A STUDY OF THE IMPLEMENTATION AND MANAGEMENT OF WORKFORCE DIVERSITY AMONG TEACHERS AT SECONDARY SCHOOLS IN THE MTHATHA EDUCATION DISTRICT

by

MOHAMMED ISSAH

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SUPERVISOR: PROF. N. J. N. MIJERE
CO-SUPERVISORS: DR J. M. MOLEPO
: MR. J. ARENDS

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ABSTRACT

The purpose of this study was to investigate the implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District with reference to national and international teachers. The literature reflects issues and theories concerning the implementation and management of workforce diversity in secondary schools. The study also shows the benefits of managing teacher diversity and the challenges in the implementation and management of workforce diversity among teachers in secondary schools.

The population of the study comprised of all teachers in the fifty- six public secondary schools in the Mthatha Education District and the sample comprised of five principals, five deputy principals, five heads of departments and five international teachers on whom the case study was base to examine their views about the awareness, implementation and management of teacher diversity in the education system. This sample was drawn from five public senior secondary schools. The selection of the sample was done through the use of a purposive sampling technique. The sampling technique was used because it is not all public secondary schools in the Mthatha Education District where international teachers are found. This, therefore, allowed the researcher to select only those secondary schools at which international teachers were found. The researcher developed an open- ended interview schedule for the face-to-face in-depth interviews on the implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District.

Themes were drawn from the responses of the participants and analysed. The findings revealed that Principals, deputy principals, school management teams and teachers at all levels lacked the skills and knowledge in designing, implementing and managing teacher diversity policies in secondary schools. The findings revealed that local teachers were resistant and took a xenophobic stance towards the employment and promotions of International teachers in secondary schools. Lastly, Affirmative Action and Employment Equity Acts favour the local teachers and discriminate against the international teachers.

Recommendations are made concerning the lack of awareness, skills and knowledge in designing and implementation of teacher diversity policies in secondary schools. Recommendations are also made concerning the Affirmative Action and Employment Equity Acts that influence the non recruitment and selection of international teachers.

DECLARATION

I, Mohammed Issah, Student number 205612377, solemnly declare that this dissertation entitled, A Study of the Implementation and Management of Workforce Diversity among Teachers at Secondary Schools in the Mthatha Education District, South Africa, is my original work. All sources used or quoted in the study have been indicated and acknowledged by way of complete references.

CANDIDATE: MOHAMMED ISSAH

SIGNATURE: _____

DATE: _____

SUPERVISOR: PROFESSOR N. J. N. MIJERE

SIGNATURE: _____

DATE: _____

CO-SUPERVISOR (1): DR J. M. MOLEPO

SIGNATURE: _____

DATE: _____

CO-SUPERVISOR (2):   MR. J. ARENDS

SIGNATURE: _____
DATE:

DEDICATION

To my late father Alhajj Mohammed Ibrahim Sagyaridoo. May your soul rest in eternal peace.

To my late wife, Memunatu.I Issah. May your soul rest in eternal peace.

Mohammed. I.

Mthatha

RSA

June 24, 2011

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CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

The implementation and management of workforce diversity among teachers at secondary schools with reference to national and International teachers in the Mthatha Education District constitutes the subject of investigation of this study. This section of chapter one focuses on the following: The background to the study, awareness of the research problem, statement of the problem, research problem, the objectives of the research, the research questions, rational for the study, significance of the study, delimitations of the study, limitations of the study, definition of terms and the structure of the study.

1.2 BACKGROUND TO THE STUDY

Diversity management of people in a modern economy is an important challenge. In South Africa Schools, managing diversity is partly enforced by the Employment Equity Act (N0.55. of 1998) The stated intention of the Act is to eliminate unfair discrimination, ensuring employment equity, and achieve a diverse workforce that is broadly representative of the country's demographic realities. The evolution of management theory can be grouped into two approaches: the classical management approaches from 1910 - 1950 and the contemporary management approaches from 1960 - present. The classical approach to management of teachers consists of the scientific school approach, the management process and the behavioral school approach, whereas the contemporary approach to management of teachers consists of the quantitative school approach, the systems approach, the contingency approach, the strategic approach, the total quality management approach, the re-engineering and the management of workforce diversity. The present management approach that all schools must implement and manage is the management of work force diversity (Bean et al 2006:152).

During the apartheid years in South Africa it became apparent that prejudice against groups of colour would not disappear easily. In every area of society-education, religion and politics-the challenge was to change the way white South Africans thought and felt about black South Africans. More importantly, there was an urgent need for white South Africans to change the way they treated black South Africans (Grobler, Surette, Michael, Norbert & Robert, 2006:82).

Changing hearts and minds would take generations. Changing behaviour became a matter of legislating rights and responsibilities. Thus, the democratic government, since 1994, has initiated reforms to ensure that all the individuals have an equal chance of being selected for employment and that they are treated equally once they are hired.

Special emphasis was given to disadvantaged groups, which included blacks, coloureds, Asians, the disabled and women, all of whom had experienced discrimination in past decades. The various Acts that apply to recruitment and selection must be understood in detail by HR administrators as well as line managers.

While the South African workforce is becoming increasingly diversified, discrimination is still a problem. In fact, various surveys report that discrimination still exists in organizations, and that many South African workers still experience employment discrimination. HR professionals are the key individuals within organizations who must develop and enforce policies and procedures that protect members of the diversified workforce against unlawful discrimination. The government has initiated a number of actions to rectify the injustices of the past. The following legislation has been introduced: the Labour Relation Act, No. 66 of 1995 (as amended) ; the constitution of the Republic of South Africa Act, No 108 of 1996; the Basic Condition of Employment Act, No. 75 of 1997 (BCEA) (as amended) ; the Employment Equity Act, No. 55 of 1998 (EEA).

Promotion of Equality and Prevention of Unfair Discrimination Act, No 4 of 2000 and a Code of Good Practice on the handling of sexual harassment which is included in the Labour Relations Act (Section 203(1)) These Acts are discussed below (Grobler, Surette, et al, 2006:82).

The Labour Relations Act, which became law on 11 November 1996, heralded a new era in labour relations in South Africa. The purpose of the Act is to advance economic development, social justice, labour peace and the democratization of the workplace. Included in the Act are provisions in respect of unfair discrimination (section 2, Part B of Schedule 7 under' Residual Unfair Labour Practices') which is consistent with section 6 (1) of the new employment Equity Act and Section 9 of the Constitution, which state:

(1) For the purpose of this item, an unfair labour practice means any unfair act or omission that arises between an employer and an employee, involving:

(a) The unfair discrimination, either directly or indirectly, against an employee on any grounds, including, but not limited to, race, gender, sex, colour, culture, marital status, religion etc.

(b) The unfair conduct of the employer relating to the promotion, demotion or training of an employee or unfair conduct relating to the provision of benefits to an employee.

(c) The unfair suspension of an employee or any other disciplinary action short of dismissal in respect of an employee. The failure or refusal of an employer to reinstate or re-employ a former employee in terms of any agreement (Grobler, Surette, et al, 2006:83).

The constitution of the Republic of South Africa was implemented in 1997. An important component of this Constitution is the Bill of Rights. The Bill outlines the fundamental rights afforded to all South Africans. The first right mentioned in this chapter is the right to equality. It states that all must be equal before the law and all must be entitled to equal protection on the law. Section 9 (2-5) further states that:

(1) Equality includes the full and equal enjoyment of all rights and freedom.

(2) The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, sex, religion, marital status, age, culture etc.

(3) No person may be unfairly discriminate, directly or indirectly, against anyone on one or more grounds in terms of subsection (3). National Legislation must be enacted to prevent and prohibit unfair discrimination. (Grobler, Surette, et al, 2006:83).

The Basic Condition of Employment Act (BCEA) has an effect on individual employment relationships, which is otherwise largely regulated by common law. The BCEA contains certain minimum standards below which an individual employer and employee may not go- in other words, an employee and employer may not agree to terms and conditions of employment that are less favourable to the employee than those contained in the BCEA. The parties are however free to agree to terms and conditions that are more favourable than those contained in the BCEA. Aspects covered in this act include working time, leave, remuneration, deductions, notice of termination, prohibition of the employment of children and forced labour (Grobler, Surette, et al, 2006:85).

The Employment Equity Act (EEA), which was approved by Cabinet on 12 October 1998, aims to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination and

implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups (Africans, Asians, Coloureds, women and people with disabilities) to ensure their equitable representation in all occupational categories and levels in the workplace (Grobler, Surette, et al, 2006:85).

Human (1996:01) states that managing diversity, multi-culturalism, the Affirmative Action and Equal Employment Opportunity Act are terms in democratic South Africa as they are in other democratic countries of Africa, Asian, Europe and Latin America. These words are now being articulated and being implemented by governments, businesses and trade unions alike.

Hilary (2000:3) in a Global Health Workforce Strategy in France states that organizations should embrace diversity in their workforce and work towards achieving it. Diversity means creating a culture where differences can strive, rather than working simply for representativeness and assimilation. Managing diversity is concerned mainly with changing individual attitudes rather than with changing organization's structures or processes. Diversity training programmes have been criticized for focusing on differences between individuals and ignoring organization structures of discrimination and power relations between international and national employees.

Stephen (2009:2) states that workforce and cultural diversity in Australia have presented special dilemmas in schools as the implementation of the diversity agenda is often received with questions. One of the biggest challenges that schools face is understanding what exactly diversity means. The issue of cultural diversity in schools generates highly-charged emotions. For example, as the pressure for workforce diversity increases in schools, a concern that international teachers might displace the national teachers, and vice versa, becomes an important reason to resist diversity.

Maicibi (2008: 2) in a study on managing of workforce diversity issues and lessons for schools in Uganda explains that variety is the spice of life. Schools need to capture and utilize this variety in the teachers they employ. Diversity relates to the fact that we are all unique individuals. Each teacher is a member of different social groups, such as gender, religion, and political affiliation; these have a significant bearing on teachers' experiences. A diverse workforce, therefore, is characterized by teachers of different sex, race, age, cultural, marital status, nationality, ethnic back ground, educational qualification, and political affiliation. The other sources of difference include socio-economic background of individuals, membership and non- membership of unions, forms and quality of education and nature of employment.

Cultural diversity poses challenges in schools due to variations in individual teachers' perceptions and orientations. Understanding and managing has thus become crucial as principals need to understand the dynamics in diverse teams of teachers. If challenges of diversity are properly considered, schools will become effective and teachers will be more motivated and committed to their schools.

Rosado (2006:4) states that schools, churches, businesses, corporations, as well as communities have also managed diversity well, but for the purpose of exclusion, we have no patterns relating to our human differences as equals. Without such patterns or models, the prevailing attitude and behaviour toward persons of colour and others with biological, physical and socio-cultural differences, or those operating out of difference thinking systems, has been one of exclusion and control. In order to reach our potential as schools, organizations and society, that attitude of exclusion has to shift to one of inclusion.

Amongst issues that were expected was the exploration of why South Africa has the issue of international teachers, and how it is benefiting South Africa, of course using relevant literature.

The following five situations were of concern to the researcher in the secondary schools:
1. The lack of knowledge about constitutional provisions regarding human resource practices among the school management teams. This was discovered after many international teachers were denied teaching and promotional appointments based on discrimination.
2. The inability of school managers to design and implement diversity management programmes in secondary schools.
3. The inability of schools to recruit, promote and integrate international and national teachers in secondary schools.
4. The national and international teachers experience high levels of stress in the secondary schools.

1.3 STATEMENT OF THE PROBLEM
This study centres on the lack of employment and promotional opportunities for international teachers and the implement and management of workforce diversity among teachers at secondary schools in the Mthatha Education District. Most of these international teachers talk about their experiences in teaching and learning. They say that they have never had promotional opportunities in any of the schools where they have taught. Some of these international teachers are not committed when it comes to school

management issues, since promotional opportunities will not come from their hard work. They prefer to further their studies for different career paths rather than remaining in the teaching profession. These teachers think that they have been discriminated against and alienated in most schools. The researcher therefore wants to investigate the implementation and management of workforce diversity in the secondary schools.

The impact that ethnicity has on individual behaviour cannot be ignored. Every day ethnicity influences the experience teachers have at work, school and church. Diversity needs to be viewed as a competitive advantage and an opportunity to achieve an inclusive and talented workforce. The problem that can arise from ethnicity is that everybody comes from a different background. What one may think is normal can be totally different from what another person thinks. Prejudice is a preconceived judgment about an individual or group of people. Discrimination is unfair or inequitable treatment based on prejudice. Minorities in all types of employment find themselves caught between the different lifestyles. It is important that schools and other organizations value diversity in order to attract and retain a diverse workforce. Schools will succeed when they have an environment that allows teachers to work to their full potential and the total involvement of all teachers (http://www.123helpme.com/view.asp).

Workforce diversity means that educational institutions are becoming more heterogeneous in its staff establishments in terms of gender, race, nationality and ethnicity. The educational institutions in South Africa will have to create a work environment in which teachers from different nationalities and ethnicity have equal employment and promotional opportunities and in which differences in terms of gender, nationalities, ethnicity and race are also accepted and embraced by all teachers, managers and supervisors in schools. School managers, supervisors and teachers who genuinely accept teachers of different backgrounds, nationality and orientations are more likely to benefit from diversity (Niemann, 2006:103).

1.4 RATIONALE FOR THE STUDY

The rational for this study was to investigate the implementation and management of workforce diversity at secondary schools in the Mthatha District with reference to national and international teachers. The researcher developed an interest in this subject based on observation regarding the lack of meaningful integration and promotional opportunities experienced by international teachers. This phenomenon calls for an investigation into the implementation and management of workforce diversity in secondary schools.

This study was worth undertaking because workforce diversity management is one of the contemporary approaches to managing organizations including schools. This management approach highlights the importance of school principals to recognize and

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respect the similarities and differences among teachers, so that each teacher can contribute to the strategic and competitive advantage of schools and where no teacher is excluded on the basis of factors unrelated to teaching and learning.

1.5 SIGNIFICANCE OF THE STUDY

Firstly, the researcher envisages that the findings of this study will help to contribute to the existing knowledge of workforce diversity management in the education system. Secondly, the result of the study will help both education practitioners and professional teachers to understand those factors that militate against the promotion and implementation of workforce diversity management. Thirdly, the researcher envisages that the findings will help to bring about educational intervention in teacher employment, promotions and recognition of individual differences.

Fourthly, the findings will be disseminated to all stakeholders in education to help influence educational policy decisions on the employment and promotion of International teachers in South Africa and in the Mthatha Education District. Fifthly, the result of this will be communicated to all stakeholders in education, especially, the school principals and the department of education so that training programmes relating to fair labour practices and awareness programmes can be implemented to recognize individual teacher differences.

Lastly, the researcher envisages that the findings of this study will help to contribute to effective school management, and that a change in management style through awareness will contribute to teacher's involvement and greater commitment.

1.6 RESEARCH PROBLEM

The purpose of this study therefore, was to investigate the implementation and management of teacher diversity in secondary schools of the Mthatha Education District. The second purpose was to investigate what factors militated against the implementation and management of diversity programmes and the third purpose was to investigate the possible barriers in the employment and promotion of international teachers in secondary schools.

1.7 RESEARCH QUESTION

The main research question of this study was: How do senior secondary schools in the Mthatha Education District implement and manage workforce diversity among the local and international teachers?

SUB-QUESTIONS OF THE STUDY

The study on the implementation and management of workforce diversity among teachers in senior secondary schools in the Mthatha Education District, addresses the following five sub-questions:

1. What awareness programmes have been implemented and managed concerning workforce diversity at senior secondary schools in the Mthatha Education District?
2. What challenges do managers of senior secondary schools in the Mthatha District face in terms of managing workforce diversity?
3. How is the Constitution of South Africa in terms of the Affirmative Action and Employment Equity Act interpreted by international teachers?
4. How do secondary schools implement the provisions regarding human resource management in the recruitment and selection of teachers as stipulated by the South African Constitution?
5. What are the barriers in the employment and promotion of international teachers?

1.8 OBJECTIVES OF THE STUDY

This study addressed the following objectives:

1. To establish the extent of workforce diversity management at senior secondary schools in the Mthatha District.
2. To find out about the challenges that secondary schools in the Mthatha District face in terms of managing workforce diversity.
3. To find out how the Constitution of South Africa in term of how Affirmative Action and   Employment Equity Act, is interpreted and meant to the international teachers and whether the international teachers are classified among the designated groups.
4. To find out how secondary schools in the Mthatha District implement the provisions regarding human resources management in terms of the steps to follow in the recruitment and selection of teachers.
5. To establish what barriers are there in the employment and promotion of international teachers.

1.9 DELIMITATIONS OF THE STUDY:

This study focused on only the public senior secondary schools in the Mthatha Education District. Among the public senior secondary schools, only five secondary schools, in which

international teachers were employed, were selected for this study. The study also confined itself to the use of only five principals, five deputy principals, five head of departments and five international teachers in order to collect the data. This study was confined to studying the extent of implementation and management of teacher diversity in secondary schools of the Mthatha Education District. The study was also confined to the investigation of those factors that militate against the implementation and management of workforce diversity in secondary schools of the Mthatha Education District.

1.10 LIMITATIONS OF THE STUDY:

There was a time limit, since the researcher is a full-time employee (teacher) in a public school. Another limitation was the lack of extra recording cassettes in the local stores.

1.11 DEFINITION OF TERMS

This study of workforce diversity management on education has many terms that need to be defined. The researcher will define the following terms: Diversity Management, Selection, Multiculturalism, Workforce Diversity Management, Affirmative Action, Affirmative Action Measures, Educational Management, Xenophobia and International teachers.

Diversity management :

Diversity management encompasses the development of and the genuine respect for people of diverse backgrounds. In this case, it means combating prejudice and discriminatory practices and drawing on the different strengths of the teachers available in the teaching and learning context, it implies that it is to the mutual benefit of all. In this study, diversity will mean accepting, recognising and respecting of teachers differences and knowing each teacher is unique in the teaching and learning context (Petra, Lena, et al, 1999:46).

Selection:

Selection is managing to recruit and appoint the most appropriate person to a job. It is a process of job matching, and must begin with the description of the jobs to be done and the identification of personal qualities necessary for their successful execution. In this study selection will mean managing to appoint the most qualified teacher to a job (Lumby, 2003).

Multiculturalism:

This is a system of beliefs and behaviour that recognizes and respects the presence of all diverse groups in an organization or society and one that acknowledges and values their socio cultural differences, and encourages and enables their continued contribution within

an inclusive cultural context which empowers all within the organization or society (Rosado, 1998). In this study multiculturalism will mean a system of beliefs and behaviour that recognizes and respects the presence of all teachers in schools.

Workforce Diversity Management:
Grobler, Surette et al (2006) defined it as a planned systematic and comprehensive managerial process for developing organizational environments in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organization. In this study, workforce diversity management refers to managing teachers' similarities and differences that can contribute to the effective functioning of schools.

Affirmative Action:
Faundez (1994) defined Affirmative Action as the process of creating greater equality of opportunity; it is temporary and flexible and not in accordance with rigid quotas. It depends on qualification and it does not unnecessarily trample on the reasonable expectations of competent black and white men. In this study affirmative action will mean a process of creating greater equality of opportunity for all teachers.

Affirmative Action Measures:
According to the South African Constitution, Affirmative Action Measures are measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer. In this study, Affirmative Action Measures will mean a measure put in place to ensure that suitably qualified teachers who are blacks, Asians and coloureds have equal employment opportunities.

Educational Management:
According to Dimmock (1999), Educational Management is maintaining, efficiently and effectively, current organizational arrangements. In this study, educational management will mean maintaining efficiently and effectively the current employment and promotional processes in schools.

Xenophobia:
According to Richard (2007) Xenophobia is a dislike and or fear of that which is unknown or different from one. The term is typically used to describe a fear or dislike of foreigners or people who are significantly different from oneself. In this study xenophobia will mean the fear and dislike of international teachers (Richard, 2007).

International Teachers:

In this study International Teachers will refer to teachers who moved away from their countries of nationality to teach in a foreign country.

1.12 THE STRUCTURE OF THE STUDY

This study is divided into five chapters:

Chapter 1
The problem and its context

The researcher has attempted to introduce the problem of the study, which is the inability of secondary schools to design, implement and manage workforce diversity among the national and international teachers in the Mthatha Education District. This chapter focuses on the following: The background to the study, awareness of the research problem, statement of the problem, research problem, the objectives of the research, the research questions, and rationale for the study, significance of the study, delimitations of the study, limitations of the study and definition of terms.

Chapter 2
Review of Literature

This will consist of the literature review that is, what other researchers have found about workforce diversity management in Africa, South Africa and the Mthatha Education District. This chapter will identify literature on the following: challenges and contribution of diversity in the education system, management and skills training programmes about workforce diversity management in the education system, theories of workforce diversity management, benefits of work force diversity management to secondary schools, stereotyping and performance expectations among teachers in secondary schools, prejudice among teachers in secondary schools, cultural differences among teachers in secondary schools, Affirmative Action and Employment Equity in the South African school system, the impact of constitutional provisions on Human Resources Management in South African schools, and barriers in the employment and promotion of international teachers.

Chapter 3
The Research Design and Methodology

This will focus on the research methodology that will consist of the research design, the population and sampling, the research instrument and the data collection procedure. In this research the qualitative methods of research will be used.

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Chapter 4

Data presentation and Analysis
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This will present the analysis, interpretation and discussions of the findings. The researcher will place the raw data into logical, meaningful categories, examine them in a holistic fashion, and find a way to communicate this interpretation.

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Chapter 5

The Research Findings
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This will present the discussions of the findings. As participants of the study will give their views, these views will be presented and discussed in the light of the objectives as well as the themes which emerged from the responses.

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Chapter 6

Conclusion and Recommendations
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Conclusions and recommendations of the study will be presented. The chapter will also present the suggestions for further research.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of the literature study was to analyze critically the existing knowledge on work- force diversity management in the education system and to evaluate the ways in which this knowledge has been utilized in South African Secondary Schools. The second aim was to identify the new knowledge to which this study could contribute; the third aim was to identify the limitations, gaps and weaknesses in the literature to which this study would attempt to respond. Fourthly, the study identified the literature on the theoretical framework of diversity in schooling, theories of workforce diversity in the education system, management and skills training programmes about workforce diversity in the education system and the benefits of workforce diversity management in schools. Lastly, the study identified literature on stereotyping and performance expectations among teachers in schools prejudice among teachers in schools, the Employment Equity Act in South African schools and Affirmative Action in South African schools.

2.2 THEORETICAL FRAMEWORK OF DIVERSITY IN SCHOOLING

Education plays an important part in equipping people to recognize, accept and appreciate differences in attitude, lifestyle, languages, culture or gender. It is a great challenge for schools worldwide to accommodate diversity in the fullest sense without prejudice. Even monoculture schools are fundamentally characterized by diversity, which includes all kinds of differences related to such matters as gender, class, religion and intellectual and physical ability.(Wolhuter, Lemmer, & de Wet 2007:162).

Diversity brings richness to the schools that need to be treasured and built upon. In practice, however, schools are often characterized by tension, ignorance, misunderstanding and aggression as a result of mismanaged diversity. Schools therefore have a grave responsibility to prepare teachers and learners by educating them to take their place in a society freed from bias. If learners are made aware of, and duly informed

about diversity and the needs of other people, then the stage is set for them to develop mutual understanding and trust. It is incumbent on the school, therefore, to ensure that diversity issues receive due attention throughout the entire curriculum, and that all staff members see the implementation of such a curriculum as part of their duty. A key strategy in which greater understanding between peoples may be brought about is through the various approaches in multicultural education. (Wolhuter, et al.2007:162).

2.2.1 Diversity in society and in schools

The term "diversity" comes from the Latin term diversus meaning more than one, of a different kind, or variety. For centuries occurrences such as colonization, migration, immigration and war have brought about demographic shifts all over the world. People from varying backgrounds have settled in different geographic localities. Thus over time, diversity has become typical of all societies. Diversity applies not only to groups that are differentiated by ethnicity, race, language and religion, but also to individuals who differ from each other in important ways regardless of group classification. Within any one ethnic or race group, different viewpoints develop owing to factors such as geographic origin, socio-economic class and gender. Personal qualities such as personality, aptitude and appearance also make for a difference. Diversity therefore constitutes any kind of variety, including sexual orientation, disability, learning preferences, nationality, geographic location, education level, age, marital status, parental status, etc. (Wolhuter, et al.2007:162).

A discussion on the forms of diversity follows:

1. Race

Contemporary biologists and anthropologists reject race as a category because there is more genetic variation within racial groups than between them. Moreover, individuals of a given race vary in their ethnic and cultural backgrounds. There is a need to understand and, thereafter, to explore the underlying and circumstantial diversity within each so-called race. Everyone needs to understand that racial differences are more than cultural and circumstantial and not even solely biological, however, many biases exist towards certain physical features because of historical conditioned roles, depictions in the media and stereotypical assumptions. (Wolhuter, et al.2007:163).

2. Culture

Culture is a highly-complex human phenomenon and, in many respects, a misunderstood concept. Culture is often associated with material goods and artifacts or with obvious visual aspects such as food and dress. It is also often defined in terms of a particular

group's art, music and literature. Furthermore, the term "culture" is used in place of "society", thus when people refer to African culture they may mean African society and its culture. Culture, however, is far more intricate as is evidenced by the vast number of definitions given from various perspectives and which have been subject to a great deal of debate (Wolhuter, et al.2007:163).

3. Language

Language and communication, whether verbal or non-verbal, may constitute the most important aspects of an individual's culture, and characterize the general culture, its values, and its ways of looking and thinking. There are many ways in which a group may express its identity; language is a common one and is particularly conspicuous, has deep psychological roots and can act as a vehicle for culture on many levels. The relationship between language and culture (and thus education) is intimate and complex. Many teachers and children come to school with some values, beliefs and behavioural characteristics which differ from those of other teachers and other children and from those expected in the school. Language is one of these characteristics. In the past, in schools in Anglophone countries, the use of other languages was severely restricted but, in the multi-ethnic school of today, the profession staff should demonstrate positive attitudes towards the linguistic characteristics of ethnic children. Their languages should
be viewed as a valid communication system with no attempt to replace them with Standard English. Rather, the concept of alternative languages and dialects should be introduced, emphasizing the use of some languages as appropriate in some social situations and setting and inappropriate in others. Minority teachers and learners in English medium schools should be helped to master Standard English, but not as a replacement of their own language. On the contrary, the assumption is made that teachers and learners from diverse ethnic and cultural groups should understand and appreciate other languages and dialects (Wolhuter, et al2007:165).

4. Religion

Religion is a key element of cultural background and religious diversity is an extremely sensitive issue which is difficult to manage in schools. In many multi-faith societies, such as Great Britain where there is an increasing presence of South Asians of Hindu, Sikh or Muslim religious backgrounds, the teaching of a particular religion in schools (such as Christianity) has been replaced by teaching of world religions. Similarly in Germany, the Netherlands and Norway attention to religious diversity in schools has been raised by the growing number of migrants entering the countries from Southern Europe, Turkey, Asia, South America. In Namibia and South Africa, the teaching of world religions is regarded as a new model of inclusion for nation building (Wolhuter, et al 2007:167).

5. Gender

Gender stereotypes create contrasting expectations and, therefore, contrasting or different behaviours towards girls and boys in schools. Research has shown that gender-based bias in educator expectations is evident in almost all subjects at schools. For example, the belief that boys are inherently better at understanding science, mathematics and related subjects leads to the failure of girls to develop their scientific abilities sufficiently. It has also been found that the grades of boys may suffer because educators assign higher grades to work in good handwriting, whereas poor writing tends to be attributed to boys. Gender bias in educators' expectations of learners effectively prevents them from reaching their full potential. It is therefore important that teachers carefully consider their behavior and attitudes towards learners to determine whether they are gender-biased at all (Wolhuter, et al.2007:167).

Many schools throughout the world reflect the kind of diversity described above and have had to devise ways to respond to these realities. Often this entails making a choice between the policy of assimilation and multiculturalism (Wolhuter, et al.2007:168).

1. Assimilation:

Assimilation is a monocultural policy which, until recently, has prevailed in most multicultural Western societies. Assimilation places emphasis on minimizing cultural differences and encouraging social conformity and continuity. Minority groups are therefore expected to be assimilated into the main stream of the dominant group culture. They are required to adopt the language, cultural modes and values of the dominant group. It is thus a one-way process whereby a subdominant group adapts to a dominant group.

