THE PERCEPTIONS AND EXPERIENCES OF SOCIAL REPRESENTATION IN THE FREE STATE SCHOOLS: AN EDUCATION MANAGEMENT PERSPECTIVE

By

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STATEMENT OF APPROVAL BY PROMOTER

I, S.M. NIEMANN, hereby approve the submission of this thesis and that it had not been submitted as a whole or partially to the examiners previously.

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DECLARATION

I declare that the thesis hereby submitted by me for the Ph.D. degree at the University of the Free State is my own independent work and has not previously been submitted by me at another university/faculty. I furthermore cede copyright of the thesis in favour of the University of the Free State.

J.H. Bowes
31 May 2009

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SUMMARY

This thesis examined the discourse of the perceptions and experiences school leaders have on cultural representativity in a changing environment and how such situations should be managed. The ideology behind social representation was justified with the notion that it has the task to level the playing field, so that all South Africans can share democracy, liberty and equality. In South Africa social representation is implemented as a permanent measure to achieve a truly representative society across all spheres in South Africa, which forces diverse groups of society to conform to the goal of a homogeneous society. This affects all cultures and social classes in society and consequently also the school principal in all aspects of school management.

The study drew on a comprehensive literature study exploring the philosophical foundations, the principles that underpin social representation, racial, cultural and gender divides, as well as its impact on organisations and suggestions on how to manage diversity in the school.

 The data that emerged from the literature review was used as point of departure for the empirical investigations. In this investigation a mixed-method approach was followed, using interviews with eight school leaders in the Free State Province and a researcher developed questionnaire that was distributed to 280 school leaders at schools with diverse cultures situated in urban as well as rural communities in the Free State Province.

The above investigations revealed how social representation is experienced and perceived, the problems encountered during implementation, what school leaders regard as basic elements to ensure effectively run diverse schools, as well as the training that they would like to undergo in order to become more efficient in running a socially represented school in the present South African context.

The researcher came to the conclusion that, in spite of heightened racial sensitivity, school leaders have rather positive feelings about social representation and that the

school and the community benefit from it. The study is concluded by a synthesis of the findings resulting in guidelines for the effective management of socially diverse schools.

It was finally envisaged that this study will serve as a starting point for training and for the further dissemination of the research findings to the benefit of school management and staff performance in South Africa.

OPSOMMING

Hierdie studie ondersoek die diskoers rondom die persepsies en ervarings van skoolleiers op die gebied van kulturele verteenwoordiging in 'n veranderende omgewing en hoe hierdie veranderinge bestuur behoort te word. Die ideologie van sosiale verteenwoordiging word geregverdig met die opvatting dat dit ten doel het om die speelveld gelyk te maak sodat alle Suid-Afrikaners kan deel hê in die beginsels van demokrasie, vryheid en gelykheid. Sosiale verteenwoordiging word as 'n permanente maatreël in Suid-Afrika geïmplementeer ten einde 'n waarlik verteenwoordigende gemeenskap oor alle sfere heen in Suid-Afrika tot stand te bring, wat diverse groepe in die gemeenskap dwing om te voldoen aan die doelwit van 'n homogene samelewing. Dit raak alle kulture en sosiale klasse in die samelewing en gevolglik ook die skoolhoof in alle aspekte van skoolbestuur.

Hierdie studie het met behulp van 'n omvattende literatuurstudie die volgende aspekte ondersoek: die filosofiese onderbou en die beginsels wat ten grondslag van sosiale verteenwoordiging lê, die bestaande kloof tussen rasgroepe, kultuur en geslag en die impak wat bogenoemde aspekte op organisasies uitoefen, asook voorstelle oor hoe om diversiteit in die skool te bestuur.

Die data wat uit die literatuuroorsig voortgespruit het, is as uitgangspunt vir die empiriese ondersoek gebruik. 'n Gemengde-metode-benadering is in hierdie ondersoek gevolg deur gebruik te maak van onderhoude met agt skoolleiers in die Vrystaatprovinsie en 'n navorser-ontwikkelde vraelys wat onder 280 skoolleiers in skole met diverse kulture versprei is. Die betrokke skole is in stedelike sowel as landelike gemeenskappe in die Vrystaatprovinsie geleë.

Bogenoemde ondersoeke het aangetoon hoe kulturele verteenwoordiging ervaar en waargeneem word, die probleme wat tydens implementering ondervind word, die basiese elemente hoe om diverse skole doeltreffend te bestuur volgens die mening van skoolleiers, asook die opleiding wat skoolleiers sal wil ondergaan ten einde kultureel-verteenwoordigende skole in die huidige Suid-Afrikaanse konteks meer effektief te bestuur.

Die navorser het tot die gevolgtrekking gekom dat, ten spyte van 'n verhoogde sensitiwiteit ten opsigte van rasgroepe, skoolleiers redelik positiewe gevoelens rondom kulturele verteenwoordiging ervaar en dat die skool en gemeenskap daarby baat vind. Die studie word afgesluit met 'n sintese van die bevindings, wat uitloop op riglyne vir die effektiewe bestuur van kultureel-diverse skole.

Dit word verder in die vooruitsig gestel dat hierdie studie as uitgangspunt vir opleiding en die verdere verspreiding van die navorsingsbevinding sal dien, tot voordeel van skoolbestuur en die werkverrigting van personeel by skole in Suid-Afrika.

KEY WORDS

Affirmative action;

Cultural diversity;

Democracy;

Empowerment needs;

Equality;

Freedom;

Guidelines;

Human dignity;

Philosophies;

Representativity;

School effectiveness;

School leaders;

Transformation

CLARIFICATION OF TERMS:

Affirmative action (social representation in this thesis) is defined by the International Labour Organisation as a coherent set of measures of a temporary nature with the specific goal of improving the position of members of a targeted group in certain aspects of social life, in order to achieve equality. Therefore it attempts to redress past injustices for certain protected groups of people and generally has goals and outcomes.

Culture has a variety of definitions, which depends on the angle from the field of literature. However some common thoughts do exist like uniqueness, which reflects the "personality" of how things are done at the organisation. This refers to the characteristics of the organisation.

Designated group are black people, women (in practice white women are excluded) and people with disabilities. Africans, Coloureds and Indians are referred to as blacks.

Diversity is a voluntary process that benefits all employees. It is an inclusive process with impacts found in every aspect of an organisation including marketing, sales, production and productivity. Workforce diversity refers to the differences among people in a country. It relates to the gender, race, ethnicity, age, sexual orientation and the disabled of a society.

Employment equity is in contrast to diversity as it is related to legislation to prevent and correct discriminatory employment practices that apply to designated groups. Therefore an Employment Equity Policy is a major aspect in appreciating, recognising and managing diversity harmoniously in a balanced manner.

Enlightenment is an European intellectual movement of the 17th and 18th centuries in which ideas concerning God, reason, nature, and man were blended into a worldview. Central to Enlightenment were the use of reason, the power by which man

understands the universe and improves his own condition. The goals of rational man were thought to be knowledge, freedom, and happiness.

Equal Opportunities emphasis opportunities and it may be viewed as the diplomatic or softer version of social representation.

FET is the acronym for Further Education and Training, it is a system for technical high schools.

Globalisation refers to different people from different countries.

GDP is the acronym for gross domestic product.

The word liberal derives from the Latin word "*liber*" meaning free and not slave. Hence Liberalism is a political philosophy, which emphasises the value of individual freedom and the role of the state in protecting the rights of its citizens. Marchiavelli laid down the principles of a republican government, and John Locke and other thinkers of the French Enlightenment articulated the struggle for freedom in terms of the Rights of Man.

The non-designated group is the white workforce.

SAIRR is the abbreviation for the South Africa Institute for Racial Relations.

Transformation is about unity, nation building, social unity and social equality.

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"One person's dream of advancement

is another person's

nightmare*"*

Albie Sachs

Chapter 1

ORIENTATION AND BACKGROUND TO THE STUDY

… I can rest only for a moment,
for with freedom comes responsibilities and I dare not linger
for my long walk is not yet ended."
(Nelson Mandela – Long Walk to Freedom)

1.1   INTRODUCTION

The South African society is in the midst of an ultimate transformation process with major implications for school management. All people, societies, organisations and nations are affected by this fundamental transformation, although not at the same rate (Dolence & Norris, 1995:02). Therefore this research study will attempt to establish how school leaders perceive and experience social representations at their schools.

The study of social representation was first proposed in the field of social psychology by Moscovici (2000), who explored John Rawls's extremely influential *A Theory of Justice* (1972). Rawls's theory relies on a Kantian understanding of persons, involving two principles: firstly, that one can choose principles for a just society from what is regarded as inherently fair, and secondly that, while social and economic inequalities can be just, they must remain available to everyone on an equal basis.

As this argumentation surrounding social representation is rather complex, this study attempts, from a critical frame of mind, to reflect Habermas's stance, which refers to 'knowledge and perceptions' in terms of people's 'cognition, speech and action' (Habermas, 1984:10). The latter calls for a 'reconstructive' approach that renders some theory underlying people's understanding, judgement and actions with regard to the status and experiences of social representation at schools.

The term *social representations* is a mechanism by which diverse representations are formed and changed (Devenney, 2006:25). Duveen and Lloyd (1990:02) state that these mechanisms could be called 'social representing' structures.

The researcher embarked on this study by scrutinising history, legislation and specific content to enhance his comprehension regarding the political and social determinations of representation in South Africa and then in particular in the field of education, by focusing on the perceptions and experiences of school leaders.

1.2   BACKGROUND TO SOCIAL REPRESENTATION

1.2.1   A prelude to social representation

Ample volumes have been written on the turbulent political past of South Africa, concerning grotesque human rights violations and discriminatory policies during the era of White domination. During this period, Black persons were burdened by inequalities, poverty and unemployment.

During December 1991, the Convention for a Democratic South Africa (CODESA) began discussions for a new constitution for South Africa. Two years later, the interim Constitution was adopted by the tricameral Parliament, despite the political violence that almost derailed the negotiations. O'Connor (1997:17) regards this action as the beginning of peaceful change in South Africa, which was a victory for peaceful negotiations.

With the inclusion of the Bill of Rights, a total rethink about relationships and powers was introduced, as it provided guidelines for and protection of the agents of the State in the exercising of power. According to Currie (2005:02), the introduction of the interim Constitution (27 April 1994) was revolutionary in the following aspects:

- For the first time in 300 years of South African history there was no racially qualified constitutional order.

- The constitutional supremacy replaced the doctrine of parliamentary sovereignty, as the Bill of Rights would safeguard human rights and the courts could declare any law invalid that was not consistent with the Constitution.
- Central government was replaced by a system of legislative and executive powers, which was divided among national, provincial and local spheres of government.

1.2.2 Transformation to a new South Africa

This successful and peaceful democratic transformation had to unite a diverse population and address the legacy of segregation. This legacy is demonstrated by the comparison of a mainly White suburb to a township where the one is affluent and well-kept and the other poor, with a sense of depression and hopelessness (Jansen van Rensburg, 2003:02).

After fifteen years of governmental programmes to achieve equality, not enough in terms of empowerment has been achieved. Dibodu and Venter (in Jansen van Rensburg, 2003:02) assert that social representation as a government policy is very much relevant in achieving equality between White and Black. Mr Mbeki, the former President of South Africa, echoed the remark that South Africa actually consists of two nations: the one wealthy and predominantly White, the other poor and mainly Black (Hadland & Rantso, 1999:188). Therefore, the ANC government had to redistribute wealth and income between the privileged White persons and the deprived Black persons, and as a result, growth and redistribution had to complement each other (Hirsch, 2005:01). These regulations, such as the Employment Equity and Affirmative Action, brought scepticism with regard to the perception of transformation in all walks of life. This led to the remark Nelson Mandela made that, "Affirmative Action is a beacon of positive expectation to millions, to others it is an alarming spectre which is viewed as a threat to their personal security and a menace to the integrity of public life" (Sonn, 1993:01).

1.2.3 The process of transformation

Jansen van Rensburg (2003:02) asserts that social representation is the correct approach to ensure equity for those who have previously been discriminated against; therefore the implementation of equity legislation raised the hopes of previously disadvantaged people for employment as well as promotion opportunities, after having been subjected to various forms of discrimination in the past. These people now have expectations of a non-discriminatory environment, particularly in their work environment, where they expect total elimination of any discrimination and the rectification of the past.

Social representation is intended to ensure a levelled playing field for all cultures by erasing unfair advantages, resulting in the challenge to eradicate the unbalanced past without creating a new order of discrimination. Many may provide countless reasons why social representation is noble, as it is the vehicle to improve their own circumstances, while those who are excluded from its advantages may find this legislation frightening. Sachs (1993:107) supports the preceding by stating that social representation may be one person's dream to advance, while it may be another person's nightmare.

Dr Dirk Hermann (Deputy General Secretary of Solidarity) maintains that social representation must promote equality as well as democracy by concentrating on the balance between equality and national activities (Solidarity Code, 6 June 2006). Many South Africans will be confronted with equity when applying for endeavours, employment or promotion, where the individual is emotionally, economically and socially exposed due to the fact that the application will be either advantaged or disadvantaged on the grounds of something like the colour of the individual's skin.

1.2.4 Legislation

Ndaba (2004:10) states that legislative measures such as the Constitution, the Promotion of the Equality Act and the Prevention of Unfair Discrimination, the Employment Equity Act, the National Framework on Gender Equality and Empowerment and the National Integrated Strategy for people with Disabilities all

promulgated into the Equal Opportunities and Affirmative Action Policy, the Mentoring Guidelines, the Fast-tracking Policy, all planning to achieve an equitable situation for the transformation of all state departments. These legal documents enshrine the rights of all people in South Africa and affirm the democratic values of human dignity, equality and freedom. The protection of fundamental human rights is crucial in striving towards a free society with a democratic, transparent and accountable government.

The Constitution contains particular principles relating to the Fundamental Clauses (Chapter 1) and the Bill of Rights (Chapter 2) especially section 9(2), which pertains to the values of freedom, equality and human dignity. Section 9(3) in particular states that the state may not directly or indirectly unfairly discriminate against any person on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. Therefore the Employment Equity Act (No. 55 of 1998) enshrines equity for all employees as the Constitution stipulates in sections 1(a, b), 7(2), 9, 10 and 36(2) instructs that no law may limit any right entrenched in the Bill of Rights.

Hirsch (2005:32) refers to the Freedom Charter as the document that is designed to enlist the struggle for a non-racial, democratic South Africa, which reads:
> … *South Africa belongs to all who live in it, Black and W…* (Hirsch, 2005:32).

In addition to the abovementioned, the preamble to the Constitution echoes this noble virtue when stating that it has a purpose to:

> *Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;*
> *To lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen enjoys equal protection before the law;*

Both the Freedom Charter and the preamble to the Constitution have the same objective, namely to unite Black and White in a democratic South Africa, where all

citizens are equal with an opportunity to improve their quality of life and furthermore develop their full potential.

1.2.5   Future vision

Just as many Germans have asked themselves how they could have been part of Hitler's ideas, similarly, many White South Africans have asked themselves and older people how could they have been so inhuman as to allow apartheid. Any ideology, when followed blindly, has been proven to bring humankind close to the abyss, for example, Nazism, Communism, Islam Fundamentalism, or South Africa's Segregation Policy (Radio talk show, 22 June 2008). Therefore, to avoid future sorrow, South African leadership and policy makers have various international examples to use, design and implement a successful transformational process. Social representation practices are currently being used in India, Malaysia, Sri Lanka, Namibia and the USA to protect and assist previously marginalised or disadvantaged members of a specific society.

In South Africa, governmental programmes have not achieved much in terms of Black Empowerment, as it lacks a national leadership strategy. As a result, Maritz (2003:242) suggests that, in order to improve the situation, a development strategy and agenda are essential to address the lack of leadership skills.

1.2.6   Overview of the South African processes

This thesis is an education management exploration of the perceptions and experiences school leaders have on social representation in South Africa. The topic is the consequence of the researcher's own experience of living through the transition from a society based on apartheid to one based on the notion of inclusive democracy. Presently the South African society has to battle with the legacy of apartheid and find ways of promoting greater equity to unite its citizens in one nation. As a teacher entering education at a Model C school with high standards and promoted to a multicultural school, battling to maintain the same high standard as at the Model C school, the researcher realised that the perceptions and experiences of all stake holders in education are just as diverse. Dr Corinne Muller asserts that

school leadership finds it hard to ensure that both educators and learners understand and accept one another (*Volksblad,* 27 January 2009). Although racial perceptions have advanced since 1994, many educators still have negative perceptions towards different cultures, and this leads to bias and increased levels of tension. She asserts that research has indicated that educators treated learners from minority groups differently, claiming that their cultural differences were the reason for differentiated treatment.

The fundamental transformation process of the past decade and a half has been most evident in the political arena. This research study will, amongst others, reflect on how FW de Klerk's 'new South Africa' has affected the previously White schools, as well as reveal how township school leaders perceive and experience social representation. In order to take stock, participants were asked to reflect on the past and present concerning their perceptions, experiences and consequently enable the researcher to establish if they require training to cope in future.

Currently, transformation has not benefited the majority of South Africans, as inequality on the Gini coefficient rose from 0,60 in 2006 to 0,62 in 2007 as the government failed to succeed in reducing inequality by means of the redistribution of wealth (http://www.fin24.com). The Gini coefficient measures inequality, ranging from 0 (no inequality) to 1 for complete inequality. Du Toit (2004:03) states that 57% of South Africans were living below the poverty line in 2004, while the SAIRR report on poverty indicated that impoverished South Africans escalated from 4,5% in 1996 to 8,8% in 2005. Furthermore, 17,1 million people were considered poor in 1996, which rose to 22,5 million in 2005, where people earned less than the present breadline of R871 a month. Additionally, the latest figures indicate that the unemployment rate rose to 62,5% in 2005 (Malan, 2005:01). The latter points to a growing scarcity of high-level skills and the need for more and better education leadership.

In practice, transformation towards equity has become the pinnacle consideration to be employed in South Africa, as companies are forced to appoint previously disadvantaged persons, irrespective of capability, often leading to problems with service delivery, lack of capacity and skills shortage. The Institution of Justice and

Reconciliation (Transformation Audit 2008) is of the opinion that this crisis affects the heart of the country's education. Here Dolence and Norris (1995:04) maintain that the time has arrived to think strategically. One way of doing so is to arm school leaders with good leadership skills so that they will pursue staff development to improve the efficient leadership of schools. McFarland, Head of the SAIRR, states that education cannot produce enough Black, skilled people, as Whites who are the best qualified, emigrate (Marais, 2007:01).

The extent to which educational institutions make the necessary changes will depend on the nature and quality of their internal leadership (DoE, 1999:04). Because school leaders are leaders at the schools, they need to be well equipped to manage social representation, as success in schools is based on school leaders' competent, effective and efficient school leadership.

Riley and Louis (2000:03) maintain that a country's knowledge base is never sufficient to keep pace with current demands. James and Connolly (2000:02) argue that there is no doubt that leadership and management at schools require a good approach, considerable skills and often firm determination. Therefore, empowering school leaders with knowledge and skills might help successful social representation and contribute to the betterment of education. Hence, there seems to be a need to establish the knowledge base concerning perceptions and experiences of school leaders with regard to social representation in the Free State as well as to establishing guidelines to empower school leaders with knowledge and skills regarding social representation. This was done so that school leaders may contribute significantly to the transformation of schools along democratic principles. The researcher anticipated the need for empowerment of school leaders with knowledge in general and in terms of the management of social representation in particular. This study also contributed to placing information on social representation in the hands of professionals and leaders at educational institutions. The researcher hoped that the findings of this study would raise further questions and foster discussions for the advancement of education. Recommendations flowing from this study could influence the direction and future social representation. On the basis of the needs analysis, guidelines for the development of a workshop that is directed at

empowering school leaders in knowledge and skills in the social representation leadership was designed.

In the light of the above discussion, the statement of the research problem is presented hereunder.

1.3   STATEMENT OF THE PROBLEM

Internationally, education is acknowledged as the basis for the creation of respect for all human beings.   Education and skills development are also prerequisites for creating wealth and improving people's lives.   Ramsey (1999:04) emphasises that the prevalent dilemma that currently confronts schools is the insufficient number of leaders that is empowered and capable of leading their schools in times of transformation.   MacFarlane, Head of the SAIRR, adds fuel to the fire by stating that education cannot produce a sufficient number of Black, skilled people to address the need for qualified people in the country (Marais, 2007:01).

This study on social representation intended to probe deeper into social representation at Free State schools in order to explore the problems educational leaders encounter regarding the achievement of equity goals.   School leaders are central to the effective functioning of schools; therefore they have to be fully empowered to deal with social representation.   Strategies need to be developed to improve the effect of social representation, as the present outcomes appear not to be sufficiently effective.   The media reported that South African organisations had spent millions on social representation over the past few years, but lacked capable people to run these projects, due to the 'brain drain' in the country (*Sunday Times*, 2006:14). Therefore it is evident that social representation alone seems insufficient to achieve South Africa's equity goals.

The school is a very dynamic environment and therefore school leaders must be empowered to be effective within a changing environment. Knowledge of how school managers experience and perceive representation is needed to determine if these leaders need guidelines to assist them during times of change. New skills and

insights might assist in the shift from the traditionally rigid schools to more diverse and democratic schools. This is in line with the requirements of the Constitution of the Republic of South Africa (RSA, 1996a), which requires school education to be transformed and democratised.

It is obvious that social representation will change racial attitudes, gender equity and productivity; therefore management must plan ahead. The *Business Day* (September 10, 2004:03) reports that there are school leaders who cannot analyse, solve problems, plan, devise strategic interventions and formulate perspectives that are directed at achieving success. In fact, Niemann (2004:01) points out that leaders have to know how to plan and handle diverse issues, implying that critical issues such as transformation should be identified and researched in time. It is also along these lines that Davidoff and Lazarus (1997:154) describe management as the system whereby an organisation runs smoothly. This implies that effective leaders need relevant training, as social representation (diversity) impacts on both staff and learners. School leaders will also have to be informed in order to take cognisance of problems that might occur due to prejudices and stereotyping.

As education is one of the areas that suffered severely under apartheid, education has the aim to develop the inherent dignity and freedom of every human being as well as to promote self-esteem and respect for all people, irrespective of race, gender and creed. Figures released by SA Statistics show that only 9,1% of South Africans have a post-school education qualification (Naidoo, 2008:13), while Koos Bezuidenhout, CEO of UASA, maintains that only 3,6% of South Africans have an academic qualification. According to UNESCO, the average for developing countries is 9,6%, while 20% of the adult population in developed countries are graduates. According to these figures, South Africa does not have the required skills to be competitive. Developed countries are constantly seeking ways to improve their conditions further and the South African Minister of Finance has accused these countries of stealing South African skills. This situation is aggravated by the South African attitude of indifference towards skills, as the race card is played almost without exception. Bezuidenhout (2007:4) maintains that business must cherish all skills, regardless of skin colour, and the only criterion should be a person's ability to do the work. Skills seem to be the prerequisite for creating wealth and improving

people's lives. Therefore, education, and not a race-driven ideology, must be the point of departure to ensure the well-being of the entire population, as education is acknowledged as the basis on which to create value for all other humans.

A major factor determining the success of social representation is the extent to which South Africans across the racial spectrum unite to achieve the goals set by the government. Unfortunately, media reports (*Sunday Times*, 16 January 2006:16; 23 April 2006:1; 5 March:16; 21 May 2006:10 and *Rapport*, 28 May 2006:2), indicate that Black and White views are still deeply divided on social representation. Although social representation policies officially give certain groups the chance to be better represented according to the economically active population, Du Toit (2004:13), indicated in a Markinor research project that 71,4% of the White population had the perception that social representation was turning them into second-class citizens. The reason for this perception is that social representation only allows for representivity along ethnic, gender and disability criteria, which implies that those who are categorised as over-represented or from a more advantaged section of society (mostly White males), will constantly be denied the opportunity of promotion or employment.

The CCMA officially accepts that there are racial categories or levels of previously disadvantaged people in South Africa, as it appears in the case of *Escom v Christiaans* (*Sunday Times*, as cited in *Business Times,* 2006:03 and *Rapport,* 2006:16). Black people need preferential treatment, due to the fact that they have been the most severely marginalised under apartheid laws and therefore the other members of the designated group, the Coloured and Indian people, must stand back for Black people.

Transformation in the South African context reveals a unique character regarding the particular manner in which social representation is implemented. The skills shortage is acknowledged as a major obstacle to economic growth. The key factor of social representation are race, gender disability, which results in African male executives commanding an average of 25% more money than their White counterparts. African females, on the other hand, are paid less than African males.

As stated all along, the transformation process has not been very successful, which illustrates the need for an effective plan to deal with individuals or organisations that consistently fail to deliver. Issues concerning social representation are evident in media reports (*Sunday Times*, 2005:20; *Rapport*, 2005:15; *Sunday Times*, 2006, cited in *Business Times Career*, 2006:01) as Black Empowerment has lost its strategic focus, and is becoming progressively more a redistributive tool, which does not necessarily provide a better life for all.

Regarding the present state of social representation, Seepe (2005:20) writes, "We all have been witness to the disastrous consequences of the application of ill-considered social representation policies, which have led to the collapse of various administrations. Principles of hard work and moral responsibility are sacrificed to political elite. One cannot escape the sense that social representation is seen as a sort of punishment for Whites." The management of transformation is unfortunately hampered by the mere fact that leaders have not been trained to manage transformation. Tension is often created because people feel that they are being marginalised or treated unfairly and this signals that these problems have to be addressed (Niemann, 1994:44). In the Free State Department of Education, a particularly culturally diverse area, leaders need to be equipped to manage transformation in order to reduce any shortages of skills and experience. People are urged to make positive paradigm shifts to ensure the acknowledgement of South Africa's unique diversity composition. In fact, as Niemann (2004a:01) points out, leaders have to know how to plan and handle diverse issues, implying that issues such as transformation should be identified and researched in time.

As social representation presumably affects the well-being and performance of the education leader, the issues surrounding this phenomenon needs to be identified in order to develop cognisance of problems that might occur in schools.

The above problem translates into a critical challenge to develop educational leaders to manage the transformation of education in the Free State and particularly to address the needs of both leaders and their customers in the province. Presently, social representation only allows for ethnic, gender and disability criteria, while proper training policies remain necessary to redress imbalances without creating

inequity. Social representation extends the limits of traditional training and development as it is not only controversial, but also touches people deeply. Training and development can therefore only become relevant if people's perceptions and attitudes are altered and problems arising from their experiences are addressed. The problem concerning the development of school leaders in this regard is further intensified by the lack of a profound knowledge of how leaders at schools perceive and experience social representation.

The above mentioned dilemma therefore translates into a critical challenge to empower the school leader to manage social representation with the knowledge gained by this research project regarding two deeply emotional aspects, namely the experiences and perception of social representations. In order to provide solutions to the above problem, this study attempted to address the following questions:

- What is the origin of social representation and which theories underpin the concept?
- How could social representation be dealt with in schools?
- What are the perceptions and experiences in terms of social representation at Free State schools?
- What are the problems arising from establishing social representation at Free State Schools?
- What are the training needs of Free State education leaders in terms of handling such transformation processes?
- Which guidelines can be used to adequately empower leaders to successfully manage the transformation process towards social representation so that the educational equity objectives of the province can be reached?

1.4 PURPOSE OF THE STUDY

The aim of this study was to contribute to and to amplify the existing body of knowledge on social representation in order to propose guidelines that could assist the school manager and other leaders in education to lead their schools effectively in terms of social representation. To address the above aim, the following secondary objectives were set:

- To explore the origins, litigation and theoretical foundation of social representation, the various dimensions of the underlying philosophies, as well as its influence on the organisation and the management thereof (Chapter 2).

- To reveal the perceptions and experiences of selected school leaders in the Free State on social representation and the consequent training needs by means of qualitative and quantitative investigations (Chapters 3 and 4).

- To recommend guidelines for the empowerment of school leaders to equip them with the necessary knowledge and skills for effective leadership towards social representation (Chapter 5).

1.5   DELIMITATION OF THE FIELD OF STUDY

This investigation was conducted in the Free State to obtain information on the perceptions and experiences school leaders encountered regarding transformational leadership, and determine the training needs these leaders might request regarding social representation. As a result, it also quizzed leadership to establish what the empowerment needs of school leadership were with regard to transformational leadership in the province. Furthermore, this study attempted to provide information and knowledge on social representation in the Free State.

This is a study in Education Management, as a sub-discipline of Education, as it focuses on the management of the school as an organisation. Therefore it may assist in the development of a framework for the way forward in understanding the perceptions and experiences school leaders are subjected to regarding transformation, as it is the aim of the Free State Department of Education to promote and implement equity as stated in the Organisational and Human Resource Development Circular 1 of 2006.

1.6   RESEARCH DESIGN

A research design is the plan or blueprint for how the research study will be conducted (Mouton, 2001:55). For the purpose of this investigation a mixed-method

investigation amongst Free State school principals was conducted, including the following:

1.6.1 Literature study

Although numerous reports exist on international and local social representation by knowledgeable authors in the field, such as Charl Adams (1993), Jansen van Rensburg (2003), Hermann (2007) and many more, no research results could be found on the perceptions and experiences school leaders have on social representation. Consequently, the researcher attempted to analyse and document the perceptions and experiences school leaders have on social representation. Therefore a major literature study was carried out to ensure a solid theoretical basis for the research. The researcher consulted both primary and secondary literature sources, including authoritative publications, books, journals, research reports, and attended a workshop on transformation and a presentation at a conference held by Solidarity, to ascertain the nature of previous research and issues surrounding this particular research problem. Literature on people management was also surveyed in order to gain insight into diversity management.

Delport (2002:127-129) expresses the view that this approach is generally applied to provide a better perspective of the nature of the stated research problem. This literature review was therefore undertaken for the purpose of:

- Enriching the researcher with better cognisance concerning the dimensions and complexity of the problem and assuring the researcher that no one has ventured on the same topic before. Therefore it served as a source, focusing on the relevance of the research topic.
- The literature review provided him with the opportunity to identify the area of knowledge that the investigation intended to expand.
- The literature review aided in the refining, reducing and conceptualising the problem in the research study.
- The literature review identified the current leaders of the field of study, allowing the researcher to demonstrate the most recent authoritative theories concerned with the research study.

The literature review assisted the researcher to detect the key variables of importance in the phenomenon of the perceptions and experiences of social representation at schools in the Free State, as well as to comprehend the connection among the variables. With the obligation to answer the research questions, the literature study served as a theoretical framework on the nature of social representations as it provided a foundation for the argumentation and later recommendations. The literature study secondly determined the nature of previous studies and matters that proximate the research problem.

1.6.2 Empirical investigation

A qualitative design was conducted by purposefully selecting participants who were able to provide rich data. This investigation followed an interpretative-constructivist approach in order to contribute to the development of new theory on social representation at Free State schools and the consequent management implications. Interviews were conducted with the participants in order to explore their perceptions and experiences of social representation. The participants had to be representative of a variety of schools. Interviewing continued until theoretical saturation was reached.

A semi-structured interview schedule was developed to ensure that the interviews remain focused. The interview schedule consisted of questions which, in an interpretive mode, explored each respondent's understanding of his/her own position as a leader at his/her school, how he/she conceives social representivity and its impact on the management of the school. The interviews were tape-recorded and transcribed. Thereafter the data were analysed by identifying themes within the main focus of social representation and the related management thereof at schools.

It was, however, acknowledged that the researcher's own identity might inevitably influence the interpretation of the data. Although the qualitative research method allows for some 'subjectivity', the researcher nevertheless conducted member checks by referring the data back to the participants in view of ensuring the presentation of data to be as 'objective as possible'.

The data that emerged from the qualitative investigation then formed the basis of the quantitative investigation by means of a researcher-developed questionnaire (RDQ). The RDQ accounted for the prevailing problems in a Free State school context, containing closed Likert-type items. The qualitative data formed the pillars of the questionnaire and was represented in the items exploring the need for empowerment in those areas.

The construct validity of the questionnaire was enhanced by the fact that the items used related to the kind of statements the participants made in the interviews about their own and others' perceptions and experiences in their diverse environments.

The questionnaires were administered to a stratified convenient sample of 280 principals and/or deputy principals in the Free State. This study reported on the differences in problems and training needs as revealed by the different gender groups and between the groups from the various ages and locations (urban, rural and township schools). For the gender and location analyses a t-test was performed and for the analysis in terms of age, experience and exposure an ANOVA (analysis of variance) was conducted by means of the SPSS version 16 and Excel programmes. The findings were used to develop guidelines for training and to make relevant recommendations. More detail on the research designs underlying the empirical investigations are provided in Chapters 3 and 4.

1.7   KEY CONCEPTS

The concept *social representation* formed the core of this study, but in certain instances there were references to *diversity* and *multi-culturalism*, which might have been confusing. It was therefore necessary to provide clarity on the issues involved at this stage of the study.

An extensive explanation of social representation will not be provided here, as it has been viewed in detail in Chapter 2, but its essence as it had been used and applied to the school as organisation, needed to be placed in context with the other concepts.

Code for social reality inclusive of groups' worlds and histories

SOCIAL REPRESENTATION

PROCESS of reconstructing/converting the school towards the long term goal of creating a social reality by

- **reducing inequalities,**

- **relieving the division of labour,**

- **ensuring freedom, equality and human dignity,**

- **applying particular measures as stipulated by legislation (e.g. affirmative action, composing equity plans, etc.).**

RESULTING in a school that reflects social reality by reconciliation in view of establishing a

- **a non-discriminatory environment**
- **a diverse/multi-cultural/pluralistic context (inclusive of multiple groups in terms of**
  - **race and ethnicity**
  - **culture**
  - **gender**
  - **age**
  - **physical abilities**
  - **language**
  - **religious belief, etc.)**
- **an understanding for each other, moving beyond tolerance to embracing and the richness of differences contained within each individual,**
- **an environment where all participants will co-operatively strive towards the same goal and meaningfully contribute to the organization.**

Figure 1.1 Conceptualising social representation

Figure 1.1 indicates the process of social representation, which restructures the organisation in terms of specific legislation. Such actions then result in a school that is completely representative in all the diverse aspects of human nature as well as promoting an improved understanding of the diverse cultures so much needed in this country.

1.8 VALUE OF THE RESEARCH

This study can be considered beneficial to the enhancement of social representation in Free State schools. This study also contributed to, and amplified the existing body of knowledge on the impact of social representation on the education managers at schools. The end purpose culminated in a management framework, which can assist school principals in handling the complex nature of transformation in schools.

1.9   LAY-OUT OF THE STUDY

The research objectives were addressed by the following chapters:

Chapter 2 reviewed literature pertaining to the exploration of social representation and the consequent democratic transformation, litigation and implications of diversity towards equity.   It also discussed philosophies that gave origin to the principles of social representation and the management thereof.

Chapter 3 provided the results of the qualitative investigation into perceptions and experiences of social representation as viewed by Free State school leaders.   The qualitative data provide a full picture and a holistic view of the issues prevailing in Free State schools.

Chapter 4 enhanced the study by describing the quantitative research process, as well providing the findings resulting from the questionnaires on the manifestation of social representation and the training needs of Free State principals in terms of achieving social representation goals.

Chapter 5 contained a synthesis of the various findings and provided guidelines for a short course in the empowering of school leaders in order to equip them with the necessary   knowledge   and   skills   for   the   effective   management   of   social representation.   It also provided information on the attainment of objectives and made recommendations for further research.

1.10 SUMMATIVE REMARKS

In this chapter, the researcher addressed the orientation and background to the inquiry, the need and purpose for the study and the statement of the research problem where the researcher provided details of what would be investigated. The chapter provided an outline of the research design, including the approach to be followed during the study. Various methodologies of data collection were used and

analysed to reach conclusions about this study. The field of study was clearly explained and the manner in which chapters are structured was clearly indicated.

Against this background, Chapter 2 has as aim to address the following problem questions:

- *What is the origin of social representation and what theories underpin the concept?*

How could social representation be dealt with in schools?

Chapter 2

SOCIAL REPRESENTATION: A GROUNDING PERSPECTIVE

Never, I say, never again will anybody be judged on the
colour of his skin in South Africa.
(Nelson Mandela)

2.1. INTRODUCTION

The researcher explored literature the origin of segregation, transformation towards social representation and the achievement thereof. The consequent impact it has on democracy, freedom and equity is also surveyed to provide an overview and background for the empirical research covered in Chapters 3 and 4. This chapter will also assist in equipping school managers with knowledge concerning the bigger picture of social representation in order to provide a foundation for handling related issues in schools.

2.2   THE ORIGIN OF SEGREGATION: APARTHEID IN SOUTH AFRICA

Due to the nature of this thesis a short prelude and description of Apartheid will be provided as it was during this period that racial segregation and no social representation were eminent.

Giliomee (2004:632) maintains that South Africa, Switzerland and certain Americans states were the first to have political and social "equality" in the form of voting rights for "all" white men. In 1998 former president, Thabo Mbeki (1998) mentioned that to some people the Afrikaner is an oppressor, racist and extortionist . In this context Giliomee (2004:631-632) asserts that the Afrikaner has a rich and colourful history which is ironic but also tragic. They lived in the same era of slave owners as Thomas Jefferson, the author of the American Declaration of Independence, who declared "*all*

men are created equal', but considered slaves not to be men. In both South Africa and America blacks had no liberties as it was the only manner in which they could be controlled. Miller (1984:94) and Giliomee (2004:51) mentioned that a Graaff-Reinet magistrate reported in 1792, that armed Xhosas demanded provisions from marginal and modest farmers. When farmers were not present, the homestead would be looted and livestock would then be stolen. These visits lead to friction between the farmers and the Xhosa. Research suggests that Afrikaner pioneers feared the blacks, and therefore it appeared that the white man always attempted to be in charge of the black people (Giliomee,2004:215).

Apartheid is in reality a legacy of the British Empire in the Cape Colony and Natal, where pass laws were introduced during the early 19th century. These laws regulated and restricted the movement of blacks from the tribal regions to white and coloured occupied areas, which were ruled by the British (www. http://history-of-south-africa-in-the-apartheid-era.zdnet.co.za). The ideology and the planning of Apartheid originated in the Western Cape and were widely practiced in South Africa before 1948 (Giliomee, 2004:397). General Jan Smuts was the first person to be recorded to use of the term "apartheid" (apartness) in 1917. Afrikaner intellectuals then started to use the term 'apartheid' which was related to the concept of 'apartness' (Thompson, 1996:186). This policy of 'social engineering' particularly governed the relations between the white minority and the non white majority and sanctioned racial segregation or separate development and political and economic discrimination against non-whites (www. http://history-of-south-africa-in-the-apartheid-era.zdnet.co.za).

In 1948 racial discrimination was institutionalized as the policy of apartheid to control the economic and social system in South Africa. Initially the aim of the apartheid was to maintain white domination while extending racial separation and was introduced to protect themselves against the shear number of blacks, cheap black labour and as such ensure economic and political security. The Population Register Act of 1950, classified all South Africans as either Bantu (all black Africans), Coloured (those of mixed race), Asian (Indian and Pakistani) or white. The Group Areas Act of 1950 became the central point of the apartheid system designed to geographically separate the racial groups. Pass Laws prevented blacks from encroaching white

areas, as nonwhites had to carry a pass document to authorize their presence in a white area. This resulted that 80% of South Africa's land was owned by the white minority.

Thompson (1996:190) maintains that the Prohibition of Mixed Marriages Act (1949) and the Immorality Act (1950) created legal boundaries between the races by making marriage and sexual relations illegal across the colour line. Thompson (1996:191) asserts that the South African government later transformed the administration of black people by grouping them into ten territories known as "homelands" for the African "nation". The idea was that Africans would be citizens of the homeland, losing their citizenship in South Africa. All blacks were also required to carry "pass books" containing fingerprints, photo and information on access to non-black areas (http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html).

Apartheid ended in 1994, but South Africa still suffers from the legacy of the years of race segregation (http://news.bbc.co.uk/hi/english/world/africa/newsid 1511000/ 1511723. stm).

2.3   SOCIAL REPRESENTATION: A META-THEORETICAL PERSPECTIVE

2.3.1 Conceptualising social representation in South African context

Serge Moscovici (Devenney, 2006:8) developed the theory of social representation, which is based on Durkheim's notion of collective representation. Moscovici emphasises the changing opinion of society during extraordinary occurrences that influence a society or the individual. (http://www.mweb.co.za/hubs/services/encarta/ home.aspx). In this context, this study will investigate the perceptions and experiences of school managers, who have to deal with the complexity of the changing situation at schools.

The Merriam Webster electronic dictionary describes *social* as the relationship or interaction with others in human society tending to form cooperative and

interdependent relationships with one another, while *representation* is described as the action of standing in for another to ensure the rights and obligations of the person represented. It can be concluded that *social representation* would indicate the interaction amongst all groups of the human society where a body or authority stands in for the rights and obligations of those represented to eventually gain a cooperative body.

The international agreement on social representation by the United Nations and International Labour Organisations stipulates that it must be a coherent packet of measures (such as legal impediments) aimed at specifically correcting the position of individuals in a target group in one or more aspects of their social life in order to obtain equality (Hermann, 2007:64). This accord is based on two fundamental stipulations, namely bearing a temporary and remedial character. Social representation is, even by international standards, only temporarily remedial, while in the South African context it currently reflects the composite of the population at every employment level. This goes further than a solution and ignores the temporary nature of social representation.

In the South African context, social representation is endorsed by legislation that requires steps to be taken to rectify the present inequalities in areas of employment, education and business among previously disadvantaged groups such Black people, women and the disabled who have been historically excluded, although it might be that these steps may only be of a temporary nature.

Moscovici (1983:13) also interprets social representation in terms of a system of values, ideas and practices with a two-fold function: firstly, to establish an order that will enable individuals to orientate themselves in their material and social world and to master it; and secondly, to enable interaction to take place among the members of a community by providing them with a code for social exchange. He claims that the purpose of all representation is to make something unfamiliar, familiar, implying a process that gives a new sense of reality to images by altering abstractions into something perceptible (Moscovici, 2001:37).

The above concepts necessitated the researcher to identify and understand the changing of opinions within the education society concerning social representation in order to construct a narrative picture of the way diverse individuals may think about social representation. In South Africa the ideology behind social representation is justified with the notion that it has the task to level the playing field so that all South Africans can share democracy, liberty and equality.

Mbembe (2007:21) states that the morality of this process is to restore the capabilities of those who were previously deprived by racial policies. Furthermore, equity does not necessarily imply equal treatment to everyone, but equal treatment in terms of granting the same weight to everyone. Social representation must therefore endeavour to create a balance between the creation of equality (by eliminating imbalances) while still ensuring full participation of all workers in the economy (Solidarity Code, 2006).

Government legislation in South Africa forces social representation upon all organisations, including educational institutions, which imply schools as well. Therefore school management should approach social representation in a positive way and regard it as an opportunity to bring about a renewed focus on developing tailor-made good employees for the institution. McCabe (1996:36) refers to input-based social representation as the provision of bursaries to bright students from previously disadvantaged groups and as such contributes to innovation and an entrepreneurial mindset. This links up with Moscovici (Devenney, 2006:25) as it changes the values and methods of doing things in an organisation.

The essence of social representation in South Africa is that disadvantaged South Africans will benefit from preferential treatment. This advantage will address any previous inferiority and ensure equality for all citizens (Jansen van Rensburg, 2003:131). This concept includes purposeful steps to promote equal opportunities and positions for previously disadvantaged persons by transforming the present composition of employers and employees into a representative society.

The South African Constitution views social representation as a long-term goal, to be achieved through measures and programmes aimed at reducing current inequalities

(Currie 2005:264). The Constitution contains particular principles relating to the Fundamental Clauses in (Chapter 1) and the Bill of Rights (Chapter 2), especially section 9(2) of the Constitution pertaining to the values of freedom, equality and human dignity. Section 9(3) states that the state may not unfairly discriminate directly or indirectly against any on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.

The above stipulations of the Constitution resulted in The Employment Equity Act (RSA, 1998: section 15), which stipulates that, "*measures must be 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".* The goal of the Employment Equity Act is to ensure equity among all employees and gives stature to Sections 1(a, b), 7(2), 9, 10 and 36(2) of the Constitution, which instruct that no law may limit any right entrenched in the Bill of rights.

