



UNIVERSITY OF KWAZULU-NATAL

**PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON MANAGING CULTURAL DIVERSITY IN
UMZINYATHI DISTRICT SCHOOLS, KWAZULU-NATAL, SOUTH AFRICA.**

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of**

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School of Management, Information Technology and Governance

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DECLARATION

I, NKOSANA SIBANDA declare that

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DEDICATION

This study is dedicated to my son Mlamuleli as well as my two daughters Andile and Nompumelelo. May this thesis serve as an inspiration in their pursuit for academic achievement and excellence.

I also dedicate this thesis to my late uncle, Byron Maplazi Sibanda who always wanted the best from me.

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- ❖ Firstly, my sincere gratitude goes to the almighty God for His love throughout this challenging time.
- ❖ Secondly, I extend my gratitude and appreciation to my family members especially my wife Nomagugu for their understanding and unwavering support throughout the study.
- ❖ Thirdly, my sincere gratitude goes to my supervisor Lungile Ntombela for her patience and diligence in guiding me.
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ABSTRACT

Globalisation, migration trends and transformation in labour laws have changed the face of contemporary organisations' workforces from being homogeneous to one that is culturally diverse. Management of cultural diversity has therefore gained significance in most organisations globally as it is associated with positive outcomes for both the employees and the organisation. Past studies on cultural diversity in South Africa have focused on commercial corporates leaving a gap in social and public institutions like schools. The main purpose of the current study is to determine the perceptions of School Management Teams (SMT) in managing cultural diversity in schools. The study explores if schools use cultural diversity management in the administration of schools and also explores whether there is a policy framework to implement cultural diversity. The study attempts to unlock better strategies for school managers to deal with cultural diversity among staff members in order to derive positive results.

In order to address the research questions and objectives, the research used both the descriptive and exploratory designs and the concurrent mixed method approach was utilised in order to collect both numerical and non-numerical data simultaneously. Purposive sampling was adopted and a semi-structured questionnaire was used as the main instrument to collect data from the respondents. The sample size consisted of 50 respondents who are members of school management teams drawn from ten schools in Umvoti circuit of Umzinyathi district in KwaZulu-Natal province of South Africa. Data from the study were analysed using the Statistical Package for Social Sciences (SPSS) and content analysis. The study revealed that schools in Umzinyathi district do have strategies and policies for implementing cultural diversity programmes and there is positive interaction between staff members from diverse cultural backgrounds. The major hindrance in managing cultural diversity is the existence of cultural stereotypes which militate against positive interaction between individuals from different cultural backgrounds.

The study recommended that schools ought to engage in more cultural activities in order increase cultural awareness amongst staff members. Schools are also advised to transform their organisational culture in order to accommodate increased diversity within the staff. The department of basic education is also encouraged to develop more holistic policies to fully address cultural diversity management in the schools.

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LIST OF ACRONYMS

AA	Affirmative Action.
BBBEE	Broad Based Black Economic Empowerment.
BEE	Black Economic Empowerment.
CEE	Commission for Employment Equity.
EE	Employment Equity.
EEA	Employment Equity Act.
EFI	Ethno Linguistic Fractionalisation Index
EMIS	Education Management Information Systems.
HRM	Human Resources Management.
ISFMD	Integrated Strategic Framework for the Management of Diversity.
SHRM	Strategic Human Resources Management.
SMT	School Management Team.
SPSS	Statistical Package for Social Sciences.
SDI	Social Diversity Index

CHAPTER 1

INTRODUCTION

1.1 Introduction

Diversity management is increasingly becoming an issue of immense importance for most organisations globally. It includes differences and similarities of employees (Ukperere, 2014). There are many dimensions of diversity such as; age, race, gender, sexual orientation, religion, educational background, marital status, geographic location, physical ability among others. This study focuses on cultural diversity in schools. Schools, like many other organisations in South Africa consist of people from different cultural backgrounds working together to achieve common organisational goals. It is therefore critical to fully grasp the meanings of culture and cultural diversity as well as the benefits it brings to organisations.

A diverse workforce is not only a matter of concern in profit seeking enterprises, but also in government and civic society. The study aims to determine the perceptions of School Management Teams (SMTs) on managing cultural diversity within the workforce. The research seeks to find out if schools in Umzinyathi district are utilizing cultural diversity management for the achievement of organisational goals. The study examines the interaction and communication patterns among different cultural groups within the school work environment. The study also seeks to determine the extent to which diversity policies within the schools address cultural diversity issues as well as the appropriateness of approaches used by schools in dealing with it.

Many researchers and scholars concur that successful management of cultural diversity in the workforce leads to organizational success, with benefits such as; increased organisational effectiveness, talent attraction and retention; enhanced innovation and creativity; improved inter-group relations; and ease of access to global markets being postulated. The study attempts to understand if schools are benefiting in managing cultural diversity particularly in post-apartheid South Africa where employment and societal transformation has been the main focus of the democratic government. The teacher and learner population in South African schools is increasingly become diverse because of the removal of the removal two systems of education and discrimination. However, this has created cultural diversity management challenges for SMTs which I hope this study will bridge some of the gaps.

1.2 Background of the Study

Diversity management in the workplace was brought to prominence from the 1960s in the United States of America when the government introduced legislation, which promoted the inclusion of minorities in the workplace (Hoobler & Nkomo 2014). Many countries in the world, notably, the United Kingdom and most

European nations followed suit by enacting legislation that concentrated on redressing inequalities experienced by identified groups such as women, minorities and the disabled (Wrench, 2014). Technology, globalization and international migration has increased the coexistence of different cultural groups around many countries in the world, and this has inevitably, created cultural diversity challenges in social and business settings which need urgent solutions (Josefova, 2014).

In developing countries, such as India, Brazil and South Africa the idea of diversity has become more relevant owing to rocketed globalization, demographic shift in societies, and transition in labour markets (Kundu, Bansal, Mor, & Pruthi, 2018). In South Africa, in 1994, owing to the apartheid legacy the workforce did not represent the diversity of the country. As Schramm (2014) argues, the end of the apartheid system in South Africa did not only signal the end of racism but the birth of cultural diversity which led to the portrayal of the country as rainbow nation. The new democratic government responded swiftly by reforming labour laws and introducing affirmative action with the aim of increasing the previously disadvantaged categories of people who included the native blacks and women in the workplace. The South African government introduced legislation affecting labour relations, basic conditions of employment as well as employment equity so that to that diversity was achieved in the workplace (Lee, 2014). The new political dispensation saw remarkable changes in South Africa's workforce as previously disadvantaged groups got more employment opportunities thereby compelling organisations to adopt sound diversity management policies (Badat & Sayed, 2014). However the challenge in achieving a diverse workforce does not only lie in legal compliance but organisations need to go beyond this by creating work environments conducive for optimum utilization of human resources in order to reap organisational success (Ashikali & Groeneveld, 2015). According to Lee (2014), there is need to comprehend the South African situation in its context and, human resources must play a pivotal role for effective diversity management in the workplace. The function of legislation must be to promote awareness of diversity matters and removal of practices that hinder those who are different (Agocs & Burr, 2014).

Quite a number of studies about the effectiveness of diversity management on organisational performance have been conducted; however, the concept remains elusive, as studies have revealed contrasting findings (Ehimare & Ogaga-Oghene, 2011). Milliken and Martins (1996) cited in Ehimare and Ogaga-Oghene (2011: 2), assert, "Diversity management appears to be a double-edged sword, increasing the opportunity for creativity as well as the likelihood that members will be dissatisfied and fail to identify with the group". However, proponents of managing diversity concur that diverse workgroups generate better ideas and solutions than homogenous groups and managing and valuing diversity is a key component, which can improve workforce productivity (Choi & Rainey, 2014).

In the South African setting, although diversity management is attracting attention from a sizeable number of academic researchers, most studies focus on business organisations, particularly huge companies. This study therefore seeks to understand how cultural diversity is managed in the social institutions specifically in schools. Workforces are becoming diverse regarding gender, nationality and other dimensions of diversity (Saylik, Polatcan & Saylik 2016). This is quite relevant for schools in South Africa as there are evident changes in the composition of its workforce and learners. The fall of apartheid in 1994 saw the removal of segregative laws which paved way for multicultural schools. There has also been a surge in the number of immigrant teachers entering and working in the South African schools. All these factors have indeed increased cultural diversity within the schools which presents a compelling need for this study to be undertaken.

1.3 Research Problem

South African businesses have to remain relevant and competitive in the global arena. Competitiveness is mainly achieved through Strategic Human Resources Management (SHRM). (Gumede 2016). Diversity management if not properly harnessed in an organisation can yield negative results. Managing diversity has become one of the main challenges for today's organisation (Lu, Chen, Huang & Chien 2014: 858). Failure to effectively manage diversity may lead to divisions within the workforce and individual employees can fail to contribute optimally for organisational success if they feel they are being undermined by those who are different from them (Lu, et al., 2014). Management has to be aware of the diversity of the workforce. In order to get the best results from a diverse workforce, management needs to understand and appreciate the value presented by a diverse workforce; hence must be the core of SHRM.

In South Africa, as it has been alluded to earlier, most studies conducted on cultural diversity focus on commercial businesses thereby leaving gaps in social institutions such as schools. The end of apartheid in 1994 created opportunities for culturally diverse workforces in most sectors of the economy. Schools are no exception to this change which creates a challenge for educators to understand cultural diversity so as to effectively manage it. South African schools are experiencing a rapid shift in their workforce demographics as more women, previously disadvantaged groups and foreign teachers are entering the field leading to the surge multicultural schools (Mishra, 2013). As Meier and Hartel (2009) note, schools have to find new ways of responding to the diversified educator population and they assert that most studies reveal inadequacies on the part of educational institutions to deal proactively with diversity. Similarly, Pillay (2014) observe that many schools in South Africa are multi-cultural providing a necessary challenge for a broad-based education focusing on human values, which is urgently needed to foster harmony in diversity. This situation in South Africa has made cultural diversity management in organisations including schools a reality that cannot be ignored, and it has therefore, provided a strong motivation for this study to be undertaken. Kundu, et al., (2018) have found out that in the public sector

organisations they is great concern about how diversity is seen and this is true for organisations such as schools in South Africa. Drawing from previous work by Meier & Hartell (2009), the current study posits that the biggest obstacle is that the school management teams (SMTs) are ill equipped in terms of knowledge, skill and capacity to deal with this increasing diversity so as to channel it towards the success of the schools. It is vital for SMTs to know the value of cultural diversity and they need to be properly equipped with the expertise to deal with it. The SMTs are failing to deal with cultural diversity management and as a result, they realize negative results from their diverse work teams.

1.4 Research Questions

Due to perceived challenges brought by a culturally diverse workforce, the following research questions were triggered:

- Do schools have policies that promote cultural diversity management within the staff?
- Do schools implement cultural diversity policies and strategies?
- Do school Management Teams (SMTs) understand how different cultural groups interact in the work environment?
- Do SMTs face barriers and challenges in managing cultural diversity in the schools?
- Does cultural diversity contribute to the success of the schools?

1.5 Research Objectives

The main objective of the study is to determine and understand the perceptions of School Management Teams (SMTs) in managing cultural diversity in Umzinyathi District schools, KwaZulu-Natal Province, South Africa.

The specific objectives of the study are:

- To establish whether schools in the Umzinyathi District, KwaZulu-Natal, South Africa have policies and strategies on management of cultural diversity.
- To ascertain the implementation of cultural diversity management policies and strategies in Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To examine the interaction and communication patterns among different cultural groups in the Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To identify barriers and challenges related to cultural diversity management within the schools in Umzinyathi district, KwaZulu-Natal province, South Africa.

- To identify critical success factors contributing to cultural diversity management in the Umzinyathi district schools, KwaZulu-Natal, South Africa.

1.6 Justification for the Study

The South African schools like other organisations are experiencing a rapid shift in workforce demographics due to changes in the labour laws and globalisation trends. The workforce among the schools is increasingly becoming diverse as more women and people from previously disadvantaged backgrounds are entering the teaching profession. The desegregation of the education system and the removal of barriers has seen more educators from different cultural groups being part of previously all white schools (Badat & Sayed, 2014). Global migration trends have intensified and this has led to an upsurge in the number of immigrant teachers working in South African schools. Most schools today are composed of educators who come from diverse cultural backgrounds, and this situation therefore presents a compelling need for cultural diversity management to be studied and understood in the South African context. The SMTs, led by the principals, need to be properly equipped in order to value cultural diversity, as well as deal with its challenges (Ewoh, 2013). Cultural diversity management if properly managed can turnaround the schools and make them more competitive in the achievement of their pursuits. On the other hand, failure to manage cultural diversity may create dysfunctional results which militates against the achievement of set goals.

1.7 Significance of the Study

The study seeks to increase the understanding of the existing human resources management knowledge and broaden the horizon of human resources management practitioners by outlining better practices that may be adopted in dealing with cultural diversity, which is increasingly becoming complex, and challenging. Educational institutions especially schools will benefit greatly as the study unlocks strategies, which are more suitable in dealing with workforce diversity particularly in post-apartheid South Africa. The study also provides a useful resource for government and government institutions in terms of influencing policy directions. The study also paves way for further studies by future researchers and academics on the subject of cultural diversity management.

1.8 Overview of Theoretical Frameworks and Methodological Approach of the Study

In order to achieve the research objectives, the study is underpinned by three theoretical frameworks, the Diversity Management Paradigms (Brazzel, 2003), the Integrated Strategic Framework for the Management of Diversity (ISFMD) and the Essential Elements of cultural Proficiency Framework. Utilisation of the three frameworks provides a useful platform to effectively tackle cultural diversity issues in organisations. Owing to the nature of the research questions and objectives, the research uses both the descriptive and exploratory designs and the

concurrent mixed method approach was adopted so as to collect both numerical and non- numerical data simultaneously. Purposive sampling was adopted and a semi-structured questionnaire was used as the main instrument to collect data from the respondents. The sample size consisted of 50 respondents who are members of school management teams drawn from ten schools in Umvoti circuit of Umzinyathi district in KwaZulu-Natal province of South Africa. Data from the study were analysed using the Statistical Package for Social Sciences (SPSS) and content analysis.

1.9 Chapter Overview

Chapter 1: This is the introductory chapter and sets the direction for the study. It covers the introduction, its background, the research problem, and the aims for the study. Lastly, the significance, as well as the justification for the study is explained.

Chapter 2: Chapter two of the study takes the reader through the literature review which is the theoretical component of the study. It discusses literature from past studies on cultural diversity with particular attention on the meaning of cultural diversity, historical origins of diversity management, cultural diversity management policies and legislative provisions within the South African education framework, benefits as well as limitations of cultural diversity management. The theoretical frameworks which guide the study are also explained.

Chapter 3: Chapter three lays the execution plan for the study through the methodology. It tackles the research design by discussing the various available options in terms of their merits and shortcomings. It also discusses the research approaches adopted for the study with emphasis on justification for choice. It proceeds to outline the population of the study, sampling methods, and data analysis. The study adopted both the exploratory and descriptive designs, and the mixed method approach. Purposive sampling has been adopted for the study and a semi-structured questionnaire is the main data collection instrument. Data analysis is achieved through the SPSS computer software and content analysis.

Chapter 4: The chapter presents the research findings and also analysis. It makes use of charts, graphs, frequency tables and text to explicitly display data. Presentation follows the structure of the questionnaire. Section A consists of eight questions related to the participants' biographical data and is presented in frequency charts and graphs. Section B presents responses from participants that are related to the five objectives of the study. Frequency tables and measures of central tendencies and variability will be used to display the data. The open-ended questions are analysed through content analysis and the responses are displayed as themes.

Chapter 5: This chapter in essence involves the discussion of the result findings based on empirical evidence from chapter four. The findings are compared and linked with theories and findings from previous studies in the literature review. This chapter reveals the extent to which the research objectives have been achieved.

Chapter 6: Chapter six as the final chapter of the dissertation provides the summary of the study in terms of its highlights as well benefits and limitations. A recap of all the chapters is briefly discussed to provide a general snap shot of the study. It outlines the recommendations in line with the research findings, as well as pinpointing and highlighting areas and opportunities for future study that have been catalyzed by the study. The recommendations target the schools, education department and all other organisations with overall goal of adding value to human resources management practice. Future research in cultural diversity is equally important to ensure that the subject remains relevant.

1.10 Chapter Summary

The chapter provided the background to the study. Globalisation, migration trends and new labour laws have necessitated the need for organisations, both locally and internationally to manage cultural diversity. The research problem was presented and discussed. The research aims underpinning the study were also stated. The next chapter tackles literature review which is the theoretical component of the dissertation.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

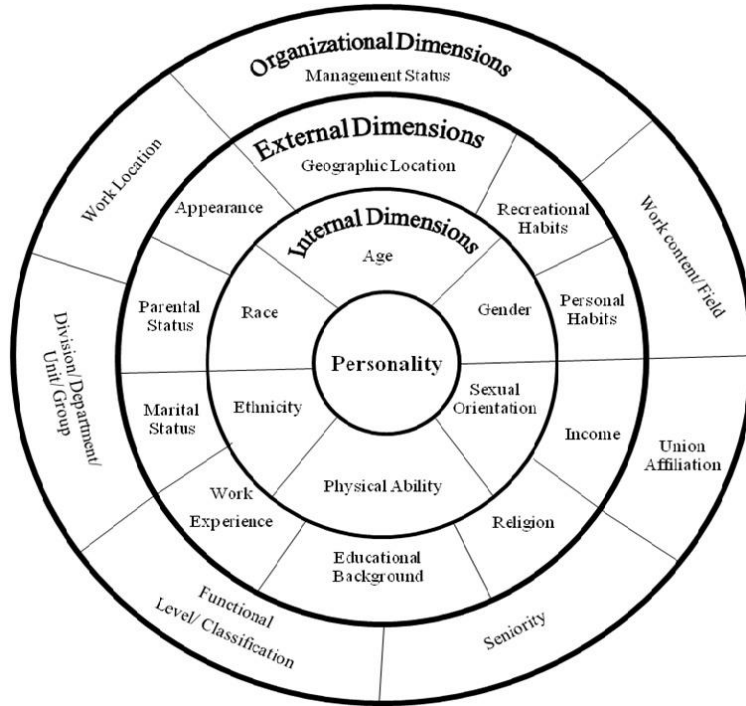
The previous chapter as the introductory chapter outlined background to the study and explained the research problem. The research aims as well as the objectives underpinning the study were also explained. Chapter two focuses on literature review. Since the research centres on cultural diversity, literature focuses on theoretical and empirical meaning of culture, diversity and cultural diversity is explored. The literature review tracks cultural diversity management from its historical origins from a global perspective until its current status in contemporary organisations where its being used a strategic resource. Most scholars agree about the business imperative of diversity management as a result, literature reviews the benefits and disadvantages of diversity management as well. Discussion on cultural diversity specifically focusing on South Africa is undertaken to give the reader a glimpse of the role of its history in shaping diversity. Furthermore a thorough discussion of policies that shape diversity management in South Africa is given. The theoretical frameworks are discussed at the end of the chapter.

2.2 Defining Workforce Diversity

Although workforce diversity seems to be an elusive and subjective phenomenon, scholars have made considerable effort in defining it (Wrench, 2014). The concept of diversity management has evolved in recent years as most writers concur that it does not only refer to primary dimensions such as age and race (Wrench, 2014; Ewoh, 2013). According to Ardakani, Abzari, Shaemi & Fathi (2015), in addition to visible attributes there are less visible dimensions which consists of among others personality traits, socio economic status as well level of education. Wrench (2014: 254), defines diversity management as, “An organisational strategy which emphasizes the need to recognize ethnic, cultural, gender and other differences between groups of employees and clients and make practical allowances for these in organisational policies”. However, Thomas, (2011:1) weighs in with a much broader definition of the term diversity which will constitute the fulcrum of this study; “Diversity refers to the differences, similarities, and related tensions and complexities that can characterize a collective mixture like a workforce. These similarities and differences can be demographic in nature (for example, race, gender, ethnicity, sexual orientation and age), or they can represent behavioral variations (for example, thought, problem-solving approaches, or behavioral traits associated with personality)” The full potential of each individual is maximized, as everyone feels valued. Thomas (2011), is of the idea that diversity management entails the capability to make quality decisions so as to positively gain from similarities and differences exhibited

by the workforce. Ardakani, et al., (2015) view diversity management as voluntary action by management which assist in developing a free environment for all employees. A broader classification of diversity management is acknowledged by several researchers and it denotes four layers of diversity dimensions through a concentric circle (Ardakani, et al., 2015). Figure1 below shows the four layers of diversity.

Figure 1: Diversity Dimensions



Source: Ardakani, et al, 2015: 414

2.3 Cultural Diversity

It has been noted that there are several dimensions of diversity, this study focuses on cultural diversity, and as a result it is critical to conceptualise what is cultural diversity. Contemporary literature on diversity is abuzz with definitions of culture. Egede (2006) in McArthur (2015) views culture as a system of norms and standards developed within a society over many generations which significantly influences the everyday behaviour of the people that live in that society. Issa, (2015: 2) explains, “Culture of the organization helps culture diversity to integrate internally and adapt externally to survive; permeating a culture for an organization is essential and can be created through, knowledge acquisition, organizational symbols, organizational stories and organizational rites”. Saylik, et al., (2016) assert that diversity is used in organisations as a synonym of organizational culture while Myers (2011) believes that there is diversity regarding where one originates, social class, and one’s culture.

According to Vuuren, Westhuizen and Walt (2012) as cited in Alas & Mousa (2016: 130) cultural diversity is “the differences in ethnicity, background, historical origins, religion, socio-economic status, personality, disposition, nature and many more”. Berry and Sam (2013), as cited in Gumede (2016) provide a valuable explanation of cultural diversity especially for this study as they view it as sum of racial, sexual, organizational, professional and national heterogeneity. According to Gumede (2016), members in a group or organization bring a heterogeneity of national cultures and this view is also held by Ling, Dulaimi and Chua (2013: 20) who note that “Cultural diversity refers to the existence of different culture (different nationalities in this context) within a single organization”. Furthermore cultural diversity is seen as a collection of employees from diverse socio-cultural backgrounds working in the same organisation (Emeh, Njoku & Okoye, 2015). The desegregation of schools in South Africa has seen a remarkable change in their cultural make-up making it imperative for SMTs to understand how cultural diversity affects the functioning of these educational institutions. In the South African schools, just like any other organisation which is perceived diverse, individuals from different cultural backgrounds bring different values, attitudes, beliefs and behavioural patterns which have a huge impact on management.

2.3.1 The Cultural Dimensions

Although several scholars have made an attempt to design cultural frameworks and dimensions, Geert Hofstede’s cultural dimensions framework has proved to be popular over the last couple of decades (Saleem, 2015). As Beugelsdijk and Welzel (2018) note, everyday about forty-five worldwide publications cite Hofstede (1981, 2001) cross- cultural work. According to Beugelsdijk & Welzel (2018), Hofstede has received much recognition for identifying cultural dimensions as he isolated four national culture dimensions. A critical analysis and comprehension of Hofstede’s cultural dimensions bears significant relevance for this study as it has been successfully applied in various fields such as business management and in psychology (Beugelsdijk & Welzel, 2018).

Table 1: Hofstede six dimensions of culture.

1	“ <i>Power Distance</i> , related to the different solutions to the basic problem of human inequality”
2	“ <i>Uncertainty Avoidance</i> , related to the level of stress in a society in the face of an unknown future”
3	“ <i>Individualism versus Collectivism</i> , related to the integration of individuals into primary groups”
4	“ <i>Masculinity versus Femininity</i> , related to the division of emotional roles between women and men”

5	“ <i>Long Term versus Short Term Orientation</i> , related to the choice of focus for people's efforts: the future or the present and past”
6	“ <i>Indulgence versus Restraint</i> , related to the gratification versus control of basic human desires related to enjoying life”

Source: Hofstede, (2011: 7).

(a) Power Distance

Power distance in essence shows the level of tolerance to which people rebuke or accept those in power (Beugelsdijk & Welzel, 2018). According to Hofstede (2011: 9), “Power Distance has been defined as the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally”. However the level of inequality differs from society to society. Hofstede (2011) explains ten differences between societies with small power distances and those with huge power distances as shown in table below

Table 2: Differences between small- and large- power distance societies.

Small Power Distance	Large Power Distance
<ul style="list-style-type: none"> • “Use of power should be legitimate and is subject to criteria of good and evil” • “Parents treat children as equals” • “Older people are neither respected nor feared • “Student-centered education” • “Hierarchy means inequality of roles, established for convenience” • “Subordinates expect to be consulted” • “Pluralist governments based on majority vote and changed peacefully” • “Corruption rare; scandals end political careers” • “Income distribution in society rather even” • “Religions stressing equality of believers”. 	<ul style="list-style-type: none"> • “Power is a basic fact of society antedating good or evil: Its legitimacy is irrelevant” • “Parents teach children obedience” • “Older people are both respected and feared” • “Teacher-centered education” • “Hierarchy means existential inequality” • “Subordinates expect to be told what to do” • “Autocratic governments based on co-optation and changed by revolution” • “Corruption frequent; scandals are covered up” • “Income distribution in society very uneven” • “Religions with a hierarchy of priests”

Source: Hofstede, (2011: 9).

In organisations such as schools, a high power distance may be seen in way the principal or headmaster takes decisions, often other SMT members are not consulted but I told what to do. Other tactics may be in the form of reduced communication and failure to invite SMT members to important presentations (Feldman & Msibi, 2014).

(b) Uncertainty Avoidance

Uncertainty avoidance pertains to the community or society's sensitivity level in accommodating new and unknown circumstances. It shows to what extent a culture prepares its citizens to deal with unknown situations (Hofstede, 2015). In uncertainty fearing societies members are discouraged from dealing with the unknown by use of social sanctions and suppression of new opinions and strict reliance on truth (Hofstede, 2015).

(c) Individualism versus Collectivism

“Individualism versus Collectivism denotes the extent to which people see themselves primarily as autonomous personalities (Individualism) or primarily as members of tightly knit communities (Collectivism)” (Beugelsdijk & Welzel, 2018: 1473). Individualism entails one looking after his or her welfare (Feldman & Msibi, 2014). On the collectivist side, cohesive in-groups, in the form of extended families are prevalent (Hofstede, 2011). This dimension is fundamentally important for all organisations and societies at large.

(d) Masculinity versus Femininity

Beugelsdijk & Welzel (2018: 1473) explain that, “Masculinity versus Femininity reflects an emphasis on caring for others, solidarity, and cooperation (Femininity), as opposed to achievement, success, and competition (Masculinity)”. According Hofstede, there is a gap between female and male values. While women are caring, tender and modest while men are forceful and competitive. Masculinity and femininity differ from one place to another, for example country to country.

(e) Long-Term versus Short-Term Outlook

Countries that are rated high on long term outlook concentrate mainly on the future and are not in a hurry to reap immediate results from effort (Beugelsdijk & Welzel, 2018). While long term cultures are driven by perseverance motivation, countries with a short term stance are characterized by programmes that seek immediate results (Beugelsdijk & Welzel, 2018).

(f) Indulgence versus Restraint

(Beugelsdijk & Welzel, 2018: 1473) explain that indulgence versus restraint, “reflects the degree to which people are inclined to express emotions and enjoy momentary pleasures (Indulgence) or to what extent they suppress emotional impulses and have a need for discipline and strict codes of conduct”. Indulgence is prevalent in societies that allow fun as a fabric of life while in restraint societies there are strict social norms to guide human conduct (Hofstede, 2011).

2.4 The Origins of Diversity Management Globally

Hoobler and Nkomo (2014) assert that diversity scholars have to appreciate and understand the historical roots of diversity, dating back when America was industrialized. From the 19th century, the workplace was characterized by racial domination with a strong affinity for white supremacy. African-Americans and immigrant workers faced discrimination in the workplace as they were only hired to supply cheap labour but never given responsibility as they were seen as incompetent (Hoobler & Nkomo, 2014). This, however resulted in tensions in labour relations as civic and human rights groups expressed dissatisfaction through strikes and lawsuits that were common in the 1960s (Hoobler & Nkomo, 2014).

