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Understanding the role of the principal in managing cultural diversity among educators.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND:

The changes brought about in South Africa since the first democratic elections in 1994 have had a profound influence nationally, and certainly within the educational environment. The South African Schools Act (SASA) of 1996 introduced numerous changes to schools in terms of learner admission and staff recruitment. The new democratic government has also been exerting increasing pressure on all government departments and the private sector to eradicate the legacy of apartheid. In the apartheid era, two separate economies existed simultaneously, namely a 'first world' and a 'third world' economy. This arose due to the polarities between the privileged white population and the disadvantaged non-white population groups. The introduction of employment equity, however, (through the Employment Equity Act of 1998), saw people from diverse cultures and different backgrounds starting to work together in a common economy across the South African workforce.

Thus, even after the democratic transition, employment inequities posed serious challenges to the democratic state. Driven by the evident inequalities in employment patterns and practices with respect to access to employment, training, promotion and equitable remuneration, especially for black people, women and people with disabilities, the government had put in place legislation (such as the Employment Equity Act of 1998) to foster and promote sound and fair workplace practices. These were intended to correct the imbalances of the past and to create a workforce that reflected the demographics of the country (Republic of South Africa, 1998).

The Employment Equity Act of 1998 provides for the mandatory implementation of affirmative action measures (by designated employers) and the reporting and monitoring thereof. The aim of this was "to redress the disadvantages in employment experienced by

designated groups in order to ensure their equitable representation in all occupational categories and levels in the workplace" (Republic of South Africa, 1998:12). The response of the designated South African employers had been the targeted recruitment of individuals from the designated groups in order to demonstrate a more representative workforce (Maier, 2002). However, as pointed out by Human, Bluen & Davies (1999), the 'numbers game' had not been complemented by the right organizational climate and, hence, these employment equity initiatives have mostly failed. This failure arose due to employers aiming for the right numbers and neglecting the skills level of the targeted designated groups.

It has become apparent that whereas employment equity initiatives can be legislated, the organizational environment cannot and must be prepared to embrace and sustain employment equity initiatives (Thomas & Robertshaw, 1999). Maier (2002) argues further that as a result of the failures that have been experienced with employment equity initiatives, organizations seem to have shifted from 'getting the numbers right' to the question of how to lead diverse workgroups with their multiplicity of cultural and personal backgrounds. Horwitz, et al (1996) point out that in order to create a culture of development in South Africa, organizations will have to develop a keener understanding of the dynamics of diversity development and diversity management.

Workforce diversity means that organizations are becoming more heterogeneous in terms of gender, race and ethnicity. However, the term 'diversity' (which will be discussed later in depth) encompasses variation from the norm within groups of people. Workforce diversity means that organizations will increasingly be composed of people with different skills, experiences, outlooks, cultures, gender, race, etc. (Robbins, 1993). Such diverse people will, when placed in similar situations, perceive these differently and act differently. While diversity typically provides different perspectives on the same problem or situation it makes unifying teams working together and reaching agreements more difficult. In this way, workforce diversity has implications for organizational performance.

Schools, as organizations, are also representative of the diverse cultural groups that exist in South Africa. In terms of race, gender, language, religion, disability, age and sexual orientation, the complexion of the school population (staff, learners and parents) has changed since 1994. This change has created a platform where diverse people could work together and where integration was possible. However, the unintended consequence of this was conflict, discrimination, stereotyping and racial tension in the school environment when members of certain groups are seen to be favoured or promoted above other groups. Principals therefore have a vital role to play in conflict resolution, mediation, arbitration, and in adopting a democratic approach where all stakeholders participate in, and are committed to striving for excellence in education. It is in these instances when school principals could play a crucial role in change management in a positive manner.

Harris, Bennett and Preedy (1997) state, that power and influence are important dimensions within the management of change process in any organization. They add that if we accept that any organization is an open system which operates primarily on the interaction and interrelationship of people, then the power relations within that organization become important factors in affecting change. Similarly, culture is an important dimension of change. Harris, et al (1997) also adds that organizational cultures can be resistant to change and depending upon their nature will require very different management approaches to bring about successful change. They also state that despite the difficulty of considering change from a multi-paradigm approach it would seem that for effective management to take place a consideration of the complex multifaceted, dynamics of culture is imperative. The principal, therefore, being in a position to exert enormous power and influence, has a crucial role to play in this regard.

This research attempts to explore and understand the role of the principal in managing cultural diversity among educators. Principals need to take into account the expectations and perceptions of learners, parents and the community at large. The research focuses on a few of the areas of contestation, whilst acknowledging that diversity involves a wide range of issues in schools. This is inevitable when there is a melting pot of cultures,

races, languages, religions and genders. Some of the areas of contestation may be racial and gender biases, or overcoming language and religious barriers. The literature points out that these areas of contestation arise especially when the dominant race, culture, gender or language marginalises the minority groups in the school. This would require positive and constructive management by principals in order for quality teaching and learning to take place at the school.

Although diversity encompasses a wide range of issues including race, gender, language, religion, disability, age and sexual orientation, it is beyond the scope of this research to focus on all these aspects. Therefore the following key areas have been selected for the study: race, language and religion. In South Africa, with race being so closely intertwined with issues of language and religion, it was considered important to take into account these related issues. It is recognized that in the school context, diversity affects educators, learners and parents. However, for the purpose of the study, the research focused on the principal's management of educators. The research also looks at whether having a diverse staff influences the management styles and processes of principals.

1.2 RESEARCH QUESTION:

The fundamental question of this research is: what is the role of the principal in managing cultural diversity and what leadership styles does he or she adopt? Related to this, involves an understanding of the concepts of 'culture' and 'diversity'. Lumby and Coleman (2007:58) state that "diversity is a complex and contested concept but so is ethnicity". In a note on terminology, McKenley and Gordon (2002, in Lumby and Coleman, 2007) remind us that 'ethnicity' is now used instead of 'race' on the understanding that there is only one race which is *Homo sapiens*, but that 'political correctness' has meant that the words 'culture' and 'ethnicity' have now replaced 'race', although the experience of perceived superiority and inferiority remain the same no matter which words are used. From this it appears that the concepts of diversity, ethnicity, race and culture are all 'slippery' and prone to change in usage and that this

will have an impact on the way that individuals envisage and act out their multiple identities (Lumby and Coleman, 2007).

The theoretical approach to my research is that ‘managing diversity’ is a complex process where a school or organization takes the necessary steps in accommodating the needs and values of all staff members by integrating diverse values into organizational values, policy, culture and systems (Adapted from Mandate Molefi Human Resource Consultants, June 2002). This leads to growth and development of all individuals and the school as a whole. In this way people can work together as a team and are free to inquire about other people’s assumptions and biases. This makes it possible for the principal to make the vision of the organization a shared vision – one that has been developed by the team.

Some of the sub questions of the research are:

1. What is the meaning of the concept ‘diversity’?
2. What does managing diversity in schools entail?
3. Why is it important to manage diversity among educators in the school environment?
4. How is diversity being managed currently in schools?

In South African schools, currently, the Department of Education (DoE) has introduced various diversity related policies, employment equity and affirmative action legislation to guide and assist principals in bringing about critical transformation. On the one hand there is pressure from the state to implement diversity related policies with the intention of bringing about social justice; while on the other hand, these policies are not necessarily translated into practice by principals. This study argues that the reason for this is that insufficient attention is given as to how diversity in various contexts can be managed. This raises the question: have principals been trained in managing a diverse group of educators?

1.3 RATIONALE:

The rationale for this research is that the management of diversity is an area of importance which is critical to South Africa's transformational agenda and to school systems everywhere. It is also a Human Resource (HR) issue requiring principals to know the law, relating to issues of personnel management and, also, approaches to HR management. There is limited literature available on this and this research could add value to understanding the range of diversity issues and questions mentioned above. There are also certain issues of diversity among educators, which have a tendency to be overlooked by principals. This oversight could possibly lead to tension and conflict due to principals adopting an inappropriate management style – for example, principals' lack of knowledge and understanding of certain cultures' traditions and beliefs.

I believe that it is important to create an environment in schools where educators from different races, cultures and backgrounds are able to work together and relate to each other with respect and mutual understanding in order for each individual to achieve his/her potential and for the school as a whole to attain its objectives and to realize its vision within the school's organizational value systems. The principle of 'Ubuntu' should be mentioned here as this is most appropriate in South Africa currently. The term 'Ubuntu' means "I am because we are" which in turn implies respect and understanding for your fellow human being, generosity of spirit, and concern for people and in working for the common good.

The Dalai Lama is quoted by Elion and Strieman (2001:10) in saying that,

> " … the very survival of mankind depends on people developing concern for the whole of humanity, not just their own community or nation." (p. 10)

Within the educational context this seems appropriate, in that as individuals we need to develop a concern for other individuals and the integral part that each plays within the context of the school and in education as a whole. This will help to create an

understanding of the uniqueness of each individual's culture and ensure that the needs of each individual are accommodated. However, this should not occur at the expense of the quality of education which should be delivered – which is the school's core purpose. That purpose is to ensure that the critical outcomes of the curriculum are achieved through excellent teaching and learning. Therefore, each individual's culture should add value to the culture and purpose of the organization or school.

The literature shows that apart from the individual cultures represented in any organization, each organization has its own unique culture. In South Africa, for example, the SASA is promoting a school-based system of education management: schools will increasingly come to manage themselves (Department of Education, 1996a). According to the DoE this implies a profound change in the culture and practice of schools. In the apartheid era, many schools possessed very little of its own organizational culture, as they merely followed the dictates of the apartheid government. This means that as schools manage themselves and implement the numerous changes seen as beneficial to the organization, schools will begin to adapt or develop a culture of their own. The extent to which schools are able to make the necessary changes will depend largely on the nature and quality of the management styles of principals.

This new approach requires schools to build their capacity to manage themselves and to 'create their own culture'. This is a profound change from the past when schools were tightly controlled by education departments. This occurred during the apartheid era when school policies were dictated to by the previous regime. Principals had very little freedom to initiate innovative ideas. The move towards self-managed schools is an international trend in education, and South Africa is following many other countries in adopting this. This places greater responsibilities on school principals, school management teams (SMT's) and school governing bodies (SGB's). These stakeholders are responsible for: developing a value-driven mission for their schools; building participation and collaboration in the school community to support this mission; developing their own capacity; and accepting responsibility for self-management (Department of Education, 1996a).

> Changing South Africa's education and training system is only possible if there is harmony between the vision for transformation and the day-to-day realities of those working in the system. However, the situation at present is that, while the vision for the transformed education system has been set out in the policy frameworks and the new legislation, the system is still shaped by the ethos, systems and procedures inherited from the apartheid past. (Department of Education, 1996a, p. 17)

Therefore, according to the DoE, this means that policy frameworks and legislation have set a new direction for South Africa's education system. A key challenge is to manage this transformation effectively, while at the same time, counteracting the negative apartheid influences. This is where principals, equipped with the appropriate capacity, have a pivotal role to play, as is emphasized in the document, 'Changing Management to Manage Change in Education':

> The South African Schools Act places us firmly on the road to a school-based system of education management: schools will increasingly come to manage themselves. This implies a profound change in the culture and practice of schools. The extent to which schools are able to make the necessary change will depend largely on the nature and quality of their internal management. (Department of Education, 1996a, p. 28)

Many schools today have come a long way or 'evolved' since the early democratization of the education system in the mid-nineties. Some schools have made immense strides in establishing their own organizational culture, whilst some have struggled. This again could be attributed to the management styles of principals.

Handy (1984) stated, in reference to school culture (organizational culture) that schools, like other organizations, are pulled four ways by the demands of the different cultures (here he makes reference to the club culture, the role culture, the task culture, and the person culture). According to him, it must sometimes feel as if they are being pulled apart. Handy (1984) also adds that it is the task of principals or management to gather the cultural forces together, using the strengths of each in the right places. An understanding

of organizational culture is relevant and is elaborated on later in this report, but going into an in-depth study of organizational culture and school-based management is beyond the scope of this research.

1.4 THE SIGNIFICANCE OF THIS RESEARCH:

The following are some of the major advantages of workforce diversity for organizations (Robbins, 1996):

1. More complete information and knowledge is assimilated;
2. Increased diversity means that multiple perspectives will be put forward to any given situation resulting in increased creativity;
3. Increased acceptance and legitimacy of a decision are obtained if a diverse group of people participate in the decision-making process; and
4. Increased problem solving skills are generated.

The strongest case for diversity, however, is when teamwork is engaged in problem solving and decision-making tasks, as heterogeneous teams bring together multiple perspectives and skills which, when managed effectively, increase the likelihood that the team will identify creative or unique situations in a cohesive manner (Robbins, 1996).

Human (1996) states that, unlike some other countries of the world, the effective management of workforce diversity is not a matter of choice in South Africa; it is crucial to the future prosperity and stability of the country and possibly the region. She goes on to argue that given this urgency it is surprising how few committed efforts towards managing diversity and affirmative action have been made. She asserts further that many organizations pay lip service to the need for affirmative action and managing diversity, yet few appear to have incorporated these kinds of objectives into either their strategic planning process or reward systems. This point to the fact that principals may lack the necessary training and skills required in dealing with affirmative action or managing diversity in their organizations.

In addressing the challenge of managing diversity many organizations continue the search for quick-fix solutions in the form of workshops or interventions, which are not incorporated into overall strategic and human resource management processes (Human, 1993). Other organizations play the 'numbers game' and thereby underestimate the extent to which effective affirmative action requires fundamental changes to organizational culture and the way in which people are managed (Human, 1991). Principals merely having the 'correct quotas' with regards to representation of the different racial or cultural groups on the staff, to 'show' the DoE that equity principles have been complied with, may not necessarily indicate effective diversity management. This may mean that principals have effectively applied affirmative action. However, it does not explain whether principals have effectively managed the different cultural or ethnic individuals or groups in the school, or whether these different individuals or groups have interacted effectively with each other, and how this translates into the school achieving its overall goals.

Human (1996) concludes that meaningful and effective inter-cultural, inter-ethnic, inter-gender and inter-class situations require an ability to manage diversity in its broadest sense and that managing diversity, in turn, requires situational adaptability and good communication skills. Each of these affirms the value of diverse people and communicates positive expectancies. Such affirmation, in turn, can create the optimal conditions for effective cooperation and performance.

Furthermore, the significance of this research is that first, it is relevant to current and recent developments concerning managing diversity in South African schools. Secondly, there is limited literature available on managing cultural diversity among staff in schools in South Africa. Most of the literature on managing staff diversity applies to America, Britain or other overseas countries. This means that although the literature may not be directly relevant to South Africa, the literature would certainly be useful when adapted to the local context.