In terms of the above, Robbins and Odendaal (2003:30) refers to social representation in South Africa with particular reference to the racial, gender and disability differences, which have become the key variables in the diversity equation in the country. This calls for specific steps to direct the promotion of equal opportunities and positions of designated groups in view of transforming the present composition of employers so that they will become more representative of the society.

2.3.2 Conceptualising equality

The worst discrimination can occur by treating things that differ, the same, as no greater inequality exists than treating inequal people equally. De Vos (2002:67) distinguishes between the two levels of equality, as it comprises a substantive and formal equality. Formal equality entails the equal treatment of all at all times,

notwithstanding special circumstances, as all people must receive the same treatment. The government should provide the same schooling for all learners irrespective of race, gender, background and intellectual abilities. Unfortunately, formal equality may lead to a discrepancy as different people cannot always be treated the same in all circumstances, allowing for substantive equality which not only envisage equality for all people, but goes further to ensuring equal outcomes for all people. Jansen van Rensburg, (2003:128) quotes Motala and Ramaphosa, Rautenbach and Smit, and Van Marle that true equality is not only the scratching of discriminatory legislation, as the Constitution acknowledges the achievement of equality as a value. Solomon (1999:231) states that equality cannot be achieved by repeatedly treating people who are not equal as though they are equal.

Substantive equality acknowledges that all citizens have a certain degree of equality, with the acknowledgement that each person's unique circumstances must be considered to ensure equal outcomes for all, thereby recognising that true equality does not entail the erasing of differences. By means of a practical illustration, a scholar suffering from severe mental disabilities will receive no benefit from attending an ordinary school, as the said learner would receive equal treatment to the normal learners attending that particular school (Jansen van Rensburg, 2003:129). Hence, equal treatment does not ensure equality, and therefore substantive equality becomes a requirement to comply with section 9(2) in the Bill of Rights, namely that *equality includes the full and equal enjoyment of all rights and freedoms.*

In order to achieve the same equality for every citizen, a concept of unfair discrimination, which recognises equal treatment for each individual in society on the basis of equal worth and freedom, is applied to achieve the ultimate goal whereby all citizens are eventually identical in all circumstances. As this procedure furthers the constitutional goal of equality, it may be considered as fair in this context where it attempts to improve the circumstances of the previously disadvantaged. Therefore the essence of social representation is that, in a special situation, the previously disadvantaged may receive preferential treatment to address any previous inferiority, by currently being advantaged the previously disadvantaged ensures equality as an outcome (Jansen van Rensburg, 2003:130-131).

The former South African President, Mr Thabo Mbeki, stated that South Africa actually consisted of two nations; one White and affluent, the other Black and poor (Hadland & Rantao, 1999:188), at a time when one could argue that all citizens of South Africa were equal. Therefore it should not be surprising that, in the establishment of total equality, previously disadvantaged people may receive more 'advantages' than those who are considered as previously advantaged. Social representation must therefore be seen as the acknowledgement of the rights on equality and human dignity. Section 9(2) of the Bill of Rights implies that social representation is one of the vehicles to achieve substantive equality, and that using social representation is not compulsory in the achievement of equality.

Jansen van Rensburg (2003:134) is of the opinion that the incorrect employment of social representation supports inequality. This occurs when people who were not exposed to discrimination previously benefit from social representation as it is at present. Therefore, social representation should be unlawful and unconstitutional when it benefits people who are already equal. Hence, to achieve total equality, different laws will be necessary, as there will always be people treating others as inferior.

2.3.3   Social representation in terms of equality, freedom and human dignity

Against the changing scenario of diversity and equality, the principles of freedom form part and parcel of the concept of social representation.

Funk and Wagnall's (1966:503) dictionary describes freedom as an unrestricted liberation and exemption of choice or action. This concurs with Karl Popper's Pericles' Ideal of Democracy, which refers to '*the open society'* as a condition where one is "*not suspicious of one another …* but *… this freedom does not make us lawless. We are taught to respect the magistrates and the laws, and never forget to protect the injured. And we are also taught to observe those unwritten laws whose sanction lies only in the universal feeling of what is right …* " (Popper, 1950:181).

In South Africa, freedom is mentioned alongside equality and human rights as a value that is acknowledged by the Bill of Rights in section 1(a) … *achievement of*

equality and the advancement of human rights and freedoms. In section 7(1) freedom is named as one of the values in the Bill of Rights and it can be noted that there are three democratic values in the Constitution, namely human dignity, equality and freedom. These values are not merely fundamental rights as mentioned in Chapter 2, but freedom is a broader and more comprehensive concept of the law that is a single fundamental right (Jansen van Rensburg, 2003:149).

Freedom can clearly not be pinned down to a narrow concept, but can be regarded as the beginning of enquiry. In this context, Currie (2005:293) refers to the determination of thresholds as having certain restrictions on freedom, which may become a deprivation of this right. Positioning a threshold too low may unduly hamper essential control and monitoring duties and by placing it too high inhibits innovation and development.

Section 9(2) of the Constitution stipulates that, "*Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to promote or advantage persons or categories of persons, disadvantaged by unfair discrimination may be taken.*"

Venter (1998:28) states that, as stipulated in section 9(2), both equality and freedom form the cornerstone of human dignity; therefore, it is decisive that in the achievement of total equality, freedom is included to ascertain total equality. Here Jansen van Rensburg (2003:152) states that equality as stipulated in the Constitution endorses social representation, therefore freedom is compulsory to achieve equality, which boils down to the fact that social representation assists in the establishment of total equality.

One has to distinguish between freedom and equality, as both are fundamental rights and have constitutional values. Equality and human dignity are two separate constitutional values, which support human dignity as the ultimate constitutional value. On the other hand, freedom does not enjoy the same status as it is does not have its own fundamental rights, while equality and human dignity do have fundamental rights concerning the Bill of Rights.

With social representation in mind and referring to freedom and integrity in the Constitution, Judge O'Regan remarked, "Our Constitution recognises that both aspects are important in a democracy: the state may not deprive its *citizens of liberty for reasons that are not acceptable, nor when it deprives its citizens of freedom for acceptable reasons, may it do so in a manner that is procedurally unfair"* (Jansen van Rensburg, 2003:153). So, when dealing with social representation concerning the above-mentioned, one should not concentrate only on the physical freedom concerning the liberties of the individual, but interpret freedom in a much wider context, such as the freedom to participate in the economy, to be promoted according to merit without consideration of race and gender or political connection. The employment provider should also enjoy the same freedom as to whom to employ, promote and dismiss without being forced by litigation as to how the employees profile should be.

Currently, all South Africans are not free, as there are great inequalities between races. This must be removed through the pursuit of equality as mentioned in section 1(a) of the Constitution by "*the achievement of equality and the advancement of human rights and freedoms"*. It is clear that freedom must be advanced rather than achieved as in the case of equality. The concept of freedom must embrace the individual's autonomy and dignity as well as the comprehensive enjoyment of all rights and freedoms. The individual who enjoys freedom will have the right to choose what to do, whereas the person who does not enjoy this will be inferior and not enjoy total freedom.

In his *The Racial Contract,* Mills (1997) also takes up the issue of who counts as full moral and political persons and then sets guidelines of who can be free and equal. Every person is fully human and thus deserves equality and freedom, which grants him/her social and legitimate power and particular rights, implying that nobody can be seen as a *non est.*

Considering the present state of social representation in South Africa, all citizens should enjoy the freedom to study, work, be rewarded and be part of society without the "non-freedoms" restricting certain categories of people. By categorising people according to the colour of their skin, culture, or gender heightens tension and

polarisation. By simply shifting the emphasis from race to economics, a great deal of racial tension could be defused, and the people who want to break free from their socio-economic dilemma will have an opportunity to not enjoy freedom but equality as well.

2.3.4   Philosophies on social equality, freedom and human rights

The values that underpin social representation are clearly values such as equality, freedom, human rights and dignity, but it is necessary to understand where these values originated from. The views of the philosophers that contributed in this regard will hence be highlighted.

2.3.4.1 John Locke

Locke stated that knowledge could only be gained by experience and reflection on experience. He set himself the task of understanding how knowledge was gained and produced the first modern secularised theories of psychology and ethics. He conceived the human mind as being a *tabula rasa* at birth, a blank slate on which experience wrote freely and boldly, creating the individual character according to the individual's experience of the world. Locke differed from Rousseau in that intellectual exercise illustrates people's obligations to one another, which include the right to life, liberty and property (http://www.utm.edu/research/iep/r/rousseau.htm).

Chambliss (1954:353) quotes Locke as stating, "*Though I have said that 'all men by nature are equal', I cannot be supposed to understand all sort of 'equality'*." Locke is generally seen as the forerunner of modern human rights due to his theory of "natural rights". This influence did not just provide ideological justification for the American and French Revolutions, but also caused a change in the perspectives towards equality.

Social representation as applied in South Africa (cf. 2.2.5) opposes the expressions of John Locke as he expressed the "people's obligations to one another" that all men are equal by nature, implying that the government should make no natural distinction between any natural persons. At present, South Africans are not all equal, as its

citizens are labelled and born into various categories of equality. These include categories such as previously advantaged or previously disadvantaged, over-represented or under-represented, designated or non-designated, which all have an effect on the opportunities and quality of life an individual will have in life due to the category the person was born into.

2.3.4.2 Jean-Jacques Rousseau

This Frenchman was the most influential thinker during the period of Enlightenment in Europe as he made a major contribution towards democracy and human rights. His thoughts marked the end of the Age of Reason as he propelled political and ethical thinking into new channels.

In his *Discours sur l'origine de l'inegalité* (Discourse on the Origin of Inequality) he distinguishes between natural and artificial inequality. Natural inequality arises from differences in strength and intelligence, while the latter derives from conventions that govern societies. He suggests that originally man was a noble savage, entirely solitary and thus healthy, happy, good and free, born with a tender passion for love, but also destructive jealousy, as he compared his abilities and achievements with that of others and began to demand respect from those with lesser achievements.

Rousseau maintained, "Man was born free, but he is everywhere in chains." As the individual entered civil society he sacrificed his individuality. In the Second Discourse he states, "*All ran to meet their chains thinking they secured their freedom* …" With this exchange for his natural right to life, liberty and equality, the individual acquired certain civil rights which the government had to protect. A civil society should be based on a genuine social contract, so that men would receive a better kind of freedom, namely republican liberty, in exchange for their independence (http://www.utm.edu/research/ iep/r/rousseau.htm).

Rousseau's republican liberty provides man with a better kind of freedom, implying that the government of countries should protect the civil rights of the entire society, and not only those it has chosen in order to remain in power by implementing artificial inequality measures, impairing human dignity (cf. 2.2.5).

2.3.4.3 Immanuel Kant

This Prussian philosopher from Könighberg, whose comprehensive and systematic work in the theory of knowledge, ethics, and aesthetics greatly influenced all subsequent philosophy, especially the various schools of Kantianism and Idealism, was the foremost thinker of the Enlightenment and one of the greatest philosophers of all time. In him were subsumed new trends that had begun with he age of Rationalism (stressing reason) of René Descartes and Empiricism (stressing experience) of Francis Bacon. He thus inaugurated a new era in the development of philosophical thought.

He is best known for his "Copernican Revolution", whereby the representation makes the object possible, rather than the object making the representation possible. This philosophy introduced the human mind as an active originator of experience, as the mind is now a *tabula rasa*. Perceptual input must be processed to be precise and recognised, or it would just be a noise (http://www.friesian.com/kant.htm).

He held the view that man had only one basic human right, namely *innere Freiheit* or inherent freedom. This freedom is expressed in the independence of one's will within the framework of a supreme ethical norm. In modern terms, one has the right to exercise one's rights to the extent that they do not interfere with or prevent the exercise of the rights of any other person, an indication of the nature of the possible limitation of rights.

Kant's most important contribution to liberal thinking is his theory of knowledge, ethics and aesthetics. He greatly influenced subsequent philosophers like Karl Popper and Marx, and the various schools of Kantianism and Idealism in particular pointed towards human rights.

On the education front the mind of the child (*tabula rasa*) will form false perceptions. People from designated groups might obtain a false perception of worthiness, while non-designated groups might develop a feeling of hopelessness, knowing that their future will be bleak.

2.3.4.4 Karl Popper

This knighted philosopher of natural and social science taught that knowledge evolved from experience of the mind and defended the open society and liberal democracy. His contribution to the philosophy of science rests on his rejection of the inductive method in the empirical sciences. Traditionally, a scientific hypothesis is tested and verified by obtaining the repeated outcome of substantiating observations. Like Hume, he indicated that an infinite number of such confirming results could prove the theory correct. Popper argued that hypotheses were deductively validated by the "falsifiability criterion", where a scientist sought to discover an observed exception to his postulated rule. The absence of contradictory evidence thereby becomes a corroboration of his theory.

In the *Open Society and its Enemies* he defended liberal democracy and advocated an open society, where governments could be changed without bloodshed. Human development would thrive in societies open to self-criticism to encouraged and sustain free interaction of ideas. This would allow for official policy to evolve and adjust to society needs as well as encourage pluralism and multiculturalism ([World Wide Web:http://www.dcn.davis.ca.us /~sander/mensa/popper1.html](http://www.dcn.davis.ca.us/~sander/mensa/popper1.html)).

Social representation advocates opposes Kant's *Open Society* to the highest degree because an open society encourages pluralism and multiculturalism, while government policy adjusts to the needs of its citizens. Present strategies of social representation (cf. 2.2.5, Criticism of social representation) cause tension between diverse cultures as they undermine minorities to benefit the Black middle class and Black elite. In addition, minorities are subjected to the control of the majority in all aspects of life. Hence, social representation measured on racial standards is not about redressing the past or promoting diversity, but creating a homogeneous society, without fully considering the needs of a diverse society.

2.3.4.5 Isaiah Berlin

Sir Isaiah Berlin is noted for his political philosophy on liberty, as well as being one of the founders of the discipline known as intellectual history.

Berlin's *Two Concepts of Liberty* introduced his concepts of "negative liberty" (freedom from restraint) and "positive liberty" (freedom viewed as producing a positive good), arguing that society should restrict itself to the former and leave individuals free to pursue the latter on their own. This is considered as a major contribution to political theory, as he distinguishes between negative liberty; that which the individual must be allowed to enjoy without state interference, and positive liberty; that which the state permits by imposing regulations that, by necessity, limit some freedoms in the name of greater liberty for all. He argued that both kinds of liberty were required for a just society (Shain, 2006:41).

Berlin, an advocate of pluralism, considered totalitarians and utopians as the conception of organising human society into a dangerous illusion that would lead to bloodshed and the deprivation of liberty, implying that social representation (cf. 2.2.5) might not be the only or 'single solution' to address South African transformational issues, as diversity had to be managed by means of positive and negative liberties.

2.3.4.6 Conclusion on philosophies

Modern political philosophy is still faced with the basic problems defined by the ancient Greeks, just as in the past one needed to redeploy public power in order to maintain the survival and enhance the quality of human life. At present, the opportunities for promoting well-being are far greater, while the penalties for the abuse of power are nothing less than the destruction or gross degradation of all humanity.

Based on empirical evidence, philosophers have proven themselves to provide a more successful response to the environment than tyranny and repression. As philosophers have pointed out, utopian ideas are dangerous when they succeed in bringing a large mass of intellectual and moral energies to bear upon an end that can

never be achieved, and that the day of purported achievement can mean nothing more than the triumph of the worst people and distress and disappointment for the good.

Therefore, kindling the utopian ideas of equity and social representation may have disastrous effects on the whole South African society. Policy makers and politicians alike must be aware of the catastrophic events that occurred in the past and very recent past in pursuit of utopia. Social representation (cf. 2.2.5) may not be:

- the only solution to create a "level playing field";
- backwardly focused;
- heighten tension between the groups;
- undermine minorities;
- impair human dignity;
- force minorities to the control of the majority in all aspects of life; and
- force a diverse group of society to conform to the ANC's goal of a homogeneous society.

Social representation must conform to the philosophies of the mentioned philosophers to ensure equality, inherent freedom. Pluralistically and multi-culturally it accommodates and promotes diversity by utilising more than one solution that respects the rights of the entire society.

Bowle (2007:03) asserts that there will always be a struggle for pre-eminence in any society, and public laws are necessary to regulate it. The best society is that in which tyranny and caprice of power are prevented and in which men are free to create diverse and spontaneous institutions within the framework of law. Only within a framework of tolerance and well-organised constitutionalism can the pattern of social life be adjusted so that humans are not thwarted and deformed by its institutions, but assisted to realise their full potential.

2.3.5 Criticism on social representation

The United Nations Development Report warns governments against the danger of employing populist policies in order to obtain votes (Fukuda-Parr, 2004:72). Sowell

(2004:16) is of the opinion that the application of social representation significantly outweighs it advantages, as well as the social loss brought about by social representation, as it heightens tensions between the groups. Hermann (2007:98) refers to Malan of the University of Pretoria, who warns that social representation does not necessarily promote diversity, but rather uniformity as the application of representativity has the potential to undermine minorities. At present, social representation tends only to benefit the Black middle class and Black elite; therefore some Black leaders question the logic of social representation.

Contrary to the envisaged goal of the social representation, Jansen van Rensburg (2003:116) asserts that it might impair human dignity, due to the shortage of work and the competition for employment among the various racial groups. Currently, social representation in South Africa favours Blacks in the competition for employment, as it occurs on the basis of the past discrimination. He points out that this seems to be a recipe to perpetuate racial tension, as different communities are divided and estranged from one another by social representation in terms of competing for employment. At present, the media report that White youths are frustrated by being discriminated against by the ruling party of South Africa (*Volksblad*, 2007:04).

Although Alexander (in Swart 2006) does not oppose social representation, he feels it should rather tackle disadvantagement than being racially driven, as race could lead to detrimental consequences in future. "We need to apply affirmative action in such a way that it does not repeat the race-based identities of the past. The great overlap of race and class in South Africa makes such an approach possible. One can look at income levels and the schools that people come from, and then determine whether they were disadvantaged." Brassey (1998:359-366) also questions the prominence of race concerning equality, whereas poverty should be tackled with no distinction between the victims thereof. Robbins (2003:12) is concerned about a melting-pot approach and feels that organisations must acknowledge the challenges related to different life and work styles by accommodating all diverse groups of people. The melting-pot conjecture must be exchanged so that differences are recognised and valued, which implies that the

employer has to be educated to accept and manage diversity, instead of just applying social representation.

The implementation of social representation should also be viewed critically in terms of its effect in other countries. Lynch (1992:5), author of *Managing Diversity: Multiculturalism enters the workplace*, describes social representation in the USA as being "backwardly focused and voluble for guilt". Social representation has mostly evolved beyond its initial legal mandate to redress past injustices into an enforcing device.

De Lange (2007) refers to Wiechers, a constitutional expert, who is of the opinion that the practice of representation in the pursuit of social representation is simply a gross violation of the Constitution. FW de Klerk (2005) also criticised the representative character of social representation as not accommodating diversity, but forcing minorities to conform to the ANC's goal to representation. This concludes that the minorities are subjected to the control of the majority in all aspects of life. Therefore social representation measured on racial standards is not about redressing the past, or to promoting diversity, but rather to create a homogeneous society.

Du Plessis (2005) refers to the occasion when the then Minister of Sport, Mr Makhenkesi Stofile, told parliament that sport administrators had to sacrifice winning, because when a White team won, South Africa lost. Hence Jeffrey's (2008:02) opinion that these types of pronouncements stem from socio-political and government policy, which fall squarely within the government's scope of responsibility. This emphasises the fact that South Africa's future lies in the hands of the ruling party.

In terms of the above criticism, a country has to be cautious of not creating new imbalances, whilst attempting to correct old imbalances.

2.4 RACIAL, CULTURAL AND GENDER DIMENSIONS

Human societies are visibly different, as they are physically different: different in their skin colour, their language, their backgrounds, their politics and their family status.

Differences are prominent in everyday life and also in every workplace, as people go through a lot of trouble to emphasise their differences by means of distinguishing markers such as tattoos, hairstyle and clothing. Working towards a socially representative environment is never simple and because race, culture and gender are inherited or socialised into, any organisation has to account for the differences they bring with them.

Workforce diversity relates to a heterogeneous (race, culture and gender) organisation that includes further diverse terms such as age, sexual orientation and disability. Differences cannot be ignored since a colour-, culture- and gender-blinded approach will imply ignoring the very identity of a person (Lemmer 1997:205). South Africans have to adapt to people who are different and affirm unity and diversity in the best interests of all (Lemmer, 1997:189).

South Africans usually refer to diversity on racial and cultural grounds as it is their key variable in a diverse country (Robbins, 2003:30). It is, however, necessary that leaders and managers understand the differences and the related perceptions and prejudices that may affect the effectiveness of the organisation.

2.4.1 Race

Although various definitions of racism exist, they will not all be analysed in this research. Funk and Wagnalls's Standard Dictionary describes racism as "an excessive and irrational belief in or advocacy of the superiority of a given group, people or nation on racial grounds alone; race hatred". Coleman (2001:346), in turn, views racism from an interpersonal, psychological level and declares that racism is a belief that races are inherently different from one another and that people's characteristics and capacities are largely determined by race, usually accompanied by a belief in the superiority of one race over another. Therefore racism is a social

attitude that points to a like or dislike of any group that is different or perceived to be different from one's own. As a result, three important points are embedded in this definition, namely:

- one group believes itself to be superior;
- the group which believes itself to be superior has the power to carry out racist behaviour; and
- racism affects all racial groups.

Alexander (2005:30) and Macintyre (2005:30) state that race must be recognised as a social, cultural and political construct with no scientific basis.

Timimi (1996:185) makes two distinctions about race, namely:

- Race has an internal developmental origin, which forms the basis by which differences can be acknowledged without attempting to control and dominate the object that is felt to be different and separate.
- The relationship between White and Back was that of coloniser and colonised, where White was identified as superior and Black as inferior. These perceptions of race and racial differences became universal.

Tseng (2003:33) asserts that culture is used as a means to bolster racial separation, thus using the terms *race* and *culture* synonymously. Whilst race refers to the way a group of people distinguish themselves from other groups because of physical attributes, culture focuses on the practices that differentiate these groups from one another. Baruth and Manning (2003:31) observe the emerging trend that these differences are not perceived in racial terms, but as ethnic differences. Gilborn (1995:23) coins the term *New Racism* and breaks with the notion of racial superiority by substituting the notion of culture. Here racism is presented in citing concerns for culture, ethnicity and nationality. Gilborn (1995:23) argues that 'new racism' may be conceptualised as a modification of well-established racist ideas that are subtle, covert and pervasive, as opposed to overt rejection based on colour. Therefore 'new' or 'modern racism' manifests in four ways:

- A rejection of stereotype and blatant prejudice.
- Opposition to racial change for non-racial reasons.

- Group-based self-interest and the subjective threats that their group is the one that is subjected to reverse prejudice.
- Individualistic conceptions of opportunity being afforded to one group only on the basis of race.

Collins (1993:1–5) further argues that Black and White cultures appear to have different views regarding racism. It appears as if Black people tend to hate White persons for what they have done to them in the past. This is frequently felt and manifested by Blacks in their behaviour towards Whites. This hate on the part of the Black population is especially directed at any symbol of control. At times when they rioted at schools, administration buildings or police stations in the Black townships, they burnt down those symbols and Blacks who were viewed as being part of the problem often became victims of Black-on-Black violence.

The *Weekend Argus* (26 March 2005:1) indicates that racism is one of the most publicised topics in the South African media. Reports vary from articles such as: *Racism, We're all in trouble* to *High Court Racism*. Although the term is frequently used, it appears that the semantics of the word *racism* is often misunderstood or misused in an attempt to shock society in order to "get even" with those who are different. The semantics of the word is clearly related to the way representation is perceived and the barriers that exist in achieving such goals (Hermann, 2007:30). In this context it could even mean that lack people cannot be racist, as they cannot obstruct representation.

In contrast with the above, the perception of what racism is all about varies from society to society in South Africa. Barney Pityana of the Human Rights Commission indicates, for instance, that it is mainly Whites who display racism towards Black people. Minority groups, in turn, feel they are at the receiving end of racism, such as Afrikaans-speaking people who believe they are marginalised because of their language and culture (*Volksblad*, 1 September 2000). This feeling is then extended to white Afrikaner males who feel that they have morally and legally been declared second-class citizens, due their experiences of social representation, which they in turn regard as racial discrimination enforced by the state.

When investigating social representation, it is clear that the concept *minority* needs to be understood. Minority status refers to various types of groups, which Seymour-Smith describes as a "subordinate or marginal group, which may be defined in racial or ethnic terms or according to some special characteristics or stigma" (Lemmer 1997:201). This implies that a minority group may further be refined in terms of particular traits that are disapproved by the dominant group and these issues need to be acknowledged in a diverse work environment, but according to Fuhr (1992) there currently seems to be a growing acceptance and tolerance amongst the different groups in terms of their differences and similarities. However, Fuhr (1992) also warns that, unless people start to manage diversity, diversity will manage them (Fuhr, 1992:31).

2.4.2 Culture

Even if all South Africans obey the equity laws as part of the process of socio-economic transformation, it brings with it more responsibilities, like respect for other cultures and treating all people as equal. In order to do so one must learn about and understand the significance of other cultures, for cultural diversity is best practised where there is mutual tolerance and respect. Assuming that cultural diversity permeates all spheres of life (Lemmer, 1997:189), managers should be informed and be sensitive towards different societies and seek common good.

The term *rainbow nation* is used to refer to diversity in South Africa and individuals from various backgrounds increasingly come into contact with one another. This implies that differences will eventually rub off onto others and have an impact on people's attitudes, expectations and perceptions and even determine the efficiency of their conglomeration.

People use their culture to survive in a natural environment and in society. All human societies include systems of connected phenomena like economy, education, language, political systems and religion (Lemmer, 1997:192). Although these phenomena are universal to all cultures, the content varies from culture to culture. These differences do not imply that one culture is superior to the other, because all cultures exist and are adapted to satisfy particular needs in particular circumstances.

This interrelated cultural system implies that change in one aspect may have a chain reaction influencing the other systems.

Lemmer (1997:193) describes culture as the manner in which people interact; their social behaviour; and how they interpret experience. Culture is thus a set of shared and learnt ideas that influence behaviour, which is referred to as cognitive phenomena that provide guidelines for behaviour in various situations. Certain rules refer to the individual, while others are shared by certain members of a specific group, and yet others by the entire society. This means that culture is not necessarily shared by all members of the specific culture.

In dealing with the complexities of culture, one must take cognisance of two dominant approaches. Firstly, *ethnocentrism* (racism): the tendency to regard one's own culture as superior and as the criterion to evaluate other cultures; and secondly: *cultural relativism*, which is to refrain from judging other cultures according to one's own cultural standards, but to understand and interpret other cultural phenomena in terms of that particular culture and its circumstances.

The diversity of cultures often results in destructive actions and behaviour, such as xenophobia, which recently occurred in South Africa. High levels of violent crime were evident between different cultural groups; particularly between South African citizens and foreigners, as they all compete for scarce resources. This type of antagonism may spill over to the workplace where people from different cultural backgrounds have to work together to achieve organisational goals.

Cultural differences do exist and leaders have to account for them and therefore need to have insight into such differences. There are a number of commonly used frameworks which can serve as a basis for understanding cultural differences. The best-known ones are those of Hofstede, Trompenaar and Kluckhorn-Strodtbeck and the framework resulting from the Globe Study, but because of the limited scope of this study, a synthesis of the above-mentioned frameworks will hence only be provided briefly to illustrate the types of problems a manager has to account for.

2.4.2.1 Individualistic and collectivist orientation

Individualism refers to the framework where people protect their own interests and those of their close family. In cultures where these values dominate, individuals experience more freedom. Opposed to individualism is collectivism, which is an expectation that people should look after and care for one another. Many African countries and poorer countries like Columbia and Pakistan have a collectivist orientation, while Japan is an exception to this rule as it is a wealthy country (Robbins, 2003:34).

Human culture usually subscribes to either an individualistic or collectivistic influence in their relationships with others and that will determine the level of dependency group members have upon one another (Niemann, 2004a:4).

According to Hofstede (1980), those cultures subscribing to an individualistic culture tend to:
- demonstrate greater freedom of their employing organisation;
- guard their personal or leisure time;
- call for further autonomy and scope in their jobs;
- want more liberty concerning their jobs;
- rather make decisions on their own than collectively;
- further their own desires and ambitions with less consideration for others' needs;
- recognise that they are accountable for looking after themselves;
- demonstrate an interest in individual reward schemes; and
- discover individual objectives are more attractive such as promotion, achieving autonomy and salary increases.

By contrast, those who subscribe to a collectivistic culture tend to:
- choose to work for large organisations;
- consider others more often and to a larger extent;
- favour group decisions;
- contemplate mostly as to what is better for the group;
- believe that the group will look after them if they help the group;

- favour rewarding the group or team performance or the equal distribution of rewards amongst all members of the group; and
- carry the whole team in order to get the entire group's views and needs across and achieve organisational objectives.

In this context, the South African humanistic approach of *ubuntu* (I am, because we are) can be understood.

2.4.2.2 Power orientation

Different cultures tend to deal differently with people who vary in terms of status, prestige and wealth due to educational and natural differences. This particularly refers not only to the extent to which a society accepts unequal distribution of power, but also to what people value. So will countries that value achievement award power to persons based on performance, while other societies will award position and power on the basis of who and what a person is.

Robbins (2003:34-36) emphasises the influence the different perceptions of power may have on organisations. It may imply that within the same organisation there will be people who want to be rewarded and encouraged on account of achievements and excellence, while other employees might only strive to minimise inequality and not reward individual attempts.

2.4.2.3 Uncertainty orientation

Hofstede in particular describes societies that are at ease with uncertain and ambiguous situations and do not feel threatened by behaviour and opinions that are in conflict with their own. Robbins (2003:34) indicates that people who are threatened by uncertainty constantly employ mechanisms to provide security, lifetime employment, and formal rules and regulations. Employees, who are threatened by uncertainties, will often be characterised by increased anxiety, stress and aggression. In the context of the latter it implies that school leaders have to account for the fact that some staff members might easily feel uncertain and threatened by changes.

2.4.2.4 Gender orientation

Different cultures attach different labels to the different sexes. Robbins (2003:35) particularly refers to aspects such as assertiveness, wealth and material things. Similarly, certain cultures will expect women to stay at home and attend to their children. Other cultures will again attach so much value to fatherhood that they expect paternity leave to attend to their children while their wives work. Perceptions about gender will be dealt with later in this chapter.

2.4.2.5   Time orientation

Time orientation refers to the extent to which a society encourages and rewards either present/past/future-oriented behaviour. Staff and learners with a past perspective usually attach great value to traditions and ancestors. Due to this approach those groups often have little urgency of time and may lack punctuality. Groups with a more future-orientated approach are focused on strategic planning and future performances.

A long-term orientation opposes short-term gratification. Long-term orientation is characterised by patience, perseverance and respect for tradition. Cultures that embrace long-term orientation and emphasise long-term results above short-term gratification (Robbins, 2003:35) will consequently spend extensive time on problem solving and making decisions.

2.4.2.6 Spatial orientation

Spatial orientation refers to how people behave in terms of the space around them. People who are used to larger areas tend to maintain that personal space and will share their private space only with close relatives or friends. Cultures from densely populated societies tend to allow more people into their private space and also have a smaller personal space (Robbins, 2003:35). This may imply that some staff members will not mind sharing their classes with others or will be able to function in classes with a large number of learners, while others will find it difficult.

2.4.2.7 Emotional orientation

Neutral cultures, such as the British, tend to keep their emotions under control. They are usually not emotionally expressive, while affective cultures like the African cultures express their emotions openly and naturally (Robbins, 2003:35). In interpersonal interaction, some staff members will react in a more reserved manner, while others do not hesitate to show assertiveness, aggression and confrontation.

2.4.3 Gender

The male-female dichotomy has mostly been prejudicial towards women. According to Basow (1992:2), the assumption that the apparent behavioural and personality differences between males and females can be attributed to biological differences is not entirely true as most differences between males and females are largely due to social factors. Theorists such as Gatens (1991:1) indicate how the different treatment of the sexes influences women and how the prejudices against women are maintained by economic, political and social arrangements. Therefore it is expected

that boys and girls will draw differing lessons from the same surroundings in cultures which contain different patterns and arrangements of gender. The allocation of gender roles thus bears a strong social construct, as people tend to behave according to what is expected from them socially, implying that gender roles form an intrinsic part of the heritage and paradigms of societies.

In the light of the above, managers and leaders not only have to focus on awarding equal opportunities to men and women, but also to address prejudices and stereotyping resulting from the differences between the sexes. The latter is aggravated when people feel that they are being marginalised or treated unfairly (Niemann, 1994:44). When work is inequitable, workers become less diligent, less committed to the organisation, and less likely to be cooperative or helpful (http://www.hrzone.com/articles/fairness).

When it comes to actualising social representation, the school can be regarded as the formal agent of gender socialisation and the teachers as the bearers of

educational change (Lemmer 1997:9). Socialisation is the means by which culture and the notions of appropriate gender roles are transmitted, but it is, however, necessary to probe the perceptions and experiences of education staff in order to form a basis for effectively handling such issues.

2.5 THE IMPACT OF SOCIAL REPRESENTATION ON THE ORGANISATION

Where people differ from one another, problems or conflict will arise sooner or later. Cultural clashes can present an insidious danger within an organisation. The challenge is to acknowledge the organisational and institutional problems arising internally or externally and manage them cohesively to achieve organisational goals.

A better understanding of the differences found between South African communities is an issue occupying the attention of many managers seeking to improve organisational performance. Organisations are therefore challenged to adapt to people who are different and, if not, employees may feel that their identities are being consumed, resulting in feelings of demoralisation.

Managers realising the importance of aligning the organisation with the environmental changes and demands must transform and renovate their organisational culture in order to reflect their community values and establish social tolerance. Collins (1993:1-5) refers to social tolerance as acknowledging the fact that people are different, but that they are willing to tolerate, accept and encourage these differences and at the same time strive towards living together in peace and harmony with one another.

South African social representation programmes generally account for race, culture and gender as the key variables in the equation (people with disabilities will not be viewed here as they form part of the above key variables). The South African Bill of Rights requires groups to interact at all levels on an equal basis, which means that the need for greater understanding of differences and similarities will become more evident (Robbins, 2003:30). This implies that social representation aims at levelling

the playing field by erasing unfair advantages; therefore the challenge is to eradicate the unbalanced past without creating a new order of discrimination. Many will arguably provide countless reasons why social representation is noble as it is the vehicle to improve their own circumstances, while those who are excluded from its advantages will find this legislation oppressive. Sachs (1993:107) remarked, "One person's dream of advancement may be another person's nightmare".

Due to legal impediments, South African organisations are compelled by law to achieve employment equity goals. To give effect to their legal obligations, employers are required to prepare and implement a representative plan to ensure the achievement of employment equity. Bray (2000:52) interprets the Employment Equity Act and summarises that the requirements to reach the set objectives and numerical targets by indicating that such a plan must include:

- The objectives to be achieved each year.
- Indications of areas of underrepresentation.
- A timetable for achieving the objectives.
- An exposition of the measures implemented to obtain equity.
- Operational procedures for monitoring, evaluation and implementation.
- Procedures for conflict resolution.

In view of research conducted by Niemann (2004a:10-11), measures to achieve social representation at all costs may have a negative effect on the morale of the staff at schools in South Africa, as respondents:

- felt their true abilities may never be sincerely recognised;
- felt that they were appointed merely on grounds of race or gender; and
- preferred to be appointed on merit.

Managers should thus constantly be cautious of excessive political correctness and consider that such an approach could result in increasing hostility as people's authority decreases. The *Sunday Times* (6 February 2005) also warns that irresponsible social representation may lead to organisations becoming the victims of mediocrity over excellence.

The above clearly emphasises that social representation has to be managed effectively and as this study focuses on the South African education sector, it will hence be necessary to view its management implications for schools.

Dr Poole (1997:1) describes the management of social representation as both a challenge and an opportunity for management. It challenges because it requires organisational change to foster a cultural environment that values differences and maximises the potential of all employees. It is an opportunity, because organisations that proactively address diversity have a competitive advantage in attracting, motivating and retaining high-potential employees, with the added bonus of greater customer satisfaction and loyalty. These advantages will translate into higher commitment and greater staff efficiency.

With effective management, social representation could become the device to ensure that the paradigm shift occurs, opening up a new horizon and refining a new, shared culture.

2.5.1 Managerial implications of social representation for schools

The majority of former 'White' schools are now multicultural, with a complex mix of races, cultures and languages. These changes have metamorphosed mono-management teams into diverse management teams as the staff members and learner corps became more culturally diverse. Management teams have to revolutionise their perception concerning issues like race, culture, gender, sexual orientation and disabilities in order to adjust effectively and manage these different contexts, while at the same time complying with South African legislation.

Niemann (2004a:9) states that research has indicated that people appreciate differences and increase their cross-cultural understanding when they become more exposed to those differences. By the recognition of one's own perceptual limitations an individual is able to appreciate the wealth of resources of other human beings, as it contributes to the individual's personal empowerment. By valuing differences in people, one's own knowledge and understanding of reality are expanded. These differences arising particularly from diversity create fresh and stimulating environments that are sincerely gratifying to all individuals. These environments

nurture the self-esteem and self-worth of individuals; it creates opportunities for each individual to mature into independence and then gradually into interdependence.

Maree (1997:47) adds to the above when he indicates that differences enhance the selection, especially concerning the adaptation to a fast-changing world. This implies that innovation arises from diversity or differences and that creativity comes from an unlikely coincidence. Covey (1992:277) deems the valuing of differences as the key to synergy; this implies that the focus should be the encouragement and management of diversity, as opposed to merely accommodating diversity. A school should therefore rather "upscale" it by acquiring a unique identity and reinventing itself from the foundation up.

By "upscaling" a school, managers cannot impose a particular school culture on its employees and hope for the best, because it might not take into account the cultural milieu of the people in question. Consequently, managers must become progressively more alarmed with the shifting employee attitudes in order to reflect

changing perspectives regarding cultural, racial, gender and other diversity issues. By implementing social representation and equal opportunity programmes, particularly in response to employment equity legislation, staff members' values and norms at school may change (Niemann, 2004a:10).

Managers must be aware of different perspectives in order to manage diversity in their schools. Swanepoel *et al.* (2000:397) are of the opinion that managers should follow a transformational leadership approach, which implies that school leaders need to create a climate and culture where individuals and groups can achieve their full potential. Hence school leaders have to create opportunities where everybody acknowledges one another's differences, put it in perspective, discover and deal with the strengths and weaknesses in different ideologies so that they can move to reaching unity through diversity.

Differences in terms of individualism and collectivism can be used to the benefit of the organisation. By making the various groups aware of the strengths in the two approaches, the school can excel by striking a balance between the competitive

character of an individualistic approach and "working for the common good" of a collectivistic approach. As a result, educational institutions can function in an entrepreneurial manner, while cultivating a new and shared culture (Niemann, 2004a:6). By acting together (collective behaviour) the core of the organisation can become vigorous and place more emphasis on the importance of effective human behaviour, especially with regard to teamwork in achieving success.

Although social representation brings with it a number of positive challenges, it also has particular complexities such as accounting for "fair" and "unfair" discrimination. School managers not only have to be sensitive to how they treat people, but also sensitise their staff members in how they treat others. Unfair discrimination particularly relates to treating people differently and in such a way as to impair them from their natural fundamental human dignity. A person's human dignity (self-esteem) is affected when treated in a humane manner or when submitted to humiliating and disgraced treatment. This impairment is an insult to the individual's

human dignity as it is connected to obnoxious, undignified and shameful treatment or the exposure of a person to a negative attitude such as disrespect or belittling (Jansen van Rensburg, 2003:140). This implies that all schools, as discussed above, are required by regulations to devise equity plans and to abide by prescribed codes of practice.

2.5.2 Suggestions on the management of social representation at schools

Human beings are unique, revealing distinct and individual temperaments and may be members of a wide range of identity groups, such as being anchored in a 'sharing' collectivistic notion or acting in an individual, independent manner. Aspects such as the latter will consequently influence their relationships with others and determine the level of emotional dependency on one another.

Leaders have to truly understand and respect these different perspectives in order to lead a diverse school effectively. Senge (1999:278-279) is of the opinion that people in an organisation have to work through diversity issues with responsibility, integrity and a willingness to resolve tensions. It is necessary that people learn to recognise

their own power and capabilities, and work through their problems to help curb their resistance to differences.

Leaders of a school at which various social groups are represented need to treat everyone equally, while at the same time recognising differences, and responding to those differences in positive ways that will ensure staff retention and greater efficiency, but simultaneously avoid discrimination. This is a delicate balance, because as soon as differences are recognised, this can lead to labelling and again treating people differently. However, as we have seen, people have differing personalities, language and interests so it can even be unfair to treat all people in exactly the same way.

Even before they are appointed, people joining a school must be made aware that the organisation has a specific culture and climate and that there will be demands on them to make certain changes if necessary to fit in with that particular school

environment. On the other hand, the school must be socially representative and therefore the people at that school must be willing to make certain changes to accommodate the new employees.

This shift in leaders' attitude includes, for instance, the provision of sensitisation and the revamping of training programmes to make them 'user-friendly' to all groups. The exploration of differences can increase creativity and innovation, as well as improve decision-making by providing different perspectives on problems. Robbins (2003:11) is convinced that if social representation is not addressed properly, it can potentially lead to a higher staff turnover, difficulties in communication and increased interpersonal conflict.

According to Hamel (2000:133), it is natural for people to focus on anything that is different, and this natural inquisitiveness should form the basis of training for diversity. The quality of an individual's experience can only be enhanced when working with someone who is different. By promoting teamwork, a leader can create situations where people get to know others who are different from them (O'Mara, 1994:5).

Niemann (2008) asks, "What is the best – homogenisation or customisation?" Most research on this topic points to the middle ground. Dreachslin (2007:84) holds the view that homogenisation is necessary to build common ground and unity of purpose in the context of diversity. Without this, strong performance is not possible and it seems as if it is important to strike a balance between homogenisation and customisation. Niemann (2008) suggests that the following management actions be taken:

- Self-evaluation.
- Gaining insight into prejudices and stereotyping.
- Constitution work teams that will reflect the social representation at the school.
- Opportunities for people to explore their own perceptions, experiences and values, enabling them to see how others might differ in their experiences and values, and helping them realise that differences in others are real and valid.

- Providing for continuous cultural awareness to build the capacity and to jointly strive towards the school's vision.
- Jointly setting criteria for acceptable and exceptional performance. A lack of a uniform set of criteria and an overall vision may lead to a breakdown in the organisational culture of the institution.
- Sensitisation workshops and training events in
  - o the identification and handling of stereotyping, bias, prejudice and assumptions;
  - o assistance to learn about, understand and value differences;
  - o the movement towards school as well as individual change; and
  - o conflict management and problem-solving skills.
- Team-building exercises that will increase trust and openness among staff members.
- Providing for opportunities where questions and concerns can be raised in an attempt to equip staff to handle problems with regard to power, privilege and prejudice.
- Conducting needs audits and allowing staff to participate throughout the whole process.

- Creating an environment in which staff members can thrive and mature.
- Developing a shared vision.
- Drawing up a strategic plan for promoting social awareness.
- Monitoring and evaluating the process continuously, creating an atmosphere of giving and accepting feedback in a non-defensive manner.
- Exposing staff members to activities that are designed to change attitudes, for instance, exercises in which they learn to realise what it is like to feel different. Through such exercises, the participants can experience what it feels like to be judged according to something over which they have no control.
- Establishing networks so that staff can act as support systems for one another and act as mentors for novices.
- Introducing measures to eradicate harassment by development programmes such as equipping girls and women with the necessary skills to handle harassment, victimisation, intimidation, hate speech and all forms of sexism.

- Creating a safe environment in which education can flourish.
- Cultivating a culturally sensitive, gender-sensitive and racially sensitive culture at the school and the classroom, elevating disadvantaged groups from their positions of subordination, finding expression in all school activities, planning and documents, free of all forms of sexism and racism.
- Establishing a "social desk" where cases of inequality can be reported.
- Making educators aware of aspects such as the abuse of stereotypical language, examples, pictures, comparisons and ways of addressing learners.