The American government responded swiftly by creating legislation that promoted affirmative action laws which sought to remove racial discrimination in the work place. The affirmative action was just a response to the growing racism but it failed to deal with systematic racism and discrimination which was embedded in organisational policies and operational systems (Agocs & Burr, 2014). Similarly, Dobbin and Sutton (1998) in Hoobler and Nkomo (2014), are critical of affirmative action in the USA as they note that, inspite of the new legislation, creating equal opportunity in workplaces was still a problem for most firms as the laws were fraught with ambiguity and a general lack of enforceability.

In the 1960s to the 70s discontent from rights groups about inequality and discrimination throughout the USA prevailed. A number of rights movements such ethnic and women equality groups grew and the struggle against discrimination and racism was intensified. The period was characterised by civil strife, labour unrest as well as lawsuits as immigrants and other racial ethnic groups felt that their expectations had not been met (Hoobler & Nkomo, 2014). The effort by civil rights groups paid off as the idea of multiculturalism was adopted. Multiculturalism was borrowed from Canada where it was the core of their labour policies (Hoobler & Nkomo, 2014). Multiculturalism was premised on the encouragement of recognition and promotion of different cultural groups in the workplace.

Multiculturalism eventually gave birth to diversity management largely due to the failure by affirmative action and equal employment opportunities to adequately deal with diversity issues (Saylik, et al., 2016). Critical diversity studies intensified in the mid-1990s as more businesses realized the benefits that are associated with diversity management. (Zanoni, Janssens, Benschop & Nkomo, 2010). Most organisations realized the need to act beyond affirmative action legislation by adopting the diversity management as it offered business gains (Choi & Rainey, 2014)).

In China, diversity programmes are targeting the protection of the disabled as the law has set up quotas for the employment of the disabled with severe penalties for defaulting employers (Myers, 2011). Due to globalization

and increasing differences in populations of most countries there is growing pressure exerted on organisations to manage workforce diversity effectively (Mazur, 2010).

2.5 Global Diversity Management today

A conceptualisation of diversity management from a global perspective is essential. As Klarsfeld, Ng, Booyesen, Castro-Christiansen and Kuvaas (2016) highlight, diversity across nations needs to be analysed from various levels such as the societal level, the meso (sector) level, and the organizational level. A comparison of France and Denmark in terms of diversity management reveals that currently diversity management in France embraces policies that remove discrimination and exclusion, while Denmark as a nation has opted for a voluntary approach putting forward the business case and employer agency (Klarsfeld, et al., 2016). Interestingly, the U.S. and France share the goals of increasing diversity at the workplace, however their political and historical contexts differ, particularly regarding ethnicity since ethnic communities are well accepted in the U.S and a more universalist and assimilationist model prevails in France (Klarsfeld, et al., 2016).

Australia, Canada, United Kingdom, United States, and South Africa are countries which are known to have a vast number of immigrants and they have earned respect for being multicultural. According to Klarsfeld (et al., 2016), Australia and Canada have adopted an integration approach (in which both dominant and minority group members integrate each other's cultures) have the highest scores on the Multiculturalism Policy Index (MPI). The USA, which follows an assimilation approach (in which minority group members have to adopt and adapt the host country's culture) has the lowest rating on the MPI. With respect to both acculturation approach and MPI score, South Africa and the UK fall somewhere between Australia/Canada and the US (Klarsfeld, et al., 2016).

In Brazil, USA and South Africa diversity management has been influenced and motivated by their historical paths. The legislative frameworks of these countries have been crafted in order to respond to these perceived historical injustices. Brazil concentrates on the promotion of the disabled and the women, the USA concentrates on reaching racial or minority equality while South Africa has established quotas in ownership and shareholding in businesses as well as in employment and training of designated groups that includes blacks, coloureds, Indians, women and the disabled (Klarsfeld, et al, 2016).

2.6 Diversity Management, Employment Equity and Affirmative Action

A comprehension of these three different but closely related concepts is crucial for this study. Employment equity (EE) and affirmative action (AA) are premised on the promotion of employment of minority and historically disadvantaged groups. As Ashikali and Groeneveld, (2015) observe, affirmative action and employment equity concentrate on the creation of policies to address imbalances in the workplace due to historical factors. Some scholars refer to affirmative action as positive discrimination in favour of the

disadvantaged groups (Kundu, et al., 2018). In the USA, affirmative action has been used to increase the minorities in the workplace but the outcome has been somehow mixed. As a result of cultural stereotypes, challenges and problems still persisted as minority group membership and white majority groups were not accorded same status (Ashikali & Groeneveld, 2015). Agocs and Burr (2014) are of the view that affirmative action fails largely because it concentrates on numerical representation ignoring the critical issue of integration of disadvantaged groups in the organisation. Kundu (et al., 2018) found that the introduction of AA in India has created alarming issues ranging from prejudice, stereotypes and discrimination; and the women, the disabled and the disadvantaged are on the receiving end.

In South Africa EE focuses on the reversal of apartheid ills by granting previously disadvantaged persons privileges such as first preference in promotion to managerial posts and in employment in general. However, some organisations are failing to meet targets for achieving equity or they are deliberately violating the regulations (Klarsfeld, et al., 2016). Another distinguishing feature of affirmative action and employment equity is that it is not voluntary as it is legislated by the state. The EEA in South Africa contains the legal routes for employers to implement affirmative action.

Klarsfeld, et al., (2016) indicate that most writers that concur that diversity management is different and separate from AA and EE though related. “Diversity management concerns organizational and management practices that are assumed to enhance the value of diversity for the organization aimed at all employees”, (Ashikali & Groeneveld, 2015: 759). As Klarsfeld, et al, (2016) observe, diversity management is not confined to women, disabled, minorities or the disadvantaged but it focuses to everyone including the majority. Organisations are increasingly adopting diversity management to shield themselves against affirmative action which is somehow viewed as politically motivated (Agocs & Burr, 2014). Van den Brink, et al., (2015) propose the idea of transformative potential meaning the potential for diversity practices to minimise inequalities, as seen in disparities in power and control over goals, resources, and outcomes by changing organizational work practices, norms, routines, and interactions. Another attribute that sets diversity management apart from affirmative action and equity is that an organisation pursues diversity management voluntarily through learning. Organisations have adopted diversity management because there is economic value in so doing (Klarsfeld, et al, 2016). Interestingly, Morrison (1992) cited in Agocs and Burr (2014) believes that managing diversity and employment equity must complement each other. Affirmative action will enhance the numerical representation of minority, women and other disadvantaged groups while diversity management will assist in creating an organisational atmosphere of adaptation and change management.

2.7 Cultural Diversity Policies in South Africa.

Diversity management has the capacity to sustain economic growth but in the absence of clear and enforceable policies the concept will remain a farce. Galinsky, Todd, Homan, and Phillip (2015) assert that policies on diversity management are essential to promote the diversity present in groups and organisations. The policies provide direction on organisations and also suppress tendencies of resistance by some organisations. Policy must not only be premised on legal compliance but incentives such as tax reliefs must be considered in so as to urge businesses to invest in diversity initiatives (Galinsky, et al., 2015). South Africa has recently eased visa application conditions for immigrants with designated critical skills which are scarce in the country. The idea is that these people from diverse cultural backgrounds will bring their skills which are greatly needed for economic development.

Cuc (2013) in her study about Educational policies to promote cultural diversity in Romania, highlighted the dire need by the government to direct action in the formulation of educational policies on cultural diversity management in the education system. In South Africa to a certain extent, the government also does shape diversity management through legislation and policy provisions. Donohue and Bornman, (2014) contribute that due to the apartheid policies, the general state of the quality of education in South Africa was poor and there was need for new policies to transform it. Engelbrecht (2006) in Donohue and Bornman (2014: 2) state that “The central feature which distinguishes South Africa from other countries in terms of education provision, is the extent to which racially entrenched attitudes and the institutionalisation of discriminatory practices led to extreme disparities in the delivery of education, a reflection of the fragmentation and inequality that characterised society as a whole”. Different ethnic groups received poor education while whites were offered superior education in separate schools. The new democratic government in 1994 had a moral obligation to eradicate the segregative apartheid policies and create equal education opportunities for all (Donohue & Bornman, 2014). The first duty was therefore to reform the legislative framework so that equality goals could be attained. However, some critics believe that after two decades of democracy, structural problems still persist in the education system. Badat and Sayed (2014) have found out that despite the abundance of new equity policies in the education system, it is still fraught with structural challenges which renders it meaningless to most South Africans. They challenge for a new order and direction in order to fully transform the education system to be in line with constitutional aspirations. As they further argue, positive discrimination alone has failed to change the status-quo, what is needed is a holistic effort which transform the education system.

2.7.1 The Constitution of the Republic of South Africa

The constitution of the Republic of South Africa, 1996 as the supreme law of the land fully provides for cultural diversity in the country. The advent of democracy ushered a new era of equality and the constitution was the

vehicle to translate this notion of equality to the whole society (Badat and Sayed, 2014). The founding principles of the constitution Chapter 1 section 1 declare the following values, “ (a) Human dignity, the achievement of equality and advancement of human rights and freedoms and (b) non-racialism and non-sexism” (Republic of South Africa 1996a, Chapter 1, Section 1). On the other hand, the Bill of Rights in chapter 2 section 9.3 proclaims that, “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”.

In Chapter 2, Section 29 (1) (a) grants everybody, “the right to basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.” Cultural diversity is further promoted in Chapter 2, section 29 (2) as it stipulates that, “Everyone has the right to establish and to maintain at their expense, independent educational institutions that (a) do not discriminate on the basis of race, (b) that are registered with the state, and (c) maintain standards that are not inferior at comparable public educational institutions” (Republic of South Africa 1996a, Chapter 2, Section 29.3)

2.7.2 The Schools Act

The main goal of the Schools Act is to dismantle the apartheid system of education and redress past injustices in the schools. The act seeks to offer high quality education to all learners with the ultimate goal of transformation of society. The South African Schools Act Number 84 of 1996 plays a vital role in promoting cultural diversity in schools. Chapter 2, Section 5 of the Schools Act makes provision for admission learners into schools as it declares “No learner may be refused admission to a public school on the grounds that his or her parent- (a) is unable to pay or has not paid the school fees determined by governing body” Section 6(1) states, “ Subject to the Constitution and this Act, the Minister may, by notice in the Government Gazette, after consultation with the Council of Education Ministers, determine norms and standards for language policy in public schools. (2) The governing body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law. (3) No form of racial discrimination may be practised in implementing the policy determined under this section. (4) A recognised Sign Language has the status of an official language for purposes of learning at a public school.”

2.7.3 The National Education Policy Act

The main goal of the National Education Policy Act number 27 of 1996 was “the democratic transformation of the national education system into one which serves the needs and interests of all the people of South Africa and upholds their fundamental rights” (Republic of South Africa 1996b). Remarkably, the National Education Policy Act grants the minister the power to determine various policies ranging from learner enrolment in schools to

issues related to effective planning. Section 4 grants the minister prerogative to determine national policy on a variety of issues for instance; (d) “innovation, research and development in education”

(e) “the ratio between educators and students”;

(f) “the professional education and accreditation of educators”;

(g) “the organisation, management, governance, funding, establishment and registration of education institutions”;

(h) “compulsory school education” and,

(i) “the admission of students to education institutions, which shall include the determination of the age of admission to schools”.

2.7.4 The White paper on Education and Training Notice 196 of 1995.

The White Paper Policy document Notice 196 of 1995 on education and training is the initial action adopted by the Ministry of Education in the new democratic government to formulate policies. The paper’s main mandate was to transform the education system which endured many ills under the apartheid system. Of particular interest for this research is the recommendation for the dismantlement of ethnically-based education for a just and equitable education system (Republic of South Africa, 1996). Transforming the legacy of the past meant a complete overhaul of the education system and create equal opportunities for everyone regardless of their cultural background (Republic of South Africa, 1996). Since education was seen as the vehicle for economic upliftment particularly for the poor, it was therefore a key strategic area in order to develop human capital (Republic of South Africa, 1996). The paper acknowledged vast disparities and inequalities that existed in the education system as result of its predecessor system. Therefore, there was great need for new policies to address the problems created by the apartheid and create equitable education for all people (Republic of South Africa, 1996). The paper carried a number of core values for education and training, one value which is relevant for this study has been picked, “The restoration of the culture of teaching, learning and management involves the creation of a culture of accountability. This means the development of a common purpose or mission among students, teachers, principals and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of cooperation and accountability” (Republic of South Africa, 1996: 22). On staffing, the paper asserted that it must be done in line with the new constitutional principles of equality and merit. It further recommended that people who were previously disadvantaged must be given preference in employment and this meant further promotion of cultural diversity in the schools’ workforces.

2.7.5 The Employment Equity Act 55 of 1998

“Employment equity is the response of policy makers to the persistence of discrimination and disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities, and racial minorities” (Agocs & Burr, 2014: 34). The main objective of Employment Equity Act 55 of 1998 (EEA) is to facilitate transformation in employment settings by removal of all forms of discrimination. Colonial and apartheid legacies of exclusion and discrimination resulted in severe group under-representation in influential positions particularly for the majority blacks, the women, and people living with disabilities (Lee, 2014). The Act seeks to promote the right to equality preserved in the Constitution and to create a workforce that is representative of South African society.

Chapter 2 section 6.1 declares the prohibition of unfair discrimination by outlining that “no person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, political opinion, culture, language and birth.” Section 6.2 provides for the justification for affirmative action (AA) by declaring that it is not unfair discrimination to: “ (a) take affirmative action measures consistent with the purpose of this Act”, or “ (b) distinguish, exclude or prefer any person on the basis of an inherent requirement of a job”.

There are many definitions of AA in literature and most of them are contextualised according to demographics or history of the country. Lee (2014: 3) defines AA as, “preferential measures to redress systemic disadvantages faced by a population group that is under-represented in socially esteemed and economically influential positions.” As it has been noted, the apartheid period subjected blacks, women and people living with disabilities to economic marginalisation, AA is therefore essential to correct the historical unfair discrimination. In South Africa, the constitution is the foundation of AA action as it clearly articulates the values of equality. On the implementation of affirmative action, the EEA obliges employers with a staff of 50 or more to implement the act. The act provides for duties and responsibilities by designated employers. Chapter 3, section 15.2 gives a summary of affirmative action measures to be taken by the designated employers and they include:

- (a) “measures to identify and eliminate employment barriers , including unfair discrimination , which adversely affects people from designated groups”;
- (b) “Measures to further diversity in workplace based on equal dignity and respect for all people”;
- (c) “Making reasonable accommodation for people from designated groups in order to ensure they enjoy equal opportunity and are equitably represented in the workforce of a designated employer”;

- (d) (i) “ensure the equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workplace; and
- (ii) retain and develop people from designated groups and to implement appropriate training measures, including measures in terms of Act of Parliament providing for skills development.”

An important part of the EEA is the equity plan. Chapter 3 section 20 of the act makes it mandatory for all designated employers design and implement equity plans in order to achieve equity goals. The equity plan (Chapter 3 section 20) must show the following;

- (a) “The objectives to be achieved each year of the plan;
- (b) The affirmative action measures to be implemented;
- (c) Where underrepresentation of people has been identified by the analysis, the numerical goals to achieve equitable representation of suitably qualified from designated groups within each occupational category and the level in the workforce, the timetable, within which this will be achieved, and the strategies intended to achieve these goals;
- (d) The timetable for each year for the achievement of goals and objectives other than numerical goals;
- (e) The duration of the plan, which may not be shorter than one year or longer than five years;
- (f) The procedures that will be followed to monitor and evaluate the implementation of the plan and whether reasonable progress is being made towards implementing employment equity;
- (g) The internal procedures to resolve any dispute about the interpretation or implementation of the plan;
- (h) The persons in workforce including senior managers, responsible monitoring and implementing the plan”.

Although employment equity is key to the transformation of South Africa’s organisations, authorities are lamenting the slow pace of its progress. The Commission for Employment Equity (2018: 4) reveals that, the implementation of legislation pertaining to change the workplace is alarmingly slow. The table below shows trends of employment by race at different occupational levels across all employers in South Africa from 2001 to 2017.

Table 3: Occupational Positions by Races in South Africa

Occupational Level	Period	Whites	African	Coloured	Indian	Male	Female
Top Management	2001	87%	6%	3%	4%	87%	13%
	2017	67%	14,3%	5.1%	9.4%	77.1%	22.9%
Senior Management	2001	81%	9%	5%	5%	80%	5%
	2017	56.1%	22.1%	7.7%	10.9%	66.2%	38.8%
Professional	2001	56%	33%	6%	5%	62%	38%
	2017	36.5%	42.2%	9.6%	8.8%	53.4%	46.6%

Qualified							
Technical Skilled	2001	18%	58%	18%	6%	60%	40%
	2017	19.6%	61.7%	11.3%	5.6%	52.9%	47.1%

Source: Commission for Employment Equity (2018).

Although the percentage of whites who occupy both top and senior management positions has dropped by 20% and 24.9% respectively, the whites still dominate both positions. Blacks being the majority in South Africa, in top management positions they have increased by a mere 8.3% and this represents an alarmingly slow transformation rate as this translates to an annual growth rate of less than one percent (Commission for Employment Equity, 2018). At Professionally Qualified level, there has been a decrease of the White Population of 19.5% and at the Skilled Technical Level their representation increased by 1.6%. The highest increase for women is 18.8% for top management, however, their situation remains gloomy.

The slow pace of transformation particularly at top and senior management levels has raised a number of questions. The CEE blames some employers who are deliberately sabotaging the equity programmes (Commission for Employment Equity, 2016). The CEE (2017: 4) also identified the following problems:

- “failure by firms to integrate diversity and employment equity with the overall business strategy;
- the existence of systematic networks in some organisations that dictate who is to recruited or promoted at the expense of deserving designated groups;
- deliberate failure to expose black people to promotional opportunities;
- lack of training for blacks and other designated groups to prepare them for top and senior positions;
- absence of prescribed EE targets/ EE benchmarks to be met by various employers in various sectors to ensure that there is equity in their various workplaces;
- inadequate monitoring of compliance by employees and trade unions in relation to the implementation of the agreed EE targets set by employers in their EE plans”.

Affirmative action, according to Agocs and Burr (2014) does not achieve the intended targets because it focuses on increasing representation numbers at the expense of training and promotion. In South Africa it’s quite evident that the blacks have received little or no training in preparation for leadership challenges.

The South African government, through the Department of Labour has acknowledged the shortcoming of EE and the slow progress after two decades of democracy and there calls to amend the current Act.

2.7.6 Broad-Based Black Economic Empowerment (BBBEE)

The Broad-Based Black Economic Empowerment (BBBEE) is another transformation tool that significantly contributes to cultural diversity within organisations. “BBBEE can be defined as the economic empowerment of all black people including women, workers, youth, and people with disabilities and people living in rural areas

through diverse but integrated socio-economic strategies”(Shezi, 2011: 15) The objectives of BBBEE as provided by Kleynhans and Kruger (2014: 3) are;

- “Greater black ownership and management of enterprises. Black ownership indicates that at least 51% of the owners are black people.
- Increase black ownership and management in priority sectors of the economy.
- Gain greater access to financial support for BEE.
- Empowerment of rural communities by enabling them to participate in economic activities.
- Development of human resources within enterprises by way of education, training, mentorship.
- Assist by way of expanding the financial and operational spheres of BEE enterprises.
- Focus specifically on black women, by facilitating them with skills development, infrastructure development and access to economic activities, in order for them to become owners of BEE enterprises”.

The above objectives clearly show that BBBEE is not confined to the transfer of business entities to blacks but it has a very broad agenda including capacity building in human capital. The most important tool that has made BBBEE to be palatable within the business entities is the scorecard. The scorecard measures the firm’s level of compliance with BBBEE and the score obtained can be used to enhance a BEE enterprise’s relationship with government entities in terms of procurement, the establishment of public-private relationships, purchase of state-owned enterprises and any other relevant economic activity (Kleynhans & Kruger 2014).

2.8 Cultural Diversity Programmes and Practices

Diversity management has gained tremendous significance in most organisations globally, and as a result, organisations have to implement certain programmes for it to succeed. “Diversity management programs are human resource policies and practices that focus on increasing and maintaining a diverse workforce at all levels of the organization” (Madera, et al., 2016: 3). Similarly, Hur & Strickland (2015) contribute that to address possible negative consequences of having diverse workforces, as well as to ensure a certain level of minority proportion in the workplace, a wide array of diversity management practices has to be implemented by the organisation.

2.8.1 Training and Education

Diversity training is the best tool that is used by both public-sector and private to effective diversity management. Bezrukova, Jehn, & Spell, (2012) in Alhejji, Garavan, Carbery, O’Brien, and McGuire (2016: 95) define diversity training as “a distinct set of programs aimed at facilitating positive inter-group interactions, reducing prejudice and discrimination and enhancing the skills, knowledge and motivation of people to interact with diverse others” Training must focus on managers and all other staff members so as to help them understand as well as value diversity. In particular, managers are very important as they set the tone of workplace culture and have a major effect on receptivity towards diversity management (Hur & Strickland, 2015). Diversity training may include a variety of topics including the provision of leadership for embracing diversity, how to interact with diverse

groups, development of diversity plans, how to raise awareness and develop sensitivity toward diversity, how employees communicate with others who are different from themselves, and how to address multicultural matters in the workplace (Hur & Strickland, 2016). They are supported by van den Brink et al., 2015 who assert that training may be the solution to some of the concerns about cross-race/cross-gender mentoring by focusing on issues of gender, race, class, ethnicity, ability, and sexuality. Some organisations have increased mentoring programmes. Junior managers are assigned to senior managers who mentor them on diversity management. Galinsky, et al., (2015) believe that mentoring efforts must target all organisational members regardless of their status so as maximize its effectiveness.

2.8.2 Affirmative Action Plans

Affirmative action plans are designed in accordance with legislative framework and these plans are the most basic approach to achieving equality in employment. (Hur & Strickland, 2015). In South Africa the law makes provision for the employment of previously disadvantaged groups such as women, disabled and blacks to managerial positions.

2.8.3 Diversity Plans

Implementation of a business's strategic plan takes several years. Hur and Strickland (2015) propose that organisations ought to develop a diversity management plan which will be integrated into the overall business goals. Issues such as identification of challenges for diversity, integration of recruits, succession plans and attraction of talent from diverse groups should be part of the plans.

2.8.4 Diversity Missions

The mission statement of an organisation that pursues diversity management must not be silent on the aspect. The mission statement can remind employees and administrators of the organization's underlying goals and philosophy, and it also sends message to the outsiders that it values diverse employees thus positioning itself as potential employer of people from diverse backgrounds. (Hur & Strickland 2015).

2.8.5 Manager's Accountability to Diversity Initiatives:

Diversity management is more likely to succeed if managers buy into the need to expand the pool of applicants and hire diverse employees for the good of the organization. Accountability is also critical when it comes to promotion and compensation, there must be clear established criteria which is open to everyone (Galinsky et al, 2015). This can be complemented by linking the manager's own personal performance evaluations and salaries to achieving diversity initiatives and targets. The commitment levels of managers to diversity initiatives may be

boasted in this way. Committed leaders will make diversity management a priority by communicating support through policy statements, speeches and meetings (Hur & Strickland 2015).

2.8.6 Diversity Advocates

Some organisations have invested in diversity management by hiring advocates with specialized knowledge and reputation. As Hur & Strickland (2015) observe, organizations with designated diversity advocates, who shepherd and promote diversity initiatives, send a strong signal of support for workplace diversity. Diversity management advocates or specialists may also help ensure that leadership at the top sticks to its commitment to addressing diversity issues.

2.8.7 Diversity Management Review Committees.

Some organisations use the services of diversity management review bodies which are tasked with developing, monitoring and evaluating policies pertaining to diversity in the firm (Hur & Strickland, 2015). The committee is mandated to monitor the implementation of diversity targets as well as make recommendations on issues that pertain to diversity.

2.8.8 Resources

In order for diversity management initiatives to succeed, the organisation has to avail adequate financial and material resources. Financial resources must be set aside for diversity initiatives. The financial division must make enough budgetary allocation for diversity so that it does not fail (Hur & Strickland, 2015).

2.9 The Rationale and Value of Diversity Management

Many scholars concur that the benefits of diversity management in organisations outweigh its disadvantages. Organisations that aspire to tap on these advantages have increased their efforts on diversity management.

2.9.1 Organisational Effectiveness

There is ample evidence derived from diversity studies and literature that proper management of diversity contributes to organizational effectiveness. The effectiveness of an organisation can be measured on the extent to which it achieves its set goals and objectives (Anthony & Ukpere, 2014). Interestingly, as Galinsky, et al., (2015) observe, homogeneous groups are not as creative and innovative compared to diverse groups which usually come up with better solutions to problems. “Since cultural diversity is often correlated with diversity in perspectives, skills, and cognitive abilities, it is hypothesized that diversity generates large efficiency gains in productivity and improves performance in intellectual tasks like problem-solving, knowledge creation, prediction-generation, and decision-making” (Laitin & Jeon 2013: 2). The economic gains due to management of diversity does not only

lead to the prosperity of the firms, but low income earners gain economically in the form of improved wages (Galinsky, et al., 2015).

2.9.2 Talent Attraction and Retention.

Today, the success of any organisation hinges upon the ability to attract and retain the best human capital. Madera, et al., (2016: 4) asserts, “Organisational attraction is the extent to which a potential employee views a company as desirable and wants to work for it”. Although factors such as salary, job security, job growth and other benefits have a bearing on being attracted to a particular organisation, companies that are diverse tend to be attractive as potential employees get the perception that they are diverse. In addition, Mazur (2010) notes that multicultural organisations have the advantage of acquiring employees with exceptional skills and knowledge. One of the challenges being faced by South African organisations is retaining skilled employees. Stevens et al; (2008) propose an All Inclusive Model (AIM), which promotes a sense of oneness among organizational employees despite their differences. The diversity management policy of an organisation is therefore vital in attracting and retaining talent.

2.9.3 Positive Intergroup Relations

Another benefit of diversity management is that it fosters positive intergroup relations that result in greater organisational performance as diverse teams share valuable ideas which lead to better choices being taken (Ewoh, 2013). According to Mazur (2010), multicultural organisations are found to be better at generating problem solving ideas and are likely to show wider scope in dealing with complex matters. Contrary to what some critics of diversity management say, Mazur (2015: 12) asserts, “Cultural diversity can be a source of constructive conflict if ‘it improves the quality of decisions, stimulates creativity and innovation, and encourages interest and curiosity among members’”. Jansen, Vos, Otten, Podsiadlowski & van der Zee (2016) believe that if an organisation pursues and values diversity it assists members who come different cultural to adapt with easy in the company.

2.9.4 Competitive Advantage

On the other hand, Ewoh (2013) argues that managing and valuing diversity has shifted from legal compliance to a resource maximization method. The goal of every organisation is to enjoy competitive advantage. Van den Brink, et al., (2015) are supportive of diversity management as they note that inclusive firms utilize different experiences brought by members of different groups to shape the organisation’s strategy, work, management, and operating systems for its success. This is one of the reasons which make most organisations to incorporate diversity in their vision and mission statements as part of their strategic thrust. “In fact, the business case argument has widely replaced the former rationale of managing diversity for moral reasons such as avoiding discrimination” (Scheible, 2015: 348).

2.9.5 Access to Markets

Choi and Rainey (2010) add another advantage that pertains to accessibility of markets. Large companies with a global outlook use diversity management as a vehicle for understanding clientele from various places around the world and it becomes easier to penetrate global markets. Globalisation has seen an exponential rise in businesses that operate internationally and as a result a diverse workforce is needed to provide the skills, knowledge and aptitudes needed to successfully operate abroad (Robbins & Mathews, 2014). For instance a firm operating in global markets faces several challenges such as language barrier and knowledge about the customer preferences. It therefore, makes sense for the organisation to hire people who understand local languages and cultural beliefs so as to effectively tap the markets. Understanding that clients are increasingly becoming diverse is very important, as this helps in meeting customer needs (Agocs & Burr, 2014). Schools can benefit immensely if they adopt a positive approach towards cultural diversity management as educators from diverse background bring different skills and knowledge which can be used to enhance the core competencies of the schools.