Therefore, the findings of this research could:

- ❖ Play an important role in the professional development of school principals in managing diversity and overcoming racial attitudes, or provide a basis for understanding to prospective school principals in managing cultural diversity among staff.
- ❖ Provide a basis for understanding to deputy principals and heads of departments in schools in their day-to-day interactions with staff and in managing cultural diversity among the staff in their departments. These managers may be aspiring principals.
- ❖ Assist SGB's, which employ a diverse staff and who work closely with principals in implementing the various diversity-related policies that are legislated by the DoE.
- ❖ Provide a basis for understanding to education department officials with policy formulation and its implementation, as far as managing cultural diversity among staff is concerned.
- ❖ Act as a platform, or spring board, from which future research could be undertaken.

1.5 LIMITATIONS OF THE RESEARCH:

The research was limited in depth, scope and complexity primarily due to the time constraints. I undertook a small scale case study, with one school and only one principal, as manager, participating in the study. A more comprehensive study, looking at a sample of different schools across a particular region will certainly provide more insight and clarity. In some of the interviews in the above case study, there was the possibility that some staff members had a tendency to hold back information or were reluctant to 'reveal all' which restricted the data.

This research also focused only on a few aspects of diversity, while, as stated earlier, diversity encompasses a wide definition, which includes race, gender, language, religion, age, ability, sexual orientation, socio-economic status, ideology and other factors. In the school environment, the principal's task is complicated further by having to manage all these aspects of diversity. This research did not take into account how principals would

manage all the aspects of diversity as it would have proved to be too broad a scope to focus on all these variables. Only the aspects of race, language and gender were focused on.

Another limiting factor, as previously noted, is that there is a lack of available literature on managing diversity in South Africa. The literature that is available focuses on contexts in other countries, and though providing insight into the generic issues of diversity, may not have specific application to the South African context.

This research, although exploratory, attempts to highlight pertinent issues relating to cultural diversity by drawing from the literature on the subject, as well as from data obtained from the respondents from the school. As this research is a case study, the findings and conclusions are analysed from this particular case study in corroboration with findings from the literature. Although there was limited time available to conduct school visits and administer the questionnaire, and even less time for discussions with the staff, valuable input on the principal's involvement in managing cultural diversity among educators emerged from the findings of this research.

The findings of this research are not meant to be prescriptive indicators but are there to highlight the ongoing process by reconciling theory and practice. This research also does not attempt to provide a blueprint for principals to manage cultural diversity among staff, nor does it claim to have uncovered what is true and workable for all schools. It merely points the way for further research and exploration by concentrating on key issues of diversity that are possibly prevailing in schools. In so doing it is hoped that this will spark an interest within schools, and individuals, to undertake further enquiry into the management of diversity. Many of the issues highlighted in this study are a reflection of the concerns of school management taking place in present day South Africa.

CHAPTER 2

THEORETICAL FRAMEWORK

The changes that are taking place in education in South Africa are posing new challenges for human resources management (HRM). Although educational HRM almost always involves managing a multicultural context, it does not always include a multiracial dimension (Ngcobo, in Lumby et al, 2003). For example, a school may have a multiracial learner composition but its staff may not be multiracial. Although this research focuses on the specific issues of managing diversity among staff, the reference to learner diversity and how it impacts on the staff is equally important to the overall topic.

The 1996 South African Constitution, SASA and National Policy Act made it illegal to deny admission to students based on race. The opening up of schools to all races has seen a number of predominantly Indian, coloured and white schools recruiting black teachers to teach an African language to its students. Ngcobo, in Lumby et al (2003), points out that although the former Indian, white and coloured schools had little or no need to recruit teachers of other races in the past, black schools did recruit teachers of other races. These teachers were recruited mainly to teach mathematics and natural sciences, since the apartheid government's implementation of Bantu Education at that time ensured that few black teachers were qualified or trained to teach these subjects.

Ngcobo, in Lumby et al (2003), also points out that the recruitment of teachers of other races by black schools in the past did not result in culturally-based problems. The teachers were, in most cases, people who desperately wanted to 'promote African progress,' and were therefore committed to overcoming any obstacles to their calling. They were also too few for their culture to be in conflict to the host schools' dominant cultures. Therefore, school principals, in such situations, may not have encountered many racial or culturally-based management issues. These principals may have, instead, drawn from the experiences and cultures of these minority staff members to enrich the dominant culture of the school.

The current increase of racially mixed personnel is, however, likely to result in cultural clashes. This demands that educational managers not only aim at acquiring, developing and maintaining a staff that is capable, motivated and committed, but also aim at ensuring that education delivery is not prevented or hampered by culturally-based conflict. Some of the strategies that will assist in the management of South Africa's new multicultural contexts involve 'reconceptualising' culture, creating integrated school cultures, restructuring organizations and adopting transformational and facilitative leadership styles (Ngcobo, in Lumby et al, 2003).

Principals therefore may need to consider undertaking a study of cultural differences which may widen their understanding about specific multicultural contexts that may have to be addressed in their schools. Ngcobo, in Lumby et al (2003), elaborates below that studies carried out by Hofstede (1980, 1991) in the period between 1967 and 1973 may assist principals in understanding and determining the behaviour and expectations of various racial groups. These studies indicate that cultural differences occur along five dimensions. Whilst all five dimensions are important to HRM, the first three are particularly pertinent to educational institutions:

- power distance
- uncertainty avoidance
- individualism versus collectivism
- masculinity versus femininity
- 'Confucian dynamism'

Power distance (relationship to authority) refers to the "extent to which members of a society accept that power in institutions and organizations is distributed unequally" (Hofstede, cited in Olie 1995:137) in formalised, hierarchical, superior-subordinate relationships. Latin, African and Asian countries displayed large power distance while North European countries scored low in this respect. The implications of these findings, according to Ngcobo, in Lumby et al, (2003), may suggest that educators of African origin will experience difficulties or lack of confidence in approaching people of authority, while educators of European origin will find it easier to do so and may prefer

non-hierarchical and non-bureaucratic institutional structures.

Uncertainty avoidance involves the manner in which a society responds to uncertainty and conflicts and its need for structure and formalisation. Latin and Mediterranean countries, Japan and South Korea were found to tend to avoid situations of uncertainty. Asian, African, and Northern European countries scored medium to low on this aspect. The German-speaking countries scored medium high. The implication, according to Ngcobo, in Lumby et al, (2003), is that, while most South African educators will feel comfortable in institutions where some role specification exists, some educators might prefer more rigid job specification as they were probably accustomed to this in their particular school.

Individualism versus collectivism describes an individual's relationship to a group/society. "It reflects the degree to which people in a country learn to act as individuals rather than as members of cohesive groups" (Hofstede, cited in Olie 1995:137). Wealthy countries, excluding Japan, scored high on individualism. Ngcobo, in Lumby et al, (2003), points out that this finding implies that educators belonging to disadvantaged groups will tend to consider their groups when making decisions, while the decisions of those who come from advantaged backgrounds may tend to be individualistic.

Masculinity versus femininity describes "social sex role differentiation. Masculinity refers to concern with materialism while femininity refers to concern for people and the quality of life". Japan and Austria are highly masculine while the Scandinavian countries are highly feminine. South Africa was found to lean towards masculinity.

Confucian dynamism refers to "society's search for virtue" versus its search for truth. Muslim, Christian and Jewish societies were found to search for the truth whilst societies which practice Eastern religions of Hinduism, Buddhism, Shintoism and Taoism are more concerned with virtue (Hofstede, 1991:171). As mentioned earlier, the studies indicated that this may not be pertinent to educational institutions but the knowledge

thereof may be useful to principals in understanding their staff or in developing proactive religious policies in the school context.

Ngcobo, in Lumby et al (2003) also highlights that a proactive staffing policy would aim at providing schools with educators whose diverse cultures will benefit one another and will not clash with the school's culture. She states that this will go a long way towards preventing staff conflict and staff ineffectiveness as policy and clear guidelines will assist principals in decision-making in conflict situations.

2.1 SOME STAFFING MODELS BASED ON CULTURE:

Ngcobo, in Lumby et al, (2003) states that it is advisable that one of the initial staffing steps to address cultural issues should involve making a decision on the staffing cultural model to be adopted by the institution. This will lay a foundation for the institution's staff development policies (recruitment, selection, induction and mentoring) and lay the ground for the development and/or maintenance of the desired school culture. Ngcobo outlines Coutts' (1992) schooling model below which is based on culture as a guide to decision making in this area:

The mono-cultural model

This model is adopted by institutions subscribing to the ideology that children should only be educated together with children of the same culture and by educators with similar values, beliefs, ideas and traditions.

This model may be a disguise for racially-based educator exclusion. It benefits those minority groups who, for certain reasons, wish to 'preserve' their cultures. Another advantage of the model is that it may reduce the likelihood of conflicts fuelled by cultural differences. Its limitation, however, lies in its failure to expose children to adults belonging to cultures with which the children will come into contact in their adult social and working life. There is also a belief by opponents of this model that children who are

only exposed to their own culture when growing up may become arrogant, racist, intolerant and paternalistic.

The assimilatory model

The assimilatory model is aimed at an institution recruiting as small a number of educators with cultures that differ from the institution's dominant culture. This would enable the school to assimilate these minority educators to that dominant culture and ensure that the ethos of the school is not drastically altered. The minority teachers' cultural esteem may, however, be offended by the practice. Children will also be deprived of the enriching experience provided by exposure to adults of different races and cultures.

The multicultural model

Whereas mono-cultural and assimilatory models "tend to be built on conservative principles, the multicultural model tends towards a more liberal, or possibly radical, orientation" (Coutts, 1992:43). It focuses on equity and all its implications.

Multicultural staffing implies the presence of educators with different cultural heritages sharing ideas on teaching the same children. They also share the same roles and amenities. Although new teachers will inevitably be assimilated into the mainstream culture, the aim will be to consciously value and support their cultural heritage.

This research supports the multicultural model or any similar theory which favours a multicultural and integrative diversity of staff in any institution. Principals should ensure that no single culture should be favoured or prejudiced over another. Principals should allow or even advocate this to permeate through to every aspect of school life. Educational institutions need to have a culture that is integrative (Beare, Caldwell & Millikan, 1989). An integrative school culture is characterised by collaboration, cohesion, trust, commitment and a sense of wholeness (Bennett, 1993; Torrington and Weightman, 1993). It exists in those institutions that do not give prominence to cultures that may

result in conflict, for example, power and person cultures. Power culture exists when staff sub-groups compete and manoeuvre for position, whilst person culture (Handy, 1984) sees the organization as facilitating the work of a few individuals within it (Bennett, 1993).

The following strategies (Deal, 1982:33) have been found to promote and maintain an integrationist culture in schools:

- Regularly review schools' rituals in order to do away with those rituals that have become routine and with which only a few staff members identify. This may mean doing away with certain traditions that do not benefit or enrich the school.
- Anoint and celebrate heroes of all races. Schools can, for example, utilise afternoons preceding public holidays such as National Women's Day and Heritage Day to highlight the achievements of role models.
- Exploit and develop ceremonies to emphasise the school's cultural values. Episodic events, such as retirement and achievement parties, may be used to bring people together to negotiate and celebrate the meanings of a school. For example, highlighting the past inputs and contributions of previous principals and staff members could enrich the history of the school.
- Identify priestesses, priests, storytellers and gossips and incorporate them into the mainstream culture-generating activities, lest they develop alternative cultures to support. However, one should take care in instances where story-telling may become skewed and may lead to the perception of a negative culture. This could arise where the subjectivity, or bias, of the story-teller creeps in.

2.2 LEADERSHIP AND MANAGEMENT STYLES:

Historically in South Africa, educational leadership has been extremely authoritarian. In reaction to this, a more facilitative style of leadership and management has emerged. As a result, it has been suggested that this has sometimes become too laissez faire, allowing many voices to be heard, without giving adequate guidance or rigour. This has resulted in

a lack of direction and purpose. Therefore an approach to leadership and management is needed which recognizes the need for 'directiveness' (a word used by Heron, 1992, in Davidoff & Lazarus, 1997) within a culture of negotiation, and a commitment towards building autonomy (empowerment) for all participants (Heron, 1992, in Davidoff & Lazarus, 1997)). In this regard, educational leaders play a seminal role, as suggested below, in the process of developing a particular culture in a school.

Leadership and management can play a crucial role in the above process in many different ways. Leadership styles can be described (Hope & Timmel, 1984, in Davidoff & Lazarus, 1997) in the following ways:

- Autocratic – the styles of leadership where those in positions of power make decisions unilaterally and do not allow dissent (overtly or covertly). These type of principals almost always must have the final say. This is a style of leadership that many in South African schools will be familiar with from the apartheid era.

- Laissez faire – essentially non-directive and open-ended. This style of leadership recognizes the need for a more participatory approach but does not provide direction or a framework for constructive participation. The result is often chaos. A laissez faire approach has often been in reaction to autocratic leadership, and tends to go to the opposite extreme in terms of 'directiveness'.

- Peacemaker – a style of leadership which tends to avoid conflict as a way of trying to keep everyone satisfied. While a peaceful environment is important in a school setting, if it is at the cost of addressing real issues which are undermining the effective functioning of the school, it is not particularly helpful – in fact it can be damaging when underlying problems are avoided.

- Democratic – described as a participatory, consultative, negotiating and inclusive style of leadership. This is a style of leadership where all stakeholders have an input into the decision-making process, without it being a long, drawn out procedure.

Heron (1992, in Davidoff & Lazarus, 1997) challenged this way of viewing of leadership or influence. What he pointed out was that if we polarise 'autocratic' and 'democratic' leadership, we run the risk of labelling any form of 'directiveness' as being autocratic and authoritarian. Heron maintains that in an effectively and democratically run school, 'directiveness' is an essential aspect. He describes three main styles of leadership, all of which are important:

- Directive – leaders need to be directive at appropriate times and in appropriate ways. Consultation and negotiation is not always necessary or advisable, and leaders need to be given the trust and the prerogative to make decisions and to steer the school on a particular course with clarity when necessary. Hierarchical or directive leadership is often important in the initiation of development processes at schools.

- Consultative – there are times when it is absolutely necessary for leaders to consult and negotiate. Without consultation and negotiation, there is unlikely to be shared ownership of any change process, and implementation of ideas is likely to be constrained by lack of commitment. Good leadership and management means ensuring that appropriate consultation and discussion take place as part of school life. Consultative leadership and management are particularly important when development processes are in place. It is at this point that it is important to consult with people about specific decisions and choices relating to the ongoing development of the school.

- Autonomous – leaders need to know when to delegate authority so that they do not hold the reigns of power unilaterally or in unchecked fashion. Delegation of responsibilities provides an opportunity for other members of the school community to take responsibility for and to participate in the life of the school in a more meaningful way. Delegation of tasks allows for the sharing of control and responsibility which is an important aspect of democracy.