Education is used to good effect to ensure assimilation because little recognition is given to the needs of individuals from diverse cultural backgrounds, while educational policies and practices remain ethnocentric. Prior to the civil right movement in the United States of America, a policy of assimilation prevailed in the few schools which were segregated.Thus, minority groups were expected to adopt the language, values and cultural modes of the dominant group. In response, the various minority groups demanded that ethnocentric curricula be revised to accurately reflect the minority groups' contributions, experiences, histories and perspectives, and that more black and brown teachers be employed.

Similarly, in schools in South Africa where many schools were desegregated prior to 1994, an assimilation approach was generally followed as learners and teachers of the dominant group saw minority learners and teachers as the ones who had to change and

adapt to the school. Black learners and teachers in predominantly white schools often feel it is expected of them to assimilate and adopt the existing ethos of the dominant culture (Wolhuter, et al.2007:168).

2. Multicultural Education:

Multiculturalism is defined as the recognition of our cultural pluralistic society into our education system. It is the operationalising of the education system in such a fashion that it appropriately, and in a rightful manner, includes all racial and cultural groups. Essentially, multicultural education is about changing the nature of teaching and learning in order to create a suitable learning environment for both learners and teachers from diverse cultural backgrounds. The major goal of multicultural education is to reform the schools and other educational institutions so that teachers and learners from diverse racial, ethnic, and social class groups will experience educational equality (Wolhuter, et al.2007:169).

2.3 WORKFORCE DIVERSITY MANAGEMENT THEORIES

Workforce diversity refers to how a school is culturally diverse. Cultural diversity includes a range of ways in which teachers experience a unique group identity, which includes gender, sexual orientation, race, ethnics and age. A school culture tends to determine the extent to which it is cultural diverse. Managing diversity in the workplace means negotiating interaction across culturally diverse groups, and contriving to get along in an environment characterized by culturally diversity. The theories that are discussed here are: Monolithic organizations, plural organizations, multicultural organizations, amalgamation in schools, an open society, direct and indirect discrimination, victimization, change agents, managing workforce diversity, school assessment, understanding differences among teachers, diversity equal opportunity, and group diversity and conformity (http://www.en.wikipedia.org/wiki.Diversity).

1. The monolithic organization:

In this type of organization the amount of structural integration and the presence of persons from different cultural groups are lacking. This type of organization is made up of one cultural group.

2. The plural organization:
This type of organization has a more heterogeneous membership than the monolithic organization; for this purpose it takes steps to be more inclusive of teachers from cultural backgrounds that differ from the dominant group. This type of organization is made up of more than one cultural group; they recognize and accept each other.

3. The multicultural organization:
This type of organization contains many different cultural groups of teachers and also values diversity (http://www.en.wikipedia.org/wiki.Diversity). Van der Westhuizen (2002:15) states that; "culture can be described as a set of rules whereby a society lives and exists. It includes a society's system of values, the linguistic situation, traditions, customs, ideals, technologies, religious dogmas, myths and taboos, social structure, a political system and decision-making processes. The culture of a society gives rise to particular educational needs and places specific demands on the provision of education. It should be remembered that the education system plays an important role in transmitting culture from generation to generation. How does one deal with different cultural groups in one school, country or region. How does government policy in general and educational policy in particular seek to accommodate different cultures and eliminate, modify or encourage cultural diversity?

4. Amalgamation in Schools:
Van der Westhuizen (2002:15) states that amalgamation is also called the melting pot policy. The idea is not to enforce conformity to the ways of dominant culture but to allow all the different cultures to eventually merge and thus create a new social order; a better one than the one that existed before. The main educational aim with amalgamation is the elimination of cultural diversity. Amalgamated culture is nurtured in order to create a peaceful, non-manipulative and non-divisive resolution to the problems of cultural diversity.

Van der Westhuizen (2002:16) states that the policies of assimilation, amalgamation and an open society tend to emphasize social cohesion as the ultimate goal in a pluralistic school. The aim of assimilation is to absorb ethnic minority teachers into the mainstream culture. Cultural differences, such as different languages, religions, values, etc. are almost totally ignored. This approach is also known as Anglo-Conformity and was the official policy in society followed in most western societies, such as the USA, the UK, Canada and Australia until the 1980s.

5. Open Society:

The basis of this policy is the total rejection and disregard of ethnicity, religion, and all cultural values in favour of group association. In the open society, school participation and mobility are potentially open to all individual teachers and are determined by a teacher's achievement and not ascribed on the basis of cultural background or affiliation (Van der Westhuizen, 2002:16).

Human (1996:5) in his study on managing workforce diversity in a critique and example from South Africa outlines the following cultural diversity: "The maxima approach to culture argues that a teacher's culture tends to determine how that teacher interacts with others. At the other extreme, the minimalist approach takes an interactional approach to culture and argues that culture constitutes a subconscious part of a teacher's identity as a communicator and is therefore constructed to a large extent by the perception of the other teachers in the interaction" Human defines culture as the collective programming of the mind which distinguishes one group of teachers from another. "National culture" explains more of the differences in work-related values than a teacher's profession, age or gender. He observes that, culture varies across four main dimensions, namely, individualism versus collectivism, power, distance, uncertainty, avoidance and masculinity versus femininity.

Niemann (2006:99) explains that in South African schools, the concept individualism vs. collectivism has become a critical issue as the school culture is cast in a Eurocentric mould revealing an individualistic characteristic if the group is predominantly white. In contrast to individualism, black teachers largely reveal an Afro-centric approach, a communalistic orientation, believing that every teacher is very much part of the social fabric and that each teacher needs to find his/her own place in the school structure. Central to the Afro-centric management is the term; "ubuntu" which means, "I am because we are" Collectivism is opposed to individualism and intensive competitiveness, and places great emphasis on concern for teachers and working for the common goal. Niemann states that, in individualistic cultures, great emphasis is placed on the following of one's convictions, taking one's own needs into account, placing a priority or doing ones own thing and being independent of others. The extents to which a teacher subscribes to individualistic or collectivism will influence such a teacher and will determine the level of emotional dependency other teachers have on one another. This may even determine whether rewards are allocated individually or to groups (Niemann, 2006: 99)

According to Niemann (2006:100), teachers who subscribe to an individualistic culture tend to: demand more freedom and scope in their teaching, want more autonomy in their teaching, prefer to make decisions individually, rather than, collectively, pursue their own needs and ambition with less regard for others needs, acknowledge that they are

responsible for looking after themselves, show interest in individual reward schemes, and find being an individual more appealing; for example, achieving freedom and autonomy in making decisions and earning promotion and pay increases. Teachers who subscribe to a collectivistic culture tend to: teach in large schools, take others into account more often and to a large extent, prefer group decisions, consider mostly what is good for the group, believe that if they help the group it will look after them, find individual reward systems unacceptable as they threaten their core values and beliefs; they prefer a scheme that rewards the group or team performance on a basis of equal distribution of rewards amongst all members of the group; they want to carry their whole team with them to achieve school objectives and set getting their whole group's views across and their group's needs met.

Niemann states that school principals therefore have to deal with these differentiate perspectives in order to manage the diversity in their schools. This Afro centric approach forms a close parallel to transformational leadership where principals work to create a climate and culture where each individual teacher and group can achieve their full potential. In doing so, transformational leaders can facilitate collectivism in South African schools, coming to terms with one's differences, acknowledging them, putting them in perspective, and discovering and dealing with the strengths and weakness of different ideologies in order to improve the aggregate potential of South African schools. Educational institutions will therefore have to function in an entrepreneurial manner and bring about paradigm shifts in the process of cultivating a new, shared culture.

Managing diversity is a non mandated management approach to creating an environment that allows all teachers to reach their full potential in pursuit of the school mission. It excludes no one. It is proactive, requires an assessment of the school culture to ensure that it is supportive of inclusivity, and is an integral part of an overall mission. In the three approaches to workforce diversity, Affirmative Action, understanding differences and managing diversity are needed; however, only Affirmative Action is mandated by law.

Maicibi (2008: 2) in a study on managing of workforce diversity regarding issues and lessons for schools in Uganda explains that variety is the spice of life. Schools need to capture and utilize this variety in the teachers they employ. Diversity relates to the fact that we are all unique individuals. Each teacher is a member of different social groups, such as gender, religion, and political affiliation; these have a significant bearing on teachers' experiences. Diverse workforces, therefore, are characterized by teachers of different sex, race, age, culture, marital status, nationality, ethnic back ground, educational qualification and political affiliations. The other sources of difference include

socio-economic background of individuals, membership and non- membership of unions, forms and quality of education and nature of employment.

6. Discrimination:
Maicibi(2008:2) states that in a bid to manage people differently, agitation and complaints emanate from the workforce. It sometimes leads to strained industrial relation in the school. There are three broad headings under which claims of discrimination are brought: direct discrimination, indirect discrimination and victimization:

6.1 Direct Discrimination: This occurs simply when an employer treats a teacher unfavourably. This is commonest in schools when sex or marital status is an important factor in this decision.

6.2 Indirect Discrimination: This can quite easily occur unintentionally. It occurs when a requirement of condition is set which has the effect, in practice, of disadvantaging a significantly large proportion of one sex; for example if substantially fewer female teachers than male teachers can comply with the condition, even if is
applied in exactly the same way to both men and women, it is potentially unlawful.

6.3 Victimization: An employer victimizes teachers if the action disadvantages them in any way simply because they have sought to exercise their rights or have assisted others in doing so, for example, teachers may bring a claim of victimization to a tribunal if they have been overlooked for promotion after having recently successfully fought/agitated and won an equal pay claim for self and colleagues.

The key to managing a diverse workforce is the increasing of teachers' awareness of, and sensitivity to, differences of race, gender and social class. Language training is one way of promoting a multicultural school. Three skills which help to develop effective communication in diverse school environments are:
1. Self monitoring: This refers to a communicator's awareness of how his or her behaviour affects other teachers, and his or her willingness to modify this behaviour based on knowledge of its impact.
2. Empathy: This enables the receiver to go beyond the literal meaning of a message and consider the communicator's feelings, values, assumptions and needs.
3. Strategic decision making: This implies that the communication sources and channels used to reach school members, as well as the substance of the messages conveyed, are mindfully selected.

Equal opportunity seminars, focus groups, bias-reduction training, research, and task forces are methods that schools have found useful in reducing cultural group bias and discrimination (http://www.en.wikipedia.org).

7. Change agents:

The change agents are individual teachers within a school. They are usually educated about managing diversity, and committed to facilitating change by modelling appropriate behaviours. They also take every opportunity to ensure that systems, policies and practices are flexible enough to work for every teacher, modifying them as and when appropriate. Change agents include top leadership, management and teachers at every level. Because management represents a major change in the management of human resources, without multi-level change agents implementation will stall. It requires support from leaders with vision, credibility and authority. A managing diversity champion supports the school's commitment to managing diversity and this is seen by teachers as a valued member of the current culture and thus has credibility as the school moves to a new vision (http://www.wfm.noaa.gov/diversity).

8. Managing workforce diversity:

This is a comprehensive managerial process for developing a school environment that works for all teachers. Managing diversity is a cultural change process that ensures that the complexities within a school's systems (policies and practices) do not benefit any one group of teachers more than another. Managing diversity encourages managers to enable, empower and influence teachers to operate with a set of challenges and opportunities that will create a harmonious and productive working environment in which each teacher may achieve his or her full potential. Managing diversity is inclusive, addresses workplace behaviours, understands differences, and focuses on schools' cultures and climate. Through managing diversity capabilities, schools are more adaptable to future change (http://www.wfm.noaa.gov/diversity).

9. School assessment:

This involves the discovering of where the school is today this process examines systems, policies and practices to ensure they are flexible enough to support the future state environment. This phase is the heart of 'managing diversity'. It involves data collection to assess the school climate. It also consists of diversity scans (to see whether there is visible diversity), surveys (which are attitudinal in nature to get a sense of what the work environment is like) as well as cultural audits (which look at the school's roots that drive its systems); assessment of written and unwritten school policies and procedures, and the review of complaint and grievance data are included. Change to support the effective

management of diversity must take place   at   a   root   level   to   be   lasting
(http://www.nfm.noaa.gov/diversity).

10. Understanding differences among teachers:
This is the awareness and acceptance of differences among and between teachers both on an interpersonal and personal level. It encompasses myriad dimensions such as race, sex, age, thinking style, religion, sexual orientation, professional degrees, and functionality. The objective is to enhance interpersonal or inter functional relationships (http://www.nfm.noaa.gov/diversity).

Managing diversity provides a process whereby teachers can carefully assess where they are educationally, against where they want to be and they can examine or modify barriers or inhibitors which prevent them from reaching their goals. Managing diversity is the only cultural change strategy that focuses on inclusivity and ensures that schools support the new vision, initiative and behaviours. If roots (systems, policies or practices) are not supportive, new initiatives may not succeed. School principals are responsible for acting as change agents and modelling behaviours which support the creation of a future state which maximizes the contributions of teachers as they fulfil school goals (http://www.nfm.noaa.gov/diversity).

Principals are responsible for ensuring that: appropriate workplace behaviours are supported, policies and practices support vision. The managing diversity principle is integrated into the way of life of the school, the school environment is inclusive and empowering, influencing and enabling of teachers are common practice. Every teacher is responsible for focusing on inclusion, and appropriate and supportive workplace behaviour. Teachers should learn to acknowledge, accept and understand that similarities and differences do exist. Each teacher can help create a positive work environment by identifying and working to change rigid practices that are exclusive of some teachers and add no value, and by identifying behaviours and patterns of doing things, whether are done consciously or unconsciously(http://www.noaa.gov/diversi).

11. Diversity and equal opportunity:
Diversity is not another name for Equal Opportunities. The very idea of Equal Opportunities goes against the acceptance of difference and makes being the same even more desirable and hence, heightens prejudice. Labelling teachers diminishes them, groups them, and destroys the very concept of diversity. Therefore, Equal Opportunities is actually about providing appropriate choice for the particular individual teachers involved and preventing barriers being placed in the way of teachers exercising their choice with freedom. This approach supports the idea of diversity but to put the same

name ("diversity") on the Equal Opportunities banner is to do diversity injustice (Maicibi, 2008:14).

12. Group diversity and conformity:
The biggest pitfall for diversity is to avoid the pressure to be different; this puts focus on conformity; diversity is about recognizing, honouring and embracing difference. It is therefore not something that teachers should conform to, but should understand as an existent issue in most schools (Maicibi, 2008:14).

2.4 THE MANAGEMENT AND SKILLS TRAINING PROGRAMMES

Niemann (2006:108) in his work on workforce diversity management suggests that the following actions should be integrated into any diversity management initiative:
Firstly, teachers should be encouraged to evaluate themselves and to confront ethnic, cultural and gender stereotypes that they might hold; teachers should realise the importance of knowing themselves as people with an implicit understanding of diversity and its related prejudices and inequalities.

Secondly, all aspects of diversity should be recognized and emphasized such as race, gender, religion without reinforcing traditional biases and stereotypes.

Thirdly, performance agreement should be reinforced by the school structure and system to stand the test of time. It is therefore necessary to involve the staff members of the school in setting the standards or criteria for the overall vision of the school.

Fourthly, an important success factor for diversity initiatives is the commitment of top management. The institution must, consequently, take a stance on diversity. Diversity success is achieved by management attendance at training events, long-term evaluation of management results and managerial rewards for increasing diversity. It is important to establish various support structures to facilitate the management of diversity, such as: a diversity steering group, which is made up of diverse teachers representing groups identified by the diversity audit, diversity project teams utilizing project management principles and mentors to assist and support new appointments. The team building will strengthen the support system, because teamwork utilizes high-interaction group activities and promotes trust and openness among staff members. The participants should be divided into teams or subgroups, making the membership of each small group as diverse as possible. Allow leaders to ask how aspects, such as marginalization, affect the overall competencies and capabilities of the institution, and what can be done to equip staff to handle questions about rank, power, privilege and prejudice.

Fifthly, diversity management must be implemented as a proactive measure and strategy to enhance school performance. Such strategy should form part of the school Employment Equity Plan in order to create an environment conducive for Diversity and Employment Equity Implementation. This is done by: conducting a diversity needs assessment and using scientific needs analysis instruments such as diversity audits and focus group investigation. Audits will enable the school to define and examine the needs of its workforce, hereby allowing staff to participate in an early stage of strategy development, and therefore provide a baseline to measure on-going progress. Such an audit will also facilitate the process of tailoring the strategy to meet the specific needs of the school and developing a shared vision. Schools must develop a shared vision and goals-setting that must be, "I understand and I am committed because it's a win for me too" approach. Regarding compiling an action plan: during diversity sessions participants should be encouraged to develop action plans. Such action plans must be specific in terms of planned activities, and how the plans can be maintained, reinforced, monitored and evaluated. Here project teams can produce project plans for implementation and submit them to the diversity steering group for approval. Decisions as to how to manage affirmative action in the institution should also form part of the action plan. Whether affirmative action is going to be the mere application of measures for the sake of it, or whether it is going to be a movement beyond tolerance to true acceptance.

Sixthly, the diversity strategy should be monitored on a continually basis in order to identify successes, shortcomings and areas of improvement and modification.

Seventhly, workshops should be arranged to allow staff to participate in group discussions with representatives from diverse groups. They will be able to participate in activities that are designed to change attitudes; for instance, using exercises in which they learn to realize what it is like to feel different. Niemann proposes that empowering programmes should include aspects such as: the identification and handling of stereotyping, bias, prejudice and assumptions among teachers; assistance to learn about, understand and value differences among teachers and diversity as a system change process in schools. The movement toward school and individual change, conflict management among teachers, problem-solving skills and a better understanding of the different groups of teachers in the school.

Niemann (2006:108) proposes the following suggestions as part of any approach to managing diversity in the educational system:

- Recognizing different views and contributions from all teachers

- Rewarding good work done by any teacher of the school
- Support and encouragement to all teachers of the school
- Eradicating prejudices, stereotypes and biases amongst teachers in the school.
- Empowerment programmes should include all teachers in the school.

The objectives of the managing diversity and concomitant empowerment workshops are relatively simple but effective. They assist teachers with an understanding of how cultural stereotypes impact on power relations and affect the performance of some teachers. They also assist participants to manage in a non-racist and non-sexist way, in other words, in a way in which stereotypes are managed and positive expectancies transmitted. The creation of skills and understanding in teachers so that they move away from stereotyping to the development of respect for individuals - not as a member of a specific cultural group but rather as an individual who has unique relationships with the many and complex social variables which have impacted on his/her development"(Human,1996:10).

Maicibi (2008:2) states that if there is not enough diversity in one's employee base or if there is a high turnover within certain groups of teachers, the school will not be able to leverage the power of diversity. Building diversity in a school through recruiting and retention is an important step towards creating an inclusive workplace.

The following are some suggestions put forward to help build diversity in schools through recruitment: identify stereotypes of teachers who work in one's school and develop strategies for changing perceptions, use more inclusive language and visuals in rule books, orientation and recruiting materials, create cross-cultural and cross gender mentoring programme and provide training for mentors, develop relationships with associations and schools that are geared toward underrepresented groups, be aware of one's own biases and stereotypes and their impact on the school environment, create processes to make teachers who are different from oneself feel welcome and included in the school, mentor teachers who have different cultural or ethnic backgrounds or gender. This will help staff grow in their careers addition, incorporate ideas from other cultures to solve problems and be more innovative; use resources that are already in place and research what other schools have done to be successful. Provide cross-cultural communication training to help staff work better together in order to serve the client population more effectively. Survey and interview staff across demographics to determine their needs in order to create a strategic plan for retention and increased recruitment under represented populations, examine your definition of leadership qualities to include ways in which teachers that have different thought processes and communication styles

can also be effective leaders and conduct exit interviews and identify patterns and themes if they exist (Maicibi, 2008:2).

2.5 THE BENEFITS OF WORKFORCE DIVERSITY MANAGEMENT IN SCHOOLS:
Maicibi (2008:3) proposes that school managers should use workforce diversity to improve the effectiveness of their schools, to recruit from the widest pool of talent, and enable the teachers employed to contribute fully to the schools goals. Maicibi states that the benefits that school managers seek as they recruit and direct a diverse workforce are as follow:
- Inclusiveness of races, ethnic groups, nationalities and sexes.
- Conformity to a state constitution.
- Equal opportunity to all irrespective of any seeming differences. •
Search for talented teachers for the school.
- Representativeness of the population
- Generating a pool of mixed, old and fresh experience, skills and knowledge.

Managing workforce diversity in secondary schools has the following benefits: Diversity is beneficial to both the school and the teachers; diversity brings substantial potential benefits such as better decision making and improved problem solving, greater creativity and innovation, which leads to better teaching and learning methods. It provides schools with the ability to compete with other schools.

Diverse schools will be successful as long as there is a sufficient amount of communication within the teaching body. People from different cultures perceive messages in different ways so communication is vital to the performance of a school. Miscommunication within a diversity workplace leads to a great deal of challenges (http://www.en.wikipedia.org/wiki.Diversity).

Grobler and Shurrette (2006:75) in their work, defined workforce diversity management as a planned systematic and comprehensive managerial process for developing a school environment in which all teachers, with their similarities and differences, can contribute to the strategic and competitive advantage of the school. The benefits of managing workforce diversity are:
- Tapping into a range of skills which the school never had before.

- Attracting and retaining the best talent among the work force.

- Promoting effective teaching and learning as a result of teacher job satisfaction.

Loock and Grobler (2008:14) state that workforce diversity management benefits schools through creating a school culture that is more tolerant of different behavioural styles and wider views amongst teachers; it also benefits schools through better decision making and greater responsiveness to diverse needs of the teachers.

2.6 CHALLENGES AND CONTRIBUTIONS OF WOKFORCE DIVERSITY IN SCHOOLS:

Loock and Grobler (2008:14) proposed that schools and organization must get away from the tradition of "fitting employees into a single corporate mould. Everyone does not look and act in the same way. The education system should create new human resource policies to explicitly recognize and respond to the unique needs of teachers, and the needs of specific schools. Cultural diversity creates certain specific challenges to education. The challenges created by cultural diversity are: communication problems amongst the teaching staff and misunderstandings among teachers and principals.

Human (1996:1) states that there are three challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences among teachers. He observed that there are three challenges which face culturally-diverse workplace. The three challenges are:

1. Communication in a diverse school: the meanings of messages can never be completely shared between two individual teachers, and two individual teachers experience events in exactly the same way. Even when native and non-native teachers are exposed to the same messages, they may interpret the information differently. It is necessary for teachers who are less familiar with the primary language spoken within the school to receive special attention in meeting their communication requirements.

2. Cultural bias in a diverse school: Cultural biases in school include both prejudice and discrimination. Prejudice here refers to negative attitudes towards a school teacher based on his/her culturally group identity while discrimination here refers to a situation where an employer treats a teacher unfavourably.

3. Assimilation in a diverse school: Assimilation into the dominant school culture is a strategy that has had serious negative consequences for minority teachers in schools. Then teachers who assimilate are denied the ability to express their genuine selves in the workplace; they are forced to repress significant parts of their lives within a social context that frames a large part of their daily encounters with other teachers. Teachers who spend significant amounts of energy coping

with an alien school environment have less energy left to do their jobs. Assimilation does not just create a situation in which teachers who are different are likely to fail; it also decreases the productivity of the schools (http://www.en.wikipedia.org).

Maicibi (2008:3) observed that it was important to understand diversity in order to aid the teaching and learning relationship at school, promote a comfortable work environment, avoid conflict, and curtail possible loss of teachers. Diversity, if handled improperly can easily turn into a losing situation for all involved, leading to demoralization of teachers in the school. Cultural diversity within organizations can be exploited to the benefit of school effectiveness. Studies on school effectiveness have found that one central element for success is the importance of achieving productivity through effective management of teachers. School effectiveness therefore depends on the effective management of diversity; this has become a significant challenge to principals. This is because there is no school that is monolithic - all are heterogeneous in composition. Although employee diversity offers opportunities that can enhance organizational performance, it also presents managers with a set of challenges. These challenges are:

- Group resistance to change:
    A long established corporate culture is very resistance to change and that resistant is a major stumbling block for the disadvantaged teachers seeking to survive and prosper in a school setting. The disadvantaged can only survive under an effective diversity manager.

- Cohesion vs. interpersonal conflict:
    Although teacher diversity can lead to greater creativity and better problem solving, it can also lead to open conflict and chaos if there is mistrust and lack of respect among groups. This means that as schools become more diverse, they face a greater risk of teachers not working together.

- Group segmented communication network:
    Shared experiences are often strongly reinforced by segmented Communications networks in the school. Most communication within organizations occurs between teachers of the same sex and race. The presence of segmented communication poses three major problems to schools. Theses three major problems are:

Schools cannot fully capitalize on the perspectives of diverse teachers if they remain confined to their own groups; segmented communication makes it more difficult to establish common ground across various groups of teachers, and women and minority

teachers often miss opportunities or are unintentionally penalized for not being part of the mainstream communication networks.

Workforce diversity means that educational institutions are becoming more heterogeneous in their workforce in terms of gender, race and ethnicity. Educational institutions will have to create work environments in which diversity or pluralism is accepted by teachers, managers and supervisors. School managers, supervisors and teachers who genuinely accept teachers of different backgrounds and orientations are more likely to benefit from diversity (Niemann, 2006:103).

Niemann states that "the more globally-oriented economy and the changing labour market have made it more likely that teachers will be working with other teachers from even more different backgrounds than ever before. The South African school system is now rapidly changing towards a complex mix of gender, races, cultures, language and sexual orientation. These changes have resulted in more diverse management teams. Furthermore, it is reported that when one starts to recognize one's own perceptions and limitations, and one is able to appreciate the rich resources in the hearts and minds of other teachers, it contributes to one's personal development."

According to Niemann (2006:107), the workforce today is much less traditional and thus results in a tendency to ignore differences, but this also poses various challenges, such as reinforcing stereotypes among teachers, increasing lack of tolerance within the teaching staff, misunderstandings among teacher, frustrations, defensiveness, criticism and aggressive behavior. Schools have to work through diversity issues with responsibility, integrity and a willingness to do something about these challenges. It is necessary that teachers learn to recognize their own power and capabilities, and set up groups and learning projects to help curb their innate resistance to differences. Schools will need to shift their philosophy from treating every teacher alike, to recognizing differences and responding to those differences in ways that will ensure teacher retention and greater productivity, while simultaneously avoiding discrimination. If diversity is not managed properly, it could potentially lead to a higher teacher turn-over, difficulties in communication among teachers and increased interpersonal conflicts among the teachers.

 "It is natural for teachers to focus on anything that is different, and it is particularly this natural inquisitiveness that should form the basis of training for diversity. The quality of teachers' experiences can only be enhanced when working with others who are different from themselves. .When diversity in a system has to be managed, it is important that

teachers start to value differences which will add to their own knowledge and understanding." (Niemann, 2006:108).

The next topic deals with stereotyping and prejudice in workforce diversity in South Africa and how this can lead to poor performance by the minority teachers in schools. The topic also introduces possible ways to eliminate stereotyping and prejudice amongst teachers in schools.

2.7 THE STEREOTYPING AND PREJUDICES IN WORKFORCE DIVERSITY IN SOUTH AFRICA AND THE MTHATHA EDUCATION DISTRICT

1. Stereotype:

Human (1996:8) observed that; "inaccurate stereotypes cannot only lead to inefficient decisions but also severely retard the advancement of minority teachers, schools confront two intractable problems. First, teachers are dependent on stereotypes in order to make sense of the world and stereotypes therefore cannot be eliminated. Second, stereotypes are resistant to change or modification because they help avoid inner conflict and insecurity, they maintain basic values about the individuals societal role and power relations and provide an interpretive framework for judging behaviour".

"The factor that produces vulnerability to stereotype threat is a history of experiences with being stereotyped and discriminated against. A teacher might expect unfair treatment when a stereotype is invoked alongside a valued social identity, however, such a history might produce threat even in contexts where risks of discrimination are quite small or even non-existent. What is crucial is whether the teacher believes that his or her actions might be viewed through the lens of a stereotype. In such a case, individual teachers fear that they might be viewed and treated differently because of stereotypical expectations and that their actions might potentially confirm stereotypical beliefs" (http:www.reducingstereotypethreat.org).

Natalia (2007: 1) reported that "stereotypes are a much harder thing to defeat, mainly because they exist in the minds of individual teachers who have been taught and conditioned to think that way. There's no quick fix to removing stereotypes from the mindset of teachers in schools, but the good news is that as the school environment becomes more diversity friendly and more racially, ethnically and sexually integrated, stereotyping continues to weaken. Here are three things that a teacher should do to fight stereotypes in the school work environment:

- The first thing is to seek out a school environment where there is at least one other teacher of your race, ethnicity, gender, or sexual orientation present. In any school environment, where there are teachers who are different from you,

conversations and actions can quickly descend into stereotyping. But if there is more than one teacher of your diversity group present in the school environment, the chances of a conversation lapsing into stereotypical comments (or actions) is much less likely. In addition, in a school environment where one is with other teachers of ones' own diversity group, you will feel much more relaxed. The conversations will come easier, and your own relaxed attitude will, in turn, make your colleagues feel more relaxed, reducing the chances of any teacher making a stereotypical comment by mistake.

