1).
- The Constitution of the Republic of South Africa and applicable education acts are the basis and starting point for the development of a policy framework to manage diversity (cf. par. 6.2.6.1).
- Diversity needs to be approached in a holistic and inclusive manner that accounts for all aspects of diversity without an over-emphasis of only some aspects (cf. par. 6.2.6.1).

- The management of diversity is not an isolated initiative, but is an integral part of the school programme and culture (cf. par. 6.2.6.1).
- Diversity initiatives have to be gender sensitive to account for the unique role of female managers who showed a more inclusive understanding of diversity in the research (cf. par. 6.2.7.5).
- Diversity initiatives must account for the different needs according to the age and experiences of participants, because of differences in views and adaptability concerning issues of diversity (cf. par. 6.2.7.5).
- Principles to manage diversity like respect, caring, acceptance and knowledge are in relation to the *Ubuntu* concept with a focus on humaneness and the affirmation of unity and diversity (cf. par. 6.3.1.12).
- A lack of pre- and in-service training concerning the management of diversity was identified (cf. par. 6.3.1.12).
- The management of diversity involves a process over time (cf. par. 6.3.1.12).
- The management of diversity is associated with an introspection to deal with personal and preconceived perceptions, biases and stereotypes (cf. par. 6.3.1.12).
- A fixed list of best practices to manage diversity does not apply to all school situations, but depends on context and the particular manifestation of diversity. Best practices are general guidelines and have to be tailor-made for situation specific demands and circumstances (cf. par. 6.3.2.6).

8.3.5 Findings in relation to research aim 5

The following findings were formulated in relation to research aim 5 to develop a strategy for the management of diversity.

- All components of a strategy form part of a document as directive for conducting a strategy for the management of diversity (cf. par. 7.4).

- A valid and widely accepted rationale for a diversity strategy is necessary for successful implementation and to create a school culture and climate where diversity is acknowledged, appreciated and promoted (cf. par. 7.4.1).
- A strategy structure of phases, sub phases, phase descriptors, objectives, action steps and persons involved serve as a framework to develop a strategy according to situation specific needs and circumstances (cf. par. 7.4.2).
- A policy framework forms the basis, provides direction and determines the parameters for all components of a strategy to manage diversity (cf. par. 7.4.3).
- Within a policy framework, the phases of strategy development, implementation and evaluation constitute the main components of a strategy for the management of diversity (cf. par 7.4).
- A strategy needs to be customised as a tailor-made strategy according with the situation specific manifestation of diversity and related circumstances (cf. par. 7.4.6).

8.4 RECOMMENDATIONS

Based on the literature study and empirical investigation of this research, the following recommendations are offered.

RECOMMENDATION 1

The role of schools in relation to the national ideal of unity in diversity and within a common conceptualisation of the nature of diversity, should be clarified and accepted as fundamental guideline for the management of diversity in schools.

Motivation

The different perspectives about the nature of diversity are indicative of the prevailing uncertainty. The role of education to realise unity in diversity was identified as a national challenge and priority in South Africa (cf. par. 2.2, 2.5.2 & 2.5.5).

RECOMMENDATION 2

A holistic and integrated approach of diversity that includes all aspects of diversity, must replace an approach of multicultural education with a limited focus on mainly cultural concerns.

Motivation

An approach in education with a limited focus on cultural concerns may lead to cultural separatism and the isolation of cultural identities that fails to accommodate the broader issues and aspects of diversity. A restricted perspective on cultural issues is further regarded as an obstacle to achieve the ideal of unity in diversity (cf. par. 3.4.1 & 3.4.2).

RECOMMENDATION 3

A strategy for the management of diversity must have a theoretical basis to provide clarity concerning the concept of diversity management, rationale, approach, policy framework and management process.

Motivation

A strategy for the management of diversity is viewed as a carefully planned, systematic and comprehensive process based on a theoretical framework of situation specific components and phases (cf. par. 4.15).

RECOMMENDATION 4

Rigorous pre-service educator training as well as continuing in-service training should be provided to raise awareness and competencies concerning the management of diversity according to the complexities of the manifestation of diversity in South Africa.

Motivation

The successful implementation of a diversity strategy requires an increase in knowledge, skills and awareness levels to manage diversity effectively and to minimise conflict (cf. par. 4.13.3).

RECOMMENDATION 5

A strategy for the management of diversity in a school should be tailor-made in accordance with situation specific needs and particular manifestation of diversity.

Motivation

Each school represents a unique institution with its own idiosyncratic characteristics, compilation and circumstances. What worked in one school may not be effective or appropriate in another school (cf. par. 2.3.3.3).

RECOMMENDATION 6

Further research is recommended concerning the following research questions.