This research concurs with Heron (1992, in Davidoff & Lazarus, 1997) who claims that all three of these leadership and management styles need to be operating where a school is trying to build a democratic ethos. They are interrelated; any one in operation without the others will result in an imbalanced situation. Principals need to understand which leadership and management style is to be adopted in the appropriate situation, and have the wisdom and flexibility to move between them without undergoing 'personality changes' in order to do so.

I believe that principals should not be rigid in their management style. They should use their discretion in applying the appropriate management style depending on the context or situation they find themselves in. However, if a particular management style does not produce the desired results, principals should adapt accordingly. As Heron (1992, in Davidoff & Lazarus, 1997) stated, a wise leader is one who does not have only one way of responding to situations. As a result, one needs to examine the literature more closely in order to find out what the management styles are within a diverse cultural environment.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION:

In this section, the literature shows that by taking into account the background of individual educators, the positive complementary aspects of their diverse backgrounds and contexts can be brought together to facilitate collegial relations and in turn bring about integration.

To do this, it will be necessary for principals to: (i) gain insight into the meanings of terms such as 'culture' and 'diversity' in order to understand the problems which may arise within the school environment due to a variety of cultures being present; (ii) to look at the culture of the organization or school; (iii) to find out how one's culture influences factors such as one's time, work ethics, individuality, or one's role at school; (iv) examine how different management styles play a role in managing diversity or managing the various cultures present in the school environment, and whether it is possible to achieve diversity and cultural synergy.

3.2 WHAT IS CULTURE AND DIVERSITY?

Culture as defined by Hebding and Glick (1976:58-59) is

> that complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (p. 58).

They also state that culture may be seen as a

> historically derived system of explicit and implicit designs for living which tends to be shared by all or specifically designated members of a group or society (p. 59).

Based on these definitions, Hebding and Glick (1976:93) state that different cultures mean different ways of living. Culture is, therefore, the way that different groups of people do things differently.

Idowu (1975) defines culture as:

> a people's or nation's total way of life which shows itself by various means in actions and expressions (p. 78).

Culture may be manifested in many ways: dress, language, food, gestures, manners and in various other easily detectable forms, as well as in cultural components which are far less visible, such as beliefs, norms, standards, perceptions, attitudes and priorities (Smit & Cronje, 2000:445-446). Therefore, we may assume that since different groups of people do things differently, different 'cultures' of employees within an organization may influence school leaders differently, resulting in different management styles. Therefore, principals will need to have a knowledge of the different cultures represented amongst educators in order to manage diversity appropriately.

According to Dimmock & Walker (2000), culture is the values, customs, traditions, and ways of living, which distinguishes one group of people from another. Schein (1985:6, in Hoy, 1990) argued that culture should be reserved for "the deeper level of *basic assumptions and beliefs* that are shared by members of an organization…". Ashfort (1985, in Hoy, 1990) also defines culture as consisting of shared assumptions and ideologies by a particular group.

Hoy (1990) based his debate on the concept of climate in relation to culture as they are interlinked with school effectiveness. In order to understand culture, one needs to understand the complex symbols people use to give meaning to the world (Geertz, 1973, in Hoy, 1990). Furthermore, the difficulty of inter-cultural communication and barriers that exist are difficult to understand as "we are captives of the culture that shapes and enshrouds us" (Gronn, 2001).

Hicks and Gwynne (1994:59) suggest that multiculturalism or cultural diversity is the result of people with differing physical characteristics or cultural traditions coming together in a single society or environment. Within this 'melting pot' of differing cultures, there exists an inherent tendency in individuals to attempt to preserve their own culture (Hicks & Gwynne, 1994:352). Hulmes (1989:2) also states that in such situations of cultural and racial mix the maintenance of cultural identity will be of high priority.

Cultural diversity at its simplest level, according to Ansari and Jackson (1995:11-12), "reflects the characteristics that make one individual culturally different from another". They encourage that the aim within a diverse cultural environment should not be to remove the differences between groups, but rather to embrace these differences and to respond to individual merits and aspirations. They also state that it is tempting to believe that to learn the details of different cultural norms will help the workforce to operate more effectively. However, learning about different cultures is useful so long as the dangers of stereotyping are recognized. This would imply that principals would need to guard against grouping or labelling individuals from a particular culture into different 'boxes' or in generalising that all individuals who emerge from a particular culture would behave in a specific manner regarding certain issues.

3.3 ORGANIZATIONAL OR SCHOOL CULTURE:

Principals need to recognize as well that schools are organizations (not just a mix of diverse individuals). According to Davidoff and Lazarus (1997), although it is recognized that schools are a particular kind of organization – with particular goals and ways of pursuing those goals – they have features which are common to all kinds of organizations. They also state that in every organization there are particular aspects or elements which make up that organization, and each of these needs to be functioning healthily for the whole to be healthy. Any unhealthy or malfunctioning element will have a negative ripple effect throughout the system. This is a central feature of any system. Therefore, principals need to become familiar with the different elements of the school system and how they interrelate in order to understand where the particular strengths and

weaknesses of the organization lie, and where, for example, they need to focus for effective change.

Every school/organization has its own unique culture which determines and reflects how the elements of organization life develop. The culture of the school comprises the values, the underlying norms which are given expression in daily practice and the overall climate of the school. One way of describing the culture of a school is by looking at 'the way we do things around here'. This could refer to the procedures that are in place for the way specific tasks are completed in that particular school. Examples of aspects of school life that reflect its overall culture are: the extent to which teachers and students are motivated; the way in which students and parents are involved or not involved in the life of the school; the way in which people relate to one another; the general attitude towards teaching and learning; the approach to discipline; late (punctual) arrivals; missing of classes; whether staff development is implemented or supported (Davidoff and Lazarus, 1997).

School culture is determined by many external as well as internal forces. School cultures reflect a particular society's values and norms. In South Africa, therefore, irrespective of specific differences that do occur between different types of schools, the dominant values and norms of South African society reflect themselves in our schools. These include many positive as well as negative aspects, for example race, gender, class; and other inequalities and also hierarchical management approaches. The 'culture' of society which pervades the culture of the school 'invades' all other aspects, and unless people are made aware of this aspect, it is unlikely that attempts to improve the school will be successful and sustainable (Davidoff and Lazarus, 1997).

> The cultural 'mix' within any school or college will depend on, in addition to the people involved, the balance between the demands of the current activity portfolio of the organization, the way the organization is structured, and its size.
> (Handy and Aitken, quoted in O'Neill, 1994a)

Organizational structure describes what people do (roles) and how they relate to one another (Gray, cited in O'Neill, 1994a). Peoples' roles, therefore, influence the culture of the organization. Therefore, in schools, the way in which the principal, deputy principal, heads of department and educators carry out their job functions and the way in which the various departments function and how these individuals and groups relate to one another, will determine the culture of that particular school.

Management of the new multicultural contexts, as with any change, demands structural changes and development. These changes should not create tensions but promote and facilitate organizational effectiveness. Structures need to be flexible but possess enough hierarchies to perform routine administrative tasks without suppressing collaboration and creativity (O'Neill, 1994a). The assimilation of multiple changes in the multicultural context can be achieved by means of timely job rotation, and a reconsideration of criteria for promotion in order to avoid stereotyping (Hofstede, 1991).

The following questions (Lumby, et al, 2003) could be used as a guide to assist educational managers (principals) to plan for and implement effective structural changes:

- Does the structure reinforce cultural and racial integration? For example, are the various cultural groups represented in all/most of the institutions' working teams?
- Do structures facilitate collaboration? Structures that are 'severely' hierarchical and bureaucratic do not.
- To what extent does the new structure reflect the school's values and mission?
- Does the school's hierarchy reinforce racial/cultural superiority/inferiority complexes that may result in conflicts?
- Does the structure facilitate a quality flow of information to all sub-groups?

A school may therefore be comprised of a number of different internal structures which perform different functions. This, in turn, could give rise to different cultures being present in the school. Handy (1984) outlines the pure forms of the four cultures identified as existing in an organization: the club culture, the role culture, the task culture, and the person culture. With regards to the *club culture*, the best picture to describe this kind of

organization is a spider's web, because the key to the whole organization sits in the centre, surrounded by ever-widening circles of intimates and influence. The closer you are to the spider, the more influence you have. There are other lines in the web – the lines of responsibility, the functions of the organizations – but the intimacy lines are the important ones, for this organization works like a club, a club built around its head. The 'organizational idea' in the club culture is that the organization is there to extend the person of the head. If he or she could do everything themselves, they would. It is because they can't that there has to be an organization at all.

The best picture to describe the *role culture* is the kind of organization chart that all these organizations have. It looks like a pyramid of boxes. Inside each box is a job title with an individual's name in smaller type below, indicating who is currently the occupant of that box, but of course the box continues even if the individual leaves the organization. The underlying 'organizational idea' is that organizations are sets of roles or job-boxes, joined together in a logical and orderly fashion so that together they discharge the work of the organization.

The *task culture* evolved in response to the need for an organizational form that could respond to change in a less individualistic way than a club culture, and more speedily than a role culture. The 'organizational idea' of this culture is that a group or team of talents and resources should be applied to a project, problem or task. In that way each task gets the treatment it requires – it does not have to be standardized across the organization and the groups can be changed, disbanded or increased as the task changes.

The *person culture* is very different from the first three. These three cultures put the organization's purposes first and then, in their different ways, harness the individual to this purpose. The person culture puts the individual first and makes the organization the resource for the individual's talents. The most obvious examples are doctors who, for their own convenience, group themselves in a practice, barristers in chambers, architects in partnerships, artists in a studio, professors in faculties or scientists in a research

laboratory. The ‘organizational idea’ behind this culture is that the individual talent is all-important and must be serviced by some sort of minimal organization.

Handy argues that few organizations have only one culture – they are more often a mix of all four. However, what makes each organization different is the mix that they choose, and what makes them successful is, often, how leaders get the right mix at the right time (Handy, 1984). Therefore, if individuals’ roles and functions could determine a particular culture in an organization or school, then choosing the right mix of individuals and the way they relate to one another could influence a distinctive type of culture in that school.

3.4 WHAT IS THE INFLUENCE OF CULTURE ON THE INDIVIDUAL?

The individuals’ values in the organization would certainly influence the values and culture of that organization. Hebding and Glick (1976:91) explain that values play a crucial role in culture, where it spells out what is moral or immoral, good or bad, right or wrong. These values are grounded in an individual’s ethical principles, which are rooted in the individual’s religious beliefs. These religious beliefs, morals and values influence the manner in which individuals perceive all situations and actions no matter how they are involved.

Within a school environment, there may be educators whose cultural background makes it acceptable to have more than one spouse, or there may be certain educators who feel that it is culturally acceptable to be living with a partner prior to marriage. This may cause other educators to frown upon them or judge them. There are certain religious groups, within a particular race group, which require their members to adhere to a specific type of dress code, or observe specific prayer times eg. Indian (muslim) females are required to cover their heads in public, or Indian (muslim) males are required to go to the mosque at 12 noon on a Friday to pray. These types of cultural practices need to be understood and to be accommodated and accepted within the school environment. This in turn would also add to the school or organizational culture in terms of ‘the way we do things around here’. Thus, principals would need to know how to manage these practices

and how it would affect teaching and learning; and to create the right balance using Handy's (1984) mix of cultures.

An individual's cultural background is a key, contributing factor to that individual's manner and mode of communication, both verbally and non-verbally. Hebding and Glick (1976:59) explain that the silent language of human interaction is deeply rooted in the individual's culture. Elion and Strieman (2001:134-135) explain how non-verbal communication signals are conveyed to others long before we actually say anything. Westerners, for example, make eye contact during conversation, as a sign of interest, respect and honesty, whilst African people lower their heads to avoid eye contact as a sign of respect (to make eye contact is considered rude and disrespectful). Traditionally African people speak to one another very loudly, to indicate that there are no secrets being shared between the speakers. Westerners, on the other hand, consider this loudness rude and a lack of politeness, as they value privacy. It is imperative, therefore, that principals understand the cultural backgrounds of the different individuals or groups in the school so that they could be best equipped to manage situations or conflicts as they arise.

Boon (1997:17-18) states that the concept of time is also greatly affected by individual cultures. He explains that the Western view of time is lineal in that time is seen as being finite. He mentions concepts such as "let bygones be bygones", "looking to the future", and "tomorrow is another day", concepts which greatly influence one's approach and attitude to life, humanity and work. The African concept of time, as explained by Boon, is opposed to this Western view, in that the cyclical view of time is focused on. In this view, the past is of utmost importance, since it bears an influence on all aspects of the present and future. In light of this concept, arriving late for African people is culturally acceptable (Smit & Cronje, 2000:445), as is taking the time to inquire after a person's family and his health, no matter how pressed for time one may be (Mwamwenda, 1996:429). This concept of time once again influences one's approach and attitude to life and work, issues, which principals in the school environment need to bear in mind. However, principals should also guard against stereotyping educators with regards to

their culture and cultural practices, that is, to guard against not using these cultural practices to generalise or to use it against the educators concerned.

Smit & Cronje (2000:451-452) suggests that the concept of power is another complex dimension of culture, particularly within a diverse environment. They state that both blacks and whites prefer consultation in decision-making, where whites accept that the final decision lies with a single senior, whilst blacks emphasize the majority viewpoint. It is also inherent in Western culture to encourage children to participate in argumentative discussion and to express their own point of view. In African culture, in the home, obedience and passivity are expected, and the opinion or request of an elder is never questioned (Mwamwenda, 1996:428). These classroom practices by teachers are important, as it is these same teachers who could be principals and school managers in the future. Therefore principals in the school environment need to be aware of these cultural tendencies when it comes to decision-making or should conflicts arise in order to manage these situations appropriately.

Hill (2002:86-93) explains the influence of religion on culture and the degree to which it shapes the attitude of the individual towards the work ethic he or she develops. Although religion, as an aspect of diversity, lies outside the scope of this research, it does have an indirect bearing on race issues, particularly when certain religious faiths lies predominantly (though not solely) within a particular race group – such as Hinduism. Within a diverse school environment, educators could belong to various religious groups such as Christianity, Judaism, Islam, Hinduism, etc. Christians believe in being 'Born Again' by accepting Jesus Christ as their personal Saviour and thereafter one would spend eternity in heaven. Hindus believe in reincarnation and karma. Reincarnation is when one dies, one returns to the earth as a greater or lesser being. For example, if one were sinful and evil in one's lifetime, one would return to the earth as a snake or an insect. If one was good and showed compassion and kindness to humanity, one would come back as a greater human being. Likewise, every religion promotes good and denounces evil. Whatever the religious practices, these beliefs have a great influence on

the role and commitment of every individual in the workplace and also within the school environment.