- The second thing is to work hard and go the extra mile. As a diversity teacher, in many schools you are likely to face more scrutiny than your mainstream colleagues. Show up everyday for work on time and do the best possible job you can, going the extra mile whenever possible. By doing this you will snatch any ammunition that co-teachers have to stereotype you. In fact, you will probably give the co-teachers, who doubted you, a new-found faith in your ability to do your job well.

- The third concept is not to isolate oneself. Find ways to fit in with every teacher in the school. You know that you are different, and so do your co-teachers; there is no need to consistently emphasize those differences by isolating yourself or consistently socializing only with other diversity teachers. Try to make friends with all of your colleagues".

2. Prejudice:
Prejudice implies coming to a judgment on individuals based on false beliefs. Prejudice may bring about discriminatory attitudes of individuals toward other teachers or things. The following ways can be used to eliminate prejudice in the school environment; make respect for diversity a core value in ones' school and articulate it as such in the school's handbook/teachers manual, provide ongoing awareness programme about the value of human diversity for all teachers in the school, take advantage of diversity consultants and training programme, and incorporate diversity as a school goal. Secure a high degree of commitment from all teachers. Become aware and respectful of individual work styles, create an environment conducive to the exploration of diversity learn about co-teacher's backgrounds and share your own. Ask questions that invite explanation and answer with the same (http://www.adl.org/prejudice).

Getting along with others in a school environment is tough enough without bringing prejudice into the equation. If one takes the proper measures one can deal with prejudice and discrimination in the workplace effectively. Discrimination can be explained as a

situation where a particular teacher has been treated unfavourably or where a requirement of condition is set which has the effect of disadvantaging a significantly larger proportion of one particular teacher than the other teachers. The following six lessons have been proposed as measures for dealing with discrimination in the school environment in South Africa:

1. Make sure that the discrimination is authentic. If in the past a supervisor denied you a privilege, have another co-teacher of different ethnicity ask for the same privilege. If the co-worker is granted the request, there may be discrimination. Just be sure that there is ethnic discrimination in the school before you make it an issue.

2. Talk with other teachers of the same ethnicity in your school. There is power in numbers and if there is discrimination against you, chances are that others are receiving the same treatment. Talking to others in a similar situation can also provide you support and validation.

3. Speak to your superior about the discrimination. List the reasons for the case of discrimination. Present the case calmly and rationally to the superior. If after the meeting you still feel that discrimination exists you may need to take your complaint to a higher authority.

4. Contact the human resources department of the school you work for. Some have specific processes that you need to undertake to file an internal discrimination grievance.

5. Retain the services of a discrimination attorney. After you have contact the internal school human resources department to file a grievance, you need to talk to a lawyer that specialises in discrimination in order to assess your options.

6. File an external grievance with a governmental entity. The lawyer can walk you through these steps as discrimination laws and procedures vary depending on the state (or province) in which you live (http://www.ehow.com).

The next discussion is on the impact of constitutional provisions on the employment and promotion of teachers, the Employment Equity Act (No.55 of 1998), Affirmative Action in South African schools, Affirmative Action in the United State of America, the need for Human Resources Management Departments in schools, recruitment and selection of teachers and the internal staffing of teachers in schools.

2.8 THE IMPACT OF THE SOUTH AFRICAN CONSTITUTION ON MANAGEMENT
Cronje and Marais (2004:7) explain that in South Africa the Employment Equity Act became law in 1998. The stated intention of the Act is to eliminate unfair discrimination, ensuring employment equity, and to achieve a diverse workforce that is broadly representative of the country's demographic realities. The issues that will be presented here are: the Employment Equity Act, Affirmative Action in South Africa, Affirmative Action in the United States of America, Human Resources Management, Recruitment in South African Schools, Management in South African Schools and Career Management in Education in South Africa and the Mthatha Education District.

2.8.1 The Employment Equity Act
According to Jan, Clive et al (2005:28) the South African Constitution contains specific human rights and more general provisions to consider when developing and implementing human resource management systems. These provisions include:

> The right to choose a trade, occupation or profession freely (Article 22)
> The right of teachers and employers to fair labour practice (Article 23)
> The right to just administration action (Article 33)
> Article 195 (1) sets out the principles that must govern public administration, including the cultivation of good human resource management and career development principles include efficiency, high professional ethics, accountability and transparency.
> Article 195 (1) (j) is important; it states that public administration must be representative of the South African people.

This means that the employment and personnel management practices need to be based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation.

Jan, Clive et al (2005:28) state that for various reasons clarity does not yet exist concerning the implications of all parts of the Employment Equity Act throughout the public education system. The schools cannot ignore the thrust of Employment Equity in South Africa. Section 2 of the Employment Equity Act, which outlaws discrimination, is applicable to all employers and requires that every employer must take steps to promote equal opportunity in the schools by eliminating discrimination in any employment policy and practice. In addition, all the schools in South Africa may apply some of the following four Affirmative Action Measures: Indicate in all advertisements that the school is committed to appropriate staff diversity and employment equity, advertise in a way that avoids the advertisement being made available to only a limited part of the population, examine the response to each advertisement in terms of diversity, identify and remedy

reasons for lack of success, do not leave staff diversity to chance. Develop a plan and indicate reasonable and achievable goals.

Niemann (2006:105) states that the Employment Equity Act (RSA, 1998) stipulates that measures must be designed to ensure that suitably qualified teachers from designated groups have equal employment opportunities and are equitably represented in all school structures and levels.

Cronje and Marais (2004:7) state that in South Africa the Employment Equity Act became law in 1998. The stated intention of the Act is to eliminate unfair discrimination, ensuring employment equity, and to achieve a diverse workforce that is broadly representative of the country's demographic realities.

According to Grobler, Surette et al. (2006:183) with the implementation of the Employment Equity Act, No. 55 of 1998, the selection process itself has become of critical importance to schools in South Africa. All forms of discrimination, whether direct or indirect, are forbidden. Direct discrimination has to be treated under the same or similar circumstances. Indirect discrimination consists of applying requirements or conditions that, although applied equally to teachers of all racial groups, are such that a smaller portions of a particular racial group of teachers can comply with it and that cannot be justifiable on other than racial grounds. It is interesting to note section 6 (2) of the Act, which states 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 teacher on the basis of an inherent requirement of teaching and learning.
This clause suggests the school interview panel may treat a teacher or job applicant from the designated group (i.e. blacks, Coloureds, Asians, women and the disabled) on a preferential basis.

The Employment Equity Act defines the term 'suitably qualified' by stating that a teacher may be 'suitably qualified' for a post based on the following combination of that teacher's:
   (a) formal qualifications
   (b) prior learning
   (c) relevant experience
   (d) capacity to acquire, within a reasonable time, the ability to teach

The Employment Equity Act states that when determining whether a teacher is suitably qualified for a post or not qualified, an employer must:

(a) review all the four factors listed above, and

(b) Determine whether that teacher has the ability to teach in terms of any one of, or any combination of those factors.

In making a determination under section (4), an employer may not unfairly discriminate against a teacher solely on the grounds of that teacher's lack of relevant experience. Employment Equity Act (No.55 of 1998) which was approved by Cabinet on 12 October 1998, aims to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment through the elimination of unfair discrimination and the implementation of Affirmative Action measures to redress the disadvantages in employment experienced by designated groups (Africans, Coloured, Asians, women and people with disabilities).

According to the European Commission - Employment Social Affairs and Equal Opportunities, every teacher in the European Union has the right to enjoy equal treatment and a life free from discrimination. Diversity can bring huge benefits to schools and to society in general, yet we are long way from achieving equal opportunities for all. European Legislation prohibits discrimination on the ground of sex, racial or ethnic origin, disability, age, sexual orientation and religion or belief. To achieve real equality, attitudes and practice must change in work, education and healthcare, and across the board.

2.8.2 Affirmative Action in South Africa

Cronje and Marais (2004:7) observed that Affirmative Action (or equity) regarding a school workforce is aimed at creating equal employment opportunities for all by ensuring that a workforce is composed of roughly the same proportions as the groups that make up the population as a whole. In South Africa, the Employment Equity Act became law in 1998. The stated intention of the Act is to eliminate unfair discrimination, to ensure employment equity, and to achieve a diverse workforce that is broadly representative of the country's demographic realities. The inclusion of blacks at management level is of crucial importance to the South African economy. Affirmative action is defined as the process of greater equality of opportunity; it is temporary and flexible and not in accordance with rigid quotas. It is compatible with the concept of qualification and it does not unnecessarily trample on the process of creating equal employment opportunity which is the desired outcome. Affirmative action, however, is not merely a process of recruiting greater numbers of historically-disadvantaged employees; it is part of a holistic system of human resource management and development and impacts on all the processes, policies and procedures relating to the selection, recruiting, induction, development, promotion and severance of teachers.

Human (1996:4) states that "experience suggests that Affirmative Action strategies should be developed in consultation with teacher unions and non-unionized teachers and should be regularly monitored and evaluated. In a country such as South Africa, Affirmative Action involves not only the recruitment, development, promotion, and retention of qualified teachers from historically-disadvantaged groups, it also involves the development of those with the potential to become qualified either within the school setting or through educational and community projects. A distinction has been drawn between Affirmative Action (the process) and Employment Equity (the result). It is accepted that this distinction may not be as clearly drawn in other countries (such as Canada) where the terms Affirmative Action (so defined) and Employment Equity would appear to be synonymous." Affirmative Action /Employment Equity both encompass, and are encompassed by, the concept of Managing Diversity. Affirmative Action South Africa is part of the process of managing the country's diversity. Managing Diversity at one level incorporates Affirmative Action, yet, at t particular level, is one of the competencies required for the effective implementation of Affirmative Action programmes.

According to Niemann (2006:106), Affirmative Action is imposed by government upon educational institutions; management teams should approach it positively and see it as an opportunity to bring about a renewed focus on developing tailor-made quality teachers for the schools. Affirmative Action may contribute to a fresh, new focus with innovative ideas and an entrepreneurial mindset. It might even bring about new values and "ways of doing things" in the schools, which could be essential in this dynamic age.

2.8.3 Affirmative Action in the United State of America
"Affirmative Action policies used in the United States of America is to increase opportunities for minorities by favouring them in hiring and promotion, in college admission, and the award of government contracts. Depending on the situation, minorities might include any under represented group, especially one defined by race, ethnicity, or gender. Generally, Affirmative Action has been undertaken by governments, businesses or educational institutions to remedy the effects of past discrimination against a group, whether by a specific entity, such as a corporation, or by society as a whole. Until the mid 1960s legal barriers prevented blacks and other racial minorities in the United States from entering many jobs and educational institutions. In the United State of America, the Civil Rights Act of 1964, which prohibited discrimination in public accommodation and employment, was the first modern legislation to address these barriers" (http://www.encarta.msn.com).

The term Affirmative Action was first used by President John F.Kennedy in 1961. as executive order it was designed to encourage contractors on projects financed with

Federal funds to racially integrate their workforces. The Federal contractors were advised to take affirmative action to ensure that disadvantaged applicants were employed. The original goal of the civil rights movement had been colour blind laws. As President Lyndon B.Johnson stated in 1965 in a speech at Howard University, you do not take a person who, for years, has been hobbled by chains and liberate him and bring him up to the starting line of race the and say, you are free to compete with all the others, and still justly believe that you have been completely fair (http://www.encarta.msn.com).

From its beginnings in the United States in the 1960s, affirmative action policies, which give preferential treatment to people based on their membership in a group, violate the principle that all individuals are equal under the law. These critics argue that it is unfair to discriminate against members of one group today to compensate for discrimination against other groups in the past. They regard Affirmative Action as a form of reverse discrimination that unfairly prevents whites and men from being hired and promoted.

The advocates of Affirmative Action respond that discrimination is, by definition, unfair treatment of people because they belong to a certain group therefore, effective remedies must systematically aid groups that have suffered from discrimination. Supporters contend that Affirmative Action policies are the only way to ensure an integrated society in which all segments of the population have an equal opportunity to share in jobs and education (http://www.encarta.msn.com).

Starting in the mid 1990s politicians and grassroots groups began to apply affirmative action at state level, with some success. The Regent of the University of California system voted in 1995 to end all affirmative action in hiring and admissions, and minority enrolment in the system entering under graduate class plummeted in 1998, when these changes took effect. In 1996 California voters approved proposition 209, an initiative that ended affirmative action throughout the state in public hiring, purchasing, and other government businesses. In 1998 Washington State voters passed Initiative 200, a measure that banned affirmative action in state and local government hiring, contracting and education. Around the same time, Federal Courts began considering lawsuits from white students denied admission to state Universities with affirmative action programs. In some cases, the court invalidated such programme on the grounds that they promote reverse racial discrimination. For example, in Hopwood Vs Texas (1996), a federal appeals court barred the University of Texas Law School from "any consideration of race or ethnicity" in its admissions decisions. As in California, the termination of the school's affirmative action programme led to a sharp drop in minority enrolment. Not all attacks on affirmative action have been successful. In Smith vs. University of Washington (2000) a federal appeal court upheld an affirmative action programme at the University of

Washington Law School, concluding that diversity in education was a compelling state interest (http://www.encara.msn.com).

2.8.4 Human Resources Management and Recruitment in South African Schools

According to Jan, Clive et al (2005:3-28), Human Resources Management, is especially important in education, which is a people's business. The original Task Team on education Management Development (TTEMD) recognized the significance of effective management of teachers in the development of education management. It states that it is the teachers who make schools function. Education quality and the process of change and redress therefore depend on the competencies of everyone in the education service. Teachers, who work in an environment which is constantly changing, need support. Managing and developing teachers appropriately can facilitate continuous improvement in any school. The major challenge is to build capacity to enable everyone associated with education to do their best (Department of Education 1996).

The quality of teachers in a school or college is partly about the selection of staff but it is also dependent upon a number of school variables. The support and challenge provided by the management will affect the staff's commitment to the school and, consequently, their performance within the school. Human Resource Managers need to ensure among other things that:
- Justice prevails , as for example in providing equal opportunities
- Levels of stress are at an acceptable level
- Time is efficiently managed
- Communication is accurate and effective between teachers at all levels.

The Human Resource Management process is a continuous process that starts at human resource planning and continues through recruitment, selection, appraisal, compensation and remuneration to development and training, while considering and addressing legislation and adapting to external and internal influences. Teachers are the most significant resource in most schools, especially in those that provide a service (e.g. healthcare and education) where teachers are usually the most expensive resource. Human Resources Management processes therefore include recruiting, selecting and appointment of teachers, inducting teachers into the school culture, training and developing teachers, monitoring and appraising teachers' performance and making decisions about promotion or transfers of teachers (Jan & clive, 2005:28).

According to Cronje and Marais (2004:193) the role of Human Resource function is to support principals' ownership of the teachers' development process by providing, inter

alia, appropriate systems and advice to the principals. The function should be proactive in identifying and diagnosing problems, proposing solutions and influencing principals in the strategic direction that the school has chosen. This implies that the human resources function needs to be staffed with workers who:

- Are positively and actively committed to the development and advancement of all teachers, particularly disadvantaged groups,
- Have a high degree of credibility among the managers and staff, for whom they provide practical and realistic solutions to problems and issues raised by their principals, without sacrificing professional excellence,
- Operate from an integrated perspective regarding all aspects of the human resources function, although they may be expert in only one particular area.

Cronje states that what separates top performing schools from dysfunctional schools is the way they treat their teachers. He goes on to argue that schools that invest in their teachers create a long- lasting competitive advantage that is difficult for other schools to duplicate, however, the process of finding, developing and keeping the right teachers to form a qualified workforce remains one of the most difficult and important of all management tasks in education.

Recruitment is the process of acquiring teacher applicants who are available and qualified to fill vacant posts in the schools. The express purpose of recruitment is to ensure that a sufficient number of teacher applicants apply for the various jobs in the school as and when required. There are two basic sources from which potential teachers can be recruited: from inside the school and externally in terms of an entry level or level one post (Grobler, Surette et al, 2006:166).

The two basic sources from which potential teachers can be recruited are:

1. Recruitment from inside of the school:
Recruiting from inside means trying as far as possible to fill vacant positions with existing teachers, except for jobs on the lowest levels. The advantages of this policy of recruiting from inside are: career planning becomes possible, in that individual teachers see a future for themselves in the school, assessment of teacher applicants is easier because the school already has considerable information on the possible candidate's abilities and work performance and the cost of recruitment is low because advertising, travel and board and lodging expenses are largely eliminated.

The following are the disadvantages connected with the internal recruitment policy: the school tends to stagnate because staff members often think like their predecessors; there

are therefore no new ideas. Teacher appointment at lower levels does not necessarily have the potential to fill senior management posts and there can be personal competition among teachers, to the detriment of co-operation among them.

2. Recruitment from outside the school:
This is trying as much as possible to fill vacant posts at the lowest and higher levels in the school by employing teachers from outside the school's existing staff. The advantages of the policy of recruiting from outside of the school's existing staff are: greater number of teacher applicants can be considered, outside teachers may bring new ideas and teaching techniques to the school and this eliminates infighting amongst teachers; when recruiting principals or Heads of Departments to the school this minimizes the promotion of a teacher to a level in which he/she is unable to perform successfully.

The following are some of the disadvantages of using the external recruitment policy: It destroys the incentives of the existing teachers to strive for promotion; the newly-employed teacher's ability to fit in with the rest of the teachers is unknown and there is an increased adjustment problem for the new teacher.

According to Grobler, Surette et al (2006: 166) selection of teacher is the process of choosing from a group of teacher applicants the individual teacher best suited for a particular position. Of the several advantages to recruiting within the school, probably the most important is the increase in morale for teachers who believe that the school will reward successful performance and they will be promoted to higher positions. The lack of possible promotion and advancement opportunities within a school can be a major cause of turnover and dissatisfaction amongst teachers.
Jan, Clive et al (2005:28) state, that the following list of procedures must be adhered to when shot listing and interviewing teacher applicants in schools: Interview committees should be established at educational institutions where there are advertised vacancies, and in public schools the interview committee should comprise of:
1. One department representative (who may be the school principal) as an observer and resource person.
2. The principal of the school (if he or she is not the departmental representative), except in the case where he or she is an applicant.
3. Members of the school governing body, excluding educator members who are applicants for the advertised post(s).
4. One union representative per union that is a party to the provincial chamber of the Education Labour Relations Council.

The interview committee may short-listing subjects using the following guidelines: the criteria used must be fair, non discriminatory and in keeping with the Constitution of the country; all interviewees must receive similar treatment during the interviews, the list of short-listed candidates for interview purposes should not exceed five per post depending on the curricular needs of the school and the obligations of the employer towards serving educators.

Cronje and Marais (2004:125) state that staffing refers to the way in which teachers are matched to jobs and whether they are developed, transferred or promoted from within the school. It involves a critical analysis of current selection and recruitment procedures, criteria for entry into teaching and learning, selection tools and school culture. Such an analysis should lead to attempts to overcome unfairness and blockages, to remove glass ceilings and to eradicate both tokenism and resistance. Strategies and workforce analysis may also lead a school to the conclusion that it is necessary to ameliorate the under-utilization of qualified teachers of excluded groups at entry level or in promotion.

 Grobler and Surette (2006:166) state that a variety of moves within the school are offered to provide interesting and challenging work assignments and to improve the teacher's social status and financial position. Internal staffing is also intended to increase the school effectiveness. Thus, most internal staffing is designed with two objectives in mind:
1. School effectiveness , and
2. Teacher satisfaction and commitment.

Grobler and Surette pointed out that the following two types of internal staffing of teachers are available:

1. Promotion of teachers:
The re-assignment of a teacher to a higher- level of teaching and learning is known as promotion. Generally, it is given as recognition of a teacher's past performance and future promise. When he or she is promoted the teacher generally faces increased demands in terms of skills, abilities and responsibilities. In return, the teacher is granted better pay benefits and more authority, as well as higher status. Except for transfers, promotions are the most desired means of filling vacancies in schools.
The term promotion is one of the most emotionally-charged terms in the field of human resources management. For instance, if the consensus is that the wrong teacher has been promoted, there can be resentment and probably lack of co-operation from some staff members. Two main approaches are used to recruit teachers for promotion:

- The closed promotion system: This places responsibility for identifying promotable teachers with the supervisor of the post to be filled. The drawback to the closed promotion system is that many teachers, who may be qualified and interested in promotion, may be overlooked.
- The open promotion system or job posting: with this, job vacancies are published on bulletin boards and internal communication systems so that all interested teachers may apply.

By using these two approaches, the following can be achieved: Opportunities for teacher growth and development are provided, equal opportunity or advancement for all teachers is provided, a greater openness in the school is created by making opportunities known to all teachers, there is increased staff awareness of salary scales, job descriptions, general promotion and transfer procedures and what constitute effective job performance and school goals and objectives are communicated and allow each individual teacher the opportunity to find a personal niche in the school.

2. Teachers' seniority:
A large number of schools place significant importance upon a teacher's seniority when making a promotional decision. Seniority is directly related to a teacher's length of service or the period spent in a specific job grade. Many arguments exist regarding this approach, as length of service rather than performance is rewarded, however, counter arguments can be found. A number of such have been identified as follows: Seniority avoids problems of biased supervisors who may promote favourite teachers, seniority is a quick, easy and painless way to make a promotion decision; there is often some correlation between seniority and performance, in that teachers become more competent at their jobs as they gain experience, and seniority rewards the loyal teachers who have worked hard for many years.

2.8.5 Management in Schools:
This can be defined as the process followed by principals to accomplish a school's goals and objectives. More precisely, it may be said that management is a process whereby activities that are carried out enable a school to accomplish its goals by employing teachers and financial and physical resources for that purpose. Management may therefore be formally defined as the process whereby human, financial, physical and
information resources are employed in order to reach the goals of a school. The four fundamental management tasks are:
1. Planning: This determines the mission and goals of the school, including ways in which the goals are to be achieved.

2. Organizing: After goals and plans have been determined, the human, financial and physical resources of the school have to be allocated by management to the relevant department or teachers; duties must be defined, and procedures fixed to enable the organization to reach its goals.

3. Leading: This entails directing the teachers of the school and motivating them.
4. Control: This means that managers should constantly establish whether the school is on an appropriate course towards the accomplishment of its goals (Cronje & Marais, 2004:122)

Coronje and Marais state that schools as organizations are described as consisting of teachers, learners and resources, and certain goals that have to be reached. These predetermined goals constitute the purpose of schools, because teachers, as social beings arrange themselves in groups to achieve goals that would be too difficult or too complex for an individual teacher to achieve alone. However, schools do not achieve their goals automatically. In addition to the teachers, learners, physical resources, financial resources and knowledge in a school, there is a further element that is necessary to direct all these resources and activities effectively towards goals: that indispensable element is 'Management' and without this any purpose related to action is impossible. Management is therefore indispensable to any school for the following three reasons:

1. Management directs a school towards its goals.
2. Management sets and keeps teaching and learning of the school on a balance
3. Management is necessary to reach the goals of the school at the highest possible level of teaching and learning.

Cronje states that, in a school situation the following three levels of management can be identified:
1. Top management: This comprises the principal and relatively small group of executives, school governing bodies and school management teams who control the school and in whom the final authority and responsibility for the execution of the management process rest.

2. Middle management: The Deputy Principal is responsible for certain functional areas of the school and is primarily accountable for executing the policies, plans and strategies determined by the top management.
3. Lower management (Head of Department): HODs are referred to as supervisory management; this smaller segment of the school that controls the different learning areas.

2.8.6 Career management in education:

Teachers have varying expectations about the reward and satisfaction they seek from their jobs. To some, work is purely a necessary evil, a painful mechanism for earning enough money to support oneself or one's family. These teachers do not expect to be fulfilled in their work: they may, feel that work and enjoyment are totally incompatible. Other teachers not only seek good salaries and benefits but also desire to satisfy certain human needs through their work. They want to work with agreeable and friendly co- workers and to receive ego satisfaction from performing their jobs. For other people work is the most significant part of their lives. Totally committed to their jobs, they get a great deal of personal pride and satisfaction from their work. Becoming a Deputy Principal or Principal is the pot of gold at the end of the rainbow, and these over- achievers are more than willing to invest long hours, weekends and holidays in pursuit of their dreams. To these employees, the job comes first and everything else family, hobbies, social obligations other interests- comes second.

On a continuum of career interest, work may be viewed as just a job on one end and as a career on the other. Important terms and concepts in career management are the following:

1. Career: A sequence of jobs held during a teacher's working life.

2. Career management: The process of designing and implementing goals, plans and strategies that enable Human Resources professionals and managers to satisfy workforce needs and allow teachers to achieve their career objectives.

3. School career planning: The process whereby management plans career goals for teachers.

Well-planned and executed career programmed benefit both the school and the teachers in a number of ways. These include the following: Staffing inventories from the school, staffing from within the school, solving staffing problems within the school, satisfying the needs of the individual teachers and the school as a whole, enhanced motivation of teachers and ensuring the implementation of Employment Equity. Teachers generally advance through four stages, and these are:

1. Establishment: At the beginning of a career, the teacher faces anxiety and uncertainty over performance potential and competency.

2. Advancement: Next, the teacher demonstrates competence and knowledge of the politics or school culture.

3. Maintenance: Teachers generally achieve their highest advancement during the maintenance stage, devoting a considerable amount of their energies to developing and guiding others less experience.

4. Withdrawal: This begins as a teacher retires or moves on to a new career. During this stage, the individual teacher greater time to leisure and to the family. Frustration, stress and boredom may also characterize this stage because the retiree loses his or her job identity and the social contact enjoyed at the school (Grobler, Surette et al. 2006:246).

Human et al (2006) state that career paths set out the posts to which a teacher can be promoted transferred or rotated. This means the teacher has a number of options available to him or her. The planning of a career path depends on the career planning phase, the school's staffing structure, and career development opportunities within the school.

The next topic that follows relates to job satisfaction among teachers; the discussion also highlights those factors which contribute to teachers' job satisfaction and dissatisfaction.

2.9 BARRIERS EXPERIENCED BY TEACHERS IN THE UNITED KINDOM

The teachers who had gained their qualifications through examinations that were set and marked in England discovered that these qualifications were not recognized. The following is an oral account of the experience of one Black teacher from Zimbabwe who sought employment in Birmingham England as a teacher. I was brought up in Zimbabwe under the prime ministership of Ian Smith. I went to the Teachers' College in Bulawayo for three years (full-time) to train as a primary school teacher. The college was originally set up by British and the course was based on the British teacher training system using textbooks, videos, reading systems and so on. I passed the course with no problems; I
was the first black teacher to teach; what had been a white school up to independence. When I came to England a couple of years ago I stupidly started looking for jobs in the local paper and applied. They asked me if I was registered and I found I had to register with the Department of Education in London. When I tried to register, they sent me a form and I filled it in all about my education and training and experience with a lot of details about the content of my teacher training course. Months later they wrote back. They said they accepted qualifications from a few countries but Zimbabwe was not one of them. After about a year I decided I wasn't going to accept that because my training and experience were relevant and I could make a really useful contribution in Birmingham because I am bilingual and there are so few black teachers. I wrote and asked them to

review the decision. This time they replied with a different reason; they said they couldn't accept my teaching qualification because they didn't accept my educational certificate which I did before I entered the training course, because it was not A-levels. At our school there were no A-levels in my year. We could only do the certificate which provided entrance to South African universities and which was an entrance certificate to the Teacher's College. And so my teaching qualification was discounted because I didn't do A-levels before I did the teaching qualifications. And that's ridiculous because I know it's acceptable in British universities and polytechnics, and teacher training colleges that there are alternative routes to enter for teaching qualifications, and A-levels isn't the only way in. It was as if they couldn't find fault with my teacher training qualification so they had to fault my entrance qualification. And if I go past a school or into a school I feel a lump in my throat because I would love to work there and I can't because of these barriers. Teaching was the only career I'd ever wanted and it became part of my life and hence I never bothered to look into any other areas. It's as if I've wasted all those years and I'm now left without a career" (http://www.birmingham.gov.uk).

Sidiq (2003:1-2) states that, there are many barriers to Somalians, Ghanaians, Zambians and Zimbabweans teachers entering the teacher profession in the United Kingdom, which impact on each other to become even more impenetrable. These barriers include:

- The lack of recognition of prior qualifications in order to achieve employment

- The lack of support Somali teachers receive in terms of information, advice and guidance. This was seen as necessary in order for them to pursue an appropriate route to employment according to their needs and specifications and to help them locate sources of funding to support their further qualifications.

