

Investigating the Management of Diversity in Former Model C Schools in Gauteng

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ABSTRACT The purpose of this article is to investigate the management of diversity in the staffroom of former model C schools in South Africa. Use was made of a structured questionnaire to probe the perceptions of teachers regarding the management of diversity. A factor analytic procedure and statistical testing indicated that four underlying factors enhance diversity management. These factors were, aspects enhancing the management of diversity, aspects cultivating a culture of mutual respect, aspects impeding the management of diversity and critical aspects influencing the management of diversity in the staffroom. Based on its findings, this study recommends that further investigation into the management of diversity be conducted in the context of a growing diverse staff and learner growth in the previously Whites-only schools. As schools continue to face the challenges of managing diversity, the need to build capacity among school management teams and teaching staff is imperative.