Ansari and Jackson (1995:11-12) state that cultural differences involve patterns of lifestyles, values, ideals and practices and that these are influenced by and in turn influence race, culture, language and religion. From birth these cultural traits and norms are instilled in individuals consciously and unconsciously, moulding and forming them into what they will eventually become, and how they will interact with other cultures as well as within his/her own culture.

It has been suggested by Hicks and Gwynne (1994:347-352) that cultural changes often occur due to inter-cultural contact. They do stress that although this diffusion or adaptation of cultures occurs, there exists within multicultural environments an inherent desire in individuals to attempt to preserve their own culture. This diversity of culture creates a richness of opportunity, in that it should provide situations for individuals to grow and learn about others. However, principals in the school environment should be aware of the dangers of stereotyping of individuals as well as personal prejudices or biases based on an individual's background or culture.

According to Byars and Rue (2000:8), organizations in South Africa, must get away from the tradition of "fitting employees into a single corporate mould". Everyone will not look and act the same. Organizations, including schools, must create new human resource policies to explicitly recognize and respond to the unique needs of individuals, and (especially at school level), the needs of specific communities.

Grobler, et al (2004), suggest that greater diversity will create certain specific challenges to education, but also make some important contributions. Communication problems are certain to occur, including misunderstandings among employees and managers as well as the need to translate verbal and written materials into several languages (in the case of South Africa, this would mean eleven languages).

Solutions to these problems will necessitate additional training involving work in basic skills such as writing and problem solving. An increase in organizational factionalism, where individuals belonging to certain language groups are likely to form common interest groups, will require that increasing amounts of time be dedicated to dealing with these special interest and advocacy groups.

The South African education system has historically been characterized by racial division, represented by the various Departments of Education. A number of schools (mostly in the commonly known, 'previously advantaged areas' and English speaking communities), accommodated learners from various cultural and language groups, thus gaining valuable experience in the management of cultural diversity. Since the early 1950's these schools have had learners from Italian, Greek, Portuguese and Jewish communities and thus they were involved in the management and governance of cultural diversity for many decades prior to 1994.

From the experience gained by these schools the real challenge for managing diversity in education effectively, is the ability to create an organizational culture that is more understanding of the different behavioural styles and wider views. This often leads to better decisions and greater responsiveness in the management of diverse groups. Learning to effectively manage a diverse workforce should be viewed as an investment in the future of education (Grobler et al, 2004).

The management of cultural diversity is therefore to a large extent concerned with creating the correct management environment in which professional and effective management and governance can occur. This certainly should be one of the key roles of the principal in the South African education system.

3.5 WHAT ARE THE MANAGEMENT STYLES WITHIN A DIVERSE CULTURAL ENVIRONMENT AS DISCUSSED IN THE LITERATURE?

In a culturally diverse environment, different styles of management such as an autocratic, top-down approach; a bureaucratic, rule-bound approach; or a democratic, participatory,

and consultative style of management can be drawn upon. Depending upon the approach the school leader assumes, his/her tasks such as planning, organizing, leading and controlling will be influenced by his/her approach (Smit & Cronje, 2000:28-29).

Management, as defined by Van Schalkwyk (1993:73-74) is “the sum of all activities necessary for an institution to function effectively”. Within education, it is an organized and deliberately planned means of attaining the educational objectives of a community as effectively as possible. Due to its diversity, the multicultural educational environment will require greater understanding by principals of the diverse cultural forces and the manner in which they may need to be accommodated.

Managing diversity can be defined as a planned, systematic and comprehensive managerial process for developing an organizational environment in which all people, with their similarities and differences can contribute to the strategic and competitive advantage of the organization and where no one is excluded on the basis of factors unrelated to productivity (Thomas, 1996:10). One of the aspects of managing diversity, which school principals should take note of, is thus concerned with creating an environment where the management of diversity is facilitated.

Smit and Morgan (1996:325) in Grobler, et al (2004) argue that managing diversity not only has to do with understanding each other in a multicultural society. It should also create an organizational environment in which people understand, accept, respect, tolerate and explore their differences. In such an environment all stakeholders, that is, learners, educators, parents, general workers and administrators, despite their differences: feel a sense of belonging; are accepted; and are able to reach their full potential.

Since the school “bears the stamp of the cultural world in which it functions”, it is therefore never neutral, but rather shaped by the nature and needs of the community it serves (Van Schalkwyk, 1993:116). These factors will therefore tend to dictate to principals within the school environment, the management styles that are most conducive to that environment.

To elaborate on the above point, polarized communities in terms of racial divides are still predominant in South Africa today. The home background of principals, for example, may emerge from a context that is not diverse at all. For example, a black principal from a South African 'township' school who resides in the township and a white principal from one of the South African suburb schools who resides in the suburbs – these principals may, in a social setting, very rarely relate to or integrate with individuals from other racial or cultural groups. These same principals, in turn, have to promote and manage diversity in the work place. Their management style may not be conducive to a diverse work environment.

Within the school environment it would be necessary to create an awareness amongst all individuals, especially school leaders, pertaining to all aspects of diversity. Workplace support would need to be developed, the organizational climate would need to be supportive of diversity, individuals would need to be recognized for developing diversity skills and competencies, and organizational goals and objectives should be set, aimed at coping with the many dimensions of diversity (Smit & Cronje, 2000:455-456). To accomplish this, the most effective management style would be a democratic style of management with good interpersonal communication and good decision-making skills. This is characterised by transparency, which creates space and opportunity for interactive learning.

Should the management of a diverse cultural environment not be effective, it may allow perceptions to arise where certain cultural groups appear to be 'favoured' by principals. Ansari & Jackson (1995:77) warn against 'unintentional marginalising' of minority groups instead of using them effectively in the team. This could create feelings of inferiority, resentment and dissention, destroying any possibility for co-operation and synergy.

Henge (2000) highlights the following important approaches regarding the ways in which school leaders can achieve diversity and cultural synergy: (i) school leaders have the power to influence race relations in a positive direction through in-service training; (ii)

each incoming school leader steps into a different context which allows for the implementation of new ideas to support the development of positive race relations; (iii) proactive school leaders attend to underlying as well as overt conflicts by addressing them immediately or through mediation; (iv) allow other role groups besides the principal to lead effectively to improve inter-cultural language relations; (v) organizing themes such as personalization, non-violence, democracy, and community building to serve as a 'glue' that connects vision to concrete approaches; (vi) to put systems and policies in place to track improvements in race or cultural relations, especially among staff.

However, the above article draws research from elementary schools in geographic regions of the United States of America. This may not necessarily be appropriate or relevant to the South African context. According to Fleisch (2002:98), in the South African context, for example, in order to bring about school improvement initiatives, the understanding of culture is extremely important. Principals would therefore need to understand the local or school cultural context much more clearly.

Once the cultural context is understood, Garson (2000) concludes several recommendations of key values that should be promoted in school, including equity, tolerance, multilingualism, openness, accountability and social honour. These issues are relevant to the South African context. She also stipulates concrete ideas that principals can implement such as pre-service and in-service training, policies to stop discrimination, and research on staff and learner diversity.

The California Department of Education (2003) expresses some thoughts on diversity where different parts of an organization can work together for the benefit of the whole. The idea of recognition, accepting and transcending differences is a critical point. It also states that we are distinguished and united by differences and similarities according to race, language, gender, age, culture, etc. Such diversity challenges our intellect and emotions as we learn to work and live together in harmony.

The literature above points out that diverse cultures working together do not necessarily lead to conflict, tension and collapse. The literature refers to integration, cross cultural interactions and inter-racial relations, which are key underlying features that enable an organization to attain its' objectives especially among educators. It is especially useful when a school has a program in place to promote diversity among educators. Thus, principals play a critical role in managing cultural diversity in the school and their leadership style will impact on that greatly.

On the other hand, what other literature shows is that while learner diversity within South African schools is increasing, there is a lack of diversity amongst teaching staff, such as in the now rapidly-integrating minority schools (Hemson, 2006). This raises the question whether this is one of the ways in which principals are 'managing' diversity among educators. Hemson (2006), however, looks at how teacher education institutions are responding to this challenge, both in terms of preparing students for teaching in schools different from the ones they experienced as learners and in terms of dealing with diversity and differences amongst learners. This will certainly be crucial in the years to come, as these teachers will probably be principals and school managers in the future.

Although teacher education and preparation is not within the scope of this report, an elaboration of Hemson's (2006) study will reveal some insight into managing a diverse staff composition or lack thereof at school level. The study examines how teachers are being prepared through the Postgraduate Certificate of Education (PGCE) at three South African universities that are very different in history and context. The three sites include a university established under apartheid for African students; an urban, long-established liberal university; and a campus that was formerly an exclusively white university that provided the intellectual foundations for Afrikaner political and educational thought, and is now part of a newly merged university. It explores the dominant framework that implicitly or explicitly directs the work at each institution, and suggests what needs to be done to ensure that teacher education meets the challenge of diverse schools. It explores diversity both amongst staff and students and in the curricular experiences to which students are exposed.

The study has revealed great unevenness of development. In all three cases, the staff and student composition by and large reflect the racial composition of the institution during apartheid – thus formal desegregation has not led to extensive integration in racial terms. The racial positioning of the one overwhelmingly black university continues to have a negative effect on staff and students. There is a strong sense of victim hood, but issues of diversity are not engaged with, and there is little sense of urgency in meeting the challenges. The dominant curricular approach at this institution can be described as falling within a multicultural frame. In this frame, diversity is seen as a matter of relations between different racially-defined cultures that are viewed as static.

At the Afrikaans-speaking campus, there were expressions of goodwill in dealing with the history of isolation from other groups, and a broadly inclusive approach does exist, in which there is consciousness of the need to deal with differences in racial, religious and sexual backgrounds. But these efforts to deal with diversity remain largely peripheral within the overall curricular process. In this case, and that of the former homeland university, there is an awareness of the ways in which social divisions impact on schools, but these understandings are not brought to bear on the curriculum, and there is a sense of isolation from the national debates and research literature on these issues. There is little focus on what the 'hidden curriculum' of the institution communicates about issues of diversity.

At the urban 'liberal' university there is evidence that various staff on the PGCE engage systematically with the issue of diversity, and that this engagement informs students' experience across the curriculum. The dominant curricular approach can be described as falling within a critical multicultural or anti-racist frame. In terms of teaching practice, however, as in the Afrikaans-speaking campus, the focus is on nearby well-resourced suburban schools rather than townships schools. Nonetheless, there is considerable coherence and common understanding of the purpose and processes of the qualification amongst staff and students. This differs markedly from the other two cases.

The report proposes that teacher education institutions become more conscious of the challenges of preparing teachers for diverse schools. These tertiary institutions need to recognize the extent of the task and work within a framework that addresses the full range of issues. They need to ensure the provision of courses which give specific attention to issues of diversity, connect this work with institutional vision and mission statements, and therefore help to address the current limitations in teaching practice. These limitations include: course resources, and the development of support materials for the task of addressing diversity.

Another key issue that can be gleaned from the report is that many of the principals in South Africa currently have undergone teacher education and training from such tertiary institutions. The curriculum content and training from the above tertiary institutions have not exposed their students (many of whom are principals now) to issues of diversity. It is clear from the literature that this is also evident in other countries and is part of the change process or change management and the breaking down of borders internationally or the rapid increase of globalisation. This emphasises the importance of special training for principals.

According to the Department of Education (Discussion Document, May 2005), South Africa is committed to the fundamental transformation of its social institutions. The intention of this transformational process was to address the concern with poor leadership in schools and the inadequate outcomes of schooling. The DoE requires that the principal, as the leading professional, should carry the primary responsibility for the leadership and management of the school. He or she, together with the other stakeholders in the school must effectively promote and support the best quality teaching and learning. In order for this to be accomplished, it is imperative that principals be trained and equipped to achieve this very purpose.

The DoE's intention, therefore, was that a South African Standard for Principalship (Department of Education, Discussion Document, May 2005) will define what is expected of its principals and will also serve as a template against which professional

leadership and management development needs will be addressed. This will enable principals and aspiring principals to understand their roles and how to fulfil that role effectively, especially in a context such as that found in South Africa, with its diverse school contexts, and the complex issues that impact upon them.

The South African Standard for Principalship is built upon a definition of the Core Purpose of Principalship and comprises three elements, which together underpin the principal's school leadership and management practice (Department of Education, Discussion Document, May 2005). The three elements are: Educational and Social Values, Personal and Professional Attributes, and the Key Areas of Principalship. A further elaboration of this is essential in order to understand the role of the principal in the school context.

(i) THE CORE PURPOSE OF PRINCIPALSHIP

According to the DoE (Discussion Document, May 2005), as the leading professional in the school, the principal works with the SMT, the SGB and other stakeholders and has the primary responsibility for providing leadership and direction for the school and for ensuring that its aims and goals are met through the ways in which the school is managed and organized.

The principal has the overall responsibility for the development and implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. He or she, ultimately, is responsible for the ongoing evaluation of the school's performance and for its continuing development and improvement. The principal is accountable overall to the DoE, the SGB and other stakeholders for the quality of education achieved.

The principal has a major responsibility for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning to take place. He or she also has the responsibility for creating a climate that encourages high levels of performance and commitment from all who work in the school. The principal

must promote a work climate in which ongoing personal and professional development is encouraged and supported and in which the potential contribution of everyone is valued. The principal, working with and through others, is responsible for building relationships between the school and the wider community. He or she has an overall responsibility to encourage the building, development and maintenance of partnerships between the school and its wider community to the mutual benefit of each.

(ii) EDUCATIONAL AND SOCIAL VALUES

The DoE (2005) states that at the heart of the principal's leadership and management of the school are core values which underpin all that happens in the school and which shape the way in which the school works towards the achievement of its vision and goals. Some of these values derive specifically from the nature and context of an individual school and its community. Others are derived more generally from the South African Constitution which underpins the country's education system. These are set out in the Department of Education's Manifesto on Values, Education and Democracy (2001).

These values inform the core purpose of principalship. Together with knowledge and understanding of the aspirations for transforming schooling in South Africa, they shape the nature and direction of leadership and management in the school and the school improvement process. The core values are: democracy, social justice and equity, equality, non-racism and non-sexism, ubuntu (human dignity), an open society, accountability (responsibility), the rule of law, respect, and reconciliation.

(iii) PERSONAL AND PROFESSIONAL ATTRIBUTES

The key areas, which define the principal's leadership and management role, are underpinned by a set of educational and professional values such as adaptability, integrity, resourcefulness, fair-mindedness, ability to inspire, commitment, problem-solving skills, to name but a few. The possession and development of these attributes is crucial for principalship in the contemporary South African context. Schools are required

to assume greater responsibility for leading and managing their own affairs and are expected to exercise considerable initiative in respect of school improvement and development.