- English language was another significant barrier, and the absent of English courses for professionals compounded this and

- The lack of UK teaching experience hindered efforts to secure employment, even if the teachers had gained the necessary qualification.

Sidiq considers the number of unemployed Somali teachers to be a wasted resource, which should be tapped for the benefit of all, particularly refugee communities. Sidiq's report makes a wealth of recommendations which include: The evaluation of existing teacher qualifications of Somali teachers should be developed, equal opportunities in employment should be reviewed by relevant government departments to evaluate impact on refugees, Monitoring schemes in the workplace should be reviewed to ensure that these developed and encouraged the career development of teachers; teaching courses should be made more flexible and designed specifically for trained teachers. They

should also include intensive English courses for speakers of other languages; a Somali language curriculum should be introduced into British schools such that Somali children can learn their language and maintain their identity. An information resource centre for Somali teachers should be established to enable them to search for jobs and receive advice and guidance from experts, and an employment and training officer should be recruited to co-ordinate the dissemination of information and guidance for the teachers.

"It is reported that, European Union Citizens have the right to work in another member state, but only 2% of Europeans takes advantage of this right. Working in another European country brings individuals the chance to learn a new language, discover a new culture and develop new skills. It is also crucial to boosting jobs and growth. That is why the European Union is working to encourage mobility, to break down bureaucratic obstacles and promote language" (http:/www.european.eu /social).

Mauricio (1994:4) reports that, despite the significant progress in understanding the barriers to the work-place advancement for minorities and women, the specific mechanisms whereby the organization of work affects the advancement of minority teachers in the workplace remain
 elusive. These barriers can be grouped under the general headings of discrimination in the workplace. Workplace barriers can be categorized into the following three major categories:

1. The structural of work or career ladders.

2. Stereotypes and how these interact with managerial styles.

3. Inter-group relations, group subordination and workplace culture.

Discriminatory practices in the recruitment and hiring of minority teachers results in the under representation of minorities in entry-level jobs and at all levels of hierarchies in organization. Among the most damaging discriminatory workplace practices experienced by minorities are:

- The lack of culturally-sensitive mentors who can build upon minority culture and values and overcome language and acculturation issues.

- the stereotyping of minority teachers by tracking them to certain kinds of jobs only and

- The labelling of minority teachers as poor persons, and one who lack potential as good leaders and managers.

Minority teachers are affected by the prevalent practice of defining race relations in work organization primarily in terms of black/white relations. This focus ignores ethnicity as an important category in determining social identity. Minorities are adversely affected by the assumption that advancement within schools requires assimilation and acculturation to the dominant perceptions; this mistakenly points to a lack of behavioural traits considered very important in determining managerial potential and appropriate work ethic. Cultural traits regarding minority interpersonal relations and forms of communication may, in the appropriate context, result in better managerial practices in workplace organization. Minority women are affected by the structure of work, family responsibilities, and cultural biases in ways that are unique, distinct from the ways in which other women or Latino men are affected by these factors. Family responsibilities are an important barrier to the workplace advancement of minority women, to the extent that they are the primary care providers for children; they have relatively high fertility rates and large families, and very few employers offer the flexibility or benefits to facilitate their dual family and work roles (Mauricio, 1994:5).

Deborah (1994:1) reports that, despite dramatic inroads made by minority teachers into institutions of education, there has been converging evidence that education for Asian Pacific American teachers often brings lower returns than it has for other groups. In 1979 college-educated Asian American women were concentrated in clerical jobs, part of a large picture and pattern of occupational segmentation and concentration among Asian Americas. Such findings reveal that these are artificial barriers associated with a glass ceiling.

2.10 CONCLUSION:
This discussion on the literature review has focused on the need to examine how schools manage workforce diversity in South Africa, the United States of America and the United Kingdom, the challenges schools face in the management of workforce diversity, the proposed workforce diversity-management and training programmes, and the benefits of managing teacher diversity in schools with reference to international teachers in secondary schools. This discussion has also revealed much about the negative impact of stereotyping on an individual teacher's performance in terms of teaching and learning. The discussion also focused on the devastating aspect of prejudice on all teachers in schools, prejudice may bring about discriminatory attitudes of individual teachers towards co-teachers in the same school environment and prejudice in any form, either racial or social, is destructive and costly to schools.

The discussion highlights the need for the identification, recognition, acceptance and the management of cultural differences amongst teachers and within the staff establishment

in secondary schools. Constitutional provision in Human Resource Management, concerning Affirmative Action and Equal Employment opportunity, has been discussed concerning the eradication of workplace discrimination. It also highlights the point that; Affirmative Action regarding the school workforce is aimed at creating Equal Employment opportunities for all teachers, through ensuring that the teaching staff of schools are composed of roughly the same proportions as the groups that make up the population. We get to know the need for Human Resource Management in schools through recruitment and hiring of qualified teachers into the schools. Finally, this discussion focused on the need to examine those barriers which prevent teachers from securing employment and promotion in schools; it is understood that most of these barriers can be classified under the general heading of discrimination.

The next discussion is in chapter three; this chapter presents the research methodology, used population and sampling, the research instrument, data collection procedure and data analysis.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION:
The chapter focuses on the following: the research methodology, the research design, the population and sample, the research instrument, the data collection procedure, ethical aspect, validity and reliability.

3.2 THE RESEARCH METHODOLOGY:
In this research the qualitative method of research was used. The researcher studied and analyzed the respondents' responses. The primary goal of the researcher using this approach was to define, describe, interpret and understand the behaviors of the participants regarding the extent of implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District. Qualitative research is a type of scientific research which consists of an investigation that:

1. Seeks answers to research questions in a systematic way.
2. Systematically uses a pre-defined set of procedures to answer the questions.
3. Produces findings that were not determined in advance.
4. Seeks to understand a given research problem or topic from the perspectives of the local population it involves.

5. Is especially effective in obtaining culturally-specific information about the values, opinions, behaviours, and social context of a particular population (http://www.fhi.org/ training/en/RETC).

The researcher decided to use qualitative research because it provided complex textual descriptions of how both the local and international teachers say about the implementation and management of workforce diversity in the secondary schools. It also provided information about the participants' side of the issue that is, the often contradictory behaviors, beliefs, opinions, and emotions about the implementation and management of workforce diversity in the secondary schools.

The three most common qualitative methods, explained in detail in their respective modules, are participant observation, in-depth interviews and focus groups. Each method is particularly suited to obtaining a specific type of data:
1. Participant observation: This is appropriate for collecting data of naturally-occurring behaviours in their usual context.
2. In-depth interviews: These are optimal for collecting data on individual's personal histories, perspectives and experiences, particularly when sensitive topics are being explored.
3. Focus groups: These are applied in a study to gather data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups represented. The types of data these three methods generate are filed notes, audio (and sometimes video) recordings and transcriptions. (http://www.fhi.org/ training/en/RETC).

Among the three most common qualitative methods mentioned above, the researcher selected the in-depth interviews to collect data on the participants' experiences on the implementation and management of workforce diversity in the secondary schools.

The key differences between quantitative and qualitative methods are their flexibility. Generally, quantitative methods are fairly inflexible. With quantitative methods such as surveys and questionnaires, for example, researchers ask all participants identical questions in the same order. The response categories from which participants may choose are close-ended or fixed. The advantage of this inflexibility is that it allows for meaningful comparison of responses across participants and study sites. However, it requires a thorough understanding of the important questions to ask, the best way to ask, and the range of possible responses.

Qualitative methods on the other hand are typically more flexible. They allow greater spontaneity and adaptation of the interaction between the researcher and study participants. For example, qualitative methods ask mostly questions that are not necessary worded in exactly the same way with each participant. With open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply YES or NO.

In qualitative methods, the relationship between the researcher and the study participants is less formal than in quantitative research. Participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods. In turn, researchers have the opportunity to respond immediately to what participants say by tailoring subsequent questions to information the participants have provided (http://:www.fhi.org/training/en/RETC).

The qualitative method in this study was used to better understand the phenomenon of lack of employment and promotional opportunities for the international teachers and the implementation and management of workforce diversity in secondary schools. The qualitative research was also used to gain new perspectives on the implementation and management of workforce diversity in secondary schools.

Qualitative methods are appropriate in situations where one needs to first identify the variables that might later be tested quantitatively, or where the researcher has determined that quantitative measures cannot adequately describe or interpret a situation. Research problems tend to be framed as open-ended questions that will support discovery of new information (Marie, 1997:2).

According to White (2005:80-82), qualitative research methodologies are methodologies dealings with data that are principally verbal. The qualitative research is more concerned with understanding social phenomena from the perspective of the participants. This happens through the researcher's participation in the daily life activities of those involved in the research or through historical empathy with participants in past social events. The nature of reality and human behavior in qualitative research is the one constructed by the individuals involved in the research situation. The qualitative researcher needs to report these realities faithfully and to rely on voices and interpretations as obtained from informants. Qualitative research is therefore, based more on what is called a post-positivistic philosophy, which assumes that multiple realities are socially constructed through the individual and collective definition of the situation.

In this study the researcher used greater flexibility in both the methods and the research process. The researcher used a design that was not established before the research starts, the researcher made decisions about the data collection strategies during the study. The qualitative methodology is interpretative and constitutes an interactive dialogue. The participants' words were discovered and interpreted by means of the qualitative method by the researcher.

According to White (2005:86), the following are seven characteristics of a qualitative researcher:
1. The researcher looks at people and settings holistically.
2. A qualitative researcher is sensitive to the effect have on the people in the study.
3. A qualitative researcher tries to understand people from their own frame of reference.
4. The qualitative researcher sets aside his own beliefs, perspectives and predispositions.
5. The qualitative researcher regards all perspectives as valuable. 6. A qualitative researcher emphasizes validity in his/her research.
7. The researcher is the primary instrument for data collection and analysis.

The researcher decided to use the qualitative research approach because this approach offered the researcher the opportunity to report, descriptive, incorporate expressive language of the participants and the presence of the participants' voices in the text. The qualitative research approach also offered the researcher the chance to use the participants' schools as the sources of data.

3.3 THE RESEARCH DESIGN
The qualitative research design used in this study is the case study. The case study was used to richly describe interprete, explain, assess and evaluate the implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District. The case in this study was the inability of secondary schools in the Mthatha Education District to employ and promote international teachers in the secondary schools. Most of these International teachers talk about their experiences in teaching and learning. They say that they have never had promotional opportunities in any of the schools where they have taught. These teachers think that they have been discriminated against and alienated in most schools.

The data gathering process was interactive; this made the researcher to associate with the participants involved in the study. The data was collected by means of an individual interview using an audio tape recording to capture the voices of the interviewees. Data

was analyzed for interpretation through looking for patterns within the data to explain the phenomenon.

The case study design was relevant for this study because the researcher was able to understand the whole participants in relation to the employment, promotional and the implementation and management of workforce diversity in secondary schools. The case study design was also relevant for this study because the researcher was able to focus on the problem, in other words, the inability of secondary schools in the Mthatha Education District to employ and promote international teachers and the lack of implementation and management of workforce diversity in the secondary schools. The use of the case-study design was also relevant to this study because the researcher was able to interpret the data as they were collected and also inferences were made in a detective like-fashion. The researcher also used the case study design because the design involved the researcher in collecting virtually all the data and interpreting and analyzing the issues and questions as the data collection unfolds.

Anderson (1990:158) in conducting case studies, one typically uses six sources of evidence: documentation, file data, interviews, site visits, direct observation, and physical artifacts.

According to Judith (2004:12), the case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some in-depth within a limited time scale. The case study has been described as an umbrella term for a family of research methods having in common the decision to focus on inquiry around an issue. In a case study, evidence is collected systematically, the relationship between variables is studied and the study is methodologically planned. Though observation and interviews are most frequently used in case studies no method is excluded. Methods of collecting information are selected if they are appropriate for the task.

The case study approach is the presentation and interpretation of detailed information about a single subject, whether an event, a culture or an individual life. The case study is essentially research with depth rather than breadth. The greatest advantages of case the study are that it endeavors to understand the whole individual in relation to his or her environment. There are however certain weaknesses in the case study method. One of the problems is that the information obtained is often of a confidential nature so can hardly be evaluated by other research workers (Gajendra & Mallick, 1990:81).

3.4 POPULATION AND SAMPLING

The population, sampling and sampling technique employed in the study are presented below.

Marie (1997:4) states that population and sampling determine where and from whom data will be collected. One goal of scientific research is to describe the nature of a population; a group or a class of subjects or variables cannot be examined due to time and resource constraints, therefore the researcher will follow the usual procedure by taking a sample from the population that is representative of the entire population.

3.4.1 POPULATION

In this study, the population comprised of all senior secondary schools in the Mthatha Education District. A population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in for the study. The population that interests the researcher is not the same as the everyday notion of the population of people in a certain country and city. A population is the sum total of all the cases that meet the definition of the unit of analysis (White, 2005:112).

White (2005:114) notes that sampling means to make a selection from the sampling frame (a concrete listing of the elements in the population) in order to identify the people or issues to be included in the research. A sample is also described as a portion of the elements in a population. A key concept in sampling is representativeness. Unless the sample from which one will generalize, truthfully or faithfully represents the population from which it was drawn; we have no reason to believe, however that the population has the same properties as those of the sample. If a selection procedure is responsible for the unrepresentativeness in the sample, the sample is biased by the selection procedure.

3.4.2 SAMPLING

The sample comprised of five principals, five Deputy Principals, five Heads of Departments and five international teachers from five different public secondary schools, but only fifteen (15) participants from four different sampled schools were used to conduct the research. The researcher had used this sample size because not all secondary schools in the Mthatha Education District had a diverse staff for the purpose of the study, so the best method was to use only those secondary schools where there were both national and international teachers on their staff establishments that could provide information on the topic of investigation. The researcher sampled the Principals, Deputy Principals and Head of Departments as participants because they are the official managers in the secondary schools and for that matter they are responsibly for the implementation and management of workforce diversity in the secondary schools. Again, the International teachers were also sampled because they are the minorities and the victims in terms of the inability of secondary schools to implement and manage workforce

diversity that ensures equal employment and promotion for all. The researcher had used purposive sampling in choosing the respondents and their schools. The researcher employed purpose sampling technique because participants were grouped according to their nationalities which were relevant to the research questions.

Purposive sampling sizes are often determined on the basis of theoretical saturation, it is the point in the data collection period when new data no longer brings additional insight to the research questions (http://www.fhi.org/training/en/RETC).

According to White (2005:120), purposive sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristics representative of the population or typical attributes of the population. On the basis of the researcher's knowledge of the population, a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research.

3.5 THE RESEARCH INSTRUMENT
In this study, the researcher used face-to-face in-depth interviews. The individual Interviews were used to gather in-depth information about the view points and opinions of the respondents regarding the extent of implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District. According to Marie (1997:4), qualitative interviews may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques. Qualitative interviewing utilizes open-ended questions that allow for individual variations. There are about three types of qualitative interviewing: Informal or conversational interviews semi-structured interviews and standardized, open-ended interviews.

White (2005:153) observed that the truly open-ended question permits the person being interviewed to take whatever direction is required and use whatever words they want in order to represent what they have to say. It is the responsibility of the interviewer to make it clear to the interviewee what is being asked. Asking questions that are understandable is an important part of establishing rapport. Unclear questions can make the person being interview feel uncomfortable, feel ignorant, confused and hostile. Using words that make sense to the interviewee, words that reflect the respondent's worldview, will improve the quality of data obtained during the interview. In many cases, without sensitivity to the impact of particular words on the person being interviewed, the answer makes no sense at all (White, 2005:154).

An interview guide or "schedule" has to be prepared to ensure that basically the same information is obtained from each person, there are no predetermined inquiry responses in semi-structured interviews as the interviewer is free to probe and explore within predetermined inquiry areas. Interview guides ensure good used of limited interview time, they make interviewing multiple subjects more systematic and comprehensive, and they help to keep interactions focused. Interviewing guides can be modified over time to focus attention on areas of particular importance, or to exclude questions the researcher has found to be unproductive for the goals of the researcher (Marie, 1997:5).

James and John (2002:9) point out that the credibility of research depends on the quality of the measurement of the variables and procedures for collecting the data. If the measurement and procedures are weak, then so too are the results. Instuments or measures are devices that are used to gather information from subjects. Instruments can take a wide variety of forms, including tests, oral or written surveys, ratings, observations, and various archival and unobtrusive measures.

Claire, et al (2006:29) understood that there were many factors that may influence the choice of data collection methods. A key aspect to consider is fitness for purpose. In order words, does the method capture the information you are looking for? There may also be very practical and ethical considerations about which method to use. This could include time, cost and problems of access. In addition, it is essential to assess the extent to which forms of data collection are reliable and valid. Interviews have more flexibility than questionnaires. They give researchers the opportunities to follow up ideas and probe responses, thus, potentially, are giving more detailed information than other forms of data collection (Claire, Min et al 2006:37). An in-depth interview is one of the most powerful methods in the qualitative armoury, and has been the major research method used by researchers to encourage and enable participants to tell their own life stories, and disclose rich detailed information about previously hidden truth. Furthermore, an in-depth interview takes us into the mental world of an individual in order to see the way in which he or she sees and experiences the world; in-depth interviews offer the potential to explore experience and the meanings such experiences have for the respondents. Also, they provide very good context for participants to express their differences as well as their similarities, and they also include the opportunity for clarification and discussion and an opportunity to explore views of reality. The researcher will therefore use this opportunity to probe deeply, to uncover new clues, to open up new dimensions of a problem and to secure valid, accurate, inclusive accounts that are based on personal experience. The researcher will encourage the interviewees to relate, in their own terms, experiences and attitudes that are relevant to the research questions.

3.6 DATA COLLECTION PROCEDURE

In this section, the data collection procedure used is presented below.

The researcher in this study sought permission from the respondents to use an audiotape to collect data from them. The respondents accepted this permission and were therefore interviewed and their voices captured through the use of an audiotape. Each of the individual interviews took place at either the principal office or the Deputy Principal office depending on the venue that was allocated to the researcher by the individual school management teams. These offices were used because of the quiet and comfortable environments they provided for the interviews. Fifteen minutes were used during the interview time to collect data from each of the participants. The researcher and participants all agreed to the use of English language throughout the interview sessions and for that matter English language was used as a language to collect the data from the participants. The audiotape recorder was switched on immediately the interview began to capture the direct words of the respondents. The advantage of this form of data collection was that the researcher concentrated more on the questioning of the respondents, rather than trying to write down what they said. Data were collected by means of semi-structured interviews which allowed for the generation of first-hand, in- depth, rich, unexpected and relevant information from the interviewee. The researcher felt that individual, rather than focus groups, should be conducted as an individual
interview would probably enable teachers to express their perceptions and feelings honestly, while group interviews may be intimidating for some teachers who might feel pressured to concur with others in the group.

The researcher started the individual interview by establishing rapport with each of the interviewees. The researcher explained to each of the interviewees that the purpose of the interview was to find out how secondary schools were implementing and managing work force diversity programmes with reference to international and national teachers in secondary schools.

Claire, et al (2006:37) state that it is virtually impossible to write down everything that is said in an interview and transcribing is a time consuming business. They further state that when conducting an interview, the researcher should remember the following five basic principles: Providing a quiet, comfortable room for the interview, testing all recording, equipment beforehand and having spare batteries/power leads; explaining what the interview is all about and trying to ensure that the interviewee is relaxed. Knowing what to ask and avoiding bias is also very important.

3.7 ETHICAL CONSIDERATION

Ethical decisions will depend on the values of the researchers and their communities and will inform the negotiation which takes place between the researchers, sponsors, research participants and those who control the access to information which the researchers seek (http://www.fhi.org/training/en/RETC).

3.7.1 Informed consent

Permission to conduct the study in the secondary schools was sought and obtained from the principals of the secondary schools. Principals and their teachers were given written forms that described the research and then they were made to sign the forms to document their consent to participate in the study. Principals were assured that no names of individual participants would be reflected in the results of the study and participants were assured of the strictest confidentiality and anonymity in the study. The researcher in this study strived throughout the data collection stage to be honest, objective and empathetic towards the participants. The participants were assured they could withdraw from the study at any time without penalty or victimization and they were also protected from any forms of abuse. The researcher here considered the needs and concerns of the study participants, and ensured that appropriate oversight for the conduct of research took place; also a basis of trust was established between the researcher and the study participants. The well being of the participants was a top
priority. The participants were also assured that the research would be sacrificed if there should be a choice between doing harm to the research and doing harm to the participants.

Research ethics deals primarily with the interaction between the researcher and the people they study. Professional ethics deals with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data, and plagiarism. (http://www.fhi.org/training/en/RETC).

Principals and their teachers were made to understand what it meant to participate in the research study so they could decide in a conscious and deliberate way whether they wanted to participate. The researcher took the time to inform the participants about the research in a way that they could understand; the Department of Education at the Provincial level and the District Director of Education in the Mthatha District were told about the purpose of the research, what was expected of a research participant; (including the amount of time likely to be required for participation), the fact that participation was voluntary and that one could withdraw at any time with no negative repercussion and how confidentiality was to be ensured by not mentioning of participants names.

3.7.2 Important ethical issues

According to White (2005:210), ethics are generally considered to deal with beliefs about what is right or wrong, proper and improper, good or bad; it is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioral expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. The following four important ethical issues guided the researcher throughout the study:

1. Anonymity: The researcher promised not to identify a given response with a given respondent.
2. Confidentiality: The researcher explained to participants that a given participant's responses can be identified but promised that it would not be made publicly.
3. Voluntary participation: The researcher also allowed respondents in the research project to exercise their right to be part of the research or not.
4. Harm to respondents: Participants were also assured that information that would embarrass them or endanger their friendships and jobs would not be revealed.
5. Informed consent: Principals and their teachers were given written forms that Described the research and then they were made to sign the forms to document their consent to participate in the study.

3.8 VALIDITY AND RELIABILTY

Macmillan and John (2002:10) state that, in a qualitative study the technical features of instruments such as validity and reliability are not used. Nevertheless, the more general ideas of appropriateness of the inferences (validity) and error in collecting information (reliability) are still important.

3.8.1 Validity:

To ensure validity and reliability, the researcher followed proper procedure when collecting the information from the participants throughout the interview. The researcher also considered the issue of bias throughout the data collection stage. Furthermore, to ensure validity and Reliability, participants were given sufficient time during the interview process to answer the questions.

3.8.2 Reliability:

The researcher ensured reliability through the elimination of causal errors that could have influenced the results, and to ensure validity, the researcher again formulated techniques that checked the credibility of data in order to minimize the distorting effect of personal bias upon the logic of the evidence.

According to White (2005:193), by reliability it is understood that the researcher's conclusion - true or correct - responds to the actual state in reality. Reliability can be divided into internal reliability and external reliability.

3.8.2.1 Internal Reliability (Reliability during the research project). The following seven measures can limit random errors during qualitative research:
1. The use of triangulation
2. Cross-examination (peer examination): A method used to determine whether causal misinterpretations infiltrated the findings of the research. That can be done by comparing the findings with those of other researchers.
3. Member checks: Contradictions in the findings are referred back to the persons studied for an explanation or solution.
4. Consensus: A way in which consensus regarding the findings is reached through open discussion between the researcher and participants.
5. Selection and training: The thorough selection and training of assistant researchers, observers and interviewers in order to ensure that people who assist the researcher are competent.
6. Auditing: The preservation of all information regarding the research, as well as data, surveys and notes, this is so that the findings can be verified by independent persons, even long after the study has been completed.
7. Mechanization: The use of audiotapes and video recording to store information and computers for the processing of data (White, 2005:201).

3.8.2.2 External reliability: This refers to the verification of the findings of the research that is when the same research is conducted by independent researchers under the same circumstances and using the same participants (White, 2005:201).

According to White (2005:201), for validity in qualitative research, the researcher formulates techniques that check the credibility of data and minimizes the distorting effect of personal bias upon the logic of the evidence.

The researcher ensured internal validity by preparing a comprehensive register of data, notes on relevant actions or events, by establishing member checks, and guarding against bias and perspectives that could have instilled in the participants, as well as their prejudice that could have influenced their responses.

To ensure external validity, the researcher provided an accurate description of the research process, reasons for the choice of methods, the circumstances under which, and context in which the research was conducted, the researcher again provided a thick

description of the research situation and contexts so that others can ascertain to what extent the research results were valid or can be useful in their own situation or context.

3.8.3 Credibility:
According to Marie (1997:8), credibility depends less on sample size than on the richness of the information gathered and on the analytical abilities of the researcher. It can be enhanced through triangulation of data; Marie identifies four types of triangulation, these four are: methods triangulation, data triangulation, triangulation through multiple analyses and theory triangulation.

To enhance credibility, the researcher made segments of the raw data available to the supervisors to analyze, the researcher also made use of "member checks", in which respondents were asked to corroborate the findings. Again, to ensure transferability, the researcher provided sufficient information that could be used by the readers to determine whether the findings were applicable to new situations. The researcher in this study ensured dependability through the use of an inquiry audit, where reviewers were made to examine both the process and the product of the research for consistency.

3.8.4 Objectivity and subjectivity (Empathy and Neutrality):
Marie (1997:9) believes that, the terms objectivity and subjectivity have become ideological ammunition in the paradigms debate.

In this study, the researcher preferred to avoid using either of these words and to stay out of futile debates about subjectivity versus objectivity. Instead, the researcher, throughout the study, strived for empathy and neutrality. Empathy here was a stance toward the participants that the researcher engaged, while neutrality here was a stance toward the findings, where the researcher was non-judgmental, but strived to report on what was found in a balanced way. The researcher achieved conformability through the use of a conformability audit. This was where the researcher provided an audit trial consisting of: the raw data, the analysis notes, the process notes and the personal notes.

3.9 CONCLUSION:
This chapter has outlined the research paradigm, the population and sampling, the research instrument, the data collection procedure, the ethical aspect, validity and reliability that were used in this study to investigate the extent of implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District.

The next section is chapter four; this chapter presents the data analysis, presentation and discussions of the broad categories and a description generated from the interviewee responses, as well as a brief summary of the most pertinent responses and the research findings in the light of the objectives as well as the themes emerged from the responses of the respondents.

CHAPTER 4
DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

4.1 INTRODUCTION:
This chapter focuses on the qualitative data analysis used in this study. The qualitative data analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learnt, and deciding what you will tell others (Marie, 1997:6).

The goal of the researcher in the data analysis stage was to create descriptive and multidimensional categories which would form a preliminary framework for the analysis. Words, phrases or events that appear to be similar were grouped into the same category. These categories were gradually modified or replaced during the subsequent stages of analysis that follow.

The researcher read through the data and became familiar with it and then identified the main themes. The next step was to examine the data in-depth and to provide detail descriptions of the participants, this was followed by categorizing and coding the pieces of data and physically grouping them into themes and, finally, the researcher the Interpreted and synthesised the organized data into general conclusion or understanding.

James and John (2002:11) note that in qualitative research there is the need to document a systematic process of analyzing the data. Often qualitative researchers will

code transcripts and rearrange examples of different kinds of evidence in an effort to identify a trend or conclusion.

4.2 DATA ANALYSIS

In the study the researcher captured the patterns and direct words of the fifteen (15) participants interviewed using a high-quality audiotape. The researcher then used the manual method to transcribe the interview transcripts generated from these fifteen (15) participants. The researcher analysed the data by reading through the data and becoming familiar with it and then identifying the main themes. Through the process of coding, the researcher then placed the raw data transcribed into logical, meaningful categories and examined them in a holistic fashion. The next stage in this analysis was the re-examination of the themes, categorizing them, coding the pieces of data and physically grouping them into themes and, finally, the researcher then Interpreted and synthesised the organised data into general conclusion or understanding.

A description of the broad categories and a description generated from the interviewee responses, as well as a brief summary of the most pertinent responses, and the research findings in the light of the objectives as well as the themes emerged from the responses of the respondents are presented below.

Question 1:
Could you please describe the staff composition of this school, in terms of teachers' nationalities and cultural differences?

The common thread running through the responses to this question was that senior secondary schools had fewer international teachers on their staff establishments. All of the participants 100 %(15) did mention international teachers in their schools who come from countries like Ghana, India, Nigeria, Zimbabwe etc. These secondary schools could be termed as pluralistic schools. These types of schools take steps to be more inclusive of the few teachers from cultural backgrounds that differs from the dominant culture. Pluralism is seen as opposite to diversity as it prevents the implementation and management of workforce diversity among the national and international teachers in secondary schools. It is also seen as a factor that denies international teachers from promotional opportunities. This is also supported by the following excerpts.