However, creating a friendly, 'socially represented' environment is not the only challenge for school managers; they also have to manage the process of establishing social representation.

The stipulations of the Employment Equity Act (RSA 1998) determine that, "*measures must be 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*" (section 15). As already indicated, this section requires an employment equity plan for setting targets bound

by date to transform the composition of employees to a composition that is more representative of the demographics of the region or country.

In this regard, social representation measures are tools to ensure social representation can be obtained. The importance and high priority of social representation have been spelt out by the Employment Equity Act (RSA, 1998), which implies that leaders in the organisation have to become the major driving force behind social representation programmes. The latter means that it becomes the responsibility of the school's management team to create social representation.

Social representation programmes should attempt to protect the individual against intentional discrimination, while others have explicit preferential goals. It is clear that certain rules enforced by law need to be implemented but, if addressed in a sound manner, social representation could be of great advantage to the education

environment, as it could serve as a pro-active development tool to overcome constraints, while at the same time mobilising latent resources in order to stimulate overall development (Thomas, 1996:20).

In order to ensure social representation, the school management team could:
- review gender and race imbalances in enrolment, dropout rates, subject choices, career paths and expected performances;
- set goals for achieving compositional change as required by law;
- focus more on input-based social representation such as providing bursaries for students with potential from the designated groups from their own body of learners; and
- apply the *Grow your own timber* concept by assisting and developing members of the staff from previously disadvantaged groups to acquire the qualifications and experience necessary for them to later fill senior positions or become rerouted to fill positions in areas with a shortage of teachers in subjects such as in Mathematics, Science, Information Technology and the Foundation Phase.

In essence, social representation could bring with it a renewed focus on developing tailor-made, quality staff members for the school.

In order to develop all groups to their full potential, recognition should be given to each group's uniqueness, and it is therefore necessary to identify the areas in need of redress so that the education sector can take the relevant empowerment steps to fulfil its potential for influencing gender and race relations. In view of the foregoing, Jansen van Rensburg (2003) warns of the lack of teaching and learning facilities, resources and human resources strategies at many public schools. He stresses the need to focus on the retraining and development of the teaching corps to avoid future failure.

In the light of the above, the challenge is clearly the need to devise innovative ways of identifying employees' potential; recognising prior learning and experience; and accelerating employee empowerment.

2.6 REQUIREMENTS FOR ESTABLISHING SOCIAL REPRESENTATION AT SCHOOLS: A SYNTHESIS

This chapter contains a magnitude of theories and principles regarding social representation and in view of assimilating everything the following table will provide a synthesis by focusing on what needs to be done to ensure a sound, socially representative system in schools.

Table 2.1: Requirements for a social representative school: a synthesis

School leaders	Aims	Management actions
Sound social interaction	To create a healthy environment in which all members can learn to know one another better as well as to work together, ensuring that effective teaching and learning take place.	• Establish open lines of communication. • Organise a show and tell – Diverse groups can show an object of their culture and explain the significance of it.

		• Social activities usually involve eating together, which reaffirms bonds and creates new bonds.
		• Participating in teambuilding exercises improves the quality of interaction within the group.
		• Organise a speaker to address a topic which concerns all members, whereby interaction with all members takes place.
		• Task all members during the preparation for an event to ensure synergy.
Employment Equity Act (RSA, 1998) Representation of different social groups	To create an environment where parents and learners can associate with members of the staff.	• Draw up a strategic plan for promoting social awareness. • Set goals for achieving representation. • Review gender and race imbalances. • Protect individuals against discrimination. • Provide bursaries for learners with potential. • Develop disadvantaged members to fill senior positions.

		• Empower disadvantaged members to fill positions in areas of shortage. • Constitute teams that reflect social representation at the school.
Human dignity, freedom and equality	To create a safe environment where all the different stakeholders at the school are regarded with dignity.	• Treat everybody equally but recognise their differences. • All cases of inequality must be reported to the management. • Address forms such as "baas or boss" should be refrained from. • Staff toilets should be open to all population groups. • Use the same crockery and furniture for all the staff members. • Take diverse peoples' culture into consideration when greeting, talking and the assigning tasks. • Management must evaluate themselves to ensure they do not mistakenly deprive a person(s) from their rights.

		• Introducing measures to eradicate harassment by development programmes, such as equipping girls and women with the necessary skills to handle harassment, victimisation, intimidation, hate speech and all forms of sexism.
Cooperation	To create an environment where cooperation exists between all the different stakeholders in the school.	• Develop a shared vision. • Jointly set down criteria for acceptable and exceptional performance. • Create an environment where staff can thrive and mature.
Value and have insight into differences	To create an environment where the diverse stakeholders in the school are understood.	• Provide opportunities where questions and concerns can be raised and discussed in an attempt equip stakeholders to handle problems. • Cultivating a culture that is sensitive towards differences, and which needs to find expression in all school activities, planning and documents, free of all forms of sexism and racism. • Managers should be cautious of excessive political

		correctness, as it will decrease authority and result in hostility.
Empowerment of staff members	The school must have an empowerment programme whereby staff members are empowered and developed.	• Management should ensure that all members have knowledge about the functioning of the Integrated Quality Management System (IQMS). • IQMS provides the opportunity for all members to be developed in areas of their choice as well as in areas of the needs of the school. • Expose staff to various activities and situations • Establish networks so that staff can act as support systems for colleagues. • Identify and organise workshops. • Provide opportunities to become cultural aware. • Provide opportunities of questions and answers, where issues can be raised in an attempt to equip staff.

		• Monitoring and evaluating the process continuously, creating an atmosphere of giving and accepting feedback in a non-defensive manner.
		• Exposing the staff to activities that are designed to change attitudes, e.g. exercises in which they learn to realise what it is like to feel different.

2.7   SUMMATIVE REMARKS

Apartheid, which was based on race, did not survive the moral test of time; therefore policies now have to be adjusted.

As a result, reconciliation has not yet become a reality in South Africa, as more voices are heard in favour of a social accord rather than racially preferable treatment. South Africa's history does not reflect democracy and transparency towards all its citizens.   Therefore the country does not have consensus regarding social representation, as various perspectives of the reality is emphasised.   The White group feels that the pendulum of social representation has swung too far, while Black politics maintain that the pendulum has not yet moved.   This illustrates opposing experiences, attitudes and values, which may lead to misunderstandings, frustration and suspicions, thus creating serious leadership problems.

Managing social representation appropriately implies the recognition of differences as well as recognising different behaviours, beliefs and needs that will benefit society and individuals' own sense of achievement and success.   Therefore leaders must ensure that they have the necessary skills to interact effectively with staff of diverse

backgrounds. As a result of the above-mentioned, it is crucial for management to know how the various societies of citizens in South Africa respond to transformation. Management must not only address problems, but also attempt to clarify and provide guidance to subordinates on issues related to tolerance, diversity, accommodation, restructuring and transformation. When people believe they have a legitimate place in the organisation and they have a meaningful contribution to make, regardless of their culture or race, a shared organisational culture will start to emerge and the long journey towards a truly socially representative organisation can start.

However, this journey can only start if management takes cognisance of and understands the perceptual limitations of their staff members and appreciate the rich resources in their hearts and minds. Once a person starts to value differences, those differences could add to his/her own knowledge and understanding of reality and in a Coveyian mindset work towards synergy. The next chapters had therefore been the inception of exploring social representation in Free State schools by addressing three of the problem questions. The next chapter views the qualitative data in an attempt to address the following problem questions:

- *What are the perceptions and experiences in terms of social representation in the Free State schools?*
- *What are the problems arising from establishing social representation in Free State Schools?*
- *What are the training needs of Free State education leaders in terms of handling such transformation processes?*

Chapter 3

QUALITATIVE INVESTIGATION INTO THE PERCEPTIONS AND EXPERIENCES OF SOCIAL REPRESENTATION

3.1 INTRODUCTION

The preceding chapters formed an important background to this study. Chapter 1 gave an orientation and background to the study, while Chapter 2 explored social representation and its impact on school management. Chapter 3 focuses on a discussion of qualitative methodology: the research design and data report, reliability and validity of qualitative research, data collection and recording, organising data for analysis, data analysis, and the description and interpretation of results.

After the completion of the literature study on social representation, it became clear that an extensive empirical research on the state of social representation as experienced by school principals in the Free State had to be conducted, as no research evidence exists regarding managing social representation in this province. It was therefore necessary to gain authentic data as reflected by participants' genuine experiences.

This chapter will report on the interviews with eight principals from diverse backgrounds. These interviews were conducted to provide more detail and obtain clarity on the perceptions and experiences principals have on social representation. The interviews also assisted in determining the details concerning the empowerment needs the school manager may have. However, before focusing on that, some theoretical aspects of research approach, design and methodology need to be discussed to place this study in context with regard to its theoretical and methodological orientation.

3.2   RESEARCH DESIGN

Mouton (2001:55) declares that the research design is the plan or blueprint of how the study will be conducted. Terminology used by various authors can be confusing, as Leedy and Ormrod (2005:149) describe designs, Huysamen (1994:165-168) describes approaches, Harris (2002:59) calls it methods and Creswell (1998:64-65) refers to qualitative research.

Part of the aim of this research is to expand the body of knowledge on the perceptions and experiences school leaders have on social representation (cf. 1.4) in view of coming up with suggestions on how to deal with such situations in schools. The following exposition provides an overview of how the qualitative investigation has been conducted.

3.2.1   Selecting a research method

Niemann (2000:153) asserts that research contexts within the scientific social thought often present the researcher with a choice between quantitative and qualitative methods, both of which may yield particularly productive results. Therefore the researcher has to consider the study context in order to select the most constructive research method for collecting data.

Maykut and Morehouse (1994:64) describe an "emergent research design" as an initial focus of inquiry at the departure point, followed by refining the focus of inquiry and sampling strategy with which the ongoing processes of data collection and analysis are engaged. Since this research investigates the phenomenon of the perceptions and experiences of social representation, it calls for a technique that enables the collection of evidence and the reporting of data that acknowledge research as a "phenomenological enterprise" (Niemann, 2000:27). Therefore the data recorded and described in this chapter represent findings that investigate school leaders' authentic perceptions and experiences from the angle of their perceptions, experiences and even emotions – getting "under the skin" of each participant (Guba, 1994:87).

With regard to the present study, this process brought to the fore that the qualitative approach could be expected to yield an in-depth exploration of the perceptions and experiences of school leaders and an analysis in rich detail of aspects that influence the school leader on a daily basis. Niemann (2000:16) maintains that the most persuasive arguments for qualitative research are the following: it focuses on interactive processes; it is situationally constructed and constrained; it allows for researcher involvement; values are explicit; and last, but not least, "authenticity is the key". All these aspects are of vital importance with regard to the present study; therefore, qualitative methods allow for flexibility in which individual experiences may be recorded in a detailed manner.

Hancock (1998:02) asserts that qualitative research is concerned with developing explanations and interpreting phenomena, while Miles and Huberman (1995:225) maintain that the qualitative approach is a source of rich description and fruitful explanations of processes occurring in a local context. In this regard, the methodological frameworks of Denzin and Lincoln (1994:02) provide the data that have been used with an in-depth dimension.

According to Smaling (1992:174), qualitative research has four characteristics, namely that

- the nature of the object is outlined, experienced or established by the researcher;

- data collection is open and flexible and not regimented, implying that unstructured and in-depth interviews are preferred to questionnaires;

- the method of data analysis does not include formal aspects of data like numerical-mathematical systems; and

- the qualitative research design is an interactive, cyclical relationship between the collection and analysis of data varying ceaselessly and adequately from one to another.

In addition to the above, Creswell (2003:181) includes the following:
A qualitative investigation

- can use multiple strategies and methods of inquiry that are interactive interpretive and humanistic;

- is emergent rather than tightly figured; and

- views social phenomena holistically. The more complex, interactive and encompassing the narrator, the better.

The above description by Creswell suited this study, as it had a social phenomenon as core and had to resort to an interpretive, interactive and holistic approach. In this context, the researcher sought to improve the understanding of the complex phenomena of social representation in order to build theory and draw inferences (Leedy & Ormrod 2005:102-103).

In the same fashion as Bezuidenhout (2005:143), the following were characteristic of this study:

- It concerned the opinions, experiences and feelings of school principals, producing subjective data, opinions, experiences and feelings of people involved in the phenomenon.

- It described the phenomena as it occurs in reality with regard to the perceptions and experiences of social representation and comprehension of the situation was gained through a holistic perspective.

- The data were collected through direct encounters by means of interviews.

- Purposive sampling was used to select specific participants to ensure expertise and experience in the information sought.

- There was an emphasis on the actors' perspective (insider or emic view). In this study, the researcher as well as the participants, was directly involved in the phenomenon, that is, they are all insiders.

In this study of the perceptions and experiences of social representation, one of the objectives was to understand the participants' perspectives and views of social representation. To achieve the latter, the qualitative research method was appropriate, as it was crucial to establish an understanding of and a rapport with

school leaders during the data collection process for generating substantive theory that is born in the real world.   For that reason, the concept of discovery includes the discovery of the world as seen through the eyes of the participants, as proposed by Maykut and Morehouse (1994:45).

3.2.2   Selecting participants

Babbie (1989:165-166) asserts that the phenomenon dictates the method and the type of participants.   When conducting phenomenological studies, the participants are selected purposefully, as the researcher depends nearly entirely on interviews.   This approach increases the usefulness of data obtained from small samples, as the participants are selected on the grounds of being knowledgeable and informative.   The participants were therefore carefully selected for their expertise and knowledge as school leaders in diverse schools and with anticipated experience in the field of social representation, while bearing in mind that the objective of all research is the discovery of new facts and their correct interpretation.

The purpose of selecting diverse participants was to obtain different perspectives and experiences of social representation at a diverse selection of schools.   In the qualitative paradigm, an in-depth exploration implies an attempt to study the context in which a phenomenon occurs to the highly experienced participants (cf. 1.4).   Therefore the researcher attempted to gain knowledge on how different genders and different cultures at primary and secondary schools in different socio-economical areas experience the phenomenon of social representation.

The participants were selected on the grounds of the following:
   i)   Race, gender and age diversity:
            Seven of the eight principals were White, of whom only one was a woman
            and only one principal was younger than forty-five years of age.
   ii)   Type of school:
            • Half the schools were primary schools and the other four comprised secondary schools.   No combined schools participated in the interviews.

- Two of the eight schools had hostels for their learners.
- The only private school was a secondary school.
- One primary school was in a township area with only African teachers and learners, while the other schools reflected multi-cultural learners.
- All schools reflected a home-language-diverse staff, while five of the eight schools reflected a racially diverse staff.

iii) Language of Instruction:
- All the schools used English, amongst others, as a medium of instruction.
- One school used Sesotho as the language of instruction in the foundation phase.
- Four (half) of the schools utilised both English and Afrikaans as the medium of instruction.

iv) Culture of learners:
- White learners were only present at schools where all the different racial categories were present.
- Two schools had African and Coloured learners.
- Two schools comprised African, Asian, Coloured and White learners.
- Two schools consisted only of African learners.

v) Culture of educators:
- Only one school did not have White educators, while two other schools did not have African educators.
- Five of the eight schools had a culturally representative staff.

The following table and graphs depict the composition of the participants.

Table 3.2: An overview of diverse aspects concerning the participants

Representative Aspects		Participant A	Participant B	Participant C	Participant D	Participant E	Participant F	Participant G	Participant H
Principal's gender	Female								*
	Male	*	*	*	*	*	*	*	
Type of School	Primary	*		*	*		*		
	Secondary		*			*		*	*
	Public	*	*	*	*	*	*	*	
	Private								*
Language of Instruction	English	*	*	*	*	*	*	*	*
	Afrikaans	*			*			*	
	*Sesotho			*					
Culture of Learners	Asian		*		*	*		*	
	African	*	*	*	*	*	*	*	*
	Coloured	*	*		*	*	*	*	
	European				*			*	
Culture of Educators	African	*	*	*	*	*	*		
	European	*	*		*	*	*	*	*

* Sesotho is used only in the foundation phase.

Gender of respondents

Female 13%

Male 87%
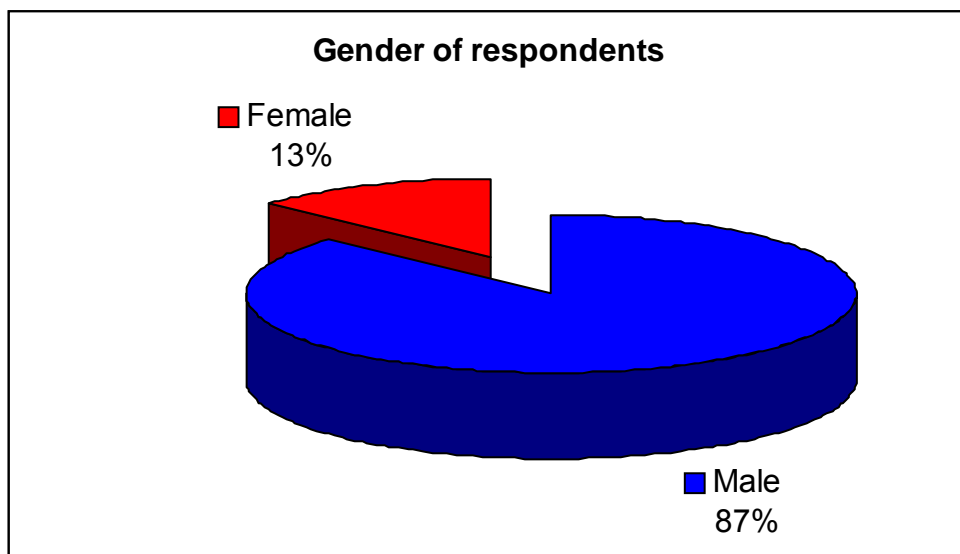
Figure 3.2 Gender representation of participants

Language of instruction at schools of participants

- Sesotho 8%
- Afrikaans 25%
- English 67%
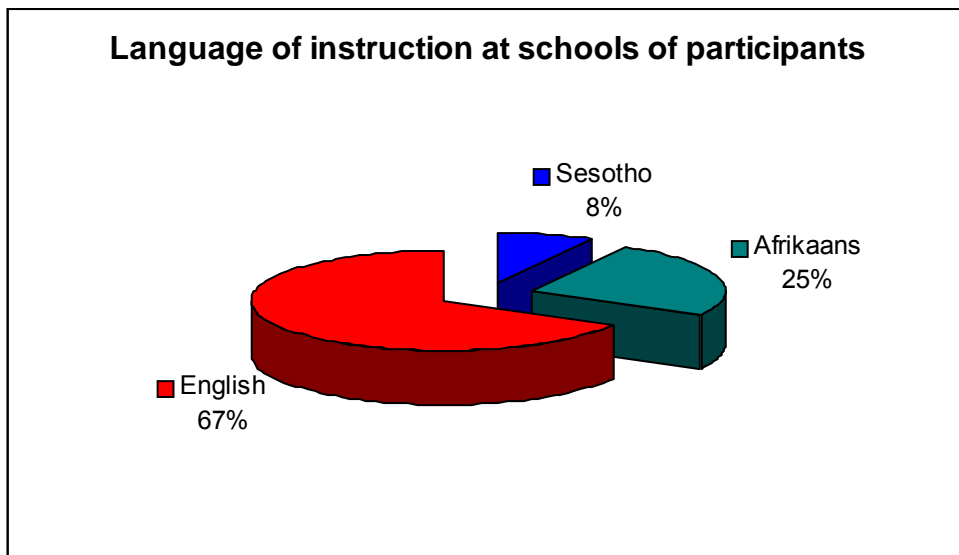
Figure 3.3 Language of instruction at schools of participants

Cultures of learners at interviewed schools

- White 30%
- Asian 20%
- Coloured 10%
- African 40%
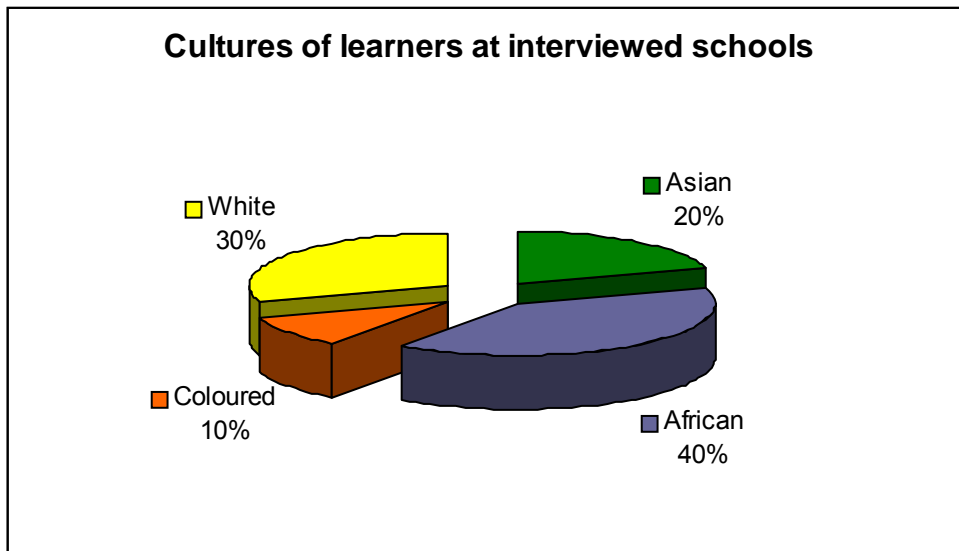
Figure 3.4 Cultures of learners at interviewed schools

The formulation of criteria to select the sample was of fundamental importance. The sampling size in this research was decided by the knowledgeability, availability and willingness of the participants. Delport (2002:334) asserts that sampling in qualitative research is relatively limited, as the size is not determined statistically, but should involve low costs and not be too time-consuming. Therefore the researcher had the freedom to utilise school leaders in the Free State in an attempt to keep costs down.

3.2.3 Data collection

The scrutiny of various data started with the conception of the idea to do a thesis on social representation and it continued for the duration of the study as new information continuously became available.   The evaluation of data was essentially shaped according to the data analysis spiral Creswell (1998:143) proposed.   The key data investigation involved data reduction, presentation and interpretation.

Procedures   **Examples**

Representing, Visualising

Describing, Classifying, Interpreting

Reading, Memoing

Data Managing

Data collection

Account (Report)

Matrix, Propositions

Context, Categories, Comparisons

Reflecting, Writing notes across questions

Files, Units, Organise
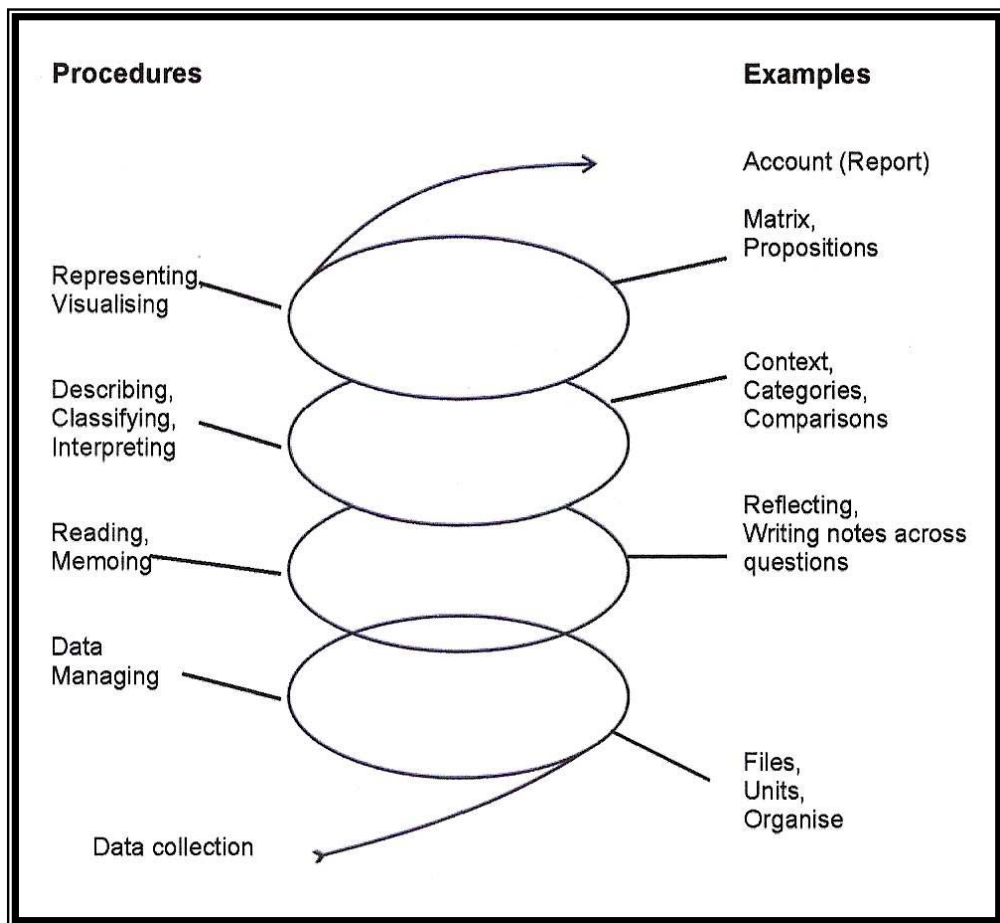
Figure 3.5 Procedures and examples of the data analysis spiral (Creswell, 1998:143)

The first ring of the spiral symbolises data management where the researcher attempted to collect as much data as he could through personal interviews. The next ring indicates the transcription of the interview data to establish clear meaning of the whole database and to get a sense of the whole before dividing it into parts and making notes in the margins.   The constant flow of themes necessitated the

researcher to sort them into applicable categories, such as perceptions, experiences, problems arising and comments on the topic. The next step entailed coding, detailed classifying and further categorising, while interpreting and describing participant's views. Category formation was important here as themes of information were continuously searched for. The next spiral, the interpretation loop, involved making sense of the data. Triangulation was employed to verify and interpret the interview results, in which the data from the different participants were compared and then compared to the other data collection methods (questionnaires and literature) (Katzenellenbogen *et al.*, 1999:180). After this process the information was reduced to a small but manageable set of themes to be written into the final synthesis (Creswell 1998:144-145). In the final phase of the spiral the researcher presented the data in report form.

The data was gathered in a holistic manner in an attempt to trace patterns and to present multiple, contextualised perspectives. These perspectives were presented in a way to provide explanations of the phenomenon in view of providing guidelines for implementation and the training of principals to effectively manage social representation at their schools.

The data collected was done according to an interview schedule (cf. Appendix 1), consisting of dimensions concerning social representation that emerged from the literature study. In an interpretive mode, each participant's understanding of his/her own position as a leader in the school, how he/she conceived social representation and its impact on the management of the school, were explored.

The researcher compiled the interview schedule according to the guidelines as set forth by Greeff (2002:314-315). These were, inter alia that
- the interviews had to be conducted in a conversational manner;
- pilot interviews were conducted before the actual interviewing started so that the schedule could be modified. After some modifications were made, the interviews were set to occur. The main objective of the pilot study was that it gave the researcher the chance to do a "dry run" with pilot the interviews. The pilot proved to be very valuable exercise, as it gave an indication of the time frame it would take to conduct an individual interview;

- the terminology that was used during the interviews had to be formulated in common language;
- the issues to be addressed should not dictate the flow of the interview by hampering the participants to respond in their own terms; and
- the order in which the topics were addressed were not fixed and consequently differed from interview to interview.

The issues that were addressed by the interview schedule focused on
- the status of social representation in schools;
- understanding the leaders' perceptions and experiences of differences;
- key components of social representations in terms of the living experience of managers;
- revealing the critical management implications of social representation in schools;
- identifying fundamental implementation problems regarding social representation as it is experienced by the school leaders; and
- identifying the principals' management training needs.

The researcher planned the interviews to ensure that they meet the demands of professional planning and conduct (Leedy, 2005:199) by
- assuring the participants of confidentiality;
- explaining the potential benefits of confidentiality;
- talking less than the participant;
- specifying the frame of reference of the issues raised;
- using simple probes when information on a response was required; and
- avoiding contradicting or cross-examining the participant.

The researcher contacted potential participants two weeks prior to the planned interviews. At this stage he explained the purpose of the study as well as the purpose and nature of the interview, requesting them to participate. They informed the researcher when it would be appropriate for conducting the interview.

Before the interview commenced, each participant was again informed about the purpose of the interview and permission to use an audio recorder was gained. Each interview was recorded on a separate cassette and all notes and recordings were clearly marked and dated, using the name of the interviewee on the label.

The researcher allowed the participants to express themselves freely, while remaining focused to ensure that the interviewee provided information that was related to the purpose of the study (Greeff, 2002:303). This notion of discovery included firstly, to discover the world as seen through the eyes of the participants and secondly, by allowing the "objects to speak for themselves" by means of their personal experiences (Denzin & Lincoln, 1994:15).

On two occasions the researcher did not have to use simple probes as issues flowed naturally from the conversation. After the interview the researcher asked the participants if they had any further comments to make and if they would be willing to review the conclusions that were made. The spirit in which the interviews were conducted was friendly and collegial, and when the participants were thanked for their participation, they indicated that they had also benefited from the exercise and expressed their appreciation for having had the opportunity to make a contribution to the study. However, three participants were not as "open" and frank as the other, but that could be the result of the fact that their experiences regarding the issue were rather negative.

3.2.4 Data analysis and interpretation

After each interview the researcher transcribed the participants' direct words on their experiences and impressions during the interview (Groenewald, 2004:5). The researcher stored the raw data electronically on his word processor and named the files according to its contents. The researcher printed all transcriptions immediately after completion, whereby he cut-and-pasted the data into a matrix table where all similarities on the same question were categorised next to one another and in vertical columns under the participants' names. These tables had broad margins, where relevant notes could be made.

During this stage the researcher reviewed the literature and interview data to point out discrepancies, uncertainties and similarities as described by Miles and Huberman (1995:995):

Step 1: The transcriptions were described and tendencies and themes were identified.

Step 2: Codes and marks were used to indicate relationships to the identified tendencies.

Step 3: A matrix table were compiled to reveal patterns, tendencies or differences.

Step 4: Axial coding took place and then data was grouped into categories of similarities and differences.

Katzenellenbogen (1999:180) maintains that content analysis is where the qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns in these categories. This analysis did not follow a linear procedure as statistical analyses do, but in a cyclic manner with overlapping phases where the researcher had to move back and forth between different levels, applying the analysis spiral (see Figure 3.1) of Creswell (1998:143) as the foundation (cf. 3.2.4).

The data from the interviews broadened the researcher's understanding of social representation, which enabled the researcher to develop a substantive theory. Throughout the process of data analysis a continuous and conscious attempt was made to limit personal bias, assumptions and presuppositions to contaminate meanings and opinions that arose (Groenewald, 2004:06), but to get a clear picture of the participants perceptions and experiences, necessitating the researcher to acknowledge his "subjectivity" that could have been influenced by his prior knowledge on grounds of his personal experiences and the data collected from literature.

3.2.5 Conformability, dependability, credibility and transferability of the data

The terminology objectivity, validity and reliability in qualitative research is questioned by distinguished qualitative researchers. Some authors prefer the more recent

terminology of credibility, dependability, verification and confirmability in the qualitative approach (Leedy & Omrod, 2005:100).

Table 3.4 indicates the criteria used in the qualitative research process, as compared to that of a quantitative process.

Table 3.4: Comparison of criteria by research approach

Criterion	Qualitative approach	Quantitative approach
Truth value	Credibility	Internal validity
Application	Transferability	External validity
Consistency	Dependability	Reliability
Neutrality	Confirmability	Objectivity

Source: Krefting 1991:217

The achievement of the above in this study is discussed below:

3.2.5.1 Conformability

The Merriam Webster electronic dictionary describes *objectivity* as expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations and reliability as the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.

Confirmability is measured by neutrality and therefore Lincoln and Guba (1994:323) place emphasis on the data, and not on the neutrality of the researcher. They refer to the confirmability audit trail, where the researcher leaves a trail that will permit an assessor to decide if the conclusions, interpretations and recommendations could be tracked back to their sources; all of which this researcher complied with in regard to the audio tracks, transcriptions and matrix that were used to compile the summary of this investigation (cf. 3.2.1).

3.2.5.2 Dependability

Dependability or *trustworthiness* is viewed as alternatives to **reliability.** To reflect on the dependability of a study, it was necessary to not only view the phenomenon, but it also required an understanding of the circumstances and the setting against which the investigation is conducted.

Dependability is of particular importance in qualitative research when several coders are involved, but in this study the latter had no influence since the researcher did all the coding himself, but it was, however, necessary to provide a "thick description" (cf 3.4.1– 3.4.2) of all the variables at play so as the enhance the dependability of the results (Creswell *et al.*, 2007:135).

According to Smaling (1994: 81, 82), Miles and Huberman (1995:231-243), as well as Guba and Lincoln (1994:241-243) and Denzin (1994:511) the following measures were taken to contribute to limiting random errors during qualitative research:

Triangulation

- Method triangulation: more than one data-collection method was used to gather information (interviews and questionnaires).
- Data triangulation: two kinds of data sources were used to gain insight into social representation in schools (literature and data from the participants).

Checking data

Here the researcher verified the transcriptions by listening to the audio recordings and re-checking the transcriptions. The researcher also made notes in the course of each interview, noting points for checking. The study supervisor checked the research plan and implementation to ensure dependability. Contradictions in the findings were referred back to the persons studied for an explanation or a solution. During the interviews the researcher checked the responses to ensure he understood the full meaning of the response by asking questions, expanding on the questions,

recapitulating and rephrasing, as well as ensuring that the participants understood the issues on which they had to comment;

Auditing

All information regarding the research as well as the data was stored on the researcher's computer to allow for verifying by independent persons.

Mechanisation

Audiotapes were used for recording the interviews and computers for the processing of data.

No attempt to generalise was made as this was an exploratory investigation that used a purposive convenient sample to investigate social representation.

3.2.5.3   Credibility and transferability

Research indicates that researchers from both paradigms (positivistic and post-positivistic) should determine the degree of credibility and transferability. As in the case of reliability, it was essential to strive towards the elimination of systematic errors and, according to Smaling (1994:83-87), Campbell (1988:72), Miles and Huberman (1995:231-243) and Denzin (1994:201), the following measures can increase the credibility and transferability of qualitative data:

Credibility

Credibility, as an alternative to **internal validity**, ensures credibility *within* the research study insofar the subjects, variables and meaningful interactions were accurately identified and described within the parameters and context of the study. Research should therefore provide an accurate and trustworthy account of the proceedings and results by observing what was originally intended. In view of enhancing the credibility of this study, the following were done:

- a comprehensive register of data, notes of relevant actions or events, theoretical and methodological memoranda and categories of data were established to be used during data analysis;

- guarding against bias and perspectives that the researcher might instil in the participants, as well as their prejudices that might influence their responses;
- striving towards a representative investigation, *inter alia* by making use of participants who are able to supply the needed information, as well as through the systematic analysis of data – creating a balance between "letting the object speak for itself" and using abstracted categories for analyses and interpretation;
- comparing data and indicating differences and similarities in the data (cf. 5.4); and
- searching for so-called negative or extreme data – "theory-driven data collection" (cf. 5.2.1).

Transferability

Transferability is regarded as an alternative to **external validity.** This implies that one set of findings should be applicable to another context – which could be problematic, as it should be replicated within the same parameters, which is not always possible with qualitative research. Triangulation, using multiple cases and/or participants and more than one data collection method could, however, enhance generalisability (De Vos, 2002:346). As this was an exploratory study conducted through a purposive convenient sample, the aim was not to generalise. However, the triangulation of data and method in this study could contribute to the generalisability, although it is not claimed to do so.

Regarding the latter, the findings are representative of the domain of knowledge regarding implications of social representation and cultural differences. The results of this research can therefore be regarded as valid.

Table 3.5 below summarises the strategies as described above.

Table 3.5: Criteria and strategies applied

CRITERIA FOR QUALITATIVE APPROACH	STRATEGY USED IN THIS STUDY
Confirmability	• Audio tracks • Transcriptions • Matrix tables
Dependability	• Extensive descriptions of approach followed • Triangulation • Checking data • Auditing • Mechanisation
Credibility	• Detailed account of proceedings • A comprehensive register of data, notes of relevant actions or events, theoretical and methodological memoranda and categories of data • Guarding against bias and prejudices • Having a representative group of participants • Comparing data and indicating differences and similarities in the data • Searching for negative or extreme data – "theory driven data collection"
Transferability	• Using more than one data collection method to probe the issues at stake • Representativity of the domain of knowledge

3.2.6 Ethics

Smith (1990:260) maintains ethics has to do with how one treats individuals with whom one interacts and is involved. Floersch (2004:105) asserts that each interview should begin with an informed consent and the signing of a consent form. The only record that should link the researcher with the participant is the consent form.

During this study, participants were treated with care and fairness as the relationship was open and conducive to a conversational approach. The investigation did not harm the participants, as their rights and feelings were protected. The purpose of the interview was explained and consent to carry out the interview was asked and granted. Participants agreed to participate in the interview for research purposes as they were assured of the anonymity of the research and that their schools were not mentioned.

Informed consent to record the interview and to use the data for the report was obtained from the participants. This acknowledged all the rights of participants, which include the following: anonymity, confidentiality and the right to privacy.

3.3   REPORT OF QUALITATIVE DATA

Denzin and Lincoln (1994:501) maintains that there is no impersonal method to make sense of experiences, as they are always personal and complex. The personal understanding of what has been said by school leaders will be recreated by the researcher. Therefore, before reporting the researcher had to reflect on what had been said and had to compare the different aspects of each item, as it touched on the personal importance in the field of reference regarding the perceptions and experiences school leaders have on social representation.

The observations of the conclusions made during the qualitative interview will be discussed in this section.   To ensure that school leaders stay anonymous, participants received an alphabet letter according to the sequence of interviews. This letter has no significance, as it is the only order in which interviews were conducted (cf. 3.2.3. and Table 3.3).

3.3.1   School composition

The staff and learner composition of the various participating schools differed from one another.   The school managers gave the following information about their schools:

Participant A:

>This man leads a double-medium school with a culturally diverse staff of 26, comprising English, Afrikaans, Sesotho and Xhosa teachers. All the White learners have moved away to neighbouring schools as their parents relocated to those suburbs. The African and Coloured learners are from the vicinity and local township. At present, many Coloured children are transferred to ex-model C schools, as this school is becoming more English and African. Many businesses close to the school have closed down; furthermore, numerous houses are vacant and vandalised. This part of town has become neglected and impoverished.

Participant B:

>The principal of this English secondary school has been a mentor to underperforming schools. During this period he has not been present at his co-ed school of 900 learners and 33 teachers for more than six months at a time. This school is situated in a once affluent area, which has declined over the last five years. The African, Asian and few Coloured learners are from various areas surrounding the school as well as the local township. The diverse educators reflect social representation regarding gender as well as culture, ranging from post level one up to post level three. This school also performs well in all sport codes.

Participant C:

>This school is situated in a small township. The buildings are in a dilapidated state and the grounds unkempt. The learners' parents are believed to be poor. The teaching staff and governing body are a very capable group of people, who ensures that the school remains open. However, there was a possibility of amalgamation with another school close by. The educators and learners are all of diverse African cultures, with the Sesotho culture being dominant.

Participant D:

This suburb is rapidly changing into a typically African suburb, as many of the White, and to a lesser extent, Coloured people are leaving the area. The degeneration of the shopping complex near the school bears testimony to the inhabitants of this community. This parallel-medium school has 746 learners and does exceptionally well at athletics, chess and netball. The school has 22 White educators. 95% of the learners are African and predominantly receive their education in English, while the remainder comprises Coloured and White learners in the Afrikaans section. The school's management team is White and consists of one woman and three men, while the members of the governing body are socially represented, as both men and women of all the races were elected to serve on the council.

Participant E:

This young principal has roughly 1 000 learners in his English-medium secondary school. The learners are all from previous Model C primary schools surrounding this school. Oddly enough, two-thirds of the learners are girls and 99% of the students are Black. The educators' home languages represent South Africa regarding diversity. The governing body are all Black males and females, while the management team is made up of both Black and White teachers.

Participant F:

The school and neighbourhood became dilapidated over the past decade. This area experienced very high racial tension when transformation was in its infancy. During this time, two people were shot near the school and the school received a bomb threat. Ten years ago, the school became parallel-medium (English and Afrikaans), but since then it has been transformed into an English school, as the Coloured children moved to other schools in the city. A quarter of the 875 learners are from the local township, while 10 of the 23 departmental posts are filled by Black teachers. The school management team is made up of two Black HODs, a White HOD, a White deputy principal and a White principal. The principal is emotionally attached to this school as

he was a former head boy at the school and came through the ranks as an educator at the same school.

Participant G:

> This parallel-medium secondary school has 850 learners from every neighbourhood and background in the city. Both Black and White learners reside in the school hostel. The teachers are all White, while half of the learners enrolled are Afrikaans and the other half attend English classes. The school consists of 75% White learners and the remainder are from the Indian, Coloured and African communities.

Participant H:

> This private secondary school with White educators and African learners had a close bond with one another, and it was clear that the learners had a high regard for their educators. The headmistress stated that they did not have any disciplinary problems, as learners were all goal-orientated and believed in the excellence of maintaining a high standard. Learners who do not meet the required performance standards are expelled from this school, as all the learners at the school have bursaries.

The main tendencies that arose from this category were:

- All previously White schools are now culturally diverse with regard to the learners.
- The previously segregated Black schools continue to have only Black learners and staff, although there are poor White families living relatively close to the school.
- Three schools did not have Black teachers, but do have a racially diverse governing body.
- Diverse aspects were found at all the schools in the sense of language and genealogical features regarding educating staff and learners.

3.3.2 Social representation among staff and learners

The participants had very different views, mostly opposing social representation and responded as follows:

Participant A:

Social representation may be to the benefit of those who were previously disadvantaged, but the best applicant should be appointed. Learners should attend the school nearest to where they live, and the educators do not need to reflect the learners' composition, as the parents of the learners decide at an interview who they want to teach their children.

Participant B:

White learners are at the receiving end of representative policies; one tends to blame all that goes wrong on affirmative action. Every three to six months a family emigrates, taking along strong pupils.

The Black educators enabled us to offer greater value to the benefit of Black learners.

Participant C:

According to this participant, social representation improves South Africans. Employment must be granted to South African citizens and not other Africans. He continues that Free State residents, rather than outsiders should be employed in equity positions.

Participant D:

Social representation must benefit all and the parents must appoint individuals who comply with the needs of the school. At present, the Department of Education refuses to appoint a White teacher at this school. Black parents from the townships want their children to have the best education they can afford by sending their children here – but official policy effectively blocks the parents' wishes.

A pupil informed his teacher that he did not have to study, as he will be employed after school anyway. This actually demoralised the teachers, as the majority of this school's Black learners are not part of a culture of learning or doing homework.

Participant E:

> This school became Black as the White English population emigrated and the perception arose that this is a Black school. The Department of Education has indicated that the School Management Team should be transformed, but the School Governing Body insists that the best person should be employed. This is difficult, as the Department only looks at skin colour. Furthermore, the best person invariably begins with a backlog in the interview.

Participant F:

> Social representation is introduced to get back at the Whites. Transformation at his school was necessary as the pupils' composition had changed. The teachers who did not want to accept this had left the school. The male secretary immediately relieved some of the tension as he spoke to the parents in their own language. During this time the school leader decided that, to remain sane, he had to go with the flow.

Participant G:

> Education is training (not upbringing) and culturally obligated, and therefore difficult to reconcile because there are different cultures attending this school. The majority of Black parents want their children away from township schools and Black teachers, as it suggests poor performance and problems concerning drugs and crime.

> Black candidates in interviews are not appointed, due to their poor language ability, as educators must teach in both English and Afrikaans.

Participant H:

> Representation is very similar to window dressing, it looks nice from the outside, but from the inside the value is not so great. People are placed in positions without the necessary induction and training, just to comply with legislation. These people are then labelled by the White teachers as incompetent.

Quotas and representation as they occur in South Africa are responsible for the so-called burnout syndrome concerning capacity as this places a financial burden on the SGB and the budget cannot support all the aspects planned for.

Many of these representatively appointed people do not share any accountability, as their workload is often dumped on the over-extended, capable staff, which then very often becomes ill due to the tension they experience at work.