(iv) THE KEY AREAS OF PRINCIPALSHIP

The six interdependent areas together constitute the generic role of the principal in any South African school context. There is no implied hierarchy or prescribed order of these areas but as leading and managing learning is at the heart of the work of any school, this key area has been listed first. The relative importance of these six areas may vary from context to context. These areas of principalship are: Leading and Managing the Learning School; Shaping the Direction and Development of the School; Assuring Quality and Securing Accountability; Developing and Empowering Self and Others; Managing the School as an Organization; and Working with and for the Community.

How is the above DoE's Standard of Principalship relevant to this research? The way that a principal leads and manages his or her school will be influenced by the transformational agenda. This would include the way a principal leads and manages the process of change in a school. Part of this process would mean that principals have to face issues of managing diversity, of language and religion, and of different value systems. How they resolve these will have a profound impact on how welcome educators, parents and learners feel, how inclusive the school environment is, and how positive the working relationships are in the school. Clear, constructive thinking and policies on issues of diversity, redress, equity and democracy should inform all supervision activities, staff development, internal and external relations, the composition of the SGB and the SMT; in fact, all aspects of school life.

The DoE's Standard of Principalship is also relevant to this research because the core purpose of principalship and the six areas of principalship as outlined above are closely linked to the fundamental question to this research which is to explore the role of the principal in managing cultural diversity among educators. Part of the role of the principal

would be policy implementation and this would mean that the principal would be involved in implementing diversity and equity policies and developing the core values of democracy, social justice, equity, non-racism, and others mentioned above.

However, understanding policies in theory and implementing them in practice is significantly dependent on the personal and professional attributes of the principal. This is where attributes such as integrity, fair-mindedness, compassion, respect and political astuteness of the principal plays a fundamental role where schools, especially principals, can forge the road ahead with regards to school improvement and social transformation.

In conclusion, it can be gleaned from the literature that a mere understanding of the concepts of culture and diversity is insufficient. What is needed is a deeper understanding of how one's culture influences one's time, work ethics, individuality or one's role at school. The literature indicates that this is vital to principals who need to be aware of the dangers of stereotyping of individuals as well as personal prejudices or biases based on an individual's background or culture. Principals also need to understand how the different management styles can be applied in managing diversity or managing the various cultures present in the school environment. It is not the differences in people that give rise to conflict in the organization but rather, it is these differences that provide a richness to the culture of the organization. Diversity provides for different perspectives on the same problem or situation and this could have positive implications for organizational or school performance.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION:

This chapter outlines the research methods and procedures that were used, the type of school that was selected and the data collection strategies that were used. Also included are the challenges that were experienced in the course of the research, an exploratory analysis of the data and reflections on the research methodology.

4.2 SAMPLE:

This research is based on a study of the literature, which considers the role of the principal in effectively managing cultural diversity. I have attempted to find out to what extent schools have been successful with positive racial integration and relations (including gender, language and religion). I have identified a school that is representative of a staff with diverse cultures to verify the issues that are discussed in the literature.

The participants in this study were the principal and educators of a public, primary school in the south of Johannesburg. Purposeful sampling was used to select the school as previously, the school had initially been an advantaged, whites-only suburban school. With South Africa becoming a democracy in 1994, staff and learners from different race, language and religious groups were employed and accepted at this school. Demographic changes have impacted on the school catchment area, which experienced an influx of black, coloured and Indian families, making this community a prime example of diverse cultures living together.

The research methodology employed is interpretive and endeavours to make sense of what the principal's management style is in managing cultural diversity. This can be linked to the literature in terms of the management styles which leaders could adopt, and

to the six interdependent areas of principalship which together constitute the generic role of the principal in *any* South African school context (South African Standard for Principalship, Department of Education, Discussion Document, May 2005). Coutt's (1992) multicultural model would be appropriate to the above type of school which implies the presence of educators with different cultural heritages sharing ideas on teaching the same children.

4.3 METHODOLOGY:

Qualitative Research

The qualitative research method was utilized. The school profile included figures on the school's current staff composition and that prior to 1994 to provide background information. Data was collected by means of a structured questionnaire which consisted of open-ended questions. The study and analysis of these figures/data, together with an analysis of the open-ended questions in the questionnaires and interviews, provided valuable information for the research.

Semi-structured interviews with open-ended questions were conducted with the principal and staff. These interviews were more justified in obtaining the 'how' and 'why', especially concerning inter racial and language barriers amongst staff. An interview is also appropriate to gain depth and deeper insight into emotions, experiences and feelings, when there are sensitive issues under discussion. Interviews were audio-recorded, unless objected to by the respondents. For example, in certain instances respondents preferred not to have their opinions, or confidential information, recorded.

Assumptions

Qualitative research is based on a constructivist philosophy that assumes that reality is a multi-layered, interactive, shared social experience that is interpreted by individuals. Reality is a social construction; that is, individuals and groups derive or ascribe meanings to specific events, persons, processes, and objects. People form constructions to make sense of their world and reorganise these constructions as viewpoints, perceptions and

belief systems. In other words, people's perceptions are what they consider real and thus what directs their actions, thoughts and feelings. Qualitative research is first concerned with understanding social phenomena from participants' perspectives. That understanding is achieved by analysing the many contexts of the participants and by narrating participants' meanings for these situations and events. (McMillan & Schumacher, 2006:315). The implications of using the qualitative approach are that the research of social phenomena (such as diversity issues) requires an exploration and understanding of participants' meanings of these social phenomena. The reality is that the responses are subjective. Therefore one must assume, for the purposes of the research, that the participants are being truthful or stating their honest opinion.

4.4 DATA COLLECTION STRATEGIES:

Data collection strategies entailed the following: (i) survey, (ii) interviews and (iii) questionnaires to the principal and educators to help provide evidence to support conclusions drawn from the literature. The findings from the data collected through the above strategies would also reveal whether or not the actual context is indicative of the conclusions drawn from the literature.

Survey

Information on the school profile[1] provided data on the school's staff composition prior to 1994 (before democracy) and the current staff composition i.e. the number of blacks, coloureds, Indians and whites; the number of males and females; the various language and religious groups of staff.

Interviews

The principal and three educators were interviewed. Initially this number was six. The aim was to maximise the validity of the responses within a school where the respondents

[1] For more details on this refer to Appendix A.

would corroborate each other's responses. Due to unforeseen circumstances, two interviewees cancelled. Open-ended questions in a semi-structured interview schedule[2] (one-to one) were conducted with the principal and the three educators. As stated earlier, some of the interviews were audio-recorded.

Questionnaires

Questionnaires[3] with open-ended questions were issued to the principal and educators in the school. Educators were given two weeks to complete the questionnaires. The aim of the educator questionnaire was to further maximise the validity and reliability of the results obtained from the principal so that the responses by the principal are justified. Not all staff completed the questionnaires. However, there was a ninety percent response from the school, which made the study feasible.

Access

A letter[4] was forwarded to the principal of the school requesting their permission and participation in the research. Thereafter the survey form was left with the principal for completion to determine the cultural diversity (in terms of race, gender, language and religion) of the school environment, which shed light on the interpretation of all other data. An information letter and consent form[4] was also issued to all participants providing details on the research aims and procedures.

4.5 CHALLENGES:

Dates for interviews, and when questionnaires needed to be completed and fetched, had to be finalised. Schools were not too keen to be given additional deadlines to be adhered to and this called for a little persuasion and pleading as educators were inundated with

[2] For more details on this refer to Appendix D.
[3] For more details on this refer to Appendix C.

[4] For more details on this refer to Appendix B.

work of their own. Alternative dates had to be allowed for some interviews due to unforeseen circumstances. In two instances, interviews were not possible and those had to be cancelled.

All participants were assured of confidentiality as some were afraid of victimisation or discrimination by senior management, should their responses, or interpretation of a particular situation or management style, not be positive. In some of the interviews, certain staff members were reluctant to divulge confidential information, which restricted the data to a certain extent. For example, some participants would say, “I don’t like to say why because ….” At this point participants were again reassured of confidentiality but were not unduly pushed into responding. All participants participated voluntarily in this research.

4.6 EXPLORATORY ANALYSIS OF DATA:

The research purpose is descriptive, showing the data obtained from the school’s profile. The data collected is presented in the form of graphs. The research is also exploratory allowing for comparisons to be made from the period since 1994 until present. As emphasized by de Clercq (2003), the questionnaires and interviews were aimed at measuring the attitudes, beliefs, opinions and perceptions of the educators and the principal, highlighting the common areas of concern or effectiveness. The comments and concerns emerging from the questionnaires and interviews were also focused on and highlighted. The research has an explanatory purpose as well, which will be revealed later in this report in the discussion on the various management styles and approaches which principals employ in managing staff in a culturally diverse school environment.

4.7 REFLECTIONS OF RESEARCH METHODOLOGY:

No attempt was made to carry out more systematic qualitative studies of the school, for example, interviewing education department officials, parents or learners to provide additional information from their perspectives on the history of the school and the

diversity changes that have taken place in the school. This research is not based on an in-depth analysis of the school. In providing a brief sketch from the initial survey on the school's profile, one is mindful of the observation by Sarah Lawrence Lightfoot (1983:19) that her first brief sketches of the schools she studied gave a more coherent picture of schools than her later, in-depth portraits. She states:

> Ironically, the quick, intuitive, earlier pieces render a more coherent, distilled portrayal. With greater penetration in the school settings, the later portraits evolved as more complicated pieces, which tended to present contrasting perspectives and several angles on events and people. These pieces move closer to the often fragmented, complex quality of life in these settings, and they inevitably lose the coherence and certainty of the earlier portraits…. Smooth coherences fades into jagged incoherence as we grow less certain of a single story and discover the myriad tales to be told (1983, p. 19).

A more in-depth study with more interviews, such as interviews with some of the learners and parents, if not education department officials, would have provided more in-sight on the day-to-day functioning of the school and the management style of the principal. However, this was done purposefully as this research is inclined towards what the literature has to say about the issues of managing cultural diversity in schools.

Finally, as stated earlier, the research was limited in depth, scope and complexity as just one school and only one principal, as manager, was involved in the study due to the time constraints. A more comprehensive study, looking at a sample of different schools across a particular region will certainly provide more insight and clarity. The other limiting factor, as mentioned previously, is the lack of available literature on managing diversity in South Africa. Lastly, this research focused only on a few aspects of diversity, while, as stated earlier, diversity encompasses a wide definition, which includes race, gender, language, religion, age, ability, sexual orientation, etc. This research did not take into account how principals would manage all the aspects of diversity as it would have proved to be too broad a scope to focus on all these aspects.

CHAPTER 5

DATA ANALYSIS

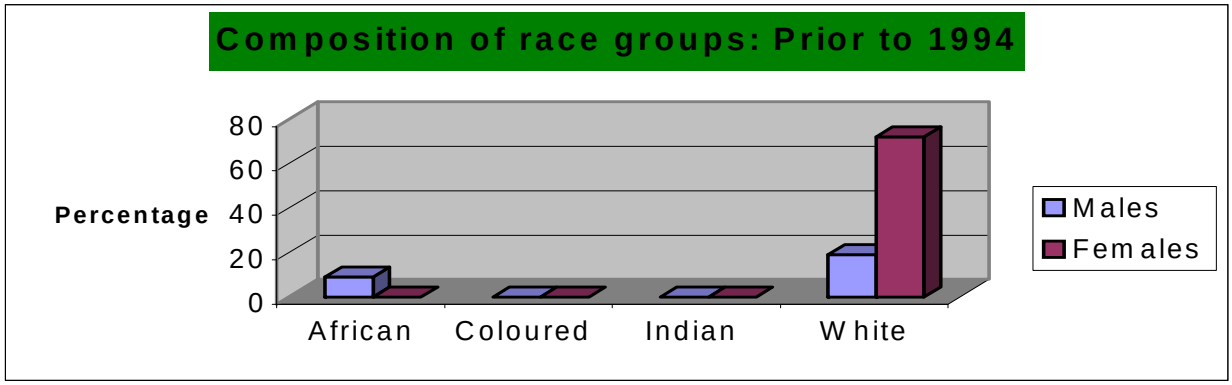
5.1 INTRODUCTION:

The results of the school's profile, the principal's and educators' questionnaires and interviews are analysed in this chapter. The data collected provided clear patterns of analysis as it shows how the school has moved from a predominantly 'whites only' school to a more racially and culturally diverse school. It also shows how the principal has adapted and managed such transformation. The school's profile is represented in the form of graphs, which indicates its position prior to 1994 and its shift since then towards becoming a diverse cultural environment with regards to race, language, gender and religion.

This chapter also examines the definitions of diversity that emerged from the respondents, the integration of staff in school, the benefits to the school in becoming diverse, the role and competencies of the principal in managing diversity, and finally an overall analysis of the data is conducted. This section is then concluded with suggestions (according to the literature) on how the principal could manage diversity among educators. It is also asserted that the management of diversity is a mechanism to improve organizational effectiveness. Findings from the literature are used to support this assertion.