Respondent 1(Principal):
Ok, the organogram of this school is; the principal, the deputy principal, two Heads of Department and sixteen staff members that are employed by the government. We also

have eight teachers who are employed and paid by the school governing bodies. Among these teachers, we have three teachers from India and one teacher from Ghana.

Respondent 4 (Deputy Principal):
The staff composition of this school is very broad; the teachers in this school are from different backgrounds, and even we Xhosas have different cultures. We also have teachers from Asia and other African countries, like Ghana, Zimbabwe and Nigeria.

Respondent 6 (International teacher):
This school has about nineteen permanent government- employed teachers, quite a number of school government- employed teachers. Out of these nineteen teachers, four of us are international teachers from Ghana and India and the rest are local teachers.

Question2: Is there any workforce diversity management policy in Senior Secondary Schools that puts emphasis on the identification, recognition and embracing of the similarities and differences among teachers in terms of their nationalities and cultural differences.

Most of the respondents 77 %(10) acknowledged that it was the first time they had heard the term management of diversity in education. Participants explained that since they have no knowledge of diversity in education, it was not possible for them to draw up a policy in the management of diversity in education. Participants had no knowledge about diversity in education but there was the belief that all cultural groups were accommodated in the secondary schools. This is also implicit in the following responses:

Respondent 8 (Head of Department):
There is no policy as such, because we do not know what workforce diversity management policy entails. The only thing I know is that all teachers are happy here.

Respondent 11(International teacher):
What do you mean? Because this is my first time of hearing about this "diversity thing. What I know is that every teacher is involved in all schools activities.

Though, there was lack of knowledge about the existence of workforce diversity in secondary schools amongst the participants, 33 %(5) of the respondents were aware of the existence and the management of diversity in secondary schools. The following excerpt also supports this:

Respondent 9 (Principal):
Well, we do have a written policy on workforce diversity management in which we fight against discrimination and xenophobic against each other's culture or nationality. We know there are differences among we teachers in this school, but the constitution preaches about respect for each other culture and nationality, because we are one, we are human beings, the mission behind this is for all teachers to give quality education to our children.

Question 3: What challenges do you face in working with teachers of different culture or nationality in secondary schools?

About 47 % (7) of the respondents were of the view that it was difficult to be led by a teacher who was not a South African in the secondary schools. It was also clear that there was the existence of xenophobia against the international teachers due to the fact that the international teachers were hardworking and this created tension among the local and the international teachers, as supported by the following excerpts:

Respondent 5 (Deputy principal):
Not in this school, yes in some cases in other Senior Secondary schools the biggest challenge is to be led by a teacher from outside South Africa, but this does not exist in this school, what we want is their knowledge and skills in teaching.

Respondent 6 (International teacher):
So far as South Africa is concerned, is a little bit of xenophobic if I may put it that way in working with teachers of different cultures and nationalities. Some of the local teachers find the international teachers very hardworking and dedicated and that alone creates pressure between us in this school.

Respondent 12 (International teacher):
The challenge I face working with teachers of different cultures and a nationality is the problem of attitude towards we the international teachers. Attitudes such as you do not belong here, this is not your country, and you are here to work and go back to your country.

About 33 % (5) of the respondents believed that most teachers liked using their mother tongue to contribute in staff meetings; this communication barrier was seen as a big challenge in working with teachers of a different culture or nationality in secondary

schools. Because of this barrier there was a tendency for teachers to isolate themselves from other groups of teachers. Excerpts below also support this:

Respondent 2 (Principal):
The challenge we face working with teachers of different culture and nationalities is that most international teachers in their first year of employment into the teaching profession work as expected of them; they are dedicated and always in classroom with the learner. The professional behavior of this international teacher start to diminishes as he or she sees that the local teachers are reluctant to go to the classroom or even come to school. Cultural differences in terms of teaching among the teachers is a great challenge in this school. Another challenge is the seating arrangement in the staff room, whereby, teachers naturally seat according to their nationalities and culture, but we try discouraging this behavior.

Respondent 11(Head of Department):
Well, we are not facing much of challenge in working with teachers of different countries, except in the area whereby one will see that those teachers from outside South Africa isolate themselves from any school cultural activities simply because they do not understand the way we do things in this country, but other colleagues will conclude that these teachers from outside South Africa have no respect of the indigenous cultural practices.

Few of the respondents 20 % (3) believed they had no challenges in working with teachers of different cultures or nationalities in the secondary schools. Excerpts below also support this:

Respondent 4 (Deputy Principal):
Well, generally all the teachers that I teach with who are of different cultures or nationalities are all hardworking. I never had any challenge with those teachers in terms of teaching and learning.

Respondent 13 (Deputy Principal):
I have never had a challenge teaching with others of different cultures or nationality. It is a matter of respecting and recognizing the culture of other teachers.

Respondent 15 (Head of Department):

I cannot remember encountering a challenge working with teachers of different culture and nationality. I feel good discussing things with them in other to get their views and contributions.

Question 4: Are there benefits when working with teachers of different culture and nationalities?

All the responses of the respondents 100 % (15) to the above question indicated that there were many benefits for local teachers when they work with other teachers from other countries and cultures. Most principals highlighted the point that given the chance they would employ more teachers from other countries in their schools. Participants claimed that they learnt a lot and that they also exchanged ideas in terms of teaching methods from each other. The following excerpts also support this:

Respondent 1(Principal):
I can say there are more benefits, giving me the chance; I would have loved to have more teachers from other countries, like Zimbabwe, Botswana, India, even from Nigeria and Ghana. I would love to have these teachers because of their vast experience in teaching and learning. I also learnt that their standard of education as compared to our standard of education here in South Africa is far better. Let me also mention that these teachers from other culture and nationalities also come to South Africa with new ideas in solving school teaching and learning problems. So you see, we need those experience and the new ideas for the betterment of our schools.

Respondent 2 (Deputy Principal):
This is very import for the benefits of the learners and the community. For example, there were some science activities and some sporting activities that we did not know, but the arrival of these teachers from other cultures and nationalities assisted us to learn those activities. This is because of the knowledge and experience they have, unlike some of us who are from the villages and now in the rural areas. How do you expect us to carry out some of these scientific experiments?

Respondent 13 (International teacher):
There are benefits because we learn a lot from the local teachers in this school about things that we did not learn back in our countries. The local teachers also learn a lot from us, so you see we depend on each other for new approaches to teaching and learning.

Question 5: What obstacles do you think can play major role in preventing the management of cultural and national differences among teachers in secondary schools?

Some of the respondents, 33 % (5) responded to this question by reiterating the existence of xenophobia in secondary schools acting as a major obstacle to preventing the management of cultural and national differences among teachers in secondary schools. Respondents mentioned that teachers were educated to accommodate and accept other cultures and nationalities but they still had that feeling of being threatened that international teachers had come to take up their jobs. This sentiment was also implicit in the following responses:

Respondent 1 (Principal):
It is the issue of xenophobic, though people are educated, they understand that we should integrate with teachers from different countries, but there is that feeling of threatening, that these teachers have come to take our jobs. Sometimes I do suggest to management to employ these teachers from outside to senior position, but they always say, with senior positions we should choose only locals. We all know the truth that, these teachers from other countries can do better job than we the local teachers, so if we can balance the two.

Respondent 5 (Deputy Principal):
It is not that we do not want to manage the cultural and national differences among the teachers in this school, but the issue is about money. If a teacher from outside is leading you and is paid better than you who is a South African, this creates conflicts and you end up thinking of chasing away those international teachers from this country.

Respondent 6 (Head of Department):
As I said earlier on it is the issue of xenophobic. If every teacher's culture's managed, it means we are all accommodated and can strive for equal opportunities, but this is not so in our schools.

Respondent 10 (International teacher):
Well, I do not think there is a problem of managing cultural and national differences among teachers, only few teachers who are xenophobia who think that the teaching profession is meant for only teachers who are South Africans."

About 27 % (4) of the respondents also emphasized the point that the biggest obstacle in managing cultural and national differences is the issue of favouritism and discrimination against the employment of international teachers and that these behaviours comes from school management and the school governing body. This was also supported by the following response:

Respondent 3 (Head of Department):
"Well if a manager has favourite culture or teachers among the teachers in the school, then it becomes difficult to manage all the different cultural and nationalities in the school.

Respondent 8 (International teacher):
This is difficult because not all the different cultural or national teachers composition are in the management position., In some schools if you are an international teacher the highest you can attend is head of department post, but not a deputy or a principal post. So it is difficult to initiate any programme of managing all teachers' cultural and national differences if the top management is not balanced.

Respondent 9 (Principal):
I think, it has something to do with the school governing body, because they are in the authority in terms of teacher employment and so they must give the go ahead for the management of cultural and national differences among teachers. Sometimes if you have school governing body that is not enlightened about the benefits of different teachers from different countries working together, they still have it that, these teachers from other countries come to take their children's jobs.

A few of the respondents, 13 % (2) also responded to the issue of obstacles that prevented the management of cultural and national differences among teachers by stating that schools lacked the necessary knowledge and skills that could help to manage these cultural and national differences amongst teachers in secondary schools. The excerpts below also support this:

Respondent 13 (Head of Department):
Well, I believed we do not understand the whole issue of who is different from whom in terms of cultural and nationality and also we do not have the skills to manage these differences in terms of cultural and national differences among the teachers in this school.

Respondent 14 (International teacher):

I believe it is about lack of skills of how to accommodate and manage the cultural and national differences among us the teachers.

Also, 27 % (4) of the respondents said there is no need to manage cultural differences amongst teachers in the secondary schools since there are no problems amongst them. The excerpts below also support this:

Respondent 4 (Head of Department):
Well, if every teacher's culture or nationality is accommodated in this school, we do not need to manage any cultural or national differences.

Respondent 7 (Deputy Principal):
There is no need, because all teachers in this school are accommodated irrespective of culture or nationality, but we can only manage when cultural or national differences are going to have negative impact on the learners.

Question 6: What is your understanding of Affirmative Action according to the Constitution of South Africa and its relationship with the recruitment and selection of teachers in secondary schools?

All the respondents 100 % (15) responses to the above question indicated that they understood the theoretical meaning of Affirmative Action, by highlighting the point that it was meant to give chances to those who were previously disadvantaged and that there should not be any discrimination against any teacher irrespective of culture or nationality. This is implicit in the following responses:

Respondent 4 (International teacher):
It is a way of given chance to black teachers who were discriminated before 1994 of South African independent. But I do not think this should be implemented in the senior secondary schools, for example, in the Math and sciences fields, we all know that South Africans are bit behind, so for this problem to be solved in our schools, we need to get qualified math and sciences teachers from other countries to assists us for some few years.

Respondent 5 (Head of Department):
The term Affirmative Action was good when they were taking it out of the dictionary, but the way it is implemented in our schools is not good, because I thought Affirmative

Action was to employ and promote teachers who deserved to be employed or promoted, but not because he or she is my friend.

Respondent 9 (International teacher):
It is about creating opportunities for the disadvantaged South African teachers. When it comes to employment or promotion the local teachers are considered first because of this Act, even if an international teacher has the right qualification, local teachers are first to be considered.

Though this was said, 13 % (2) of the participants pointed out that there was a tendency not to include international teachers and other local teachers by some school managers and school governing bodies in the employment and promotion opportunities in the secondary schools. This is also implicit in the following responses:

Respondent 8 (International teacher):
It is about creating opportunities for the disadvantaged South African teachers. When it comes to employment or promotion the local teachers are considered first because of this Act, even if an international teacher has the right qualification, local teachers are first to be considered.

Respondent 9 (Head of Department):
Affirmative action means in short listing teacher applicants for vacant post, gender equality must be considered, but there is this bias whereby the local teachers do not want to include international teachers when they are short-listing teacher applicants for a vacant post. The local teachers deliberately do not conform to the labour laws and to the constitution.

Question 7: What can you say about Affirmative Action and the impact it has on the employment and promotion of international teachers in secondary schools?

A great number of the respondents 93 % (14) answered the above question by saying that the impact of Affirmative Action on the employment and promotion of international teachers was that local teachers were first considered for any employment opportunities before the international teachers in the senior secondary schools. This favouritism occured in situations where both the local teacher and the international teacher have the same qualifications. Respondents also made it clear that international teachers did have chances of being employed in the senior secondary schools but they had little chance of being promoted into a higher position. This is also supported by the following excerpts:

Respondent 1(Principal):
Affirmative Action is not all that implemented in the education system, but nonetheless, the impact it has on international teachers is that, they have very little chance of securing management or senior positions in our schools, local teachers are usually given the chance because of the impact of Affirmative Action.

Respondent 3 (Head of Department):
What I can say about this act is that it helps schools to employ and promote all teachers including the international teachers, but there are exceptions where you will hear in some schools that local teachers are considered first before the international teachers. One thing for sure, there is no problem of employing these teachers from other countries, but the problem is that they lack promotions in our schools.

Respondent 5 (International teacher):
Well, when it comes to the recruitment of international teachers, Affirmative Action does not come to the fore or apply. Usually, emphasis is put on qualifications; the only problem may be when it is about promotion to head of department, deputy principalship or principalship.

Respondent 8 (International teacher):
you an international teacher have the same qualifications and experience with a local teacher and you both compete for a senior position, the possibility of you an international teacher, securing the post is limited unless your experience and qualifications are little bit higher than the local teacher's qualification and experience.

One respondent, 7 % (1) claimed that Affirmative Action had no impact on the international teachers; rather the international teachers had no confidence when it came to the management of senior secondary schools. Because of their lack of management skills they prefer not to apply for any promotional position in the secondary schools. The Excerpt below also supports this:

Respondent 2 (Principal):
Affirmative Action has placed no barrier in the employment and promotion of the international teachers in this school, for instance, there was a head of department post in this school and one of the international teachers was qualified to apply for that post.

Unfortunately these teachers did not apply. Surprisingly, on the day of the interview, this very teacher approached me that he was interested in the pos. I got shocked, and asked why did you not apply at the first place? His answer was, " I had no confident in myself; I never managed before so I was not ready to head any department, so what I did as a senior manager was to allow this teacher into the interview session, but unfortunately he could not respond to most of the questions surrounding leadership and management in school situation. this teacher's responds was always, " I will refer the matter to the principal.

Question 8: How do secondary schools implement the procedures in the recruitment, selection and appointment of teachers?

Responses to this question showed that all the respondents 100 % (15) knew the procedures involve in the recruitment, selection and appointment and that all these procedures were adhered to at the initial stage of the recruitment process but, 13 % (2) of the participants explained that though, all procedures are followed these procedures are at the final stage got influenced by the school governing body, they decide who gets the post and that this decision always favoured the local teachers over the international teachers. According 13 % (2) of the responses, there was a general understanding of the procedures in the recruitment process but the legal requirement aspect had not been considered by the recruitment panel. The following excerpts also support this:

Respondent 1(Principal):
You see, these schools are run by the governing bodies and for that matter they shortlist, interview and recommend to the department any successful teacher applicant. When it comes to promotion, we encourage teachers to study for higher qualifications, we look at their experience and the kind of interactions or interpersonal relations they have with other staff and then one can be considered.

Respondent 4 (International teacher):
 We advertise the post and then look for the interview panel and a subject expert to conduct the Interview. This I have mentioned sometimes does not happen; I remember when we once appointed a teacher who was not qualified in that subject area, the question the department asked was "Why did you not include a subject expert in the interview panel"? But the principal said that there was no need for a subject expert. The promotional post are meant for the local teachers, you as an international teachers can apply and got short listed for the post, but you cannot emerge as a successful applicant in the midst of the local teacher applicant. Forget it that can never happen. Just look at

me, I got promoted last three years for being teaching as a level one teacher for number of years.

Respondent 5 (Head of Department):
What they do is to advertise the vacant post, and allow teachers to apply for that advertised post. The only problem is when it comes to the interview, the interviewers in the session have already got their favourite teacher, without considering qualification or the labour laws, and this behavuior is usually carried out by the school governing body."

Respondent 6 (International teacher):
Well, they advertise the post and invite every teacher to apply, promising that every teacher has an equal chance of being appointed. Those who are invited for the interview are made to go through all the stages of recruitment. The same questions are asked to the interviewees, but when it comes to the final selection other criteria are applied.

Respondent 8 (Deputy Principal):
These days the school governing body and the school management teams are involved during the interview stage, but the school governing body has more voice than the school management team, so they use their power and influence to decide who should be offered the post. When it comes to promotion, local teachers are first considered before the local teachers."

Question 9: In terms of the constitution of South African, every teacher has the right to be employed and promoted. Could you please mention the barriers to the employment and promotion of international teachers in secondary schools?

Responses to the issue of the barriers to the employment and promotion of international teachers shows the following as the common barriers:
1. 13 % (2) of the respondents believed that there are a limited number of promotional positions in the secondary schools making it difficult for the international teachers to be considered if there is an opening in which both the locals and the international teachers compete for a position.
2. About 27 % (4) of the respondents highlighted favourtism as one of the barriers to the employment and promotion of international teachers in the secondary schools, that local teachers are favoured over the international teachers and that there was discrimination against the international teachers.

3. 13 % (2) of the participants mentioned lack of proper work permits or South African resident permit by the international teachers as a barrier to their employment and promotion.
4. 20 % (3) of the responses talked about appropriate teachers' qualification and was also mentioned as a barrier since most of the international teachers had not been to determine whether their qualifications were comparable to the South African qualification standards, suitability for employment and promotions was being affected.
5. Last but not the least, 27 % (4) of the responses mentioned the school governing body influence as a barrier to the employment and promotion of international teachers since most decisions to employ and promote were made by the school governing body. This is also implicit in the following responses:

Respondent 1 (Principal):
It is not easy because the number of senior posts in each senior secondary school is limited and there are lot of local teachers who also being teaching for over twenty years now who have the interest of being employed into a senior position, so when a post is created or there is a vacant post, the local teachers are considered first before the international teachers, even though these international teachers might have better qualifications than the local teachers. Another issue why some of these international teachers do not get promotion is that; they do not have proper work permits or South African resident permits. Like I got one international teacher before, but I could not employ him because of lack of proper work permit.

Respondent 2 (Deputy Principal):
There is no chance that they cannot be promoted in Senior Secondary School; the problem that they do encounter sometimes is the culture of South African Schools and the community in which these schools are situated. Another barrier will be that the local teachers have favours over the international teachers.

Respondent 5 (Head of Department):
As I have mentioned earlier on, the people who have the last word in the employment and promotion of teachers are the School Governing Body. These parents still believe that these teachers from other countries are here to take their children jobs and a senior position. That is why sometimes you see that, they do not employ or recommend for the promotion of the international teachers, but you will find out that these international teachers teach more than the local teachers.

Respondent 7 (Deputy Principal):

What I think could be the obstacles are the issue of: first, the Department of Education always evaluates their foreign qualifications to see if these qualifications can fit into the South African education system or into any senior management positions. The second obstacle is the issue of work permit, which most international teachers do not have.

The following table shows the major themes, categories and sub-categories from the analysis of the responses to the topic. That is implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District.

THEME	CATEGORIES	SUB CATEGORIES
1.Pluralism in secondary schools establishment	Heterogeneous staff	Majority of local teachers, fewer international teachers.
2. Ignorantabout workforce diversity Among teachers in secondary schools.	Lack of awareness about teacher diversity.	No information on diversity. Lack of skills in managing teachers' cultural differences .
3. Xenophobia regarding international teachers in secondary schools.	Fear of the unknown and feeling threatened.	International teachers take up jobs and promotions, the creation of tension in schools.
4. Communication barriers among teachers in secondary schools.	Poor communication.	Cultural and language differences means loss of vital points in staff

		meetings; the use of mother tongue in staff meetings creates problems
5.Benefits of teacher diversity in secondary schools	Effective teaching and learning. exchange of ideas and	Different methods of teaching and learning; the values.
6. Informal groups among teachers in secondary schools.	Seating arrangements created by teachers; this happens naturally	Seating according to nationality and culture, isolation of international teachers and their non-participation in cultural activities.
7.Discrimination in the employment and promotion of international teachers	Favouritism/nepotism	SGBs, interferences in the employment and promotion of teachers; Affirmative Action, promotions are meant for the locals.
8.Barriers in the employment and promotion of international teachers.	Resistance, despondency	SGBs, lack of proper work permits, limited promotional posts, qualifications inadequate.

4.3 THE RESEARCH FINDINGS

4.3.1 INTRODUCTION:

This section of the chapter focuses on the research findings, the themes drawn from the participants' responses and the research objectives. The findings are presented and discussed in the light of the objectives as well as the themes that emerged from the responses.

4.3.2 THE THEMES THAT EMERGED FROM THE PARTICIPANTS' RESPONSES:
This focuses on each of the following eight themes which emerged from the responses of the participants in the study:

1. Pluralism in secondary schools in relation to teaching staff.
2. Ignorance about workforce diversity among teachers in secondary schools. 3. Xenophobic attitude to international teachers in secondary schools. 4. Communication barriers among teachers in secondary schools.
5. Benefits of teacher diversity in secondary schools
6. Informal groups among teachers in secondary schools.
7. Discrimination in the employment and promotion of international teachers.
8. Barriers in relation to the employment and promotion of international teachers.

Pluralism in secondary schools in relation to teaching staff:
The first theme that arose from the participants' responses in the study was the theme of pluralism in secondary schools. Pluralism describes the type of school that has more heterogeneous staff; this type of school takes steps to be more inclusive of teachers from cultural backgrounds that differs from the dominant culture. Pluralism was seen as a major factor that has prevented the implementation and management of workforce diversity among the national and international teachers in secondary schools. It has also been seen as the factor that denied these international teachers promotional opportunities.

All the participants 100 % (15) acknowledged that the local teachers were the majority in all secondary schools' staff compositions with just two to three international teachers as against local teachers who may number about twenty to twenty-eight in a particular school. This is supported by the following excerpts:

The staff composition of this school is very broad; the teachers in this school are from different background, and even we Xhosas have different cultures. We also have teachers from Asia and other African countries, like Ghana, Zimbabwe and Nigeria.

Ok, the organogram of this school is: the principal, the deputy principal, two Heads of Department and sixteen staff members that are employed by the government. We also have eight teachers who are employed and paid by the School Governing Bodies. Among these teachers, we have three teachers from India and one teacher from Ghana.

This school has about nineteen permanent government employed teachers, quite a number of School-government employed teachers. Out of these nineteen teachers, four of us are international teachers from Ghana and India and the rest are local teachers.

 Maicibi (2008) states that cultural diversity within a school can be exploited to the benefit of school effectiveness. Studies on school effectiveness have found that one central element for success is the importance of achieving productivity through effective management of teachers. School effectiveness therefore depends on the effective management of diversity; this is because, no school is monolithic in nature; all schools are heterogeneous in composition.Niemann (2006:103) explains that educational institutions will have to create work environments in which diversity or pluralism is accepted by teachers, principals and supervisors. School principals, supervisors and teachers who genuinely accept teachers of different backgrounds and orientations are more likely to benefit from diversity. Niemann states that the more global- oriented economy and the changing labour market have made it more likely that teachers will be working with other teachers from different backgrounds than ever before. The three organization types which focus on the development of cultural diversity are:

The monolithic school:
In this type of school the amount of structural integration (the presence of teachers from different cultural groups in a single school) is minimal.
The plural school:
This type of school has a more heterogeneous membership than the monolithic school; for this purpose it takes steps to be more inclusive of teachers from cultural backgrounds that differ from the dominant group.
The multicultural school:
This type of school contains many different cultural groups of teachers and also values diversity (http://www.en.wikipedia.org/wiki.diversity).

Ignorance about workforce diversity among teachers in secondary schools:
The second theme that arose from the responses of the participants in the study was the theme of ignorance about workforce diversity among teachers in secondary schools. 33 % (5) of the responses mentioned lack of awareness, knowledge, and skills in the implementation and management of teacher diversity as a factor that hindered the

implementation and management of workforce diversity in secondary schools. About 77 % (10) of the participants expressed the view that it was the first time most of them had the privilege of hearing about teacher diversity management in education, and others concluded that they did hear of diversity but not the management of which the researcher was investigating. These participants also mentioned that since they had no information on teacher diversity it was practical impossible for them to draw up a policy on the implementation and management of workforce diversity in secondary schools. Other participants mentioned that there was no need to manage teachers' diversity since it seemed all teachers were treated equally. It was also pointed out that the lack of skills in how to accommodate and manage teacher cultural differences could be the reason why awareness programme on cultural diversity is not implemented in secondary schools. Excerpts to support this theme are shown below:

Yes, but we have not come across anything in writing about this diversity management policy in our schools. Theoretical we do hear people talk about it. However, what we see every day in this school makes us to believe that we are all welcomed.

If you can clarify this workforce diversity management policy to me, because I do not understand it, but what I can say is that, it is left on to each individual teacher to practice what is known as "ubuntu" in South Africa, whereby we accept every teacher irrespective of culture or nationality.

There is no policy as such, because we do not know what workforce diversity management
policy entails. The only thing I know is that all teachers are happy here.

What do you mean? Because this is my first time of hearing about this diversity thing. What I know is that every teacher is involved in all schools' activities.

It is proposed that the key to managing a diverse workforce is the increasing of teachers' awareness of and sensitivity to differences of race, gender and social class. In the literature it is also clear that managing diversity is a comprehensive managerial process for developing a school environment that works for all teachers (http://www.en.wikipedia.org).

The managing of diversity is a cultural change process that ensures that the complexities within a school's systems, policies and practices do not benefit any one group of teachers more than another. Every teacher is responsible for focusing on inclusion, and appropriate and supportive workplace behaviour. Teachers should learn to acknowledge,

accept and understand that similarities and differences do exist among themselves (http://www.unf.noaq.gov/diversity).

Maicibi (2003:3) states that the aim of diversity management in schools is to develop the school system itself, and its working procedures, so that different characteristics of teachers are put to group use in as many different ways as possible. Loock et al (2006:14) state in the literature that assimilation of minority teachers into the dominant school culture is a strategy that has had serious negative consequences for minority teachers in schools. Those teachers who are assimilated are denied the ability to express their genuine selves in the work place. Teachers who spend significant amounts of energy coping with an alien school environment have less energy left to teach. Assimilation does not just create a situation in which teachers who are different are likely to fail; it also decreases the effectiveness of the school.

Xenophobic attitudes towards international teachers in secondary schools:
The third theme that arose from the responses of the participants in the study was the theme of xenophobia against international teachers in secondary schools. Xenophobia was another factor that took centre stage in the study. About 47 % (7) of the respondents expressed their fear of the unknown (the international teachers) in that they
think the international teachers are in South Africa to take up their teaching jobs and promotions. 20 % (3) of the respondents admitted that most international teachers were hard-working and were also dedicated to the teaching profession and this alone created a tension between the international teachers and the local teachers. A few of the responses, 7 % (1) concluded that local teachers were educated; they understood the issue of integration with teachers from other countries, but there was that feeling of being threatened because those teachers from outside South Africa were here to take
their jobs. The following excerpts support this point:

Not in this school, yes in some cases in other senior secondary schools the biggest challenge is to be led by a teacher from outside South Africa, but this does not exist in this school What we want is their knowledge and skills in teaching.

So far as South Africa is concerned, is a little bit of xenophobic if I may put it that way in working with teachers of different cultures and nationalities. Some of the local teachers find the international teachers very hardworking and dedicated and that alone creates pressure between us in this school.

There were challenge before 1994 of our independence, such as the fear of "the unknown", but Today it seems we do not have such feeling towards teachers of different cultures and nationalities.

The challenge I face working with teachers of different cultures and a nationality is the problem of attitude towards we the international teachers. Attitudes such as you do not belong here, this is not your country, and you are here to work and go back to your country.

It is the issue of Xenophobia, though people are educated, they understand that we should integrate with teachers from different countries, but there is that feeling of threatening, that these teachers have come to take our jobs. Sometimes I do suggest to management to employ these teachers from outside to senior position, but they always say, with senior positions we should choose only locals. We all know the truth that, these teachers from other countries can do better job than we the local teachers, so if we can balance the two.

Xenophobia is a dislike and/or fear of that which is unknown or different from oneself. It comes from the Greek words (xenos) meaning stranger or foreigner and (phobos) meaning fear. The term is typically used to describe a fear or dislike of foreigners or people significantly different from oneself, usually in the context of visibly differentiated.

According to the Oxford English Dictionary (OED) and Richard (2007:1), the word xenophobia consist of two parts: Xeno (a combining form meaning guest, strange, person that looks different, stranger, foreigner) and phobia (fear, horror or aversion, especially if morbid). It is more broadly defined in the dictionary of psychology as a fear of strangers.