2.9.6 Organisational Learning

“Diversity training can achieve multiple learning outcomes, including the development of employee knowledge, skills, and attitude; enhanced cultures; and innovation” (Alhejji, Garavan, Carbery, O’Brien & McGuire et al., 2016: 99). There is greater acquisition of knowledge and skills to deal with diverse cultures.

2.9.7 Democracy and Social Justice

Some scholars believe diversity management should not be solely practiced for the pursuit of success and profitability by firms but is necessary for democracy and social justice. “Diversity research remains important to address social justice, lack of representation, and discrimination within society and organizations alike”, (Ahonen, Tienari, Merilaineri & Pullen, 2014). Brown (2004) in (Alhejji, et al, 2016: 98) suggested that, “The social justice perspective challenges organizations to address residual racism, gender exclusion, religion intolerance, and intolerance of lesbian, gay, bisexual, and transgender employees. According to Choi & Rainey (2014), in the United States and other regions more resources are being availed towards effectively managing demographic diversity so as to assist organisations to attain fairness. In the same vein, Madera, et al., (2016) contribute that an organisation that promotes cultural diversity does not only offer the disadvantaged or minorities justice but it benefits as well in form of improved organisational image as it is viewed as non-discriminatory. Furthermore, because of the improved image the likelihood of winning of contracts is increased especially where the national or local government use a system of contract compliance (Wrench, 2014). The post-apartheid labour laws in the republic of South Africa were meant to redress the flawed demographics in the workplace so as to achieve fairness and justice to the people who are designated as disadvantaged.

2.10 The limitations of Cultural Diversity Management

Although cultural diversity management yields benefits to the organisation, it is of paramount importance not to underestimate its pitfalls. As Choi & Rainey (2014: 310) note, “Despite the optimistic views on diversity management, the diversity management literature still shows little consensus over what outcomes diversity management can actually bring in diverse organizational contexts”. Simons and Rowland (2011) revealed that literature about benefits of diversity management on organizational effectiveness are blurred and this does not paint a clear picture of diversity management. Mazur (2015: 13) contributes, “Research has also shown that individuals in racial and ethnic minorities experience more stress in the organization and are less satisfied with their careers than their nonminority counterparts”.

There are several factors attributable to diversity management of work teams that cause conflict. Prejudice feelings or derogatory comments between individuals from different cultural backgrounds may cause anger and lack of acceptance, and this may hamper effective contribution by affected members (Choi & Rainey, 2014). In the same vein, Wrench (2014), observes that differences in culture and religion are a source of hate and war globally. Laitin and Jeon (2013) also echo the same sentiments as they argue that civil misunderstandings often arise in societies as result of diversity

The social categorization and similarity-attraction theory associate negative effects such as poor communication within groups, reduction in commitment, absenteeism and high labour turnover as products of diversity (Michaela, Deanne, Paul & Janique, 2003, cited in Ehimare & Ogaga-Oghene, 2011). On the other hand Myers (2011), argues that working with people of different ethnicity or gender seems to entail negative connotations as people are attracted to those similar to them. Zenger and Lawrence (1989) in Mazur, (2015) found out that differences in age was source of poor communication in project team. Therefore, social cohesion and harmony within a heterogeneous group is threatened. Laitin and Jeon (2013: 4) explain that, “At the most basic level, individuals may possess a cognitive tendency to create in and out-group distinctions based on salient, ascriptive differences, attach positive utility to members of one’s own group, and attach negative or no utility to members of an out-group”. Differences among staff members may manifest in the formation of different groupings which may work against the goals of the business.

Conflict between heterogeneous groups may lead to loss of production due to perceived differences and lack of trust (Myers, 2011). The conflict between individuals from different cultural groups coupled with deficiency management may lead to frustrations by individuals which may affect the productivity of the organisation. Mazur (2015: 13) argues that “Dysfunctional group processes and detrimental individual consequences are barriers to realizing the benefits of cultural diversity in organizations”.

On the other hand Young (2013) as cited in Gumede 2015 pointed out the problem lack of common language in diverse teams may affect their productivity. These sentiments are echoed by Mazur (2015: 13) who explains that, “Contrasting and even conflicting values and attitudes, lack of a shared language, and low interpersonal attraction, can lead to discomfort for all members of a culturally diverse group”.

Another drawback of diversity management identified by Klarsfeld (2014) cited in Gumede (2015) stems from the failure of organisations to come up with adequate policies to accommodate the large number of diverse employees. This is a very big challenge to diversity initiatives within the organisation. In addition, Jansen et al, 2016 assert that there is potential risk in diversity initiatives producing unintended results that are undesirable.

Diversity management needs to be contextualized in order for it to be functional and this has led to the criticism of psychological approaches for their tendency to undermine the role of organizational and societal contexts in articulating the meaning of diversity (Nkomo & Hoobler, 2014). This argument is also raised by Hennekan, Tahssain-Gay and Syed (2017: 459) who note that, “The bulk of the research on diversity management has been situated in North America and Western Europe, and it has been argued that a US-centric approach may not hold well for diversity management in other national contexts due to differences in socio-economic factors, legislation, demography and culture”. Looking at South Africa programmes on diversity management must be crafted in full cognizance of prevailing factors in the country.

2.11 Cultural Diversity in South Africa

South Africa is considered one of the diverse countries both in Africa and in the world; hence it is known as the rainbow nation (Schramm, 2014). This diversity can be demonstrated through ethnicity, language, religion, and politics. There are nine official ethnic languages that are spoken in South Africa (Naicker & Omer, 2015). The racial and ethnic groupings of South Africa are shown in table below

Table 4 Ethnicity in South Africa by race in 2015.

Ethnic Group	Race			
	Black/African	White	Coloured	Indian
English	0%	32%	4%	23%
Afrikaans/Afrikaner/Boer	0%	44%	27%	-
Ndebele	1%	-	-	-
Xhosa	19%	1%	1%	-
Pedi/North Sotho	13%	-	-	-
Sotho/South Sotho	8%	-	-	-
Tswana	13%	-	0%	-
Shangaan	7%	-	-	1%
Swazi	4%	-	-	-

Venda	3%	-	-	-
Zulu	30%	-	-	-
White/European	-	15%	1%	1%
Coloureds	0%	-	65%	1%
Indian	0%	-	0%	73%
South African only/doesn't think of self in those terms	1%	8%	2%	-
Total	100%	100%	100%	100%

Source: Afrobarometer, (2016).

2.11.1 The Empirical Measures of Diversity

Cultural diversity in organisations and society plays a huge economic role as outlined in section 2.7 of this study. It is therefore logical and important to measure so as to verify whether the country is at level that is beneficial or at level that is somehow retrogressive to economic prosperity. However, as McArthur (2015) notes, the precise way and level in which diversity should be measured remains elusive as researchers are failing to account for variations between groups. There are however many empirical measures of cultural diversity that are used around the world and they include; ethno linguistic fractionalization index (EFI), the social diversity index, between in-group inequality, and polarization index, among others. The first two indicators are discussed as they bear relevance to the scope of this research.

2.11.1.1 Fractionalisation

McArthur (2015: 23) explains that, “Fractionalization measures the probability that two randomly selected individuals will belong two groups”. Fractionalisation was developed by Greeberg (1956) and is calculated as a weighted of group affiliation. Fractionalisation is represented by the equation below.

$$F = 1 - \sum_{i=1}^N (\pi_i)^2, i = 1, \dots, N$$

π_i is the proportion of the population in i th group.

N is the number of groups in the country.

When calculated the fractionalisation index ranges from zero to one. Zero is the minimum value and indicates that all individuals belong to the same group and one, being the maximum value indicates that the individuals belong to different groups. The higher is the value of fractionalisation means there is greater diversity in the society and the lower is the value indicates a more homogenous society. McArthur (2015) collected some fractionalisation indexes calculated by some researchers, Taylor and Hudson (1972) got 0.88 for the year 1960 while Alesina, et al., (2003) obtained 0.87 for the year 2001. The indexes show that the index does not change

over a long time and generally the two figures are close to one which means South Africa is a cultural diverse country.

2.11.1.2 Social Diversity Index (SDI)

The social diversity index is considered to be the most effective measure of diversity as it uses more than one characteristics to account for cultural diversity. The index is a weighted average of racial identity, linguistic grouping and religious affiliation (Okediji, 2005 in MacArthur, 2015). The advantage of SDI is that it does not use race, language or religion in isolation to determine culture but it uses a combination of the three so as to overcome the shortcomings of the fractionalisation index.

“The SDI measures the probability two randomly selected individuals will belong to different linguistic, racial and religious groups” (Desmet, Ortuno-Ortin & Wacziarg, 2016: 12). Like the EFI, the SDI ranges from zero to one. The minimum zero value means that two individuals belong to the same cultural group whilst the value one being the maximum value signify that the two individuals belong to unique cultural groups (MacArthur, 2015). The SDI for South Africa as calculated by Okediji (2008) stood at 0.97 which means it is a very diverse country (MacArthur, 2015).

McArthur (2015) found out that South Africa ranks fifth for the most diverse country in Africa when using the ELF index. However, when using the SDI South Africa is positioned 21st. This implies that South Africa is very diverse in terms of languages spoken, but has relatively less racial and religious fractionalisation as compared to other countries in Africa (McArthur, 2015).

2.12 Effective Management of Cultural Diversity

It has been observed that diversity management is like a double sword with both gains and catastrophic costs. In order for the organisation to reap benefits and eliminate costs, the remedy lies in proper and effective management of diversity. Adler (1991) cited by Mazur (2015: 13) explains, “It is the approach to managing diversity, rather than the diversity itself, that determines its potentially constructive or destructive impact”. Alignment of the organizational culture with diversity management is the best way for attaining synergy (Mazur, 2015). Diversity management practices, often multifaceted in nature and designed to blend organizational structure with recognition of cultural diversity and representation through training, mentoring and diversity advocacy initiatives, are on the rise in the United States. (Hur & Strickland, 2015). Mighty (1991) as cited in Agocs and Burr (2014: 36) proposes that “valuing diversity should be a broad organizational change effort that involves changing individuals’ attitudes and behaviours, while at the same time changing the organization’s philosophy and culture, and consequently, its structure, policies and procedures”

2.12.1 Organisational Culture of Diversity

Culture has long been seen as a factor with a huge bearing on corporate behaviour and outcomes which makes it imperative for management of organisations and schools in particular, to fully grasp it. Mazur, (2015: 88) cites Loden and Rosener, 1991 who clarify, “With regard to effectively managing diversity, the concern is whether there is an ‘organizational culture of diversity’, in which cultural diversity tends to be valued and supported in the organization, or an organizational culture of similarity, in which cultural diversity tends to be suppressed”.

2.12.2 Cultural Competence

On the other hand, Kelly & McKinney (2015) outline that effective utilization of cultural diversity must rest upon developing of cultural competence of an organisation. They view cultural competence as when organizational members can monitor their cultural adeptness or proficiency. The model is very useful in helping organizational members perceive other members from different cultural backgrounds. Lindsey, Nuri-Robins & Terrell, (2009) in Kelly & McKinney (2015) propose four tools that can be used to synthesise and develop cultural competence in organisations as listed and discussed below:

Barriers: Barriers that assist in resistance to change may curtail the development of cultural competence. In-serving all teachers on barriers that curtail development of cultural competence is critical as it assists in the removal of stereotypes and stigmas. Sometimes individuals are pre-occupied on personal achievements and stature forgetting the obstacles experienced by those who are racially, ethnically, or culturally different from them. A second barrier is the lack of recognition of infrastructural systems of oppression and privilege which can be overcome by group or staff discussions on issues such racism, sexism and prejudice. Discussions should focus on the evaluation of existing policies and procedures in which organizational members express their views about the policies. Finally teachers must be taught and assisted to adapt to change in order to develop cultural competence.

The Guiding Principles: the guiding principles can be followed by the school in achieving cultural competence. Lindsey, Nuri-Robins & Terrell, (2009) in Kelly & McKinney (2015: 8) provide the following guiding principles:

- “Culture is a predominate force; you cannot not have a culture.
- People are served in varying degrees by the dominant culture.
- Group identity of individuals is as important as their individual identities.
- Diversity within cultures is vast and significant
- Each group has unique cultural needs.
- The family, as defined by each culture, is the primary system of support in the education of children.

- Marginalized populations have to be at least bi-cultural, and this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.
- The school system must incorporate cultural knowledge into practice and policy making”

The Continuum

The Cultural Proficiency Continuum provides six points that indicate unique ways of seeing and responding to differences. Cross (1989) in Kelly & McKinney (2015: 9) explains the cultural proficiency continuum below:

“*Cultural Destructiveness* - Viewpoint seeking to eliminate the cultures of others in all aspects of the school and the community being served.

Cultural Incapacity – Stereotyping and minimizing other cultures and seeking to make the cultures of others appear inferior to the dominant culture.

Cultural Blindness – Not noticing or acknowledging the culture of others and ignoring the dissimilar experiences of cultures; treating everyone the same way without recognizing there may be a need for different modes of interaction

The three points at the end of the continuum represent healthy individual values and behaviours, as well as healthy policies and practices in organizations such as college programs and schools:

Cultural Pre-Competence- acknowledging lack of knowledge, experience, and understanding of other cultures limits one’s ability to interact with people whose cultures are different from their own.

Cultural Competence- Owning the attitude that everyone’s culture matters and insisting the society one lives in has policies and practices that promote inclusivity (especially classrooms and schools).

Cultural Proficiency- Viewpoint that you and the institutions where you work (schools) are agents for change and are engaging in creating social justice for everyone.”

The Essential Elements

The essential elements of cultural proficiency provide the framework for change within an organization. In order for schools to achieve the goal of nurturing teachers who are more culturally proficient, we have to have a set of guiding principles, or essential elements for getting us to our destination (Kelly & McKinney, 2015).

2.12.3 Changing Organisational Culture

Feldman and Msibi (2014) cites Schein (2004) who defines organizational culture as, “a pattern of basic assumptions that a particular group has learned as it solves its problems of external adaptation and internal integration that have worked well enough to be considered valid and therefore to be taught to new members as a correct way to perceive, think and feel in relation to problems.” Organisational performance is key for any organisation and is based on four elements, that is; task, people, structure and culture. For the organisation to attain the greatest performance, the four elements must be properly aligned with each other (Feldman & Msibi, 2014). In South Africa, the cultural make-up of most organisations and schools changed dramatically after 1994 in response to new labour regulations and this meant most organisations had to transform their organisational culture in order to accommodate the new reality. As Bunes (2009) cited in Feldman and Msibi (2014) explains, no organisational culture is static; overtime it tends to change in a steady unplanned fashion as a result of the turnover of group members and changes in the organisation’s micro and macro environments, and general changes in society. Therefore it is critical for an organisation to consider changing its organisational culture if it deems it fit to do so.

Schein (1995) cited in Feldman and Msibi (2014) suggested the following approaches which can assist managers in changing organisational culture;

- “Leaders may unfreeze the present system by highlighting the threats to the organisation if no change occurs, and, at the same time, encourage the organisation to believe that change is possible and desirable.
- They may articulate a new direction and a new set of assumptions, thus providing a clear and new role model.
- Key position in the organisation may be filled with new incumbents who hold the new assumption because they are either mutants or brought in from the outside.
- Leaders may systematically reward the adaptation of the new directions and punish adherence to the old direction.
- Organisation members may be seduced or coerced into adopting new behaviours that are more consistent with new assumptions.
- Visible scandals may be created to discredit sacred cows, to explode myths that preserve dysfunctional traditions, and destroy symbolically the artefacts associated with them.

- And lastly, leaders may create new emotional charged rituals and develop new symbols and artefacts around the new assumptions to be embraced, using the embedding mechanisms described earlier.”

South African schools like all other organisations are experiencing changes due to different factors. The new labour laws which promote equity has affected the cultural outlook of schools and this makes it imperative to change organisational precisely to accommodate diversity. The above approaches (Schein, 1995) offer ideas that can be utilised by school managers to change organisational culture which is useful for a successful cultural diversity management programme. The main challenge is to instil strong and firm beliefs in SMTs that cultural diversity in schools is not a hindrance but a valuable resource which can used make schools perform better.

2.13 Management Styles in South Africa

Management or leadership styles may affect how cultural diversity is perceived in an organisation and imperative for SMT members to understand the various management styles in order to adopt the best approach in the given circumstance. There are three management approaches that are used in South African organisations and are discussed below.

2.13.1 The Eurocentric Approach

The Eurocentric approach, draws its value system from the West and encourages individual people to care for themselves without a concern for others (Naicker & Omar, 2015). Owing to the apartheid legacy, South Africa has been governed by Western values as whites dominated leadership and management positions through individualistic exclusivism and building exclusive institutions (Shezi, 2011). “The dominance of the Eurocentric type of management practice poses a serious challenge for most organisations in South Africa, because it does not take into account the cultural archetypes of people in question”, (Feldman and Msibi (2014: 6)

2.13.2 The Afrocentric Approach

The Afrocentric approach is largely based on African value systems. Magang and Magang (2017), assert that the Afrocentric style is based on the Ubuntu/Botho philosophy. Ubuntu philosophy is characterised by collectivism as seen in the consultative approach to decisions between groups and individuals. Karsten and Illa (2005) as cited in Magang and Magang (2017: 64) identify the following principles of Ubuntu: “unconditional African collective contribution, solidarity, acceptance, dignity, stewardship, compassion and care hospitality and legitimacy”. There is a strong degree of trust and belief in the fairness of those in leadership, which results in less criticism because in most of the times decisions are a collective product (Shezi, 2011). In South African schools, apparently the increase in black leaders and managers means the influence of the Afro centric approach cannot be ignored in shaping management. The study by Feldman and Msibi (2014) justifiably found out that in South Africa

organisations are beginning to move away from the Eurocentric approach by adopting the Afrocentric style as it is perceived to be rich in human values.

2.13.3 Synergistic Inspirational Approach

Because of the availability of diverse cultures in South Africa, there is a need to come up with a reconciliatory approach to management in order to reduce tensions. The synergistic inspirational approach combines the western (Eurocentric) approach with Afrocentric approach by focusing on integrating these different management approaches by taking into consideration the various cultural influences of both African and Westernised leaders.

2.14 Conceptual Framework

Workplace diversity is a complex, controversial and elusive concept (Ehimare & Ogaga-Oghene, 2011). Diversity in the workplace encompasses both overt and hidden qualities (Ardakani, 2016). The leadership or management of an organisation needs to have a clear conceptualization of these dimensions. As Mazur, (2015) notes, organisations must not adopt a narrow-minded approach in managing workforce diversity. Diversity management goes beyond the fulfillment of affirmative action and legislative requirements. Three theoretical frameworks will form the fulcrum of this study, the Diversity Management Paradigms (Brazzel, 2003), the Integrated Strategic Framework for the Management of Diversity (ISFMD) and the Essential Elements of cultural Proficiency Framework.

2.14.1 Diversity Management Paradigms

The main objective of the study is to determine the perceptions of SMTs in managing cultural diversity, and it is therefore of paramount importance to identify theories that seek to explain what diversity management means. Brazzel, (2003) identified various paradigms and perspectives which assist organisations to give meaning to the often elusive concept of diversity management. The diversity management paradigms (Brazzel, 2003) is displayed on figure 2 below.

Figure 2: Diversity Management Paradigms

Diversity Management Paradigms

- “Uphold Sameness, Prohibit / Discourage Differences
- Appreciate Everyone
- Compliance
- Assimilation
- Accept and Celebrate Differences
- Organizational Learning
- Social Justice”

Source: Brazzel (2003: 4).

Uphold sameness, prohibit/discourage differences: The reason in managing differences is to utilise formal or informal policies to promote and maintain sameness. The organisation accepts only people who match the prescribed criteria. People may not be employed in a particular organisation because of their race or gender or any other attribute as deemed by the organisation. An organisation with such beliefs clearly practices discrimination (Brazzel, 2003). Mazur (2015: 15) elaborates, “There is an implication that individuals who differ from the cultural majority are at a disadvantage in an organization that suppresses diversity and encourages similarity. These individuals can feel alienated and discriminated against, when their unique cultural symbols are not tolerated”.

Appreciate everyone: The organisation values cultural differences and appreciates everyone. The main emphasis is to build a culture of sameness and suppress differences. Benschop (2001) as cited in Lu, et al., (2014) bemoans most SHRM models as they assume that workforces are generic and homogeneous ignoring their differences.

Compliance: The organisation complies with state laws pertaining to affirmative action by recruiting from targeted people. One of the diversity management goals should be to achieve equality.

Assimilation: The employees are oriented on the norms relating to dress styles, education, work habits in order to fit in the organisation.

Accept and celebrate differences: Diversity in the organisation is synonymous with creativity, innovation and productivity which makes logical business sense. Organisations which employ employees from diverse backgrounds enjoy business benefits so it is essential for an organisation to appreciate differences with the staff.

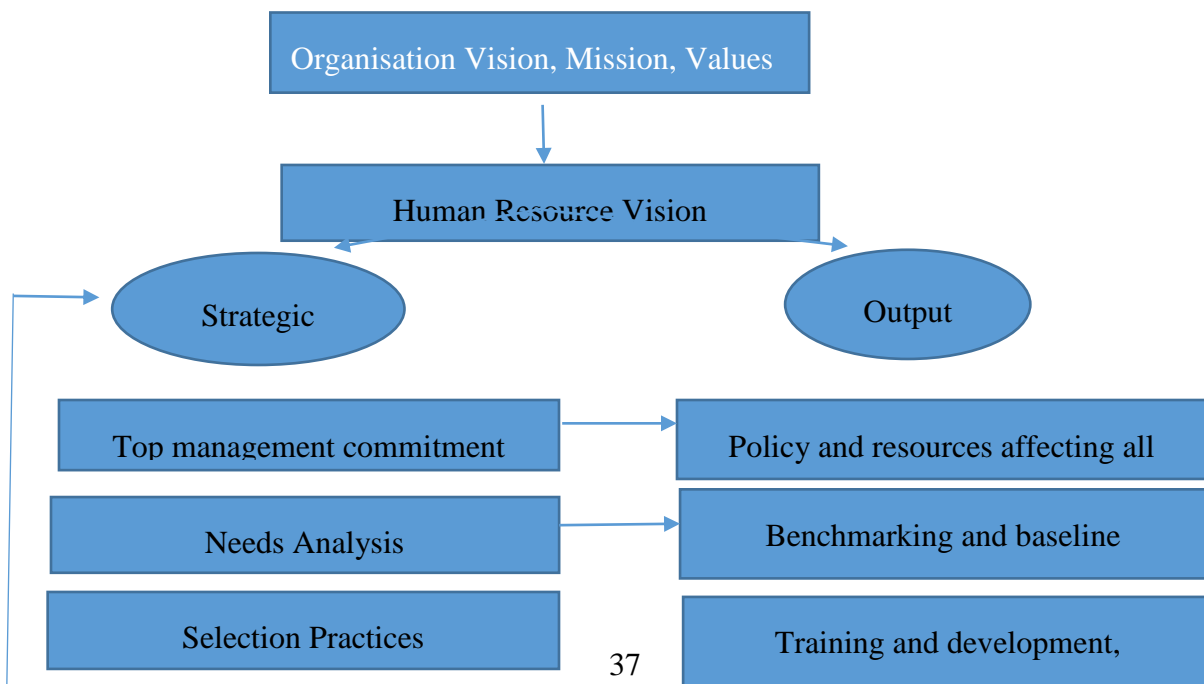
Organisational learning: Since the employees belong to various cultural backgrounds, they bring along new skills, knowledge and attitudes which broadens the organisation’s capacity for capabilities. Through organizational learning from diverse cultures, the organisation becomes more effective.

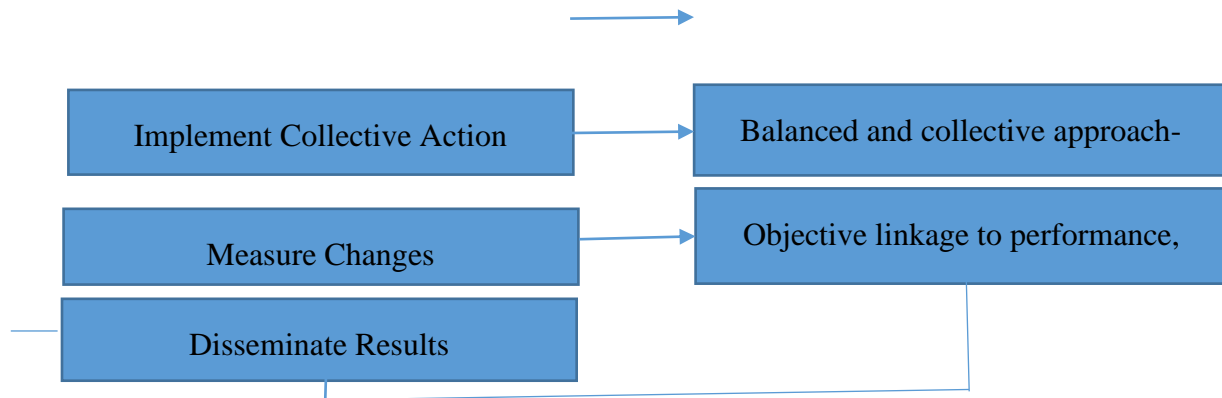
Social justice: The organisation must endeavor to eliminate all forms of unjust employment practices such as racism and prejudice.

2.14.2 The Integrated Strategic Framework for Diversity Management (ISFDM)

In order for cultural diversity initiatives to succeed an organisation must adopt the strategic approach to manage it. The Integrated Framework for Diversity Management (ISFDM) was developed by combining Ann Morrison’s Specific Diversity Initiative model with R, Roosevelt Thomas, Jr’s Generic Model (Erasmus, 2007: 30). The ISFDM is very important for this study as it contains practical steps that can be utilized by schools in their diversity programmes.

Figure 3: The Integrated Strategic Framework for Diversity Management





Source: Erasmus, 2007: 31

Top management commitment: Cultural diversity management must assume the top to bottom approach. Top management must articulate the diversity management through the vision and mission of the organisation and cascade it down the entirety of the organisation. Yang and Konrad (2011) in Madera (2016: 3) concur, “A strategic human resource management perspective suggests that when different diversity management practices are bundled together, the combinations may be difficult to imitate and may serve as a source of competitive advantage”

Needs analysis: There is need to audit the prevailing attitudes with regards to cultural diversity management. An organizational audit must be conducted by continuously monitoring all human resource management decisions such as employment, training and compensation (Kundu, et al., 2018)

Selection practices: This involves the selection of appropriate practices that will benefit the organisation in its diversity management efforts. As Lu, et al., (2014) note, managements are now learning and moving towards implementation of distinctive HRM practices that focus on the human side of people.

Implementing the collective action programme: The right mix of practices must be implemented by involving everyone in the organisation.

Measure changes: There is need to evaluate the progress in terms of the implemented initiatives.

Disseminate the results: Feedback is essential to all the parties to enable corrective action to be taken.

2.14.3 The essential elements of cultural proficiency framework

Since the current study focuses on the dimension of cultural diversity, the essential elements of cultural proficiency framework is therefore important as it proposes various change strategies for effective cultural diversity management. In order for schools in the education system to achieve the goal of getting school managers who are more culturally proficient, there should be a set of guiding principles, or essential elements for getting to

that destination (Kelly & McKinney, 2015). The framework for change within an organization provides schools as well as other public institutions with a valuable tool for effective utilisation of cultural diversity. Lindsey, et al., (2009) cited in Kelly & McKinney, (2015) provide the essential elements of cultural proficiency below.

Assessing Culture- Schools of education must assess, identify, and accept the differences in our own faculties, thereby creating the tone for helping our teacher candidates to do the same.

Value Diversity- Once we identify the differences, we must embrace the notion that the differences make the group stronger and is valued added.

Manage the Dynamics of Difference- Diversity is not a “problem” to be solved. It is a valued part of the American consciousness.

Adapt to Diversity- We must teach and learn about differences, and practice ways to respond to them effectively.

Institutionalize Cultural Knowledge- Change our institutional system to ensure healthy and effective responses to diversity”.

The framework provides a useful resource which can be utilized in South African schools to effectively manage cultural diversity. It should be the goal of the education system to ensure that all teachers are enlightened in this notion of cultural proficiency.