Social representation is often the cause of poor relationships between different cultures and genders as the newcomers do not have the necessary skills to handle situations according to the organisational culture.

Tendencies according to the above:

- The majority of the participants' comments were leaning towards the negative side of social representation in the Department of Education and at schools as it had to be to the benefit of all and not only the individual.

- Three of the eight participants mentioned that the best-suited person for the work was overlooked due to skin colour.

- The democratic will of the parents is very often not respected by policy makers, who enforce policy above the needs of the school. This has a negative effect on the performance of the school and therefore the learners.

- The calibre of learners at a school decreases, as parents and learners with strong leadership qualities leave the community.

- To meet the required representation quota, people from other areas (non-citizens) are employed at the cost of local people.

- One participant called "quotas" window dressing, which leads to burnout syndrome and poor relations with colleagues.

- Another participant mentioned that he was proactive with transformation, but had limited success.

- A third participant mentioned that transformation was necessary due to the cultural change of the learners.

- Three participants mentioned that Black staff members (educators and secretary) helped to run the school more easily and more efficiently.
- Another participant mentioned that he had to go with the flow to survive.
- Some participants mentioned that Black parents preferred White teachers, as they believed the education provided by White teachers was of a higher quality than that received from Black teachers.
- A participant mentioned that social representation caused people to become unaccountable.

3.3.3 Opinions on social representation

The majority of the participants insisted that the school was no place for politics. Parents and learners want the best education they can afford, which is found in the suburbs and not in townships. They had the following responses:

Participant A:

> *Social representation policies may be to the advantage of those who had previously been disadvantaged …* The staff and learners' perception on social representation is that the best-qualified person who can do the work must be appointed.

Participant B:

> *I do not know what the perception of my staff is, as I have a totally diverse staff and I stay away from politics and religion.* The learners will not have an opinion on this matter as they are scholars. Skin colour does not matter as long as learners obtain a position in the team – that is essential for my learners and myself.

Participant C:

> Does not know what the children think – *men are of the opinion that women have an unfair advantage over them.*

Participant D:

    Was not aware of the perceptions of the staff and learners. Educators looked past skin colour and only see the child, which was the reason why many township children attended this school.

    One of my maths teachers is preparing to immigrate [sic] to Australia and another one's husband resigned some years ago when he had to train a Black person to take over his job.

Participant E:

    Learners do not have issues as they aim to be the best and do not care about a quota; therefore White players will respect them for being the best and they will have self-esteem.

    He does not know what the perceptions of his staff are, as long as they perform at a specific level, else management will hold them accountable. The Black community perceives the school as White and the Whites perceive the school as Black.

    Many times I feel I have to explain to other Whites why I am here at a school where all the learners are Black and did not move on. And I think the Black teachers have the same from their community as to why as they working with White teachers. Black teachers are not promoted to other schools from here – but rather in the Department of Education. Their Black colleagues think my Black staff are coconuts who are better and know more than they do.

Participant F:

    His learners are not into politics as parents pay a lot of money to bring their children from the township. Parents have the perception that Black teachers come late and do not teach their children well. Learners from township schools are not at the same level as learners in this school. Township children may decide to target a teacher to disrupt classes.

> *… I go on pension, a radical race migration will take place as only five Whites will remain …*

Participant G:

> Black learners from "White" primary schools do not support their parents' view to send them to White suburban schools (Section 21 or top 50 schools), as they have not encountered township education. These suburban schools are the best, and children are sent there at great expense regarding transport.

> *The staff holds the same opinion as I do, that children should receive the best training possible, and that is the reason why Black learners attend this school and not a township school where they come from.*

Participant H:

> At this private school, learners and educators are goal orientated and not politically motivated as they focus on quality education. Educators will be held accountable for any failure; therefore only the best educators are employed.

The following were reported:

- The best-suited qualified person who can do the work should be appointed, as requested by the parents of the learners who attend the school.
- A participant mentioned that where the focus was on quality education and accountability there was no place for social representation or quotas, as the best people available were hired.
- Many participants do not know what the perception of their staff and or learners are concerning social representation.
- Children should receive the best training possible, and that is the reason why Black learners attend this school and not a township school.
- Many participants mentioned that Black parents wanted the best for their children and transported their children at great cost from the townships to the so-called White schools.
- A participant mentioned that pupils did not have an opinion on social representation as they were scholars.

- A participant mentioned that men felt women had an unfair advantage over them.

- Social representation policies may be to the advantage of those who had previously been disadvantaged.

- A diversity of staff at a diverse school contributes towards better education and understanding.

- Educators see learners as colourless.

- A participant mentioned that he battled to find educators as the school was labelled by the Whites as a Black school, and by the Blacks as a White school.

- A participant had to explain to other Whites why he was at a school where all the learners were Black.

- A participant who only had Black learners at his school mentioned that the township children caused disruptions in classes with White teachers.

- One participant mentioned that Black learners from "White" primary schools did not share the sentiments of their parents regarding social representation.

3.3.4 Experiences of social representation at schools

The responses indicated that all the principals experienced tension. Social representation was blamed for this, as many felt they did not receive any quality guidance from officials. Some mentioned that the officials were pleasant people, but did not have the experience to assist. Their remarks were the following:

Participant A:

A politically motivated person was redeployed to his school where he influenced good people of his race and looked past his own people's errors. He could not keep up with the pace at the school, and caused tension between White and Black educators.

… tension is experienced when politics become an issue.

Participant B:

Had no negative experiences, but his colleagues had many tense moments at the beginning of integration because they did not adapt fast enough.

Participant C:

> Experiences tension from a different ethnic group as well as from departmental officials. *A previous LF told his educators they were on the right track … the new one wants to change everything, does not understand the way they assess, keeps the teachers half a day out of their classes … do not go through all their portfolios and she cannot assist the teachers. How did she get this post?*

Participant D:

> Experiences pros and cons as the appointment of the new White deputy principle took a very long time and the staff could feel the strain of having one educator less. On the sports field they are very fortunate, as their learners participate in prestige teams due to the quota system.

> He experiences that polite officials cannot or do not want to assist school leaders in certain aspects. This creates the impression that they are either incapable or racist. He mentions that his SMGD cannot assist him, but arrives at school only to sign the register and then leaves.

Participant E:

> As a dynamic young principal he believes that he has reached the glass ceiling. He is of the opinion that his superior does not have the know-how to assist him with problems arising at his school. His mathematics teacher was promoted to an LF position after two years as an HOD, and he feels there must be more deserving people who would be a better choice. This person is not "ripe", as he lacks administrative skills and experience. He continues that:

> *… congratulating a Black lady on her promotion to LF in the staffroom, I sensed that both Black and White teachers felt she was promoted due to AA as all knew she would not make the grade. She would develop into a good LF later …*

Participant F:

> The best person for the job is usually overlooked. His Black, male secretary, who was forced on him, is a great advantage and the young Black male

teacher is a pleasure to work with. His Black HOD who cannot keep up the pace and he has laid several charges against him.

Rugby has made place for soccer … boy scouts are also an activity that seized to exist.

Participant G:

Black and White children are positive and share the same interests. Due to cultural differences the school rules were altered. One cannot judge a Black girl's appearance the same way one does with a White girl. Black children value more what teachers do than White children.

I do battle with some people in the Department … they do not seem to act in the interest of the school and its learners … I battle to stay calm.

Participant H:

His opinion is that informed people, like officials from the Department of Education perceive White-run schools to provide better education; therefore their children attend these schools.

People are placed in positions and lack the skills and capacity of the criteria for the specific position … individuals will not be able to perform in accordance to the values of that specific position.

The following trends emerged:
- At present less/little tension is experienced among different cultures, compared to the inception of transformation, as many Whites refer to Blacks as nice or pleasant.
- White principals who accepted transformation did not experience much tension.
- Two participants reported that the troublemakers were those who could not keep up with the pace of the school.
- Personality clashes and personal agendas do occur but should not count as cultural clashes.

- It happens that parents keep children out of school for customary cultural practices, which are found irrelevant by people of other cultures.
- The appointment of White educators seems to take very long, and this causes tension as schools must continue without a teacher.
- Principals are happy for their learners who obtain places in teams as quota players.
- Teams compete against schools where the administration and management of events are not according to the norms and the principal and teachers seem to be nonchalant.
- Black teachers are promoted before they are ripe for a particular position.
- White people are not promoted as easily as their Black colleagues.
- A young principal remarked that he had reached the glass ceiling.
- The most capable person for the job is overlooked.
- Black staff members tend to help White principals, especially in liaison with Black parents.
- Changes in school rules and sport have occurred since Black learners entered "White" schools.
- Black children value more what teachers do than White children.
- White principals mentioned that office-bound officials were pleasant or nice people.
- Both Black and White principals feel some office-bound educators are not up to what is expected of them.
- People placed in a position should have the capacity to perform in accordance *to the values of that specific position.*

3.3.5 Implications of social representation

The participants felt that the manner in which social representation occurred was not a natural process and was therefore unfair. This forced social representation lead to poor performance as capable people were disregarded and inexperienced individuals were appointed. Staff perceived the SMT as weak when members acted slow and uncertain.

Parents cannot exercise their democratic right to appoint teachers who can fulfil the needs of the school. Their comments are as follows:

Participant A:

> This school leader is of the opinion that this policy deprives capable and qualified Whites of opportunities in particular leadership positions, which attributes to fewer opportunities for the average White person. These White teachers will eventually exit the profession and this will lead to a poorer teaching profession.

Participant B:

> Experience has taught him that problems do arise and one does not have all the solutions, but life goes on, even with shortages.

Participant C:

> He experiences that only people of a certain "category" are benefited and would like to know on what grounds they were appointed.

Participant D:

> Expresses the view that social representation is totally unfair, as skilled and deserving people cannot be appointed by parents to benefit their children. An advantage over one's peers before the interview begins, due to one's biological inheritance, is a reason why South Africa lacks capacity and skills. As skilled people leave the country, many services become mediocre. The European handouts and the money the government is pouring into the abyss of education have no positive effect *… our education is of the poorest in the world.*

> *I receive many CVs from teachers who would like to teach here. They have wonderful qualifications, but they do not mention any success they have had with their learners.*

Participant E:

Social representation is not implemented as a natural process; therefore it is unfair to those whom it should benefit. The only people who are assisted are those who have connections. He has experienced that top Black teachers appointed from townships schools in management positions cannot keep up with the pace at this school, while the new average White teacher just falls in without much assistance. This causes the staff to think the SMT is weak because … *the HOD must do certain things, but it ends up that post level 1 teachers do the work …* Furthermore, he expresses the thought that his weakest teacher will be a good teacher in a township school.

He maintains that he does not attract quality learners, as they have all left for parallel-medium schools with White teachers only. Black parents have … *the perception that White teachers are always better than Black teachers.*

His greatest concern is that his inexperienced staff will … *not have the willpower to maintain the* status quo.

Participant F:

Expresses the notion that social representation is unjustified, as people who are appointed only want to be in a position of power but lack the capability that results in the present education crisis. He mentions the following in support of his view:

i) His SMGD arrives at his school once a term to sign his diary and cannot give him advice regarding any problems he has.

ii) Officials ask for his performance and policies, which they then distribute at workshops as if they have compiled it, without giving him any acknowledgement.

iii) Black parents send their children to White schools because they are aware that White teachers do more for their children than Black teachers would do. Social representation ignores this fact by placing "in excess" teachers at White schools, which will result in transforming a quality school to that of a mediocre township school.

Participant G:

Contemplates that representativity pulls all down to meritocracy, whereby Black learners are severely disadvantaged *… unfair to have a formula to appoint staff by, as this formula does not represent the needs of the school and community.* The practice of awarding 20 bonus marks to a person of a particular gender and race is very unfair as appointments should be by merit and the value teachers can add to a school.

He adds that Black teachers seem to be very well qualified, but lazy and not serious concerning to be better educationists, as they have superb qualifications *… but no proof of what they achieved in education … [W]hites do not have all the qualifications but will add the results they have achieved with their learners.* He identifies the problem that the formula will award more points to the person who has good qualifications, but little use to the school.

Participant H:

The only female states that social representation is *… the right thing to do, but not as it is implemented,* as quality is grossly overlooked by people who are placed in managerial positions without proper skills or do not have an understanding of what their work entails. This results in *… changing a working education system, not very effective[ly], but learners could read and write …* to the present state of our education system that is reported to be the weakest in Africa.

This is due to happen because the natural process was overlooked and people of a certain group were placed in these positions.

Summary of contributions:
- All but one principal questioned the manner in which the policy of social representation was conducted, as quality was grossly overlooked.
- Principals remarked that this policy was the right thing to do, but the process was unnatural and unfair to hard-working Whites who could satisfy the needs of the school.

- A participant stated that well-qualified people did not mention any success they had achieved with learners.

- A participant commented that people who were not natural leaders or had a poor understanding of what their work entailed were placed in managerial positions.

- Parents have lost their democratic right to appoint teachers with the necessary capacity and skills required to improve the quality of education of their children.

- Quotas at all post levels held White teachers back and they could not live themselves out and develop as they should.

- A participant implied that belonging to a certain group would benefit an individual's career while questioning the appointed person's ability.

- A participant mentioned that the shortage of skills, capacity and poor education results were the direct result of unfair policies concerning employment.

- Top Black teachers are not used to the fast pace at White schools, confirming the perception that White-run schools provide better education – a reason for township learners to attend suburban schools.

- Black HODs at White schools, who are slow,, and who are assisted by post level 1 staff, cause the entire staff to assume the SMT is weak.

- The perception exists that the weakest teacher at a well-run suburban school will be a good teacher at a township school.

- The perception was expressed that academically sound learners rather attended parallel-medium schools where there were White teachers. The perception remained that White teachers were better.

- Two participants had the concern that when the older White teachers left the school, the Black staff would not be experienced or have the will power to maintain the *status quo.*

- A participant remarked that Black teachers were very well qualified, but lazy and not serious in education matters.

- A participant observed that Black applications had wonderful qualifications, but no proof of what they had achieved in education.

- The implementation formula of 20 marks to Black applicants does not award any marks to people who have achieved success as educators, but rather to those with degrees but of no use to the school.
- A participant remarked that a working education system was replaced by OBE/ Curriculum 2000, resulting in the weakest education system in Africa, which would be upgraded by returning to the previous system.
- By ignoring the natural selection process, unskilled people are placed into positions where they cause more harm than good.

3.3.6 Implementation problems

The participants were unanimous that the implementation of social representation was set by the Department of Education. Schools do not have policies regarding social representation. Two secondary and two primary schools were proactive in the appointment of Black staff. The participants made the following remarks:

Participant A:

Maintains that his school does not apply any representivity policies, but the Department of Education "polices" it with the equity policy regarding appointments and promotions. He experiences certain department officials with lacking abilities.

Participant B:

This school's leader acted proactively and was of the first White schools to appoint Black teachers. This helped management as the parents and learners had teachers they could relate to. The White staff welcomed and assisted the Black teachers who had problems adapting to the new ways. He concluded that he had battled to grow accustomed to the manner in which the young male teachers went around with the scholars.

Participant C:

This school leader replied … *some women who come to the school to inspect are very slow.*

Participant D:

Replied that his school did not have equity programmes, but followed the guidelines from the Department of Education. He continued that … *the time frame for affirmative action has elapsed. And a new strategy needs to be implemented as social representation failed resulting in genocide … as upliftment is non-existent due to failed social representation that is directly related to people appointed to certain positions who lack the will power and capacity.*

His greatest concern is that *… his democratic right to choose teachers, who are suitable and capable to manage the special needs of this school has been taken away …*

Participant E:

This school leader replied: *My school does not have equity things, we have to follow departmental guidelines and policies. I have tried my best to make the new South Africa to work, I have tried all over, and I am now tired. Social representation at this school did not succeed, equity goals are not realistic.*

He continued that social representation looked great on paper, but when it came to accountability and skills there was not much. Due to the fact that social representation was forced down and it was an unnatural process it had … *ensured a mentality of mediocrity. The community will transform the school on a natural process due to the socio-economical situation of the learners who attend the school.*

Participant F:

This principal asserted that he followed the guidelines from the department.

Participant G:

Social representation does provide problems, but by being proactive outweighs many problems. He asserts that schools should take hands with the community, or experience a White flight as managing change is crucial.

He advises his colleagues to know the rules and policies to ensure objectivity as he has experienced numerous negativities from departmental officials.

He concludes that differences must be acknowledged and managed, as his school … *is not only a multi-cultural school but a multi-religious school as well. And here one has to be very careful; we don't invite any religious person to school, as this could lead to many unhappy parents.*

Participant H:

Indicated that she did not experience transformational problems from her staff as all the educators were White. Her superiors are male and of diverse culture, which does cause tension and poor relations *… cannot relate to certain individuals as I have noticed they dump their work and are not responsible or accountable.*

Emerging trends:

- Leadership suffers as people with ability are excluded. This causes tension and the perception that management is weak.
- Breadwinners will lose their work as they will have to make place.
- Schools do not have equity goals/aims/time frames, as the Education Department strictly adheres to this policy.
- A participant remarked that the time frame for affirmative action has elapsed and a new strategy in required, as AA is unsuccessful, resulting in genocide.
- Participants who act proactively benefit as parents and learners have teachers they can relate to.
- The White staff accepted and welcomed the new Black teachers, while Black teachers found it challenging to be part of a White staff at first.
- A participant mentioned that he was astonished at the familiar manner young Black male teachers went around with the scholars.
- A male participant implied that certain women officials did not know their jobs.
- A participant aired the view that the democratic right of school management had been abducted.

- Participants mentioned that school could not appoint special people to fill certain critical positions.
- Participants declared that people with special skills were overlooked.
- A patriotic participant stated that AA at his school did not succeed as equity goals were not realistic. Furthermore, policy was forced down and was not a natural process, resulting in a mentality of mediocrity.
- A participant pointed out that the community would transform the school in a natural process due to the socio-economic situation of the learners who attended the particular school.
- A participant referred to AA as looking great on paper, but when it came to accountability and skills there was not much.
- A participant cited that being proactive helped, by rather taking hands with the current school community, than experiencing a White flight.
- A participant revealed the management of change was crucial to maintain a balance.
- A participant identified religion as a sensitive area in a multi-cultural environment.
- A participant expressed that certain individuals caused tension as they dumped work on subordinates and were not responsible or accountable.

3.3.7 Training needs

The responses were similar concerning training needs of staff and how to deal professionally with people from a different culture than oneself, and responses were as follows:

Participant A:

> According to the IQMS policy, peer training will occur and then the education department will workshop those who require further development. Training should take place with diverse cultural groups so one could learn from another.

Participant B:

    Principals must receive practical training; put them in a situation where they can obtain first-hand experience. *People must be exposed to the situation…*

Participant C:

    This school leader would like to be empowered by a person from a specific culture to know more about the essence of his scholars as *… we no longer have White, Black and Coloured schools.*

Participant D:

    This school leader acknowledges the need of diversity training so as to understand why some of his Black educators question his authority. He continued that *… people cannot be trained to be capable. People must have the stamina and willpower to do things efficiently. Teachers become better by experience and a positive attitude.*

Participant E:

    He reflected that workshops provided educators with certificates, but not with the required skill to do the task. People cannot be trained to have experience; therefore, he gives his staff responsibilities, which will train them and familiarise them with certain procedures. However, some members of his staff could not familiarise themselves after three years of doing the same thing. Therefore, leadership is an attribute one is born with or without.

    He concludes that *… principals must be empowered in practical situations. Empowerment must have a certain rule or standard of when a certain goal is achieved, and this standard becomes your empowerment instrument. It is not about a culture or a person, it is the standard or the rule that will empower ...*

Participant F:

    Training should be practical on aspects one would encounter as principals, academic qualifications does not give one the know-how.

Organisational, change management and leadership training are all essential to get everyone on board. *My Black staff does not respect the Zulu HOD as a leader … but he does not know how to conduct himself to receive the respect he is craving for.*

Participant G:

The first need this school leader identified was to train his Afrikaans staff to be proficient in English and understand certain African customs, so as not to insult any learner.

He concluded that *… change management and especially attitudinal change would require training.*

Participant H:

White teachers should learn more about the African culture. People need to be educated on professional discipline, which will include planning, organisation and control. We take great care to be political correct and nice with other cultures, and often this leads to poor performance and output.

Summary of the above views:

- Many participants mentioned that a wide range of training was required by means of discussions, workshops, acting out situation and practical experience was the best way of gaining empowerment.
- A participant implied that tact, a management course and people skills would be necessary to empower middle-management positions.
- A participant stated that people could not be trained to be capable, as stamina and a positive attitude along with willpower to be efficient were characteristics.
- Participants declared that academic qualifications did not necessary guarantee quality leadership and know-how.
- It is believed that teachers become better through experience and a positive attitude to become empowered.
- Participants cited training needs in dealing with teachers from different backgrounds, change management, attitudinal change and how to deal with people who question authority.

- A participant mentioned that he gave his staff responsibilities in order to train and familiarise them with certain procedures.
- A participant maintained that empowerment had to an outcome and when it was reached/achieved, it became the standard of the empowerment instrument. It was not about a culture or a person; it was the standard or the rule that would empower.
- Participants mentioned that attitudinal change was vital when dealing with diverse cultures, as one had to conduct one in such a way to maintain good trust by all parties involved.
- Participants argued that personality clashes were usually misunderstood as racial conflict in culturally diverse schools.
- A participant pointed out that poor language quality was the reason for not having any Black teachers at his school.
- A participant claimed that different cultures in the same profession took great care to be politically correct and be nice towards other cultures, and this lead to poor performance and output.

3.3.8 Social representation failing its aim

The responses here varied, but most participants felt that social representation was a noble idea, but it had proven to be unsuccessful. Their responses were as follows:

Participant A:

He stated that the best-skilled person had to be appointed. Social representation ensured that our White children became second-best, and they deserved better.

Participants B and C had no further comments.

Participant D:

Social representation is a noble idea that was implemented without thought and therefore fails to improve the plight of the majority of South Africans, who

has become just as racial as the previous government with its racial policies. Many Whites battle to survive from day to day due to government policies.

He concluded that former Eastern-Block countries had succeeded to develop and join the European Community to provide better living conditions for most of their citizens; yet during the same time span this government could not achieve the same for South Africans.

Participant E:

This young principal indicates that social representation has worn him down. *Previously I was willing to work hard for this country, but at present I do not feel like it any more. Now I am only looking after myself, as I constantly have to assist people who were appointed in management positions where they cannot cope …*
The hostel cleaner cannot be appointed as he does not fit into the equity criteria namely a White disabled man.

Participant F:

Attitudinal change is important, as both parties must be prepared to listen to one another. Conflict occurs easily as diverse cultures attach different meaning to words. His school was transformed into a different culture when the culture of the staff changed.

When a teacher's parent died the school vehicles were commandeered to take the whole staff to the funeral. Some members did not know the deceased and the school had to be closed for a day.

Participant G:

According to this participant, social representation was a good idea, but implemented with short sight, which lead to genocide attacks, indicating that it had been unsuccessful. Those who had to benefit, did not and children who needed a good education, did not receive it. He concluded that the MNet channel had viewed Carte Blanche where a Black man told an overseas

reporter that under apartheid he had not suffered like he was suffering at that point. The apartheid government should return.

Participant H:

She stated that Whites had an attitude of more dignity than that of African cultures. Consequently, Whites scaled down to accommodate a Black person, which lead to the standard of performance being dropped.

She concluded that by giving certain races and gender bonus points due to their biological composition was ineffective and unnatural in a leading environment. All management candidates had to comply with the strict criteria for the positions, while psychometric tests should be done on individuals to ensure that only capable persons were appointed.

Tendencies:
- Children were not interested in racial issues, and social representation offered learners second best.
- Social representation was a noble idea but the government had failed to improve the lives of the poor, and became as racially driven as the apartheid government.
- Genocide attacks in townships were proof that social representation was ineffective, implying that refugees were better off than South Africans, in the sense that foreigners had work and money. Therefore, some of these destitute people yearned for the former apartheid government where they had work.
- Questioning why former Eastern-Block countries had succeeded to develop and provide better living conditions for its population after the fall of communism, but this government could not do the same over the same length of time.
- People worked hard for this country but many had become tired of assisting people who were appointed in positions where they could not cope.
- Parties had to listen to one another, as different races applied different meaning to words; Whites tended to take the meaning of words literally.

- Whites had the attitude that they were more dignified than African cultures, which caused them to scale down to accommodate an African person, which then lead to the standard of performance being dropped.
- Bonus points were awarded on account of a specific biological composition was ineffective and unnatural. Management candidates had to comply with strict criteria for these positions and psychometric tests should be done to ensure only capable persons were appointed.

3.4   SUMMARY OF OBTAINED DATA

Chapter 2 informed the reader about the investigation regarding the social impact of social representations. The main aim of the data analysis and interpretation is to organise data into categories and to identify patterns in the categories through an inductive process that is reasoning from the particular to the general. Data in the empirical part of this study were collected by means of semi-structured interviews. The aim of the interview was to establish what the perspective was that school managers had on social representation. They also had the opportunity to discuss their perceptions and experiences freely. Finally, the participants had the opportunity to comment on any aspects regarding the topic.

Principals were requested to discuss the perceptions and experiences they had regarding social representation at their schools. The semi-structured nature of the interviews allowed the participants to elaborate on the topics the researcher raised. The interviews were reciprocal, as both the researcher and the participant were engaged in the dialogue. The interview schedules were provided to the participants, which resulted in them being prepared to answer the questions even before they were put, and that led to a lively discussion.

The data gathering was phenomenological by nature as it allowed the researcher to view the phenomenon through the eyes of the participants. This left the researcher to sense that the participants were honestly and truly interested in contributing to the study.

The responses and information regarding the interviews are depicted in Table 3.6 below.

Table 3.6: Themes and contributions emerging from the interviews

Themes	Responses
1. Composition of schools	• All schools are socially diverse. • Ex-Model C schools are more socially representative than traditional Black schools.
2. Representivity among staff and learners	The only positive response is that transformation assists principals to manage schools easier and more efficiently and is necessary due to the diversity of learners. All further comments were negative and are summarised as follows: • It only benefits the individual. • The best-suited person is overlooked. • Foreigners who fit the criteria benefit and not locals. • The democratic will of parents is neglected. • Black parents prefer White teachers to Black teachers. • Quotas lead to the burnout syndrome of colleagues. • This policy causes people to become unaccountable.
3. Opinions on social representation	Once again the responses consisted of a variety of perceptions: • Many participants do not know what the perceptions of their staff and learners are concerning social representation. • Pupils do not have an opinion about social representation as they are scholars. • Black learners at "White" schools do not share the sentiment of their parents regarding social representation. • Social representation should only advantage those who were previously disadvantaged. • The best suitably qualified person who can do the work should be appointed, as requested by the parents. • When the focus is on quality education and accountability there is no place for social representation

	or quotas.
	• Men feel women have an unfair advantage over them.
	• In order to receive the best training possible, Black learners attend schools with White teachers.
	• Black parents want the best for their children and transport their children at great cost from the townships to White schools.
	• A diverse staff contributes more towards better education and understanding.
	• Educators see learners as colourless.
	• School leaders battle to find educators as the school is labelled by Whites as a Black school, and by bBacks as a White school.
	• White educators have to explain to other Whites why they are at schools where all the learners are Black.
	• According to a White principal who only has Black learners, the township children cause disruptions in classes with White teachers.
4. School leaders' experiences	• Little tension is experienced among different cultures, many White participants refer to Blacks as nice or pleasant.
	• Whites who have accepted transformation do not experience much tension, but those who go with the flow become stressed.
	• White school leaders assert that office-bound officials are pleasant or nice people.
	• Educators who are troublemakers cannot keep up with the pace of the school.
	• Personality clashes and personal agendas should not count as cultural clashes.
	• Parents keep children out of school for cultural customary practices, which is opposed by teachers of other cultures.
	• The appointment of White applicants seems to take very long, and the lack of a teacher causes tension in the school.

	• White educators are not promoted as easily as their Black colleagues and reach a glass ceiling.
	• Black teachers are promoted before they are ripe for a particular position.
	• Many capable people are overlooked for promotion.
	• Principals are happy for their learners who obtain places in teams as quota players.
	• Staff members who are not managed well are labelled as inferior by well-managed staff.
	• Black staff members tend to help White principals, especially in liaison with Black parents.
	• Black children value more what teachers do than White children.
	• Both Black and White school leaders feel some office-bound educators are not up to what is expected of them.
	• Appointed personnel must have the capacity to perform in accordance to the values of that specific position.
5. Implications of social representations	• Social representation is the right thing to do, but the process is unnatural and unfair to hard-working Whites as quality is grossly overlooked.
	• The skills shortage and poor education results are the direct result of social representation.
	• By ignoring the natural selection process, the unskilled causes more harm than good.
	• Quotas at all post levels keep White teachers back and they cannot live themselves out and develop as they should.
	• The social representation formula, which awards 20 marks to Black applicants, does not consider White educators who have achieved success, but rather those with degrees but of no use to the school.
	• The perception exists that Black teachers are very well qualified, but lazy and not serious in education matters.
	• Black applicants have excellent qualifications, but no proof of what they achieved in education.
	• Well-qualified people do not mention any success they

	have achieved with learners when applying for promotional positions.
	• Social representation places people who are not natural leaders or have a poor understanding of what their work entails in managerial positions.
	• Parents have lost their democratic right to appoint teachers with the necessary capacity and skills required to improve the quality of education of their children.
	• Top Black teachers are not accustomed to the fast pace at White schools, confirming the perception that White-run schools provide better education; the reason for township learners to attend suburban schools.
	• Slow SMT members, and who are assisted by post level 1 staff causes the entire staff to assume the SMT is weak.
	• The perception exists that the weakest teacher in a well-run suburban school will be a good teacher in a township school.
	• Academically sound learners rather attend schools where there are White teachers, as the perception remains that White teachers are better.
	• When White teachers retire, the Black staff will not be experienced to maintain the status quo.
	• Social representation has replaced a functioning education system with an Outcome-Based Education system, resulting in the weakest education system in Africa, which is upgraded by returning back to the previous system.
6. Implementation problems	• Social representation looks great on paper, but holds no accountability and skills; therefore leadership suffers as people with ability are excluded, which causes tension and the perception that management is weak.
	• A male participant has implied that certain women officials do not know their job.
	• Schools abide by the equity policy of the Education Department.

	• The time frame for social representation has elapsed and a new strategy is required, as SR is unsuccessful, resulting in genocide.
	• Management who opts for proactive measures with the community experiences positive results and not the dreaded White flight.
	• Management of change is crucial to maintain a healthy balance with the community and school.
	• White staff members accept or welcome the new Black teachers, while Black teachers find it challenging to be part of a White staff at first.
	• Young Black male teachers become friends with scholars.
	• The democratic right of school management has been voided and the required skilled people are not appointed.
	• Social representation will not succeed as equity goals are not realistic but enforced, resulting in a mentality of mediocrity.
	• The community will transform the school naturally due to the socio-economical situation of the learners who attend the particular school.
	• Religion is a sensitive area in a multi-cultural environment.
	• Managers who dump responsibilities cause severe tension in subordinates who are not responsible or accountable.
7. Training needs.	Many participants mention that a wide range of training is required by means of discussions, workshops, acting-out situations and practical experience, which is the best way of gaining empowerment. • A course on tact and a management course on people skills would empower middle management positions. • Training in how to deal with teachers from a different background, changing management, attitudinal change and individuals who question authority. • Language efficiency is a key area of training, as different

	cultures attach different meaning to vocabulary.
	• People who lack stamina and capability cannot be trained to be efficient.
	• Academic qualifications do not guarantee quality leadership and know-how as this is acquired by experience.
	• Granting responsibilities to staff members can train them and familiarise them with certain procedures.
	• Empowerment must be an outcome and when it is reached, it must become the standard of the empowerment instrument or the rule that will empower.
	• Attitudinal change is vital when dealing with diverse cultures as one's conduct has to ensure and maintain good trust in all parties involved.
	• Different cultures in the same profession take great care to be politically correct and nice to one another and this leads to poor performance and output.
8. Suggestions	Not all the participants participated in this section, but once more they came forward with different data. • Children are not interested in racial issues and social representation gives learners second best. • Social representation is a noble idea but it has failed to improve the lives of the poor, and has become as racially driven as the apartheid government. • The genocide in townships is proof that social representation is ineffective as refugees are better off than South Africans, in the sense that foreigners have work and money. Some of these destitute people yearn for the former the apartheid government where they had work. • Former Eastern-Block countries have succeeded to develop and provide better living conditions for their population after the collapse of communism, but this government cannot accomplish the same in more or less the same timeframe. • People who have assisted others are becoming tired of

	assisting people who have been appointed in positions where they cannot cope.
	• Different cultures apply different meanings to words, as Whites tend to take the meaning of words literally.
	• School vehicles transport staff to a funeral during school hours, whereby the school had to close. Some of the staff in this case were not acquainted with the deceased, as he was a parent of a colleague living in another town.
	• Whites have a more dignified attitude than Africans and therefore they scale down to accommodate an African person, which then leads to the standard of performance being dropped.
	• Bonus points in an interview are ineffective and unnatural. Candidates must comply with strict criteria for these positions and psychometric tests should be done to ensure only capable persons are appointed.

3.5   INTERPRETATION OF KEY FINDINGS

The qualitative methodology that was used in this study was highly appropriate and served the purpose of the study well. The phenomenological, exploratory approach allowed the researcher to test ideas that was generated in the literature study. The methodology of interviews was used to obtain the experiences and perceptions of the participants on the phenomenon of social representation in Free State schools. These interviews provided the researcher with an excellent opportunity to obtain the views, and gain insight into the perceptions of the participants. Storr (2004:424) describes this style of inquiry as intending to gain an authentic understanding of people's experiences and perceptions, and this is exactly what the researcher succeeded in doing. The approach and methods used were found highly appropriate in this study to yield the required and relevant insights. The interview proved pre-eminently useful for triangulation purposes and to help the researcher interpret the phenomenon as seen from the perspective of the participants, that is, the school manager in the process of social representation. The overall picture presented by

the data portrays the participants' views of social representation as experienced by them. Furthermore, the analysis of the data facilitated the theory grounded in the data.

This part of the study was aimed at determining the ideas and perceptions of the participants regarding the phenomenon of study, namely the perceptions and experiences of social representation, to gauge their views and to provide them with an opportunity to make inputs to the study. The findings of the interviews clearly indicated a certain degree of discontent with the current situation, while all supported the idea of social representation. During the interview, specific perceptions and experiences were pointed out (cf. 3.4 and Table 3.6).

Overall, the following became known during the data analysis: With regard to the perceptions and experiences of social representation, the participants were positive, and actually very enthusiastic at the prospect that this study might hold for the improvement of education as a whole. Their perceptions and experiences can give a new and positive direction to transformation, and the fact that the prior identification of deficiencies would lead to a more focused process.

An outstanding finding is that some participants agreed that social representation had advantages. This is an important finding as there was a strong feeling amongst the participants that the current process was undermining capacity. Furthermore, the school leaders identified and proposed certain training needs.

The tendency to resist change, as seen by the participants, was a factor hampering progress in South African education as social representation was the right thing to do, but was implemented with errors.

An important aspect that must be noted is the opinion that social representation is racially driven, as White learners feel they do not have a place in this country; therefore further education for White learners has declined by 11%, as further education is perceived as a poor asset in a climate where Whites feel they are unwanted.

Some concerns came to the fore, mostly having a bearing on the capacity of people appointed at all levels of management positions, as some are not ripe for the position and promoted too soon.

The study identified a desire amongst participants to make social representation work. From the findings it can also be inferred that White principals are happy with their Black staff members, as they ensure effective communication with parents and communities.

3.6   CONCLUDING REMARKS

The researcher conducted a qualitative investigation on the perceptions and experiences of social representation in Free State schools. This led the researcher to gain a full picture of the phenomenon of the perceptions and experiences of social representation in the Free State schools, and to understand it as from the people most directly involved.

The interviews explored many complex and subtle perceptions of social representations in terms of the views, perceptions, experiences, implications, implementation and training requirements of principals regarding social representation in their schools. From the interviews it is evident that school management has all experienced change as very dramatic.

Using the participant observations and literature as grounding, the researcher was able to devise a research instrument to use in individual interviews to collect opinions and perspectives from the participants. The proposed training needs also have the potential to play a vital role in supporting the striving for empowerment, in developing an awareness of the importance of educational principles and methods, and in bringing about transformation in education. After the researcher has processed and interpreted the data a quantitative questionnaire will be sent out to confirm and validate the findings of this research.

The next chapter will report on the quantitative research and the data analysis and interpretation. This chapter will quantitatively delve deeper into the problem questions:

- *What are the perceptions and experiences in terms of social representation in the Free State schools?*

- *What are the problems and training needs resulting from the establishment of social representation in Free State Schools?*

- *What are the training needs of Free State education leaders in terms of handling such transformation processes?*

Chapter 4

MAJOR ISSUES SHAPING SOCIAL REPRESENTATION AT SCHOOLS AND THE ASSOCIATED TRAINING REQUIREMENTS OF EDUCATION MANAGERS: A QUANTITATIVE INVESTIGATION

*"All animals are equal
but some animals are more
equal than others"*

George Orwell in *Animal farm*

4.1 INTRODUCTION

Changes in the South African legislation required that the whole education system, and in particular its policies, transform radically. This national transformation process implies that school leadership, together with all stakeholders in the school, should be informed to act and adapt according to accompanying regulations.

The preceding chapter provided a qualitative perspective on the perceptions and experiences of social representation at Free State schools, from which certain conclusions could be drawn. This quantitative study about the perceptions and experiences school managers have about social representation emerged naturally after the qualitative research as reflected in the previous chapter. The qualitative investigation from diverse schools in Chapter 3 indicated the following:

- Social representation has advantages, but some current processes undermine capacity.
- Specific training needs have been identified.
- Resistance to political change is a factor hampering progress in South African education.

- Although social representation was the right thing to do, it has been implemented with a number of deficiencies.

- There are quite a number of concerns about the capability of people appointed at all levels of management positions, as some are not yet ripe for the position and are therefore promoted too soon.

- There is a desire to make social representation work.

- Many White school managers are happy with their Black staff members, as they ensure effective communication with parents and communities at multi-cultural schools.

- There are particular areas in which the school leaders need to be trained.

In probing the perceptions and experiences of the school leader, the researcher hoped to establish a training model to assist school principals in the implementation of social representation. This quantitative investigation will also enable the researcher to determine whether significant differences between the different groups of means concerning social representation at their schools and, as such, play a fundamental role in the development of guidelines for training to assist the school leaders in their areas of need.

4.2   THE RESEARCH DESIGN

Babbie (2001:91) maintains that research is an enterprise dedicated to "finding out". Katzenellenbogen *et al.* (1999:03) hold the same opinion as Babbie, namely that "research is the systematic search or inquiry for knowledge" and that scientifically acceptable methods are used to investigate issues in order to arrive at valid conclusions.

In terms of this mixed-method mode of inquiry, the qualitative and quantitative approaches identify dissimilar modes of enquiry in research studies, with the most noticeable differences occurring during data collection. Traditionally, this bi-method of enquiry is not used simultaneously, but by mixing data sets, the researcher could

provide a better understanding of the problem and provide more comprehensive evidence on social representation as a phenomenon (Creswell *et al.*, 2007:6-9). Burgess (2001:03) suggests that the researcher must start the survey by stating the objective of the investigation. The objective of this study was to establish the perceptions and experiences of social representation at Free State schools as well as to establish if there were any training needs required to assist the school management in implementing social representation efficiently. To define the objective for this academic study, the researcher had to review relevant literature. This was done in Chapter 2 and by means of a preliminary investigation during the researcher's master's degree on *Managing diversity in the Lejweleputswa District of the Free State.* Henceforth these findings drove the design of the survey and provided a basis for the selection of relevant and concise questions to be included in the questionnaire.

The researcher used the following approach for this research project, namely to:

- gather and analyse information regarding the school environment from randomly selected schools in the Free State, as well as to establish problem areas arising from social representation at those schools;

- examine and analyse the responses of the sampled schools to gauge the attitude and perception that principals have towards social representation and to determine to which extent principals are equipped to deal with social representation at their schools;

- determine and analyse data on special training needs educators and school management might have in compliance with social representation; and

- formulate relevant training guidelines for a possible way forward to empower principals in managing social representation.

In accordance with Brake's views (1999:225), different approaches to acquiring data used in this study enhanced the trustworthiness of the data collected as well as improved the final outcomes of the study. This mixed-method approach also contributed to the validity of this research study, due to the many different sources employed to obtain information. This supports Burgess' (2001:94) definition of triangulation, which is related to an exercise of validating a claim to judgement, which is done by drawing on evidence from multiple sources. In order to accomplish the

above mentioned, methodological pragmatism drove the design of the investigation where a system of strategies and operations were utilised as investigative tools to attain answers (Wellington, 2000:23). Furthermore, a combination of approaches provides the researcher with more weight in the research study (Neumann, 2000:325). In terms of the merits of triangulation as summarised by Delport (2002:342), the researcher had the following as points of departure:

- The problem at stake had to be investigated by means of scientific data collection techniques.
- The mixed-method approach contributes to the comprehensiveness of the data.
- Applying mixed-methods highlighted the various dimensions of social representation as phenomenon, which could lead to an enriched explanation of the problem.
- Rich data sets would make the synthesis and integration of theories possible.
- Different methods would supplement one another and eventually restrict errors.

In this study the qualitative approach was used to explain the perceptions, experiences and training needs of school managers, while the quantitative approach will provide statistics on a larger scale provide a different angle and fill in the detail for the development of the guidelines.

4.2.1 Research methodology and methods

In this chapter, the researcher aimed to quantitatively expand on the demonstrated perceptions and experiences school managers have concerning social representation in a school context. This quantitative approach is a numerical method employed to describe observations of materials and characteristics. Furthermore, this method of inquiry pursued a positivistic perspective, where the researcher was theoretically detached from the respondent and acted as far as possible as an "objective" observer (Maree, 2007:33 and Durrheim, 2006:06). The nature of any positivistic survey is supported by an ontology of realism (Cohen *et al.*, 2000:07), maintaining that the objects under investigation have an independent existence. The

researcher thus strove to be unbiased during the research process and could not manipulate the observations or measurements. McMillan (2008:04) asserts that positivism is founded upon the theory that the research problem should be deliberated intentionally, with the purpose of arriving at a single true reality. The purpose of conducting statistical analyses was to rationalise the magnitude with which school managers perceive and experience social representation at Free State schools. The researcher then utilised the descriptive statistics to explain and introduce the data in terms of the dispersion (variance and standard deviation), the centrality (mean, mode and median), as well as the demographic information of the population.

The researcher got engaged in deductive reasoning, from the general to the specific, to comprehend a valid conclusion to explain this specific social phenomenon (Cohen *et al*, 2000:06). During this research project, deductive reasoning compelled the researcher to gather data on school principals' experiences and perceptions, apply formal steps to analyse the data and in conclusion deduct findings that could be generalised to understand the perceptions and experiences school managers encounter when dealing with social representation in the Free State province. Due to the fact that positivism is characterised by strict research approaches based on universal laws, the analyses ought to be expressed in law-like generalisations (Cohen *et al*, 2007:10 and Durrheim, 2006:06) the researcher engaged in deductive inquiries to present trends from quantitative data in order to elucidate the research topic.

4.2.2   The questionnaire as research instrument

Surveys are mostly time consuming and expensive; therefore it was crucial that the data collection covered a broad spectrum in order to ensure that the questionnaire addressed all the research needs. The data that originated from the data collection instrument, i.e. the researcher-developed questionnaire (cf. Appendix 5), had to contain quality information so that it could be utilised to determine the perceptions and experiences of school managers concerning social representation in the Free State Province.

Generally, questionnaires are very versatile data collection tools. Data collection is not the only function of a questionnaire; it may also make respondents feel they are important and valued. Furthermore, a questionnaire may raise the awareness of the topic of study. In this research study, the quantitative questionnaire attempted to obtain a broader view of the qualitative research results. In addition, it meant an engagement in a large-scale comparative analysis to verify data from the previous, qualitative investigation. Niemann *et al.* (2000:284) maintain that the quantitative research approach is trusted to avoid distortion and independence of subjective differences between researchers, due to the fact that the research result is portrayed in numbers.