Communication barriers among teachers in secondary schools:
The fourth theme that arose from the responses of the participants in the study was the theme of communication barriers among teachers in secondary schools. Poor communication among the national and the international teachers due to cultural and language differences that slows down the implementation and management of teacher diversity in secondary schools. About 33 % (5) of the respondents said they "got lost" in several staff meetings when teachers used their mother tongue to raise important points that could have been heard and debated on by all teachers; it was clear that teachers who created communication barriers in the staff meetings did not mind whether all

teachers understood what had been raised or not. One can see that this behavour usually creates a great deal of discomfort among a section of the teaching staff. The following excerpts support the theme:

Well, most of the challenges I face in teaching with teachers whose culture and nationality differ from mine are the cultural difference in terms of communication, life style and general behaviuor.

So far, I have not met any challenge in teaching with these teachers from other countries, the only thing I may see is that in a meeting situation may be a very good point I will want to raise but I end up using our Xhosa language to finish up the sentence, at this situation, you will see those who are from different culture and nationality feel isolated or segregated in that instance. Generally, teachers from other cultures and nationalities are hardworking.

The only challenge I have in working with teachers of different cultures and a nationality is the language of communication. At times you want to use your mother language to make a point but the challenge is that, other teachers will not understand what you are trying to express or say.

You see, sometimes if we have staff meeting, a teacher will like to use the mother language, this teacher does not mind whether other teachers of different culture or nationalities understand what has been said or not. You see, all teachers in this school are treated like we are all South Africans, but the truth is, we are of different cultures and nationalities that cannot be hidden.

Loock et al (2006:14) who state that cultural diversity creates certain specific challenges to education. These challengers are: Communication problems amongst the teaching staff and misunderstanding among teachers and principals. This is also supported by Human (1996:1) who states that there are challenges to managing a diverse work population. These challengers are:

- The meanings of a message can never be completely shared between two individual teachers, because no two individual teachers experience events in exactly the same way,
- Cultural bias in schools includes both prejudice and discrimination. Prejudice here refers to negative attitude towards a school teachers based on his/her cultural group identity, while discrimination, here, refers to a situation where an employer

treats a teacher unfavourably. Human states that diversity if handled improperly can easily turn into a losing situation for all involved. It can lead to demoralization of teachers in a school.

Maicibi (2008:3) states that a long-established corporate school culture is very resistance to change and that resistance is a major roadblock for the disadvantaged teachers seeking to survive and prosper in a school setting.

There will be segmented communication making it difficult to establish common ground across various groups of teachers. The disadvantaged teachers can only survive under an effective diversity school principal. It is also confirmed in the literature by Nieman (2006:107) who explains that the workforce today is much less traditional and thus results in a tendency to ignore differences; but this however, poses various challenges such as reinforcing stereotypes among teachers, increasing lack of tolerance within the teaching staff, misunderstandings among the teachers and frustrations, defensiveness, criticism and aggressive behaviour among the teachers and difficulties in communication among staff. Human (1996:10) states that there are three skills to developing effective communication in a diverse school environment and these skills are:
- Self monitoring: This is communicator awareness of how his or her behaviour affects other teachers.
- Empathy: This enables the receiver to go beyond the literal meaning of a message and to consider the communicators feelings values, assumption and needs.
- Strategic decision- making: This implies that the communication sources and channels used to conduct research within staff, as well as the substance of the massage conveyed, are mindfully selected.

Benefits of teacher diversity in secondary schools:
The fifth theme from the responses of the participants in the study was the theme relating to benefits of teacher diversity management in secondary schools. All the respondents 100 % (15) acknowledged that the presence of teachers from different cultures and nationalities had helped the local secondary schools teachers to learn about different educational practices and cultures, different methods of teaching and learning together with the exchange of ideas. Support is evident in the following excerpts:

I can say there are more benefits, giving me the chance. I would have loved to have more teachers from other countries, like Zimbabwe, Botswana, India, even from Nigeria and Ghana. I would love to have these teachers because of their vast experience in teaching and learning. I also learnt that their standard of education, as compared to our standard of education here in South Africa, is far better.

Let me also mention that, these teachers from other culture and nationalities also come to South Africa with new ideas in solving school teaching and learning problems. So you see, we need those experience and the new ideas for the betterment of our schools.

This is very import for the benefits of the learners and the community. For example, there were some science activities and some sporting activities that we did not know, but the arrival of these teachers from other culture and nationalities assisted us to learn those activities, this is because of the knowledge and experience they have, unlike some of us who are from the villages and now in the rural areas. How do you expect us to carry out some of these scientific experiments?

Well, when I compare these international teachers with ours, they are diligent. You can see that these international teachers have come to work. They have been exposed to lot of teaching and learning activities and have got lot of experience that we local teachers have not been exposed to.

There are benefits because we learn a lot from the local teachers in this school about things that we did not learn back in our countries. The local teachers also learn a lot from us, so you see we depend on each other for new approaches to teaching and learning.

As indicated in the literature by Niemann (2006:103) and Maicibi (2008:3) who point out that; school principals, supervisors and teachers, who genuinely accept teachers of different backgrounds and orientations, are more likely to benefit from diversity. They propose that school principals should use workforce diversity to improve the effectiveness of their schools, to recruit from the widest pool of talent, and enable the teachers employed to contribute fully to the school goals. They further state that the benefits that school principals seek as they recruit and direct a diverse workforce are as follow:

- Exposure to inclusiveness of races, ethnic groups, nationalities, and sexes.
- Conformity to a state constitution.
- Search for talented teachers for the school
- Generating a pool of mixed old and fresh experiences, skills and knowledge.

Managing workplace diversity in secondary schools has the following benefits:
- Diversity is beneficial to both the school and the teachers. Diversity brings substantial potential benefits such as better decision making and improved problem solving, greater creativity and innovation all of which leads to enhanced and better teaching and learning methods.

- Diversity provides a school with the ability to compete with other schools. (http://www.en.wikipedia.org/wiki.diversity).

This is confirmed by Grobler & Surette (2006:75), Niemann (2006:107) and Loock et al (2006:14) who defined workforce diversity management as a planned systematic and comprehensive managerial process for developing a school environment in which all teachers, with their similarities and differences, can contribute to the strategic and competitive advantage of the school. The reasons why schools embark upon managing diversity processes are: tapping into a range of skills which the school never had before, attracting and retaining the best talent among the teachers and promoting effective teaching and learning as a result of teacher job satisfaction. They state that managing workforce diversity in secondary schools facilitates the exchange of new perspectives, improve problem solving by inviting different ideas, and creating respectful, accepting work environment that works for all teachers. They went ahead to state the exploration of diversity can increase creativity and innovation as well as improving decision making by providing different perspectives on problems. Moreover, diversity contributes to creating a school culture that is more tolerant of different behavoural styles and wider views amongst teachers; it also leads to better decision making and greater responsiveness to the diverse needs of the teachers.

Informal groups among teachers in secondary schools:
Informal groups among teachers in secondary schools also emerged from the participants' responses in the study as the sixth theme. The kind of seating arrangements naturally created by teachers from the same culture and background made it impossible for schools to implement and manage cultural differences among the entire teaching staff. A few of the respondents 13 % (2) mention that teachers have been discouraged not to seat with only those teachers they share the same culture with, but rather seat and integrate with different cultures in the staffrooms. Thus however, was not achieved. Respondents 20 % (3) reiterated that most international teachers always isolated themselves from the rest of the staff members and they did not try to involve themselves in any school cultural activities. Few of the respondents 7 % (1) asked, whether it could be that these international teachers thought the local teachers do not welcome them into the secondary schools? The excerpt below supports this statement:

The challenge we face working with teachers of different culture and nationalities is that most international teachers in their first year of employment into the teaching profession work as expected of the; they are dedicated and always in classroom with the learner. The professional behavior of this international teacher start to diminishes as he or she sees that the local   teachers are reluctant to go to the classroom or even come to

school. So cultural differences in terms of teaching among the teachers is a great challenge in this school. Another challenge is the seating arrangement in the staff room, whereby, teachers naturally seat according to their nationalities and culture, but we try discouraging this behavior.

Well, we are not facing much of challenge in working with teachers of different countries, accept in the area whereby one will see that those teachers from outside South Africa isolate themselves from any school cultural activities simple because they do not understand the way we do things in this country but other colleagues will conclude that these teachers from outside South Africa have no respect of the indigenous cultural practices.

Some of the challenge that I have in working with teachers from other culture and nationalities are: first, the way the international teachers pronounce the English words thereby sometimes creating a communication barrier. Secondary, these teachers from other countries always isolate themselves from other teachers. I believe they have an attitude that we the local teachers do not like them or that, they are not welcomed here, if that is their feeling, it is not true. Otherwise there is absolutely no challenge working with teachers of different culture and nationalities.

Discrimination in the employment and promotion of international teachers:
The seventh theme from the participants' responses was the issue of discrimination in the employment and promotion of international teachers. It was found that discrimination was another problem in both issues of diversity management and the promotion of teachers. About 27 % (4) of the respondents explained that school principals and their management teams favour the South African culture and the teachers and discriminate against other cultures or teachers from other countries; for that reason there will not be any teacher to initiate any diversity management programmes in the secondary schools. that, it is intentional not to integrate with other cultures or teachers from other countries;
this is because if all teachers are accommodated and treated equally, the international teachers would have the same equal chances in employment and promotion as the local teachers.

About 13 % (2) of respondents mentioned that the school governing body played a major role in preventing the implementation and management of teacher diversity in secondary schools, since they made the final decision about who should be employed or promoted. This school governing bodies still believe that the international teachers come to the country to take up their children's jobs and promotions. A few respondents 93% (14) thought Affirmative Action was about employing those who qualified for employment and

promotion, but rather it was now about employing those teachers that you. In terms of the employment and promotion of teachers, local teachers are usually considered first before the international teachers. Respondents mentioned that promotional posts were meant for the local teachers and not the international teachers. These international teachers could be short-listed for a promotional post and went through all the interview processes, but when it came to the final selection other criteria were applied by the school governing body. Supported by the following excerpts:

The promotional post are meant for the local teachers, you as an international teachers can apply and got short listed for the post, but you cannot emerge as a successful applicant in the midst of the local teacher applicants, forget it, that can never happen. Just look at me, I got promoted last three years for being teaching as a level one teacher for number of years.

What I can say is that, there should not be any discrimination against the employment of these international teachers, all teacher applicants must be treated the same and that there should not be any differences among teachers.

In this school, the recruitment process is fair, in the sense that, we applied Affirmative Action and Employment Equity Act during the selection stage, but local teachers get preferential treatment first before the international teachers. When it comes to promotion, an international teacher cannot stand a chance as good as the local candidates. This culture is all over the country; these Acts put emphasis on the empowerment of the local teachers over the international teachers.

Cronje and Marais (2004:7) state that Affirmative Action is not merely a process of recruiting greater numbers of historically-disadvantaged teachers; it is part of a holistic system of human resource management and development and impacts on all the processes; policies and procedures relating to the selection, recruiting, induction, development, promotion and severance of teachers. Human (1996:4) and Niemann (2008:108) state that in South Africa, Affirmative Action involve not only the recruitment, development, promotion, and retention of qualified teachers from historically disadvantaged groups, but it also involves the development of those with the potential to become qualified, either within the school setting or through educational and community projects. They reiterate that Affirmative Action should be seen as an opportunity to bring about a renewed focus on developing tailor-made quality teachers for schools. Affirmative Action may therefore contribute to a fresh, new focus with innovative ideas and an entrepreneurial mindset. It might even bring about new values and ways of teaching and learning in the schools.

Affirmative Action has been undertaken by government, businesses and educational institutions to remedy the effects of past discrimination against a particular group. In the United States in the 1960s Affirmative Action policies gave preferential treatment to people based on their membership of a group; was said by some to have violated the principle that all individual teachers are equal under the law. These critics argue that it is unfair to discriminate against members of one group today to compensate for past discrimination against other groups. They regard Affirmative Action as a form of reverse discrimination that unfairly prevents certain group of teachers from being employed or promoted.

Advocates of Affirmative Action respond by saying that discrimination is, by definition, unfair treatment of teachers because they belong to a certain group, therefore, effective remedies must systematically aid groups that have suffered from discrimination. Supporters contend that Affirmative Action policies are the only way to ensure an integrated society in which all segments of the population have an equal opportunity to share in jobs and education (http://www.encarter.msn.).

Niemann (2006:105) and Grobler & Surette (2006:183) state that in South Africa the Employment Equity Act became law in 1998. They state that the intention of the act is to eliminate unfair discrimination; ensuring employment equity, and achieve a diverse workforce that is broadly representative of the country's demographic realities. Furthermore, They state that the Employment Equity Act (RSA, 1998) Stipulates that measure must be designed to ensure that suitably qualified teachers from designated groups have equal employment opportunities and are equitably represented in all school structures and levels, and that with the implementation of the Employment Equity Act, No55 of 1998, the selection process has become of critical importance to schools in South Africa. All forms of discrimination, whether direct or indirect, are forbidden.

Direct discrimination occurs when an employer treats a teacher unfavourably. This is particularly so in schools where sex or marital status is an important factor in the selection process.

Indirect discrimination consists of applying a requirement or condition that, although applied equally to teachers of all racial groups, is such that a smaller portion of a particular racial group of teachers can comply with it; that cannot be justified other than or racial grounds. They further state that, it is not unfair discrimination to:

(a) Take Affirmative Action measures consistent with the purpose of achieving Employment Equity.

(b) Distinguish, exclude or prefer any teacher on the basis of an inherent requirement of teaching and learning. This clause suggests that the school interview panel may treat a teacher or job applicant from the designated group (i.e. blacks, coloureds, Asians, women and the disabled) on a preferential basis.

Barriers in the employment and promotion of international teachers:

The eighth and the last themes to emerge from the participants' responses in the study were the themes relating to barriers in the employment and promotion of international teachers. Some of these barriers are: the resistance by local teachers to the employment and promotion of international teachers, the school governing body's influences over the employment and promotional processes, the limited number of promotional posts in secondary schools, the despondency among international teachers in the employment and promotional processes, the lack of work permits for the international teachers as a barrier to the employment and promotional processes, and the lack of the required teacher qualifications by the international teachers as a barrier to the employment and promotional processes.

Resistance to integrate and manage the cultural similarities and differences by the local teachers was also pointed out as a barrier that prevented the implementation and management of cultural difference among teachers in secondary schools. Respondents pointed out that; local teachers resist the inclusion of international teachers in the Affirmative Action Acts designated groups when they short-list for an advertised post. Respondents expressed the view that the local teachers' resistance was done deliberately and reflected bias.

A few Respondents 13 % (2) voiced the opinion that most locals were aware of ubuntu, but there was that element of insecurity in themselves when there was a decision to employ or promote an international teacher; these respondents went on to explain that the biggest challenge was to be led by an international teacher whose salary was said to be higher than that of a South African. Natural, this ultimately created conflict and made some South Africans teachers feel that the outsiders should leave.

Another factor that was raised as a barrier was the issue of a limited number of promotional posts in the secondary schools thus making it impossible to include the international teachers in the top management positions of the secondary schools and therefore making diversity implementation and management impossible. Some respondents 13 % (2) mentioned that, it was not easy for these international teachers to

get promotions in the secondary schools because the number of promotional pots were limited some local teachers had been teaching for a number of years and had not got promotion. When the Department of Education created a promotional position in secondary schools, the local teachers were usually considered first.

International teachers were despondent. Promotions through a few advertised posts were virtually unattainable in secondary schools as these posts appeared to go to local teachers. It therefore seemed futile for an international teacher to apply for promotion.

Proper work permit and the lack of South African permanent residency permit for the international teachers are vital for employment and promotion of the international teachers. Some respondents categorically stated that most international teachers had the chance of being employed and promoted in the secondary schools, but the issue was about the legal documents that allowed foreigners to teach. Some of the international teachers did not have the correct papers.

Last but not least of the barriers that acted against the implementation and management of teacher diversity and the employment and promotion of international teachers in secondary schools was the issue of the required teacher qualifications.

About 20 % (3) of the respondents said that most international teachers' qualifications were evaluated by the Department of Education and that these evaluations sometimes did not place the international teachers in a better position or equal position to the South African teachers thus making it impossible for the international teachers to be more competitive in the promotional processes. Other respondents made it clear that not all international teachers had proper qualifications in education or in the educational management area. This is supported by the following excerpts:

As I have mentioned earlier on, the people who have the last word in the employment and promotion of teachers are those on the School Governing Body. These parents still believe that these teachers from other countries are here to take their children jobs and a senior position, that is why sometimes you see that they do not employ or recommend for the promotion of the international teachers, but you will find out that these international teachers teach more than the local teachers.

I think I have said this earlier on, the government policy of promoting the local teachers first before the international teachers. The School Governing Body is also a barrier, because they act as discrimination in a different way.

It is not easy because the number of senior posts in each senior secondary school is limited and there are lot of local teachers who also being teaching for over twenty years now who have the interest of being employed into a senior position, so when a post is created or there is a vacant post, the local teachers are considered first before the international teachers, even though these international teachers might have better qualifications than the local teachers. Another issue why some of these international teachers do not get promotion is that they do not have proper work permits or South African resident permits. Like I got one international teacher before, but I could not employ him because of lack of proper work permit.

Mauricio (1994) reports that, despite the significant progress in understanding the barriers to the workplace advancement for minority teachers, the specific mechanisms whereby the organization of work affects the advancement of teachers in the workplace remain elusive these barriers can be grouped under the general headings of discrimination in the workplace. Workplace barriers can be categorized into the following four major categories: the structural features of work or career ladders, stereotypes and how these interact with managerial styles, inter-group relations and group subordination and workplace culture. Deborah (1994) explains that the theoretical perspectives, which have been offered to account for the barriers to employment and promotion, are:
personal, cultural, or group attributes and Organizational or institutional practices.

To conclude in this section, Maicibi (2008:3) states that school principals and their management teams should use workforce diversity to improve the effectiveness of their schools, to recruit from the widest pool of talented teachers, and to enable the teachers employed to contribute fully to the school goals. The benefits schools seek as they recruit and direct a diverse workforce are: to include all races, ethnic groups, nationalities and sexes, also to search for talented teachers for the schools and to generate a pool of mixed old and fresh experiences, skills and knowledge. Niemann (2006:103) adds that the more global-oriented economy and the changing labour market have made it more
likely that teachers will be working with other teachers from different background than ever before.

Research has revealed that a long established school culture is very resistant to change and that resistance is a stumbling block for disadvantaged teachers seeking to survive and prosper in a school setting. Disadvantaged teachers can only survive under an effective diversity manager. Cronje and Marais (2004:7) explain that Affirmative Action or Equity regarding a school workforce is aimed at creating equal employment opportunity for all teachers by ensuring that workforces are composed of roughly the same proportion as the groups that make up the population as a whole. The stated intention of

Affirmative Action is to eliminate unfair discrimination, to ensure employment equity and to achieve a diverse workforce.

The researcher believes promotion takes a number of different forms and has a variety of accompanying rewards. Teachers who are promoted on the basis of seniority often experience job satisfaction, but not as much as those who are promoted on the basis of performance. Cronje and Marais (2004:125) explain that the term promotion is one of the most emotionally-charged terms in the field of human resources management. For instance, if the consensus is that the wrong teacher has been promoted, there will be resentment and a probable lack of co-operation from some staff members, as has been noted by some participants; international teachers must be given the opportunities to be employed and promoted if they are appropriately qualified teachers are equal before the law and as such must all enjoy equal opportunities.

4.3.3 FINDINGS WITH REGARD TO THE OBJECTIVES OF THE STUDY:
The research objectives of this study are:
1. To establish the extent of workforce diversity management at senior secondary schools in Mthatha the Education District.
2. To find out about the challenges that secondary schools in the Mthatha District face in terms of managing workforce diversity.
3. To find out how the constitution of South Africa in terms of Affirmative Action and
    Employment Equity Act, are interpreted for the international teachers.
4. To find out how secondary schools in the Mthatha District implement the provisions relating to human resources management in terms of the steps to follow in the recruitment and selections of teachers.
5. To establish what the barriers are in the employment and promotion of international teachers.

The findings of this study were examined in order to arrive at conclusions with reference to the objectives and research questions stated in chapter 1.

The extent of workforce diversity management at senior secondary schools in the Mthatha Education District:
The first objective of the study was to establish the extent of workforce diversity management at senior secondary schools in the Mthatha Education District. In relation to this objective, this study revealed that secondary schools can be described as pluralistic schools or organizations since they take steps to be more inclusive of teachers from cultural backgrounds that differ from the dominant group of local teachers. For example

one response from a principal was: the staff composition of this school is very broad; the teachers in this school are from different background, and even we Xhosas have different cultures. We also have teachers from Asia and other African countries, like Ghana, Zimbabwe and Nigeria. The researcher thinks that if secondary schools could increase the number of these international teachers their staff could benefit from teacher diversity. This is confirmed by Grobler and Surette (2006) who say that the reasons why schools embark upon a managing diversity process are: to tap into a range of skills which the schools never had before and to attract and retain the most talented teachers among the workforce in the schools.

This study also reveals that principals and their teachers had no knowledge about the existence of workforce diversity as an educational management theory, these teachers made it clear that it was the first time that some of them had heard about workforce diversity management in education. It was also seen that secondary schools had no policies concerning the acknowledgement, recognition and embracing of the similarities and differences among the teachers in terms of their cultures and nationalities. Principals and their teachers believed that there was no need for managing differences among the teachers since all teachers were accommodated and respected each other's cultures. An example of such responses from a Head of Department is: If you can clarify this workforce diversity management policy to me, because I do not understand it, but what I can say is that, it is left on to each individual teacher to practice what is known as "ubuntu" in South Africa, whereby we accept every teacher irrespective of culture or nationality. The researcher believes international teachers are made to adapt to the dominant culture thereby making them to lose their identities but Maicibi (2008) states that cultural diversity within a school can be exploited to the benefit of school effectiveness. Studies on school effectiveness have found that one central element for success is the importance of achieving productivity through effective management of teachers. School effectiveness therefore depends on the effective management of diversity. This is because no school is monolithic in nature, and all schools are heterogeneous in composition.

In the literature, Niemann (2006:103) suggests that educational institutions will have to create a work environment in which diversity or pluralism is accepted by teachers, principals and supervisors. The school principals, supervisors and teachers who genuinely accept teachers of different background and orientations are more likely to benefit from diversity. The more global oriented economy and the changing labour market have made it more likely that teachers will be working with other teachers from different backgrounds than ever before.

As indicated in the literature by Westhuizen (2002), the aim of assimilation is to absorb ethnic minority teachers into the mainstream culture but the main educational should be the elimination of cultural diversity in schools and to focus on an open society in which there is total rejection and disregard of ethnicity, religion, and all cultural values in favour of group association in which participation and mobility are potentially open to all individual teachers. The question is Do all teachers have these opportunities? Human (1999) rejects the idea of assimilation by stating that assimilation into the dominant school culture is a strategy that has had serious negative consequences for minority teachers in schools. Those teachers who are assimilated are denied the ability to express their genuine selves in the workplace; they are forced to repress significant parts of their lives within a social context that frames a large part of their daily encounters with other teachers. Teachers who spend a significant amount of energy coping with an alien school environment have less energy to do their jobs. Assimilation does not only create a situation in which teachers who are different are likely to fail; it also decreases the effectiveness of the whole school.

The study also reveals that teachers in their daily school works try as much as possible to eradicate discrimination and xenophobia towards each other's culture or nationality stating that when their staff compositions are diverse they acquire skills, knowledge and experiences from these teachers. An example lies in this response from a principal: I can say there are more benefits, giving me the chance; I would have loved to have more teachers from other countries, like Zimbabwe, Botswana, India, even from Nigeria and Ghana. I would love to have these teachers because of their vast experience in teaching and learning, I also learnt that their standard of education as compared to our standard of education here in South Africa is far better.

This is supported by Loock et al (2006) who states that diversity contributes to creating a school culture that is more tolerant of different behavioural styles and wider views among teachers. It also leads to better decision making and greater responsiveness to diverse needs of the teachers. Niemann (2006) and Maicibi (2008) in the literature confirm this by stating that managing the workforce in secondary schools facilitates the exchange of new perspectives, improves problem solving by inviting different ideas, and creates a respectful, accepting work environment that works for all teachers.

The challenges face by secondary schools in the Mthatha Education District in terms of managing workforce diversity:
The second objective was to find out about the challenges that secondary schools in the Mthatha District faced in terms of managing workforce diversity. That communication was the biggest challenge in the implementation and management of teacher diversity in

schools. The study indicates that communication barriers were created in the areas of staff meetings where teachers used the local language (Xhosa) to raise important points that could not be understood by all teachers, teachers who did this did not take into consideration the presence of teachers of different language backgrounds and nationalities. It was revealed that this breakdown in communication usually resulted in some teachers feeling alienated in discussions the schools meetings. The following excerpt from an international teacher supports this: You see, sometimes if we have staff meeting, a teacher will like to use the mother language, this teacher does not mind whether other teachers of different culture or nationalities understand what has been said or not. You see, all teachers in this school are treated like we are all South Africans, but the truth is, we are of different cultures and nationalities that cannot be hidden. This is supported by Humann (1996) who explains that communication is a challenge that faces culturally-diverse schools; meanings of messages can never be reliably shared between two individual teachers, because no two individual teachers experience events in exactly the same way. Even when native and non-native teachers are exposed to the same messages, they may interpret the information differently. It is necessary for teachers who are less familiar with the primary language spoken within the school to receive special consideration in meeting their communication requirements.

As indicated in the literature, Maicibi (2008) shared experiences which are often strongly reinforced by segmented communication networks in the schools. Most communication within schools occurs between teachers of the same sex and race. In segmented communication, minority teachers often miss opportunities or are intentionally penalized for not being part of the mainstream communication. Niemann (2006) supports this by stating that if diversity is not managed properly, it could lead to: a higher teacher turnover, difficulties in communication among the teachers and increased interpersonal conflicts among the teachers concerned. As indicated in the literature by Loock et al (2006:14), cultural diversity creates certain specific challenges to education. These challengers are: communication problems amongst the teaching staff and misunderstanding among teachers and principals. The study indicates that this segmented communication brings about the formation of informal groups among teachers of similar culture and nationality in the school staff room making it difficult for easy acknowledgement, recognition and embracing of the similarities and differences among the teachers. An example of such responses from a Deputy Principal is: So far, I have not met any challenge in teaching with these teachers from other countries; the only thing I may see is that in a meeting situation may be a very good point I will want to raise but I end up using our Xhosa language to finish up the sentence. At this situation, you will see those who are from different culture and nationalities feel isolated or

segregated in that instance. Generally, teachers from other cultures and nationalities are hardworking.

The study reveals that local teachers felt threatened when a decision was to be made about the employment and promotion of international teachers in the secondary schools. The biggest challenge was also the issue of xenophobia and resistance to change; teachers explained that they did not want to be led by international teachers. Most teachers also acknowledged that international teachers were hard-working and were dedicated to the teaching profession and this professional behaviour by the international teachers created tension between the locals and the international teachers. An example of a response from a Head of Department was: It is the issue of xenophobic, though people are educated, they understand that we should integrate with teachers from different countries, but there is that feeling of threatening, that these teachers have come to take our jobs. Sometimes I do suggest to management to employ these teachers from outside to senior position, but they always say, with senior positions we should choose only locals. We all know the truth that, these teachers from other countries can do better job than we the local teachers, so if we can balance the two.

Maicibi (2008) states that a long established corporate culture is very resistant to change; resistance to change is a major stumbling block for the disadvantaged teachers seeking to survive and prosper in a school setting. Van Devender and Kruger (2003) state that the intensity of educators' resistance to change depended on what was being changed and whether the stability of the school is being threatened. Educators' reasons for resistance to change are: preference for tradition rather than experience combined with knowledge, skills and creativity; restricted and poor quality communication, which is usually one-way rather than two-ways. Niemann (2006) states that schools have to work through diversity issues with responsibility, integrity and a willingness to do something about these challenges. It is necessary that teachers learn to recognize their own power and capabilities, and set up groups and learning projects to help curb their innate resistance to differences. Schools will need to shift their philosophy from treating every teacher alike, to recognizing differences and responding to those differences in ways that will ensure teacher retention and greater productivity, while simultaneously avoiding discrimination.

Favouritism is also highlighted by this study as one of the challenges facing the implementation and management of teacher diversity. The study reveals that school principals and the school governing bodies favour the local culture over any other culture or nationality. This can also be seen from how the school governing bodies do not allow the appointment and promotions of international teachers in the secondary schools. An

example of such an attitude is in this response from an international teacher: What they do is to advertise the vacant post, and allow teachers to apply for that advertised post. The only problem is when it comes to the interview, the interviewers in the session have already got their favourite teacher, without considering qualification or the labour laws, and this behavior is usually carried out by the School Governing Body.