2.15 Chapter Summary

The chapter reviewed literature for the study with special focus on defining cultural diversity in the workplace. The concept of cultural diversity was traced from its historical origins and to its position in contemporary organisations. There was an attempt to discuss policy frameworks pertaining to cultural diversity in the South African context. The benefits and demerits of cultural diversity were discussed thoroughly in this section. Furthermore, the literature review incorporated identification and discussion of theoretical frameworks underpinning the study. The next chapter focuses on the methodology for the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter dealt with the theoretical aspect of the research as it reviewed the literature on cultural diversity. Chapter three discusses the research methodology that is applied in this study. In order to achieve the research objectives it is critical to understand and apply the most appropriate research methodology. Rajasekar, Philominathan & Chinnathambi (2013: 1) assert that methodology provides the work plan of the research by defining it as, "... the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology". Since the study covers schools it is important to discuss the structure of basic education in South Africa in order to have a glimpse of the overview of the organisation. The research design and approaches utilized in the study are outlined explained and explained. Other important aspects that are explained as part of methodology include: study population, sampling procedure, data collection instruments, methods analysis of data and lastly, ethical considerations.

3.2 Overview of the Organisation

The study is conducted in ten selected schools in the Umvoti circuit of Umzinyathi district in KwaZulu-Natal province in the Republic of South Africa. It is very important to understand the phenotype of the education with regards to how schools are governed and administered.

There are nine provinces in South Africa, each with a provincial education department (Republic of South Africa 1996a, Chapter 6, Section 103.1). KwaZulu-Natal is one of the provinces and is divided into the following education districts: Amajuba, Ilembe, Ugu, UMkhanyakude, UMgungundlovu, Umzinyathi, Uthukela, King Cetshwayo, Zululand and Ethekwini Metro (South African Local Government Association, 2015). The table below shows the total number of the employees in the KwaZulu-Natal department of education in 2017.

Table 5: Number of employees in the KwaZulu-Natal education department in 2017.

Category	Number
Educators	86 353
Education Specialists	1 353
Administration staff	8 698
Security Personnel	3 319
Cleaners	3 333
Interns	386
Periodic Appointments	5 167
Total	115 635

Source: Adapted from the Province of KwaZulu-Natal Education Department Strategic Plan 2017/18- 2019/20.

The Umzinyathi district is located in the central northern part of KwaZulu-Natal province and it divided into four circuits namely; Endumeni, Msinga, Nquthu and Umvoti, the latter being the circuit of interest as the study is conducted here. The table below shows the number of educators in the Umvoti circuit in 2018 in terms of gender, race, disability and nationality.

Table 6: Total number of teachers in Umvoti and their categorization.

Male	Female	Disabled	S.A citizen	Non-S.A citizen	White	Black African	Indian/Asian	Coloured	Other	Total
304	854	30	1151	7	80	1003	65	6	4	1158

Source: KwaZulu-Natal Education Management Information Systems (EMIS) 2018

The study respondents are SMT members drawn from ten schools in the Umvoti circuit and these are; Greytown Junior School, Kamaland Primary, Greytown Primary, St Davids Primary, Greytown High, Greytown Secondary, Tholinhlanhla Primary, Wembly College, Indlovana Primary and Buhlebuyeza High School.

3.3 Research Paradigms

People attach different meaning to reality and view the world according to their perspectives and experiences. Saunders, Lewis & Thornhill, (2016: 132) explain, “A paradigm is a set of basic and taken –for- granted assumptions which underwrite the frame of reference, mode of theorizing and ways of working in which a group operates”. Meanwhile Atiku (2014) contributes that paradigms are different types of beliefs or worldviews about a chosen enquiry, which determines the design, process, strategies and techniques of investigating or reinvestigating the nature of existing knowledge on the object or construct. According to Saunders, et al., (2016), there are five major research paradigms that are usually applied in business and other studies, and they are discussed below:

3.3.1 Positivism

Generally, positivism philosophy follows the path of natural scientists and is often referred to as an objective research strategy as it entails working with something perceived with our senses which leads to objective conclusions (Saunders et al., 2016). The main approach that is utilized by positivist researchers is the experiment, which allows them to test cause and effect relationships through manipulation of variables and observation (Sekaran & Bougie, 2013). The development of new theories through testing of existing theories by hypothesis testing is a common procedure for positivists. Positivists firmly believe that the aim of research must be to describe only observable phenomena which is measurable and anything beyond that such as emotions, perceptions, thoughts and feelings is impossible to research (Sekaran & Bougie, 2013). Positivists thus collect measurable and quantifiable data which is free from human interference.

3.3.2 Critical Realism

“Critical realism is a combination of the belief in an external reality (objective truth) with the rejection of the claim that this external reality can be objectively measured” (Sekaran & Bougie, 2013: 29). Phenomena such as culture and leadership cannot be observed and measured precisely and therefore subject to human interpretation (Sekaran & Bougie, 2013). The difference between a positivist and a critical realist lies in the way they perceive research goals. A positivist believes that the goal of research is to uncover the truth while the critical realist believes the purpose of research is to progress towards that goal even though it is impossible to achieve it (Sekaran & Bougie, 2013). A critical realistic researcher yearns to look for the bigger picture as what we observe and can measure constitutes a small part (Saunders, et al., 2016). As Sekaran and Bougie (2016) note, because measures of phenomena such perceptions, attitudes and emotions are often subjective in nature, so is the data which is collected as it is flawed and distorted hence, they argue that researchers ought to apply triangulation across multiple flawed and erroneous methods, observations so that the researchers can get a better idea of what is

happening around us. Critical realist research attempts to provide clarifications on causes of events in the organisation as a result of social structures within the work environment (Suanders, et al., 2016).

3.3.3 Interpretivism

Interpretivism grew as a response to the pitfalls of positivism by adopting a position that is subjective (Atiku, 2014). Interpretivism emphasizes that humans cannot be compared with physical objects because they create meaning, therefore they are concerned to a large extent with studying of these meanings (Suanders, et al., 2016: 140). Another important idea that shapes interpretivism is the demarcation they impose between social science research and natural sciences research. This is because human beings as part of social settings cannot be studied as physical phenomena (Suanders, et al., 2016). Interpretivists are critical of the positivists who create universal laws to explain phenomena as this ignores the fact that humans beings are a product of different cultures under different circumstances this leads to different meanings (Suanders, et al., 2016). The main reason of interpretivism study is therefore to provide better understanding of the people side of their organisation (Suanders, et al., 2016).

3.3.4 Postmodernism

“Postmodernism emphasizes the role of language and of power relations, seeking to question accepted ways of thinking and give voice to alternative marginalized view”, (Saunders, et al., 2016: 141). As opposed to the positivist, postmodernists attach great importance to the role of language as it brings the sense of order. Interestingly, they assert that language is partial and not adequate as it only describes a small portion of what it purports to explain by emphasizing other aspects (Saunders, et al., 2016). According to Calas and Smircish (1997) as cited in Saunders, et al., (2016:142), “Postmodernists researchers seek to expose and question the power relations that sustain dominant realities”. These dominant realities have to be dismantled by exploiting their weaknesses. As a postmodernist researcher you question organisational concepts and try to identify elements that have been excluded. This can be achieved by studying and following the work of a particular management scholar and then uncover hidden realities (Saunders, et al., 2016).

3.3.5 Pragmatism

Pragmatists do not align themselves with a particular view on what constitute good research (Atiku, 2015). “They feel that research on both objective, observable phenomena and subjective meanings can produce useful knowledge, depending on the research questions of the study” (Sekaran & Bougie, 2013: 30). Saunders, et al., (2016) argue that research by pragmatists is motivated by a problem and therefore, the findings of the research must solve problems in the future. Pragmatists view the current truth as not lasting forever but it changes over time and therefore research findings should always be provisional (Sekaran & Bougie, 2013). The research of pragmatist is determined by the problem as both the design and strategy are dependent on it. The research

questions also try to address the problem through practical outcomes (Saunders, et al., 2016). Another feature of pragmatism is that the research about a problem is not confined to one method but it allows for the utilization of different types of knowledge and methods (Saunders, et al., 2016).

3.3.6 Pragmatism as the Research Paradigm for the Study

After careful consideration of the various research paradigms, pragmatism underpins this study because of a number of reasons. Since the research seeks to determine the perceptions of SMTs on managing cultural diversity, pragmatism is suitable because it says research begins with a problem and aims to contribute to practical solution (Saunders, et al., 2016). Globalisation trends as well as transformation labour laws in South Africa has increased the diversity of educators at schools and this has placed a huge demand on SMTs to manage cultural diversity. However, the problem is that SMTs lack the requisite skills, attitudes and knowledge to effectively manage cultural diversity in order derive positive benefits (Cuc, 2013). It is from this research problem that the research questions are derived from. Pragmatists are free in their approach for the adoption of various knowledge systems and methodology as they allow for the use of different methods (Saunders, et al., 2016). This study is not confined to one research approach as it used the mixed method approach in which both qualitative and quantitative aspects of research are combined. The questionnaire as the main source of primary data collects both quantitative and qualitative data concurrently which leads to both quantitative and qualitative data analysis. As the pragmatist aspire to produce practical solutions from a research problem, this study seeks to provide strategies for managing cultural diversity in schools which will be adopted by SMT members.

3.4 Deductive, Inductive and Abductive Thinking

“Philosophers of science and research often distinguish three specific forms of inference that form the logical basis of a researcher's investigations: deduction, induction, and abduction”, (Woo, Boyle & Spector, 2016: 256). The researcher is often guided by the objectives and methods of the study in selecting which approach to apply (Woo, et al., 2016). The three approaches are discussed below with an attempt to see where they fit in research philosophy and methodology. The study follows the abduction approach since it accommodates the methodology of the study premised on pragmatism paradigm.

3.4.1 Deductive Thinking

Deductive reasoning in research is popularly known as ‘top down’ approach where the investigator works from more general information to something more specific (Ingham-Broomfield, 2015). It can be traced back to the Ancient Greek philosophers such as Plato in which it was regarded as a way of reasoning (Walliman, 2011). The deductive approach of inquiry is largely based on the positivist philosophy common in the natural sciences (Saunders, et al., 2016). It is commonly applied in quantitative studies which usually follow the scientific

procedures (Ingham-Broomfield, 2015). In addition, the deductive approach is based on an objective examination of existing knowledge, law and theoretical considerations in order to formulate hypotheses, and data collection and analysis, as well as interpretation of results in order to accept or reject the hypothesis and re-examine theory (Atiku, 2014). In research, the deductive approach begins with a thorough review of literature in order to examine the variables embedded in the theoretical framework and this knowledge is essential in the formulation of hypothesis (Saunders, et al., 2016). A consideration of data collection methods is very important in order to facilitate this scientific inquiry (Atiku, 2014).

The major strength of the deductive approach as Saunders, et al., (2016) note, is that it is highly objective as it applies rigorous scientific methods of data collection and data is carefully scrutinized in order to provide useful knowledge. Meanwhile Walliman (2011) asserts that the deductive approach facilitates the development of new theory through ‘trial and error’ method, in that sometimes theories are rejected through testing which leads to the development of new theories. However, critics of this approach say adherence to complex scientific methodology and rigorous statistical analysis is insufficient and unnecessary in social or management science research (Saunders, et al., 2016).

3.4.2 Inductive Thinking

Inductive reasoning, also known as ‘bottom up’, works the opposite way of the deductive approach moving from the specific to the general, ending up with general conclusions or theories (Ingham-Broomfield, 2015). The inductive approach is based in an interpretivist philosophy of inquiry which became common in social sciences from the 20th century (Saunders et al., 2016). On the other hand Walliman (2011), argues that inductive reasoning, though it was the earliest, it is still the commonest scientific way of inquiry as we apply it in real life settings. In management studies researchers are increasingly developing new theories through in depth studies of cause and effect (Atiku, 2014). In inductive reasoning, qualitative methods in the form of interviews and observation are often used as they assist in the gain of in-depth knowledge about a social phenomenon (Saunders, 2016). Meanwhile, Thomas (2006) in Atiku (2014) identified the methods that follow inductive reasoning as; general inductive approach, grounded theory, discourse analysis, and phenomenology. The advantage of the inductive approach is that it emphasises rigorous and in-depth techniques for data collection using an appropriate qualitative approach, in order to obtain fresh and undiluted information directly from the source (Atiku, 2016). The approach however has some drawbacks. “The first is the question of how many observations must be made before we can reasonably draw a conclusion that is reliable enough to generalize from; and the second is how many situations and under which conditions should the observations be made so that true conclusions can be reached?” (Walliman, 2011: 18). Another potential pitfall of the inductive approach that it is highly subjective

because the investigator's perceptions of the phenomenon play a major role in data interpretation (Saunders, 2016)

3.4.3 Abductive Thinking

Abductive reasoning is thought to be between the deductive and inductive approaches and is based on the philosophy of pragmatism (Locke, Golden-Biddle & Feldman, 2008). American philosopher, Charles Sanders Peirce (1839-1914) is widely credited for developing abductive reasoning into an explicit theory of inference (Saunders, 2016). According Locke, et al., (2008) doubt is the most important aspect that drives abduction. They explain that doubt is essential in driving imaginative thinking so as to come up with new ideas. Doubts in our beliefs motivate us to engage into enquiries in order to solve these doubts and in the process we come up with better and stable beliefs (Locke, et al., 2008). The major strength of abduction is its ability to nurture creativity and innovation because as we reason we come up with new ideas (Locke, et al., 2008).

3.5 Research Design

The research design ought to be prepared in a manner that will see the research problem being tackled effectively. Kuma (2011) in Molai (2013) defined the research design process as being a technical plan that a researcher adopts to answer the research questions reliably, accurately in an objective manner. According to Rajasekar, et al., (2013: 22), "A good research design will help the researcher to deliver the task easily and in a systematic way as it indicates the various approaches to be employed in tackling the research problem, sources of data related to the problem and, time frame and the budgetary costs".

Sekaran and Bougie (2013) highlight that research design entails decisions regarding the research strategy, the extent of manipulation and control by the researcher, location or study setting, data analysis, and time horizon. The following section and subsequent sections discuss the main elements of the research design which includes the research approach, research strategies, sampling procedures among others.

3.6 Research Approaches

Researchers can choose to use either the quantitative approach or the qualitative approach. The choice of the approach is often motivated by the goal of the research and other essential considerations (Saunders, et al., 2016). However, in some cases the two approaches may be blended (Bergil & Sariçoban, 2016). Whatever choice is taken, it must enable the researcher to successfully accomplish the research objective(s). Graue (2015: 6) has contrasted quantitative and qualitative research in the table below.

Table 7 Contrast between quantitative and qualitative research

Quantitative Research	Qualitative Research
“Numbers	Words
Point of view of researcher.	Point of view of participants
Researcher distant	Researcher close
Theory testing	Theory emergent
Static	Process
Structured	Unstructured
Generalisation	Contextual understanding
Hard, reliable data	Rich, deep data
Macro	Micro
Behaviour	Meaning
Artificial settings	Natural settings”

Source: Graue (2015: 6).

3.6.1 The Quantitative Approach

The quantitative study is characterized by collection of numerical data and statistical analysis is used to make sense from the data (Franklin, 2013). It is generally associated with the philosophy of positivism because as it uses scientific methods gather concrete data (Saunders, et al., 2016). On the other hand, Rajasekar et al (2013: 9) identify five characteristics of the quantitative approach as listed below:

- “It is numerical, non-descriptive, applies statistics or mathematics and uses numbers
- It is an iterative process whereby evidence is evaluated
- The results are often presented in tables and graphs.
- It is conclusive.

- It investigates the what, where and when of decision making.”

Saunders, et al., (2016) identify two types of quantitative research methods, the mono method quantitative study and the multi-method quantitative study.

3.6.1.1 Mono Method Quantitative Study

“In the mono method quantitative study a single data collection technique such as a questionnaire, and a single corresponding analytical tool is used” (Saunders, et al., 2016: 166). Data can be collected and analysed either in a non-numerical (qualitative) or numerical (quantitative) form and then subjected to complex statistical analysis, in order to report the findings in numerical form (Atiku, 2014). However, the major disadvantage of this method is that it lacks data triangulation and the validity and reliability of the instrument might be questionable (Atiku, 2014).

3.6.1.2 Multi-Method Quantitative Study

In a multi-method quantitative study, data collection is achieved through a combination of more than one data gathering methods (Saunders, et al., 2016). Atiku (2014) contributes that the use of multi-methods in quantitative research is prevalent in various fields such as accounting, economics, and other related management disciplines, where quantitative data are collected either from primary or secondary sources, or both and then processed using complex statistical procedures. Maylor & Blackmon (2005) in Atiku (2014) state that this method has advantage of increasing objectivity in the study and in terms of effort is, data collection is less costly and time-consuming, allowing more time for data analysis when data are collected using different secondary sources.

3.6.2 The Qualitative Approach

According to Strauss and Corbin (2008) as cited in Zuma (2015: 29) “Qualitative research is a type of research that produces findings not arrived at by any statistical procedures or other means of quantification”. This type of research assists us to comprehend a variety of opinions and attitudes about social events (Rajasekar, 2013). On its philosophical stance, Saunders, et al., (2016) asserts that it is associated with interpretivism as it tries to make sense of the subjective meanings about a phenomena. Rajasekar et al (2013: 9) isolate five characteristics of the qualitative approach.

- “It is non-numerical, descriptive, applies reasoning and uses words.
- Its aim is to get the meaning, feeling and describe the situation
- Qualitative data cannot be graphed.
- It is exploratory
- It investigates the why and how of decision making”

Qualitative research is often criticized for using small samples which pose a danger for producing invalid findings for the study (Du Plooy-Cilliers et al, 2015). The qualitative approach design like the quantitative approach may follow the mono method qualitative study or the multi-method qualitative study.

3.6.2.1 Mono Method Qualitative Study

This is whereby a qualitative design employs a single method of gathering data, such as semi-structured interviews (Saunders, et al., 2016). Atiku (2014, cites Wilson (2010) who is critical of mono methods as he asserts that it may not be the right method to answer complex or dynamic research questions as such questions may require the use of multiple or mixed methods, enabling data and methodological triangulation.

3.6.2.2 Multi-Method Qualitative Study

These studies combine two or more qualitative data collection methods and related data analysis procedures (Atiku, 214). For instance, you might collect data using in-depth interviews and diary accounts, and analyse these data using qualitative means (Saunders, et. al., 2016). The method is common in anthropology, sociology, HR management, and related management/social science disciplines where qualitative data are collected by combining different data collection techniques (Atiku, 2014). The value of this type of qualitative study is the richness of the information gathered using different methods of gathering data as it does not focus on a large sample size but on the richness of the information gathered until the stage where data saturation occurs (Atiku, 2014). This study also uses a small sample size but hopes to obtain valuable information from the open ended questions in which the respondents provide their perceptions through their own words.

3.6.3 The Mixed Method Approach

Saunders, et al., (2016) contribute that there are two paradigms that motivate researchers to the use of mixed-method approach and these are critical realism and pragmatism. They explain that realism helps us explore and understand the social world by examining information from various sources in order to understand different viewpoints. In order to fully achieve the research objectives, pragmatists propose the blending of two or more paradigms rather than using one (Saunders, et al., 2016). The mixed method is employed in this work as it incorporates and integrates both the quantitative and the qualitative approaches. Meanwhile Choy (2014) supports the use of the mixed approach with the belief that it can help to eliminate the pitfalls of both the quantitative and qualitative approaches. According to Creswell (2009) as cited in Atiku (2015: 143), the mixed method approach has got three forms, namely; the concurrent mixed methods, the sequential mixed methods, and the transformative mixed method research.

3.6.3.1 Concurrent Mixed Method Research

“Concurrent mixed methods research (single-phase research design) involves the separate use of quantitative and qualitative within a single phase of data collection and analysis” (Saunders, 2016:170). Resorting to this route is vital as it provides adequate information for the study and increases the chances of making valid conclusions from the study (Saunders, et al., 2016). A good example of this type of design is a cross-sectional survey using a structured questionnaire with closed and open-ended questions (Creswell, 2009 in Atiku, 2014). Alternatively, you can collect different types of data in the same phase of research with a view of comparing the congruence between the two data sets, this is known as concurrent triangulation (Saunders, et al., 2016).

3.6.3.2 Sequential Mixed Method Research

In a sequential mixed methods study, researchers use more than one periods to gather data and collect it (Saunders, et al., 2016). For instance, exploratory and explanatory strategies may be used in combination requiring the researcher to first collect, analyse and interpret data qualitatively in order to meet the exploratory objectives of the study. Subsequently, the researcher collects data from a large sample and analyses the data using corresponding statistical procedures to objectively interpret it so as to fulfil the explanatory objectives of the study (Atiku, 2014).

3.6.3.3 Transformative Mixed Methods

(Hanson et al., 2005 as cited in Atiku (2014) explain that in this type of research design, numerical and non-numerical data can be collected and analysed either sequentially or concurrently depending on the goals and important considerations in the study. Transformative mixed methods enable access to information from diverse worldviews, encouraging participants’ perceptions of the construct to facilitate improved understanding of a phenomenon from the participants’ points of view in relation to the theoretical propositions (Atiku, 2014).

3.6.3.4 Method Adopted for the Study

In order to fully address the research questions and objectives, this study adopts the concurrent mixed method. The study uses a semi-structured questionnaire to gather data from research participants. The questionnaire contains both closed and open- ended questions which assists in the collection of both numerical and non-numerical data (Du Plooy-Cilliers, 2014). The type of data collected paves way for both quantitative and qualitative analysis. The advantage of using the concurrent mixed method research does not only hinge upon the collection of rich information from the respondents, but it also cuts costs and time as a single questionnaire gathers both qualitative and quantitative data in a single administration.

3.7 Research Strategies

Saunders, et al., (2016: 117) define a research strategy as, "...a plan of how a researcher will go about answering her or his research question". The quality of your research design rests upon your skill to choose the appropriate design alternatives taking into account the specific objectives, and other essential requirements (Sekaran & Bougie, 2013). Meanwhile, Denzin and Lincoln (2011) as cited in Saunders, et al., (2016) add that the strategy must serve as link between your philosophy and selected methods to gather and examine data.

Due to different assumptions and reasons a number of research strategies have evolved over time, and Saunders, et al; (2016: 178) identifies them as:

- "Experiment;
- Survey;
- Archival or Documentary Research;
- Case Study;
- Ethnography;
- Action Research;
- Grounded Theory;
- Narrative Inquiry"

Maxwell (2013) as cited by Gumede (2016) identifies five types of research designs that are principally associated with quantitative, qualitative and mixed methods approaches and are:

- Explanatory studies
- Evaluative studies
- Descriptive studies
- Exploratory Studies
- Combined Studies.

For the purpose of this study the above five strategies that are linked to quantitative, qualitative and mixed methods research (Maxwell, 2013) will be discussed.

3.7.1 Explanatory Studies

Explanatory designs are common in hypothesis testing in order to provide constructive explanation on the changes in the variables (Atiku, 2014). The main thrust of explanatory research is to examine a situation so as to explain the link between variables, and usually research questions on this type of research contain or begin with 'why' or 'how' (Saunders et al., 2016). In terms of data collection and analysis, explanatory studies are not confined to one method as it can take the form of quantitative or qualitative, or mixed methods depending on the nature of the research questions (Bougie & Sekaran, 2016). It is particularly suitable in the prediction of organizational outcomes through hypothesis testing (Atiku, 2014).

3.7.2 Evaluative Studies

According to Saunders, et al., (2016: 176), “The purpose of evaluative research is to determine how well something works”. Evaluative studies are very important in business and management as they are used to assess the effectiveness of business strategy, policy, programme, or process (Saunders et al., 2016). For instance, a business can use evaluative research in evaluating the effectiveness of advertising through social networks. On the other hand Sekaran and Bougie (2016), contribute that an evaluative study is particularly useful when the researcher intends to make comparisons between events or groups, or any other important aspect being examined. Saunders, et al., (2016: 176) add that “An evaluative study may produce a theoretical contribution where emphasis is placed on understanding not only ‘how something effective’ something is, but also ‘why’, and then comparing this explanation to existing theory”.

3.7.3 Explorative Studies

Exploratory design is undertaken when little or no investigation has been conducted about a particular aspect (Atiku, 2014). It is suitable in situations where there is scarce knowledge about a phenomenon and allows for discovery (McQuarrie & McIntre, 2014). Through exploratory studies open- ended questions are posed thereby assisting to gain a deeper understanding about the topic of interest (Saunders, et al., 2016). Meanwhile, (Coldwell et al. (2004) as cited in Ramchander (2015: 32) observe that the aim of exploratory studies is to find out whether or not a phenomenon exists, and to become acquainted with it, however it should not be measured with other phenomena. Exploratory research is achieved through qualitative studies that focus mainly on interviews and observations as sources of data collection to provide additional knowledge on a phenomena (Atiku, 2014). Similarly, Saunders, et al., (2016: 175) identify methods for carrying out exploratory research as; “A search of literature; interviewing ‘experts’ in the subject; conducting in-depth individual interviews or conducting focus group interviews’. The advantage of exploratory research, according to Saunders, et al., (2016) lies on its flexibility as the researcher may change course and direction due when new information and ideas are discovered.

3.7.4 Combined Studies

A combined study uses a combination of more than one purpose in its design and it achieves this by applying the mixed method as the design (Saunders, et al., 2016). The exploratory, descriptive, or evaluative research may be combined in a single design.

3.7.5 Descriptive Studies

“The purpose of descriptive research is to describe the current state of affairs at the time of the study” (Salkind, 2012: 25). It offers chance for comprehensive and adequate description of the phenomenon at hand which

provides additional information and better understanding of the phenomenon. Descriptive studies further offers the chance to build on findings of exploratory studies by explaining them fully and comprehensively (Atiku, 2015: 126). Descriptive designs are often criticized for being restricted to the collection of factual knowledge without effort to get clarity on cause and effect on the issue. However, Kerlinger (1986) as cited by (Atiku, 2014), asserts that descriptive studies are not only restricted to fact findings but often results in formulation of valuable principles and knowledge and solutions to significant problems and are more than just a collection of data since they involve measurement, classification, analysis and interpretation.

This study uses both the descriptive and exploratory designs so as to successfully address its objectives. Since the purpose of descriptive research is to obtain a clear account of situations (Saunders, et al., 2016), valuable information pertaining to cultural diversity management in schools will be gathered. It will show the current situation on cultural diversity management in terms of the availability of diversity policies, practices and strategies. The purpose of exploratory study is very essential as it allows a researcher to gain deeper understanding through posing of open-ended questions (Saunders, et al., 2016). Hence, the exploratory component of the study uncovers success factors as a result of effective management of cultural diversity in the schools. Furthermore, it also helps to explore the barriers and challenges that hinder cultural diversity management particularly in schools. Hopefully, this will assist in better understanding of cultural diversity as new vital information and knowledge will be discovered. The perceptions of the respondents in terms of what must be done to enhance cultural diversity management in schools are also explored. The descriptive design complements the findings of the exploratory research by means elaborate explanations. It also provides a snapshot of the current situation in as far as cultural diversity management is concerned in schools.

3.8 Target Population

According to Bougie and Sekaran (2013) as cited in Reddy (2016: 6), “The target population refers to the entire group of people, events or subjects of interest that the researcher wants to investigate”. Since the aim of the study is to determine and understand the perceptions of SMTs on cultural diversity management in schools, the target population of the study are members of SMTs which consists of principals, vice-principals and Heads of departments from both public and independent schools in the Umvoti circuit in Umzinyathi district of KwaZulu-Natal province of South Africa. The SMT members have been chosen as the respondents of the study largely due to their roles in the daily management and administration of schools. The participants are drawn from the following schools that are found within Umvoti circuit specifically in Greytown which is an urban area. Generally urban places attract people from various cultural backgrounds. The table below shows the schools that partake in the study as well as the total number of educators in each institution.

Table 8: Selected schools for the study in the Umvoti circuit and total number of educators.