5.2 BACKGROUND – DIVERSITY PROFILE OF THE SCHOOL:

Figure 1



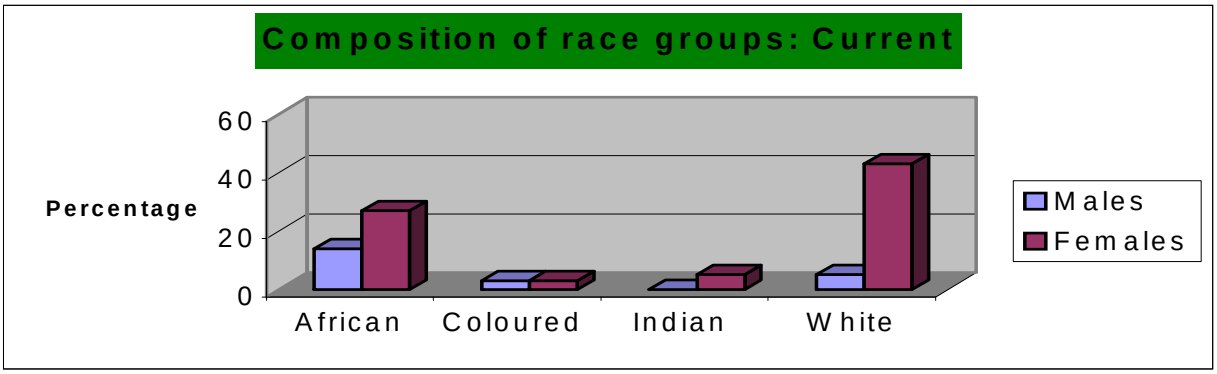


Figure 2

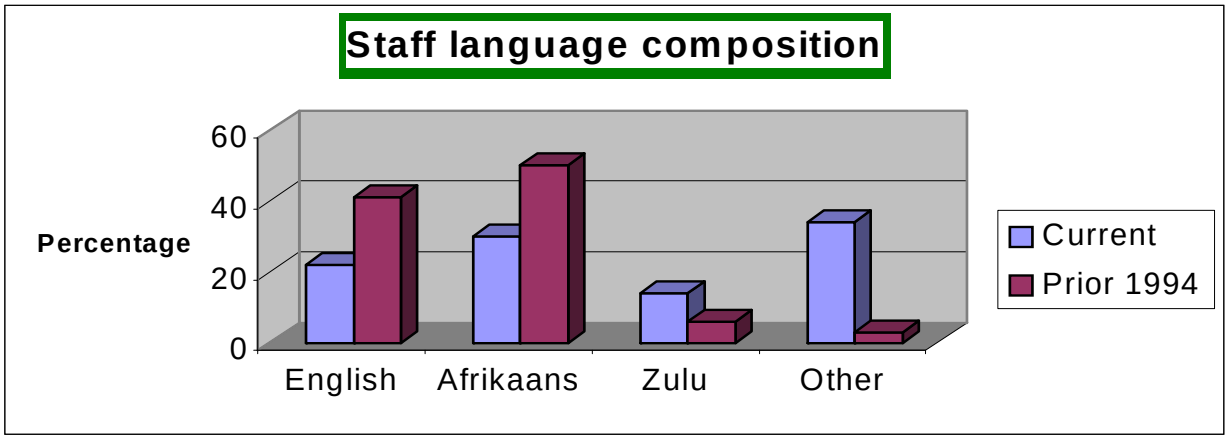


Figure 3

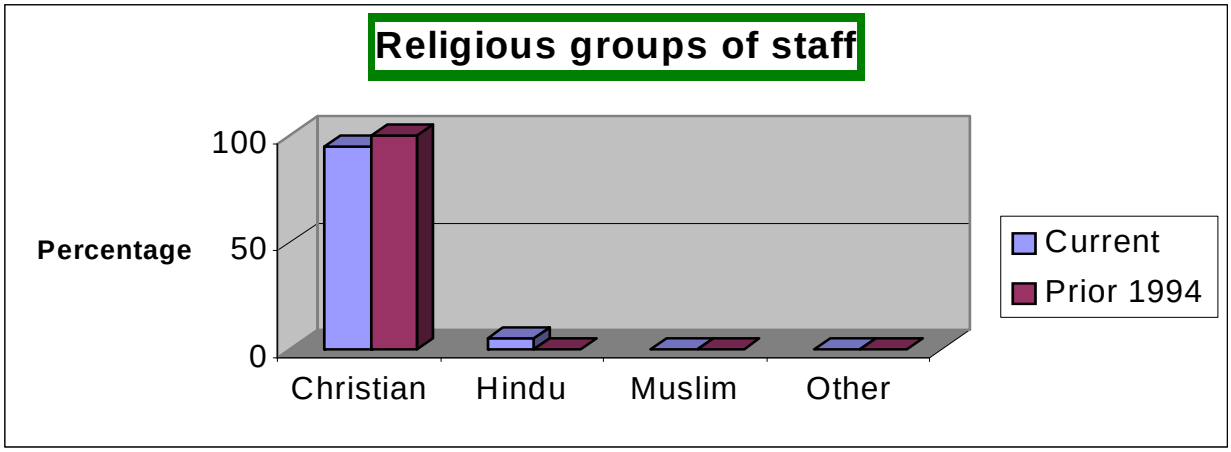


Figure 4

Figure 1 (p. 49) shows that in the above school almost eighty percent of the staff were white females prior to 1994. There was a small percentage of African and white males, with no coloured and Indian staff. In Figure 2 (p. 50), apart from the number of African females increasing to about twenty percent and a slight increase in coloureds and Indian females, the graph shows that little change has occurred since 1994. In terms of the language groups of staff (Figure 3, p. 50), there has been a significant change, with a noticeable reduction in the number of English-speaking and Afrikaans-speaking staff and a significant increase in the number of Zulu-speaking and other language-speaking staff. Figure 4 (p. 50), shows that with regards to religion, the school is still predominantly Christian. The above statistics indicate that the composition of the school staff has changed since the country's democratisation in the mid nineties.

It is evident that the school staff has become more diverse, since 1994, particularly in reference to race, gender, language and religion. The principal of the school has made a concerted effort to align the composition of the staff to reflect the demographics of the community they serve. This background tends to be consistent with the kinds of diversity changes that have been evident in the school. This will be discussed below.

5.3 DEFINITIONS AND IMPLEMENTATION OF DIVERSITY ACCORDING TO TRANSCRIPTS FROM QUESTIONNAIRES:

In terms of what the respondents understood as far as the **definition of diversity** is concerned:

> **Differences in people**: a variety of people working and living together. (Principal)

> The **tolerance and acceptance of the differences within the group**; how people overcome these differences to accomplish the common goal. (Principal)

> By diversity one means differences in **race, culture,** views, opinions, **religions,** social standards. (Educator)

…different **cultures, languages and racial groups** existing harmoniously together. (Educator).

Different beliefs, value systems and morals which are influenced by ideas on religion, history and family. (Educator)

The above responses of the staff correlate closely with the definitions provided in the literature, as stated in the literature review in chapter three. This indicates that the staff of the school have an understanding of the definition of diversity. However, knowing the definition of the concept of diversity is one thing but implementing it, embracing it or managing it is completely different. The principal pointed out that aspiring principals or managers in schools should undergo some form of training in managing a diverse staff composition.

5.4 INTEGRATION OF STAFF AT THE SCHOOL:

In terms of integrating staff at the school, the following responses emerged:

We have complete multiracial and multicultural diversity with our learners and educators. (Principal)

All new educators are well integrated – assistance is given when required in terms of **in-service training**. (Educator)

New **educators do learn from other educators**, who are willing to assist the new educators to adapt to the new system. New educators experience problems sometimes in adapting to the new system at our school. (Educators)

The principal and educators highlighted the positive aspects of integration of staff at the school but were reluctant to elaborate on the negative aspects or the 'problems' that new staff experience in terms of integration. Some staff did point out that certain

educators have little patience with new staff who are employed at the school. They also express the opinion that senior staff are reluctant to afford adequate time or space for the new staff to integrate or adapt to their new environment, and their new roles or job functions.

5.5 BENEFITS TO THE SCHOOL IN BECOMING DIVERSE:

The following benefits of the school becoming culturally diverse were acknowledged by the respondents:

> Gained **knowledge and insight** into a variety of cultures, beliefs & religions, which has **enhanced & developed our tolerance levels** which will assist us all living in South Africa. (Principal)

> There have been **many benefits**. Our school has **grown in understanding other cultures** and how other cultures benefit each one of us. (Principal)

> We have all **gained in knowledge** of the different cultures etc. so that our teaching overall has been of much benefit to our pupils. (Educators)

> I feel we have learnt about each other. In a way we have become **more tolerant** of each other and **respectful** of the various cultures. (Educator)

> **Wealth of knowledge**, that is, having wisdom in understanding other people and their way of doing things. (Educator)

The principal acknowledged that the advantage of a multicultural school environment is that staff, learners and parents are exposed to other cultures and can learn from one another. Cultural diversity provides a richness to the school environment which brings different teaching styles and leads to the growth and development of all individuals. Further benefits, according to the staff, are that knowledge about other cultures broadens

people's minds and thinking. In this way, the staff feels that people no longer think narrow-mindedly or in a convergent manner but rather divergent thinking is encouraged.

The principal also pointed out that the disadvantage is that, at times, there is a lack of understanding and knowledge about other cultural groups, thereby restricting the effective interaction of the various cultural groups. This sometimes has a negative impact on the quality of education due to language barriers, religious conflict and racial tensions. The principal felt that more in-service training is needed to develop individuals to embrace cultural diversity.

When people are allowed to air their differences and work through conflicts, they begin to understand one another. When people begin to understand, they start to apply systems thinking (a form of holistic thinking – this is a conceptual framework developed by Senge, 1990). This is the kind of climate that is created by a learning organization (Senge, 1990). It is recognised that becoming a learning organization can be a key benefit to schools (Davidoff & Lazarus, 1997). Such a school can be a place where all individuals grow and develop. People treat each other as colleagues. There is mutual respect and trust in the way that they talk to each other, and work together, no matter what their positions may be in the organization. People also feel free to try experiments, take risks, and openly assess the results. No one is reprimanded for making a mistake – it is a process of learning. The above characteristics indicate the nature of a learning organization. For as Senge (1990) states: learning organizations are organizations where people continue to expand their capacity to create the results they truly desire, new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people are continually learning how to learn together.

5.6 THE ROLE OF THE PRINCIPAL IN MANAGING CULTURAL DIVERSITY:

The following comments emerged from the respondents with regards to the role of the principal in managing cultural diversity:

The principal **sets the tone** for tolerance & acceptance of different races, cultures & religions. (Principal)

The principal must **mediate fairly and firmly** and needs to **set boundaries** of what is tolerant behaviour. (Principal)

The principal is totally involved in **leading by example**, always **encouraging** and **developing new ideas** and thoughts expressed by the staff members to the benefit of pupils and staff. (Educator)

The Principal plays a major role because she **controls and manages** learner admission, staff appointments and **ensuring equity**. (Educator)

Working as a team to **accommodate everybody** and to **foster/breed tolerance** towards others **by example**. (Educator)

Ensuring that each group **understands** and gets along with all the other groups. (Educator)

The principal and school management team **works as a team** and **together decisions are made**. (Educator)

The principal helps to **build the bridge** and **mediate** between learners, parents and educators. (Educator)

Being open to people (both learners and educators) of all cultures, backgrounds, perceptions, views, and opinions. (Educator)

The principal tries to integrate the school by **accommodating** all cultural groups in the best way possible. (Educator)

The principal **is understanding** at times but **follows the rules strictly** when it comes to work issues. (Educator)

Some staff members found it difficult to accept the different ideas and suggestions of the principal. (Educator)

The principal is **not always successful** in dealing with cultural conflict. (Educator)

It is evident from the respondents that a variety of approaches or management styles are employed by the principal in dealing with issues of diversity. It was ascertained from the educators that sometimes the principal uses a much more context-sensitive and democratic approach to management and at other times (though not often) employs a more bureaucratic and rule-bound style of management. The principal emphasized that as a manager, knowledge and understanding of the different cultural groups within a school is essential in achieving cultural synergy.

5.7 COMPETENCIES OF THE PRINCIPAL IN MANAGING CULTURAL DIVERSITY:

The following were some of the responses regarding the principal's ability to manage a culturally diverse staff:

I sometimes find that I've had to compromise in order to be sensitive to the huge variety of beliefs. (Principal)

I feel that I can manage a diverse staff as I have gained an understanding of the needs of the staff as a whole. (Principal)

A diversity management course would definitely be beneficial. (Principal)

The principal works together as a team, and is capable to manage our diverse staff groups. (Educator)

> Reasonably well, but there are times when a misunderstanding happens and the principal is misled. (Educator)

> You manage people for what they can do, not for who they are. (Principal)

There is a general feeling from the respondents that the principal is competent enough to manage a culturally diverse staff. The respondents also indicated that the principal understands the needs of her staff members, she is a 'team player', she promotes tolerance, is open and accommodating, makes decisions together with her staff, builds bridges by mediating, and even asking for help when the need arises. The principal feels that she has had the experience since the inception of democracy in dealing with and managing a diverse staff. There are instances when things do not go as planned, but the principal feels that this is part of the learning experience in a school environment. Most staff members are in agreement with this, although some staff feel that the principal should also attend some form of in-service training in dealing with and managing a diverse staff. The principal emphasized that all managers should undergo some form of formal training in terms of managing a diverse staff.

5.8 OVERALL ANALYSIS OF DATA:

This section will deal with the overall analysis of the data gained from the research. Common factors and differences between the respondents will be identified and analysed.

From the various responses of the principal and staff, and the data, it is evident that the school has become more diversified since 1994. Integration of the different cultures and attempts at attaining equity in terms of race and language (amongst staff) has been achieved to some extent. From the data gleaned according to the numbers of the different staff indicated in the school survey, equity in terms of gender and religion still needs to be addressed. The principal of the school employs a variety of management approaches and styles, including democratic, consultative, context-sensitive, supportive and participatory type of management and when required, even a bureaucratic and rule-bound

style of management. The role of the principal and his or her management style plays an important part in achieving cultural synergy, and where all stakeholders in the school can work together in achieving their common goals.

All the respondents from the school acknowledge that there is a need for change within the school environment and in education as a whole and are positive about this change. This can be seen as a major shift in the mindset of individuals. There appears to be a recognition of the need for acceptance and tolerance amongst all individuals and a willingness to learn about other cultural practices. The most prevalent positive factor is that staff diversity is not viewed as negative by the principal or educators.

According to Bush and Thurlow, in Lumby et al, (2003), the emergence of the 'new' South Africa during the 1990's has been evident in many aspects of society. They point out that the apartheid system has been dismantled and replaced by a recognition that the nation needs to nurture and develop all its people if it is to thrive in a global economy. Education has a significant role to play in preparing children and young people to contribute to society and the economy on the basis of their ability and regardless of their colour, race or geographic location.

Bush and Thurlow, in Lumby et al, (2003) also express the view that changing the education system to meet South Africa's present and future needs will not be easy. While it is recognized that schools and learners should be developed on an equal basis, there are huge historical inequalities which cannot be eradicated easily. These are most evident in the quality of the infrastructure. Some advantaged schools have excellent facilities while others, notably in certain rural areas, lack electricity, water, sanitation, telephones and basic equipment. It will take decades to rectify these deficiencies, but it may be possible to improve the quality of teaching and school management more quickly. At present, many teachers have only limited training and most principals and senior staff have received no specific preparation for their management roles. Human resource development is clearly a high priority if South Africa is to improve teaching and management, the essential prerequisites of effective learning (Bush and Thurlow, in

Lumby et al, 2003).

5.9 HOW CAN THE PRINCIPAL MANAGE DIVERSITY AMONG EDUCATORS (ACCORDING TO THE LITERATURE)?

According to Ansari & Jackson (1995:7), how to manage a culturally diverse workforce successfully, will depend upon a number of factors which relate to the nature of the organization and the context in which it operates.