The researcher followed Burgess's (2001:04-05) guidelines for constructing a researcher-developed questionnaire (RDQ):

Firstly, the content of the questions had to be contemplated. There had to be a clear link between the research aims and issues and the questions. *Secondly*, the type of questions for the various sections was decided upon. *Thirdly*, the researcher was careful not to create an overfull page; therefore, only headings and numbers were only used where it was absolute necessary. Questionnaires perceived as too long usually deter respondents. As a smaller font decreases the length of the questionnaire, but may restrict people with poor eyesight, the researcher decided on a balanced approach. *Fourthly*, the questionnaire was supplied with a brief introduction and the undertaking of confidentiality and anonymity.

This resulted in a questionnaire that was based on the findings from the literature (cf. Chapter 2) as well as the qualitative investigation in Chapter 3. The entire questionnaire consisted of 80 items, which could be completed in 20–25 minutes. The first part of the questionnaire requested the respondent's demographic information, the compositional information regarding his/her school and the delivery mode of the training the respondent preferred.

Section 1 presented the respondent with the opportunity to indicate on a 5-point Likert scale his/her perceptions of social representation and certain managerial implications. **Section 2** required that the respondent revealed what was regarded as

necessary to ensure the effective functioning of a socially representative school, also using a 5-point Likert scale.

Section 3 determined the extent to which management development was needed to handle socially diverse schools and lastly, the respondent could make suggestions with regard to the management and training of staff at schools.

The RDQ enabled the researcher to determine the extent to which each of the sections aligned itself with the theory that emerged from the qualitative investigation (cf. Chapter 3). The findings from this quantitative investigation were integrated with the information from the literature and the qualitative investigation to form a synthesis in Chapter 5 in view of constructing guidelines for the training and development of principals.

After the questionnaire had been constructed, the researcher regarded it as crucial to pilot it before sending it out. Trials could be conducted on a sample of colleagues and friends, as the aim was to detect errors and amend it prior to the main survey; therefore the questionnaire first had to be piloted before it was used for the first time, even more than once, should it be necessary.

The researcher first requested the management team at his school to complete the survey and indicate items that were vague or confusing. This proved to be very fruitful, as some problems were ironed out. The second pilot was conducted on the researcher's ACE (Education Management) students in Welkom. These students represent various levels of seniority and leadership at their various schools in the Central, Eastern and Northern Free State. The students were informed that it was a pilot study for a Ph.D. student and the importance of a dry run was explained. The researcher further advised the students that the questionnaires were to be completed voluntarily and anonymously to ensure reliability. The whole class of fifteen received a questionnaire. They were once more informed that no-one was forced to participate and that the questionnaire had to indicate where they experienced uncertainty or objected to the manner of questioning. The majority had no comment and those who did provide feedback gave a positive response regarding the format, the type of questions asked, as well as the length of the questionnaire. They could not provide

the researcher with information in order to improve the quality of the questionnaire. Furthermore, it appeared that all questions were understood in the correct context.

The RDQ was piloted for a third time on the promoter's B.Ed. Hons. students. These 56 completed survey forms were distinct, as they were all printed in landscape format. This piloting exercise gave the researcher the opportunity to check his spreadsheet, which would be used to calculate the responses of the returned questionnaires. Furthermore, he was finally assured that the following were verified:

- The time it would take to complete the questionnaire (about 20 minutes).
- The items on the questionnaire were clear.
- The questions were understandable and unambiguous.
- The questions were relevant.
- The layout of the questionnaire was user-friendly.
- There were no problems or difficulties in completing the questionnaire.

The researcher believed that the return rate of the questionnaire would be better if the respondents understood each item.

4.2.3 Sampling

Krathwohl (1998:160) describes sampling as the selection of a small number of units from the population to enable researchers to make reliable inferences about the nature of that population. Therefore, a sample is a general view of the subjects being studied: a small part of the bigger picture, functioning to represent the whole (Wellington, 2000:58).

Burgess (2001:04) asserts that the researcher must first identify the population and then the sample. The sample is the sub-set of the representative population chosen by the researcher for their uncomplicated access in view of obtaining a better response rate. Samples are mostly samples chosen randomly from a list that is called a sampling frame, but selection methods like quota sampling and purposive methods do not require a sampling frame. These methods of sampling correspond with the positivistic point of view.

In a typical positivistic mode the researcher used a strict selection procedure by following the following procedures:

The researcher

- obtained a list of all schools in the Free State;

- targeted school managers as respondents for the study, *inter alia* aiming at the management of such schools; and

- ensured that each principal had an equal chance to be selected as respondent for the study by conducting simple random sampling according to a sampling frame.

The sampling and dissemination process is illustrated by Figure 4.1 below:
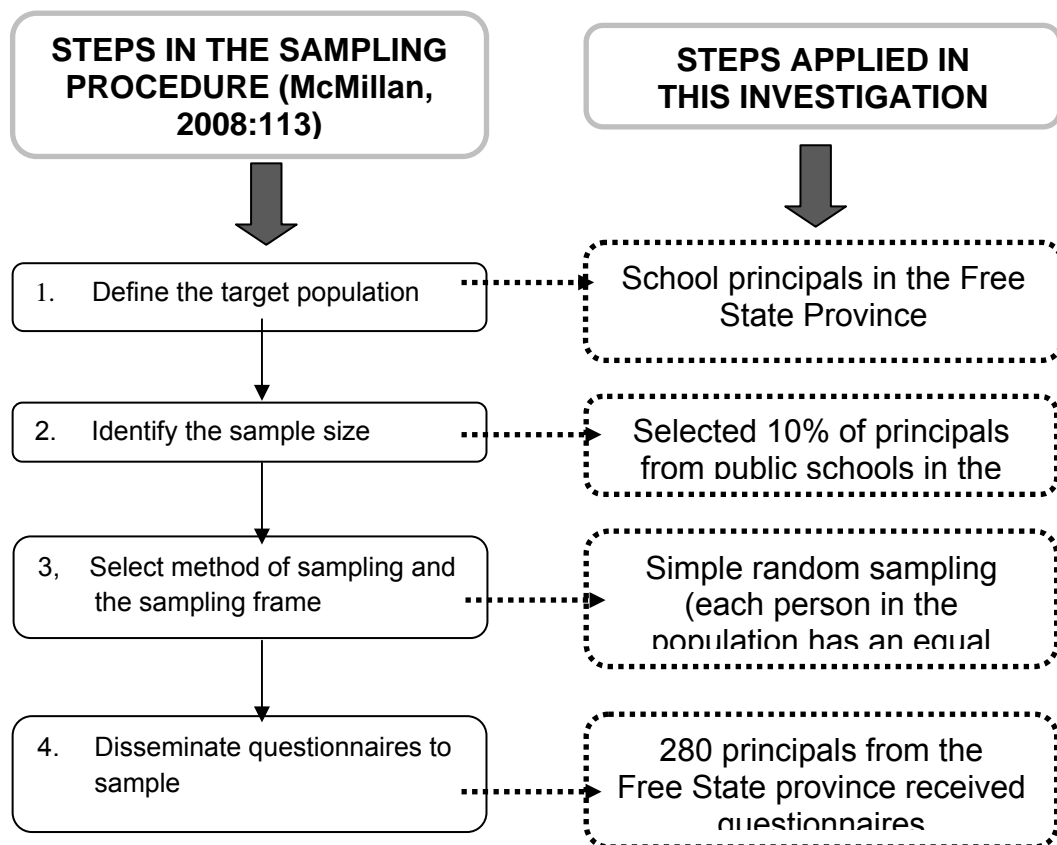
Figure 4.2 Illustration of the simple random sampling procedure

- *Identifying the target population*

During January 2009 the researcher obtained addresses of 1 765 public schools and a further 66 independent schools, totalling 1 831 schools in the Free State Province, at the official website of the Free State Department of Education

(http://www.emis.fsdoe.fs.gov.za/businessobjects). This figure was very close to that of the 2007 tenth-school day survey, which indicate a total number of 1 759 schools in the Free State. The 2006 Education Management Information Service (EMIS), indicated a total of 1 841 schools in the Free State Province. The researcher did attempt to compare mentioned data to that of 2008, but unfortunately this data were unavailable at the time.

The official address list, which contains all the schools in the Free State with full particulars, was obtained from the website of the Free State Department of Education. The utilisation of the list alleviated the time constraint to look up the addresses of the various schools.
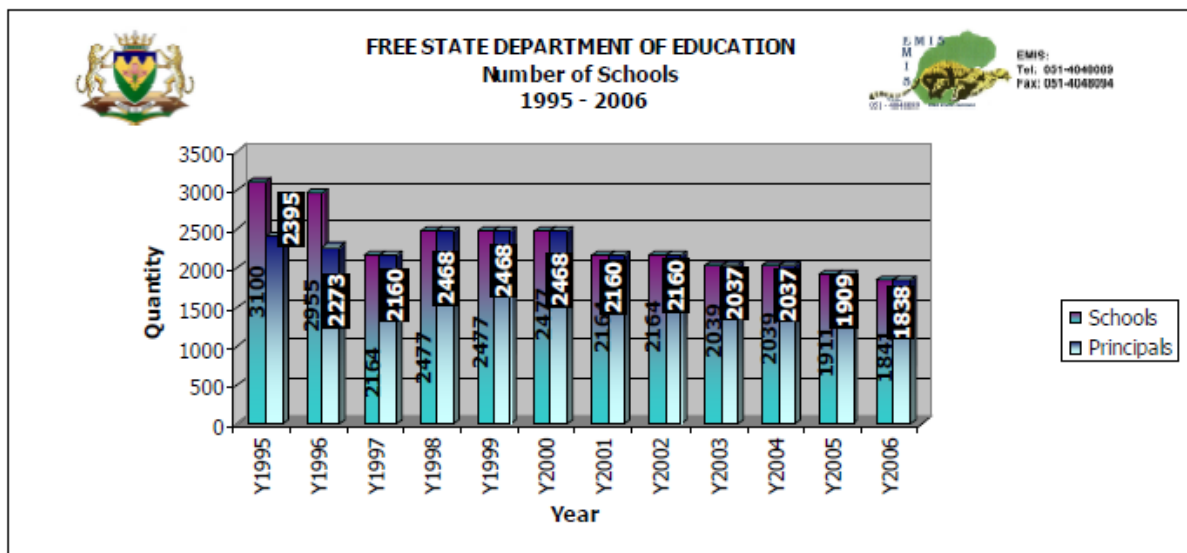
Information provided by Education Management Information Services (EMIS) 2006

Figure 4.2 A graphic representation of the number of schools and principals in the Free State

However, more recent EMIS data revealed that there were 1 614 Ordinary Public Schools in the Free State Province (DoE, 2008:01). This recent data are used by the researcher in this investigation.

- *Identifying the sample size*

McMillan (2008:134) argues that a sample of 5% of the population is adequate for educational research, as the different populations contain higher numbers of people. On the other hand Maree (2007:179) claims that 30 subjects is adequate for correlational research, while 15 respondents per group is needed when comparing groups. The Macorr sample size calculator was applied to establish a satisfactory sample size for this investigation. The calculation produced a value of 175 for a population of 1 614 school managers (confidence level = 95%, confidence interval = 7%),   175 forms 10,8% of the population, which seems to be an adequate sample size for this investigation.

In order to receive information from the 175 school managers, it was necessary to add 60% to the distribution of questionnairs to total 280 surveys. This was necessary as experience gained at the Department Comparative Education and Education Management, University of the Free State, indicated that research studies frequently yield a return rate of approximately 60%.

$$\text{Sample size} = 175 + 60\%$$
$$= \frac{175}{1} \text{ x } \frac{160}{100}$$
$$= 175 \text{ x } 1.6$$
$$= 280$$

- *Determining the sampling method and frame*

The sample was used to determine the sampling frame according to a particular interval. The researcher decided to select a representative sample of 280 from all the districts in the Free State according to the simple random sampling procedures.

$$\text{Sample interval} = 1614 \div 280$$
$$= 5.7$$
$$= 6$$

Every sixth school with an e-mail address was chosen, as the sample interval indicated six. This was done due to financial and time constraints, as the RDQ was e-mailed to schools. This implies that the researcher had to manipulate the interval sample, as every sixth school had to have an e-mail address.

- *Dissemination and return of questionnaires*

Before the distribution of the data collection instrument, a fax and e-mail, requesting permission to conduct the survey was sent to the Director: Quality Assurance in the province (Appendix 2). Permission was granted and the response to this letter may be viewed in Appendix 3.

The researcher therefore posted 280 e-mails containing a cover letter and the questionnaire. The first page requested the school manager to complete the questionnaire as well as to explain the purpose of the study (cf. Appendix 4). This letter furthermore informed the participant that all information gained by means of the RDQ would be kept confidential and the respondent would remain anonymous. It also contained information on how to return the completed questionnaire and thanked the principal for the time and effort to complete the survey.

Of the 280 posted surveys, 155 were completed and returned within a week, yielding a return rate of 53%. Authors and researchers differ concerning the expectable aggregate of response. Tuckman (1988:247) is of the opinion that less than 80% are insufficient and Ary *et al.* (2002:432) state that the researcher should contact non-respondents if the response is less than 75%. Borg (1981:86) expects an average response of 70%, while Gray (2003:165) accepts an average response of 60% as sufficient. Fouché (2002:153) goes further and claims that a response of 50% is sufficient. Ross and Rust (1997:437) are adamant that there is no general rule concerning the quantity of the responses.

According to the above, there is no general rule concerning the sum of the responses. It can be argued that the response to this particular research is sufficient. As 155 completed questionnaires constitute 9,6%, approximately 10% of the school

managers in the Free State province voluntarily participated in this study, which seems to be a sufficient sample for this investigation.

4.2.4 Validity and reliability

For an investigation to be certified as trustworthy, it should have a high degree of **validity**, both internal and external (Maree, 2007:151). Internal validity concerns the accuracy of the data (Cohen *et al.*, 2000:135). In this study, internal validity implies that this investigation should yield data that provide a true reflection of how school managers perceive and experience social representation at their schools. Neuman (2000:167) and Cohen *et al.* (2000:135) assert that validity relates to the extent to which an instrument measures what it is supposed to measure. The fact that this study applied a variety of methods to gather data, as well as that the data that emerged substantiate one another, is indicative of the validity of the data as it reflects what it was supposed to measure.

In ensuring internal validity, the researcher particularly focused on content and construct validity: *content validity* by aligning the questions with the theory in Chapter 2 and the data from the qualitative interviews. This enabled the researcher to draw relationships and make recommendations (cf. Chapter 5); and *construct validity* by verifying the constructs as being regarded as relevant by a large number of participants. The construct validity of the data was further enhanced by using various techniques to analyse and verify the data (cf. 4.3), and make recommendations about specific training needs.

The external validity of research findings involved the interaction of the research design with external factors and the resulting impact on the ability to generalise the findings across times, settings and populations (Cooper & Schindler, 2006:284) and therefore relates to its generalisability to the wider population (Cohen *et al.*, 2000:136). For the purpose of this investigation, findings need to be generalised across the population of principals in the Free State Province. Therefore it was necessary for the questions in the RDQ to portray "real-life" situations and to include a representative sample from urban and rural areas, private and public schools, as well as including school managers from various race, gender and language groups

(Kerlinger, 2000:418). The questionnaire contained items that related to the kind of experiences, situations and needs participants generally have concerning social representation and related best practices.

Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures and refers to dependability or consistency. It implies that the same thing is repeated or recurs under identical or very similar conditions (Neuman, 2000:164).

Borg (1981:86) states that poor response to a questionnaire is a typical occurrence the researcher faces and obtaining insufficient responses is one of the greatest problems a researcher may have. In terms of this study, some experts regard a response rate of exceeding 50% as sufficient. Jacobs (2005:73) states that user-friendly questionnaires are more reliable, as frustrated respondents do not answer correctly as a result of their frustration. The questionnaire used in this research was brief with clear instructions and legible fonts with ample spacing. This was done in an attempt to ensure user-friendliness and encourage positive response (See Appendix 7).

In most studies, reliability is indicated by internal consistency, which is measured by the Cronbach Alpha (CA) coefficient (McMillan, 2008:152 and Cohen *et al.*, 2007:148).

The CA test is a quantity-defined multi-variate statistic, used to test reliability (http://www.absoluteastronomy.com/encyclopedia/c/cr/cronbachs_alpha). Therefore, Cronbach's Alpha measures how well a set of items measures a single, uni-dimensional latent construct. When data have a multi-dimensional structure, Cronbach's Alpha will normally be low. Technically speaking, Cronbach's Alpha is not a statistical test; it is a coefficient of reliability and consistency (http://www.ats.ucla.edu/stat/sas/notes2/).

Cronbach's Alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below is the formula used in the standardised CA:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

One can see from this formula that if one increases the number of items, one increases the CA. Additionally, if the average inter-item correlation is low, the Alpha will be low. This is really what is meant when someone says they have "high" or "good" reliability. They are referring to how well their items measure a single uni-dimensional latent construct (http://www.ats.ucla.edu/stat/sas/notes2/).

General guidelines for the interpretation of the CA coefficient indicate that a coefficient of 0.90 or more indicates high reliability, a coefficient of 0.7 and higher is regarded as reliable and a coefficient of 0.60 indicates inadequate reliability (Maree, 2007:216).

This researcher conducted the reliability test to establish whether data from the research questionnaires represented reliable information. The CA measurements for the instrument used in this study were determined by SPSS 13 and are illustrated by the table below.

Table 4.1: Cronbach Alpha coefficients indicating internal consistency of the research instrument

All items in the RDQ (Indicating internal consistency for the whole RDQ)	0.886
Section 1	0.736
Section 2	0.934
Section 3	0.938

Table 4.1 above indicates that all the Cronbach Alpha coefficients for the research instrument used for this investigation are higher than 0.70, implying that the findings can be regarded as internally consistent and therefore reliable. The CA coefficient

for all the items in the RDQ yielded a value of 0.886, implying a moderate to high reliability.

4.2.5 Confidentiality and ethical considerations

A survey that employs respondents for data collection could intrude into the lives of these respondents in terms of the time taken to complete it, the level of sensitivity of the questions and sometimes the possible invasion of privacy (Cohen *et al.*, 2007:317). Therefore it is unethical to obtain information by deceiving respondents concerning the purpose and method of study. A researcher should ensure that research ethics are applied in terms of norms and standards of behaviour that guide moral choices concerning behaviour towards the respondents and the researcher's relationship with respondents (Cooper & Schindler, 2006:116). The researcher pledged confidentiality and did not request offensive or non-essential information, as these types of questions could negatively influence the return rate of the questionnaire. Furthermore, the researcher also ensured confidentiality of demographic detail and that the data would not be presented in a way that would identify any individual.

McMillan (2008:17) asserts that it is primarily the researcher's responsibility to adhere to ethical standards. In this regard, the researcher did the following in terms of:

- Objectivity: The researcher strove to avoid bias in the data analysis and data interpretation.
- Confidentiality: All personal and identifiable information as well as the data that were provided by respondents will be protected and not be revealed.
- Honesty: The researcher informed all respondents of aspects of the research and had their informed consent prior to gathering the data. The respondents voluntarily participated in the research. Furthermore, the researcher strove to maintain honesty in all scientific communications.

As this study involved school principals from public schools, it required approval from the DoE. The request to carry out research in the Free State Province may be viewed at Appendix 2. The research was conducted with the consent of the Free State Department of Education (DoE), who approved the investigation (cf. Appendix 3) and provided conditions for the research (Appendix 5). The request to the school leader to complete and return the questionnaire is contained in Appendix 4.

4.3   REPORT OF DATA ANALYSIS AND FINDINGS

According to Cohen *et al.* (2000:147), data analysis involves organising, accounting for and explaining the data in a manner, that sense is made of the participants' definition of the situation, noting patterns, themes, categories and regularities. Quantitative researchers follow rigid positivistic methods to represent their observations of social phenomena in a simple, interpretable manner, using numbers, tables and graphs.   In this study, the researcher used descriptive statistics to describe and present the data in terms of the dispersion (variance and standard deviation), the centrality (mean, mode, median) and well as the demographic information of the population.   Cohen *et al.* (2007:504) assert that descriptive statistics do not yield inferences or predictions, as they simply report on what has been found in a variety of ways.

The aim of conducting statistical analyses is to provide further insight into the way Free State school managers perceive and experience social representation in order to construct guidelines for the management of social representation. The theory that emerged from both the literature study (cf. Chapter 2) and the qualitative investigation (cf. Chapter 3) was therefore used as an indication of which type of statistical analyses to perform.

The statistical analysis commenced with descriptive analyses, explaining the demographic composition of the sample (cf. Section 4.3.1), followed by some statistical analyses of the selected principals' perception and experiences and their development needs in terms of implementing social representation at their schools.

4.3.1   Biographic and demographic information

It has already been stated that a sample has to be representative of the target population. The bio- and demographic details of the participants below reflect the inclusion of a diverse group of participants.

Table 4.2: Bio- and demographic information of the sample

	N	Frequency (n)	Percentage (%)	Std deviation
1. Gender				
Male	105	67	64%	0,50
Female		38	36%	
2. Age				
20 – 29		3	2.8%	
30 – 39		19	18%	
40 – 49	105	42	40%	0,38
50 – 59		40	38%	
60 – 65		1	0,9%	
3. Years of experience				
0 – 5		17	16%	
6 – 10		11	10%	
11 – 15	105	24	22,8%	0,42
More than 15 years		53	50%	
4. Location of school				
Rural	105	51	49%	0.50
Urban		54	51%	
5. Frequency principals deal professionally with different cultures				
Several times a day		54	51%	
More than three times a week		6	5,7%	
Twice a week		7	6,6%	
Once a week	105	15	14%	0.41
Fortnightly		0	0%	
Monthly		23	21,9%	
6. Frequency of parent involvement at the school				
Daily		33	33,6%**	
Weekly		22	22%**	
Monthly	98*	12	12%**	0.41
Once a term		12	12%**	
Very seldom		19	19%**	
7. Do principals need professional empowerment on issues of diversity and social representation?				
Yes		77	73%	
Uncertain	105	20	19%	0.50
No		8	7,6%	
8. What type of managership training do school managers need to undergo?				
Ad hoc courses		4	3%	
As part of further studies		18	15%	
Through in-service training	117***	75	64%	0.39
Pre-service professional education		19	16%	
None		1	0,8%	

*   Not all the respondents completed this part of the questionnaire.

**   6,66% error margin.

***   Respondents indicated more than one item.

4.3.1.1 Gender

From the population of 1 614 principals, a sample of 155 respondents (approximately 10%) voluntarily participated in the investigation. Approximately $\frac{2}{3}$ or 64% of the returned questionnaires were from males. According to the official statistics of 2008, there are 997 post level 3 educators in the province, who are mostly deputy principals and principals. Of these, 323 deputy principals and principals are female which calculates to $\frac{1}{3}$ of post level 3 positions, implying that the other $\frac{2}{3}$ or 68% comprises males. Therefore, it can be deduced that the percentage of school managers who completed the RDQ corresponds with the male-female provincial norm.

Classification of respondents acording to gender
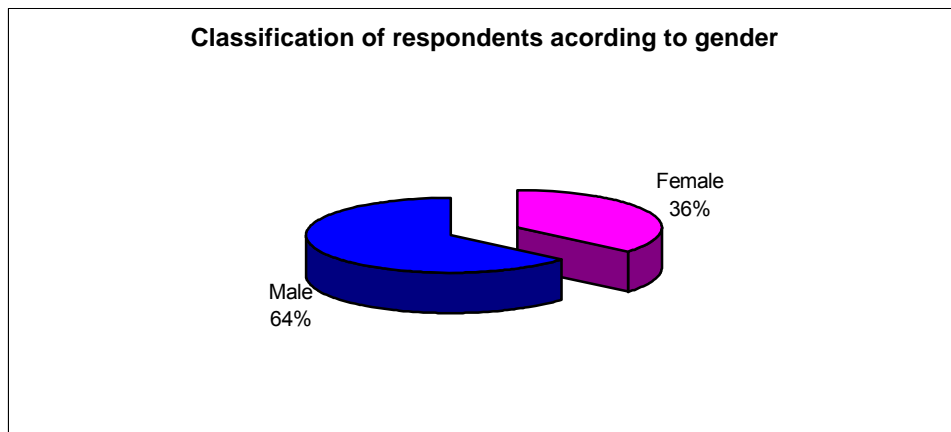
Female
36%

Male
64%

Figure 4.3 Classification of respondents according to gender

The fact that the majority of school leaders are males is also noticeable in the various racial groups, as illustrated below.
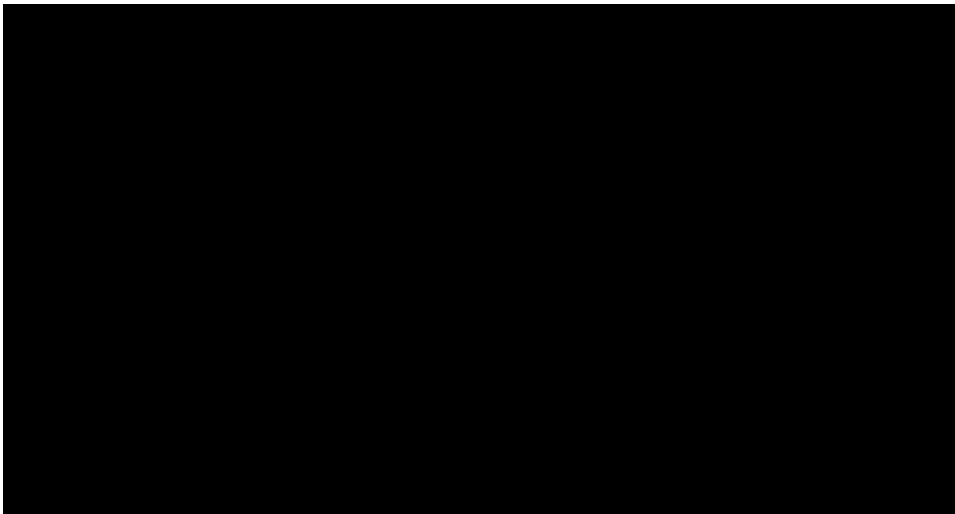
Information provided by Department of Education 2008

Figure 4.4 Principals and deputy principals in the Free State in terms of race and gender

4.3.1.2 Age

The graph in Figure 4.5 indicates that 13 (8,3%) of the respondents are from the age group 30 to 39 years old; 53 (34,1%) of the respondents are between 40 and 49 years old, and 85 (54,8%), the highest number of respondents, are between 50 and 59 years old. Only 4 (3,8%) of the respondents were in the age group 60 years and over. The latter can be explained by the phenomenon that most educators retire before the age of 60 years.
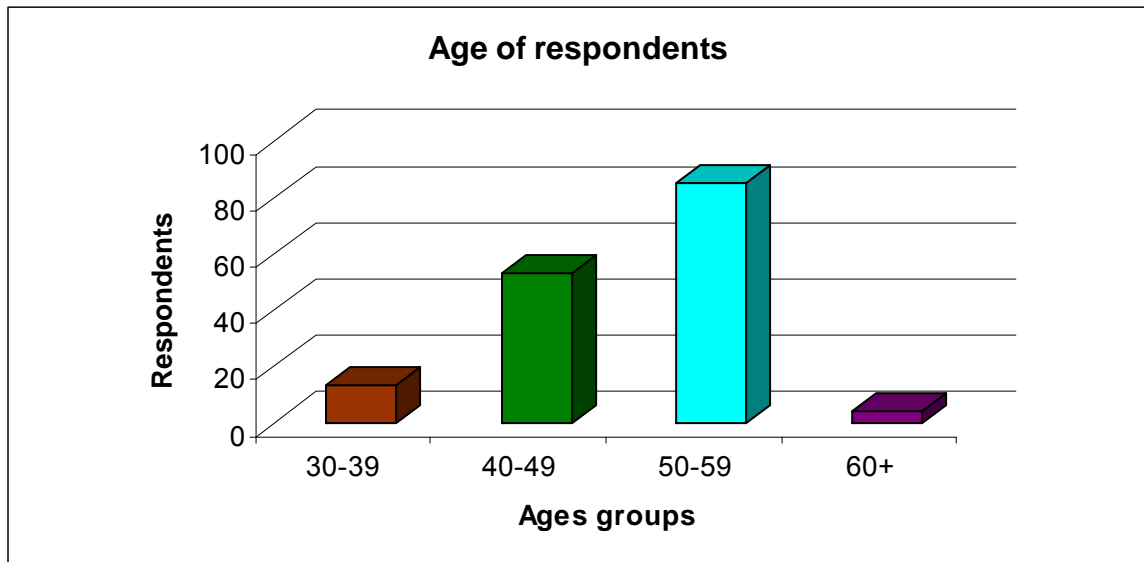
Age of respondents

Figure 4.5 Classification of respondents according to age
4.3.1.3 Experience

The graph in Figure 4.6 indicates the years of experience. Because only 150 of the 155 respondents completed this section of the survey, the data pertaining to the entire sample could not be reflected. This section reveals that 4 (2,7%) of the respondents have 5 or less years experience, 25 (16,7%) of the respondents have experience ranging from 6 years to 10 years and 50 (33,3%) of the respondents indicated that they had more than 10, but less than 15 years' experience. The largest number of respondents have more than 15 years' experience, totalling to 71 (47,3%).

Years of experience of respondents
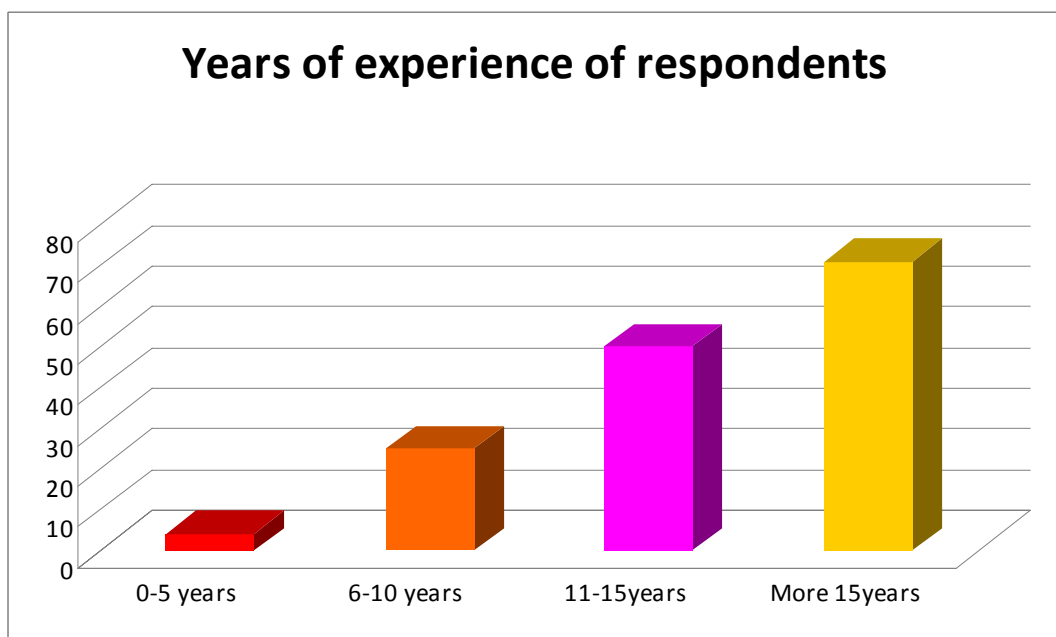
Figure 4.6 Classification of years of experience

4.3.1.4 Location of schools

The map below will provide insight into the distribution of the various school districts in the Free State Province.
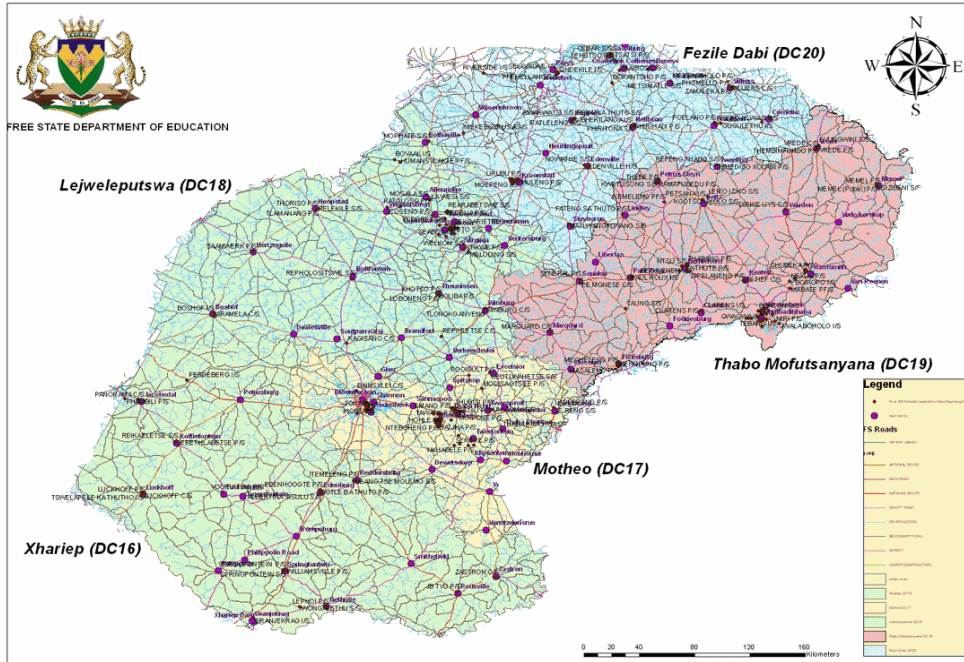
Source: Free State Department of Education

Figure 4.7 Map of the Free State

Regarding the location of the respondents' schools, only $\frac{152}{155}$ respondents completed this section, which total 98%. Based on the descriptive information in Table 4.1, it is evident that the majority of schools in the Free State are situated in rural areas. The research revealed that 66 (43%) of the respondents lived in an urban area, while 86 (55%) of the respondents reported that they lived in a rural area. This seems to be valid as the Free State is mainly a rural area with Bloemfontein as the only city; and Welkom, Sasolburg, Bethlehem and Puthaditjhaba large towns (Chief Directorate: Surveys and mapping in South Africa Yearbook 2005/2006).

Location of respondents
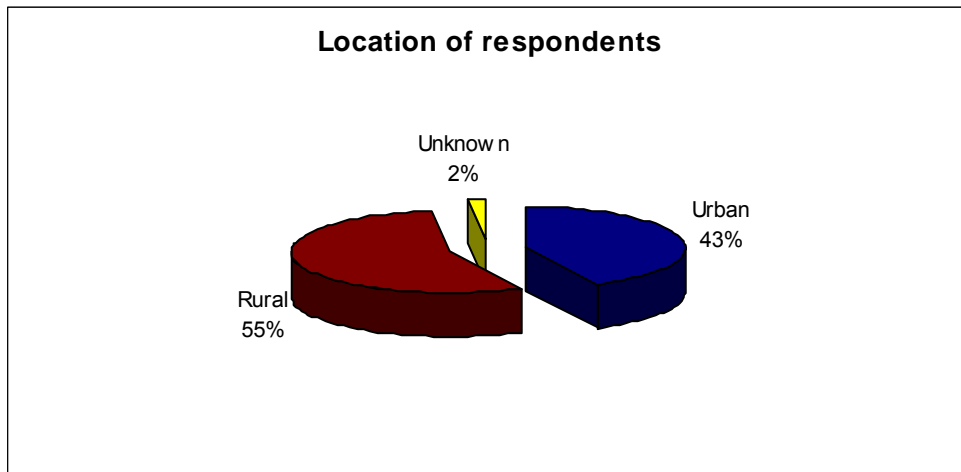
Figure 4.8 Location of respondents' schools

4.3.2 Findings on dealing with social representation and the consequent need for training

The pie graph in Figure 4.9 indicates the frequency that respondents deal with the cultural diversity that comes with social representation in their schools. The graph indicates that 2 (1%) of the respondents indicated that they seldom dealt with diversity and 20 (13%) of the respondents pointed out that they dealt with diversity monthly, while 28 (18%) of the respondents acknowledged to deal with diversity on a weekly basis. 35 (23%) of the respondents revealed that they dealt with diversity quarterly and the majority of respondents 68 (45%) revealed that they dealt with diversity on a daily basis.

Frequency that respondents have to deal with cultural diversity
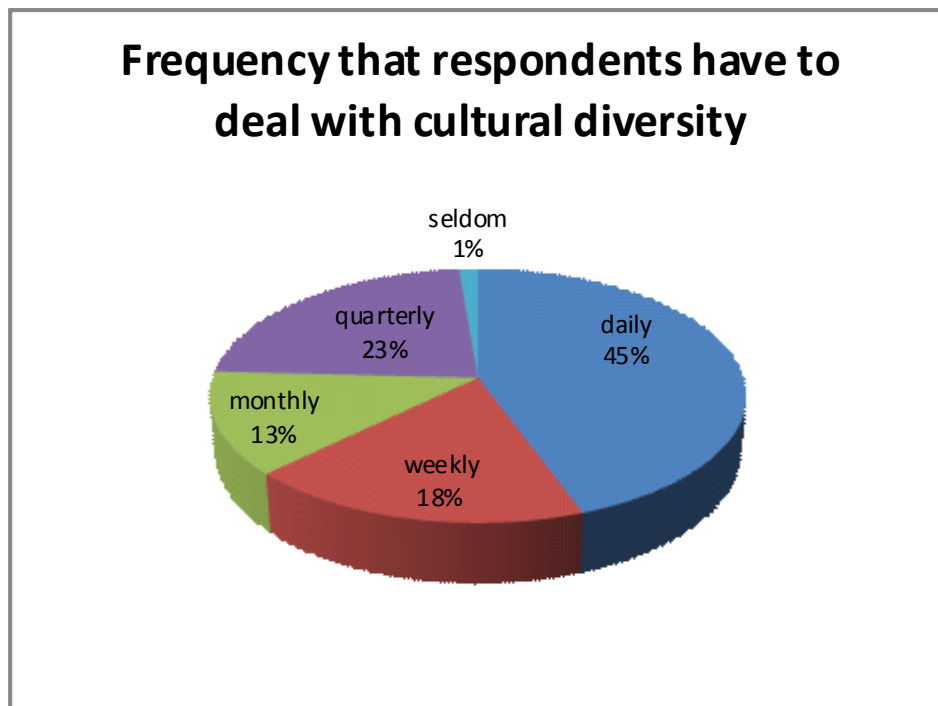
Figure 4.9 Frequency that respondents deal with cultural diversity

The fact that the largest proportion of the respondents has to deal with social differences on a daily or weekly basis is in itself enough reason to look into the management needs of school managers.

Respondents' need for training
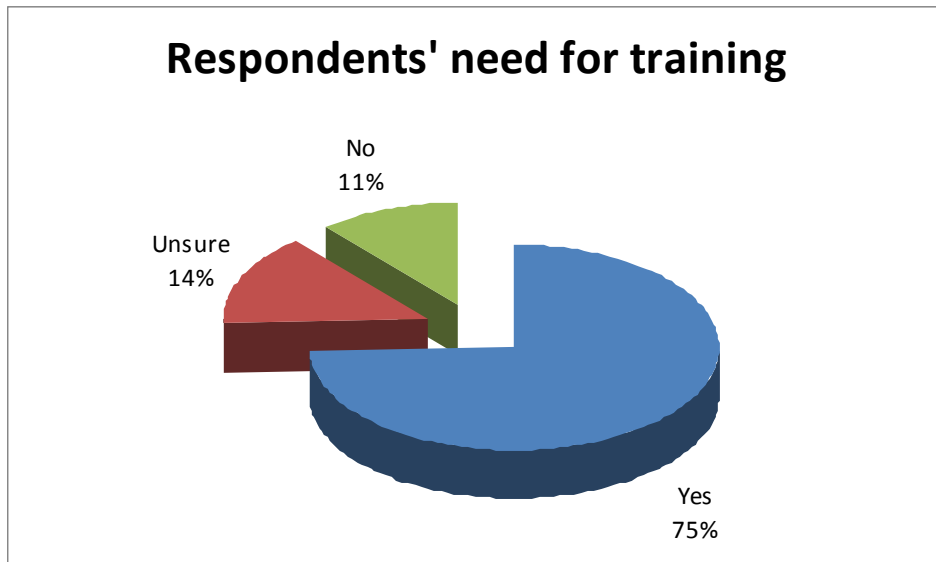
Figure 4.10 Training needs on social representation

Based on the pie graph above in Figure 4.10, school managers need training on social representation as indicated by the participating respondents. The graph indicates that 17 (11%) of the respondents felt that they did not need training. 22 (14%) of the respondents revealed that they were unsure, while 116 (75%) of the respondents indicated that there was a need for training in social representation.

A need for training is not the only means to an end; it is, however, also necessary to establish the kind of training that the respondents regard as being the most suitable. The graph in Figure 4.11 indicates that 10 (6%) of the respondents indicated that they would prefer training on an *ad hoc* basis. Further studies were opted the second most times to total to 29 (18,7%) of the respondents and in-service training was the favourite to total 93 (60%) of the indicators. Pre-service training, that is, training before an education degree or diploma is obtained, received 21 (13,5%) of the indicators, while no training only managed to score 2 (1%) indicators.
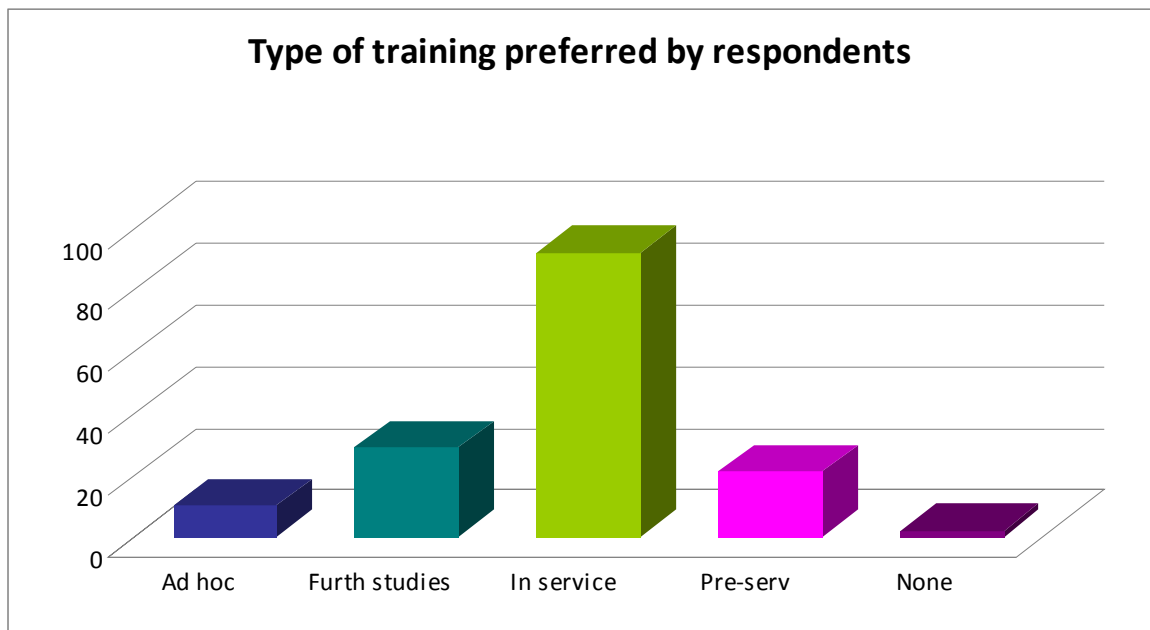
Figure 4.11 Type of training preferred by educators/respondents

Figure 4.11 clearly indicates that 99% of the respondents need managerial training. Furthermore, this research indicates that 75% of the population would prefer in-service training.

4.3.3 Findings on the perceptions of social representation and the managerial implications thereof (Section 1 of questionnaire)

The survey enabled the researcher to gauge the extent of the respondents' perceptions in terms of the various dimensions of social representation and the impact thereof on the management of schools. Items mentioned by the respondents in the qualitative survey (cf. Chapter 3.12) were chosen, as these areas pose the most important managerial problems due to particular perceptions and experiences. The principals had to indicate their perceptions on a 5-point Likert scale, where 1 represented *Not at all* and 5 represented *Very much* of the applicable item. Table 4.3 illustrates the descriptive information after the analysis of the responses.