School	Number of educators
1.Buhlebuyeza Secondary	31
2.Greytown Secondary	38
3.Greytown Primary	35
4.Greytown High	21
5. Greytown Junior	19
6.Indlovana Primary	26
7.Kamaland Primary	10
8.Tholinhlanhla Primary	27
9.St Davids Primary	12
10. Wembly College	29

Source: Adapted from KwaZulu-Natal Department of Education Management Information Systems. (EMIS) 2018

3.9 Sampling

A sample as a subset of a population provides a chance to study a manageable number of subject as it is an uphill task to study the target population as a whole (Salkind, 2012). “Sampling is the process of selecting sufficient number of the right elements from the population, so that a study of the sample and an understanding of its properties or characteristics make it possible for us to generalize such properties or characteristics to the

population elements”, (Sekaran & Bougie, 2016: 239). According to Sekaran and Bougie (2016: 240), sampling follows some logical steps and they identify the following steps;

- “Define the population.
- Determine the sample frame.
- Determine the sampling design.
- Determine of the right sample size.
- Execute the sampling process”.

Sampling techniques are broadly categorized into probability and non-probability sampling groups. (Du Plooy-Cilliers, 2014; Sekaran & Bougie, 2016)

3.9.1 Probability Sampling

As the name implies, in probability sampling where every element that fall within the parameters of the group has an even or non-zero chance of being picked as a subject (individual case or item of a sample) in the study (Sekaran & Bougie, 2016). Probability sampling is preferred in quantitative studies as it eliminates human bias due to its use of random methods (Du Plooy-Cilliers, 2014). Du Plooy-Cilliers, et al., (2014: 136) highlight that researchers use probability sampling when they want to draw a sample which:

- “fits with the parameters of the research;
- is drawn randomly from the population;
- requires little interference from the researcher; and
- leads to generalized findings”.

Common sampling techniques are discussed below.

3.9.1.1 Simple Random Sampling

In simple random sampling every element in the population has a known and equal chance of being chosen as a subject (Saunders, et al., 2016). For instance, in a study designed to survey 125 employees in an organisation comprising a total of 500 employees, the probability of being selected as a sample could be given as (Atiku, 2014):

$$P(\text{inclusion}) = \frac{\text{The sample size}}{\text{Total population}} = \frac{125}{500} = 0.25 \text{ (1 in every 4)}$$

This means the probability of being selected as a sample in the study could be given as 0.25, meaning that one subject is drawn from a group of four elements in the population. As Sekaran and Bougie (2016: 242) explain, “The simple design has the least bias and offers the most generalisability”. However, its main disadvantage is that the process can be arduous and expensive and chances of getting an updated population list are limited. Today however, the computer can be used to generate a sample within a short space of time.

3.9.1.2 Systematic Sampling

In this sampling procedure, subjects are drawn at regular intervals from the sampling frame until the required sample size is achieved (Saunders et al., 2016). For instance, when obtaining a sample of employees from an organisation, every fifth employee on the register is picked up until the sample size is satisfied (Sekaran & Bougie, 2016). The problem of systematic sampling is that it can be affected by systematic bias and the researcher ought to take reasonable steps before deciding on the sampling design.

3.9.1.3 Stratified Random Sampling

Stratified random sampling is applicable in a situation where the population is divided into strata. For instance, the different categories of employees may be used as a stratum. Sekaran and Bougie (2016) explain that stratified sampling involves dividing population into various sub groups followed by random selection of subjects from each stratum. After the population has been divided into different strata, the researcher draws sample from each subgroup until the required sample size is achieved (Atiku, 2014). The major advantage of stratified random sampling is its efficiency as it gives more information relative to its size (Saunders et al., 2016, Sekaran & Bougie, 2016).

3.6.2.4 Cluster Sampling

Cluster sampling enables a researcher to divide the entire population into groups (clusters) and then then the subjects are randomly picked from the clusters (Atiku, 2014). “A specific type cluster sampling is area sampling. In this case, clusters consist of geographic areas such as countries, city blocks, or particular boundaries within a locality” (Sekaran & Bougie, 2016: 246). The advantage of area sampling is its low cost, however it comes with a huge disadvantage of bias and lack of generalisability (Sekaran & Bougie, 2016). On the other hand, Saunders et al. (2016) provides stages for carrying out cluster sampling;

- (i) Select your cluster combination for the sampling frame
- (i) Number each of the clusters with a distinctive figure
- (iii) Draw your element using simple random sampling as discussed above.

3.9.2 Non-Probability Sampling

Non-probability sampling, unlike probability sampling that affords each subject equal opportunity to be selected from the population of the study, is used when it is difficult to gain access to the entire population and the participants cannot be selected randomly (Du Plooy-Cilliers, et al., 2014). Non-probability sampling designs have the drawback in that their findings cannot be true for whole population (Sekaran & Bougie, 2016). Non-probability sampling techniques include quota, snowball, purposive, and convenience sampling.

3.9.2.1 Convenience Sampling

“Convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it” (Sekaran & Bougie, 2016). Since the respondents are available and willing to participate, the technique tends to save time and is cheaper in terms of financial costs. As Sekaran and Bougie (2016) observe, convenience sampling has rendered the required information for exploratory studies within a short period. Despite its efficiency, convenience sampling, has a major pitfall of being exposed to bias resulting in limited generalisability to the entire population (Saunders et al., 2016). Hedt and Pagano (2011) as cited in Atiku (2014) found out that the disadvantages of convenience sampling could be alleviated when the design is combined with simple random sampling, which would result in greater efficiency.

3.9.2.2 Quota Sampling

Quota sampling assigns quotas so that certain groups are satisfactorily represented in the sample (Sekaran & Bougie, 2016). It is a non-random sampling technique through which samples are selected based on programmed features such that the sample size will also possess similar features to the population of the study (Atiku, 2014). Quota sampling is also vital when a sub-set of the population is underrepresented in the organisation, women, minority or people with disabilities. In this case quota sampling assists in the fair representation of all sub-groups in the sample (Sekaran & Bougie, 2016). Quota sampling is likely to gain more usage in future as society and the workplace are becoming diverse and heterogeneous. It can be used for instance, to determine how various cultural groups perceive online buying, or any other social issue (Sekaran & Bougie, 2016). Quota sampling is often criticised for its lack of generalisability, however it does generate some useful information especially when combined with probability sampling design (Sekaran & Bougie, 2016).

3.9.2.3 Snowball Sampling

Snowball sampling is often applied used in situations when it is extremely difficult to recognise members of a particular group (Atiku, 2014). This may occur in studies in which the potential subjects are viewed as anti- social by society. For instance interviewing gays in a country where homosexuality is illegal, interviewing members of the Satanist, interviewing drug lords and so on. The researcher through referrals tracks down the potential respondent and convinces him or her to participate and also refers the researcher to other potential participants (Atiku, 2014). The main disadvantage is that the researcher has little or no control over the subjects in the study (Atiku, 2014).

3.9.2.4 Purposive Sampling

Purposive sampling is used for this study. In purposive samples, the respondents are deliberately selected because they are likely to provide useful data relevant to the study (Du Plooy-Cilliers, et al., 2014). “It is also referred to as judgement sampling as it involves the choice of subjects who are most advantageously placed to give the required information”, Sekaran & Bougie, 2016). In purposive sampling there is risk of bias by the researcher as the researcher may select a sample which shall give favourable results, and when this occurs the whole study may be marred (Zuma, 2015). However, reliable findings are possible as long as the researcher remains impartial and takes reasonable steps to make sound judgement. It is also imperative for the researcher to take special effort and caution in selecting the individuals who will provide needed information (Saunders et al. (2016). Another advantage of purposive sampling is that it is not time consuming and it cuts the budgetary constraints (Silverman, 2013, Atiku, 2014).

After careful consideration of the strengths and weaknesses of the various sampling techniques available, this study adopted the purposive sampling technique because it offered enough advantages to facilitate the achievement of the research objectives. This study uses purposive sampling as it selected SMT members as research subjects, the reason being that they are involved in management of schools and will provide useful information as possess relevant knowledge and are experienced in management of schools. The method also proved to be cost effective as the researcher was constrained financially. It was also easy to access the participants in the schools at a relatively short space of time.

The question of deciding on the issue of the sample size is another aspect that needs careful consideration. Sekaran and Bougie (2016: 241) agrees that deciding on the sample size is an enormous task however, they assert that the following factors have a huge bearing on the sample size:

- “The research objectives;
- The extent of precision desired (the confidence interval).
- The acceptable risk in predicting that level of precision (confidence level).
- The amount of variability in the population itself.
- The cost and time constraints
- In some cases, the size of the population itself’.

The sample size consists of 50 participants who are members of SMTs of schools in the Umvoti circuit and are drawn from the following schools; Greytown Junior, Greytown Primary, Saint Davids Primary, Kamaland Primary, Greytown Secondary, Buhlebuyeza Secondary, Greytown High, Indlovana Primary, Tholinhlanhla Primary and Wembly College. In most schools, the SMT consists of one principal, one deputy principal and three heads of department making 5 members in the team. 10 schools will therefore provide 50 participants all together. The sample size of 50 respondents for this study is manageable in terms of time and financial consideration. According to Malterud, Siersma, and Guassora (2015) even though in qualitative research sample size is

important there is no thumb rule on its exact magnitude, what is important is information power of the sample. “Information power indicates that the more information the sample holds, relevant for the actual study, the lower amount of participants is needed”, (Malterud, et al., 2015: 1).

3.10 Data Collection

The achievement of the research objectives of the study lies in proper collection of relevant data for the study. The most important aspect of data collection is to maintain consistency and this is achieved by the establishment of clear steps that will be followed during the entire process of data collection (Rauberheimer, 2013). The study utilized both primary and secondary sources which are discussed below.

3.10.1 Secondary Sources of Data Collection.

Secondary data are data that have been interpreted and recorded and accessed in various forms (Walliman, 2011). Secondary data sources are freely available in the internet and were useful in helping the researcher review the literature and outline the theoretical framework of the study. The following sources were used:

- Library books, articles and journals;
- Completed theses from universities;
- Online books, articles and journals;
- Google scholar web-site
- Ukzn online library; and
- Department of Education web-sites.

The internet was used as the main source for collecting secondary data. It helped the researcher to access online journals, articles, masters’ theses as well as websites for the department of education in order to get statistics related to diversity matters in the basic education system of South Africa. Furthermore, the researcher utilized the KwaZulu-Natal Education Management Information Systems (EMIS)’s data base to access information regarding employee demographics. The use of the internet presents benefits to the researcher as it provides access to valuable data with considerable time savings ((Du Plooy-Cilliers, et al., 2014).

3.10.2 Primary Sources of Data Collection

Primary data is collected from the field work (Walliman, 2011). There are basically two types of data, that is quantitative and qualitative and this affects the way they are collected, recorded and analysed (Du Plooy-Cilliers, 2014, Walliman, 2011).

A key attribute that relates to data is measurement. Data can be measured in different ways depending on their nature and the commonly used levels of measurement as outlined by Walliman (2011:73) are:

- “nominal,
- ordinal,

- interval, and
- ratio.”

“The nominal level measurement is a very basic measure as it divides the data into separate groups that can then be compared with each other and it enables classification of categories”, (William, 201: 74). For example, data may have distinct categories such as male/females, smokers/non-smokers, married/single/divorced/widowed, and so on, paving the way for simple analysis through graphical and statistical means (Du Plooy-Cilliers, et al., 2014, Walliman, 2011)

Ordinal level is created through ranking the data into order with regard to a particular shared criteria such as size, and income among others (Du Plooy-Cilliers, et al., 2014). For example, employees in an organisation can be organised into skilled, semi-skilled and unskilled workers, brands of chocolate can be ranked from most preferred to the least preferred.

In interval level the data must be able to be measured through a scale in which intervals between the numerals are of equal distance and the numbers can be used in statistical calculation (Du Plooy-Cilliers, 2014). Examples include measurement of temperature and the calendar.

The ratio level measure is different from the interval scale because it includes an absolute or true zero (Du Plooy-Cilliers, 2014). The ratio level of measurement is the most complete level of measurement, having a true zero: the point where the value is truly equal to nought and this is important in helping to say how much larger or smaller is an object in relation to another (Du Plooy-Cilliers, 2014; Walliman, 2011).

3.10.3 Methods for Collecting Primary Data

As it has been mentioned above, primary data constitute the most important component which aids in the attainment of research objectives, and therefore, an examination of some the methods is essential. Methods for data collection include; survey questionnaires, interviews, focus groups, accounts and diaries, and observation (Hancock, Ockleford & Windridge, 2009).

3.10.3.1 Survey Questionnaires

A questionnaire enables you to send questions and receive replies without actually having to talk to every participant (Walliman, 2011). Survey questionnaires are usually designed to collect quantitative data, however they are adaptable to collect qualitative data as well (Du Plooy-Cilliers, et al., 2014). Questionnaires usually contain two types of questions, closed-ended and open-ended questions. As Walliman (2011) clarifies, closed-ended questions are quick to respond to since the respondent is given option to select the answer while open-ended questions allows the participant to write what they think in the provided spaces. Survey questionnaires can be delivered to the participant in various ways such as;

- Personal
- Post/Mail
- Internet

The advantage of survey questionnaire is that is a flexible tool which can be administered within a short space of time. The questionnaire is structured and offers a convenient means for the respondents to answer questions without the interference from the researcher (Walliman, 2011). Despite the vast advantages of the questionnaire, it has been criticised in cases where it is poorly constructed. Furthermore, some respondents may fail to answer the questions (Du Plooy-Cilliers, et al., 2014, Walliman, 2011).

3.10.3.2Interviews

Interviews may be utilised in gathering both numeric and non-numeric data depending on how it is conducted (Hancock, et al., 2009). Interviewing can, be structured, allowing all respondents to answer in a particular way, or can be loose allowing for a flowing discussion. (Walliman, 2011; Hancock, et al., 2009). Many researchers maintain that semi-structured interviews achieve better results especially when qualitative data is required (Hancock, et al., 2009). Face to face interviews can be conducted out at a variety of settings such as home, school or outdoors while telephone interviews can help to reduce the burden of travelling by conducting the interview quicker (Walliman, 2011). The advantage of the interview is probing which can improve the quality of data and also interviews are often recorded which helps the research to refer to the audio for further analysis (Hancock, et al., 2009). However, the main disadvantage of an interview is that interviewer bias can be problematic due to the researcher's perceptions and the interactive nature of the interview (Rauberheimer, 2013). Furthermore, Rauberheimer, (2013), observes that the presence of the interviewer may be perceived as intimidating by the interviewee and therefore can affect their answers which in some cases leads to informant bias (Du Plooy-Cilliers, 2014).

3.10.3.3Focus Groups

The use of focus groups as way of gathering data is gaining much momentum largely due to online services (Moriarty, 2011). It involves a group of experts or people with similar experiences discussing a particular topic (Hancock, et al., 2009). Focus group's strength lies in its ability to allow people who are shy to participate on one on one interviews to take part through a natural discussion with others (Moriarty, 2011). However, the disadvantage of focus group may be the poor quality of audio if participants are speaking at the same time (Hancock, et al., 2009; Moriarty, 2011).

3.10.3.4Accounts and Diaries

Through this method people are asked to relate their experiences of an event or are provided with opportunity to write diaries (Walliman, 2011). These methods are very useful in providing information on people's perceptions as they are offered chance to interpret their experiences (Hancock, et al., 2009). Photographs are a good way of complementing accounts or diaries. For instance, photographs of buildings, neighbourhoods, and attire could be used to build theory about certain aspects of interest (Hancock, et al., 2009).

3.10.3.5Observations

In this method data is obtained by observing events without interaction with people (Hancock, et al., 2009; Walliman, 2011). "Observation can be used for recording data about events and activities, and the nature or conditions of objects, such as buildings or artefacts" (Walliman, 2011: 100).

3.10.4 The Research Instrument for the Study

The main instrument for the collection of data for the study is a semi-structured questionnaire. The respondents completed self-administered, semi-structured questionnaires to provide primary data for the research. Since the study uses the concurrent mixed method, the questionnaire has been designed to collect both quantitative (numerical) and qualitative (non-numerical) data simultaneously (Saunders, et al., 2016: 168). To justify the use of semi-structured questionnaires, Dillman (2007) in Atiku (2014) asserts that, as a research instrument, a semi-structured questionnaire is usually designed to collect three major types of data variables, as discussed below:

- ✓ Attributes variables which captures the demographic characteristics such age, gender, race, religion, educational qualifications and so on;
- ✓ Behaviour variables which collect information about the participants experience or what the organisation does or did in the past; and
- ✓ Opinion variables record the participants' perceptions about the phenomena under investigation.

Similarly, Saffi, Demacedo Junior, Trojahn Polanczyk & Rabelo-Silva, 2013 seem to agree with Dillman (2007) as they contribute that questionnaires in research measure knowledge, emotions, intentions and behavior. The emotions refer to the perceptions of the research subjects and such responses will constitute qualitative data.

In order to achieve the research goals, and also to maximize response rates a number of considerations are crucial in designing the questionnaire and these are:

- ✓ All the questions in the questionnaire ought to be in line with the research questions and objectives;
- ✓ A cover letter explaining the nature of the study, the instructions on how to fill the questionnaire and the assurance for participant anonymity must accompany the questionnaire.
- ✓ All the questions must be clear and free from ambiguity in order not to confuse the respondents;

- ✓ The number of questions must be adequate in order to answer the research questions and objectives of the study, however too many questions frustrate respondents. As a general rule of thumb (Wilkinson & Birmingham, 2003), a questionnaire should take no more than about twenty minutes to complete. If a respondent is asked to give up more time than this, he or she may abandon part or all of the questionnaire.
- ✓ Easiness of completion of questionnaire by provision of a user- friendly format and layout of questions and spaces for answers.

The questionnaire is structured in a manner to collect both quantitative and qualitative data simultaneously and consists of sections. In first section the participants responded to eight questions pertaining to their socio-demographic data such as age and gender. The participants mark their responses by means of ticks and they spend 10 minutes in completing questions in this section.

In order to elicit the respondents' views about diversity management both closed-ended and open-ended questions were utilized in the questionnaire. While closed-ended questions confine the respondents to a fixed number of questions which are easily answered in a short space of time, open-ended questions are vital in gaining deeper insight about on how respondents view diversity (Du Plooy-Cilliers, et al., 2014).

Section B of the questionnaire consists of measurement scales in the form of Likert scale. As Du Plooy-Cilliers, et al., (2014: 159) explain, "This type of a scale that requires respondents to indicate their level of agreement or disagreement with a variety of statements related to an attitude or objective". The respondents are required to state their level of agreement on given statements by selecting one point from a five-point evaluation system (Du Plooy-Cilliers, et al., 2014).

There is a total of 21 questions in section B and the respondents are expected to take 2 hours to complete the section. Basically, the respondents in this section state their level of agreement or disagreement on key measures of cultural diversity in organisations such as:

- The availability of policies in the school on cultural diversity in the school.
- Implementation of diversity policies and strategies in the school.
- The nature of interaction and communication patterns in the school.
- Barriers and challenges to cultural diversity in the school.
- Cultural diversity managements and its benefits to the school.

Section C of the questionnaire aims to collect qualitative data as it consists of open-ended questions. On this section, the respondents are required to express their opinions regarding cultural diversity management using their own words by responding to three open-ended questions. This section aims collect to collect qualitative data as the respondents will express their views and this will help the researcher to gain a deeper understanding on how they perceive cultural diversity in the schools (Saunders, et al., 2016). The respondents require two days to complete section C. The questionnaire as a whole consists of 30 questions and the respondents are given 4 days to complete and return the questionnaire.

The researcher personally distributed the questionnaires to potential participants. The advantage in self-administered questionnaires is that the researcher is readily available to clarify questions posed by the participants; hence, all the questions are completed and there is a higher return of questionnaires (Franklin, 2013). However for those participants who prefer to use the computer, the questionnaires were emailed to them. Since the proposed sample size is 50, 55 questionnaires were distributed in case some participants did not return the questionnaires

3.10.4.1 The Advantages for Using the Questionnaire for the Study

Earlier in this chapter, various methods of data collection were outlined and explained. The choice of the semi-structured questionnaire as the research instrument came with the following benefits:

- Allowed for the collection of adequate data at a minimal cost within a short period of time. The schools that participated in the research were not geographical dispersed and were near each allowing the researcher to access all the schools in two weeks at least cost.
- The researcher was in possession of the gatekeeper's letter from the department of education which granted him the permission to conduct the research in school, so it was easy for school administrators to allow the research to continue.
- The participants signed consent form before partaking in the research which meant they were participating on free will without any form of coercion.
- The researcher distributed the questionnaires to the respondents in person, so in cases where the respondents needed clarity the researcher was available to assist.
- Questionnaires protected respondent anonymity as codes were used to identify the participants.
- Because of anonymity, the response rate was high as participants were free to participate.
- The questions were appropriately coded, which enabled swift processing of data.
- The questionnaire collected both quantitative and qualitative data at the same time which means there were further cost and time cuts.

3.10.4.2 Challenges with Questionnaire Administration

Although the use of the questionnaire yielded positive results for this study a number of shortcomings were experienced. Firstly, some principals were hesitant to allow for the research to be conducted in their school citing lack of time. However after some discussions they changed their stance. Some respondents either did not complete section C which were open-ended questions or they just wrote superficial information. On the other hand a few participants did not return the questionnaires due to a variety of reasons. However, all this did not foil the success of the research.

3.10.4.3 Administration of the Questionnaire

Before the questionnaire could be distributed to the participants two considerations were made, firstly, applying for the gate keeper's letter from the department of education, and secondly, seeking for approval ethics committee of the concerned university to conduct the study. After applying for the gatekeeper's letter from department of education, having provided the research title, the research objectives, the population of the study, time lines as well as ethical issues, the head office issued the letter on the 29th of January 2018. The permission by the department contained a number ethical issues which the researcher must adhered to. For instance, the teachers and learners are not supposed to be forced to partake in the study.

The researcher applied to the ethics committee of the University of KwaZulu-Natal in June 2018 by submitting, the research title, research objectives, research methodology and the questionnaire. The questionnaire was submitted so that it could be examined and tested a valid instrument. The approval, with Protocol Reference number HSS/1323/018M was granted on 26 September 2018 which meant data could be collected from then. By the end of September, all the principals of the schools that took part in the study had received a request from the researcher to conduct the study through the email. The field work commenced on the 20th of October 2018 and ended on the 20th of November 2018. The researcher moved from school to school handing out the questionnaires to the respondents. In most cases the researcher left the questionnaires with the respondents and arranged were made to two collect them back say for instance, after three days, three days and so on as each school made arrangements that suited them.

Fifty-five copies of the questionnaires were handed to participants who included principals, deputy principals and subject heads of departments who essentially constitute the SMT. In addition to the questionnaire, each participant was issued with a cover letter which explains the nature of the research in terms of its objectives, aim and purpose, and a consent form which the participant must sign before partaking in the study. The researcher at this stage should ensure that the participants understand what is required of them and must undertake to partake voluntarily and more so can feel free to withdraw from the study at any moment if circumstances warrant that (Du Plooy-Cilliers, 2014). In order not disturb learning an agreement was struck with principals in which the researcher either visited the school in the morning before the commencement of lessons or in the afternoon after the adjournment of school lessons. The arrangement proved to be useful as there was minimal disruption to the schools' programmes.

3.10.4.4 Recruitment

Since the target population of the study are members of SMTs which consists of principals, vice-principals and heads of departments from both public and independent schools in the Umvoti circuit in Umzinyathi district of

KwaZulu-Natal province of South Africa, direct recruitment was used. In other words, the selection was purposive as the researcher chose SMT members because they have management experience hence their input is thought to be relevant and valuable (Rauberheimer, 2013). The researcher talked with SMT members in each school and explained the research process. The necessary documents were issued to the potential participants. After consensus of being part of the study was reached, the respondents signed the consent forms which enabled them to work on the questionnaire. The most important part during recruitment is to adhere to ethical issues, such as informed consent of the participants, avoiding incentives, ensuring confidentiality and avoiding deception (Du Plooy-Cilliers, 2014).

3.10.5 Validity and Reliability

Validity essentially ascertains whether the research instrument measured what it was intended to measure (Du Plooy-Cilliers, et al., 2014). A questionnaire has to be well designed in order to fulfill its purpose because, basically validity tests the effectiveness of the instrument in respect of the concept it purports to measure (Ramchander, 2015). The researcher used literature from other studies and consulted academic experts in the university to ensure that the questionnaire satisfies face or content validity, where content validity refers to the representativeness of the questionnaire (Du Plooy-Cilliers, et al., 2014).

Reliability occurs when a questionnaire measures the same thing more than once and results in the same outcome (Du Plooy-Cilliers, 2014, Sekaran & Bougie, 2013). It was therefore essential to subject the instrument to a reliability test. The Cronbach's Coefficient Alpha Coefficient was used to establish if the questionnaire was reliable and consistent. According to Dennik and Takavol (2011) in Gumede (2016), if the Cronbach Coefficient alpha is close to 1, the internal reliability of the questionnaire will be greater and values that are above 0.7 are generally acceptable.

3.10.6 Pilot Study

Pilot studies are sometimes referred to as feasibility studies and they are used to pretest the measurement instrument (Du Plooy-Cilliers, et al., 2014). The researcher conducted a pilot study by issuing the questionnaire to 5 participants at Deben Primary School in the Northern Cape Province in South Africa. Deben primary was chosen for the pilot study because it is a multicultural school and the researcher was working at the institution by then. The pilot study was vital in checking the appropriateness of the questions in the questionnaire. Adjustments and corrections on the questionnaire were made after the pilot study. Flick (2011) supports the idea of pilot studies by noting the importance of testing different questioning styles prior to the main study. The validity and reliability of the research instrument is significantly increased through pilot studies (Du Plooy-Cilliers, 2014). The next section tackles data analysis methods which includes both quantitative and qualitative techniques.

3.11 Data Analysis

Creswell (2009) in Rauberheimer (2013: 157) explains the rationale for data analysis, “Data analysis is an innovative process involving immersion, incubation, insight and interpretation whereby sense is extracted from the collected data”. Through the process of application of a systematic process of organizing and understanding the data, data analysis can enable a narrative regarding specific phenomena to develop (Rauberheimer, 2013).

3.11.1 Preparing Data for Analysis

After obtaining data from field work, the next process entails preparation of data of data so that it can be analysed swiftly (Walliman, 2011). The main steps in data preparation are coding, keying in, and editing (Sekaran & Bougie, 2016). The data was coded by assigning numbers to all the responses so that they could be easily entered in the spreadsheet. The responses were coded by using numbers, for example, for gender, 1 is for male and 2 female. The data was then keyed into the excel spreadsheet. Data editing was done after the data was keyed in. “Data editing basically deals with detecting and correcting illogical, inconsistent, or illegal data and omissions in the information returned by the participants”, (Sekaran & Bougie, 2016: 276). All the outliers were dealt with and errors corrected. From the excel spreadsheet the data were exported to the windows statistical software package, Statistical Package for Social Sciences (SPSS) for analysis.

Since the study employs both the quantitative and the qualitative approaches data analysis includes both quantitative and qualitative analysis methods. The SPSS was used to analyse the quantitative data for the study as it boasts of a comprehensive set of programmes that make data analysis to be easy (Atiku, 2014). Content analysis was used to analyse qualitative data from open responses in section C of the questionnaire. Meanwhile, Walliman (2011: 116) advise that before statistical analysis can commence, it is prudent to have a distinction between the numbers of variables considered in relation to each other as he explains them below:

- “**Univariate analysis**, analyses the qualities of one variable at a time. Only descriptive tests can be used in this type of analysis.
- **Bivariate analysis**, considers the properties of two variables in relation to each other in which inferences can be drawn from.
- **Multivariate analysis** – looks at the relationships between more than two variables in which inferences can also be drawn from results.”

3.11.2 Descriptive Statistics

Descriptive statistical analysis is a statistical technique employed to summarise or describe numerical data, and will show the ‘shape’ of the data in the manner in which values of a variable are spread (Walliman, 2011; Atiku, 2014). Descriptive statistics are univariate as they use one variable at a time (Walliman, 2011). Descriptive

statistics were used to analyse categorical or demographic data collected in section A of the questionnaire. The data were analysed and presented through frequency distribution tables, and measures of central tendency.

Frequency tables were used to display the number of occurrences and percentages of different subcategories of data in a study (Sekaran & Bougie, 2016). For example, the frequency table can provide the number and percentage of participants from private schools. Frequencies were also presented visually with the aid of pie charts, bar charts or graphs, pie charts or histograms for clarity. (Atiku, 2014; Sekaran & Bougie, 2016).