In the literature, Human (1999) states that one of the challenges facing culturally- diverse schools is cultural bias; this includes both prejudice and discrimination. Prejudice here refers to a negative attitude towards a teacher based on his/her cultural group identity. While discrimination here refers to a situation where an employer treats a teacher unfavourably, a principal who is prejudiced against teachers from a specific racial group is unlikely to manage those teachers effectively and to recognize and encourage their particular strengths and talents.

The study also reveals that school principals and their management teams lack the skills and knowledge in drawing up diversity implementation and management policies that will focus on the acknowledgement, recognition and embracing of the similarities and differences among teachers in secondary schools. An example of such a response from a principal is: Well, I believed we do not understand the whole issue of who is different from whom in terms of cultural and nationality and also we do not have the skills to manage these differences in terms of cultural and national differences among the teachers in this school. Niemann (2006) proposes that teachers should be encouraged to evaluate themselves and to confront ethnic, cultural and gender stereotypes that they might hold. An important factor for diversity initiatives is the commitment of top management. Diversity success is achieved by management attendance at training events. As indicated in the literature by Human (1996) who states that the key to managing a diverse workforce is increasing teachers' awareness of and sensitivity to difference in race, gender and social class.

The Constitution of South Africa, Affirmative Action and the Employment Equity Act:
The third objective was to find out how the Constitution of South Africa in terms of Affirmative Action and Employment Equity Acts are interpreted for the international teachers. The study reveals that there was a general understanding of Affirmative Action and Employment Equity Act among the principals and the teachers. An example of a response from an international teacher is: It is a way of given chance to black teachers who were discriminated before 1994 of South African independent. But I do not think this should be implemented in the senior secondary schools, for example, in the Math and sciences fields, we all know that South Africans are bit behind, so for this problem to be

solved in our schools, we need to get qualified math and sciences teachers from other countries to assists us for some few years. It was also revealed that the teachers had a theoretical understanding of the Acts. But the challenge is how to implement and manage these two Acts to ensure equal opportunities for all teachers, irrespective of culture or nationality. The International teachers did not apparently enjoy the opportunities, since employment and promotional opportunities were first offered to the local teachers before international teachers could be considered. Example of an excerpt of response from a Deputy Principal is: What I can say about this act is that it helps schools to employ and promote all teachers including the international teachers, but there are exceptions where you will hear in some schools that local teachers are considered first before the international teachers. One thing for sure, there is no problem of employing these teachers from other countries, but the problem is that they lack promotions in our schools.

This finding shows clearly that international teachers are discriminated against in terms of opportunities for employment and promotion at secondary schools in the Mthatha Education District. As indicated in the literature, Cronje and Marais (2004) state that Affirmative Action or equity regarding a school workforce is aimed at creating equal employment opportunities for all by ensuring that workforces are composed of roughly the same proportions as the groups that make up the population as a whole. In South Africa, the Employment Equity Act became law in 1998. The stated intention of the Act is to eliminate unfair discrimination, ensure employment equity, and achieve a diverse workforce that is broadly representative of the country's demographic realities.

Niemann (2006) supported the inclusion of all teachers in the employment and promotional opportunities in secondary schools by stating that Affirmative Action was imposed by government upon educational institutions; the management teams should rather approach it positively and see it as an opportunity to bring about a renewed focus on developing tailor made quality teachers for the schools. Affirmative Action may contribute to a fresh, new focus with innovative ideas and an entrepreneurial mindset. It might even bring about new values and "ways of doing things" in the schools, which could be essential in this dynamic age. Jan et.al (2005), Cronje and Marais (2004) indicate that for various reasons clarity does not yet exist concerning the implications of all parts of the Employment Equity Act throughout the public education system. Schools cannot ignore the thrust of Employment Equity in South Africa. Section 2 of the Employment Equity Act outlaws discrimination and this is applicable to all employers and requires that every employer must take steps to promote equal opportunity in schools by eliminating discrimination in any employment policy and practice. The researcher assumes that international teachers have not been included in the designated groups and

that may be the reason why they do not enjoy both Affirmative Action and Employment Equity Acts. As stated by Niemann (2006) in the literature, the Employment Equity Act (RSA, 1998) stipulates that measures must be designed to ensure that suitably qualified teachers from designated groups have equal employment opportunities and are equitably represented in all school structures and levels.

According to The European Commission, every teacher in the European Union has the right to enjoy equal treatment and a life free from discrimination. Diversity can bring huge benefits to schools and to society in general, South Africa is a long way from achieving equal opportunities for all. European Legislation prohibits discrimination on the ground of sex, racial or ethnic origin, disability, age, sexual orientation and religion or belief. To achieve real equality, attitudes and practice must change in work, education, and health - care and across the board.

Provisions of human resources management in terms recruitment and selections of teachers:
The fourth objective was to find out how secondary schools in the Mthatha Education District implemented the provisions of human resources management in terms of the steps to follow in the recruitment and selections of teachers. The study reveals that teachers have a general understanding of the steps to following when recruiting and selecting teachers for secondary schools, but the main finding here was that international teachers were discriminated against when it came to the final selection stage of the recruitment and selection process. An example of this from a principal is: These days, the School Governing Body and the school management teams are involved during the interview stage, but the School Governing Body has more voice than the school management team, so they use their power and influence to decide who should be offered the post. When it comes to promotion, local teachers are first considered before the international teachers.

The findings reveal that international teachers are not discriminated against at the short-listing stage; they are usually invited for interviews, but to their surprise, the School Governing Body chooses the successful candidate for the secondary school using other criteria. As Grobler et al (2006) indicate, the implementation of the Employment Equity Act, No.55 of 1998, and the selection process itself have become of critical importance to schools in South Africa. All forms of discrimination, whether direct or indirect, are forbidden. Direct discrimination is when an employer treats a teacher unfavourably. Indirect discrimination consists of applying a requirement or condition that, although applied equally to teachers of all racial groups, is such that a smaller portions of a

particular racial group of teachers can comply with it, and that cannot be justified on other than racial grounds.

Are the international teachers excluded from enjoying equal employment and promotional opportunities on the basis of what Grobler et al (2006) indicate in the literature? It is interesting to note section 6 (2) of the Act, which states that it is not unfair discrimination to:

   (c) Take Affirmative Action measures consistent with the purpose of this Act, or
   (d) Distinguish, exclude or prefer any teacher on the basis of an inherent requirement of teaching and learning.

This clause suggests that the school interview panel may treat a teacher or job applicant from the designated group (i.e. blacks, Coloureds, Asians, women and the disabled) on a preferential basis. As indicated in the literature by Jan et al (2005), the procedure used in short-listing and interviewing of teachers in schools must be fair, non-discriminatory and in keeping with the constitution of South Africa and all interviewees must receive similar treatment during the interviews.

The barriers in the employment and promotion of international teachers:
The fifth objective was to establish the barriers to the employment and promotion of international teachers. The study reveals that there are limited promotional posts in senior secondary schools and that is a barrier to the employment and promotion of the international teachers, and even if the department of education creates promotional post in the senior secondary schools, the local teachers who also want promotion have to be considered first. Teachers explained the lack of work permits or South African permanent residency documents as another barrier to the employment and promotion of the international teachers. This study also reveals that most international teachers in secondary schools do not have higher qualifications in educational management or in education as a whole, as reflected in this response from a Deputy Principal: The fact can come from the angle that, most international teachers do not have higher qualifications that are stronger than the local teachers' qualifications, but now a day the system is changing.

The study also reveals that discrimination forms a barrier to international teachers' employment and promotion. This was seen from the angle of how preferential treatment is given to the local teachers over the international teachers in all employment processes by the School Governing Body. An example from a principal is: I will again do mention the role of the School Governing Body, because they are part and parcel of the recruitment and promotion of teachers, so that is the obstacle.

Another barrier that has been revealed by this study is that most international teachers lack the confidence and are discouraged from attempting to apply for promotional posts when invited to apply. The reason why these international teachers refused to apply for posts could be that they thought they would be the last to be considered after the local teachers had been preferentially treated.

Cultural and language differences were also pointed out as barriers to the employment and promotion of the international teachers. Teachers explained that the schools were governed and owned by the community members and for that reason they would like communication to flow easily between them and the school management teams. Mauricio (1994) reports that despite the significant progress in understanding the barriers to the workplace advancement for minority teachers, the specific mechanisms whereby the organization of work affects the advancement of teachers in the workplace remain elusive. These barriers can be grouped under the general headings of discrimination in the workplace. Workplace barriers can be categorized into the following four major categories: the structural aspect of work or career ladders, stereotypes and how these interact with managerial styles, inter-group relations and group subordination and work place culture. Deborah (1994) explains that the theoretical perspectives, which have been offered to account for the barriers to employment and promotion, are:
personal, cultural, or group attributes and organizational or institutional practices.

4.4 CONCLUSION:
This chapter has presented the analysis and interpretation of the data. The chapter also shows how the researcher placed the raw data into logical categories, and examined them in a holistic fashion. The chapter has also presented the discussions and presentation of the results, a description of the broad categories and a description generated from the interviewee responses, as well as a brief summary of the most pertinent responses. This section of the chapter has also outlined the research findings with regard to the objectives and the research questions of the study. The outstanding
factors that contribute to the slow pace in the implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District are highlighted as follows:

There is a lack of awareness, knowledge and skills among teachers concerning the implementation and management of workforce diversity in which the differences and similarities in terms of culture or nationality among teachers can be acknowledge, recognized and embraced so that teachers with their similarities and differences can contribute to the strategic goals of the schools so that no teacher is excluded from any educational opportunities on the basis of that teacher's culture or nationality. There is a

degree of resistance and xenophobia relating to and against the employment and integration of teachers whose backgrounds and cultures are different from the dominant national culture. Local teachers are threatened when a decision is to be made to either employ or recommend an international teacher for a promotional position.

There is a high prevalence of the formation of informal groups and cliques among teachers in secondary schools, thus resulting in few interactions among the teachers; this behavior of (informal groups) is common where there are international teachers in the secondary schools. There is a tendency for secondary school principals and school management teams to assimilate ethnic minority teachers (the international teachers) into the mainstream culture, thus denying them the ability to express their genuine selves in the secondary schools. Affirmative Action and the Employment Equity Act are misinterpreted by teachers and they do not always adhere to the constitutional provisions on human resources management in the employment and promotional processes of teachers in secondary schools. School Governing Bodies have been seen as a threat to the effective implementation and management of teacher diversity in the secondary schools, since these governing bodies use their power and authority to influence the recruitment and selection of teachers in secondary schools. The predominant barriers to the employment and promotion of international teachers are: lack of proper work permits or South African resident permits, discrimination against the international teachers, favouritism shown to local teachers, lack of higher qualifications in education and educational management, despondency and lack of confidence of the international teachers. The last barrier is an issue concerning cultural and language differences among the international teachers and the community in which they serve.

The next section is chapter five; this chapter will present a summary, conclusions and recommendation of the study. The chapter will also present the suggestions for further research.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION:

In this final chapter, conclusions and recommendations concerning the research findings are outlined. Issues arising from the study, and their implications, have been fully discussed in chapter four. In this section, major areas of concern from the findings are highlighted and recommendations are made for improving the slow pace of the implementation and management of workforce diversity among teachers at secondary schools in the Mthatha Education District.

5.2 CONCLUSION:

In conclusion, this section of the chapter will highlight the major five factors that contribute to the slow pace in the implementation and management of workforce diversity among national and international teachers at secondary schools in the Mthatha Education District. On the basis of the statement of the research problem, the research

objectives, the research question, themes drawn from the responses and the findings of the research, the following five major conclusions are drawn.

Firstly, the statement of the problem is that international teachers feel they have been marginalized regarding most educational employment opportunities in senior secondary schools in the Mthatha Education District. The data generated in this study shows that international teachers lack employment and promotional opportunities in the secondary schools based on the research findings in which respondents highlighted the point that most opportunities were offered to the local teachers first before the international teachers were considered. An example this response from an international teacher is: It is about creating opportunities for the disadvantaged South African teachers. When it comes to employment or promotion the local teachers are considered first because of this Act, even if an international teacher have the right qualification, local teachers are first to be considered. This segregation happens because of the lack of skills and knowledge in the designing, implementing and managing of teacher diversity policies in secondary schools by the principals, school management teams and their teaching staff. Some participants who were used in the study expressed that it was the first time most of them had heard about teacher diversity management in education, others concluded that, they had heard of diversity but not the management of it as related to what the researcher was investigating. I believe it is about lack of skills of how to accommodate and manage the cultural and national differences among us the teachers. This was a response from a Head of Department.

These participants also mentioned that since they had no information on teacher diversity it was practically impossible for them to draw up a policy on the implementation and management of workforce diversity in secondary schools. It is proposed in the literature that the key to managing a diverse workforce is increasing teachers' awareness of, and sensitivity to, differences of race, gender and social class. In the literature it is also clear that managing diversity is a comprehensive managerial process for developing a school environment that works for all teachers (http://www.en.wikipedia.org).

Secondly, the data generated also revealed the following as one of the reasons why the international teachers are marginalised and lack employment and promotional opportunities in the secondary schools; the local teachers in the secondary schools of the Mthatha Education District are often resistant and xenophobic about employment and promotion of international teachers in their secondary schools. These local teachers expressed their fear of the unknown (the international teachers) and felt that the international teachers come to South Africa to take up their teaching jobs and promotion opportunities. Some respondents highlighted the point that most international teachers

were hard working and also dedicated to the teaching profession and this alone created tension between the international teachers and the local teachers. Other respondents concluded that teachers were educated and they understood the issue of integration with teachers from other countries, but there was a feeling that those teachers from outside South Africa are here to take their jobs. So far as South Africa is concerned, is a little bit of xenophobic if I may put it that way in working with teachers of different cultures and nationalities. Some of the local teachers find the international teachers very hardworking and dedicated and that alone creates pressure between us in this school. This comment from an international teacher is an example of how threatened some teachers feel.

Thirdly, poor communication between the national and the international teachers due to cultural and language differences indicates why there is a need for the implementation and management of teacher diversity in secondary schools. Most international teachers respondents said they "got lost" in several staff meetings when local teachers used their mother tongue to raise important points that could have been heard by and debated on by all teachers; it was clear that teachers who created communication barriers in the staff meetings did not mind whether all teachers understood what has been raised or not. An example of such response from a Deputy Principal is: The only challenge I have in working with teachers of different cultures and a nationality is the language of communication; at times you want to use your mother language to make a point, but the challenge is that, other teachers will not understand what you are trying to express or say. One could see that this behaviour usually created discomfort among a section of the teaching staff. As indicated in the literature by Loock et al (2006:14), cultural diversity creates certain specific challenges to education. These challengers are: communication problems amongst the teaching staff and misunderstandings among teachers and principals. Maicibi (2008:3) states that a long-established corporate school culture is very resistance to change and that resistant is a major setback for the disadvantaged teachers seeking to survive and prosper in a school setting. Segmented communication makes it difficult to establish common ground across various groups of teachers.

Fourthly, it is understood that discrimination is another reason why there is a slow pace in the implementation and management of teacher diversity and why international teachers lack employment and promotional opportunities in the Mthatha Education District. School principals and their management teams favour the local teachers thereby discriminating against other cultures and teachers from other countries. Respondents say that not integrating with international teachers is intentional; this is because if all teachers are accommodated and treated equally, the international teachers will have the same equal chances of employment and promotion as the local teachers. School Governing Body plays a major role in preventing the implementation and management of

teacher diversity in secondary schools, since it is they who have the final decision about who should be employed or promoted. Most School Governing Bodies still believe that the international teachers come to the country to take up their children's jobs and promotion. This quote from a Head of department reflects the power of the School Governing Body: These days, the School Governing Body and the school management teams are involved during the interview stage, but the School Governing Body has more voice than the school management team, so they use their power and influence to decide who should be offered the post. When it comes to promotion, local teachers are first considered before the local teachers.

Cronje and Marais (2004:7) state that Affirmative Action is not merely a process of recruiting greater numbers of historically-disadvantaged teachers; it is part of a holistic system of human resource management and development and impacts on all the processes, policies and procedures relating to the selection, recruiting, induction, developed, promotion and severance of teachers. Human (1996:4) and Niemann (2008:108) state that in South Africa, Affirmative Action involves not only the recruitment, development, promotion, and retention of qualified teachers from historically-disadvantaged groups, it also involves the development of those with the potential to become qualified either within the school setting or through educational and community projects. Niemann (2006:105) and Grobler et al (2006:183) state that in South Africa the Employment Equity Act became law in 1998. The stated intention of the act to eliminate unfair discrimination, ensuring employment equity, and achieve a diverse workforce that is broadly representative of the country's demographic realities. They state that the Employment Equity Act (RSA, 1998) stipulates that measures must be designed to ensure that suitably qualified teachers from designated groups have equal employment opportunities and are equitably represented in all school structures and levels, and that with the implementation of the Employment Equity Act, No 55 of 1998, the selection process is of critical importance to schools in South Africa. All forms of discrimination, whether direct or indirect, are forbidden.

Fifthly, the barriers in the employment and promotion of international teachers in the secondary schools of the Mthatha Education District is the last of the five major factors which is seen as a reason why there is a slow pace in the implementation and management of teacher diversity in the secondary schools of the district. Some of these barriers are: the resistance by the local teachers to the employment and promotion of international teachers, the School Governing Body influence over the employment and promotional processes, the limited number of promotional posts in secondary schools, the despondency among international teachers in the employment and promotional processes, the lack of work permits for the international teachers as a barrier to the

employment and promotional processes and the lack of the required teacher qualifications for the international teachers, This quote from a principal reflects this barrier: It is not easy because the number of senior posts in each senior secondary school is limited and there are lot of local teachers who also being teaching for over twenty years now who have the interest of being employed into a senior position, so when a post is created or there is a vacant post, the local teachers are considered first before the international teachers, even though these international teachers might have better qualifications than the local teachers. Another issue why some of these international teachers do not get promotion is that; they do not have proper work permits or South African resident permits. Like I got one international teacher before, but I could not employ him because of lack of proper work permit. It is believed that most international teachers have the chance of being employed and promoted in the secondary schools, but the issue is that these international teachers do not have the legal documents that allow them to teach and work in the country.

5.3 RECOMMENDATIONS:
There are four recommendations of this study and they are presented below:

5.3.1 Recommendations concerning the lack of awareness, skills and knowledge in the designing and implementing of teacher diversity management policies in secondary schools.

The finding revealed that principals, school management teams and their teaching staff lack the awareness, skills and knowledge in designing, implementing and managing teacher diversity policies in secondary schools. Workshops should be arranged by the Department of Education to allow teachers to participate in group discussions with representatives from diverse groups. These teachers should be able to participate in activities that are designed to eradicate prejudice, stereotypes and biases among teachers in the school, to better understand the different groups of teachers in the school, and recognize different views and contributions from all teachers

The national Department of Education and the teacher unions must insist all secondary schools principals be responsible for ensuring that: appropriate workplace behaviors are supported, systems, policies and practices support the school vision, the managing diversity principle is integrated into the way of life of the school, the school environment is inclusive and empowering and where the influencing and enabling of teachers is practiced.

Managing diversity education should be a strategy in all secondary schools; it should be developed by the Department of Education and the teacher unions and this must focus

on the principle that: every teacher is given the opportunity, every teacher is developed to his or her full potential and every teacher is respected and valued for his or her ideas, perspectives, etc. Also, principals and school management teams must create an environment where differences are accepted and respected through: the creation, implementation and monitoring of systems, policies and practices to ensure there are no barriers to teachers reaching their full potential. The integration of diversity into all teaching and learning should be a vital part of the school environment.

5.3.2 Recommendations concerning teachers' xenophobia and resistance to the employment and promotions of international teachers.

In-service training and workshops should be made available to educate all teachers on how to recognize their own power and capabilities. Groups can be set up and (learning projects) to help curb innate resistance to differences. School management teams should also be encourage to recognize differences and respond to those differences in teachers in ways that will ensure teacher retention and effective teaching and learning, while simultaneously avoiding discrimination.

All secondary school principals need to be effective diversity managers in order to identify stereotyping of teachers. An inclusive strategy can change perceptions. They should create processes to make teachers who are different welcome and included in the school; schools can provide ongoing awareness programmes about the value of human diversity. Teachers must be encouraged to learn about each other's backgrounds and share their own long-established cultures. International teachers seeking to survive and prosper must be encouraged to reach their full potentials.

The national teachers must accept change and make it easier for international teachers to be employed and promoted. The national teachers have a reputation for finding change difficult to accept. The intensity for their resistance to change usually depends on what is being changed and whether the stability of the school is being threatened. That is why resistance to change is usually the reaction of an individual who wishes to protect himself or herself against the effects of change.

5.3.3 Recommendations concerning the ineffective implementations of Affirmative Action and Employment Equity Acts.

Affirmative Action programmes must be implemented in all secondary schools. In response to equal opportunities, many organizations in South Africa have established Affirmative Action programmes. These programmes that are to be established must be aimed at eliminating barriers against the employment and promotion of the under-utilized

or disadvantaged individual teachers. These programmes must be developed in consultation with teacher unions and non-unionized teachers and should be regularly monitored and evaluated. Management teams should be made to realize that these programmes are aimed at bringing about a renewed focus on developing tailor-made quality teachers for the schools and that they also contribute to a fresh, new focus on innovative ideas and an entrepreneurial mindset. It might even bring about new values and methods of teaching in the schools. When appointments are being made, the Department of Education should follow up to find out if policies had been properly followed, and that no teacher was discriminated against, based on the teacher's culture or nationality. Teachers should also be appointed based on their performances and experiences. The following procedures must also be adhered to in order to curtail any influences on the employment and promotion of teachers in any recruitment and selection processes:

1. Interview committees should be established in secondary schools where there are advertised vacancies.
2. In these schools the interview committee should comprise of:
    - One department representative (who may be the school principal) as an observer and a resource person.
    - The principal of the school (if he or she is not the departmental representative), except in the case where he or she is an applicant.
    - Members of the school governing body, excluding educator members who are applicants for the advertised post(s).
    - One union representative per union that is party to the provincial chamber of the ELRC.
3. The interview committee may conduct short-listing subjects to the following guidelines: the criteria used must be fair, non discriminatory and in keeping with the Constitution of the country, all interviewees must receive similar treatment during the interviews and the list of short-listed candidates for interview purposes should not exceed five per post.

5.3.4 Recommendations concerning the barriers to the employment and promotions of international teachers.

Proper support and mentor systems must be in place to help international teachers who strive for employment and promotions in order to reach their full potential. The structure of secondary schools, employment and promotional ladders should be flexible to allow international teachers to be recognized and promoted. Cultural sensitive mentors should be established in all secondary schools to build on the different cultures and values at secondary schools and to overcome language, assimilation and acculturation issues. The

employer should arrange with the Department of Home Affairs to issue proper work permits to all international teachers whose services are needed in the country. The following should also be considered:

5.4 SUGGESTIONS FOR FURTHER RESEARCH:

The formulation of concepts is promoted by a number of aspects namely: theories of diversity management, benefits of diversity management, management and skills training programmes about workforce diversity, challenges of workforce diversity management, stereotyping and prejudice, Affirmative Action and Employment Equity Acts, recruitment and selection of teachers and barriers in the employment and promotional processes of teachers.

It appears that most of the problems associated with the implementation and management of workforce diversity among teachers in education are to a large extent influenced by the lack of awareness programmes, discrimination, resistance, lack of self confidence, poor communication, teachers' informal groups, assimilation and cultural differences and the interferences of the school governing bodies in the recruitment and selection processes of teachers.

It is therefore suggested that the next researcher who might be interested in studying teacher diversity management among national and international teachers, should investigate the effectiveness of Affirmative Action programmes in achieving equal promotional opportunities among national and international teachers or the role of team-building exercises in the acknowledgement, recognition and embracing of the similarities and differences among national and international teachers in secondary schools.

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LIST OF APPENDICES 7
APPENDIX A

INTERVIEW TRANSCRIPT

Question 1:
Could you please describe the staff composition of this school, in terms of
teachers' nationalities and cultural differences?

Respondent A: Ok, the organogram of this school is: the principal, the deputy principal,
two Heads of Department and sixteen staff members that are employed by the
government, we also have eight teachers who are employed and paid by the school
governing bodies. Among these teachers, we have three teachers from India and one
teacher from Ghana.

Respondent B:
This school has 36 teachers, the majority are the local teachers, and we also have
Indians and Coloured teachers among us in this school.

Respondent C:
I think we have got Indian teachers and the Xhosa teachers only in this school.

Respondent D:
In this school, the teachers are mainly South Africans, but we also have seven expatriate teachers from India, Ghana, Nigeria and Zimbabwe.

Respondent E:
The staff composition of this school is very broad; the teachers in this school are from different backgrounds, and even we Xhosas have different cultures. We also have teachers from Asia and other African countries, like Ghana, Zimbabwe and Nigeria.

Respondent F:
This school has about nineteen permanent government employed teachers, quite a number of school government body employed teachers. Out of these nineteen teachers, four of us are international teachers from Ghana and India and the rest are local teachers.

Respondent G:
The staff composition of this school is made up of teachers from different cultures and nationalities, like we have Ghanaian teachers, teachers from India and the local teachers who are South Africans.

Respondent H:
We have got one Ghanaian, one Indian and the rest of us are local teachers.

Respondent I:
This school is currently under one of the section one schools which has a principal, deputy principal, two Heads of Departments, one Ghanaian teacher, an Indian and other teaching staff members who are of South African origin.

Respondent J:
Well, we have got an Indian teacher, a teacher from Ghana and the rest of the teachers, are locals.

Respondent K:

We have got one Indian. I do not know whether the other teacher is coming from Nigeria or Ghana, but the rest of the staff are South Africans.

Respondent L:
This school has eleven educators and among these eleven educators, there is one Ghanaian and one Indian teacher.

Respondent M:
In all we have thirty-two staff members; twenty-five teachers are Xhosas, and six teachers are Indians and one teacher from Ghana.

Respondent N:
According to the staff composition, we have different teaching staff in this school, most of which are the local teachers, one Nigerian and one Ghanaian teacher.

Respondent O:
We have one Indian teacher; one Ghanaian teacher and the rest of us are local teachers.

Question 2: Is there any work force diversity management policy in senior secondary schools that puts emphasis on the identification, recognition and embracing of the similarities and differences among teachers in terms of their
nationalities and cultural differences?

 Respondent A:
Work force diversity management, what sense? But what I have discovered is that, when we have teachers from different countries, it is easier to teach with because they come with new ideas in problem solving situations, most of these teachers add value to the school because of their past experience. What I can also say is that every teacher gets support from management and from the parents.

Respondent B:
This diversity "thing" is not clear to me, but what I know is that those teachers from other countries are more co-operative than the local teachers. We also have the bereavement issue and an end of year party that bring us together as one people

Respondent C:

No, we do not have policy like that because we the teachers of this school are the same and for that reason there is no difference among us. We treat every teacher equal in this school. We have no problems among the teachers in this school.

Respondent D:
Well, there is no such policy, but it seems every teacher is accommodated irrespective of culture or nationality. Here in this school we make sure that no culture seems to be superior over the other.

Respondent E:
Yes, this policy is there but the only thing is that there are different ways we manage it, like in this school, one of the Head of Departments is an India woman, and she does not feel different from other teachers from other culture and nationality. One thing you must know is that; this policy is not written down, but the main goal is working together.

Respondent F:
Yes, but we have not come across anything in writing about this diversity management policy in our schools. Theoretical we do hear people talk about it, however, what we see every day in this school makes us to believe that we are all welcomed.

Respondent G:
If you can clarify this workforce diversity management policy to me, because I do not understand it, but what I can say is that, it is left on to each individual teacher to practice what is known as "ubuntu" in South Africa, whereby we accept every teacher irrespective of culture or nationality.

Respondent H:
There is no policy as such, because we do not know what workforce diversity management policy entails. The only thing I know is that all teachers are happy here.

Respondent I:
Well, we do have a written policy on workforce diversity management in which we fight against discrimination and xenophobic against each other's culture or nationality. We know there are differences among we teachers in this school, but the constitution preaches about respect for each other culture and nationality, because we are one, we are human beings. The mission behind this is for all teachers to give quality education to our children.

Respondent J:

There is nothing like managing diversity policy or managing teachers' different cultures or nationality. What I can say is that the medium of instruction, which is English, is used by all teachers to facilitate understanding and integration among us.

Respondent K:
What do you mean? Because this is my first time of hearing about this "diversity thing". What I know is that every teacher is involved in all schools activities.