- What is the effect or impact of the manifestation of diversity in a particular setting?
- What values in an education context are in support of accepting and appreciating diversity in the school?
- What is the role of the school to realise the national ideal of unity in diversity?
- What is the role of the female school manager in relation to the management of diversity?
- What is the impact of the manifestation of diversity on schools from different environments and sizes?
- What diversity training programme can be developed for school managers?
- What is the effect of an implemented diversity initiative?

8.5 VALUE OF RESEARCH

The contribution of the research is to be found in

- the concept exploration of the nature of diversity
- an indication of the role of education in relation to the national ideal of unity in diversity
- the manifestation of diversity within the South African policy framework from 1967
- the shift from multicultural education to a holistic approach of diversity in education
- a theoretical framework for the management of diversity and
- the development of a generic strategy for the management of diversity.

The value of the research can be summarised as a contribution to a principled position and strategic clarity in education to promote the national cause of *!ke e:/xarra //ke*, unity in diversity.

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Date: **04 April 2006**

Dear Mr. Van Vuuren

I confirm receipt of your letter dated 13th March 2006. I have noted your requested and accordingly grant you permission to conduct research in identified Schools in the North West Province, subject to the following provisos:-

- That you notify Site Managers of target Schools about your research and intended visits.
- That your research project should not upset the processes of learning and teaching.
- That you share with my office the product of your research should you be requested to do so.

Trusting that you find this in order

Best Wishes

Mr. H.M Mweli
Acting Superintendent General

YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT

SURVEY QUESTIONNAIRE

THE MANAGEMENT OF DIVERSITY IN SCHOOLS
DEPARTMENT OF EDUCATION: NORTH WEST PROVINCE

Questionnaire code:		

Indicate your response with an **X** in the applicable frame.

SECTION A: GENERAL INFORMATION

1 Gender?

Male	*1*
Female	*2*

2 Age group in years?

21-30	*1*
31-40	*2*
41-50	*3*
51-60	*4*
65+	*5*

3 Years of experience as school principal?

1-5	*1*
6-10	*2*
11-15	*3*
16-20	*4*
20+	*5*

4 If applicable: Years of experience as **acting** school principal?

Not applicable	*1*
1-3	*2*
4+	*3*

4.1 If not one of 3 or 4:

Not applicable	*1*
Deputy Principal	*2*
Head of Department	*3*

5 The number of learners in the school?

- 200	*1*
201-400	*2*
401-600	*3*
601-800	*4*
801-1000	*5*
1000+	*6*

6 The number of educators in your school? (Departmental appointments)

-10	*1*
10-20	*2*
21-30	*3*
31-40	*4*
41-50	*5*
50+	*6*

7 The number of educators appointed by the School Governing Body?

0	*1*
1-5	*2*
6-10	*3*
10+	*4*

SECTION B: CONCEPTUALISATION

		No Extent	Little extent	Some extent	Great extent
8	**To what extent do you view diversity as ...**				
8.1	dimensions of inborn human uniqueness?	1	2	3	4
8.2	the multiplicity of people with distinctive as well as collective characteristics?	1	2	3	4
8.3	various identities associated with group affiliations?	1	2	3	4
8.4	differences among people?	1	2	3	4
8.5	a mixture of human differences and similarities?	1	2	3	4
8.6	tangible (observed) and intangible (invisible) aspects of people?	1	2	3	4
9	**To what extent do you associate diversity as ...**				
9.1	caring for one another?	1	2	3	4
9.2	a threat to existing standards?	1	2	3	4
9.3	dynamic, thus changes over time?	1	2	3	4
9.4	linked to some kind of judgement?	1	2	3	4
10	**To what extent do you view multicultural education as ...**				
10.1	limited to culture-related aspects?	1	2	3	4
10.2	a restricted focus on racial concerns?	1	2	3	4
10.3	a reinforcement of the separation of diverse groups of people?	1	2	3	4
10.4	a form of neo-conservatism that isolates diverse groups of people?	1	2	3	4
10.5	insufficient to address diversity?	1	2	3	4

SECTION D: A DIVERSITY AUDIT

		No extent	Little extent	Some extent	Great extent
16	**To what extent is diversity ...**				
16.1	regarded as a priority in the school?	1	2	3	4
16.2	hindered by management systems?	1	2	3	4
16.3	influenced by prejudices?	1	2	3	4
16.4	communicated to all role players?	1	2	3	4
16.5	part of the school culture?	1	2	3	4
17	**To what extent was the following needs determined?**				
17.1	The manifestation of diversity in the school.	1	2	3	4
17.2	A diversity situation analysis.	1	2	3	4
17.3	A strategic vision for diversity.	1	2	3	4
17.4	The identification of diversity developmental needs.	1	2	3	4
18	**To what extent is the ...**				
18.1	School Management Team committed to the promotion of diversity?	1	2	3	4
18.2	School Governing Body committed to the promotion of diversity?	1	2	3	4
19	**To what extent do the learners in your school ...**				
19.1	group together in "homogenous" groups?	1	2	3	4
19.2	view diversity as threatening to own norm-referenced groups? (Stereotyping occurs.)	1	2	3	4
19.3	believe that all people are basically the same with minimal appreciation of diversity?	1	2	3	4
19.4	acknowledge the manifestation of diversity, but do not welcome diversity in their midst?	1	2	3	4
19.5	demonstrate competence to deal with diversity?	1	2	3	4
19.6	identify with diverse groups of people?	1	2	3	4