Table 4.3: Principals' perception of social representation and the management thereof

SECTION 1: How do you perceive social representation and the management thereof?					
To what extent do you	**Mean**	**Median**	**Mode**	**Std. Deviation**
1. think your school is representative of the social composition of South Africa?	3.63	4	4	1.32
2. think that the staff at your school has the capacity to perform in accordance with the values of the social environment in which they function?	4.06	4	4	0.87
3. feel that social representation is racially driven?	3.06	3	5	1.57
4. feel that academic qualifications do not contribute to quality management as this is acquired by experience?	2.85	2	2	1.32
5. regard experience as being of more value than an academic qualification?	3.44	4	4	1.23
6. agree that academic qualifications do <u>not</u> necessarily contribute to quality know-how acquired by experience?	3.44	4	4	1.20
7. agree that social representation only benefits the individual?	3.25	4	4	1.22
8. agree that men feel women have an unfair advantage over them?	3.45	4	4	1.41
9. feel that Whites have an attitude of being more dignified than Black people?	3.27	3	1	1.50
10. agree that social representation at a school is beneficial to the community?	2.75	3	4	1.39
11. agree that social representation tends to place staff members under pressure?	2.91	4	4	1.34
12. feel that social representation was the right thing to do in the country, but that the processes were unnatural?	3.32	4	5	1.03
13. feel that staff takes so much care to be polite that the institution might suffer in terms of performance?	4.04	3	4	1.32

14.	experience that there is little or no tension between the different cultures in the staff room?	2.81	2	2	1.26
15.	feel that social representation is beneficial to a school?	2.60	3	2	1.22
16	experience the implementation of social representation as troublesome?	3.01	3	3	1.34
17.	think that it is difficult to head a socially representative staff?	3.23	3	5	1.49
18.	feel that Black staff members can assist White staff members to liaise with Black parents?	3.16	4	4	0.88
19.	believe that social representation is a natural process?	3.97	2	1	1.51
20.	think that the democratic will of parents is often neglected?	2.68	3	1	1.48
21.	believe that the best-suited applicant is not always appointed?	2.83	4	5	1.29
22.	experience that township parents prefer their children to have White teachers?	3.65	5	5	0.98
23.	experience social diversity as often being a reason for conflict?	4.36	3	4	1.44
24.	think that the search for social representation often overlooks quality?	2.95	4	4	1.26
25.	believe that quotas at all post levels restrain good teaching?	4.01	4	5	1.13
26.	think that parents have lost their democratic right to appoint teachers?	3.40	4	4	1.53
27.	think that White-run schools provide better education?	4.05	5	5	1.23
28.	believe that SMTs who opt for proactive measures in terms of ensuring social representation experience better results?	3.24	3	4	1.20
29.	believe that the community around the school will transform the school naturally?	3.99	4	4	1.04
30.	think that principals need to be assisted in managing social diversity?	3.94	4	4	1.04

According to the above it is clear that most respondents regard their schools as fairly socially representative and that their schools have the capacity to perform in accordance with the values of the social environment in which they function, but that they hold particular perceptions about the issue. It is evident that a certain group indicated that social representation only benefited the individual, while the opposing group indicated that the community benefited from the policy. Table 4.2 reflects those perceptions of which the following are the dominant views on the nature of social representation:

Social representation is

- often a reason for (4.36), and
- naturally transformed by community (3.99);
- a natural process (3.97);
- benefiting only the individual (3.25);
- racially driven (3.06); and
- beneficial to the community (2.75).

The above table also revealed specific prevailing evidence of prejudices and stereotyping such as that

- White-run schools provide better education (4.05);
- men feel women have an unfair advantage over them (3.45);
- that Whites have an attitude of being more dignified than Black people (3.27); and
- the best-suited applicant is not always appointed (2.83).

The respondents also had particular perceptions about how social representation influenced education at schools, such as that

- quotas at all post levels restrained good teaching (4.01);
- staff took so much care to be polite that the institution might suffer in terms of performance (4.01);
- SMTs who opted for proactive measures in terms of ensuring social representation experienced better results (3.94); and
- social representation tended to place staff members under pressure (2.91),

It is, however, also clear that there are particular perceptions about the effect of social representation on the management of schools. The following are examples of these perceptions:

- principals need to be assisted in managing social diversity (3.94);
- the implementation of social representation is troublesome (3.01); and
- academic qualifications do not contribute to quality management because it is not acquired by experience (2.85).

These perceptions are very important in attaching meaning to social representation and the related dilemmas. Because the group of respondents was from a variety of groups, it was rather revealing to note the dominant trends in the views people held about social representation as reflected in the following figure.

Perceptions and experiences of social representation

Mean

- ▨ Social diversity as often being a reason for conflict
- ▨ Staff performs in accordance with the values their social environment
- ▢ White run schools provide better education
- ▢ Staff take so much care to be polite that the institution suffer in terms of performance
- ▨ Quotas in all post-levels restrain good teaching
- ▨ The community around the school will transform the school naturally
- ▨ Principals need to be assisted in managing social diversity
- ▨ Principals need to be assisted in managing social diversity

Figure 4.12 Perceptions and experiences of social representations

4.3.4 Findings on aspects necessary to ensure the effective functioning of social representation at schools (Section 2 of questionnaire)

The Department of Education has assigned various duties to school leaders as their representatives at the school (South African Schools Act and Education Laws Amendment Act 31 of 2007). One of a school principal's responsibilities is to ensure the effective functioning of the school and in order to assist principals in the implementation of representation, it was necessary to determine to how school managers engaged in their official tasks and what they regarded as being effective.

Table 4.3 illustrates the data of the respondents and it seems as if they largely agree on what they regard to be done to manage social representation. From the investigation it is clear that the participants rate the importance of a shared vision, hard work and effective staff practices very highly (Items 1, 4, 6 & 15) with mean scores varying from 4.71 to 4.83). Additionally, in this context, the standard deviation of the items with the highest mean scores is modest, indicating that the scores are closely spread around the mean (Fielding & Gilbert, 2006:119 and Cooper & Schindler, 2006:467).

The following table views those leadership requirements for effective functioning.

Table 4.4: Principals' opinions of crucial aspects to ensure the effective functioning of social representation

SECTION 2: What do you regard as necessary to ensure the effective functioning of a socially representative school?					
To what extent do you regard it necessary for managers to	Mean	Median	Mode	Std. Deviation	Ranking
4 encourage followers to work.	4.82	5	5	0.50	1
6 strive towards a shared vision.	4.79	5	5	0.52	2
15 establish effective staff practices.	4.73	5	5	0.55	3

1	create a shared vision for the school.	4.71	5	5	0.52	4
14	demonstrate high performance expectations.	4.68	5	5	0.63	5
13	monitor school activities.	4.66	5	5	0.60	6
12	transmit professional practices, values and beliefs.	4.59	5	5	0.70	7
5	act in an inviting way.	4.57	5	5	0.75	8
11	exert an influence that will be followed by others.	4.54	5	5	0.69	9
17	be able to deal with attitudinal change.	4.53	5	5	0.69	10
18	be able to understand the different cultures.	4.53	5	5	0.64	10
9	be considerate of the needs of followers.	4.53	5	5	0.48	10
2	enable others to act positively.	4.51	5	5	0.69	13
7	provide intellectual stimulation.	4.48	5	5	0.68	14
20	deal with transformation.	4.44	5	5	0.74	15
8	be considerate of the needs of diverse cultures.	4.43	5	5	0.61	16
10	acknowledge community values.	4.42	5	5	0.69	17
3	model the way things need to be done.	4.42	5	5	0.67	17
19	deal with change management.	4.39	5	5	0.75	19
16	be language-affluent, as different cultures attach different meanings to vocabulary.	4.34	5	5	0.75	20

Table 4.4 above reveals relatively high means and the low standard deviation indicating that the respondents opted for the same response, demonstrating that the respondents very much share the same ideas on what contributes to the effective functioning of social representation. These views are probably based on their experiences of social representation at their schools.

The investigation revealed that school managers regarded all the dimensions in Table 4.4 as very important, but for the sake of focus, the most important dimensions (with means above 4.5) are:

The respondents felt that school managers should consistently

- encourage followers to work (4.82);
- strive towards a shared vision (4.76);
- establish effective staff practices (4.73);
- create a shared vision for the school (4.71);

- demonstrate high performance expectations (4.68);

- monitor school activities (4.66);

- transmit professional practices, values and beliefs (4.59);

- act in an inviting way (4.57);

- exert an influence that will be followed by others (4.54);

- be able to deal with attitudinal change (4.53);

- be able to understand the different cultures (4.53);

- be considerate of the needs of followers (4.53); and

- enable others to act positively (4.51).

Figure 4.13 below indicates the relatively small difference between the highest and the lowest-ranked items to illustrate the closeness of the means and standard deviation.

Items with highest and lowest means

Legend:
- Establish effective staff practices.
- Strive towards a shared vision.
- Encourage followers to work.
- Model the way things need to be done.
- Model the way things need to be done.
- Deal with change management.
- Language-affluent.
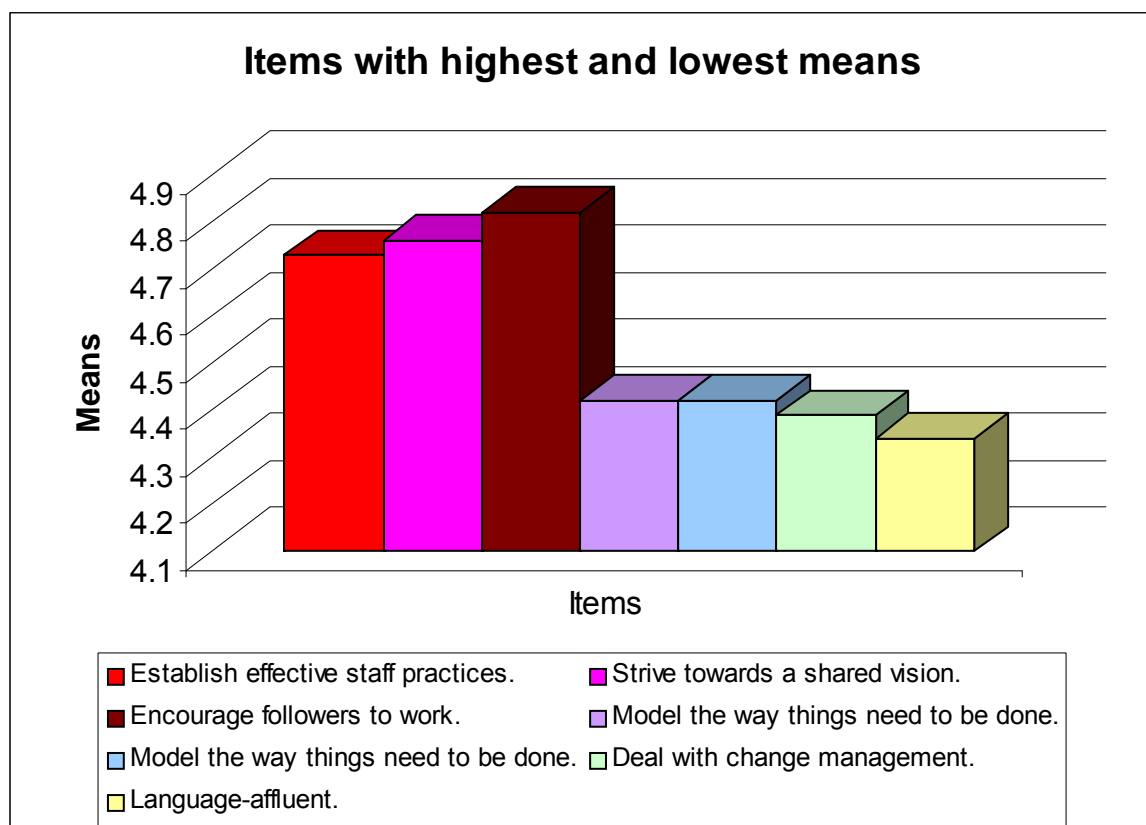
Figure 4.13 Comparison of items obtaining the highest and lowest means

When the various items are compared, it can be concluded that all the items are significant for the school leaders and that training in all these items would be appreciated by the respondents.

4.3.5 Findings on the training needs of principals to handle socially diverse schools (Section 3 of questionnaire)

Now that there is clarity on what school managers perceive to be important in order to let social representation function effectively, it is necessary to follow up on what those participants regard as the areas in which they need to be trained.

The standard deviation (cf. Table 4.4) reveals little divergence from the mean in high-ranking items, indicating that the respondents have similar views towards the need for support in implementing legislation at schools (Fielding & Gilbert, 2006:119 and Cooper & Schindler, 2003:467).

Table 4.4: Summary of scores for categories and units of analysis for abilities of respondents for Section 3

SECTION 3: What managerial development has to be provided in order to be equipped to handle a socially diverse school?						
To what extent do you think the following areas need to be developed?		Mean	Median	Mode	Std. Deviation	Ranking
21	Creating a shared vision.	4.52	4	5	0.72	1
20	Optimalising team work.	4.42	4	5	0.69	2
12	Acknowledging community values.	4.32	4	5	0.83	3
15	Handling conflict.	4.26	4	5	1.07	4
11	Reducing negativity.	4.25	4	4	0.87	5
19	Fostering cooperation.	4.23	4	4	0.75	6
10	Establishing interpersonal relations.	4.19	4	4	0.86	7
17	Establishing a school community where a common knowledge framework exists.	4.16	4	4	0.86	8
13	Creating cross-cultural understanding.	4.12	4	4	0.86	9
18	Curbing resistance.	4.03	4	4	0.85	10

4	Bringing about attitudinal change.	4.02	4	4	0.94	11
16	Conducting diversity needs assessment.	3.98	4	4	1.10	12
14	Dealing with differences during staff meetings.	3.84	4	4	1.16	13
9	Cultivating cultural awareness.	3.85	4	5	1.11	14
2	Cultivating respect for different cultures among the staff.	3.83	4	4	1.26	15
4	Managing change.	3.82	4	4	1.29	16
1	Dealing with legal issues pertaining to equity.	3.68	4	5	1.30	17
7	Dealing with stereotyping.	3.55	4	5	1.52	18
5	Dealing with racism.	3.47	4	5	1.66	19
6	Dealing with sexism.	3.44	4	5	1.64	20
21	Employing equity targets.	3.42	4	4	1.37	21

The above table revealed that all the dimensions listed needed to be addressed through training. The means and the standard deviation of the highest scored responded items do not differ much, demonstrating that the respondents have the same need to be developed.

Not only is creating a *shared vision* regarded as very important (Table 4.4), it also seems to be an area in need of training. In this context, it seems that dimensions that have to unite the staff need to be addressed, such as

- optimalising team work (4.42);
- acknowledging community values (4.32);
- handling conflict (4.26);
- fostering cooperation (4.23);
- establishing interpersonal relations (4.19);
- establishing a school community (4.16); and
- creating a cross-cultural understanding (4.12)

are reflected in the graph below.
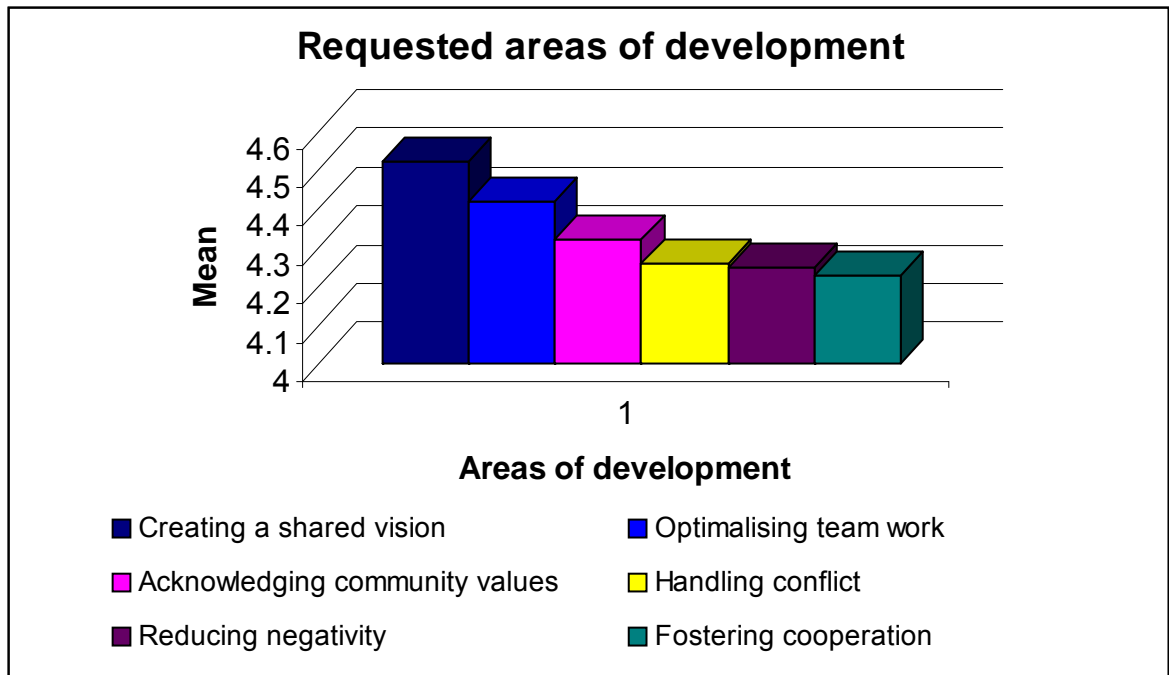
Figure 4.14 Areas in which training is needed

Apart from the needs for development identified earlier (cf. Item D9, Figure 4.9), the respondents here indicated the areas in need of development in support of social representation. The Department of Education and training institutions have to take note of these views.

In contrast with the probably common belief, the mean does not rank issues (cf. Figure 4.14) such as racism, sexism, equity targets, cultivating respect for different cultures and stereotyping as topics as so important, but the high mean scores still indicate a need for training in those areas.
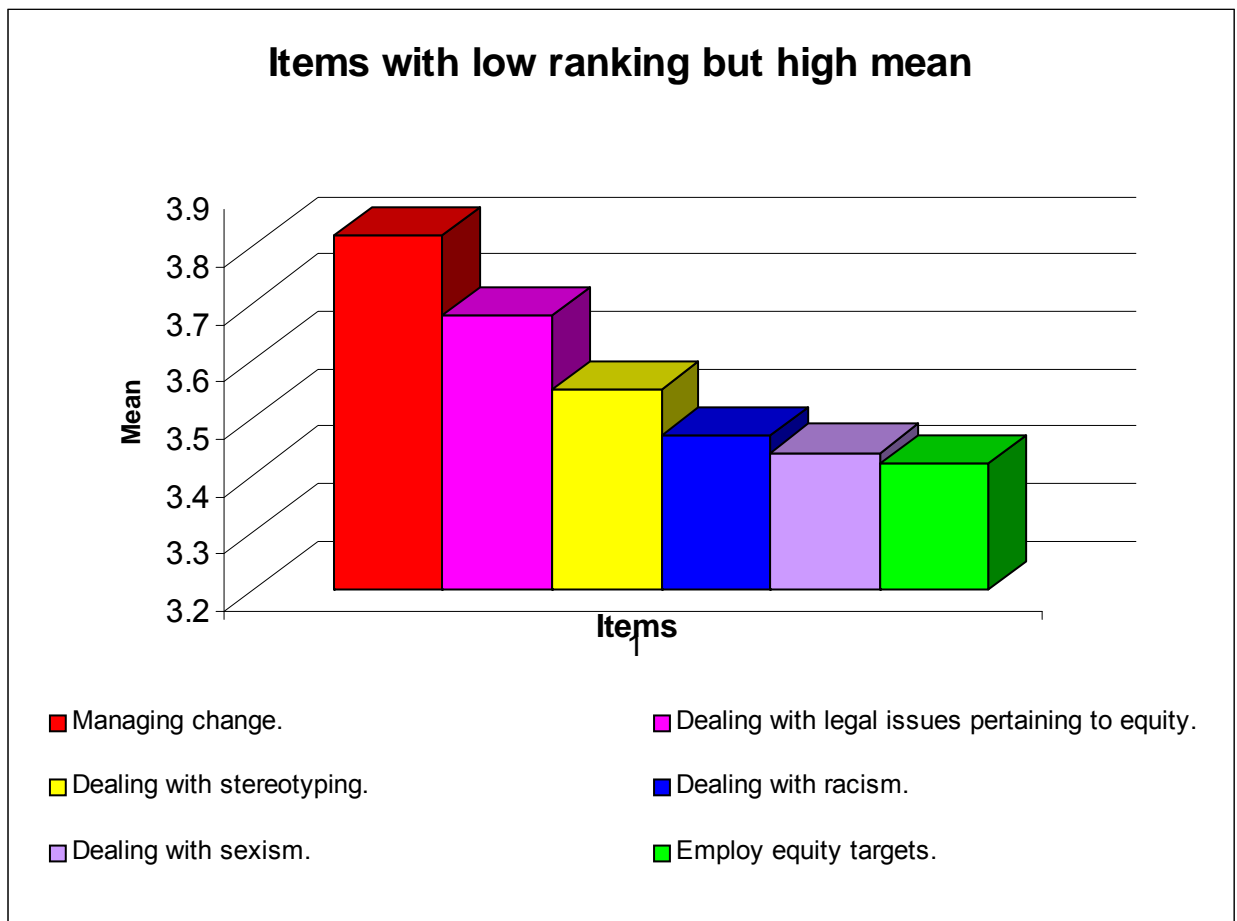
Figure 4.15 Items with high means and low ranking regarding training needs

4.3.6 Comments from respondents with regard to the management of social representation (Section 4 of questionnaire)

The questionnaire included an open question where the respondents were requested to make comments concerning their experiences of social representation and what managers should do. The suggestions made by the respondents were categorised and are presented below:

4.3.6.1 Political comments:

- Principals must have hair on their teeth when dealing with a diverse staff; politics are always brought in and play a major role.
- The best applicant must get the job. Not those in excess – improve service delivery.

- Transformation – Why do all the "high-brass" children go to ex-Model C schools?
- Social representation must be limited.

4.3.6.2 Economical comments:

- Many Whites are also poor and hungry – maybe close to the ratio of the Blacks.

4.3.6.3 Comments regarding policy:

- Diversity must be accepted.
- Disciplinary procedures must be practised.
- Managers should act according to the Bill of Rights.
- School management should involve everybody at the school.
- Laws of the country must provide efficient and effective education goals.

4.3.6.4 Comments regarding performance and promotion:

- There must be no obstacles for a person to outperform a colleague.
- Representation policies promote laziness.

4.3.6.5 Comments regarding equity:

- Everyone should experience the same level of equity.
- A Black and a White learner at the same school have the same year mark, the Black learner's mark is elevated to the top position in the province.

4.3.6.6 Comments regarding personal experiences:

- Representation was forced onto me.
- I had to change the morning scripture and meeting language to English.
- Managers should not have favourites – cultural, sexist or otherwise.

4.3.6.7 Comments regarding training:

- Training how to deal with different cultures.
- Managers should be developed with diverse management skills.
- There is a need for change – training to implement change.
- Workshops should be organised to be more effective.
- Managers should be granted study leave to embark on formal studies to improve their managerial background.
- Educators should be trained in diversity to understand their learners better.
- Managers should be trained in diversity to understand and respect staff and learners better.

4.3.6.8 Comments regarding toleration:

- Toleration for diversity is asked.
- Have respect for different cultures.
- Do not impose one's norms and values on other customs.
- Every person must be accommodated.

4.3.6.9 Comments regarding maintaining ones culture:

- Do not attempt to clone or create mini-Whites to suit the school's customs.

4.3.7 Statistical analysis of the differences of means (Sections 1, 2 and 3 of questionnaire)

Quantitative research methods follow positivistic methods to represent observations of social phenomena in an easily interpretable manner. After the means for all three sections of the RDQ were calculated and analysed, it was necessary to compute the t-tests for the difference of means between the various groups. This would assist the researcher to check if the variables had any significant influence on the groups compared.

Data obtained from the Likert-scale questions were processed by the SPSS 16 programme to determine the differences of means (t-test and ANOVA) to establish trends and to further inform the development of a framework for training.

The critical value for the number of respondents included in this investigation is 2.021, which means that any item of a greater value could be regarded as statistically significant.

For this study the following groups of means were compared, but due to the limited scope of a research report of this nature, **only those items with the highest means** (cf. 4.3.3–4.3.5) **that revealed a significant difference** in the various sections and sub-sections of the questionnaire will hence be viewed in terms of:

- **gender** (male and female);
- **location** (urban and rural);
- **experience as a school leader** (0–5; 6–10; 11–15; more than 15);
- **age** (20–29; 30–39; 40–49; 50–59; 60–65); and
- the frequency of their **exposure to diversity issues** (daily, weekly, monthly, quarterly, seldom).

(All the Tables [4.7–4.35] reflecting the results of the t-tests and ANOVAs are included in Appendix 8. Although it might seem as if the numbering of the tables included in the rest of this chapter does not follow a sequence, it has been done in this way to correlate with the numbering of the tables as they are included in the index.)

Before the findings could be reported, it was necessary to view the descriptive statistics concerning the groups to be compared.

Table 4.6: Descriptive statistics of groups

	N	Std. Deviation	Variance
Gender	154	.451	.203
Age	154	2.485	6.177
Years of experience	154	.906	.821
Location of the school	154	.923	.853
Frequency principals deal with diversity	154	1.272	1.618
Valid N (listwise)	154		

4.3.7.1 Differences in the perceptions of social representation and the management thereof

The responses of the various groups were analysed and will hence be discussed. Where significant differences of means were found **the related tables with the results will be included, but all tables containing results in terms of differences of means are taken up in Appendix 8.**

(a)   In terms of gender

The way in which the nature of social representation is viewed by male and female respondents is reflected by the scores of the t-test in Table 4.7.

Table 4.7: Difference in means between the gender groups: nature of social representation

		t-test for equality of mean					
Item	**Social representation is**	t	df	Sig. (2-tailed	Mean	Mean differen ce	Standard d
23	a reason for conflict	-2.415	151	.017*	4.36	-.629	M 1.459 F 1.279
29	naturally transformed by the community	1.149	151	.253	3.99	.219	M 1.021

Item	Feel that	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
							F 1.083
19	a natural process	-4.773	151	.000**	3.97	-1.237	M 1.482 F 1.172
7	benefiting only the individual	1.023	151	.308	3.25	.229	M .137 F .202
3	racially driven	1.905	151	.059	3.06	.545	M .137 F .202
10	beneficial to the community	6.727	151	.000**	2.75	1.127	M .137 F .202

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

The above table indicates that there are significant differences in the way in which males and females perceive social representation in terms of conflict (.017), its process (.000) and sphere of influence (.000). It seems that trainers need to attend to the deep-founded perceptions that underlie social representative and that males and females differ in this regard. The gender groups seem to have opposite views in terms of the notion that the change in social patterns is a natural process (99% significant) and that it holds particular benefits for the community (99% significant). Their different views on the conflict (95% significant) that arose from the process of social representation may have arisen from their own experiences of the phenomenon.

The manner in which the nature of social representation is viewed by gender groups is reflected by the scores of the t-test in Table 4.8.

Table 4.8: Difference in means between the gender groups: prejudices and stereotyping

	t-test for equality of mean						
Item	Feel that	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
27	White-run schools provide better education	3.183	151	.002**	4.05	-.629	M 1.459

							F 1.279
8	men feel women have an unfair advantage over them	-1.317	151	.190	3.45	.219	M 1.358 F 1.261
9	Whites have an attitude of being more dignified than Black people	-5.231	151	.000**	3.27	-1.237	M 1.379 F 1.414
21	the best-suited applicant is not always appointed	2.406	151	.017*	2.83	.229	M 1.242 F 1.349

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

New social patterns usually go hand in hand with deeply-felt prejudices and stereotypes and according to Table 4.8 it is those perceptions concerning Whites that differ between males and females: both the items on White schools (.002) and the attitudes of Whites (.000) revealing a 99% significance. It also seems that males and females have had different experiences in terms of affirmative action where the best candidate is not necessarily appointed (95%).

The way in which the different genders view the influence of social representation are reflected by the scores of the t-test in Table 4.9. It is particularly in terms of the possible negative effect of the quota system as an Affirmative Action measure that they differ.

Table 4.9: Difference in means between the gender groups: influence of social representation on education in schools

		t-test for equality of mean					
Item	**Dominant factors that influence education are**	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
25	Quotas that restrain good teaching	3.008	151	.003**	4.01	.609	M 1.040 F

162

Item							1.260
13	Over-politeness that hampers performance	-1.317	151	.190	4.01	-.367	M 1.347 F 1.228
28	That proactive measures ensures better results	-1.514	151	.132	3.94	-.519	M 1.220 F 1.102
11	That social representation places staff members under pressure	.659	151	.511	2.91	.163	M 1.438 F 1.223

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

It seems as if there is a consistent line running through the results that view the differences between the views of males and females. Just like in Table 4.7 (with regard to conflict), Table 4.10 below also reflects a significant difference in a dimension that may be attributed to the experiences of the two gender groups and this time it concerns the troublesome nature of implementation process (.006 – 95%)

.

Table 4.10: Difference in means between the gender groups: social representation and management

		t-test for equality of mean					
Item	Social representation	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
30	Implies a need for assistance in the management thereof	-1.374	151	.171	3.94	-.292	M 1.209 F .975
16	Implies an troublesome implementation process	2.805	151	.006**	3.01	.673	M 1.353 F 1.154
6	Requires management experience: academic qualifications are not sufficient	.871	151	.385	2,85	,178	M 1.526 F 1.265

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(b)   In terms of age

An ANOVA was performed to determine whether the various age groups view social representation differently. The findings of the analysis are illustrated in Tables 4.11–4.14.

The way in which the nature of social representation is viewed by diverse age groups is reflected by the scores of the ANOVAs in Table 4.11.

Table 4.11: Difference in means between age groups: nature of social representation

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	1.455	.208	4.36	1.143
		153				
29	naturally transformed by the community	5	3.422	.006**	3.99	.859
		153				
19	a natural process	5	.790	.559	3.97	.898
		153				
7	benefiting only the individual	5	.873	.501	3.25	.874
		153				
3	racially driven	5	.917	.472	3.06	.724
		153				
10	beneficial to the community	5	2.069	.072	2.75	.825
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

According to the above findings (Table 4.11) on the notion that the community will transform the school naturally the various age groups differed in opinion (.0006).

The way in which the nature of social representation is viewed by diverse age groups on prejudices and stereotyping are reflected by the scores of the t-test in Table 4.12.

Table 4.12: Difference in means between age groups: prejudices and stereotyping

Item	Feel that	df	F	Sig.	Mean	Std deviation

27	White-run schools provide better education	5	.628	.679	4.05	1.214
		153				
8	men feel women have an unfair advantage over them	5	.949	.452	3.45	.789
		153				
9	Whites have an attitude of being more dignified than Black people	5	2.228	.043*	3.27	.910
		153				
21	the best-suited applicant is not always appointed	5	3.522	.008**	2.83	.921
		153				

   * = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Just like with gender, the various age groups differed significantly with regard to the presumably superior attitude of Whites (.043 – 95%) and the concern that the best-suited person is not always appointed (.008 – 99%).   These are important revelations that require attention during training programmes.

(c)   In terms of years of experience

It can, however, be contemplated if the experience of school managers have an influence on how they view social representation. In order to determine if the people with different years of experience feel differently an ANOVA was performed and the findings of the analysis are illustrated in Tables 4.15 below (also cf. Tables 4.15–4.18 in Addendum 7)

Table 4.15: Difference in means between years of experience: nature of social representation

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	3.144	.010**	4.36	1.003
		153				
29	naturally transformed by the community	5	.200	.962	3.99	.786
		153				
19	a natural process	5	1.551	.177	3.97	.801
		153				
7	benefiting only the individual	5	1.588	.167	3.25	.889
		153				

3	racially driven	5	1.338	.251	3.06	.336
		153				
10	beneficial to the community	5	1.734	.130	2.75	.925
		153				

   * = 95% significant (p < 0.05)
  ** = 99% significant (p < 0.01)

The only significant difference in the manner in which social representation is viewed rests with the notion that social diversity is a reason for conflict. Table 4.15 reveals a (.010) 99% significance in this regard. This response could also possibly be related to how principals have experienced and witnessed incidents of conflict resulting from the diversity of the staff and learners.

(d)　In terms of the location of the school

The schools were divided into two groups, namely urban and rural schools. For revealing significant differences, t-tests were conducted.

The manner in which the nature of social representation is viewed by leaders from urban and rural schools is reflected by the scores in Table 4.19.

Table 4.19: Difference in means of various localities of schools: nature of social representation

		t-test for equality of mean						
Item	Social representation is	t	df	Sig. (2-tailed	Mean	Mean differen ce	Standar d	deviatio
23	a reason for conflict	-.700	150	.485	4.36	-.165	Rural .156 Urban .178	
29	naturally transformed by the community	1.121	150	.264	3.99	.191	Rural .111 Urban .130	
19	a natural process	-2.573	150	.011*	3.97	-.623	Rural .161 Urban .181	
7	benefiting only the individual	1.207	150	.229	3.25	.240	Rural .133 Urban .147	

3	racially driven	-.620	150	.536	3.06	-.160	Rural .176 Urban .184
10	beneficial to the community	-3.473	150	.001**	2.75	-.821	Rural .137 Urban .142

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

There are significant differences in terms of how school leaders from different locations view social representation. In the development of a training programme it might be important to acknowledge that leaders from urban and rural schools differ on how they view the naturalness of development process towards social representation (.011 – 95%) and its effect on the community (.001 – 99%).

The manner in which social representation is viewed by leaders from urban and rural schools concerning prejudices and stereotypes is reflected by the scores in Table 4.20.

Table 4.20 Difference in means between various localities of schools: prejudices and stereotyping

		t-test for equality of mean					
Item	Feel that	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standar d deviatio n
27	White-run schools provide better education	3.315	150	.001**	4.05	.644	Rural 1.023 Urban 1.372
8	men feel women have an unfair advantage over them	.674	150	.502	3.45	.147	Rural 1.331 Urban 1.343
9	Whites have an attitude of being more dignified than Black people	-2.940	150	.004**	3,27	-.703	Rural 1.443 Urban 1.483
21	the best-suited applicant is not always appointed	2.452	150	.015**	2.83	508	Rural 1.300 Urban 1.223

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.20 indicates a consistency concerning differences in perceptions related to race in Items 9 and 29. Item 21 is also consistent with the responses of the other groups of means. Here the 99% significant differences exist with regard to the quality

of White-run schools (.001), the attitudes of Whites towards Blacks (.004) and the appointment of candidates (.015).

These findings are alarming as it may be a possible cause to future tension and requires urgent attention by educationalists. This opposes the creation of a socially represented society where all staff members are able to contribute towards the same objective in education in a meaningful way (cf. 2.6).

The influence that social representation may have on urban and rural schools primarily only differs in views on the hampering effect of quotas (.030 – 95%).

Table 4.21: Difference in means between various localities of schools: influence of social representation on education in schools

		t-test for equality of mean						
Item	Dominant factors that influence education are	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standard deviatio n	
25	Quotas that restrain good teaching	2.193	150	.030*	4.01	.402	Urban .984 Rural 1.275	
13	Over-politeness that hampers performance	-.319	150	.750	4.01	-.069	Urban1.314 Rural 1.350	
28	That proactive measures ensures better results	-.996	150	.321	3.94	-.197	Urban1.027 Rural 1.060	
11	That social representation places staff members under pressure	1.934	150	.055	2.91	.421	Urban1.272 Rural 1.400	

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

It seems that trainers need to pay attention to the deep-founded perceptions that underlie social representative in urban and rural areas.

(e)   In terms of the frequency in which principals deal with diversity

The frequency in which diversity is experienced by school leaders are reflected by the scores of the ANOVA in Table 4.23–4.26.

The manner in which the nature of social representation is viewed by leadership who have a diverse frequency of dealing with social representation is reflected by the scores in Table 4.23.

Table 4.23: Difference in means between frequency of dealing with social representation: nature of social representation

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	2.520	.040*	4.36	.854
		153				
29	naturally transformed by the community	5	1.611	.161	3.99	1.213
		153				
19	a natural process	5	.845	.520	3.97	.890
		153				
7	benefiting only the individual	5	.410	.841	3.25	.779
		153				
3	racially driven	5	1.364	.241	3.06	.456
		153				
10	beneficial to the community	5	1.260	.284	2.75	.843
		153				

* = 95% significant ($p < 0.05$)
** = 99% significant ($p < 0.01$)

Consistent to previous groups of means, it is once again conflict that seems to be experienced differently (.040 – 95%). From the evidence it is clear that the perception and experience of the two groups regarding the notion that representativity causes conflict clashes. This element requires training to resolve perceptions of conflict, which implies that school leaders will probably benefit from receiving training in conflict resolution.

The frequency with which school leaders deal with social representation seems to influence their prejudices and stereotypical views, as reflected by the scores in Table 4.24.

Table 4.24: Difference in means between frequency of dealing with social representation: prejudices and stereotyping

Item	Feel that	df	F	Sig.	Mean	Std deviation
27	White-run schools provide better education	5	.865	.508	4.05	1.100
		153				
8	men feel women have an unfair advantage over them	5	.399	.884	3.45	.769
		153				
9	Whites have an attitude of being more dignified than Black people	5	1.354	.234	3.27	.911
		153				
21	the best-suited applicant is not always appointed	5	2.710	.032*	2.83	.965
		153				

* = 95% significant ($p < 0.05$)
** = 99% significant ($p < 0.01$)

Table 4.24 reveals a (.032) 95% significant difference on the notion that the best-suited applicant is not always appointed. This difference could possibly be attributed to their exposure to similar situations.

Table 4.25 Difference in means between frequency of dealing with social representation influence of social representation on education in schools

Item	Dominant factors that influence education are	df	F	Sig.	Mean	Std deviation
25	Quotas that restrain good teaching	5	2.264	.048*	4.01	.980
		153				
13	Over-politeness that hampers performance	5	.393	.889	4.01	.787
		153				
28	That proactive measures ensures better results	5	1.222	.178	3.94	.646
		153				
11	That social representation places staff members under pressure	5	2.338	.045*	2.91	.935
		153				

* = 95% significant ($p < 0.05$)
** = 99% significant ($p < 0.01$)

Table 4.25 reveals a (.045) 95% significant difference to Item 11, stating that social representation places staff members under pressure (.045). School leaders who have a different frequency in dealing with diversity have opposing views concerning the fact that staff members are placed under pressure due to representativity. This finding may be due to the exposure of these members to the pressures resulting from managing social representation.

The manner in which social representation influences management practices is reflected by the scores in Table 4.26.

Table 4.26: Difference in means between frequencies of dealing with social representation: social representation and management

Item	Social representation	df	F	Sig.	Mean	Std deviation
30	Implies a need for assistance in the management thereof	5	3.923	.004**	3.94	.959
		153				
16	Implies an troublesome implementation process	5	10.417	.000**	3.01	.773
		153				
6	Requires management experience: academic qualifications are not sufficient	5	1.232	.165	2.85	.730
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.26 indicates a 99% significant difference in the frequency in dealing with social representation in terms of the need for assistance in the management of social representation (.004) and the notion that social representation is a troublesome implementation process (.000). These scores indicate a need for assistance and training in the implementation and management of social representation. These opposing views on the need for assistance and the troublesome nature of social representation probably arose from the school leaders' own experiences of the phenomenon.

4.3.7.2 Differences in the views on the aspects necessary to ensure the effective functioning of social representation at schools

The responses of the various groups were analysed and the differences between the various groups of means (results of t-tests and ANOVAs) will hence be viewed. Where significant differences of means were found, the related tables with the results will be included, but all tables containing results in terms of differences of means are taken up in Appendix 8.

(a)   In terms of gender

The manner in which the different gender groups view the aspects that are crucial for the effective functioning of diverse schools is reflected by the scores in Table 4.27.

Table 4.27: Difference in means between gender groups: crucial aspects to ensure the effective functioning of social representation

Item	To ensure effective social representation it is necessary to	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standard deviation	
4	Encourage followers to work	4.511	151	.000**	4.82	.395	M	.303
							F	.784
6	Strive towards a shared vision	5.051	151	.000**	4.79	.453	M	.831
							F	.624
15	Establish effective staff practices	6.355	151	.000**	4.73	.576	M	.742
							F	.942
1	Create a shared vision for the school	1.493	151	.138	4.71	.143	M	.743
							F	.706
14	Demonstrate high performance expectations	4.322	151	.000**	4.68	.471	M	.652
							F	.647
13	Monitor school activities	2.311	151	.022*	4.66	.251	M	.663
							F	.524
12	Transmit professional practices, values and beliefs	3.986	151	.000**	4.59	.492	M	.755
							F	.823
5	Act in an inviting way	3.221	151	.022*	4.57	.431	M	.616
							F	.981
11	Exert an influence that will be followed by others	3.145	151	.022*	4.54	.387	M	.552
							F	.921

17	Be able to deal with attitudinal change	4.278	151	.000**	4.53	.514	M	.381
							F	.723
18	Be able to understand the different cultures.	.914	151	.362	4.53	.108	M	.691
							F	.883
9	Be considerate of the needs of followers.	2.664	151	.009**	4.53	.344	M	.668
							F	.764
2	Enable others to act positively.	1.992	151	.048*	4.51	.250	M	.626
							F	.975

*   = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.27 reveals a 99% significant difference in the way which the two gender groups perceive the necessity of the encouragement of followers to work (.000), having a shared vision (.000), establishing effective staff practices (.000), demonstrating high performance expectations (.000), transmitting professional practices (.000), being able to deal with attitudinal change (.000) and considering the needs of followers (,009). The next items all obtained a 95% significance regarding the monitoring of school activities (.022), acting in an inviting way (.022), exerting an influence that will be followed by others (.022), and enabling others to act positively (.048). These scores imply that, although they all regard these aspects as crucial, they may have different experiences that influence their perceptions.

(b) In terms of age

Figure 4.28 (cf. Addendum 7) indicates no significant differences between age groups in terms of the effective functioning of socially representative schools.

(c) In terms of years of experience

The approach to ensure effective social representation as viewed by the groups who differ in years of leadership experience are reflected by the scores in Table 4.29.

Table 4.29: Difference in means between years of experience: crucial aspects to ensure the effective functioning of social representation

Item	To ensure effective social representation it is necessary to	df	F	Sig.	Mean	Std deviation
4	Encourage followers to work	5	.107	.980	4.82	.734
		153				
6	Strive towards a shared vision	5	3.021	.001**	4.79	.913
		153				
15	Establish effective staff practices.	5	.817	.539	4.73	.970
		153				
1	Create a shared vision for the school.	5	.367	.871	4.71	.589
		153				
14	Demonstrate high performance expectations	5	.339	.888	4.68	.696
		153				
13	Monitor school activities	5	.772	.571	4.66	.843
		153				
12	Transmit professional practices, values and beliefs.	5	1.179	.322	4.59	.674
		153				
5	Act in an inviting way.	5	.305	.909	4.57	.447
		153				
11	Exert an influence that will be followed by others.	5	2.697	.033*	4.54	1.420
		153				
17	Be able to deal with attitudinal change.	5	2.940	.023*	4.53	.449
		153				
18	Be able to understand the different cultures	5	2.059	.089	4.53	.121
		153				
9	Be considerate of the needs of followers	5	1.843	.124	4.53	.130
		153				
2	Enable others to act positively.	5	2.567	.029*	4.51	.332
		153				

(a) * = 95% significant (p < 0.05)

(b) ** = 99% significant (p < 0.01)

Table 4.29 reveals a 99% significant difference in the way in which leaders experience the necessity of striving towards a shared vision (.001). The following aspects obtained a 95% significant difference in terms of influencing others (.033), bringing about attitudinal change (.023) and enabling others to act positively (.029). The experiences of school leaders appear to influence their perceptions.

(c)   In terms of the location of the school

There are no significant differences between rural and urban school concerning the aspects that are necessary to ensure the effective functioning schools (cf. Table 4.30 in Addendum 7).

(d)   In terms of the frequency in which principals deal with diversity

The different views on the techniques to ensure effective social representation, are reflected by the scores in Table 4.31.