Respondent L:
I do not really understand this workforce diversity management policy, but this school has teachers from other nations who seem to be happy with the local teachers in this school.

Respondent M:
There is nothing of such policy because all these teachers in this school are experience and for that matter are capable of respecting each other's culture or nationality.

Respondent N:
It has not yet been implemented; possible reason could be that we are not aware of this "management of diversity policy thing".

Respondent O:
Yes, because the constitution says we must respect each other's culture.

Question 3: What challenges do you face in working with teachers of different cultures or nationality in secondary schools?

Respondent A:
Well most of the challenges I face in teaching with teachers whose culture and nationality differ from mine are the cultural difference in terms of communication, life style and general behaviour.

Respondent B:
The challenge we face working with teachers of different culture and nationalities is that most international teachers in their first year of employment into the teaching profession work as expected of them, they are dedicated and always in classroom with the learners, the professional behavior of this international teacher start to diminishes as he or she sees that the local teachers are reluctant to go to the classroom or even come to school. So cultural differences in terms of teaching among the teachers is a great challenge in

this school. Another challenge is the seating arrangement in the staff room, whereby, teachers naturally seat according to their nationalities and culture, but we try discouraging this behavior.

Respondent C:
So far, I have not met any challenge in teaching with these teachers from other countries, the only thing I may see is that in a meeting situation may be a very good point I will want to raise but I end up using our Xhosa language to finish up the sentence. At this situation, you will see those who are from different culture and nationality feel isolated or segregated in that instance. Generally, teachers from other cultures and nationalities are hardworking.

Respondent D:
Well, generally all the teachers that I teach with who are of different cultures or nationalities are all hardworking. I never had any challenge with those teachers in terms of teaching and learning.

Respondent E:
Not in this school, yes in some cases in other Senior Secondary schools the biggest challenge is to be led by a teacher from outside South Africa, but this does not exist in this school. What we want is their knowledge and skills in teaching.

Respondent F:
So far as South Africa is concerned, is a little bit of xenophobic if I may put it that way in working with teachers of different cultures and nationalities. Some of the local teachers find the international teachers very hardworking and dedicated and that alone creates pressure between us in this school.

Respondent G:
The only challenge I have in working with teachers of different cultures and a nationality is the language of communication, at times you want to use your mother language to make a point, but the challenge is that, other teachers will not understand what you are trying to express or say.

Respondent H:
You see, sometimes if we have staff meeting, a teacher will like to use the mother language. This teacher does not mind whether other teachers of different culture or nationalities understand what has been said or not. You see, all teachers in this school

are treated like we are all South Africans, but the truth is, we are of different cultures and nationalities that cannot be hidden.

Respondent I:
There were challenge before 1994 of our independence, such as the fear of "the unknown", but today it seems we do not have such feeling towards teachers of different cultures and nationalities.

Respondent J:
Some of the challenge that I have in working with teachers from other culture and nationalities are: first, the way the international teachers pronounce the English words thereby sometimes creating a communication barrier. Secondary, these teachers from other countries always isolate themselves from other teachers. I believe they have an attitude that we the local teachers do not like them, or that they are not welcomed here. If that is their feeling, it is not true. Otherwise there is absolutely no challenge working with teachers of different culture and nationalities.

Respondent K:
Well, we are not facing much of challenge in working with teachers of different countries, accept in the area whereby one will see that those teachers from outside South Africa isolate themselves from any school cultural activities simply because they do not understand the way we do things in this country but other colleagues will conclude that these teachers from outside South Africa have no respect of the indigenous cultural practices.

Respondent L:
The challenge I face working with teachers of different cultures and a nationality is the problem of attitude towards we the international teachers. Attitudes such as, you do not belong here, this is not your country, and you are here to work and go back to your country.

Respondent M:
I have never had a challenge teaching with others of different cultures or nationality. It is a matter of respecting and recognizing the culture of other teachers.

Respondent N:

The only challenge I can say will be in the area of our learners not being able to understand the way other teachers from other countries speak the English language. This may be the reasons of cultural and geographical origins among we the teachers here.

Respondent O:
I cannot remember encountering a challenge working with teachers of different culture and nationality. I feel good discussing things with them in other to get their views and contributions.

Question 4: Are there benefits when working with teachers of different cultures and nationalities?

Respondent A
I can say there are more benefits, giving me the chance; I would have loved to have more teachers from other countries, like Zimbabwe, Botswana, India, even from Nigeria and Ghana. I would love to have these teachers because of their vast experience in teaching and learning, I also learnt that their standard of education as compared to our standard of education here in South Africa is far better. Let me also mention that, these teachers from other culture and nationalities also come to South Africa with new ideas in solving school teaching and learning problems. So you see, we need those experience and the new ideas for the betterment of our schools.

Respondent B:
This is very import for the benefits of the learners and the community. For example, there were some science activities and some sporting activities that we did not know, but the arrival of these teachers from other culture and nationalities assisted us to learn those activities. This is because of the knowledge and experience they have, unlike some of us who are from the villages and now in the rural areas, how do you expect us to carry out some of these scientific experiments?

Respondent C:
There are lots of benefits we get from these teachers from outside South Africa; benefits such as knowledge, skills and experience. Another one I can say is a benefit is that these international teachers are always at school throughout the year because their homes are far away in other countries.

Respondent D:
Yes, I should think so, because we learnt a lot of other teachers' culture and their way of teaching and learning.

Respondent E:

Yes, there are benefits; for instance, in this school there are teachers from other cultures and nationalities who are subject experts in some areas that we local teachers do not know, so you can see that we benefit a lot. We also learn about teaching and learning strategies that are used in their countries so that this can be incorporated into our way of teaching and learning.

Respondent F:

Yes, because we teachers exchange ideas and methods of how teaching and learning is done in one country and that of another country.

Respondent G:

You see, the way this (our school) is we have teachers from Ghana, India, Zimbabwe and the local teachers. This has an impact on all the teachers and learners in knowing each other's culture. The expertise these teachers from outside South Africa bring is used to assist our learners a lot and also make we teacher develop professionally.

Respondent H:

We learn each other culture so that we may respect one another. The learners also benefits because they get different ways of teaching from we the local teachers and from our brothers and sisters from other countries.

Respondent I:

The benefits are: First these international teachers have been exposed to lot of knowledge and skills back in their countries, so they come to impact these on our learners, Secondary, these teachers from outside South Africa, capacitate we the local teachers a lot in the Maths and Sciences field.

Respondent J:

Well, when I compare these international teachers with ours, they are diligent. You can see that these international teachers have come to work. They have been exposed to lot of teaching and learning activities and have got lot of experience that we local teachers have not been exposed to.

Respondent K:

We get to know how do things in terms of teaching and learning in their countries and then we compare it with our local ways of teaching and learning. After that we combined the different cultures and ways of teaching and learning for the benefits of the learners.

Respondent L:
We learn more about each other ways of life concerning behaviour, culture and teaching strategies.

Respondent M:
There are benefits because we learn a lot from the local teachers in this school about things that we did not learn back in our countries. The local teachers also learn a lot from us, so you see we depend on each other for new approaches to teaching and learning.

Respondent N:
We become aware of other cultures in other countries and the type of educational systems they have in their countries.

Respondent O:
Yes, like in this school some of us depending on these international teachers for computer literacy and they also depend on us on disciplinary issues, so we exchange ideas. We also learn the different cultures we have in the staffroom.

Question 5: What obstacles do you think can play a major role in preventing the management of cultural and national differences among teachers in secondary schools?

Respondent A:
It is the issue of xenophobic. Though people are educated, they understand that we should integrate with teachers from different countries, but there is that feeling of threatening, that these teachers have come to take our jobs. Sometimes I do suggest to management to employ these teachers from outside to senior position, but they always say, with senior positions we should choose only locals. We all know the truth, that these teachers from other countries can do better job than we the local teachers, so if we can balance the two.

Respondent B:
This one is very difficult, because there is the home language issue, whereby it is stressed by the constitution that we need not leave it out, which is our culture cannot be left out or replaced by another culture.

Respondent C:
Well, if a manager has favourite culture or teachers among the teachers in the school, then it becomes difficult to manage all the different cultural and nationalities in the school.

Respondent D:
Well, if every teacher's culture or nationality is accommodated in this school, we do not need to manage any cultural or national differences.

Respondent E:
It is not that we do not want to manage the cultural and national differences among the teachers in this school, but the issue is about money. If a teacher from outside is leading you and is paid better than you who is a South African, this creates conflicts and you end up thinking of chasing away those international teachers from this country.

Respondent F:
As I said earlier on it is the issue of xenophobic. If every teacher's culture's managed, it means we are all accommodated and can strive for equal opportunities, but this is not so in our schools.

Respondent G:
There is no need, because all teachers in this school are accommodated irrespective of culture or nationality, but we can only manage when cultural or national differences are going to have negative impact on the learners.

Respondent H:
This is difficult because not all the different cultural or national teachers' composition are in the management positions. In some schools if you are an international teacher the highest you can attend is Head of Department post, but not a deputy or a principal post. So it is difficult to initiate any programme of managing all teachers' cultural and national differences if the top management is not balanced.

Respondent I:
I think, it has something to do with the school governing body, because they are in the authority in terms of teacher employment and so they must give the go ahead for the management of cultural and national differences among teachers. Sometimes if you have school governing body that is not enlightened about the benefits of different teachers

from different countries working together, they still have it that, these teachers from other countries come to take their children's jobs.

Respondent J:
Well, I do not think there is a problem of managing cultural and national differences among teachers; only few teachers who are xenophobia who think that the teaching profession is meant for only teachers who are South Africans.

Respondent K:
As I said earlier on, every teacher is welcomed here, so I do not see why we should manage the cultural difference among us.

Respondent L:
The obstacle here is the issue of attitude, which has something to do with the undermining other teachers' culture and nationalities.

Respondent M:
Well, I believed we do not understand the whole issue of who is different from whom in terms of cultural and nationality and also we do not have the skills to manage these differences in terms of cultural and national differences among the teachers in this school.

Respondent N:
I believe it is about lack of skills of how to accommodate and manage the cultural and national differences among us the teachers.

Respondent O:
There is no problem in this school every teacher is happy here.

Question 6: What is your understanding of Affirmative Action according to the Constitution of South Africa and its relationship with the recruitment and selection of teachers in secondary schools?

Respondent A:
What is happening is this, since previously we blacks were disadvantaged in this country, it is therefore the policy of the government to try and speed up things, so that we blacks teachers can get senior positions which were previously reserved for only certain group of teachers.

Respondent B:

It is about gender issue in our schools; the staff establishment in a school must be balanced of both male and female teachers, though we have shortage of male teachers in our schools, making the female teachers to be the majority, but there should be a balanced in the staff composition. If a school has ten teachers, then it means five male teachers and five female teachers, but it does not mean that if a school has a male principal, automatically the deputy principal must be a female teacher, no it does not work like that. The most important thing is to get a teacher either a male or female who knows about labour issues, management issues and also qualified to lead the school.

Respondent C:

What I can say is that, there should not be any discrimination in the employment of these international teachers. All teacher applicants must be treated the same and that there should not be any differences among teachers.

Respondent D:

It is a way of given chance to black teachers who were discriminated before 1994 of South African independent. But I do not think this should be implemented in the senior secondary schools, for example, in the Math and sciences fields, we all know that South Africans are bit behind, so for this problem to be solved in our schools, we need to get qualified math and sciences teachers from other countries to assists us for some few years.

Respondent E:

The term Affirmative Action was good when they were taking it out of the dictionary, but the way it is implemented in our schools is not good, because I thought Affirmative Action was to employ and promote teachers who deserved to be employed or promoted, but not because he or she is my friend.

Respondent F:

It is the issue between blacks and whites, that black should not be treated unfairly, meaning all teachers should be treated fairly. We read the theoretical aspect, but the implementation is not effective.

Respondent G:

It is about providing opportunities for those teachers who were previously disadvantaged. I do not think Affirmative Action has got impact in our schools, because what we need in our schools is the expertise the qualified teacher applicant is bringing in to our schools.

Respondent H:
It is about creating opportunities for the disadvantaged South African teachers. When it comes to employment or promotion the local teachers are considered first because of this Act, even if an international teacher has the right qualification, local teachers are first to be considered.

Respondent I:
My understanding of Affirmative Action is that it is to empower all genders in order to be capacitated. I think the South African government is also trying to give more power to the female teachers not with the intention of marginalizing the male teachers.

Respondent J:
It means every teacher is accommodated irrespective of gender or races, but in most cases male teachers still hold that they are rightfully qualified to manage schools. This is not good. They must change that attitude and let us balance the gender equality that the constitution talks about.

Respondent K:
Well, it means women must be considered in any employment issues and there should be no discrimination in terms of language, culture or races.

Respondent L:
That all teachers must have equal opportunities in any employment processes and that women or blacks must be considered first.

Respondent M:
In my understanding, it is about promoting unity among blacks and whites. This is because blacks were discriminated and segregated in most employment opportunities before 1994 election.

Respondent N:
Affirmative action means in short listing teacher applicants for vacant post, gender equality must be considered, but there is this bias whereby the local teachers do not want to include international teachers when they are short-listing teacher applicants for a vacant post. The local teachers deliberately do not conform to the labour laws and to the constitution.

Respondent O:
It is about making sure that all teachers get fair treatment when they apply to fill a vacant post.
Question 7: What can you say about Affirmative Action and the impact it has on the employment and promotion of international teachers in secondary schools?

Respondent A:
Affirmative Action is not all that implemented in the education system, but nonetheless, the impact it has on international teachers is that, they have very little chance of securing management or senior positions in our schools. Local teachers are usually given the chance because of the impact of Affirmative Action.

Respondent B:
Affirmative Action has placed no barrier in the employment and promotion of the international teachers in this school; for instance, there was a head of department post in this school and one of the international teachers was qualified to apply for that post. Unfortunately these teachers did not apply. Surprisingly, on the day of the interview, this very teacher approached me that he was interested in the post. I got shocked, and asked why did you not apply at the first place? His answer was " I had no confident in myself. I never managed before so I was not ready to head any department, so what I did as a senior manager was to allow this teacher into the interview session, but unfortunately he could not respond to most of the questions surrounding leadership and management in school situation. This teacher's responds was always, I will refer the matter to the principal.

Respondent C:
What I can say about this act is that it helps schools to employ and promote all teachers including the international teachers, but there are exceptions where you will hear in some schools that local teachers are considered first before the international teachers. One thing for sure, there is no problem of employing these teachers from other countries, but the problem is that they lack promotions in our schools.

Respondent D:
The impact this Act has on the international teachers and the schools is that schools are suffering from lack of math and sciences teachers because these international teachers cannot be considered into positions where math and sciences is needed, but we all know that the country lacks most qualified math and sciences teachers in our schools.

Respondent E:

I do not think it has got much impact on the international teachers, as I have already said that, it is not good to promote me who is a local teacher over an international teacher who is most qualified and available when I am not qualified. If the international teacher is qualified he/she must be given the chance to get employed or promoted.

Respondent F:

Well, when it comes to the recruitment of international teachers, Affirmative Action does not come to the fore or apply; usually, emphasis is put on qualifications; the only problem may be when it is about promotion to Head of Department, deputy principalship or principalship.

Respondents G:

I will not say Affirmative Action has an impact on the international teachers because fewer teachers come from other countries to South African and they come with certain skills that we do not have in this country.

Respondent H:

If you an international teacher have the same qualifications and experience with a local teacher and you both compete for a senior position, the possibility of you, an international teacher, securing the post is limited unless your experience and qualifications are little bit higher than the local teacher's qualification and experience.

Respondent I:

I do not think there is a problem with Affirmative Action in terms of employment and promotion of the international teachers. There is a great transformation, as I have just said within our management. We have got a Ghanaian teacher and an Indian teacher, so I think our schools are open minded now, though there was that marginalization of the international teachers before.

Respondent J:

The problem is that some teachers still believed that some type of races or teachers are better off than other teacher when it comes to employment or promotions in our schools.

Respondent K:

Well, I think Affirmative Action includes every teacher in our schools. This means that no individual teacher should be discriminated as I do hear that the international teachers are not included. That is not true. The constitution of South Africa does not discriminate on the basis of your culture or nationality, but it states that all teachers must have equality chances of being employed.

Respondent L:

Am not all that clear with this Affirmative Action Act, I do hear other teachers saying it gives preferential treatment to women and the local teachers over we the international teachers when it comes to employment and promotion. May be that is why we lack promotions and cannot secure bursary for further studies.

Respondent M:

The only impact I think this Act has on the international teachers is the way it gives more chances or opportunities to the local teachers over the international teachers.

Respondent N:

As I said earlier on, it is the attitude of we the local teachers to exclude the international teachers in most educational opportunities, but the Act includes and treats all teachers equally.

Respondent O:

Affirmative Action has made it possible for us to teach with international teachers in our schools, in this school. We have teachers who are Ghanaians, Nigerians and Indians; the only thing is that non of these international teachers is in the school management team.

Question 8: How do secondary schools implement the procedures in the recruitment, selection and appointment of teachers?

Respondent A:

You see, these schools are run by the governing bodies and for that matter they shortlist, interview and recommend to the department any successful teacher applicant. When it comes to promotion, we encourage teachers to study for higher qualifications. We look at their experience and the kind of interactions or interpersonal relations they have with other staff and then one can be considered.

Respondent B:

What we do is to advertise the post and every teacher is allowed to apply. If it is a promotional post or level one post, then we set the date for the interview in which we select the best teacher.

Respondent C:
When there is any bulletin, every teacher is allowed to apply and these teachers must prove that they are fit for the position.

Respondent D:
We advertise the post and then look for the interview panel and a subject expert to conduct the interview; this I have mentioned sometimes does not happen. I remember when we once appointed a teacher who was not qualified in that subject area; the question the department asked was "Why did you not include a subject expert in the interview panel"? But the principal said that there was no need for a subject expert. The promotional post are meant for the local teachers you as an international teachers can apply and got short listed for the post, but you cannot emerge as a successful applicant in the midst of the local teacher applicants. Forget it. That can never happen. Just look at me, I got promoted last three years for being teaching as a level one teacher for number of years.

Respondent E:
What they do is to advertise the vacant post, and allow teachers to apply for that advertised post. The only problem is when it comes to the interview, the interviewers in the session have already got their favourite teacher, without considering qualification or the labour laws, and this behavior is usually carried out by the school governing body.

Respondent F:
Well, they advertise the post and invite every teacher to apply, promising that every teacher has an equal chance of being appointed. Those who are invited for the interview are made to go through all the stages of recruitment. The same questions are asked to the interviewees, but when it comes to the final selection other criteria are applied.

Respondent G:
 In this school what happens is that when a post is vacant, we advertise this and allow all teachers to apply. Those who are short listed are treated the same. There is no discrimination in this situation. It only depends on the individual applicant to defend himself or herself.

Respondent H:
These days, the school governing body and the school management teams are involved during the interview stage, but the school governing body has more voice than the school management team, so they use their power and influence to decide who should be

offered the post. When it comes to promotion, local teachers are first considered before the local teachers.

Respondent I:
Well, we do have a committee responsible for short listing and interviewing, during this session of short listing we check qualifications, experiences, community involvement and the job specification.

Respondent J:
We advertised the post and then teachers will apply, we conduct the interview and through the interview that the best applicant is chosen for the job. Also during this selection stage, the local teachers are considered first, because most South Africans are unemployed, so they must get preferential treatment before any other teachers, unless these teachers from outside South Africa have qualification required for the post which the local teachers do not have.

Respondent K:
Well, we advertise and when teachers apply we take them through the interview process, where they are suppose to prove how fit they are for the post. We also use point system to check the interview in order to get the best.

Respondent L:
Those who apply after the vacant post has been advertised are made to go through an interview session.

Respondent M:
In this school, the recruitment process is fair, in the sense that we applied Affirmative Action and Employment Equity Act during the selection stage, but local teachers get preferential treatment first before the international teachers. When it comes to promotion, an international teacher cannot stand a chance as good as the local candidates. This culture is all over the country; these Acts put emphasis on the empowerment of the local teachers over the international teachers.

Respondent N:
We advertise the post and when teachers apply, we take into consideration the labour laws when short-listing and interviewing. Sometimes we the local teachers do not conform to what the labour law says, and for that reason we always go against Affirmative Action and Employment Equality Act.

Respondent O:

We advertise and invite every teacher who meets the requirements to apply and when they apply we shortlist, interview them and then appoint the best teacher.

Question 9: In terms of the constitution of South African, every teacher has the right to be employed and promoted, could you please mention the barriers to employment and promotion of international teachers in secondary schools?

Respondent A:

It is not easy because the number of senior posts in each senior secondary school is limited and there are lot of local teachers who also being teaching for over twenty years now who have the interest of being employed into a senior position, so when a post is created or there is a vacant post, the local teachers are considered first before the international teachers, even though these international teachers might have better qualifications than the local teachers. Another issue why some of these international teachers do not get promotion is that they do not have proper work permits or South African resident permits. Like I got one international teacher before, but I could not employ him because of lack of proper work permit.

Respondent B:

There is no chance that they cannot be promoted in Senior Secondary School; the problem that they do encounter sometimes is the culture of South African Schools and the community in which these schools are situated. Another barrier will be that the local teachers have favours over the international teachers.

Respondent C:

Well these international teachers know very well that secondary schools are headed by the local teachers and for that matter they do not bother themselves to apply when there is a post. Another barrier will be the pressure the school principals receive from the top when the learners failed, could be one reason why they do not want to apply for promotional post, simple because they might be easily chased away.

Respondent D:

You know, promotional opportunities are limited; for example, this is a big school with over twenty staff members with only five senior positions, and can we all occupy those five positions? The answer is absolutely no. Another problem may be that most international teachers do not have qualifications in school management.

Respondent E:

As I have mentioned earlier on, the people who have the last word in the employment and promotion of teachers are the School Governing Body. These parents still believe that these teachers from other countries are here to take their children jobs and a senior position. That is why sometimes you see that they do not employ or recommend for the promotion of the international teachers, but you will find out that these international teachers teach more than the local teachers.

Respondent F:

The local teachers believed that this is their country and for that reason they deserve promotion than you an international teacher. In situation where you see an international teacher securing a promotion either as a Head of Department or a Deputy Principal post, this does not go down well with the teacher unions, simply because they believed that the international teachers are only here to teach and not to be promoted.

Respondent G:

What I think could be the obstacles are the issue of; first, the Department of Education always evaluates their foreign qualifications to see if these qualifications can fit into the South African education system or into any senior management positions, the second obstacle is the issue of work permit, which most international teachers do not have.

Respondent H:

The fact can come from the angle that, most international teachers do not have higher qualifications that are stronger than the local teachers' qualifications, but now a day the system is changing.

Respondent I:

I will again do mention the role of the School Governing Body, because they are part and parcel of the recruitment and promotion of teachers, so that is the obstacle.

Respondent J:

The main reason is that most of the local teachers in senior secondary schools do not get promotion for number of years in the teaching promotion, so they will not understand if an international teacher is promoted over them, unless that international teacher has qualifications or skills which the local teachers do not have.

Respondent K:

I do not think there are barriers or it is not that they are not promoted when they are due for promotion, but the reason could be that they are fewer and unavailable to apply for promotional post.

Respondent L:
I believe it is because of Affirmative Action, which gives more opportunities to the local teachers over the international teachers. Another reason could be the attitude of this is not their country so they should not lead us.

Respondent M:
I think I have said this earlier on: the government policy of promoting the local teachers first before the international teachers. The School Governing Body is also a barrier, because they act as discrimination in a different way.

Respond N:
If you consider the history of the former Transkei, were people were only encourage to be teachers, therefore leaving lot of teachers without promotion for so many years. Another reason may be ignorance of Affirmative Action and Employment Equity Act.

Respondent O:
The reason is that most international teachers do not have higher qualifications in educations and also we think they do not belong here, they can go back to their countries at anytime.

APPENDIX B:
<u>COVER LETTER : INFORMED CONSENT TO THE PRINCIPALS AND
THE DISTRICT MANAGER</u>

05 Zamukulungisa Street
Ikwezi Township
Mthatha
5099
12 August 2009

TO:

The principal

Dear Sir / Madam / Ms.

<u>INFORMED CONSENT</u>

I am asking for your permission to conduct research on "a study of the implementation and management of work force diversity among teachers at Secondary Schools in Mthatha Education District", in fulfillment of requirements for the degree of Masters in Educational management in the Faculty of Education at the Walter Sisulu University.

Your co-operation is very critical to my masters degree at Walter Sisulu University and your your responses are of most significance in the advancement of education.

In this study, the qualitative research will be used. Convenient sampling has been used to identify five secondary schools to participate in this study. The sampling size will be a Principal, a Deputy Principal, a Head of Department and an International teacher in each of the identified secondary schools, since these participants will be in position to give information on the topic. Face - to- face in-depth interview alongside with tape recording will be used to collect the data; open ended questions will be used during the interview session. The objective of this study is to find out the challenges that managers in Secondary Schools face in terms of managing workforce diversity and the rational for this study is to investigate the extent of awareness, implementation and the management of workforce diversity at secondary Schools in Mthatha District with reference to National and International teachers.

The researcher is assuring you the strictest confidentially and anonymity. Therefore, no school or individual shall be identified in this study. School programmes shall not be disrupted by this study. The researcher will strive to be honest, objective and empathetic. Participants will be allowed to withdraw at any time without penalty or victimization and will be protected from any form of abuse. The education Department will be informed about the outcome of this study.

Thank you, in advance for your time and co-operation.

Yours faithfully

Researcher: Mohammed. Issah (Mr.)
Cell: 083 3473 763 Fax:
086 6637 347

APPENDIX C:
<u>INFORMED CONSENT FROM THE INDIVIDUAL RESPONDENTS</u>

Title of study: A study of the implementation and management of workforce diversity
                among teachers at Secondary Schools in the Mthatha Education District

Conducted by: Mohammed Issah (Mr.)
Name of the main supervisor: Prof. N. J. N. Mijere
Name of the co-supervisor (1): Dr J. M. Molepo
Name of the co-supervisor (2): Mr. A. Arends

The purpose of the study and the extent to which I will be involved was explained
to me in a language which I understood and the extent to which I will be involved in the
study. I unreservedly agree to take part in it voluntarily.
I understand that I am free to withdraw from the study at any stage at my own will.

Signature : …….….………….….……………………….….…………….……

Signed at   : (place)………………….………….. On (date)………….……….

By (full name)……………………………….……………………………...

(address)……….…………….…………………………….….…………….…..

……….………….……………………………….….…………………………….
Witness :

Name   :   ……………….………….…….……………………………..

Signature : ………….……….………….…………………………………

Date : ………………………………………………………………………………

Researcher's signature………………………………………………………………

RESPONSE : FROM THE CHIEF DIRECTOR OF EDUCATION AND THE DISTRICT DIRECTOR OF EDUCATION MTHATHA ON BEHALF OF THE PRINCIPALS AND THE TEACHERS.

Province of the

EASTERN CAPE

DEPARTMENT OF EDUCATION

Steve Vukile Tshwete Education Complex * Zone 6* Zwelitsha * Private Bag X0032 * Bhisho * 5605 * REPUBLIC OF SOUTH AFRICA* Tel: 040 608 4309 * Fax: 040 608 4431* Email: nosiphiwo.mazwi@edu.ecprov.gov.za

The District Director

Department of Education

Private Bag X 5003

Mthatha

REQUEST TO CONDUCT RESEARCH STUDY- MR I MOHAMMED

Reference is made to your correspondence of 12 August 2009.

The request of Mr Mohammed to do research in your schools is approved with the proviso that arrangements are made for the study to be made with as little disruption of the school programs as possible.

APPENDIX E.
DECLARATION ON PLAGIARISM

(i) I am aware that plagiarism is defined at Walter Sisulu University (WSU) as the inclusion of another's or others' ideas, writings, works, discoveries and inventions from any source in an assignment or research output without the due, correct an appropriate acknowledgement to the author(s) or source(s) in breach of the values, conventions,

CHIEF DIRECTOR: CLUSTER B

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ethics and norms of the different professional, academic and research disciplines and includes unacknowledged copying from intra- and internet and peers/ fellow student.

(ii) I have duly and appropriately acknowledged all references and conformed to avoid Plagiarism as defined by WSU.

(iii) I have made use of the citation and referencing style stipulated by my supervisors.

(iv)This submitted work is my own.

(v) I do not and will not allow anyone to copy my work and present it as his/hers own.

(vi) I am committed to uphold academic and professional integrity in the academic/ research activity.

(vii) I am aware of the consequences of engaging in plagiarism.

_____   _____

    Signature   Date