“Central tendency is one number that denotes various ‘averages’ of the values for a variable and the three measures of central tendency are the mean, mode, and median”, (Walliman, 2011: 117). The study utilized all the three measures. The mean is also called the average or mean known as the “arithmetic average of a frequency distribution” (Wilson, 2010 in Atiku, 2015). The mean can be calculated manually by summation of each observation and dividing by total number of observations. For instance the average age of participants can be calculated by adding the ages of all the participants and then dividing their total number. The median as central item is obtained by either arranging observation from the smallest or biggest or vice versa. (Sekaran & Bougie, 2016). On the other hand the mode represents the mostly occurring value in the observations (Walliman, 2011).

3.11.3 Inferential Statistics

The SPSS software also allows for the computation of inferential statistics. According to Wilson (2010), as cited in Atiku (2015: 160), “Inferential statistics are engaged to draw inferences about a population from a given sample size”. For the study inferential statistics were employed to examine the significance of relationships between variables, hence cross tabulation and the chi- square statistics test were used. Cross tabulation deals with analysis of tabular data, which implies analysis of categorical variables and is a valuable tool for testing the significance in the relationship between two or more variables (Garson, 2012). The SPSS software was used to produce various tabulations depicting the relationship between variables. For example, the percentage showing the relationship between female and male participants who agreed that stereotypes still exist and hamper cultural diversity management in organisations.

The Chi-Square Test is used to determine whether there is a significant difference between relationships of two or more variables (Matchima, Vongprasert & Chutiman (2017). Meanwhile, Rana & Singhal (2015: 16) provide elaboration as they contribute that “Chi-square test is a nonparametric test used for two specific purpose: (a) To test the hypothesis of no association between two or more groups, population or criteria (i.e. to check independence between two variables); (b) and to test how likely the observed distribution of data fits with the distribution that is expected (i.e., to test the goodness-of-fit)”. The study adopted the chi square test because of the benefits it comes with, and also some the assumptions for using the chi square are in tandem with this study. McHugh (2013: 143) isolated the following advantages of using the chi-square statistics test:

- “It is robust with respect to the distribution of the data.
- It does not require equality of variances among the study groups or homoscedasticity in the data.
- It permits evaluation of both dichotomous independent variables, and of multiple group studies.
- The calculations needed to compute the Chi-square provide considerable information about how each of the groups performed in the study.
- This richness of detail allows the researcher to understand the results and thus to derive more detailed information from this statistic than from many others”.

For the Chi-square statistics test to be applied it has to satisfy some requirements for it to be considered reliable (McHugh, 2013). The following are some of the assumptions of the Chi-square statistics test (McHugh, 2013; Matchima, et al., 2017):

- (a) The data must be obtained from random selection even though it may not be the case in some instances.
- (b) The sample size is sufficiently large as the application of the Chi-square test to a smaller sample could lead to type II error.
- (c) The values in the cells are considered adequate when expected counts are not <5 and there are no cells with zero count.
- (d) There must be two variables.

As for this study, the sample that was used was not simple random selection rather it was purposive. As has been seen above non-probability samples can be still used with Chi-square statistics tests. Relationships between various variables were tested.

The formula for chi square test statistics

$$\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Where,

O_i is the observed frequency

E_i is an expected (theoretical) frequency, asserted by the null hypothesis.

N is the number of possible outcomes of each event.

The interpretation of the chi square statistic test is explained as: A sigma value or p value of 0.05 means that there is a statistically significance relationship between responses of two statements with nominal scales. A sigma value or p value greater than 0.05 means there is no statistically significance relationship (Rana & Singhal, 2015).

Rana and Singhal (2015) further clarify that it must be clearly understood that Chi-square test only tells us the probability of independence of a distribution of data or in simple terms it will only test that whether two variables are associated with each other or not but will does not tell the extent to which they are related.

3.11.4 Content Analysis

“Qualitative data analysis involves the description, classification and interconnection of phenomena with the researcher’s concepts” (Graue, 2015: 8). Since the aim of qualitative analysis is to provide meaning, coding and categorization of data is essential so as to establish what lies behind the text, and the motives and actions that resulted in the text or verbal discourse (Raubenheimer, 2013). However, the process is arduous and requires creativity on the part of the researcher.

Content analysis was used to analyse data in sections C of the questionnaire as it consists of open responses in which the participants narrated their views on cultural diversity management. Krippendorff (2005) as cited in Graue, 2015: 12), views content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use”. It is particularly useful in exploring and identifying overt and covert themes and patterns embedded in textual data (Du Plooy-Cilliers, 2014). Gaur & Kumar (2017) add that researchers have used content analysis for identifying and summarizing trends in the extant literature, and for measuring latent constructs in quantitative research for which it is difficult to obtain reliable and valid quantitative data from traditional sources.

3.11.4.1 Benefits of Content Analysis.

Content analysis offers some benefits, for instance it is unobtrusive, and that once a sample is created it can be visited a number of times without restrictions (Creswell, 2009 in Raubenheimer, 2013). The table below shows some advantages and disadvantages of content analysis.

Table 9 Advantages and disadvantages of content analysis.

Content Analysis	
Advantages	Disadvantages
<ul style="list-style-type: none"> • It is a powerful data reduction tool. • It is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. 	<ul style="list-style-type: none"> • The coding manual is usually affected by perceptions of the researcher. • If the researcher want to explain hidden concepts there is danger of making incorrect conclusions. • Researchers may fail to analyse

<ul style="list-style-type: none"> • It has the attractive features of being unobtrusive, and being useful in dealing with large volumes of data. • It can be adaptable for use with any information. 	<p>what is theoretically important.</p> <ul style="list-style-type: none"> • It is a tedious and time consuming process.
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Source: Adapted from Graue (2015: 11).

3.11.4.2 Steps in Content Analysis.

Content analysis is a procedural process which follows clear predetermined steps. Zhang and Wildemuth (2009) in Du Plooy-Cilliers (2014: 235) identified eight steps in the process of qualitative content analysis which were utilized in the study.

- Preparation of data- involves the conversion of raw data that was collected into written text, for instance data from interviews and recordings.
- Defining the coding unit to be analysed- Coding is used to group data with same meanings and each set of data must be labelled with a data item that symbolizes that extract's meanings. "A code is a single word or phrase which may also be abbreviated in use" (Saunders, et al., 2016: 580).
- Developing categories and a coding scheme or conceptual framework- In this step similar coding units are grouped together in order assist in the development of conceptual framework.
- Testing your coding pattern on a sample text- This is done to ascertain that all problems related to coding are eliminated.
- Coding all text- this involves line-by-line coding which means the researcher reads the whole text marking words and phrases which are of relevance in each line. Another way of coding is use of themes. In thematic coding, you often use deductive coding by using a list of known themes or anticipated to be found in the data and is usually derived from your literature review (Du Plooy-Cilliers, et al., 2014)
- Assessing your coding consistency- After fining the process of coding it is essential to reexamine the whole coding process.
- Drawing conclusions from the coded data- At this stage the identified themes are interpreted. The interpretation is done in line with theoretical constructs and your own sense of meanings fixed in the text.

3.12 Ethical Considerations

A researcher has the responsibility to uphold ethical values especially concerning the confidentiality of the participants (Pillay, 2014). Du-Ploy-Cilliers (2014: 264) highlights seven ethical issues that affect the research participants and these are:

- Informed consent
- Collecting data from participants
- Dealing with sensitive information
- Providing incentives
- Avoiding harm
- Dealing with confidentiality versus anonymity; and

➤ Avoiding deception

The researcher applied for permission was from the ethics committee of the concerned university to conduct the study after the research proposal had been successfully approved. Data was only collected after the ethical clearance. The researcher applied for the Gatekeeper's letter from Department of Education Head office and was duly granted. The gatekeeper's letter assisted the researcher to enter the schools and other educational institutions in order to collect data from the respondents.

Every participant was informed about the aim and requirements of the study and was asked to sign a consent form before partaking in the study (DU Plooy-Cilliers, 2014). The respondents were informed that partaking in the study was not compulsory and are free to pull out from the study at any moment if they feel uncomfortable (Atiku, 2014). The respondents were given assurances with regards to the confidentiality of the information they provide and no names are written on the questionnaires. They were made to understand that the findings of the study are used solely for academic purposes.

The researcher did not provide incentives to the respondents to partake in the study as this may influence how the respondents react to questions, and clarification on reasons for undertaking the study were given before answering the questions (Du-Ploy-Cilliers, 2014). This was done in order to avoid deception.

3.13 Limitations.

A small sample size was employed due to time and financial constraints. The sample comprised 50 SMTs members from 10 ten schools in Umzinyathi district. The sample size is relatively small and this jeopardizes the generalisability of the results findings to the entire population (Sekaran & Bougie, 2016). Some potential respondents declined to participate in the study citing maximum commitment to their daily work while some did not return the questionnaire claiming they misplaced them. The 100% response rate was therefore not achieved. Some of the respondents who participated were initially skeptical and reluctant to partake in the study due to fear of the unknown, however, the researcher worked hard to clarify the purpose of the research so that they could participate.

In addition, the use of purposive sampling may lead to bias as the researcher deliberately selected the respondents for the study. However, the researcher approached the research with caution and took all the necessary steps to remain impartial in order to produce credible findings.

3.14 Chapter Summary.

The chapter tackled the methodology for the study by discussing various research paradigms. The different research approaches were discussed with the research adopting the mixed method approach. The study uses both descriptive and exploratory strategies in order to achieve its objectives. The sampling techniques were identified

and explained, research utilizes the purposive sampling technique, which is a non-probability method. The population of the study and its parameters was discussed. Data collection was outlined and the semi-structured questionnaire was used to collect both numeric and non-numeric data. Ethical issues were raised and attended to. The next chapter presents the results obtained from the field study.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 Introduction

The last chapter outlined the research methodology by explaining the approach, the sampling procedures, and other key components of methodology. The current chapter presents results of the study from data collected from participants. The presentation is integrated with discussions and analysis so as to achieve the research objectives. Furthermore the results are presented in tables, graphs and narratives in order to convey meaning. The results presentation is in follows the three parts of the questionnaire. Section A presents and discusses the demographic composition of the participants which includes such variables as gender, age and qualifications, and so on. Section B focuses on the quantitative data from the perceptions of the participants while section C will present findings on the qualitative response by the participants.

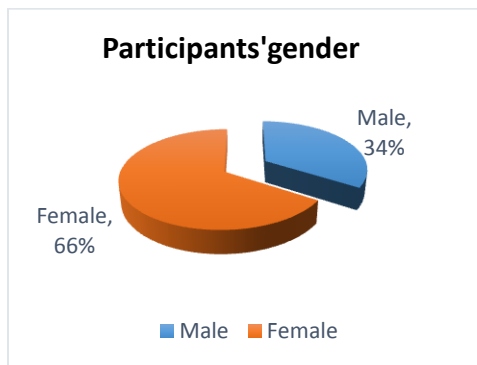
4.2 Biographic Information

4.2.1 Response Rate

Of the 50 questionnaires distributed to selected primary and secondary schools in Umvoti circuit in Umzinyathi District, only 36 were filled and returned, and represents a 72 percent response rate. According to Hardigan, Succar & Fleisher (2012), this is a relatively good response rate which is consistent with the expectations of the paper and pencil surveys.

4.2.2 Participants by Gender

Figure 4 Participants by gender



Of the respondents, thirty-four percent (34%) were male and sixty-six percent (66%) female. It is a pleasing and remarkable development for more women to be in leadership positions in Umzinyathi district schools.

4.2.3 Participants by Age Group

The table below summarises the age groups of the participants.

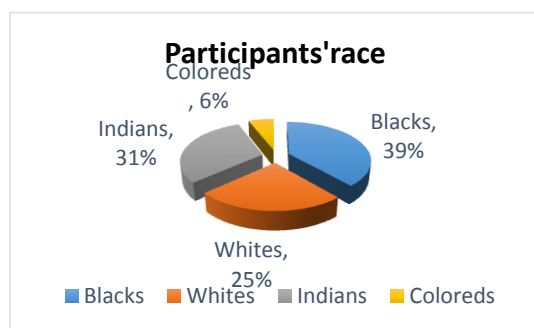
Table 10: Participants' age groups.

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
20-30	1	2.8	2.8	2.8
31-40	8	22.2	22.2	25.0
41-50	10	27.8	27.8	52.8
50+	17	47.2	47.2	100.0
Total	36	100.0	100.0	

Seventy-five percent (75%) of the respondents are at least 41 years old while only 25 percent (25%) are below 40 years old, this suggests experienced people are appointed in positions of authority in Umzinyathi district schools.

4.2.4 Participants by race

Figure 5 Participants' race



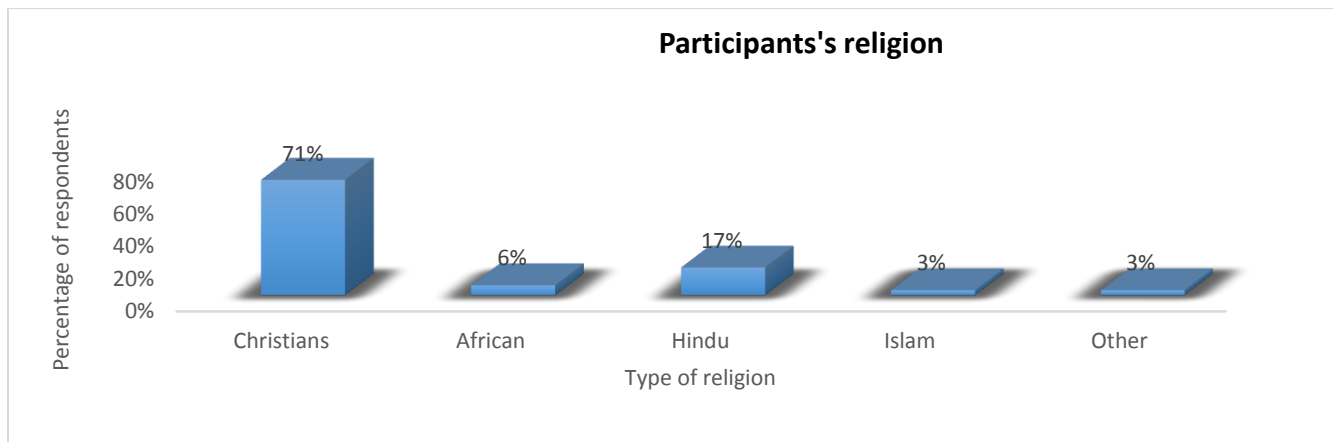
Thirty-nine percent (39%) of the respondents are black followed by Indians at thirty-one percent (31%). The whites were the third largest population group and they constituted twenty-five percent (25%) of the respondents. The coloured were the least racial group of the study as they made up six percent (6%) of the participants. On professional qualifications, thirty-four percent (34%) of the participants possess a diploma in teaching and another

thirty-four percent (34%) hold a bachelor qualification. The rest hold either an honours or master degree. This shows that SMT members in Umzinyathi district schools are all professionally qualified as they all possess at least a professional diploma qualification. The table below summarises the participants' religion.

4.2.5 Participants by Religion

The respondents' religions is shown in the figure.

Figure 6 Participants by religion.



On the aspect of religion, 71 percent of the participants indicated that they are Christians while 17 percent indicated that they are Hindu. The rest are either African, Islamic or Other. The respondents' work experience is discussed in the next sub-section.

4.2.6 Participant' work experience

The respondents' work experience is shown in the table below.

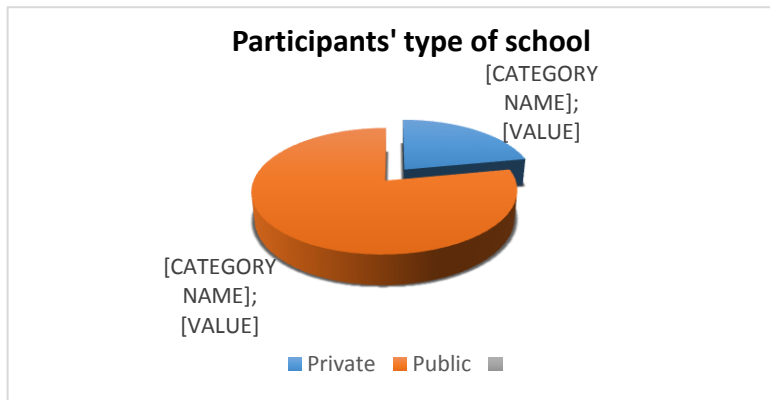
Table 11: Participant's work experience.

Experience in years	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	3	8.3	8.3	8.3
6-10	4	11.1	11.1	19.4
11-16	4	11.1	11.1	30.6
16-20	7	19.4	19.4	50.0
Above 20	18	50.0	50.0	100.0
Total	36	100.0	100.0	

Sixty-nine percent of the participants have at least 16 years of work experience while twenty-two percent have at least 6 years of teaching experience. Only eight percent of the respondents have less than six years of work experience. This suggests that in Umzinyathi district people with more experience are entrusted into school management positions.

4.2.7 Participants by type of school

Table 12: Participants by type of school.



Participants from public schools account for 78 percent of the respondents while the participants from private make up 22 percent. On the other hand most participants are from primary schools with 61 percent while high schools contributed 39 percent of the respondents.

4.3 Perceptions of School Management Teams by Objectives.

The responses by participants are displayed in frequency tables in the responses together with means and standard deviations are shown. There are six objectives and all of them are discussed below.

4.3.1 Objective 1: Cultural Diversity Management Policies and Strategies

The participants answered four questions related to whether schools in Umzinyathi district do have policies and strategies on cultural diversity management. The responses on the first objective are displayed in the table below with subsequent discussions.

Table 13: Responses to objective 1

<i>Cultural diversity management policies and strategies</i>	Strongly agree	agree	Uncertain	Disagree	Strongly disagree	Mean	Standard Deviation
9. My School has clear policies and strategies on cultural diversity management	26.5%	61.8%	2.9%	8.8%	0	1.94	0.814
10. My school has programmes and practices that promote cultural diversity amongst the staff	25.7%	60.0%	5.7%	8.6%	0	1.97	0.822
11. My employer provides adequate policies on cultural diversity management	16.7%	50.0%	27.8%	2.8%	2.8%	2.25	0.874
12 Cultural diversity programmes enhance the understanding of diversity amongst the staff	36.1%	55.6%	8.3%	0	0	1.72	0.615

Of the respondents, 88 percent indicated that their school has clear policies and strategies on cultural diversity management. None of the respondents strongly disagreed suggesting that most schools have policies and strategies on how to handle cultural diversity in Umzinyathi district. This is supported by a mean of 1.94 and a low standard deviation of 0.814 as depicted in the table above. 85.7 percent of the participants agree that their schools have programmes and practices that promote cultural diversity amongst the staff. On whether the employer provides adequate policies on cultural diversity management, 67 percent agreed while 28 percent remained neutral. Interestingly, 92 percent of the respondents believe that cultural diversity programmes enhance the understanding of diversity amongst staff, and it was supported by a mean of 1.72 with a low standard deviation of 0.615.

4.3.2 Objective 2: Implementation of Diversity Policies and Strategies.

The table below displays the responses from the participants pertaining to objective two which focused on eliciting their views on whether schools implement diversity policies and strategies. Discussion on the table follows below it.

Table 14 Responses to objective 2.

<i>Implementation of diversity policies and strategies</i>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation
13. My school implements cultural diversity policies and strategies	28.6%	57.1%	5.7%	8.6%	0	1.92	0.838
14. My school has put clear measures for implementation of diversity policies	22.9%	28.6%	42.9%	5.5%	0	2.31	0.838
15. All staff members adhere to the implementation policies	14.3%	45.7%	31.4%	8.6%	0	2.34	0.838

The majority of the respondents, that 86 percent, agreed that their school implements cultural diversity policies and strategies while only 9 percent disagreed. On whether the school has put up clear measures for implementation of diversity policies, 52 percent agreed that their school has measures for the implementation of diversity policies. However, forty-three percent remained neutral on whether the school has clear measures to implement diversity policies. Only six percent of the respondents disagreed that their school has measures to implement diversity policies. A mean score of 2.31 and standard deviation of 0.838 were recorded. Most respondents (60 percent) agreed that staff members adhere to the implementation policies of cultural diversity, followed by 31 percent who chose to be neutral. Only nine percent disagreed that staff members adhere to implementation policies and none of the participants strongly disagreed which suggests that staff at Umzinyathi district schools are aware of diversity policies and do follow them.

4.3.3 Objective 3: Interaction and Communication Patterns.

The aim of objective three was to prompt the participants' views on the interaction and communication patterns among various cultural groups within the school work environment. The responses from the participants are thus displayed in table below.

Table 15 Responses to objective 3

<i>Interaction and communication patterns</i>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard deviation
16. I'm able to better communicate the information about my job to other cultures as much as I do to colleagues of my culture	42.9%	51.4%	2.9%	2.9%	0	1.66	0.684
17. Cultural stereotypes still exist and affect the functionality and relationships within the staff.	8.6%	60.0%	11.4%	11.4%	8.6%	2.51	1.095
18. I feel that understanding my colleague of different cultures will help understand my job.	44.4%	50.0%	2.8%	2.8%	0	1.64	0.683
19. My strengths and weaknesses are well complemented by other cultures	22.9%	40.0%	28.6%	8.6%	0	2.23	0.910

A large percentage of the respondents (94 percent) expressed that they are able to share information about their work to the colleagues regardless of their culture. 3 percent were neutral while the other 3 percent disagreed. This was supported by a mean of 1.66 and a standard deviation of 0.684 as shown table 20 above. On whether cultural stereotypes are still there and have a bearing on how staff members relate to one another, the majority of the respondents (69 percent) agreed that they still exist. 20 percent disagreed about the existence of stereotype while 11percent were neutral. A mean score of 2.51 and standard deviation of 1.092 were recorded. 94 percent of the participants agreed that understanding their colleagues of different culture helps understand their job. Only 2.8 percent disagreed on this aspect which shows that SMT members in Umzinyathi District schools appreciate the value of a diverse work force. A large portion of the participants (63 percent) agreed that their strength and

weaknesses are well complemented by other cultures. 29 percent, however chose to be neutral and only 9 percent disagreed. This was supported by a mean score of 2.23 and a standard deviation of 0.910.

4.3.4 Objective 4: Barriers and Challenges to Cultural Diversity Management

Objective four sought to elicit the participants' views on whether schools in Umzinyathi district schools encounter barriers and challenges in their efforts to manage cultural diversity successfully. The participants' responses on barriers and challenges to cultural diversity management are displayed in the table below and is followed by discussions below the table.

Table 16: Responses to objective 4

<i>Barriers and challenges to cultural diversity management</i>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation
20. Cultural diversity is a challenge for me to do my job	2.8%	16.7%	8.3%	55.6%	16.7%	3.67	1.042
21. My school promotes a management style that accepts accommodates the unique differences in individuals	19.4%	66.7%	2.8%	8.3%	0	2.08	0.906
22. My school has a work environment with no barriers (e.g., communication, promotional opportunities, working relationships, etc.) created by cultural differences among individuals.	13.9%	58.3%	13.9%	8.3%	5.6%	2.33	1.014
23. My school has a work environment that is free from cultural discrimination.	36.1%	41.7%	19.4%	2.8%	0	1.89	0.820
24. My school has adequate policies for cultural diversity management	16.7%	30.6%	38.9%	13.9%	0	2.50	0.820

72 percent of the respondents which is the majority does not believe that cultural diversity is a challenge to do the job. However, 20 percent felt cultural diversity management poses a challenge to do their work. 8 percent were neutral on this aspect. This was supported by a mean of 3.67 and a standard deviation of 1.042. On the other hand

67 percent of the respondents agreed that their school management styles promote cultural diversity management which was followed by 19 percent who strongly agreed and none of the respondents strongly disagreed. The majority of the respondents (72 percent) agreed that their school has a work environment that has no barriers created by cultural differences among individuals. 14 percent were neutral, 8 percent disagreed and 6 percent strong disagreed. Most of the participants (78 percent) agreed that their school work environment is free from cultural discrimination. 19 percent remained neutral and only 2.8 percent disagreed and this suggests there is little or no cultural discrimination in Umzinyathi district schools. On the question about the availability of adequate policies for cultural diversity management, the majority (47 percent) agreed that they are adequate policies, followed by 40 percent who were neutral and 14 percent that disagreed, and a mean score of 2.50 and standard deviation of 0.820 were recorded.

4.3.5 Objective 5: Cultural Diversity Management and the Success of the School.

In order to elicit the respondents' views on whether management of cultural diversity contributes to the success of the school, the participants answered five questions pertaining to this objective. The views are displayed in table 22 below.

Table 17 Responses to objective 5

<i>Cultural diversity management and the success of the school</i>	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation
25. Cultural diversity management program/education would definitely enhance my performance in doing my job.	25.0%	61.1%	8.3%	5.6%	0	1.94	0.754
26. Being in a culturally diverse environment triggers my innovative and creative thinking when doing my job	27.8%	41.7%	19.4%	8.3%	2.8	2.17	1.028
27. Cultural diversity management has a direct influence on employee and skills retention	25.0%	52.8%	16.7%	5.6%	0	2.03	0.810
28. A well-managed culturally diverse workforce contribute to the success of schools.	36.1%	58.3%	2.8%	2.8%	0	1.72	0.659
29. My employer has clearly articulated how cultural diversity links to the functionality of the school	17.1%	51.4%	22.9%	8.6%	0	2.23	0.843

The majority of the respondents (86 percent) agreed that a cultural diversity program enhances their performance on their job. 11 percent chose to be neutral and six percent did not agree. This was supported by a mean score of 1.94 and standard deviation of 0.754. Asked whether being culturally diverse triggers innovative and creative thinking, the majority of the participants (70 percent) concurred with the question compared with eight percent who disagreed. However 19 percent of the respondents decided to remain neutral. 78 percent of the respondents believe that cultural diversity has a positive bearing on assisting organisation to keep employees with skills. 17 percent of the respondents neither agreed nor disagreed as they remained neutral while only seven percent disagreed. None of the participants strongly disagreed with the assertion which suggests that SMT members in Umzinyathi district schools believe in the effectiveness of cultural diversity management in employee and skills retention. Again the majority of the respondents (94 percent) agreed that cultural diversity management contributes to the success of their school, while 2.8 percent remained neutral and other 2.8 percent disagreed. On whether the employer has shown clearly how cultural diversity is connected with how the school works, most of the participants (69 percent) agreed with the statement while 23 percent were neutral. A mean score 2.23 and a standard deviation of 0.843 were recorded.

4.4 Open- ended Questions: Attitudes towards Cultural Diversity Management.

Open responses in section C were asked so as to gain deeper insight on how participants view cultural diversity in Umzinyathi district schools. The three questions required respondents to first answer ‘yes’ or ‘no’. The yes and no responses are displayed in table 23 below.

Table 18 Responses to open-ended questions.

	Yes	No	Neutral	Mean	Standard Deviation
30. Do you think a principal and members of the school management team’s actions can influence the workforce on cultural diversity? And if so how?	97.2 %	0	2.8%	1.06	0.333
31. Do you think a culturally diverse workforce should be encouraged in schools? Provide reasons to support your view point	97.2 %	2.8%	0	1.03	0.167
32. What changes if any should be made to promote cultural diversity in the schools?	88.9 %			1.00	0.00

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Open ended questions were twofold. The respondents were asked to first answer yes or not before elaborating on their opinion. 97 percent believe that the principal and members of the SMT’s actions can influence the workforce on cultural diversity, and this was supported by a mean score of 1.06 and a standard deviation of 0.333. On the question of encouraging cultural diversity in schools, almost all the participants (97 percent) concurred with the question. 89 percent of the participants agreed that they should be changes to promote cultural diversity in the schools and education system in general. This was supported by a mean score of 1.00 with a standard deviation of 0.00.

4.5 Relationships between variables

The Chi-Square statistics test was used to examine relationships between variables and determine whether the relationships are statistical significant or not (Matchima, et al., 2017). The relationships are presented and discussed below.

4.5.1 The relationship between how private school and public schools participants view whether cultural stereotype still exist and affect the functionality and relationships within the staff.