A school in an area with a culturally heterogeneous population may consider where the staff, from different cultural groups are represented in the school and at what level in the hierarchy they are working. A school located in an area populated mainly but not solely by people from one cultural background may draw its educators exclusively from that culture. The school may wish to ensure that all the people in that community feel that they can apply for positions in the school and are not discouraged from applying because the staff members are all from one particular culture. Therefore, as outlined by Ansari & Jackson (1995:7-10), principals need to address the following factors, which will vary according to the level of current awareness and knowledge of principals and their staff:

(i). *Background to recruitment*

Ansari & Jackson (1995:7) state that many employees are unclear about why the demographics of the surrounding population are not reflected in their organization's staff composition. This situation may, in part at least, have arisen from equal opportunity principles not being applied. Even if such principles have been accepted, resistance to the recruitment of people from the excluded groups might arise. Staff, from the traditionally dominant group, often believe that staff from other cultural groups have been recruited not on merit or because of their suitability for the position but because of 'affirmative action' (an employment equity policy implemented by the new democratic government in South Africa – which certain cultural groups refer to as reverse discrimination). Their understanding may be that such successful staff are there not on the basis of meeting the

selection criteria of the job, but because they received preferential treatment to satisfy equal opportunity laws. Ansari & Jackson (1995) state that this could result in resentment towards those individuals. At one end of the spectrum this may cause the breakdown of cooperation among the staff from different cultural backgrounds, and at the other end it could lead to a range of forms of discrimination, harassment and victimization. Either way, the outcomes for the organization in terms of staff morale or productivity are unlikely to be beneficial.

(ii). *Are there language and/or other communication difficulties?*

Ansari & Jackson (1995:8) also express the view that language issues could become a source of conflict and inequality within culturally diverse organizations. However, as the workforce in South Africa becomes more multicultural, especially in the light of increasing racial integration, our workforce is going to be composed increasingly of people who are not English first language speakers. Therefore, accepting and understanding of languages other than English will play an increasingly important part in the success of organizations, and schools are no exception. Since English is rapidly becoming the predominant language (although there are eleven official languages in South Africa) in which teaching and learning, and personal affairs are conducted, principals need to consider how they can make cross-cultural communication a source of strength.

If staff from different language groups speak little English, or the school's language of learning and teaching (LOLT), and this training need is not tackled adequately, natural segregation may arise in the workplace. This may be difficult to deal with at a later stage. This situation can cause a lack of harmony in the workplace, where messages intended to convey important decisions may reach staff, if at all, in a distorted form. Principals who are not able to speak directly to people from other cultural backgrounds (due to language barriers) may find it difficult to give appropriate feedback or motivate effectively. Even though interpreters are often used, the effect is often not the same. This could mean that the interpretation of the message does not convey the intended emphasis or significance.

The non-English speaking staff, on the other hand, may perceive that they are receiving different and lower quality treatment, and terms and conditions of employment than their English-speaking colleagues. Alternatively, the English-speaking staff can feel frustrated at the ineffective communication between themselves and their non-English speaking colleagues – whether it is at work or socially. This could lead to feelings of resentment building up.

(iii). *To what extent and for how long have equal opportunity policies been in place in the organization?*

There has been minimal compliance on the part of schools with regards to the implementation of the South African Employment Equity Act of 1998 since its (the act) inception. Many organizations, including schools, have been delaying its implementation, or implementing it at its discretion. Where an organization has long had a policy on diversity, there may be a higher level of awareness among staff and greater experience of working in a culturally diverse workforce and the benefits that this can bring. This can also lead to a sense of complacency, typified by statements such as: "We're OK – we treat everyone the same" and "I don't notice what colour people are – it's what they do that's important". In practice, this can mean the imposition of assumptions and values which prevent the recognition of mutual respect among individuals from diverse cultural backgrounds. Alternatively, it can also lead to a staff which is more experienced in accepting and valuing differences; and more experienced in working with colleagues from a range of backgrounds.

(iv). *Has any training been offered to the management and staff?*

If there has been an investment in staff training, then staff awareness about the issues of discrimination and disadvantage should have been increased. It is important that this training is effective for staff from all cultural backgrounds, and carefully designed (in a manner that does not target a particular cultural group) to avoid a potential backlash from other cultural groups. Increased awareness from training can lead to a positive approach

to working in a culturally diverse environment; that experience in turn develops the knowledge and skills of staff in working with people of different cultures.

(v). *Have changes been introduced to create an environment in which the culturally diverse staff can perform to its full potential?*

For a culturally diverse staff, changes can be introduced to accommodate and respond to its needs. The extent of any changes and how they have been introduced will affect how successfully the staff can operate as a team and to its full potential.

(vi). *The general economic environment in the country.*

If the general economic environment is poor and unemployment is high, there is more likelihood of resentment building up against staff from groups who are perceived to be marginal (such as the previously disadvantaged groups in South Africa). This may lead to an atmosphere in the work place which generates comments such as: “They’re taking our jobs” and “We’re being swamped”.

Ansari & Jackson (1995:119–122) also outline seven key steps towards successful management of a culturally diverse team, which principals could apply in their schools:

Step 1: Ensure that the school has a diversity policy

The policy should state the school’s commitment to cultural diversity and highlight particular groups whom experience shows are more likely to be discriminated against, for example on grounds of culture, race, gender, age, etc. The policy should be disseminated to all employees in the school.

Step 2: Ensure that the school has a policy on creating an environment which is free of harassment.

This policy should give a clear definition of what harassment means, with examples of what the behaviour might be. The policy then needs to be communicated to all members of staff, with clear guidelines on how to proceed in the event of harassment.

It is important to set up a structure to support the implementation of the harassment policy. In the policy document it should be made clear who in the school has overall responsibility. It could be either the principal, deputy principal or a head of department. This individual or committee should have the authority to make critical and binding decisions which are in line with the harassment policy in order to address complaints.

A formal and informal structure should be set up to respond to complaints of harassment. The formal structure should be linked to the grievance and disciplinary procedure. An informal network of harassment advisers, trained and supported by the school, form a useful first stage service to people who may perceive that they are being harassed, but would prefer to speak to someone informally and get advice rather than go through a formal procedure.

Step 3: Devise a structure to oversee the implementation of the policies.

A structure needs to be set up that is appropriate to the school so that the policies are adequately supported. This could be in the form of a committee or task team which is headed by a member of the school management team.

Step 4: Review current practices.

Carry out a review of current practices in order to ensure that there is no direct or indirect discrimination in the following areas and that there is genuine access for all:

- Recruitment and selection
- Terms and conditions of employment
- Access to promotion
- Access to training opportunities

- Working hours
- Grievance and disciplinary procedures.

In the South African public school system some of the above areas may not be determined by, or be in the control of, the principal but these aspects may lie in the powers of the school district. Principals can thus ensure that the above practices are in line with government policies. The school district could monitor this process to ensure that these practices are in fact in line with government policies.

Step 5: Set up an ethnic monitoring system.
In this instance, the numbers according to ethnic origin is determined ie. the number of Blacks, Whites, Coloureds, Indians or other. The first stage is for the senior management, from the department of education, to decide what the information is going to be used for. Once that has been clarified, deciding what ethnic categories to use will follow. For example, this information could be used to determine employment equity. Principals need to abide by national policy guidelines when implementing employment equity.

Step 6: Introduce a training programme on diversity for managers and staff.
A range of training courses should be designed and offered to appropriate levels of staff. Examples include:

1. Diversity in recruitment and selection (for all staff involved in the recruitment process).
2. Equality and diversity awareness (for all staff).
3. Managing a diverse team (for all school management team members, subject heads and grade heads).
4. Personal effectiveness at work.
5. Management development programme.

Step 7: Set up a mentoring system.
This would help develop lower levels of staff or new staff members, in order to retain and encourage progress to more senior levels. It would also aid in maintaining high standards of performance, and help to attract and retain a more culturally diverse workforce in the school.

The successful management of diversity is a key issue for all those interested in the theoretical development and practical application of strategic human resource management (Cassell, 2000). It is asserted here that the management of diversity is a mechanism to improve organizational effectiveness. Diversity is seen as a key element of overall business policy that is linked to an organization's strategy and core business. This presents a business case for moving towards a diverse workforce where the skills of all groups are recognized and utilised to attain the objectives of the business. Given that the emphasis is clearly on the business benefits that diversity can accrue for a company, it is important to highlight some of these benefits as this could also be appropriate to schools and to education in general.

According to Cassell (2000: 268) these benefits include:

- Best use of human resources (reduced staff turnover, motivated workforce and better recruitment);
- Flexible workforce to aid re-structuring;
- The workforce being representative of the local community;
- Improved corporate image with potential employees and customers;
- The greater likelihood of attracting ethical investors;
- Managers being able to integrate equality into corporate objectives; and
- The development of new business ideas from a diverse workforce.

Cassell (2000) further cites Kandola & Fullerton's (1994a) suggestion that diversity must pervade the entire organization, if it is to be successful and that the focus should be on ensuring that all individuals can maximise their potential regardless of any groups they

may belong to. Thus, it is through the application of these principles that the full benefits of managing diversity can be accrued.

Von Bergen et al (2002) add to this argument in their assertion that regardless of the reasons for diversity and diversity management initiatives, decision makers expect an array of positive outcomes from these activities. These expectations include (Von Bergen et al, 2002: 239):

- Enhanced personal effectiveness and interpersonal communications among employees;
- Responsiveness to social and demographic changes;
- Reduction of litigation and quicker resolution of disputes;
- A climate of fairness and equity;
- Greater productivity on complex tasks; and
- Increased sales, revenue and profits (in the case of schools – increased outcomes or results in educator and learner performance.

Von Bergen et al, (2002) also emphasise that diversity entails recognising, being open to and utilising human differences, and assert that the goal is to create a positive work environment for all employees. Thus, these authors also highlight the point that the full benefits of diversity management can only be realised through the application of specific diversity management principles. These principles can also be adopted, and with a little adaptation, be applied to the school environment and to education in general.

Some organizations, however, are not easily convinced of the benefits of diversity. Council (2001) proposes that many organizations will not pursue diversification until they perceive direct bottom-line benefits. He does, however, suggest that there are a number of good business reasons to champion diversity in the workplace. Three of these reasons are set out below (Council, 2001: 22):

- Employee retention can be much higher for companies that have greater diversity, as people like to feel comfortable in their work environment. A diversified workforce allows people to relax and socialise with co-workers, which leads to higher job satisfaction and less employee turnover.
- The company can realise a cost saving with minority and women vendors who may have a lower cost structure These vendors often have lower overhead costs, which can be passed on to their customers This also provides the company with greater flexibility
- Minority property managers have a competitive edge to offer employers. When a multicultural and diverse client base is being served, it is beneficial for that client base to see diversity in the people who are responsible for managing their properties.

Companies that have, however, pursued diversification are implementing specific strategies to help attract and retain high achieving minority executives in order to achieve their diversity goals (Council, 2001). Although diversity management in South Africa is mostly associated with the under-representation of the majority of the population in organizations, and the subsequent need to redress this situation, it would be useful to mention some of these strategies as they might not be exclusively applicable to environments with minority groups. Thus, they may provide insight that can be applied to the South African context, which has an under-representation of the majority of the population in organizations.

Some of these strategies include (Council, 2001: 23):

- Ensuring internal corporate support to help advance the career goals of minority groups and giving timely and specific feedback about performance;
- Constructing job responsibilities and roles so that minorities have the authority to impact the broader picture of the organization and can contribute to decisions and strategy, problem solving and policy making;
- Identifying and training informal mentors to advocate upward mobility for

minorities and women;

- Building a workplace community that supports open dialogue to discuss perceived discrimination that could impede minority advancement;
- Offering internships to women and minorities interested in an educational career;
- Sponsoring a scholarship/learnership to someone in the organization;
- Targeting minority publications when advertising staff vacancies;
- Establishing goals for all departments and levels of the organization with respect to hiring and promoting people of colour and women;
- Increasing the quality of women and minority recruits through improved college relationship programmes;
- Exposing women and minority employees with high potential to the same developmental jobs that have traditionally led to senior management positions for their white male counterparts; and
- Whenever possible, supporting women and minority networks in the workplace.

Council (2001) asserts that the implementation of these strategies is indicative of the fact that organizations are recognising that a diversified workforce can provide a greater pool from which to choose new employees. He maintains that the 'savvy' organization will stay ahead of the curve and lead the way, thereby reaping the benefits of such progressive policies.

The benefits of diversity are not necessarily limited to any specific types of industries or operational areas within industries. Alexander (2002) provides evidence to support this statement in his evaluation of diversity in the nursing environment (this can certainly be adapted to the educational sector as well). He proposes that valuing diversity is the 'how-to' of valuing and managing relationships and valuing relationships is the heart of valuing diversity, which calls for cultural competence at all organizational levels. From this perspective of diversity, the following benefits are derived from cultural competence in the nursing environment (Alexander, 2002: 34):

- Products and services are consistent with patient (learner) population needs;
- Increased customer recruitment, satisfaction, retention and care access exist (attracting potential educators and learners);
- Maximum use can be made of limited resources; and
- Overall health (educator and learner performance) outcomes can improve.

It is clear that there are significant benefits to be derived from a diverse workforce and, for this reason, there is a definite business case for the successful and effective management of diversity within organizations. This could certainly be adapted to the education environment

As Niemann (2006) stated, principals will therefore need to shift their philosophy from treating everyone alike, to recognizing that people are different. Principals will also need to respond to those differences in ways that will ensure that staff are retained and are more productive, while simultaneously avoiding discrimination. This shift includes, for instance, providing diversity training and revamping programmes to make these more 'user friendly' to all groups. The exploration of diversity can increase creativity and innovation as well as improve decision-making by providing different perspectives on problems. Robbins (1993:11) is convinced that, if diversity is not managed properly, it could potentially lead to a higher staff turn-over, difficulties in communication and increased interpersonal conflicts.

To conclude this chapter, it is clear that there certainly are benefits to the school in embracing diversity. However, the role and competencies of the principal play an important part in the management of diversity which is a crucial mechanism to improve organizational effectiveness. It is also clear that knowledge about other cultures broadens people's minds and thinking. Principals need to look at successes in terms of workforce diversity in the business world and carefully examine how those successes could be achieved in the school environment. It is evident from the research and the literature that an investment in human resource development can reap rewards in terms of producing effective schools.

CHAPTER 6

CONCLUSION

The changes brought about in South Africa since its democratization had a profound influence within the educational environment. Many educational institutions, especially schools, are representative of the diverse cultural groups that exist in South Africa. In terms of race, gender, language, religion, disability, age and sexual orientation, the complexion of the school population (staff, learners and parents) changed. These changes brought about integration where diverse people work together. At times there is conflict, discrimination, racial tension and policy changes in the school environment. This is where school principals could play a crucial role in conflict resolution, mediation, arbitration, and in adopting a democratic approach where all stakeholders participate and are committed in striving for excellence in education.

Diversity encompasses a vast number of factors such as differences in race, language, gender, religion, age, ability, sexual orientation, socio-economic status, housing conditions, education, ideology and other factors. Many of these differences were not focused on in this research, which makes this research limiting. For example, it would certainly provide another dimension to explore the impact and influence of freedom of sexual orientation in the educational environment where educators have enormous influence on learners from pre-primary to intermediate phase education. Currently those are underlying issues, which are not in the forefront of education as compared to the common issues of race, language, gender and religion.