Table 4.31: Difference in means between frequencies in dealing with social representation: crucial aspects to ensure the effective functioning of social representation

Item	To ensure effective social representation it is necessary to	df	F	Sig.	Mean	Std deviation
4	Encourage followers to work	5	1.427	.218	4.82	.554
		153				
6	Strive towards a shared vision	5	1.179	.322	4.79	.913
		153				
15	Establish effective staff practices.	5	1.426	.218	4.73	.970
		153				
1	Create a shared vision for the school.	5	1.411	.224	4.71	.589
		153				
14	Demonstrate high performance expectations	5	.727	.604	4.68	.696
		53				
13	Monitor school activities	5	.934	.461	4.66	.843
		153				
12	Transmit professional practices,	5	2.560	.042*	4.59	.674

	values and beliefs.	153				
5	Act in an inviting way.	5	1.729	.131	4.57	.447
		153				
11	Exert an influence that will be followed by others.	5	1.938	.091	4.54	1.420
		153				
17	Be able to deal with attitudinal change.	5	2.685	.024*	4.53	.449
		153				
18	Be able to understand the different cultures.	5	1.514	.189	4.53	.121
		153				
9	Be considerate of the needs of followers.	5	1.254	.287	4.53	.130
		153				
2	Enable others to act positively.	5	.817	.539	4.51	.332
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.31 indicates a 95% significant difference concerning effectively functioning schools in terms of conveying professional practices (.042), transmitting particular values and beliefs (.042), and being able to effectively deal with attitudinal change (.024).

4.3.7.3 Differences in the training needs of principals to handle socially diverse schools

The training needs of the various groups were analysed and the differences between the various groups of means (results of t-tests and ANOVA's) are viewed below. Only in cases where significant differences of means were found, the related tables with the results will be included, but all tables containing results in terms of differences of means are taken up in Appendix 7.

(a)   In terms of gender

The difference between the training needs of male and female school leaders are reflected by the scores in Table 4.32.

Table 4.32: Difference in means between gender groups: training needs

Item	Need to be trained in terms of	t-test for equality of mean					Standard deviation	
		t	df	Sig. (2-)	Mean	Mean differen		
21	Creating a shared vision.	-.841	150	.401	4.52	-.099	M	.273
							F	.884
20	Optimalising team work.	.083	150	.934	4.42	-.010	M	.641
							F	.598
12	Acknowledging community values.	-.447	150	.656	4.32	-.191	M	.672
							F	.872
15	Handling conflict.	-3,182	150	.002**	4.26	-.258	M	.333
							F	.216
11	Reducing negativity.	-.279	150	.781	4.25	.-.040	M	.652
							F	.647
19	Fostering co-operation.	.043	150	.966	4.23	.005	M	.343
							F	.224
10	Establishing interpersonal relations.	-.944	150	.346	4.19	-.133	M	.823
							F	.854
17	Establishing a school community where a common knowledge framework exists.	-1.356	150	.177	4.16	.-.191	M	.916
							F	.721
13	Creating cross-cultural understanding.	-1.370	150	.173	4.12	-.192	M	.662
							F	.321
18	Curbing resistance.	-1.502	150	.135	4.03	-.210	M	.453
							F	.613
4	Bringing about attitudinal change.	-1.066	150	.288	4.02	-.164	M	.721
							F	.813

(b) * = 95% significant (p < 0.05)
(c) ** = 99% significant (p < 0.01)

Table 4.32 indicates that it is only in terms of dealing with conflict (.002 – 99%) that the male and female respondents differed. This is quite in accordance with previous findings where the two gender groups differ in terms of their perceptions of conflict and their need for training. This may have a particular influence on the way training programmes have to be constructed.

(b)   In terms of age

The training needs of the different age groups are reflected by the scores in Table 4.33.

Table 4.33: Difference in means between age groups: training needs

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	Creating a shared vision.	5	4.878	.000**	4.82	.754
		153				
20	Optimalising team work.	5	4.635	.001**	4.73	.680
		153				
12	Acknowledging community values.	5	5.998	.000**	4.71	.749
		153				
15	Handling conflict.	5	.165	.975	4.68	.706
		53				
11	Reducing negativity.	5	.334	.892	4.66	.646
		153				
19	Fostering cooperation.	5	3.837	.003**	4.59	.654
		153				
10	Establishing interpersonal relations. .	5	.334	.892	4.57	.987
		153				
17	Establishing a school community where a common knowledge framework exists	5	2.329	.045*	4.54	1.344
		153				
13	Creating cross-cultural understanding. .	5	1.300	.267	4.53	.809
		152				
18	Curbing resistance	5	.624	.682	4.53	.341
		153				
4	Bringing about attitudinal change.	5	5.550	.000**	4.53	.150
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

The findings in Table 4.33 indicate a statistically 99% significant difference between the various age groups. The assistance of principals in their daily management tasks, especially in creating a shared vision (.000), acknowledging community values (.000), bringing about attitudinal change (.000), optimalising team work (.001) and fostering collaboration (.003) should therefore be carefully planned and customised

as principals who fail to create a shared vision and do not bring about attitudinal change could beheld accountable for poor performance. The establishment of a school community that will support social representation is evidently important to all groups, although they differ in how they see the entire issue (.045). The school leaders' need for assistance is therefore evident and calls for detailed research and the development of programmes and/or guidelines to improve management practices in schools.

(c)   In terms of years of experience

The manner in which different groups of experience indicate their need to be trained is reflected by the scores in Table 4.34.

Table 4.34: Difference in means between years of experience: training needs

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	**Creat**ing a shared vision.	5	.671	.646	4.82	.734
		153				
20	Optimalising team work.	5	.698	.626	4.73	.700
		153				
12	Acknowledging community values.	5	1.677	.143	4.71	.819
		153				
15	Handling conflict.	5	.902	.481	4.68	.836
		53				
11	Reducing negativity.	5	1.677	.143	4.66	.786
		153				
19	Fostering cooperation.	5	.874	.500	4.59	.454
		153				
10	Establishing interpersonal relations. .	5	.754	.584	4.57	.767
		153				
17	Establishing a school community where a common knowledge framework exists	5	.725	.606	4.54	.844
		153				
13	Creating cross-cultural understanding.	5	4.723	.000**	4.53	.809

	.	152				
18	Curbing resistance	5	2.448	.036*	4.53	.261
		153				
4	Bringing about attitudinal change.	5	.522	.759	4.53	.980
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

The above Table 3.34 indicates a statistical difference in terms of the groups of means relating to years of experience in terms of the creation of cross-cultural understanding (.000 – 99%) as well as curbing resistance (.036 – 95%). This implies that the school leader requires training to understand diverse cultures and be equipped with techniques to curb resistance in order to ensure an effectively functioning school.

(d) In terms of the location of the school

The way in which the school leaders of the different groups of view their training needs is indicated by the scores in Table 4.35.

Table 4.35: Difference in means between locality of schools: training needs

		t-test for equality of mean					
Item	**Need to be trained in terms of**	t	df	Sig. (2-)	Mean	Mean differen	Standard deviation
21	Creating a shared vision.	-.587	150	.558	4.52	-.099	Rural .313 Urban .874
20	Optimalising team work.	-3.029	150	.003**	4.42	-.010	Rural .761 Urban .608
12	Acknowledging community values.	-1.621	150	.107	4.32	-.191	Rural .532 Urban .892
15	Handling conflict.	-1.168	150	.245	4.26	-.258	Rural .423 Urban .206
11	Reducing negativity.	-1.982	150	.049*	4.25	.-.040	Rural .772 Urban .877
19	Fostering cooperation.	1.526	150	.129	4.23	.005	Rural .433 Urban .104
10	Establishing interpersonal	-.297	150	.767	4.19	-.133	Rural .903

							Urban .864
17	Establishing a school community where a common knowledge framework exists.	-1.840	150	.069	4.16	.-.191	Rural .826 Urban .721
13	Creating cross-cultural understanding.	1.532	150	.102	4.12	-.192	Rural .572 Urban .221
18	Curbing resistance.	-1.924	151	.048*	4.03	-.210	Rural .553 Urban .723
4	Bringing about attitudinal change.	.083	150	.934	4.02	-.164	Rural .431 Urban .713

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.35 reveals that there are significant differences in some of the items that portray training needs of school leaders. Rural and urban school leaders differ significantly in terms of their needs for being trained in optimalising team work (.003 – 99%), curbing resistance (.049 – 95%) and reducing negativity (.048 – 95%).

(e)   In terms of the frequency in which principals deal with diversity

Table 4.36 indicates that some of the training needs of school leaders differ according to the frequency in which they have to deal with issues related to social representation. The differences in terms of how to handle conflict (.036 – 95%) and how to change attitudes (.025 – 95%) may be attributed to the amount of exposure they have experienced while dealing with social representation in their schools.

Table 4.36 Difference in means between frequencies in dealing with social diversity: training needs

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	Creating a shared vision.	5 153	1.375	.237	4.82	.624
20	Optimalising team work.	5 153	.483	.789	4.73	.650
12	Acknowledging community values.	5 153	.920	.470	4.71	.749
15	Handling conflict.	5 53	2.459	.036*	4.68	.766
11	Reducing negativity.	5	.659	.655	4.66	.836

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		153				
19	Fostering cooperation.	5	1.205	.310	4.59	.334
		153				
10	Establishing interpersonal relations. .	5	.111	.990	4.57	.347
		153				
17	Establishing a school community where a common knowledge framework exists	5	.924	.467	4.54	.674
		153				
13	Creating cross-cultural understanding. .	5	2.024	.078	4.53	.439
		152				
18	Curbing resistance	5	.193	.965	4.53	.541
		153				
4	Bringing about attitudinal change.	5	2.657	.025*	4.53	.340
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

4.5   CONCLUSION

This chapter discussed the preliminary survey leading up to the researcher-designed questionnaire. The research then focused on the perceptions and management of social representation, which revealed the deeper nuances of handling a socially diverse school. These nuances culminated in a researcher-designed questionnaire (RDQ) that was used to quantitatively investigate the various issues at stake at Free State schools.

The collected data from school leaders in the Free State Province provided insight into the following:
- The demographic profile of participants.
- Their perceptions of social representation in terms of its nature, the influence it exerts, the consequent prejudices and stereotypes and the related management.
- The required skills to ensure the effective functioning of socially representative schools.

- The training needs of principals.
- Personalised opinions on management regarding social representation.

After data capturing, the data were statistically analysed by SPSS version 16 and Excel. The data were then presented, interpreted and discussed. It is evident that school leaders would like to be empowered and receive training in a number of aspects of social representation as 75% of the respondents indicated that they needed assistance to effectively lead a socially representative school.

The following table reflects the major trends that emerged from this chapter. These trends need to be accounted for when any form of training is considered.

Table 4.37: Trends emerging from the quantitative investigation

Dimension	Findings	Possible training implications
		Provincial authorities and training institutions have to
1. **Dealing with social representation**	**Most respondents have** • to deal with social representation on a regular base (cf. 4.3.2). • a definite need for training (cf. 4.3.2). • a need for assistance and in-service training (cf. 4.3.2)	• seriously embark on providing relevant in-service training • assist school leaders in dealing with problems related to social representation • equip school leaders with the necessary skills to manage social representation.
2. **Perceptions of social representation**	**Social representation is viewed as** • a reason for conflict (cf. 4.3.3), • being naturally instilled by the community (cf. 4.3.3), • a natural process (cf. 4.3.3), • benefiting the individual only (cf. 4.3.3), • racially driven (cf. 4.3.3), • benefiting the community (cf. 4.3.3),	• acknowledge the differences in perceptions and needs of leaders in terms of gender, age, years of experience as a school leader, location of the school and the frequency of deal with diversity. • focus on preventing possible conflict and curbing negativity,

	• racially driven **School leaders view** • White-run schools as better providers of education (cf. 4.3.3), • women as having an unfair advantage over men (cf. 4.3.3), • Whites as having an attitude of being more dignified than Black people (cf. 4.3.3), • social representation as resulting in situations where the best-suitede applicant is not always appointed (cf. 4.3.3). • quota systems as restraining good teaching (cf. 4.3.4), • staff as being over-polite, which may result in under-performance (cf. 4.3.4), • the institution of proactive measures as delivering better results (cf. 4.3.4), • social representation as placing staff members under pressure (cf. 4.3.4). • the implementation of social representation as being troublesome (cf 4.3.4) • experience as a requirement for quality management (cf. 4.3.4) • diversity as demanding as politics are always involved (cf. 4.3.6.1), • stakeholder involvement as crucial for the effective management of social representation (cf. 4.3.6.3). **School leaders are concerned about**	• be aware that social representation is an emotional topic as many school leaders in all the categories must have had negative experiences. • assist staff members to deal with pressure. • emphasise the advantages of being pro-active. • provide school leaders with practical, real-life situations when dealing with the management of social representation. • acknowledge the emotions that underpin social representation. • take care of not neglecting any of the race and gender groups. • acknowledge that the different groups do not experience equality in the same manner. • accomplishing attitudinal change. • eradicating nepotism. • equip school leaders with the necessary skills in terms of • dealing with different cultures. • diversity management skills. • change management. • creating a sound organisational culture. • motivating staff for high

	• Service delivery (cf. 4.3.6.1)	performance.
	• Children of the elite always going to ex-Model C schools? (cf. 4.3.6.1).	• monitoring performance.
	• Poverty among Black and White people (cf. 4.3.6.2).	• fostering a professional environment.
	• Managers not acknowledging the Bill of Rights (cf. 4.3.6.3).	• Invitational management
	• Certain policies that may promote laziness (cf. 4.3.6.4).	• fostering cooperation
	• Incidents where the principles of social representation were forced onto them (cf. 4.3.6.6).	• curbing resistance
	• Nepotism (cf. 4.3.6.6).	• optimalising team work
	• The conflict that comes with social representation (Tables 4.7 & 4.12; 4.15; 4.23 & 4.36).	• creating and maintaining a commitment to a shared vision
	• The pressure that is placed on staff members by the implementation and maintenance of social representation (cf. Tables 4.21 & 4.25).	• identifying and acknowledging community values conflict management establishing sound interpersonal relations
		.
	Leaders are convinced that	
	• Social representation must be limited (cf. 4.3.6.1).	
	• Diversity must be accepted (cf. 4.3.6.3).	
	• Disciplinary measures must be put in place (cf. 4.3.6.3).	
	• Everyone should experience the same level of equity (cf. 4.3.6.5)	
3. Aspects necessary for socially represented	• Commitment to hard work (cf. 4.3.4), • Commitment to a shared vision (cf. 4.3.4), • Effective staff practices (cf. 4.3.4),	

schools to function effectively	• High performance expectations (cf. 4.3.4), • Monitoring school activities (cf. 4.3.4), • Acting in an inviting way (cf. 4.3.4), • Exerting an influence that will be followed by others (cf. 4.3.4), • An understanding and consideration of the different needs (cf. 4.3.4),
4.Training needs to manage social representation	**School leaders are desperately in need of training in terms of** • dealing with different cultures (cf. 4.3.5 & 4.3.6.7). • diversity management skills (cf. 4.3.6.7). • change management • creating an environment where respect and trust reigns (cf. 4.3.6.7). • cultivating an understanding and respect for the different cultures among the staff members and learners, (cf. 4.3.6.8). • encouraging followers to work (cf. 4.3.7.2). • establishing effective staff practices (cf. 4.3.7.2). • demonstrating high performance expectations (cf. 4.3.7.2). • monitoring school activities (cf. 4.3.7.2). • transmitting professional practices, values and beliefs (cf. 4.3.7.2). • acting in an inviting way (cf. 4.3.7.2). • fostering cooperation (cf. 4.3.7.2).

	• curbing resistance (cf. 4.3.7.2).
	• changing attitudes (cf. Tables 4.27; 4.29; 4.31; 4.33 & 4.36).
	• optimalising team work (cf. Tables 4.33 & 4.35).
	• establishing a school community where a common knowledge framework exists (cf. Tables4.33 & 4.35).
	• creating and maintaining a commitment to a shared vision (cf. 4.3.5 & 4.3.7.2).
	• optimalising team work (cf. 4.3.5).
	• identifying and acknowledging community values (cf. 4.3.5).
	• handling conflict (cf. 4.3.5).
	• establishing sound interpersonal relations (cf. 4.3.5).

The researcher could draw from the data that emerged from the preceding chapters to construct Chapter 5 in order to address the following problem question:

What guidelines can be used to adequately empower leaders to successfully manage the transformation process towards social representation so that the educational equity objectives of the province can be reached?

Chapter 5

SUMMARY AND RECOMMENDATIONS

The factor that empowers the people and ultimately
determines which organisations succeed or fail is the
leadership of those organisations.
Warren Bennis

5.1   INTRODUCTION

South Africa is experiencing social transformation, which is perceived and experienced by different societies in various ways.   Numerous authors (Adams, Hermann, Hirsch, Jansen van Rensburg, Shain and Van Zyl Slabbert) have engaged on the topic of social representation within the South African context, drawing on diverse disciplines, such as litigation, economics, human resources and social sciences.   These critics have relied on different methodologies, ranging from academic scripts, literary works as well as commentaries addressing issues of social representation.   This broad range of publications adds to an understanding of social representation in a transformative context.

Clive Roos (2008:01), an educational researcher, asserts that educationists must consider the implications of a government with a highly populist agenda and a commitment to the poorest of the poor as significant in relation to public schooling in South Africa.   School leaders must be aware of the political development that is linked directly to the employment of educators and act pro-actively to ensure that they do not experience a loss of skilled educators, as they will be held accountable for the quality and efficiency of the services they provide. This is likely to impact on issues of monitoring, accountability and assessment of educators: definitely placing a responsibility on school leadership to manage such social-related issues.

The purpose of this study was to investigate and add to the broader field of knowledge on social representation at schools in the Free State Province. This research concentrated on how school managers experience and perceive the transition to be socially represented in a non-racial democracy and their particular training needs. This researcher also envisaged to eventually provide guidelines for preparing school leaders to effectively handle the changing school environment. It was however, necessary for the investigation to yield data that would enable the construction of relevant guidelines.

This study was grounded by foundational literature study on aspects surrounding social representation. Hence the researcher concluded that reconciliation had not yet fully become a reality in South Africa, as this country still battles to be truly democratic and transparent towards all its citizens. Furthermore, leaders constantly have to seek and explore strategies that favour social development and upliftment, rather than merely providing for preferential treatment.

Managing social representation appropriately implies the recognition of differences as well as recognising similarities. Therefore leaders must ensure that they have the necessary skills to interact effectively with staff, learners and parents of diverse backgrounds. It is only through recognising cultural differences that school leaders can begin to appreciate and value diversity in the school.

Interviews with a diverse group of school leaders which, from a constructivist frame of mind, explored the discourses reflected by the perceptions and experiences of social representation amongst school leaders. Being an interviewee-based study, the conversations were opened in order to allow the interviewees to express their thoughts freely. The data gathered in these interviews were valuable as this lead to a deeper understanding of social representation at Free State schools. The interviews investigated many complex and subtle perceptions of social representation in terms of the experiences, as well as the implementation and training implications for school leaders. From the interviews it was evident that many school leaders experienced change as very dramatic. This data were further explored from a positivistic-quantitative perspective in terms of the manifestation of social representation and the consequent training required.

The remainder of this chapter was devoted to an overview of the study, the realisation of the objectives, a synthesis of the findings and the recommended training guidelines in order to resolve a number of key issues emerging from this study.

5.2   OVERVIEW OF THE DEVELOPMENT OF THE STUDY

The research on social representation had its inception in the conceptualisation of social representation, the manifestation thereof in a South African context and suggestions pertaining to its management.

In Chapter 2 the researcher explored literature on transformation towards social representation and the achievement thereof, as well as the consequent impact on democracy, freedom and equality, in order to provide an overview and background for the empirical research to be reported in Chapters 3 and 4.   This chapter also focused on equipping school managers with knowledge concerning the bigger picture of social representation in view of providing a foundation for handling related issues at schools.

Chapter 2, amongst others, also revealed that race-based policies would not survive the moral test of time and that reconciliation is the ideal and therefore more voices are heard in favour of a social accord rather than racial preferential treatment.   South Africa still seems to battle with reaching consensus regarding social representation, as there seems to be a variety of perspectives of reality.   A good example of this is that the White group feels that the pendulum of social representation has swung too far, while Black groups maintain that the pendulum has not yet moved.   This illustrates opposing experiences, attitudes and values that may lead to misunderstandings, frustration, and suspicions, which create serious leadership problems.

Managing social representation appropriately implies the recognition of differences and similarities, as well as the recognition of idiosyncratic behaviours, beliefs and

needs that could benefit society and individuals, as it would acknowledge each group's own sense of achievement and success. Therefore leaders have to ensure that they possess the necessary skills to interact effectively with staff of diverse backgrounds. As a result of the above, it is crucial for school leaders to know how the various societies of citizens in South Africa respond to transformation.

School leaders must not only address problems, but also attempt to clarify and provide guidance on issues related to tolerance, diversity and the accommodation of differences, redress and transformation. When people believe they have a legitimate place in the organisation and they have a meaningful contribution to make, regardless of their culture or race, a shared organisational culture will start to emerge and the long journey towards a truly socially representative school can start. Therefore school leadership should take cognisance of and understand the perceptual limitations of their staff members and appreciate the rich resources in their hearts and minds. Once a person starts to value differences, those differences could add to his/her own knowledge and understanding of reality and in his/her mindset work towards synergy.

Chapter 3 was related to the qualitative inceptions of exploring the perceptions and experiences of participants from Free State schools in terms of social representation. The researcher was able to devise a research schedule to use in individual interviews for collecting opinions and perspectives as viewed by the participants. This led the researcher to gain a full picture of the phenomenon of the perceptions and experiences of social representation at Free State schools and to understand the emerging issues by "letting the objects speak for themselves". The interviews explored many complex and subtle perceptions of social representation in terms of the views, perceptions, experiences, implications, implementation and training requirements of principals regarding social representation at their schools. The training needs that surfaced contained the potential to play a vital role in supporting the quest for relevant empowerment for bringing about transformation in education.

Chapter 3 bore evidence that some school leaders experienced change as very dramatic with a certain degree of discontent, but all supported social representation in principle and had a desire to make social representation work and consequently

expressed their dire need for training. From the findings it could also be inferred that White principals welcome their Black staff members and that the different groups on the staff make valuable contributions to ensure effective communication with the variety of groups of parents and communities.

During the interviews specific perceptions and experiences were pointed out (cf. 3.4 and Table 3.6). A distinct finding was that some participants agreed that social representation had particular advantages. The tendency to resist change, as seen by the participants, was a factor to be reckoned with as it hampered the progress of South African education to a great extent. Social representation was regarded as the right thing to do, but was implemented incorrectly. An important aspect that had to be noted was the opinion that social representation was racially driven. Some concerns came to the fore, particularly with regard to the capacity of people being appointed at levels for which they are not yet ready.

Chapter 4 firstly reported on the preliminary survey leading up to the researcher-designed questionnaire and then delved deeper into the areas school leaders had indicated as being either positive or negative experiences during the qualitative investigation. The researcher focused on the perceptions and management of social representation, which revealed deeper nuances in terms of handling a socially diverse school. The main data collection instrument was a researcher-designed questionnaire (RDQ). After data capturing, the data were computed by using a statistical programme SPSS version 16 and Excel. The findings were then presented, interpreted and discussed. The reliability and validity of the collected data as explained enabled the researcher to interpret the data with confidence as they were found to be stable with a satisfactory level of reliability.

In Chapter 4 it was also reported that 75% of the school leaders responded that they would like to receive training on how to effectively lead a socially representative school. Furthermore, the collected data revealed:
- the demographic profile of participants;
- the perceptions pertaining to social representation;
- the requirements to ensure the effective functioning of a socially representative school;

- the school leaders' developmental needs in handling socially diverse schools; and

- individual opinions on leading social representation.

The findings from the entire study have been summarised in 5.4 below.

5.3   REALISATION OF THE OBJECTIVES OF THE INVESTIGATION

The primary aim of this study was to contribute to and amplify the existing body of knowledge on social representation, in order to propose guidelines that would assist the school manager and other leaders to lead their schools effectively during a transformation process and in particular with regard to achieving social representation. To address the above aim, the objectives were realised as follows:

Objective 1: To explore the origins, litigation and theoretical foundation of social representation, the various dimensions of the underlying philosophies, as well as its influence on the organisation and the management thereof.

The foundations of social representation were documented in Chapter 2. Social representation is seen as a system of values, ideas and practices with a two-fold function: firstly, to establish an order, which will enable individuals to orientate and master themselves in their material and social world and secondly, to enable interaction between members of a community. Therefore social representation is the interaction between all groups of the human society where a body or authority stands in for the rights and obligations of those represented to eventually gain a cooperative body (cf. 2.2.1). In the attempt to level the playing field for all (cf. 2.2.1) without creating new obstacles, it is internationally claimed that this social notion is based upon two fundamentals, namely the temporary and remedial character of social representation. The South African situation is focused on the remedial dimension and it is particularly in this regard that leaders need to understand the context of the matter and be able to manage the redress process in their organisations. The morality of this process is to restore the capabilities of those who were previously

deprived by racial policies, to redress any previous inferiority, and to ensure equality for all citizens by effectively dealing with social representation (cf. 2.4).

This objective was dealt with in Chapters 3 and 4, where the empirical investigations were reported.

During the qualitative investigation principals were requested to discuss their perceptions and experiences of social representation at their schools, its management implications and their training needs in this regard.

The interviews were reciprocal, as both the researcher and the participant were engaged in the dialogue. The key elements that were revealed by the interviews were the school leaders'

- agreement on the advantages of social representation;
- concerns about the ineffective implementation of the process, resulting in a detrimental effect on capacity building;
- resistance to change and that this feeling may be due to their feeling that although the establishment of socially representative schools was the right thing to do, it was implemented in the wrong way;
- opinions that social representation is racially driven;
- opinions of what actions are necessary to ensure effective social representation; and
- the identification of their training needs.

The quantitative investigation in Chapter 4 revealed that 280 questionnaires were distributed to about 17% of Free State schools. The return rate was calculated at 53%, whereupon the data were analysed (cf. 4.3) to reveal, amongst others, that school leaders urgently need assistance in certain areas as portrayed in Figure 5.1.

Requested areas of development
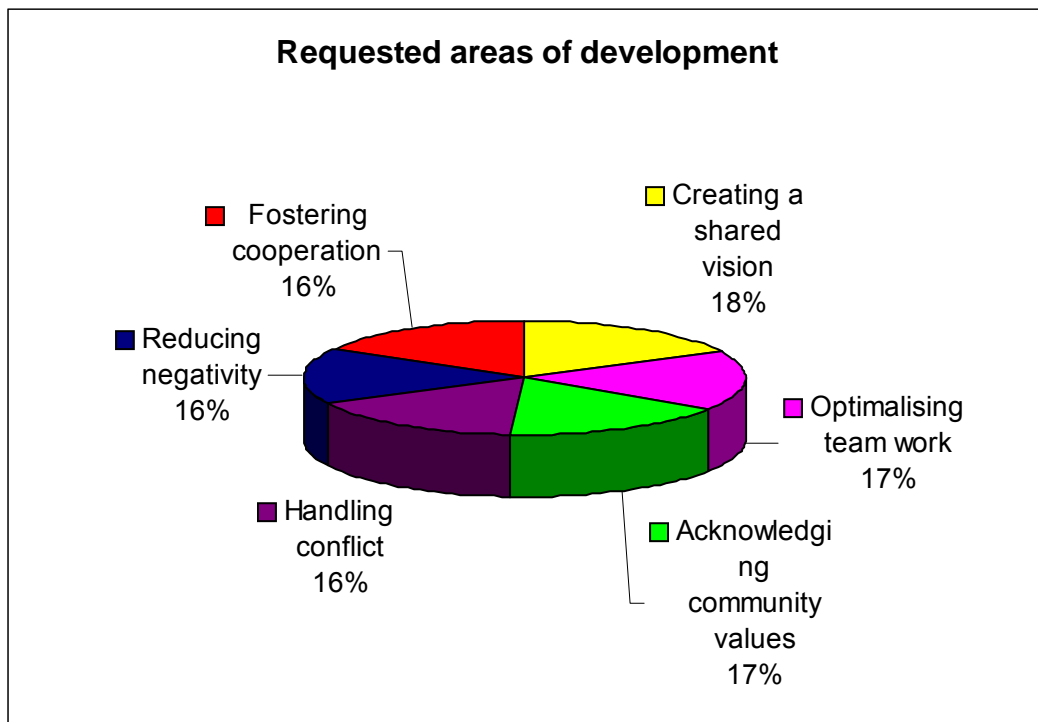
Figure 5.1 Indicates key findings on the quantitative research

Drawing from the above evidence, school leaders indicated that they required guidance and assistance in particular areas of managing social representation to ensure the effective functioning of schools.   Evidence therefore suggested that school leaders battled to establish and maintain effective staff practices (such as creating a shared vision, optimalising team work and acknowledging community values) in an environment where school leaders experience conflict, negative and a lack of cooperation.   The establishment of a shared vision as well as the encouragement of teamwork in the implementation of social representation seem to be crucial to acknowledge community values.

Objective 2: To recommend guidelines for the empowerment of school leaders to equip them with the necessary knowledge and skills for effective leadership towards social representation.

On the basis of the findings that emerged from the literature review and the empirical investigations, guidelines could be formulated. At first, the key findings were summarised to represent a synthesis (cf. Table 5.1) and then recommendations could be drafted (cf. 5.5) to serve as guidelines for future training endeavours. These

guidelines merely form a framework and should be adapted and refined to suit the needs of a particular school.

5.4 SUMMARY OF FINDINGS ON SOCIAL REPRESENTATION AND THE RELATED MANAGEMENT ACTIONS

The findings that emerged from the investigation into social representation at Free State schools have been summarised and represented to form a synthesis in the table below. Social representation as a concept was viewed first, followed by the various research questions.

Table 5.1: Summary of research findings

	Aspects	Findings

1.	**Social representation as concept**	• Social representation is the correct approach to ensure equity for those who have previously been discriminated against (cf. 1.2.3).
		 • Social representation is intended to ensure a levelled playing field for all cultures by erasing unfair advantages, resulting in the challenge to eradicate the unbalanced past without creating a new order of discrimination (cf. 1.2.3).
		 • Social representation necessitates purposeful steps to promote equal opportunities and positions by transforming the composition of staff towards a representative society (cf. 2.2.1), which implies:
		   − constructing a coherent packet of measures aimed at specifically correcting the position of individuals in a target group in order to obtain equality (cf. 2.2.1);
		   − taking strategic actions to obtain the long-term goal, which will reflect the composite of the population at every employment level (cf. 2.2.1);
		   − constructing a system of values, ideas and practices that

		will enable individuals to orientate themselves in their material and social world by mastering it and to enable interaction by providing them with a code for effective social exchange (cf. 2.2.1);
		− establishing a balance between the elimination of imbalances and ensuring full participation of all workers in the economy (cf. 2.21);
		− acknowledging that all citizens have a certain degree of equality, based on each person's unique circumstances and thereby recognising that true equality does not entail the erasing of all differences (cf. 2.2.2);
		− applying the dialectical principle of unfair discrimination which may mean unequal treatment of individuals to achieve the ultimate goal whereby all citizens are eventually identical under all circumstances(cf. 2.2.2);
		− establishing total equality whereby previously disadvantaged people may receive more advantages than those who are considered as previously advantaged (cf. 2.2.2);
		− adhering to the principles of equality and freedom as cornerstones of human dignity (cf. 2.2.3);
		− allowing every staff member to enjoy the same status in terms of their fundamental rights: freedom equality and human dignity (cf. 2.2.3);
		− not concentrating only on the physical freedom concerning the liberties of the individual, but interpreting freedom in a much wider context such as the freedom to participate in the economy and be promoted on merit without consideration of race, gender, or political connection (cf. 2.2.3); and
		− shifting the emphasis from race to economics and as such defusing a great amount of racial tension (cf. 2.2.3).
2.	**Representivity**	Literature, quantitative and qualitative findings revealed the following in terms of representivity:

		• the majority of previously 'White' schools are now a diverse mix of races, cultures and languages (cf. 2.4.1; 3.3.1 & 4.3.2.3); • school leaders are compelled to set goals for achieving compositional change and review imbalances in staff composition, enrolment, dropout rates, subject choices, career paths and expected performances (cf. 2.4.2); • White staff members welcomed new Black teachers, while Black teachers found it challenging to be part of a White staff at first (cf. 3.3.6), as a representative staff contributes more towards equality (cf. 2.2.3), better education and understanding (cf. 3.3.3), as well as relieves the pressure from school management (cf. 3.3.2); • school leaders who accepted transformation did not experience much tension among different the cultures and referred to their new Black staff members as nice or pleasant (cf. 3.3.4); • the provision of bursaries to bright students from previously disadvantaged groups and as such contribute to innovation and an entrepreneurial mindset (cf. 2.2.1); • South Africans have to a great extent adapted to diversity and affirmed unity in diversity to the best interest of all (cf. 2.3) as they regard social representation as beneficial to the community (cf. Tables 4.7 & 4.19); and • SMTs that opted for proactive measures in terms of ensuring cultural representation experience better results at their schools (cf. 4.3.4).
3.	**Suggested solutions in establishing a sound, socially representative environment**	Social representation must promote equality as well as democracy by concentrating on the balance between equality and economic activities (cf. 1.2.3). Applying social representation at all cost could have a negative effect on the morale of the staff and the following suggestions could be valuable in establishing a sound social environment: • Programmes should protect individuals against intentional discrimination to ensure that implementation occurs seamless

		and to the advantage of the entire education environment.
		• It is necessary to mobilise latent resources in order to stimulate overall development (cf. 2.4.2).
		• School leadership should focus on input-based social representation (such as bursaries to students with potential from their own body of learners) (cf. 2.4.2).
		• Apply the *Grow Your Own Timber* concept by assisting and developing members of own staff from previously disadvantaged groups to acquire the qualifications and experience necessary for them to later fill senior positions (cf. 2.4.2).
		• Managers should be sensitive towards different societies and seek common good as cultural differences do exist. Leaders have to account for them and therefore need to have insight into such differences (cf. 2.3.2).
		• Leaders need to emphasise higher commitment and greater staff efficiency (cf. 2.4) as people appreciate differences and increase their cross-cultural understanding when they become more exposed to those differences and change their values and norms at school (cf. 2.4.1).
		• School leaders ought to gain insight into prejudices and stereotyping, so that they could be sensitive to discriminatory practices and language usage (cf. 2.4.2).
		• The staff should be accessible to new employees (cf. 2.4.2) that will rectify the cultural, racial and gender imbalances.
		• Prior to appointment, people must be made aware of the specific school circumstances and culture in order to prepare them to adjust to that particular school environment (cf. 2.4.2).
		• Within a framework of tolerance and well-organised constitutionalism staff members should be assisted to realise their full potential (cf. 2.2.4).
		• The school culture should reflect and acknowledge community values (cf. 4.3.3. & 4.3.7.1) and foster cooperation by

		considering the needs of others (cf. 4.3.7.2).
4.	**Management requirements for effectively dealing with social representation**	In order to effectively manage social representation, school leaders should • develop a shared vision by jointly setting goals and objectives for the school (cf. 2.4.2 & 4.3.7.2); • cooperatively formulate criteria for acceptable and exceptional performance. A lack of a uniform set of criteria and an overall vision may lead to a breakdown in the organisational culture of the institution (cf. 1.3 & 2.4.2); • create opportunities for people to explore their own perceptions, experiences and values, enabling them to see how others might differ in their experiences and values, and helping them realise that differences in others are real and valid (cf. 1.3 & 2.4.2); • providing for continuous social awareness programmes to build capacity and jointly strive towards the school's vision (cf. 1.3 & 2.4.2); • facilitate team-building exercises that will increase trust and openness among staff members (cf. 2.4.2); • provide for opportunities where questions and concerns can be raised in an attempt to equip staff to handle problems with regard to power, privilege and prejudice (cf. 2.4.2); • act in an inviting way and monitor all activities in a non-defensive manner (cf. 2.4.2 & 4.3.4); • establish safe network environments so that staff can act as support systems for one another (cf. 2.4.2); • cultivating a racially sensitive culture at the school and in the classroom (cf. 2.4.2); • ensure that all texts and documents are free from all forms of sexism and racism (cf. 2.4.2); • establish a "social desk" where cases of inequality can be reported (cf. 2.4.2); • demonstrate high performance expectations (cf. 1.2.6 & 4.3.4); • transmit professional practices, values and beliefs that could be

		followed by others, while dealing with attitudinal change and understand the different cultures (cf. 1.3 & 4.3.4);
		• enable followers to act positively by considering others' needs (cf. 4.3.4);
		• draw up a strategic plan for promoting social awareness (cf. 1. & 2.4.2);
		• monitor and evaluate the process continuously, creating an atmosphere of giving and accepting feedback in a non-defensive manner (cf. 2.4.2);
		• expose staff members to activities that are designed to change attitudes, for instance, exercises in which they learn to realise what it is like to feel different (cf. 2.4.2);
		• conduct needs audits and allow staff to participate throughout the whole process (cf. 2.4.2) in view of improving the perceptions around social representation;
		• construct plans to alleviate work pressure (cf. Tables 4.21 & 4.25);
		• clearly define communication channels to decrease inter-personal conflict (cf. 2.4.2 & 4.3.3); and
		• avoid quota systems as it may restrain quality (cf. 4.3.4).

5.	**Management training needs**	This investigation revealed that effectively organised (cf. 4.3.6.7), user-friendly in-service training (cf. 4.3.2) programmes that include practical experiences (cf. 3.3.7) are needed to address the following areas:

This investigation revealed that effectively organised (cf. 4.3.6.7), user-friendly in-service training (cf. 4.3.2) programmes that include practical experiences (cf. 3.3.7) are needed to address the following areas:

<u>High priority:</u>

There is a growing scarcity of high-level skills and the need for more and better education leadership (cf. 1.2.6):

- The management of transformation (cf. 1.3).
- Good leadership skills to pursue staff development (cf. 1.2.6).
- Success at schools is based on the school leaders' capable, effective and efficient leadership (cf. 1.2.6).
- Equipped to manage transformation in order to reduce any shortages of skills and experience (cf. 1.3).
- Leaders have to know how to plan and handle diverse issues (cf. 1.3).
- Knowledge and skills to help successful social representation and contribute to the betterment of education (cf. 1.2.6).
- The issues surrounding this social representation need to be identified in order to develop cognisance of problems that might occur at schools (cf. 1.3).
- Training and development can therefore only become relevant if people's perceptions and attitudes are altered and problems arising from their experiences are addressed (cf. 1.3).
- Creating a shared vision and encouraging the staff to strive towards it (cf. 4.3.7.3);
- Integrating the community values into the school's culture and image (cf. 3.3.6 & 4.3.7.3);
- Creating a healthy balance between the community and school;
- Reducing negativity (cf. 4.3.7.3);
- Constituting effective teams and optimalising team work (cf. 4.3.5);
- Conflict management (cf. 4.3.5);

		• Fostering cooperation (cf. 4.35); **Untraining** **The following attitudes need to be changed** • The negative perceptions towards different cultures, which may lead to bias and increased levels of tension (cf. 1.2.6). • Different treatment of learners from minority, claiming that their cultural differences are the reason for differentiated treatment (cf. 1.2.6). **Low priority:** • The identification and handling of stereotyping, bias and prejudices (cf. 2.4.2); • The identification and understanding of cultural and gender differences (cf. 2.4.2); • Diversity management (cf. 4.3.5 & 4.3.6.7); • Change management (cf. 3.3.7); • Problem-solving (cf. 2.4.2); • Cultivating an environment where trust, respect and dignity prevail (cf. 4.3.3).

The above table culminated in a framework that could serve as the basis for training programmes in social representation.

5.6 RECOMMENDED GUIDELINES FOR MANAGEMENT TRAINING

Social representation must promote equality as well as democracy by concentrating on the balance between equality and social values (cf. 1.2.3). Therefore managers need to understand cultural diversity among South Africans to adjust their organisational culture to reflect their community values and establish social tolerance (cf. 2.4). Legislation aims to achieve an equitable situation for the transformation process as well as enshrine the rights of all people in South Africa and affirms the

democratic values of human dignity, equality and freedom (cf. 1.2.4). Only within a framework of tolerance and well-organised constitutionalism can the pattern of social life be adjusted so that humans can reach their full potential (cf. 2.2.2.4.6) and acceptance (cf. 4.3.6.3). School leaders should act in an inviting way (cf. 4.3.7.2) by respecting different cultures (cf. 4.3.6.8) and establishing effective staff practices by encouraging followers to work towards a shared vision of cross-cultural understanding (cf. 4.3.7.2). Shifting the emphasis from race to economics will diffuse racial tension, as people who need to escape from their socio-economical dilemma will have an opportunity to enjoy both freedom and equality (cf. 2.2.3). Social tolerance acknowledges and encourage differences while striving towards living together in peace and harmony (cf. 2.4); therefore all leaders have to create opportunities for staff to acknowledge one another's' differences, in order to reach unity through diversity (cf. 2.4.1). To ensure social tolerance, school leaders must not impose different norms and values on other cultures (cf. 4.3.6.8) by attempting to clone or make mini-Whites to suit the school's customs (cf. 4.3.6.9).

Social representation is one person's dream to advance, while it may be another person's nightmare (cf. 1.2.3). Therefore social representation measured on racial standards could only be about redressing the past, rather than creating a harmonious society (cf. 2.2.5). Tension is created because people feel that they are being marginalised or treated unfairly (cf. 1.3). Therefore policies should be colour blind and tackle disadvantages to avoid racially based identities (cf. 2.2.5), as politics heighten tension and polarisation (cf. 2.2.3) by forcing diverse minorities to conform to a homogeneous society (cf. 2.2.5).

Social representation must ensure equality, inherent freedom, pluralism, multiculturalism, accommodate and promote diversity by utilising more than one solution, which respects the rights of all who live in the society (cf. 2.2.2.4.6.). Furthermore, social representation should be unlawful when it benefits people who are already equal (cf. 2.2.2) as there must be no obstacles for a person to outperform a colleague (cf. 4.3.6.4), thus awarding bonus points to Black candidates at an interview is ineffective and unnatural. All candidates must comply with strict criteria and psychometric tests should be done to ensure only capable persons are

appointed (cf. 3.3.5 & 3.3.9). The best applicant must be employed (cf. 4.3.6.1) as the best applicant is not always appointed (cf. 4.3.3), which is not always the case.

It is advised that leaders become culturally aware, obtain cultural skills and acquire cultural knowledge. This knowledge in cultural fluency will assist the school leader to effectively lead the school to become fully representative, which will provide the school with all the benefits associated with cultural diversity.
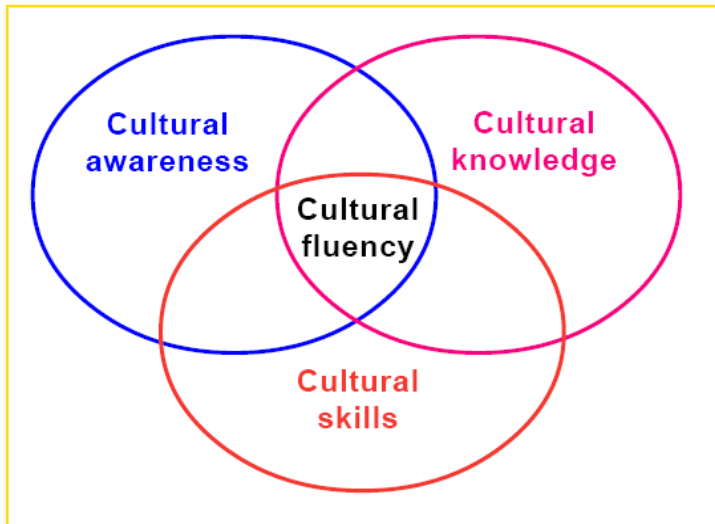
Figure 5.3 Cultural fluency

To be truly effective in a representative school, its leaders should be empowered to be culturally fluent with specific leadership skills. By means of diversity audits the particular needs of the school and community could be identified with the objective to:

- Determine the needs of the diverse workforce (cf. 1.3, 2.3, 3.4, 4.3 & 4.5).
- Ensure the participation of all the personnel at an early stage in the strategy development (cf. 2.2.3 & 2.4.2).
- Providing a baseline strategy to evaluate the progress (cf. 5.2.2).
- Ensure that the strategy process meets the specific requirements of the school (cf 2.4, 4.3.4 & table 5.1.4).