The relationship between how participants from private and public schools responded to the question whether cultural stereotypes are still prevalent and impact on how the staff members relate to each other is shown in the table.

Table 19: Relationship between private and public schools on the existence of cultural stereotypes.

Type of school		Cultural stereotypes still exist and affect the functionality and relationships within the staff					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	Private	0	7	0	1	0	8
	Public	3	14	4	3	3	27
Total		3	21	4	4	3	35

Asked whether cultural stereotypes are prevalent and have a bearing on how the staff members relate to one

another, seven out of eight respondents (86 percent) from the private schools affirmed the statement compared to 17 out of 27 respondents (63 percent) from public schools. It can, thus, be concluded that both public and private schools view stereotypes as affecting the functionality and relationships within staff. However, based on chi-square, this relationship is statistically insignificant at all conventional levels with a p-value 0.369.

4.5.2 The relationship between how primary and secondary schools participants view whether cultural stereotypes still exist and affect the functionality and relationships within the staff.

The relationship between how participants from primary and secondary schools responded to the question of whether cultural stereotypes are still prevalent and affect the relationship amongst staff members is shown in the table below.

Table 20: Relationship between primary and secondary school participants on the existence of cultural stereotypes.

School		Cultural stereotypes still exist and affect the functionality and relationships within the staff					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	Primary	1	16	2	2	1	22
	Secondary	2	5	2	2	2	13
Total		3	21	4	4	3	35

Of the respondents, 17 out of 22 (72 percent) of primary School administrators concurred that cultural stereotypes are still common and affect the relationships among staff members. However, only 54 percent of secondary school respondents asserted to the statement. The Pearson Chi-Square yielded a p-vale of 0.354 which means the association between the two variables is statistically insignificant. The table below shows Chi-Square statistics test results.

Table 21: Chi-Square statistics test.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.406 ^a	4	.354
Likelihood Ratio	4.399	4	.355

Linear-by-Linear Association	1.122	1	.290
N of Valid Cases	35		

4.5.3 Relationship among races on the view that the school work environment is free from cultural discrimination.

The relationship among races on the view that the school work environment is free from cultural discrimination is shown on the table below.

Table 22: Relationship among races on whether the school has work environment free from discrimination.

Race		My school has work environment that is free from cultural discrimination.				Total
		Strongly agree	Agree	Neutral	Disagree	
	Blacks	5	5	3	1	14
	Whites	5	3	1	0	9
	Indians	2	7	2	0	11
	Coloured	1	0	1	0	2
Total		13	15	7	1	36

Of the respondents, 8 out of 9 (89%) whites agreed that the school work environment is free from cultural discrimination compared with 9 out of 11 (82%) Indians who accented to the statement. 71% of the black participants agreed to the statement followed by fifty percent (50%) coloureds who also affirmed the question. It can thus be concluded that SMT across all racial groups in Umzinyathi district schools concur that the school work environment is free from cultural discrimination. The Pearson Chi-Square yielded a p-vale of 0.606 which means the association between the two variables is statistically insignificant. The Chi-Square statistics test results are shown in the table below.

Table 23: Chi-Square statistics test.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.296 ^a	9	.606
Likelihood Ratio	8.125	9	.522
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	36		

4.5.4 The relationship between participants' qualifications and their view on whether cultural stereotypes still exist and affect the functionality and relationships within the staff.

Table 24: Participants qualifications and their view on the existence of stereotypes.

Qualification	Cultural stereotypes still exist and affect the functionality and relationships within the staff.					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Diploma	0	8	1	3	0	12
Bachelor degree	2	8	1	1	0	12
Honours degree	1	2	2	0	3	8
Masters/PhD	0	2	0	0	0	2
Total	3	20	4	4	3	34

Of the respondents, 2 out 2 (100%) participants with masters or PhD concur that cultural stereotypes are still common and distort relationships within the staff while 83% of the respondents with bachelor degree asserted to the statement. Again 9 out 12(75%) of respondents affirmed the statement while only 3 out 8 (38%) of responded with honours degree affirmed the statement. The Pearson Chi-Square yielded a p-value of 0.087 which means the relationship between the two variables is statistically significant. The Chi-Square statistics test results are displayed in the table below.

Table 25: The Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.078 ^a	12	.087
Likelihood Ratio	20.096	12	.065
Linear-by-Linear Association	.262	1	.609
N of Valid Cases	34		

4.5.5 The association between work experience and the view that the school implements cultural diversity policies and strategies.

The association between work experience and the view that the school implements cultural diversity policies is shown in the table below.

Table 26: Relationship between work experience and view on whether the school implements cultural diversity policies and strategies.

Age Group		My school implements cultural diversity policies and strategies				Total
		Strongly agree	Agree	Neutral	Disagree	
	1-5 years	0	1	0	2	3
	6-10 years	0	3	1	0	4
	11-15 years	0	4	0	0	4
	16-20 years	3	3	0	0	6
	Above 20	7	9	1	1	18
Total		10	20	2	3	35

On the question whether the school implements cultural diversity policies and strategies, 6 out 6 (100%) of respondents with between 16 and 20 years as well as 4 out 4 (100%) of respondents with work experience of between 11 and 15 years asserted to the statement. However, 88% of participants with work experience of above

20 years affirmed the statement. 75% of respondents with work experience of between 1 and 5 years also accented to the question. The Pearson Chi-Square yielded a p-value of 0.025 which means the relationship between the two variables is statistically significant. The Chi-Square statistics test results are shown in the table below.

Table 27: Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
N of Valid Cases	35		
Pearson Chi-Square	23.350 ^a	12	.025
Likelihood Ratio	19.733	12	.072
Linear-by-Linear Association	7.260	1	.007

4.5.6 The relationship between work experience and perception on whether the school has a work environment that is free from cultural discrimination.

The relationship between work experience and the perception that the school has a work environment that is free from cultural discrimination is shown on the table below.

Table 28: Relationship between work experience and perception on cultural discrimination in the school.

Work experience		My school has a work environment that is free from cultural discrimination				Total
		Strongly agree	Agree	Neutral	Disagree	
	1-5 years	1	1	0	1	3
	6-10 years	0	2	2	0	4
	11-15 years	0	3	1	0	4
	16-20 years	4	3	0	0	7
	Above 20	8	6	4	0	18
Total		13	15	7	1	36

Asked if the school work setting is not subjected discrimination because of cultural differences, 7 out of 7 (100%) of respondents with work experience of between 16 and 20 years asserted to the question followed by participants with work experience of above 20 years at 78%. 3 out of 4 (75%) with between 11 and 15 years of work experience affirmed the question while 67% of respondents with between 1 and 5 years of work experience agreed that the school work setting is not affected by cultural discrimination. The Pearson Chi-Square yielded a

p-value of 0.057 which means the association between the two variables is statistically significant. The Chi-Square statistics test results are shown in the table below.

Table 29: Relationship between work experience and view on cultural discrimination in the school.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.585 ^a	12	.057
Likelihood Ratio	18.453	12	.103
Linear-by-Linear Association	3.491	1	.062
N of Valid Cases	36		

4.5.7 The association between respondents' qualifications and perception on whether the school has a work environment with no barriers created by cultural differences among individuals.

The relationship between the respondents' qualifications and perception on whether the school has work environment with no barriers created by cultural differences among individuals is shown on the table below.

Table 30: Relationship between respondents' qualification and the view that the school work environment is free from barriers due to cultural differences among individuals.

Qualification		My school has a work environment with no barriers created by cultural differences among individuals.					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	Diploma	2	7	3	0	0	12
	Bachelor degree	0	8	1	3	0	12
	Honours degree	2	5	1	0	1	9
	Masters/PhD	1	0	0	0	1	2
Total		5	20	5	3	2	35

Of the respondents, 7 out of 9 (78%) of respondents with honours degree concurred that the school work environment has no barriers due to cultural differences among individuals. They were followed by diploma holders (75%) who also affirmed the question. 8 out of 12 (67%) bachelor holders on the other hand asserted the statement. 1 out of 2 (50%) of masters or PhD degree holders respondents accented to the statement. The p-value of 0.046 was yielded by the Pearson Chi-Square statistic test which confirms that the association between the two variables is statistically significant. The Chi-Square statistics test results are shown in the table below.

Table 31: The Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.340 ^a	12	.046
Likelihood Ratio	21.231	12	.047
Linear-by-Linear Association	.709	1	.400
N of Valid Cases	35		

4.5.8 The relationship between private school and public participants on the view that Cultural diversity management program/education would definitely enhance my performance in doing my job.

The association between private and public school respondents, and the perception that cultural diversity management program increase one’s performance in executing the job is shown in the table below.

Table 32: Relationship between private and public school respondents on the view that cultural diversity programme enhances performance in doing a job.

Type		Cultural diversity management program/education would definitely enhance my performance in doing my job.				Total
		Strongly agree	Agree	Neutral	Disagree	
	Private	0	5	3	0	8
	Public	9	17	0	2	28
	Total	9	22	3	2	36

On the question whether that cultural diversity management program would increase one’s effort in the job, 26 out of 28 (93%) participants from public schools asserted to the statement compared with 5 out of 8 (63%) of respondents from private schools who accented to the question. It can thus be noted that SMT members from both private and public schools are agreement that a cultural diversity programme or education plays a critical role in enhancement of job performance. The p-value of 0.003 was yielded by the Pearson Chi-Square statistic test which

confirms that the relationship between the two variables is statistically significant. The table below displays the Chi-Square statistics test results.

Table 33: Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.646 ^a	3	.003
Likelihood Ratio	14.557	3	.002
Linear-by-Linear Association	3.355	1	.067
N of Valid Cases	36		

4.5.9 The relationship between primary and secondary school participants on the view that the school has put clear measures for implementation of diversity policies.

The relationship between primary and secondary participants on the view that the school has put clear measures for implementation of diversity policies is shown in the table below.

Table 34: Relationship between primary and secondary participants on the view that their school has put measures to implement diversity policies.

School		My school has put clear measures for implementation of diversity policies				Total
		Strongly agree	Agree	Neutral	Disagree	
	Primary	5	3	13	0	21
	Secondary	3	7	2	2	14
Total		8	10	15	2	35

Of the respondents, 10 out of 14 (71%) of respondents from secondary schools concurred that their schools have put up clear measures to implement diversity policies in contrast to primary school participants in which only 8 out of 21 (38%) affirmed the statement. It can be seen that the majority of the SMT members from primary schools (62%) are not sure if their schools have clear measures for the implementation of diversity policies as they remained neutral. The Pearson Chi-Square yielded a p-value of 0.011 which means the relationship between the two variables is statistically significant. The table below shows the Chi-Square statistics test results.

Table 35: Chi-Square statistics test results

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.215 ^a	3	.011
Likelihood Ratio	12.528	3	.006

Linear-by-Linear Association	.288	1	.591
N of Valid Cases	35		

4.5.10 The relationship between participants' age group and perception that the school has programmes and practices that promote cultural diversity amongst the staff.

The relationship between the participants' age group and perception that the school has adequate programmes and practices that promote cultural diversity amongst the staff is shown in the table below.

Table 36: Relationship between age group and perception on whether the school has programmes and practices to promote cultural diversity amongst the staff.

Age group		My school has programmes and practices that promote cultural diversity amongst the staff				Total
		Strongly agree	Agree	Neutral	Disagree	
	20-30 years	0	0	0	1	1
	31-40 years	0	6	2	0	8
	41-50 years	2	8	0	0	10
	Above 50	7	7	0	2	16
Total		9	21	2	3	35

On the question whether the school has programmes and practices that promote cultural diversity amongst the staff, all the respondents (10 out of 10) in the age group 41-50 years affirmed the statement while 14 out of 16 (88%) of respondents who are above 50 years also asserted the question. 6 out of 8 (75%) respondents who fall in 31-40 years category accented to the question. However, the only participant within the 20-30 years category disagreed with statement. The Pearson Chi-Square yielded a p-value of 0.003 which means the relationship between the two variables is statistically significant. The table below displays the Chi-Square statistics test results.

Table 37: Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.069 ^a	9	.003
Likelihood Ratio	21.620	9	.010
Linear-by-Linear Association	4.277	1	.039
N of Valid Cases	35		

4.5.11 Relationship among races and the view that all staff members adhere to the implementation of policies.

The relationship between the races and response on the perception that all staff members adhere to the implementation of policies is shown in the table below.

Table 38: Relationship between races and response on view that all staff members adhere to the implementation of policies.

Race	All staff members adhere to the implementation policies				Total
	Strongly agree	Agree	Neutral	Disagree	
Blacks	1	2	9	2	14
Whites	3	6	0	0	9
Indians	1	7	1	1	10
Coloureds	0	1	1	0	2
Total	5	16	11	3	35

Of the participants, 9 out of 9 (100%) from the whites racial groups affirmed the statement followed by Indians (80%). 1 out 2 (50%) coloured participants asserted to the question as compared to only 3 out of 14 (%) who accented the question. It can thus be concluded that SMT members from all racial groups except the blacks, are of the opinion that all staff members adhere to implementation of diversity policies in Umzinyathi district schools. The Pearson Chi-Square yielded a p-value of 0.023 which means the relationship between the two variables is statistically significant. The following table shows the Chi-Square statistics test results.

Table 39 : Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.206 ^a	9	.023
Likelihood Ratio	22.875	9	.006
Linear-by-Linear Association	2.847	1	.092
N of Valid Cases	35		

4.5.12 Relationship between race and perception that I’m able to better communicate the information about my job to other cultures as much as I do to colleagues of my culture.

The relationship between race and responses on perception that one can freely share information with all colleagues regardless of cultural differences is depicted in the table below.

Table 40: Relationship between race and view that one is able to better communicate information about one's job to other cultures as I do to my colleagues.

I’m able to better communicate the information about my job to other cultures as much as I do to colleagues of my culture.					
Race	Strongly agree	Agree	Neutral	Disagree	Total
Blacks	6	8	0	0	14
Whites	4	5	0	0	9
Indians	4	5	0	1	10
Coloureds	1	0	1	0	2
Total	15	18	1	1	35

Asked to respond on the view that one is able freely communicate and share ideas concerning one’s work with any colleague regardless of cultural differences, 14 out 14 (100%) black participants and 9 out 9 (100%) white participants concurred with the question. 90% of the Indian participants also affirmed the question in comparison to 1 out 2 (50%) coloured participants who also accented to the question. The conclusion drawn from this is that school administrators across all racial groups in Umzinyathi district schools are in agreement with the view that they are able to communicate and share ideas with all colleagues even those whole belong to different cultural groups. The Pearson Chi-Square yielded a p-vale of 0.017 which means the relationship between the two variables is statistically significant. The table displays the Chi-Square statistics test results.

Table 41: Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.199 ^a	9	.017
Likelihood Ratio	10.453	9	.315
Linear-by-Linear Association	1.070	1	.301
N of Valid Cases	35		

4.5.13 The relationship between participant’s religion and perception that my employer provides adequate policies on cultural diversity management.

The relationship between

participant's religion and perception that my employer provides adequate policies on cultural diversity management is displayed in the table below.

Table 42: Relationship between participant's religion and perception that employer provides adequate policies on diversity management.

Religion		My employer provides adequate policies on cultural diversity management					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	Christian	4	12	8	1	0	25
	African	0	1	1	0	0	2
	Hindu	1	4	1	0	0	6
	Islamic	0	1	0	0	0	1
	Other	0	0	0	0	1	1
Total		5	18	10	1	1	35

Of the respondents, 5 out 6 (83%) of respondents who follow the Hindu religion asserted the question compared to 16 out 25 (64%) of Christians who also agreed to the statement. The only respondent in the Islamic religion affirmed the statement compared to 1 out 2 (50%) respondents from the African religion who also affirmed the question. However the only participant in the category of other religions disagreed with the assertion. The relationship between the two variables is however, statistically significant as the Chi-Square statistics test p-value of 0.002 was produced. The table below displays the Chi-Square statistics tests results.

Table 43: Chi-Square statistics test results.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.642 ^a	16	.002
Likelihood Ratio	12.547	16	.706
Linear-by-Linear Association	1.726	1	.189
N of Valid Cases	35		

4.6 Content Analysis of Qualitative Data.

Section C of the questionnaire consisted of three open-ended questions which are analysed below through content analysis.

4.6.1 Question 1: Do you think a principal and members of the school management team’s actions can influence the workforce on cultural diversity? And if so how?

In order to get insight on how respondents perceived the role of the principal, each respondent was asked to respond to above open-ended question. Various themes emerged from their responses and are displayed in the table below.

Table 44: Role of principal and SMT members on influencing cultural diversity management.

Themes	Frequency
Yes, development of policies for implementation by schools	12
Yes, principals and SMT members must lead by example and project positive attitude towards cultural diversity management.	13
Yes, they must be equal treatment of all cultures	8
Yes, the principal and SMT can influence by educating and empowering other members.	4

Almost all the respondents concurred that the principal and SMT members’ actions do influence the workforce on cultural diversity. Twelve respondents indicated that policies on cultural diversity must be developed and implemented. The school through the SMT must develop its policies for cultural diversity management to be implemented in the school. *Respondent 11 pointed out that, “By engaging the SMT, policies on the school system must be designed to address diversity”*. On the other hand respondent 28 contributed that, *“They can influence the workforce on cultural diversity as they are responsible for policies and programmes in the school, and through these policies, they have the power to either enhance cultural diversity in schools or hamper it”*. Furthermore 13 of the participants were of the view that the principal and other SMT members ought to lead by example and project a positive image about cultural diversity management. Respondent 29 remarked, *“Depending on the terms, attitude goes down to the teachers and learners”*. In the same vein respondent 35 contributed, *“If they are positive (SMT) and practically get involved in the issues, the workforce could be positively influenced”*.

Eight respondents on the other hand felt that there must be fairness in terms of treating all cultures. The SMT and principal must not align themselves with a particular culture at the expense of others. Respondent 7 argued that, *“They can do that by not discriminating any cultural practice in the school environment”*. Respondent 30 added that, *“If SMT members are positive on cultural diversity, they will influence workforce because staff will notice that everybody is treated the same, and equal opportunities are given as expected”*. Lastly on this question, four participants highlighted that the role of the principal and SMT is to educate and empower others in the school environment on issues pertaining to cultural diversity management. Participant 16 explained, *“SMT can execute policies and lead discussions that promote discussions”*.

4.6.2 Question 2: Do you think a culturally diverse workforce should be encouraged in schools? Provide reasons to support your view point.

The respondents were asked to answer the question about whether cultural diversity management is important in schools and to provide reasons for their answer. The themes that emerged from their data are displayed in the table below.

Table 45: Encouraging a culturally diverse workforce in schools.

Themes	Frequency
Yes, learners come from diverse cultural backgrounds	8
Yes, in order to understand one another, tolerance of all cultures and to have a free work environment to express oneself.	13
No, Christian based values cannot be mixed	3
Yes, for benefits such as creativity, more skills, and success of the schools.	9

Eight respondent saw the need for the encouragement of cultural diversity management in schools by citing the reason that most learners in schools come from diverse cultural backgrounds. Responded 1 contributed that, *“The learners in our school belong to various cultures, a diverse workforce is actually an asset to the school as it helps to address learner barriers”*. Similarly respondent 4 remarked, *“Learners come from different backgrounds, so they must be exposed to diverse cultures in order to understand and tolerate each other”*. Thirteen participants

asserted that cultural diversity management must be encouraged in schools to foster understanding between one another, presumably between people from different cultural backgrounds, tolerance of different cultures and to create a free environment where everybody can express themselves freely. As participant 14 notes, “A culturally diverse workforce must remove barriers and accommodate the unique differences in individuals”. Participant 5 also argued that, “We are now living in a global village where people come from different cultural backgrounds to interact and work with each other, therefore we need tolerance”. Respondent 35 noted that, “It will expose individuals to a wider range of people, understanding of diverse groups through personal interaction and this could minimise cultural stereotypes”. Interestingly three participants did not affirm the question of encouraging cultural diversity on grounds that they belonged to Christian schools and cultural diversity poses a threat to their value systems. Participant 29 remarked, “We are a Christian school so the workforce must remain Christian”. Participant 23 pointed out that, “In general, yes but in our case we are a Christian based school with specific principles”.

Nine respondents concurred that cultural diversity management should be encouraged in schools as they associate it with some benefits it brings to the schools. Respondent 21 contributed that, “It should be encouraged to promote success in schools and a free working environment that eliminates discrimination”. On the other hand, participant 28 argued that, “A culturally diverse workforce will improve creativity in schools as ideas and strategies from different cultural groups can be developed to improve the school’s functioning”.

4.6.3 Question 3: What changes if any should be made to promote cultural diversity in the schools?

Each respondent was asked the question whether there are any changes required in the schools so as to promote diversity and also to provide examples of the changes. The themes that emerged from their responses are displayed in the table below.

Table 46: Changes that are required to promote cultural diversity in schools.

Themes	Frequency
Yes, development of new policies for implementation by schools	5
Yes, expansion of the curriculum to include diversity.	11
Yes, development of programmes on diversity management.	6
Teaching teachers and learners on cultural diversity issues.	10

Five participants reiterated the need for changes in cultural diversity policies and their implementation in the schools. Respondent 30 suggested that, “Policies must be implemented and if someone go against the policy must

be punished accordingly". Participant 17 asserts, *"There must be policies and systems in place and the school management must monitor implementation"*. Eleven participants expressed the need for the expansion of the curriculum in order to incorporate other subjects related to diversity or introducing new topics that address cultural diversity. Participant 5 contributes that, *"The curriculum must introduce religious studies which will help learners to study different religions and how people from different cultural backgrounds live"*. Participant 13 argued that, *"Educators must take initiative to find out about learners' backgrounds, expand the curriculum to ensure diversity is included"*. In addition, participant 12 notes, *"Art should be brought back in schools as a subject as it is a very powerful tool in awakening cultural diversity and exposing to teachers and learners in the schools"*. Six participants called for the creation of more cultural awareness programmes in addition to the national heritage day. Participant 4 points out that, *"There must be activities promoting cultural diversity such as workshops, concerts and shows"*. On the other hand, participant contributed, *"Observing Heritage day and other religious days throughout the year helps to understand our cultural diversity"*. Lastly, ten participants indicated the issue of training, targeting both teachers and learners. Participant 23 pointed out that, *"Learners and educators must be taught how to respect others and their differences"*. Participant 3 argued that, *"People should be made aware of their history, who they are, where they are coming from, what took for them to be of that cultural group, how they used to relate to other groups and how helpful the other groups have been to them"*.

4.7 Chapter Summary

The results findings were presented and analysed in chapter 4 with the help of descriptive and inferential statistics. Frequency distribution charts and graphs presented the data visually. The visual presentations were accompanied by elaborate explanations to give meaning. The Pearson Chi-Square tests were used to present association between certain variables. Lastly content analysis was employed to help provide meaning to the qualitative responses from section C which was made up of open responses. The next chapter discusses the results findings and also outlines whether the study objectives have been accomplished or not.

CHAPTER 5

DISCUSSION OF FINDINGS.

5.1 Introduction.

The previous chapter presented the results for the study from both quantitative and qualitative analysis. Chapter five therefore, attempts to provide the meaning of the analysis in relation to the study objectives and research questions. Discussion will be in line with the objectives of the study in order to unpack the findings. The discussion reveals whether the objectives of the study have been accomplished or not. Discussion also connects the findings of the study with the literature review with a special focus how it relates with previous study findings. The objectives of the study were:

- To establish whether schools in the Umzinyathi District, KwaZulu-Natal, South Africa have policies and strategies on management of cultural diversity.
- To ascertain the implementation of cultural diversity management policies and strategies in Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To examine the interaction and communication patterns among different cultural groups in the Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To identify barriers and challenges related to cultural diversity management within the schools in Umzinyathi district, KwaZulu-Natal province, South Africa.
- To identify critical success factors contributing to cultural diversity management in the Umzinyathi district schools, KwaZulu-Natal, South Africa.

The next section discusses the results findings as per respondents' responses under each objective and the link with literature review.

5.2 Discussion of findings.

The research findings are discussed as per objective of the study.

5.2.1 Objective 1: To establish whether schools in the Umzinyathi District, KwaZulu-Natal, South Africa have policies and strategies on management of cultural diversity

There is ample evidence derived from the participants' responses that schools in Umzinyathi district have adequate policies and strategies on cultural diversity management. 88 percent of SMT members in the study indicated that their schools have clear policies and strategies on cultural diversity management. Cuc (2013) in her

studies about educational policies to promote cultural diversity in Romania found out that an effective and efficient policy framework is essential to nurture management of cultural diversity in schools. The availability of policies and strategies on cultural diversity management in Umzinyathi district schools drawing from Cuc (2013)'s findings, is an important feat as it forms the foundation for all cultural diversity management endeavors. In addition, Galinsky et al; (2015) assert that policies on diversity management are a prerequisite to enhance and promote the diversity present in organisations. A large percentage of the SMT members is of the view that cultural diversity programmes enhance the understanding of cultural diversity amongst the staff. This assertion means Umzinyathi district school staff members are benefiting from these programmes in terms of fostering tolerance of different cultures. This finding is consistent with Ashikali and Groeneveld (2015)'s position that diversity management in public organisations is increasingly targeting inclusiveness in terms of culture, where everyone is valued despite cultural differences. If individual differences and similarities are recognised and valued, this leads to attitudinal changes which results increased performance (Ashikali & Groeneveld, 2015).

5.2.2 Objective 2: To ascertain the implementation of cultural diversity management policies and strategies in Umzinyathi district schools, KwaZulu-Natal province, South Africa.

The study revealed that in Umzinyathi district schools cultural diversity policies and strategies are implemented and this suggests that there is a general consensus attached to the importance of cultural diversity management. Although the majority of the participants agreed that the schools in Umzinyathi district have clear measures to implement diversity policies, some of the SMT members (42 percent) seem to be not sure about the availability of these measures and this situation casts doubts over the level of awareness among staff members in the district. For diversity efforts to succeed, training must be undertaken in public organisations in order to raise the level of diversity issues within the organisational members (Hur & Strickland, 2015). On the other hand Klarsfeld (2014) cited in Gumede (2015) observes that management of cultural diversity has proven to be a nightmare for most organisations due to the failure of these organisations to come up with adequate policies to accommodate the large number of diverse employees in different contexts.

5.2.3 Objective 3: To examine the interaction and communication patterns among different cultural groups in the Umzinyathi district schools, KwaZulu-Natal province, South Africa

The SMT members in Umzinyathi district schools expressed satisfaction in terms of communicating with colleagues who belong to different cultural groups in as much as they do to members who belong to their cultural group. This findings tallies with the findings of Mazur (2010) and Jansen, et al., (2016) who posit that positive intergroup relations results in improved communication among organisational members from various cultural groups. However, surprisingly the majority of the participants conceded that cultural stereotypes are still prevalent

and affect the relationships among staff members. This means prejudice, stereotypes and stigma are still prevalent in Umzinyathi district schools after two decades of democratic rule in which a just society is envisaged. Drawing from Choi and Rainey (2014), this might be a result of the social categorisation theory in which members of the in groups identify with each other closely at the expense of others who are perceived as out group. The existence of cultural stereotypes emerged as a major concern as it militates against positive communication among staff members in Umzinyathi district schools. Kelly & McKinney (2015) are of the view that in order to alleviate the problem of stereotypes and stigma, in servicing all the teachers about barriers of cultural diversity management is very critical. All teachers need to understand what the virtues of equality entail in order to respect others who are different from them culturally.

Also worth noting, is the belief by the staff members that their efforts are well supported by other cultures, an observation also made by Galinsky, et al., (2015) as they argued that in heterogeneous groups members work together cooperatively and produce new ideas. This means that at Umzinyathi district schools teachers work together harmoniously despite their diverse cultural backgrounds.

5.2.4 Objective 4: To identify barriers and challenges related to cultural diversity management within the schools in Umzinyathi district, KwaZulu-Natal province, South Africa.