In chapter one, a brief background to the research was given and it was pointed out that schools are now multicultural and diverse. It was stated that the purpose of this research was to understand the role of school principals in managing this diverse educational environment with regards to race, language and religion, and to explore the different perspectives of the literature on this topic. The rationale, significance and limitations of this research were also outlined in this chapter.

Chapter two outlined the theoretical framework of the research and how this research supports the theory or model which favours a multicultural and integrative diversity of staff in any institution. It outlined the dimensions along which cultural differences occur and how they impact on HRM. The different staffing models on culture were presented. Strategies to promote and maintain an integrationist culture in schools was discussed. Leadership and management styles that principals should adopt were also discussed in this chapter. It was stated that principals should not be rigid in their management style. They should use their discretion in using the appropriate management style depending on the context or situation they find themselves in.

Chapter three focused on the literature reviews and academic research based on diverse, multicultural environments as well as some practices and beliefs of the different cultural groups themselves. An attempt was made to provide clarity on the meanings of the concepts of culture and diversity and how it influences the individual. Organizational or school culture and the influence of culture on the individual were also explored. This chapter also examined what the literature had to say on the different management styles within a culturally diverse environment and whether it was possible to achieve diversity and cultural synergy. Chapter three concluded with an insight into the South African Standard for Principalship and how this is applicable to the role and work of the principal in every type of South African school. Part of this role of the principal is instilling and nurturing the core values which are: democracy, social justice and equity, equality, non-racism and non-sexism, ubuntu (human dignity), an open society, accountability (responsibility), the rule of law, respect, and reconciliation.

Chapter four focused on the methodology and processes that were undertaken in order to conduct this research. The type of school that was selected, the methods, the data collection strategies and research instruments that were used, was discussed. Among these were surveys, questionnaires and interviews. The challenges experienced during the course of the research were also explained here.

Thereafter, analyses of the results were done in chapter five. The school's profile was illustrated in the form of graphs, which shows its staff composition prior to 1994 and the changes experienced since then. The responses of the principal and educators were also analysed with regards to their understanding of diversity; the integration of staff; the benefits to the school in becoming diverse; and the role and competencies of the principal in managing a diverse cultural environment.

This chapter concluded with an overall analysis which pointed out that not every individual is equipped with the necessary skills to deal with or manage diversity in a positive and constructive manner. In-service training in this regard is required. This chapter also highlighted what the literature had to say about the different approaches that managers adopt in managing a culturally diverse staff. Some school managers adopt a democratic and participatory style of management, while others use the autocratic, bureaucratic or rule-bound approach – this may be successful in certain instances but cannot be used in all situations. No single management approach can be advocated to achieve racial and cultural harmony. A variety of management approaches and styles is called for, such as participatory, inclusive, consultative and democratic.

Chapter six provides the conclusion to this research on the role of the principal in managing cultural diversity among staff. I believe that it is imperative on the part of the principal that he or she possesses a knowledge and understanding of the different cultures that are present within the school context. The knowledge and acceptance of others and their cultures would enable the principal to ultimately create a more culturally integrative school environment. This will contribute towards ensuring that all individuals are allowed to grow and develop in all areas towards attaining their potential as productive citizens in a truly democratic nation.

Much has been said about the principal's role as manager, however, the principal being an effective leader as well, is just as critical. Leadership and management are not necessarily the same, but they are not mutually exclusive (see definitions in the glossary of key terms). It is true that effective management needs good leadership, and vice versa.

However, few people have both outstanding leadership and management skills. Some leadership styles have been described in chapter two, namely autocratic, laissez faire, democratic and consultative, amongst others. However, good leadership will be aware of the school in relation to its immediate and broader context, and will constantly be seeking ways of making the contributions of the school more relevant and more purposeful.

Kotter (1990: 103) had this to say about management versus leadership, "Management is about coping with complexity. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products. Leadership, by contrast, is about coping with change. Part of the reason it has become so important in recent years is that the world has become more competitive and more volatile, technological change is happening faster, and the changing demographics of the workforce are among the many factors that have contributed to this shift. The net result is that doing what was done yesterday, or doing it five percent better, is no longer a formula for success. Major changes are more and more necessary to survive and compete effectively in this new environment. More change always demands more leadership."

However, firstly one needs to understand Kotter's meaning of 'good management'. I believe that the implication of 'good management' on the part of principals would lead to key dimensions like quality teaching and learning, and in producing 'high quality learners' (the products). On the other hand, I believe that 'good leadership' on the part of principals would imply not only coping with the changing demographics of the workforce, and with other changes in this fast-paced world, but managing these changes effectively.

In conclusion, I believe that leadership should be visionary, looking towards the future, and challenging people within the organization to be alert and awake to the challenges. Being a good leader means making sure that all the people in your organization can share your vision, or build upon it, challenge it and make it their own. Therefore, the role of the principal in managing a culturally diverse workforce and the leadership styles he or she

adopts plays a critical role in the leadership and management of South African schools. I strongly believe that further research into this field is of paramount importance if South Africa is to produce well managed and effective schools.

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APPENDIX A

SCHOOL PROFILE

(The information provided below will be strictly confidential!)

NAME OF SCHOOL : _____ AREA : _____

STAFF COMPOSITION (CURRENTLY) :

STAFF	MALES					FEMALES					TOTAL
	A	C	I	W	T	A	C	I	W	T	
Educators											
PS Staff											
SMT											
TOTALS											

LANGUAGE GROUPS OF STAFF :

Staff / Lang	E	A	Z	X	Sot	Tsw	Nde	Sep	Tso	Ven	Swa	S.L	Oth	TOT
Educators														
PS Staff														
SMT														
TOTALS														

LANGUAGE OF LEARNING AND TEACHING :

1ST Language : _____ 2ND Language : _____

PREVIOUS STAFF COMPOSITION (Prior to 1994) :

STAFF	MALES					FEMALES					TOTAL
	A	C	I	W	T	A	C	I	W	T	
Educators											
PS Staff											
SMT											
TOTALS											

PREVIOUS LANGUAGE GROUPS OF STAFF (Prior to 1994) :

Staff Lang	E	A	Z	X	Sot	Tsw	Nde	Sep	Tso	Ven	Swa	S.L	Oth	TOT
Educators														
PS Staff														
SMT														
TOTALS														

PREVIOUS LANGUAGE OF LEARNING AND TEACHING (Prior to 1994) :

1ST Language : _____ 2ND Language : _____

RELIGIOUS GROUPS OF STAFF (CURRENTLY) :

Staff Rel. Grp	Christian	Jewish	Hindu	Muslim	Jeh Wit	Other	TOTAL
Educators							
PS Staff							
SMT							
TOTALS							

PREVIOUS RELIGIOUS GROUPS OF STAFF (Prior to 1994) :

Staff Rel. Grp	Christian	Jewish	Hindu	Muslim	Jeh Wit	Other	TOTAL
Educators							
PS Staff							
SMT							
TOTALS							

RELIGIOUS INSTRUCTION (If any – state types & forms) :

_____

_____

_____

_____

APPENDIX B

Letter for Permission to Conduct Research Study

5 - 11 - 2007

THE PRINCIPAL

_____
Name of School

Dear Sir/Madam

Re: Request for Participation in Research Study

As a Master of Education student at the Wits School of Education (University of Witwatersrand), I am requesting your voluntary participation in a research study in understanding the role of the principal in managing cultural diversity among educators. I would be grateful if you and your staff could complete a questionnaire and allow me a follow up interview. This follow up interview would only apply to 6 staff members depending on the responses from the questionnaires. The duration of the interview would be ± 30 minutes. Dates and times will be arranged with willing participants. I would also need to acquire certain statistical data regarding the staff composition of your school pertaining to race, gender, language and religion.

With the increasing need for integration in the workplace, the intention of the research is to find out how principals manage cultural diversity in schools; what does managing diversity entail; and why it is important to successfully manage diversity among educators in the school environment. Your school was selected because it clearly displays a diverse staff composition.

Any information that you disclose will be strictly confidential and will be used purely for research purposes. Confidentiality will be ensured through the use of fictitious names. All data obtained will be destroyed after completion of the research. You have the right to withdraw at any time from the interview process, and to withdraw your permission to use the information obtained. For more information please contact me on the telephone numbers provided below.

Your assistance will be greatly appreciated.

Yours faithfully,

_____
Lawrence Kistadoo
083 382 5521
011- 435 0412/3

Information letter

5 – 11 – 2007

Dear Sir/Madam

Re: Request for Participation in Research Study

As a Master of Education student at the Wits School of Education (University of Witwatersrand), I am requesting your voluntary participation in a research study in understanding the role of the principal in managing cultural diversity among educators. I would be grateful if you could complete a questionnaire (which would take ± 20 minutes of your time) and allow me a follow up interview. The follow up interview would depend on the responses from the questionnaires. The duration of the interview would be ± 30 minutes. The interview may be recorded for later transcription for use in research analysis. Dates and times for the interview will be arranged with you at your convenience.

With the increasing need for integration in the workplace, the intention of the research is to find out how principals manage cultural diversity in schools; what does managing diversity entail; and why it is important to successfully manage diversity among educators in the school environment. Your school was selected because it clearly displays a diverse staff composition. Educators are selected on purely on a voluntary basis. Please note that there are no adverse consequences/repercussions/sanctions to you whatsoever if you decide not to participate.

Any information that you disclose will be strictly confidential and will be used purely for research purposes. Confidentiality will be ensured through the use of fictitious names. All data obtained will be destroyed after completion of the research. You have the right to decline to answer any question/s, to withdraw at any time from the interview process, and to withdraw your permission to use the information obtained. For more information please contact me on the telephone numbers provided below.

Your assistance will be greatly appreciated.

Yours faithfully,

_____

Lawrence Kistadoo

083 382 5521
011- 435 0412/3

Consent Form

I, _____, agree to participate in the research study conducted by Lawrence Kistadoo, a Research Masters student at the Wits School of Education (University of the Witwatersrand). I have read the information letter and understand its contents. I am aware that the interviews will be recorded for later transcription for use in research analysis.

I hereby grant permission for the following *(Please tick relevant block)*:

Use of information from questionnaire for research purposes	
Audio recording of interview	
Use of information from interview for research purposes	
Publication of data from questionnaire and interview	

SIGNATURE : _____

DATE : _____

APPENDIX C

QUESTIONNAIRE

TO THE PRINCIPAL

Please answer the following questions fully and to the best of your knowledge within the spaces provided. If you require more space to write your responses to individual questions please continue on a separate piece of paper.

1. How long have you been a principal?

2. How long have you been at this school?

3. What do you understand by the term 'diversity'?

4. In what ways do you think your school has become more diverse since 1994?

5. What do you think is the role of a principal in managing diversity?

6. How are you as the principal managing diversity?

7. Have you encountered any problems/conflicts in managing diversity? If so, what has been the most difficult?

8. How did you manage these difficulties?

9. Have you attended any training on diversity management? If so, how has this helped you manage better? If not, what training do you think would help you?

10. What benefits has your school experienced in becoming diverse?

11. Elaborate on whether you think you have an understanding of the diverse cultures represented by the different members of staff.

12. Do you find it easier to manage members of the same cultural group as yourself? Give reasons why /why not?

13. Do you approach parents, staff members and /or learners from different cultural groups differently to those from the same group as you?

14. In what ways does your own culture influence your leadership/management style?

QUESTIONNAIRE

TO THE EDUCATOR

Please answer the following questions fully and to the best of your knowledge within the spaces provided. If you require more space to write your responses to individual questions please continue on a separate piece of paper.

1. How long have you been an educator?

2. How long have you been at this school?

3. What do you understand by the term ‘diversity’?

4. In what ways do you think your school has become more diverse since 1994?

5. What do you think is the role of a principal in managing diversity?

6. How do you think your principal is managing diversity?

7. Have you encountered any problems/conflicts in your school related to diversity?

8. How did you manage these? How did your principal manage these problems/difficulties?

9. What benefits has your school experienced in becoming diverse?

10. What role has your principal played in the above?

11. How has your principal been involved in training staff in managing diversity?

12. Elaborate on whether you think you have an understanding of the diverse cultures represented by the different members of staff.

13. Do you think your principal has an understanding of the diverse cultures represented by the different members of staff? Give reasons why/why not?

14. Do you find it easier to relate to members of the same cultural group as yourself? Give reasons why /why not?

15. Do you approach parents, staff members and /or learners from different cultural groups differently to those from the same group as you? Give reasons why/ why not?

16. In what ways does your principal's own culture influence her management style?

17. Do you feel that your principal is doing enough to promote cultural diversity in the school or do you feel that she can do more? Give reasons.

APPENDIX D

INTERVIEW QUESTIONS : PRINCIPAL

1. Describe the diversity of your learners and parents compared to the diversity of your staff? Is staff diversity reflective of learner diversity?

2. Do you feel staff diversity is constantly changing? In what ways? How have you contributed to this?

3. When recruiting teachers, do you maintain certain percentages of staff members of the different racial groups to reflect learner diversity?

4. Name some of the benefits that your school has experienced in becoming more diverse? What was your role in this?

5. How have you equipped yourself to manage educators of diverse cultural groups?

6. How have you acquired an understanding of the diverse cultures represented by the different members of staff?

7. Do you find it easier to manage members of the same cultural group as yourself? Can you elaborate on this.

8. How does your own culture influence your management style? Can you elaborate?

9. In what ways do you feel that cultural diversity contributes towards the richness of the school or in what ways do you feel it hampers the progress of the school?

INTERVIEW QUESTIONS : EDUCATORS

(Similar questions will be posed to educators to establish any correlation or corroboration to the principal's responses. An attempt will be made to establish the role of the principal in each of the following questions.

1. Describe the diversity of your learners and parents compared to the diversity of your staff? Is staff diversity reflective of learner diversity?

2. Do you feel staff diversity is constantly changing? In what ways? What role has your principal played in this?

3. When teachers are recruited, do you feel that the principal is attempting to maintain certain percentages of staff members of the different racial groups to reflect learner diversity?

4. Name some of the benefits that your school has experienced in becoming more diverse? How has your principal been involved in this?

5. Do you feel that your principal is equipped to manage educators of diverse cultural groups?

6. How has your principal helped you in acquiring an understanding of the diverse cultures represented by the different members of staff?

7. Do you think that your principal finds it easier to manage members of the same cultural group as herself? Can you elaborate on this.

8. In what ways do you feel that cultural diversity contributes towards the richness of the school or in what ways do you feel it hampers the progress of the school? To what extent has your principal been involved in this?

9. Do you feel that the role your principal is playing in managing cultural diversity is adequate? Is there more that can still be done?