SECTION E: A DIVERSITY MANAGEMENT PLAN

	No extent	Little extent	Some extent	Great extent
20 To what extent does school management ...				
20.1 receive guidance from the education department to manage diversity?	1	2	3	4
20.2 receive support from the education department to manage diversity?	1	2	3	4
20.3 has knowledge about the management of diversity?	1	2	3	4
21 To what extent is school management using ...				
21.1 a management plan to deal with diversity?	1	2	3	4
21.2 standards or benchmarks to manage diversity?	1	2	3	4
21.3 a diversity manager or committee to oversee the management of diversity?	1	2	3	4
22 To what extent do you experience ...				
22.1 confidence to manage diversity?	1	2	3	4
22.2 a need for a practical guide to manage diversity	1	2	3	4
22.3 a need for the School Management Team to improve their competency to manage diversity?	1	2	3	4
22.4 difficulty to translate the motto of unity and diversity into the practice of school life?	1	2	3	4
23 To what extent did you receive ...				
23.1 in-service training to manage diversity?	1	2	3	4
23.2 diversity awareness training?	1	2	3	4
23.3 diversity training with continuous support?	1	2	3	4
23.4 diversity training as a response to crisis situations?	1	2	3	4
24 To what extent in the school is ...				
24.1 a review programme implemented to evaluate diversity management?	1	2	3	4
24.2 the impact established of diversity management?	1	2	3	4
24.3 a strategy developed for the future alignment of diversity management?	1	2	3	4

This is the end of the questionnaire.
Thank you very much for your time and cooperation to complete this questionnaire.

DIVISION AND NUMBER OF QUESTION ITEMS

Section A: General information	1 – 8	General information	*(8)*
Section B: Conceptualisation	8.1 – 8.6	Concept emphases	*(15)*
	9.1 – 9.4	Concept association	
	10.1 – 10.5	Multicultural education viewpoints	
Section C: Diversity policy	11.1 – 11.3	Policy implementation	*(24)*
	12.1 – 12.7	Use of relevant acts	
	13.1 – 13.2	Use of DoE publications	
	14.1 – 14.5	Problems experienced	
	15.1 – 15.7	School policy content	
Section D: Diversity audit & preconditions	16.1 – 16.5	Aspects of diversity in the school	*(17)*
	17.1 – 17.4	Diversity needs in the school	
	18.1 – 18.2	Promotion of diversity	
	19.1 – 19.6	Learners' diversity awareness	
Section E: A diversity management plan	20.1 – 20.3	School management aspects	*(17)*
	21.1 – 21.3	Implementation aspects	
	22.1 – 22.4	Experiences as principal	
	23.1 – 23.4	Diversity training	
	24.1 – 24.3	Review aspects	
			[80]

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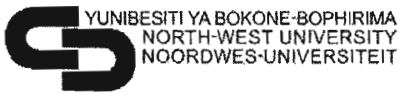
ANNEXURE D



INTERVIEW SCHEDULE

THE MANAGEMENT OF DIVERSITY IN SCHOOLS
DEPARTMENT OF EDUCATION: NORTH WEST PROVINCE

Interview schedule code:		

1 What is your understanding of diversity?

2 What do you regard as a fundamental principle(-s) to manage diversity in a school?

3 What is your experience about multicultural education in the school?

4 What best practices to manage diversity can you recommend to other school principals?

5 What problems do you experience to manage diversity in your school?

6 What positive experiences do you associate with the management of diversity in the school?

7 What are your specific needs in the school with regard to the management of diversity?

8 What do you regard as shortcomings of diversity training programmes?

9 General comment(-s):

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ANNEXURE E

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OBSERVATION LIST

SURVEY: THE MANAGEMENT OF DIVERSITY IN SCHOOLS
DEPARTMENT OF EDUCATION: NORTH WEST PROVINCE

School: ..... Date: .....

Detail & comments: .....

1	The community that the school serves	
2	Socio-economic situation	
3	Impression of school: facilities and terrain	
4	Impression of learners' conduct	
5	Reception at school	
6	Impression of respondent	
7	Cooperation in research	
8	Informal, relevant comments	
9	Documents related to diversity available?	
10		

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