The SMT members in Umzinyathi district schools affirmed that cultural diversity is not a challenge to do their work. Contrary, to the argument that a culturally diverse work environment might deter some members especially those not from the mainstream cultural group from active participation (Choi & Rainey, 2014), at Umzinyathi schools, the school administrators do not view cultural differences as a stumbling block in doing their work. Furthermore, the SMT members also expressed content with management styles of school administrators which they said are pro cultural diversity management. Although, the effects of specific management styles were beyond the scope of this study, Feldman and Msibi (2014) found out that in South Africa, organisations are increasingly adopting the Afrocentric approach as opposed to Eurocentric approach which is characterised by high individualism and low human orientation. The Afrocentric approach is endowed with Ubuntu values of human orientation and collectivism. The study also discovered that there is no cultural discrimination the among staff members in school. This might be attributable to adequate policy provisions as entrenched in the South African constitution and other relevant statutes which prohibit all forms discrimination. This finding also seems to contradict the view that diverse groups are prone to conflict, and coupled with a deficiency management system, it leads to loss of productivity and poor attainment of organisational goals (Mazur, 2015; Myers, 2011).

5.2.5 Objective 5: To identify critical success factors contributing to cultural diversity management in the Umzinyathi district schools, KwaZulu-Natal, South Africa.

The SMT members in Umzinyathi district schools generally seem to be content with the benefits of cultural diversity management. There was a strong belief among the participants that cultural diversity management enhances their performance in the job. This is consistent with the view by Ashikali and Groeneveld (2015) as they asserted that cultural diversity management is basically entails alteration of organisational practices and creating a stimulating atmosphere for the workforce to reach the potential. Scholars have different views on how cultural diversity management triggers innovative and creative thinking. Conflict can be an important source of innovation and creativity when diverse groups engage in constructive arguments (Mazur, 2015). On the other hand heterogeneous groups have a huge capacity of idea generation which is so vital for new innovative and creative ideas (Ewoh, 2013; Galinsky, et al., 2015; Laitin & Jeon 2013). This study also found out that SMT staff members believe that cultural diversity management triggers their innovative and creative thinking. Organisations benefit immensely from innovation and creative thinking as new ideas and products are developed and this results in overall organisational efficiency. Interestingly, the study also found out that proper management of cultural diversity management contributes to skills attraction and retention. It very is important for an organisation to project a positive image to both internal and external stakeholders so as to remain attractive to interested stakeholders such potential employees (Madera, et al; 2016; Mazur, 2015). For instance, discrimination on grounds of cultural differences may force some employees with needed out of the organisation. Also worth noting is the finding that there is consensus among the school administrators in Umzinyathi district that cultural diversity management contributes to the success of the school. Drawing from Ashikali and Groeneveld (2015) who believe that the social exchange theory plays a pivotal role in explaining why diversity management leads to the success of organisations, employees who view HRM practices positively will reciprocate through increased performance and commitment to the firm. Positive attitudes and behaviours are vital for the organisation to attain its goals. In addition, organisational success is a product of the multiplicity of skills, aptitudes and skills brought about the heterogeneous workforce (Galinsky, et al., 2015; Laitin & Jeon 2013).

Because of the importance attached to cultural diversity management most businesses are adopting the ‘top to bottom’ approach in which cultural diversity is incorporated in the strategic plan through the vision and mission statements of the organisation (Madera, et al., 2016; Scheible, 2015). The SMT members in Umzinyathi district schools concur that the employer has shown clearly how cultural diversity assists in how schools work. This means diversity management in schools starts from top management, which is basically the national education department through to provincial education departments. Again this needs to be accompanied by a detailed and relevant policy framework.

5.2.6 Open-Ended Responses

The respondents provided valuable information through open-ended responses. The principal and SMT members are seen as central in influencing diversity management in the school in a variety of ways. First as leaders, they must lead by example, their actions and attitudes are essential as followers 'buy in' to the actions their leaders. The leaders must espouse and inculcate values that promote diversity, a view also shared by Madera, et al., (2018) who argued that leadership must promote organization values so as to shape human resource management practices, which is vital for the creation of positive work ethics. The SMT can promote or hamper cultural diversity management in the schools as they have the power to implement policies. The respondents expressed the need for the principal and SMT members to develop policies for the schools and also implement the already existing ones. Madera, et al., (2018) support this finding by pointing out that, research shows that formal written policies to increase diversity in the workforce. However, interestingly some respondents indicated that the principal must not force these policies to the staff, rather everyone must be included in the creation process. This view is consistent with Hofstede (2011)'s argument that leaders who exhibit a large power distance by imposing decisions are likely to face impunity from subordinates.

There was a general consensus that cultural diversity management must be encouraged in schools in order to respond to the needs of learners as they come from diverse cultural backgrounds. A culturally diverse workforce in the schools is also essential so as to assist all learners regardless of their cultural background by removing barriers, view also echoed by Pillay (2014) who argued that schools must respond to the diversity of the learners in order to remove challenges related to cultural stereotypes. The majority of the participants revealed that cultural diversity management has to be encouraged in schools to create a free environment for everyone to express themselves. A culturally diverse work environment does not only help members to learn about other people's culture but also leads to tolerance of other cultural groups. The participants also indicated that cultural diversity management provides benefits such as creativity, increased pool of skills and success of the schools.

The participants suggested various changes in the schools for cultural diversity to succeed. There was a call for the expansion of the curriculum with the prioritisation of the inclusion of subjects such as art, history and religious studies as they expose learners to various cultural issues. Also the content of some the subjects ought to be expanded by addition of diversity related topics. Most of the participants reiterated the idea of coming up with more policies and programmes in order increase awareness, a view also held by Madera, et al., (2018) who note that to achieve diversity goals, diversity management programs are varied and whichever is selected, should thrive to attract and nurture a diverse workforce.

5.3 Summary of the Chapter.

The chapter discussed the research findings in terms of their relevance to the study the study objectives. The discussion revealed the major findings of the study as well as their implications. The findings were compared with work from the previous research on the topic in order to verify if what the study found was similar or different to what other researchers found about cultural diversity management. The next chapter which of course is the final chapter summarises the study, gives the highlights of the study and also outlines recommendations.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction.

The previous chapter focused on discussion of the result findings and linking them with theory. Chapter six as the final chapter of the dissertation provides summary of the whole study from chapter one to chapter six. The major objective of the study was to determine and understand the perceptions of SMTs members in managing cultural diversity in Umzinyathi district schools, KwaZulu-Natal Province, South Africa, and therefore the conclusion is based on empirical evidence from the study which is in line with the study objectives. The recommendations provide tips for organisations particularly schools on what needs to be done to improve cultural diversity management. In order to spur interest and ensure that cultural diversity research does not stall, recommendations on future studies on cultural diversity management are given. The conclusion indicates the major highlights of the study as well as recommendations.

6.2 Research Objectives.

The research was underpinned by the following five objectives.

- To establish whether schools in the Umzinyathi District, KwaZulu-Natal, South Africa have policies and strategies on management of cultural diversity.
- To ascertain the implementation of cultural diversity management policies and strategies in Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To examine the interaction and communication patterns among different cultural groups in the Umzinyathi district schools, KwaZulu-Natal province, South Africa.
- To identify barriers and challenges related to cultural diversity management within the schools in Umzinyathi district, KwaZulu-Natal province, South Africa.
- To identify critical success factors contributing to cultural diversity management in the Umzinyathi district schools, KwaZulu-Natal, South Africa.

6.3 Key Research Questions.

The research was guided by five key questions as listed below.

- Do schools have policies that promote cultural diversity management within the staff?
- Do schools implement cultural diversity policies and strategies?

- Do school Management Teams (SMTs) understand how different cultural groups interact in the work environment?
- Do SMTs face barriers and challenges in managing cultural diversity in the schools?
- Does cultural diversity contribute to the success of the schools?

6.4 Summary of the research findings.

The empirical evidence from the study indicates that the objectives of the study have been adequately catered and has culminated in the successful achievement of the research goals. The results indicated that in Umzinyathi district schools there are policies and strategies that support cultural diversity management. These policies and strategies help to guide each every staff member on how to act regarding to issues of diversity. Furthermore the school administrators associate cultural diversity management programmes with enhanced understanding of cultural diversity amongst the staff which is vital in a work atmosphere.

The study revealed that policies and strategies are not only available but are implemented through outlined measures. This is a positive position because if the policies are implemented it suggests diversity is given attention it so deserves. However, there are some concerns about the availability of measures to implement diversity policies as some SMT members were not sure about their availability.

The SMT members expressed satisfaction with communication and communication patterns between themselves and their colleagues who belong to different cultural group. This suggests at Umzinyathi schools cultural differences are not a hindrance in communication. In addition the school administrators indicated that theirs efforts are sufficiently supported by colleagues from different cultures, which means the educators are able to work together harmoniously and assist each despite cultural differences. The finding that emerged as a major concern is prevalence of cultural stereotypes which distort relationships amongst the staff. The existence of cultural differences is detrimental to a number of issues including effective communication.

With regards to cultural diversity barriers, the study revealed that there are no barriers on cultural diversity management in Umzinyathi schools. People from various cultural settings come to work together in the school environment without any hurdles. On the other hand there was a general consensus that leadership and management styles in the schools promote diversity management. Without appropriate management styles cultural management faces challenges. Although the SMT members indicated that there are no barriers regarding cultural diversity, there are some minor concerns as a sizeable number of participants were neutral in answering questions on this matter.

The SMT concurred that cultural diversity management bring success to themselves and their school. They associated innovation and creativity, and skills retention with diversity management. Furthermore, the success of the school also can be attributable to effective cultural diversity management. This is due various factors, for instance effective management of diversity leads to positive behavioural outcomes in employees which in turn is transferred to increased performance leading to organisational success. (Ashikali and Groeneveld, 2015). Today, most organisations adopt the strategic approach to diversity management in which top management commitment is critical. The study revealed that diversity management in schools is articulated from top management which is the national education department down to schools through provision of policy frameworks.

6.5 Summary of the Chapters.

Chapter one as the introductory chapter, discussed the research problem and the background to the study. Globalisation, increased migration trends, and changes in labour laws have had a profound effect on the surge in the number of organisations that manage cultural diversity (Ukpere, 2014; Kundu, et al., 2018). Diversity management has evolved through the years from mere compliance to EE laws to a strategic resource in which firms position themselves for competitive advantage through managing diversity as a treasured resource (Ashikali & Groeneveld, 2015). The demise of apartheid in South Africa in 1994 saw the end of discrimination, culminating into the birth of the ‘Rainbow Nation’, in which organisations had to adapt to the realities of democracy. The reform of labour laws saw dramatic changes in the face of labour relations throughout the country as new legislation compelled businesses to abandon all forms of discrimination (Agocs & Burr, 2014). The new labour laws coupled with increased migration and globalisation, the need to manage cultural diversity has grown dramatically in South Africa. Although diversity management is thought to be a double sword, with both benefits and disadvantages, many scholars concur that its benefits outweigh disadvantages if it is properly managed (Choi & Rainey, 2014). Cultural diversity management research attracts a number of academic scholars, however most of the studies focus on big commercial undertakings, and thereby leaving gaps in organisations such as schools. The researcher therefore saw this gap with the hope of bridging it. Like all organisations in South Africa, schools are experiencing a rapid shift in their demographics due to new EE laws, emigration and of course global forces. In a nutshell the schools’ workforces are becoming more diverse and this has put immense pressure on school administrators to manage cultural diversity effectively (Mishra, 2013; Meier and Hartel, 2009). However, the major obstacle blocking the schools from reaping the benefits of cultural diversity management is that the principals and other SMT members lack the necessary skills, attitudes, knowledge and aptitudes to effectively manage cultural diversity (Gay, 2013). Of course this realization was the major motivation for the study to be undertaken with the hope that it will unlock useful strategies to deal with cultural diversity management in schools and other organisations, with overall goal being to contribute to effective HRM.

Chapter two dealt with literature review. The chapter began by examining the definitions of diversity, culture, and cultural diversity. It was essential to have clear conceptualisation of these terms. The literature revealed that diversity is a multiplicated concept with many dimensions such as age, race, language, colour, geographic location, gender and so on (Ardakani, et al, 2015). After thoroughly explaining culture and cultural diversity, the historical origins of diversity management was traced and the United States of America has been credited for the birth of cultural diversity where it started as affirmative action in response to discrimination against black and migrant workers (Nkomo, 2014). However, most organisations began to use diversity management as strategic resource in the in the mid-1990s after realising the benefits it brings to the organisation (Nkomo, 2014; Choi & Rainey, 2014). Cultural diversity is influenced by government policies. The literature reviewed polices that influence diversity management in the South African context. The three related but different concepts; diversity management, affirmative action, and employment were discussed. The major distinction between cultural diversity management and other two concepts is that managing diversity is a voluntary action by the business whilst EE and affirmative action are imposed by the state through the relevant statutes (Klarsfeld, et al, 2016; Agoes & Burr, 2014).

The literature review unveiled that for cultural diversity to succeed, the organisation must embark on programmes such as; training and development, affirmative action plans, statistics comparisons just to mention a few. The benefits of cultural diversity management were explored revealing such benefits as increased organisational effectiveness, talent attraction and retention, and so on (Agoes & Burr, 2014; Laitin & Jeon 2013). The negative effects of cultural diversity management were also examined as well. The nature of cultural diversity in South Africa was examined and it emerged that there are nine official ethnic languages that are spoken in South Africa (Naicker & Omer, 2015).

The literature review also made concerted effort to find out what scholars say about effective management of cultural diversity and concept such organisational culture of diversity (Mazur, 2015), cultural competence Kelly & McKinney (2015) and changing organisational culture Msibi (2014) were discussed. The study utilised three conceptual frameworks, the diversity management paradigms (Brazzel, 2003), The Integrated Strategic Framework for Diversity Management was developed by combining Ann Morrison's Specific Diversity Initiative model with R, Roosevelt Thomas, Jr's Generic Model (Erasmus, 2007), and lastly, the essential elements of cultural proficiency (Kelly & McKinney 2015).

In order to successfully execute the study, it was important to adopt the appropriate methodology for the study as it contains all necessary steps to solve the problem (Ramchander, 2015). Research paradigms were outlined and explained, and the study adopted the pragmatist paradigm as its guiding philosophy. Since the study has been premised on a problem that needs a solution, pragmatism was the appropriate paradigm to follow (Saunders, et al.,

2016). The research design was the main aspect of methodology which needed utmost care because it entailed key decisions regarding the research approach, data collection and analysis, sampling, ethical issues and so on (Rajasekar, et a.,2013). The mixed method approach was used for the study as it incorporates the elements of both the quantitative and qualitative approaches. The study used a combination of descriptive and exploratory designs so as to address research questions adequately.

The target population of the study are members of SMTs which consists of principals, vice-principals and Heads of departments from both public and independent schools in the Umvoti circuit in Umzinyathi district of KwaZulu-Natal province of South Africa. Sampling was discussed under probability and non-probability sampling. The study adopted the purposive sampling technique as school administrators were deliberately chosen for the study as are thought to have the required information on management (Sekaran & Bougie, 2013). The sample size consisted of fifty participants who are SMT members from ten schools in Umvoti circuit in Umzinyathi district. The study used a semi-structured questionnaire as the main source of data collection as it allowed for simultaneous collection of both numeric and non-numeric data. The researcher adopted the direct method to recruit the participants and as he delivered the questionnaires to the participants in person. The ethical issues for this study were fully addressed and adhered to. The researcher was cleared to conduct field work by the ethics committee of the University of KwaZulu-Natal while the KwaZulu-Natal Education Department granted permission to the researcher to conduct the research in the school through the gatekeeper's letter.

Data analysis was conducted through the SPSS computer software in which both descriptive and inferential statistics were compiled. However, open responses in section C were analysed through content analysis.

Chapter four presented and analysed the results of the study. The presentation was structured according to the questionnaire. The first eight questions presented information from demographic data. The response rate was 72% while the majority of participants were females compared to males. The blacks constituted the largest racial group of the study participants.

On the questions related to study objectives, the majority concurred that their schools have policies and strategies on cultural diversity management. There was also consensus that schools in implement diversity Umzinyathi district implement diversity policies and strategies. Whilst the majority agree that they can communicate well with everyone despite cultural difference, they also conceded that the prevalence of stereotypes was militating against positive relationships amongst the staff. Generally on the question of barriers, most of the respondents indicated that there are no barriers in doing their job due to management of cultural diversity. The participants concurred that cultural diversity management brings benefits to them and the school if it is managed properly. In content analysis of open-ended questions, most of the participants concurred that SMT members' action are

important in influencing cultural diversity management and most of them proposed changes in the education in order to enhance cultural diversity management in the schools.

Chapter five discussed the major findings of the study based on the empirical evidence presented in chapter four, and in line with the research aims. It was also very important to link the findings of this study with literature from other studies. The study found out that in Umzinyathi district, schools do have policies and strategies which are accompanied by clear implementation policy measures. On communication and interaction patterns among various cultural groups, there seems to be free communication among teachers despite their cultural differences. The finding of major concern is the availability of cultural stereotypes and stigmas as there was a general consensus among the SMT members that cultural stereotypes not only exist but affect the functionality and relationships within the staff. The study also found out that there are no work related barriers due to availability of teachers from diverse backgrounds. Finally, the study found out that in Umzinyathi district, school administrators are reaping the benefits of cultural diversity management in the form of enhanced performance, innovative thinking, employee retention and schools functionality.

Chapter six is the current chapter and provides the recap of all the chapters. The summary of the main research findings is given. Recommendations target the areas of attention and improvement by SMTs, schools and the department of education in general with regards to cultural diversity management. Also recommendations on future studies on cultural diversity management are outlined to ensure the subject always receives attention in order to remain relevant. The conclusion indicates the major highlights of the study with special emphasis on the achievement of the research objective.

6.6 Contribution to the Body of Knowledge.

The study will provide a valuable resource to three stakeholders, namely; the schools and the department of education, academic researchers and scholars, and lastly, human resources management practitioners.

- The study will prove valuable to the schools as it discovered different strategies of dealing with cultural diversity management. Since the study explored various issues pertaining to diversity management, the schools have a wider choice on the available alternatives. The study can provide valuable input to the department of education and government on future policy formulations.
- Academic researchers from social sciences and business management stand to benefit from the literature that has been synthesised in the study. Furthermore the study may be utilized by other researchers to build on future studies.

- Since the study unpacked new strategies in dealing with cultural diversity management, it will add value by extending the scope of knowledge in the field of HRM. Organisations need to apply practical measures in order to implement cultural diversity programmes effectively.

6.7 Recommendations

6.7.1 Recommendations for schools and education department

The following recommendations are suggested to the schools in Umzinyathi district and education department in general.

- The schools need to identify cultural awareness programmes in order to sensitise the staff on cultural diversity issues. Although, the heritage day in South Africa has been used by the public and organisations to celebrate the cultural diversity in the country, the need for similar events and programmes is evidently high. It is through such cultural programmes in which prejudice, stereotypes and stigma regarding cultural differences can be reduced or completely eradicated.
- South African schools changed dramatically with the advent of democracy in 1994. Despite these changes most school have failed to respond to the new realities as they have stuck to their ‘old’ culture. Schools are recommended to transform their organisational culture in order to accommodate the increased diversity in the staff as well as in learners. There are many ways of changing organisational culture, such as changing of reward systems, development of new rituals, symbols and artefacts based on new assumptions, adoption of new behaviours in line with the envisaged direction and bringing new leaders to provide new vision and direction.
- Continuous in-serving of educators on cultural diversity is equally important. The department of education must come up with in-service courses on cultural diversity management in order to ensure all educators understand and appreciate issues related to cultural diversity. The topics may target sensitive issues such as racism, discrimination, sexism, patriarchy, prejudice, and cultural stigmatisation. Training must make use of a variety teaching methods such as role play, group discussions and dramatization.
- Cultural exchange programmes are gaining significance globally and take different forms. Schools from different cultural backgrounds can make partnerships and these partnerships may be for the purpose of sharing educational resources, sports development and leadership development. In some cases staff members are sent to other countries to share their culture with others and also learn from them.
- The department of basic education must develop more holistic policies on diversity. The existing policy documents need to be streamlined to include a number of issues. Since the schools exist in different settings, it will be logical for them to develop their own policies on diversity taking into consideration

their circumstances but in line with the departmental policy. It is also important for the schools to include practical measures for implementation of these policies.

6.7.2 Recommendations for future study.

Although this research has provided valuable input into the existing body of knowledge in HRM and social sciences, it has however, triggered more questions which can only be answered by further research. The study focused on one aspect of diversity, that is, cultural diversity. Future studies may also use exploratory and descriptive studies to determine how organisational members perceive such dimensions such as age, gender, and language diversity in managing diversity. Alternatively, the scientific approach can be used to examine the interplay between the effects of various dimensions of diversity on organisational performance. Another evident gap in cultural diversity management research, tackling the issues of discrimination, prejudice, stigma and stereotypes through experimental research. Such research may come up with viable solutions to end up these social ills.

6.8 Delimitations of the Study

The study was conducted in Umzinyathi district schools using a small sample size, it is therefore fundamentally difficult to generalize the findings of this study to all the schools in South Africa. The questionnaire response rate was greatly affected as some participants did not return the questionnaire. However, the 72% response rate that was achieved is sufficient for valid conclusions to be made (Hardigan, et al., 2012).

6.9 Conclusions

The purpose of the study was to determine and comprehend the views of SMTs members in managing cultural diversity in Umzinyathi district schools, KwaZulu-Natal Province, South Africa. A semi-structured, self-administered questionnaire was employed to obtain views of the SMT members in the schools. The study discovered that the availability of sound and relevant policies on cultural diversity management are key to a successful cultural diversity management in the schools. The implementation of these policies must be executed through explicit measures in all the structures of the school. SMT members are expected to lead by example and be champions of cultural diversity management by projecting a positive image towards cultural diversity management. Cultural stereotypes and stigma remain a serious challenge to cultural diversity management which calls for better solutions to eliminate them. Broadening the school curriculum to make it more culturally responsive, and creation of more cultural awareness programs are some of the strategies which are believed can alleviate the problem of cultural stereotypes. As literature review had indicated the urge of diversity management benefits over its disadvantages, the study discovered that the benefits of cultural diversity that accrue to both the individuals and the organisation are vast, ranging from employee creativity to overall organisation effectiveness.

The contribution by each individual employee is critical for organisational success, cultural diversity management creates a conducive environment which affords all individuals a chance to participate meaningfully.

The study with its rich literature adds value to students and researchers in the academia. The schools are expected to reap more rewards as they will use the findings from this study to streamline their cultural diversity initiatives in line with some of the recommendations. The government and the department of education can draw utilize some of the information in the study for future policy formulations. The study has also opened doors for future research on diversity in order to ensure that the concept does not become static and irrelevant. And finally, the literature indicates that diversity management is here to stay in organisations due to realities on the ground, any organisation that ignores it does so to its peril.

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APPENDICES

Appendix 1: Consent to Participate Letter.

CONSENT TO PARTICIPATE

I..... have been informed about the study entitled ‘Perceptions of School Management Teams on Managing Cultural Diversity in Umzinyathi District Schools, KwaZulu-Natal, South Africa’ by NKOSANA SIBANDA.

I understand the purpose and procedures of the study. The purpose of the study is to determine and understand the perceptions of School Management Teams (SMTs) in managing cultural diversity in Umzinyathi District schools, KwaZulu-Natal Province, South Africa. The study is solely used for academic purposes and aims at adding value into strategic human resources management. The procedure for the research entails the researcher going to the selected schools, explaining to the potential respondents the nature of the study and asking them for their consent to participate in the study.

After the respondents have signed the consent forms, they will be given time (one week) to complete a questionnaire. The questionnaire consists of thirty-two questions and respondents will take fifteen to twenty minutes in completing it. The respondents will not write their names in the questionnaire to maintain anonymity and privacy.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at email address 217081078@stu.ukzn.ac.za or cell number 0820817513.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

.....
Signature of Participant

.....
Date

Appendix ii: Research Questionnaire

QUESTIONNAIRE

TOPIC: Perceptions of School Management Teams on Managing Cultural Diversity in Umzinyathi District Schools, KwaZulu-Natal, South Africa.

SECTION A: DEMOGRAPHIC INFORMATION

Please mark the box next to the appropriate response that applies to you.

1. Gender	Male		Female							
2. Age Group (yrs)	20-30		31-40		41-50		Above 50			
3. Race	Black		White		Indian		Coloured		Other	
4. Religion	Christian		African		Hindu		Islamic		Other	
5. Work experience(yrs)	1-5		6-10		11-16		16-20		Above 20	
6. Post Matric Qualifications	Diploma in Teaching		Bach degree		Honours degree		Masters or PhD degree		Other	
7. Type of school	Private		Public							
8. Primary or Secondary school	Primary		Secondary							

SECTION B

Please tick one box in each question by selecting from, Strongly agree, Agree, Neutral, Disagree and Strongly disagree.

Perceptions of SMTs on management of cultural diversity in the school.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Cultural diversity management policies and strategies					
9. My school has clear policies and strategies on cultural diversity management.					
10. My school has programmes and practices that promote cultural diversity amongst the staff.					
11. My employer provides adequate policies on cultural diversity management					
12. Cultural diversity programmes enhance the understanding of diversity amongst the staff.					

Implementation of diversity policies and strategies					
13. My school implements cultural diversity policies and strategies					
14. My school has put clear measures for implementation of diversity policies					
15. All staff members adhere to the implementation policies.					
Interaction and communication patterns.					
16. I'm able to better communicate the information about my job to other cultures as much as I do to colleagues of my culture.					
17. Cultural stereotypes still exist and affect the functionality and relationships within the staff					
18. I feel that understanding my colleague of different cultures will help understand my job.					
19. My strengths and weaknesses are well complemented by other cultures					
Barriers and challenges to cultural diversity management					
20. Cultural diversity is a challenge for me to do my job					
21. My school promotes a management style that accepts accommodates the unique differences in individuals.					
22. My school has a work environment with no barriers (e.g., communication, promotional opportunities, working relationships, etc.) created by cultural differences among individuals.					
23. My school has a work environment that is free from cultural discrimination.					
24. My school has adequate policies for cultural diversity management.					
Cultural diversity management and the success of the school					
25. Cultural diversity management program/education would definitely enhance my performance in doing my job.					
26. Being in a culturally diverse environment triggers my innovative and creative thinking when doing my job					
27. Cultural diversity management has a direct influence on employee and skills retention					
28. A well-managed culturally diverse workforce contribute to the success of schools.					
29. My employer has clearly articulated how cultural diversity links to the functionality of the school.					

SECTION C: OPEN-ENDED QUESTIONS

30. Do you think a principal and members of the school management team’s actions can influence the workforce on cultural diversity? And if so how?

.....
.....
.....
.....
.....

31. Do you think a culturally diverse workforce should be encouraged in schools? Provide reasons to support your view point.

.....
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.....
.....
.....

32. What changes if any should be made to promote cultural diversity in the schools?

.....
.....
.....

Thank you very much for your participation.

Appendix iii: Ethical Clearance Letter.



26 September 2018

Mr Nkosana Sibanda (217081078)
School of Management, IT & Governance
Westville Campus

Dear Mr Sibanda,

Protocol reference number: HSS/1323/018M

Project title: Perceptions of School Management Teams on managing Cultural Diversity in Umzinyathi District schools, KwaZulu-Natal, South Africa

Full Approval — Expedited Application In response to your application received on 27 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R. Mudaly', positioned above a dotted line.

Dr Ronicka Mudaly (Deputy Chair)

Cc Supervisor: Dr Brian Kb Majola
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)/Dr Shamila Naidoo (Deputy
Chair) Westville Campus, Govan Mbeki Building
Postal Address: Private Bag Durban 4000

Telephone: +27 (0) 31 260 3587/835014557 Facsimile: +27 (0) 31 260 4609

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Appendix iv: Gatekeeper's Letter.



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma
Ref.:2/4/8/1429

Tel: 033 392 1063

Mr N Sibanda
144 Slatter Street
Greytown
3250

Dear Mr Sibanda

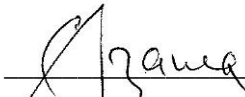
PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON MANAGING CULTURAL DIVERSITY IN SELECTED SCHOOLS IN GREYTOWN, KWAZULU-NATAL, SOUTH AFRICA”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 26 January 2018 to 09 July 2020.

- 7 Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
- 8 Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
- 9 Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
- 10 Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMzinyathi District



Dr. EV Nzama

Head of Department: Education

Date: 29 January 2018

Appendix v: Turn It In Report.

MCOM THESIS

ORIGINALITY REPORT

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