Transformation has not necessarily benefited the majority of South Africans as it failed to reduce inequality (cf. 1.2.6). As a result of this, South Africa lacks a

satisfactory number of performing schools that meet the needs of society and are receptive to social representation. The South African society is in the midst of an ultimate transformation process with major implications for school management. All people, societies, organisations and nations are affected by this fundamental transformation, although not at the same rate (cf. 1).

Officials at the Free State Department of Education should attend to the needs of school leaders in order to retain competent and efficient school leaders. These officials should take note of the list of leadership aspects indicated by participants in both the research techniques applied in this study for which training is required (cf. Table 3.6 & Table 4.36). In addition to these, guidelines (Table 5.1) for school leaders at socially representative schools will be recommended in this strategy.

The indicated training needs (cf. 3.4 & 4.5) will serve as the departure point for the design of guidelines for the effective functioning of leadership at socially representative schools.

When synthesising the findings from the investigation (as summarised in Table 5.1), it culminated in guidelines that could be of value in designing management training programmes for principals in terms of social representation. The following figure illustrates the key areas of such training programmes:

MANAGEMENT OF SOCIAL REPRESENTATION

- Create a shared vision
- Conduct self-evaluation
- Attempt to change attitudes
- Stimulate staff involvement and team work
- Conduct strategic planning
- Eradicate discrimination
- Establish support structures
- Empower staff
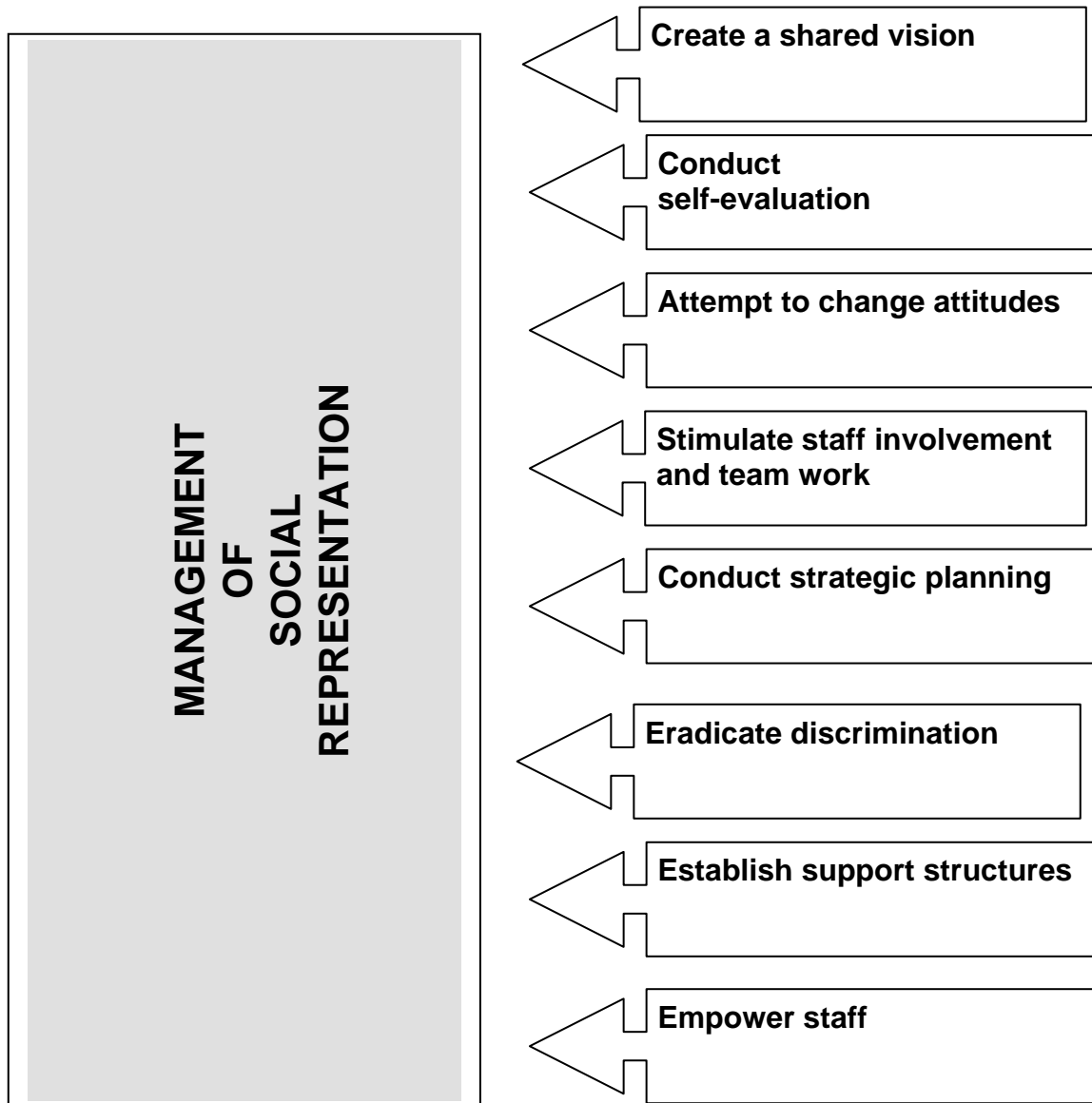
Figure 5.2 Key areas for training towards the effective management of social representation

The following framework is recommended for the training of principals for effectively managing social representation.

5.6.1 Creating a shared vision

Every successful school should have an effective leader that creates a vision for the staff to achieve their dreams. The school leader has to communicate his vision and direct all actions towards achieving the organisation's goals by mobilising educators

and learners to promote collaborative activities. In achieving the vision leaders have to recognise their own abilities and invite competent educators and learners to also enhance their capabilities. They have to focus and cultivate the strengths of their staff to achieve the shared vision, as they seek council and advice to learn from the knowledge and experience of others.

Successful leaders need to be equipped to see changes as opportunities for growth and to lead people through periods of uncertainty, while they freely offer their expertise to those who seek it. In striving towards a shared vision, leaders have to stimulate and encourage team-building as acting in an open way and jointly establishing criteria for acceptable performance will increase trust among staff members (cf. 2.4.2), as well as assist in the development of a shared vision (cf. 2.4.2 & 4.3.4).

A lack of vision may lead to a breakdown in the organisational culture of the institution (cf. 2.4.2) and therefore it is necessary to embark on continuous cultural awareness to establish a better understanding of one another and as such build capacity (cf. 2.4.2 & 4.3.5) who will be able to jointly strive towards a shared vision.

It is, however, necessary to acknowledge that different groups have different views on the development of a shared vision and the way that school leaders should deal establishing a feeling of unity in this regard. Although all groups indicated a need for training in this regard, it remains important to acknowledge that there are different perceptions and expectations in this regard (cf. 1.3; 2.3.1; 3.4 & 4.3.7.2).

5.5.2 Conducting self-evaluation

The effective school leader have to create opportunities for staff members to explore their own perceptions, experiences and values, enabling them to see how others might differ in their experiences and values, thus assisting them to realise that differences in others are real and valid. Opportunities should be provided where questions and concerns can be raised in an attempt to equip educators to handle problems with regard to the management of cultural diversity and prejudice. This exercise will provide individuals with insight into their own prejudices and biases.

It is, however, necessary that school leaders are informed and become sensitive towards different societies in order to rather seek common good, as cultural differences do exist. Leaders have to account for them and therefore need to have insight into such differences (cf. 2.3.2). Differences in people can lead to unfair labelling (cf. 2.4.2) leading to a situation where school leaders often battle to find educators, as their schools are often labelled by Whites as a Black school (learners), and by Blacks as a White school (educators) (cf. 3.3.3).

From Section 4.3.7 is became evident that aspects such as gender, age, location of school, experience and exposure to diversity play a role in terms of how people view certain crucial dimensions of social representation. When self-evaluation is required, it is necessary to account for the different views in terms of stereotyping and prejudices, the benefits of social representation, consideration for the needs of others, the level of influence they have and the motivational affect they have.

5.5.3 Attempting to change attitudes

Staff members should be exposed to activities that are designed to change attitudes, for instance exercises, in which they learn to realise what it is like to feel different. Through such exercises, the participants can experience what it feels like to be judged according to something over which they have no control.

School leaders may conduct workshops to stimulate the identification of bias, prejudice and stereotyping to learn about, understand and value differences. Individual attitudinal change will make educators aware of aspects such as stereotypical language, comparisons and ways of addressing learners in an inferior way.

White school leaders who accepted transformation did not experience much tension among different cultures and referred to Blacks as nice or pleasant (cf. 3.3.4). Their staff members mostly welcomed new Black teachers, who found it challenging to be part of a White staff (cf. 3.3.6). There was a common feeling that a representative staff contributes more towards equality (cf. 2.2.3), better education and

understanding (cf. 3.3.3), as well as releases pressure from school management (cf. 3.3.2).

To be able to change the attitudes of the staff, leaders must be aware of not stumbling over certain barriers as it will erase all the good progress made up to this point, but instead school leaders should rather

- create a balance between the elimination of imbalances whilst ensuring the full participation of all workers (cf. 2.2.1) and not create new imbalances which may lead to negative feelings.

- apply fair criteria during appointment of new staff as social representation at all costs may have a negative effect on the morale of the staff (cf. 2.4), implying that incorrect employment of social representation could support inequality (cf. 2.2.2).

- establish an environment that will be "friendly" to new employees (cf. 2.4.2).

- sensitise staff at all levels with regard to issues related to diversity and how they have to treat their colleagues (cf. 2.4.1/2), as excessive political correctness may result in hostility and decreased authority (cf. 2.4). It has also come to light that staff often takes so much care to be polite to other cultures that the institution often suffers in terms of performance (cf. 4.3.4).

- take care that staff members are not placed under pressure (cf. Tables 4.21 & 4.25) which could result in burnout (cf. 3.3.2), increasing staff turnover, difficulties in communication and increased inter-personal conflict (cf. 2.4.2 & 4.3.3).

- communicate professional practices, values and beliefs that should be followed by others in view of bringing about attitudinal change and understanding the different cultures (cf. 4.3.4).

- understand the differences found among South African communities and renovate their organisational culture in order to reflect their community values and establish social tolerance (cf. 2.4).

- manage change in such a manner that a healthy balance between the staff members is established, as well as between the school, the parents and the community (cf.3.3.6). Such a healthy balance will change staff members' attitudes towards changes.

- celebrate accomplishments and encourage initiatives, innovations and strong work ethics (cf. 2.2.4.1/3 & 3.2.6).

Although the different groups involved in this study may differ in certain areas related to their attitudes towards social representation, it was clear that all groups experienced difficulty in how to bring about attitudinal change. It is thus of utmost importance that this element need to be included in all training programmes.

5.5.4 Stimulating staff involvement and team work

In attaining a shared vision, the staff has to become actively involved in all activities and with this in mind, effective teamwork is a very effective tool. To facilitate effective teamwork, emphasis should be placed on
- team-building exercises that will increase trust and openness among staff members (cf. 2.4.2; 3.3.7 & 4.3.3).
- high-interactional group activities that will strengthen support systems, increase trust and openness among employees (cf. 2.2.1; 2.2.3 & 2.4.2).
- creating opportunities for staff to participate throughout the entire process.
- pro-active measures (cf. 4.3.4) to establish a cultural representative environment for which the constitution of diverse teams is a crucial element (cf. 2.2.1; 2.3, 2.4 & 4.3.3).
- the acknowledgement of community values and fosters cooperation by considering the needs of others (cf. 4.3.7.2).

Optimalising team work, fostering collaboration, establishing cross-cultural understanding and creating community support are evidently areas in need of redress during training programmes. There are certain dimensions in this regard where the groups differ from one another, which implies that there is not only *one* correct way in handling cooperative relationships, but that different groups may have particular needs in specific areas.

5.5.5 Conducting strategic planning

School leaders need to build enduring institutions that maintain focus, anticipate and work to overcome resistance. This necessitates strategic planning to create capacity within the school that will work together to achieve and sustain its vision. Leaders must, therefore, be empowered in the drawing up of a strategic plan for promoting social awareness (cf. 2.4.2) as this will aid in the establishment of sound interpersonal relationships (cf. 2.2.3).   This will assist the school leader in exposing staff members to activities that are designed to change attitudes (cf. 2.4.2). As social tolerance acknowledges differences while striving towards living together in peace and harmony (cf. 2.4), all leaders have to create opportunities for staff to acknowledge one another's differences, in order to reach unity through diversity (cf. 2.4.1).

The stipulations of the Employment Equity Act (RSA 1998) which determine that *measures must be 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* (section 15), necessitates an employment equity plan. Such a plan should *inter alia* include targets dates for transforming the staff composition to be representative of the demographics of the region or country, while at the same time ensuring that it is competent staff members who are appointed.

Such a strategic plan should also provide for
- diversity training (cf. 1.3; 2.4 & 3.3.7);
- social awareness opportunities (cf. 2.4.2; 4.2.2 & 4.3.5);
- monitoring and evaluating the process (cf. 2.2.3; 2.4.2 & 4.3.7.2);
- giving and accepting feedback in a non-defensive manner (cf. 2.4.2);
- constantly reviewing gender and race imbalances in enrolment, dropout rates, subject choices, career paths and expected performances (c.f. 1.3; 2.2.1 & 2.2.5);
- input-based affirmative action such as providing bursaries for students with potential from the designated groups from their own body of learners; and

applying the *Grow Your Own Timber* concept by assisting and developing members of the staff from previously disadvantaged groups to acquire the qualifications and experience necessary for them to later fill senior positions (cf. 2.4.2).

By meticulous planning and establishing an environment conducive to change, the effective implementation of social representation could be achieved. However, strategic planning in terms of effective staff practices, monitoring school activities, creating situations for enhancing cross-cultural understanding and curbing conflict seem to be areas that the different groups experience differently, notwithstanding the fact that they all regard these issues as being of major importance for the effective management of social representation.

5.5.6 Eradicating all forms of discrimination

Legislation plans to achieve an equitable situation for the transformation process as well as enshrine the rights of all people in South Africa and affirms the democratic values of human dignity, equality and freedom (cf. 1.2.4). Therefore school leaders should be aware of equity issues in order to ensure effective representation at schools. The worst discrimination that can occur is treating diverse people the same, as there is no greater inequality than providing equal treatment for unequal persons. School leaders should

- be aware that equality is a fundamental right with constitutional values (cf. 2.2.3) and should therefore acknowledge that all citizens have a certain degree of equality, based on each person's unique circumstances. Recognising true equality does not entail erasing of differences (cf. 2.2.2).
- be aware that the strife for equality not lead to discrepancies as diverse people cannot always be treated the same under all circumstances, as those who are regarded as inferior need preferential treatment to obtain equality (cf. 2.2.2). In order to achieve the same equality for every citizen, the so-called "unfair discrimination" may, in some cases, have to be applied to achieve the ultimate goal whereby all citizens are eventually identical under all circumstances (cf. 2.2.2).

- introduce measures to eradicate harassment by development programmes, such as equipping girls and women with the necessary skills to handle harassment, victimisation, intimidation, hate speech and all forms of sexism (cf. 1.3; 2.3.1 & 2.4.2).
- cultivate a culture-, gender- and racially sensitive culture at the school and in the classroom, elevating disadvantaged groups from their positions of subordination. This needs to find expression in all school activities, planning and documents, free of all forms of sexism and racism (cf. 2.3.1 & 4.3.5).
- establish a "social desk" where cases of inequality can be reported (cf. 2.2.1).
- foster human dignity as the pinnacle of the constitutional values (cf. 2.2.3).

Principals need to become aware of key issues surrounding the concept of freedom when dealing with social representation. Freedom as an integral part of the democracy, should be unrestricted, and staff members should be sensitised in terms of

- interpreting freedom in a much wider context such as the freedom to participate in the economy and be promoted according to merit without consideration of race and gender or political connection (cf. 2.2.3).
- shifting the emphasis from race to economics. In this way a great deal of racial tension will be defused as people need to break free from their socio-economical dilemma will have an opportunity to enjoy not only freedom but equality as well (cf. 2.2.3).

Discrimination is closely related to prejudices and the way in which people view practices in terms gender, race, age and culture. It is therefore necessary to take cognisance of the views and interpretations of the different groups in this regard. The different groups targeted in this study revealed particular unique views in this regard. Here their different views in terms of the attitudes of Whites, the value of Black staff members and the beneficial position of females need to be acknowledged. It is necessary that training should provide for removing negative attitudes and for instilling mutual respect and understanding in order to eradicate discrimination.

5.5.7 Establishing support structures

This country has a shortage of teachers as a result of educators leaving the profession due to poor morale and work stress, as well as poor working conditions (cf. 1.3). Therefore programmes must be in place to reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments (cf. 2.2.1; 2.2.3 & 2.2.3).

A variety of structures are essential to assist diversity management (cf. 4.3.5 & 4.3.6.7). For example, the head of sport will produce a plan for implementation and present this plan to the school improvement team (individuals who have been identified by the diversity audit) for approval.

Facilitators representing specific cultures will enrich any diversity programme. School leaders can use more than two facilitators that represent a group in terms of race, gender, age, disability and organisational level. These facilitators must be represented in terms of age, disability, race and gender and organisation level. Employing members of diverse work groups as far as possible enhances diversity learning while working cooperatively enhances a better understanding of diversity. By ensuring a representative variety, the school leader will move towards reconciling individualistic and collectivist value systems (cf. 2.3.2 & 2.4.1).

In hindsight, the most important aspect concerning equity is that employees are supervised and empowered to perform successfully and that equality and acceptance form part of their work relationships by

- establishing networks so that staff can act as support systems for one another and act as mentors for novices (cf. 2.2.1; 2.4.2 & 2.2.3).
- providing support by means of training (cf. 2.4.2; 3.3.7 & 4.3.2) in an effectively organised (cf. 4.3.6.7), in-service training programme (cf. 4.3.2) that is 'user-friendly' for all groups (cf. 2.4.2) and provide practical experience (cf. 3.3.7).
- introducing social representation programmes to protect individuals against intentional discrimination. This could serve as a pro-active development tool to overcome constraints while at the same time mobilise resources to stimulate overall development (cf. 2.4.2).

- providing support in the form of bursaries to bright students from previously disadvantaged groups (cf. 2.2.1).

From the data that emerged from the investigations, it was clear that quota systems are not regarded as functional solutions, which implies that people have to be supported and equipped with the necessary skills to comply with the required levels of performance. The various groups were unanimous in terms of support and developmental measures to enable the effective functioning of a socially representative school.

5.5.8 Empowering school leaders and staff

School leaders have to anticipate and provide opportunities for staff to engage in continuous personal and professional growth as they identify, recruit, mentor and promote potential leaders. School leaders require good leadership skills to pursue staff development in order to improve the efficient leadership of schools (cf. 1.2.6).

School leaders need to be well equipped to manage social representation, as success at schools is based on school leaders' competent, effective and efficient school leadership (cf. 1.2.6). They need to
- recognise individual talents and assign responsibility and authority for specific tasks (cf. 2.4.2).
- establish effective staff practices by demonstrating high performance expectations (cf. 4.3.4).
- establish safe network environments so that staff can act as support systems for one another and mature leading towards a flourishing education (cf. 2.4.2).
- be assisted to realise their full potential (cf. 2.2.4).
- act in an inviting way (cf. 4.3.7.2)
- be trained in conflict management and problem-solving skills (cf. 4.3.5).

School leaders indicated that they particular need support in the following areas:
- development of tact (cf. 3.3.7),

- cultural understanding and diversity management (cf. 4.3.5 & 4.3.6.7).

- change and transformation management (cf. 3.3.7)

- problem-solving skills (cf. 2.4.2).

- conflict management (cf. 4.3.5).

- optimalising team work (cf. 4.3.5)

- identification and integration of community values (cf. 4.3.5).

- identification and handling of stereotyping, bias, prejudice and assumptions (cf. 2.4.2).

Effective management will translate into higher commitment and greater staff efficiency (cf. 2.4) as people appreciate differences and increase their cross-cultural understanding when they become more exposed to those differences and change their values and norms at school (cf. 2.4.1).

Based on the results of the investigations in this study, these empowerment processes could be presented as a series of short in-service training courses by the Department of Education or a training institution.

Although the groups differed in terms of certain training needs, especially in terms of areas, such as conflict management, attitudinal change, team work, problem-solving and invitational practices, the high means scores in all these areas showed that they need to be included in training programmes.

5.5.9 Monitoring and evaluating the staff and the process

The diversity strategy must be monitored continuously to identify its strengths and weaknesses, as well as to improve and modify. The most important form of evaluation is the quantifiable impact of the strategy on performance and results. School leaders must constantly evaluate themselves by confronting any racial and other stereotypical beliefs they may have, in an attempt to improve their understanding of other people. They should further realise the utmost importance of knowing themselves as part of diversity, also in terms of any actions that have enhanced the inequalities and prejudices, implying the recognition of their own

limitations and appreciating the diverse minds and emotions of other people. By valuing differences one can add knowledge and understanding to reality.

The various groups involved in this study differed in areas related to how diversity is viewed, implying that such differences have to be accounted for when programmes are developed. A lot of these views are embedded in the diversity of experiences of the different groups (gender, age, location, experience and exposure). Drafting training programmes demand that developers have to gain insight into the similarities and the differences of the target groups.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH AND ACTIONS

Based on the findings of this study, the following areas are suggested for further research and actions:

- Compiling a training manual for departmental officials on assisting school leaders.
- Constructing guidelines to assist school leaders to transform schools into learning organisations.
- Determining how to improve social representation in terms of the unfulfilled expectations of the majority.
- Exploring what can be done to maintain skilled and experienced educationists in the Department of Education.

5.7 STRENGTHS AND LIMITATIONS OF THE STUDY

The literature study was rather time consuming and lengthy, as wells as very comprehensive at first. This was done to grasp the true meaning and experience diverse people could have with regard to the phenomenon studied. The literature was used to form a basis for both the research techniques employed in this study. The qualitative investigation was done with eight diverse school leaders from Free State schools and the findings were tested in the quantitative research. The 1 614 ordinary public schools in the Free State were too large for the researcher to handle,

therefore he used a representative sample that was randomly selected to sample the quantitative investigation. This questionnaire was sent to a sample of 17,3% of the schools in the Free State, which resulted in a return rate of 53%.

The results for both quantitative and qualitative investigations can be referred to the different groups involved in the study as the samples were representative in terms of the contexts in which school leaders in the Free State experience and perceive social representation. This was especially evident during the quantitative investigation where the groups either expressed similar (cf. 4.3.5) or opposing views (cf. 4.3.3 and Tables 4.2; 4.25; 4.26; 4.31 & 4.32).

Subjectivity (cf. 3.2.3) could not be ruled out completely because the researcher has conducted the interpretation of the findings himself, although he constantly tried to be as "objective as possible". However, because the researcher allowed the "objects to speak for themselves", subjectivity was balanced by objectivity (cf. 3.2.5 & 4.2.5), validity and reliability (cf. 4.2.4).

In the light of the research outcomes, the successful management of representation seems to be crucial. It is therefore recommended that

- school management should approach social representation in a positive way and regard it as an opportunity to bring about a renewed focus on developing tailor-made good employees for the institution;
- relevant training of principals should take place; and
- that the questionnaire be altered to a wider but more specific study on the same subject.

5.8   CONCLUSIVE REMARKS

Entrenched in the principles of freedom, equality and human dignity in South African education, this investigation reflected on the views and experiences of school principals of social representation. This provided a foundation for constructing guidelines for the management of schools. It was evident that school managers need to be empowered with knowledge and skills so as to perform their management

role more effectively in terms of instituting an environment where all participants will unanimously contribute towards the good of the organisation.

Representation, which enforces diversity to many, is an emotional and "new thing" due to the changes in the political context in South Africa. The motto on the South African coat of arms is *!KE E:/XARRA//KE*, which means "Unity in diversity". Therefore representation and diversity in the workplace is a certainty in this country that school leaders will increasingly have to deal with. Learner and educator compositions at many schools have changed in relation to represent the cultural conglomerate found in South Africa. Management teams and governing bodies at ex-Model C schools are battling to comply with equity laws and at the same time provide a quality service at an inclusive school.

Research indicated that many principals in the Free State Province have diverse learners at their schools and are in the process of becoming socially representative in terms of educators. They would like to learn more about social representation, as this research indicated (cf. 3.3.7 & 4.3.5). During this investigation certain realities came to light whereby recommendations were made in that regard. These recommendations, together with the training model, can be utilised to empower principals to successfully manage social representation on their staff thereby achieving the educational objectives of the school to the benefit of all involved at the school.

Gained from the vantage point of in-depth conceptualisation and qualitative and quantitative data, the final outcomes and consequent recommendations could benefit both practical and theoretical concerns. It is envisaged that this study will serve as a starting point for training and for the further dissemination of the research findings to the benefit of school management and staff performance in South Africa.

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APPENDIX 1

Chapter 2 Interview Questions: About training needs

How will you define the following?:

1. What is your view regarding social representation in schools concerning staff and learners?

2. Do perceptions of staff and learners differ to your opinion with regard to social representation?   If so can you provide examples?

3. What is your experience of social representation in your school?

4. What do you think are the implications of social representations? (Do you think that this is fair – justified).

5. Can you mention Implementation problems you experienced on social representation?

6. Do you experience any specific training needs, and in which areas?

7. What do you think the reason would be for whites' further education to decline by 11% from 1991 – 2002?

8. Is there any thing else you would like to add about this interview?

APPENDIX 2

Tel. : 057 217 4460 (W)   P.O. Box 14
Fax. : 057 217 4460   Glen Harmony
E-mail : mwjonbow@iafrica.com   9435
                                                                              11 January 2009

The Director : Quality Assurance
Private Bag X 20565
Bloemfontein
9301

Dear Sir

RE: Request for permission to do research in schools

I am undertaking research on the empowerment needs of managers of schools regarding social representation in leadership in the Free State Province. This research is in accordance with the requirements for the degree Philosophiae Doctor (Ph.D) that I am undertaking with the School of Education, Department of Educational Management at the University of the Free State in Bloemfontein.

The purpose of this study is:
- To determine the perceptions and experiences school leadership has on social representation in the Free State Province.
- To establish whether school management requires empowerment needs to manage social representation successfully in the Free State Province.
- To indicate guidelines for a course to empower school managers, to equip them with the necessary knowledge and skills for effective management of representation.

Information about the above objectives will be obtained from principals through questionnaires that will be sent to randomly selected schools in the Free State. It is envisaged that this investigation will build up a body of knowledge that will assist education management to lead schools to become effectively socially represented.

I, therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully

_____
J.H. Bowes

APPENDIX 3

education
Department of
Education
FREE STATE PROVINCE

Enquiries   : IM Malimane
Reference no. : 16/4/1/08-2009

Tel: 0514048662
Fax: 051 4477318

2009-03-09

Directors: Motheo Education District
    Lejweleputswa Education District
    Xhariep Education District
    Fezile Dabi Education District
    Thabo Mofutsanyana Education District

Dear Sir or Madam:

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT:

Please find attached a copy of the letter giving **Mr. JH BOWES** permission to conduct research in your District. Mr. Bowes is a Ph.D (Education Management) student at the University of the Free State and a deputy principal at Bedelia Primary School. His research will be conducted with principals in the randomly sampled schools.

Yours sincerely

FR SELLO
DIRECTOR: QUALITY ASSURANCE

Directorate: Quality Assurance
Private Bag X20565, Bloemfontein. 9300
Syfrets Center, 65 Maitland Street, Bloemfontein
Tel: 051 404 8750 / Fax: 051 447 7318
E-mail: quality@edu.fs.gov.za

www.fs.gov.za

APPENDIX 4

Dear Principal

RE: Research request

I am undertaking research on the empowerment needs of managers of schools regarding afirmative action (social representation) in the Free State. This research is in accordance with the requirements for the degree Philosophiae Doctor (Ph.D) that I am undertaking with the School of Education, Department of Educational Management at the University of the Free State in Bloemfontein.

It is envisaged that this investigation will build up a body of knowledge that will assist school managers to manage schools effectively concerning representation.

As a principal you occupy an important position in the hierarchy of school leadership and in the education system as a whole. Thus your input in this important survey will be of great value. I rely on your support for the success of this research. The responses to this questionnaire will be used for research purposes only. The questionnaire is thus strictly confidential. You and your school will remain anonymous to promote open communication and to obtain to the essence of the purpose of this study.

There are no correct or incorrect answers. I merely need your honest opinion in order to obtain reliable and trustworthy data. Your first spontaneous reaction is the most valid. Do not ponder too long over any particular question. Please respond to all questions as honestly as you can.

Please replay or fax the completed questionnaire back as soon as possible. Your immediate response will be highly appreciated. Thank you very much for your valuable time and assistance. Your co-operation will be highly appreciated.

Permission to carry out this research has been granted by the Provincial Department of Education whose letter is attached hereto.

Thanking you in advance.

Yours faithfully

_____
J.H. Bowes
Tel. : 057 352 4897 (W)
Fax. : 057 357 4621
E-mail : mwjonbow@iafrica.com

APPENDIX 5

education

Department of
Education
FREE STATE PROVINCE

Enquiries: Malimane IM	Tel: 051 404 8662
Reference: 16/4/1/08-2009	Fax: 051 447 7318
	E-mail: malimane@edu.fs.gov.za

2009 – 03 – 09

Mr. JH BOWES

BEDELIA PRIMARY SCHOOL

UNIVERSITY OF THE FREE STATE

Dear Mr. Bowes
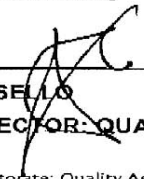
REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.

2. Research topic: **The perceptions and experiences of social representation in Free State schools.**

3. Your research project has been registered with the Free State Education Department.

4. Approval is granted under the following conditions:-

4.1 Principals participate voluntarily in the project.

4.2 The names of all schools and participants involved remain confidential.

4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.

4.4 This letter is shown to all participating persons.

4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.

4.6 Findings and recommendations are presented to relevant officials in the Department.

5. The costs relating to all the conditions mentioned above are your own responsibility

6. **You are requested to confirm acceptance of the above conditions in writing to:**

The Head: Education, for attention: DIRECTOR : QUALITY ASSURANCE

Room 401, Syfrets Building, Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely

FR SELLO

DIRECTOR: QUALITY ASSURANCE

Directorate: Quality Assurance, Private Bag X20565, Bloemfontein, 9300
Syfrets Center, 65 Maitland Street, Bloemfontein
Tel: 051 404 8750 / Fax: 051 447 7318   E-mail: quality@edu.fs.gov.za

APPENDIX 6

P.O. Box 14
Glen Harmony
9435

facsimile transmittal

To:	Director Quality Assurance Room 401	**Fax:**	051 447 7318
From:	J. Bowes	**Date:**	07/05/2010
Re:	Acceptance of conditions	**Pages:**	1
Ref:	16/4/1/08-2009		

☐ *Urgent*   ☐ *For Review*   ☐ *Please Comment*   ☐ *Please Reply*   ☐ *Please Recycle*

As requested:

Hereby I, John Bowes accept the conditions to carry out research as stipulated by the Free State Department of Education.

APPENDIX 7

QUESTIONNAIRE: SOCIAL REPRESENTATION

A. **Biographical information:** Place an X over the applicable boxes.			
1.	Gender	Male	Female

2.	Age		20 - 29	30 - 39	40 - 49	50 - 59	60 - 65
3.	Years of experience		0 - 5	6 - 10	11 - 15	More than 15	

B. Compositional information: Place a percentage in the open boxes.

4.	Educators employed by SGB	Male		Female	
		Black, Coloured, Asian	White	Black, Coloured, Asian	White
	High School	%	%	%	%
	Primary School	%	%	%	%
	Combined School	%	%	%	%

5.	Home language of …	English	Afrikaans	Sotho	Xhosa	Zulu	Tswana	Other
	School governing body	%	%	%	%	%	%	%
	Staff	%	%	%	%	%	%	%
	Learners	%	%	%	%	%	%	%

C. Association information: Place an X over the applicable boxes.

6.	Location of school	Rural			Urban			

7.	Frequency principals deal professionally with different cultures.	Several time a day	More than three times a week	Twice a week	Once a week	Once a forth night	Once a month

8.	Frequency of parent involvement at the school?	Daily	Weekly	Monthly	Once a term	Very seldom

D. Training profile: Place an X over the applicable boxes.

9.	Do principals need professional empowerment on issues of diversity and social representation?	Yes	Uncertain	No

10	What type of leadership training do school leaders need to undergo?	Ad hoc courses	As part of further studies	Through in-service training	As part of pre-service professional education	None

---

SECTION 1: How do you perceive social representation and the management thereof?

Indicate your view: 5 = Very much. 4 = To a large extent. 3 = Not sure. 2 = To a limited extent   1 = Not at all.

To what extent do you

1.	Think you your school is representative of the social composition of South Africa?	1	2	3	4
2.	Think that the staff in your school has the capacity to perform in accordance with the values of the social environment in which they function?	1	2	3	4
3.	Feel that social representation is racial driven?	1	2	3	4
4.	Feel that academic qualifications do not contribute to quality leadership as this is acquired by experience?	1	2	3	4
5.	Regard experience of being more value than an academic qualification?	1	2	3	4
6.	Agree that academic qualifications do not necessarily contribute to quality know-how that is acquired by experience?	1	2	3	4
7.	Agree that social representation only benefits the individual?	1	2	3	4
8.	Agree that men feel women have an unfair advantage over them?	1	2	3	4

		1	2	3	4
9.	Feel that whites have an attitude of being more dignified than black people?	1	2	3	4
10.	Agree that social representation at a school is beneficial to the community?	1	2	3	4
11.	Agree that social representation tends to place staff members under pressure?	1	2	3	4
12.	Feel that social representation had been the right thing to do in the country, but that the processes were unnatural?	1	2	3	4
13.	Feel that staff take so much care to be polite that the institution might suffer in terms of performance?	1	2	3	4
14.	Experience is little or no tension between the different cultures in the staff room?	1	2	3	4
15.	Feel that social representation is beneficial to a school?	1	2	3	4
16	Experience the implementation of social representation as troublesome?	1	2	3	4
17.	Think that it is difficult to head a social represented staff?	1	2	3	4
18.	Feel that black staff members can assist white staff members to liaise with black parents?	1	2	3	4
19.	Believe that social representation is a natural process?	1	2	3	4
20.	Think that the democratic will of parents is often neglected?	1	2	3	4
21.	Believe that the best suitable applicant is not always appointed?	1	2	3	4
22.	Experience that township parents prefer their children to have white teachers?	1	2	3	4
23.	Experience social diversity as often being a reason for conflict?	1	2	3	4
24.	Think that the search for social representation often overlooks quality?	1	2	3	4
25.	Believe that quotas in all post-levels restrain good teaching?	1	2	3	4
26.	Think that parents have lost their democratic right to appoint teachers?	1	2	3	4
27.	Think that white run schools provide better education?	1	2	3	4
28.	Believe that SMT's who opted for proactive measures in terms of ensuring social representation experience better results?	1	2	3	4
29.	Believe that the community around the school will transform the school naturally?	1	2	3	4
30.	Think that principals need to be assisted in managing social diversity	1	2	3	4

SECTION 2: What do you regard as necessary to ensure the effective functioning of so representative school?

Indicate your view: 1= Not important at all; 2= Of little importance; 3 = average; 4= Rat important; 5= Very important

To what extent do you regard it necessary for leaders to

1	Create a shared vision for the school.	1	2	3	4

2	Enable others to act positively.	1	2	3	4
3	Model the way things need to be done.	1	2	3	4
4	Encourage followers to work.	1	2	3	4
5	Act in an inviting way.	1	2	3	4
6	Strive towards a shared vision.	1	2	3	4
7	Provide intellectual stimulation.	1	2	3	4
8	Be considerate of the needs of diverse cultures.	1	2	3	4
9	Be considerate of the needs of followers.	1	2	3	4
10	Acknowledge community values.	1	2	3	4
11	Exert an influence that will be followed by others.	1	2	3	4
12	Transmit professional practices, values and beliefs.	1	2	3	4
13	Monitor school activities.	1	2	3	4
14	Demonstrate high performance expectations.	1	2	3	4
15	Establish effective staff practices.	1	2	3	4
16	Be language affluent, as different cultures attach different meanings to vocabulary.	1	2	3	4
17	Be able to deal with attitudinal change.	1	2	3	4
18	Be able to understand the different cultures.	1	2	3	4
19	Deal with change management.	1	2	3	4
20	Deal with transformation.	1	2	3	4

SECTION 3: **What leadership development has to be provided in order to be equipped handle a socially diverse school?**

Indicate your view: 5 = <u>Very much</u>. 4 = <u>To a large extent</u>. 3 = <u>Not sure</u>. 2 = <u>To a limited extent</u>   1 = <u>Not at all</u>.

To what extent do you think the following areas need to be developed?

1.	Dealing with legal issues pertaining to equity.	1	2	3	4
2.	Cultivating respect for different cultures among the staff.	1	2	3	4
3.	Managing change.	1	2	3	4
4.	Bringing about attitudinal change.	1	2	3	4
5.	Dealing with racism.	1	2	3	4
6.	Dealing with sexism.	1	2	3	4
7.	Dealing with stereotyping.	1	2	3	4
8.	Employing equity targets.	1	2	3	4
9.	Cultivating cultural awareness.	1	2	3	4
10.	Establishing interpersonal relations.	1	2	3	4
11.	Reducing negativity.	1	2	3	4

12.	Acknowledging community values.	1	2	3	4
13.	Creating cross-cultural understanding.	1	2	3	4
14.	Dealing with differences during staff meetings.	1	2	3	4
15.	Handling conflict.	1	2	3	4
16.	Conducting a diversity needs assessment.	1	2	3	4
17.	Establishing a school community where a common knowledge framework exists.	1	2	3	4
18.	Fostering co-operation.	1	2	3	4
19.	Optimalising team work.	1	2	3	4
20.	Creating a shared vision.	1	2	3	4

Any suggestion with regard to management and training of a diverse school:

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Thank you for your time and effort in completing this questionnaire.
Please ensure no answer is inadvertently missed out.

APPENDIX 8

Differences in the perceptions of social representation and the management thereof

(a) **In terms of gender**

Table 4.7 Difference in means between the gender groups: nature of social representation

The way in which the nature of social representation is viewed by male and female respondents are reflected by the scores of the t-test in table 4.7.

		t-test for equality of mean					
Item	Social representation is	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standar d deviation
23	a reason for conflict	-2.415	151	.017*	4.36	-.629	M 1.459 F 1.279
29	naturally transformed by the community	1.149	151	.253	3.99	.219	M 1.021 F 1.083
19	a natural process	-4.773	151	.000**	3.97	-1.237	M 1.482 F 1.172
7	benefitting only the individual	1.023	151	.308	3.25	.229	M .137 F .202
3	racial driven	1.905	151	.059	3.06	.545	M .137 F .202
10	beneficial to the community	6.727	151	.000**	2.75	1.127	M .137 F .202

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.8 Difference in means between the gender groups: prejudices and stereotyping

The method in which the nature of social representation is viewed by gender are reflected by the scores of the t-test in table 4.8.

	t-test for equality of mean	

Item	Feel that	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standar d deviatio
27	white run schools provide better education	3.183	151	.002**	4.05	-.629	M 1.459 F 1.279
8	men feel women have an unfair advantage over them	-1.317	151	.190	3.45	.219	M 1.358 F 1.261
9	whites have an attitude of being more dignified than black people	-5.231	151	.000**	3.27	-1.237	M 1.379 F 1.414
21	the best suitable applicant is not always appointed	2.406	151	.017*	2.83	.229	M 1.242 F 1.349

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

Table 4.9 Difference in means between the gender groups: influence of social representation on education in schools

The manner in which the different genders view the influence of social representation are reflected by the scores of the t-test in table 4.9.

	t-test for equality of mean						
Item	Dominant factors that influence education are	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standar d deviatio
25	Quotas that restrain good teaching	3.008	151	.003**	4.01	.609	M 1.040 F 1.260
13	Over-politeness that hampers performance	-1.317	151	.190	4.01	-.367	M 1.347 F 1.228
28	That proactive measures ensures better results	-1.514	151	.132	3.94	-.519	M 1.220

							F 1.102
11	That social representation places staff members under pressure	.659	151	.511	2.91	.163	M 1.438 F 1.223

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.10 Difference in means between the gender groups: social representation and management

The way in which the management of social representation is viewed by different gender respondents are reflected by the scores of the t-test in table 4.10.

		t-test for equality of mean					
Item	Social representation	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
30	Implies a need for assistance in the management thereof	-1.374	151	.171	3.94	-.292	M 1.209 F .975
16	Implies an troublesome implementation process	2.805	151	.006**	3.01	.673	M 1.353 F 1.154
6	Requires management experience: academic qualifications are not sufficient	.871	151	.385	2,85	,178	M 1.526 F 1.265

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(f) In terms of age

Table 4.11:   Difference in means between age groups: nature of social representation

The way in which the nature of social representation is viewed by diverse age groups are reflected by the scores of the t-test in table 4.11.

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	1.455	.208	4.36	1.143
		153				
29	naturally transformed by the community	5	3.422	.006**	3.99	.859
		153				
19	a natural process	5	.790	.559	3.97	.898
		153				
7	benefitting only the individual	5	.873	.501	3.25	.874
		153				
3	racial driven	5	.917	.472	3.06	.724
		153				
10	beneficial to the community	5	2.069	.072	2.75	.825
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.12: Difference in means between age groups: prejudices and stereotyping

The way in which the nature of social representation is viewed by diverse age groups on prejudices and stereotyping are reflected by the scores of the t-test in table 4.12.

Item	Feel that	df	F	Sig.	Mean	Std deviation
27	white run schools provide better education	5	.628	.679	4.05	1.214
		153				
8	men feel women have an unfair advantage over them	5	.949	.452	3.45	.789
		153				
9	whites have an attitude of being more dignified than black people	5	2.228	.043*	3.27	.910
		153				

21	the best suitable applicant is not always appointed	5	3.522	.008**	2.83	.921
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.13 Difference in means between age groups: influence of social representation on education in schools

The way in which dominant factors that influence education are viewed by diverse age groups on prejudices and stereotyping are reflected by the scores of the t-test in table 4.13.

Item	Dominant factors that influence education are	df	F	Sig.	Mean	Std deviation
25	Quotas that restrain good teaching	5	.541	.745	4.01	1.111
		153				
13	Over-politeness that hampers performance	5	1.827	.111	4.01	.989
		153				
28	That proactive measures ensures better results	5	.618	.686	3.94	.734
		153				
11	That social representation places staff members under pressure	5	.973	.436	2.91	1.112
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.14 Difference in means between the age groups: social representation and management

The way in which the nature of social representation is viewed by diverse age groups on prejudices and stereotyping are reflected by the scores of the t-test in table 4.12.

Item	Social representation	df	F	Sig.	Mean	Std deviation
30	Implies a need for assistance in the management thereof	5	.465	.802	3.94	1.219
		153				

Item		df	F	Sig.	Mean	Std deviation
16	Implies an troublesome implementation process	5	1.445	.211	3.01	.953
		153				
6	Requires management experience: academic qualifications are not sufficient	5	1.692	.140	2.85	.897
		153				

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

(g) In terms of years of experience

Table 4.15: Difference in means between years of experience: nature of social Representation

The way in which the nature of social representation is viewed by diverse groups of leadership experience are reflected by the scores of the t-test in table 4.15.

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	3.144	.010**	4.36	1.003
		153				
29	naturally transformed by the community	5	.200	.962	3.99	.786
		153				
19	a natural process	5	1.551	.177	3.97	.801
		153				
7	benefitting only the individual	5	1.588	.167	3.25	.889
		153				
3	racial driven	5	1.338	.251	3.06	.336
		153				
10	beneficial to the community	5	1.734	.130	2.75	.925
		153				

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

Table 4.16: Difference in means between years of experience: prejudices and stereotyping

The way in which the nature of social representation is viewed by diverse groups concerning prejudices and stereotyping are reflected by the scores of the t-test in table 4.16.

Item	Feel that	df	F	Sig.	Mean	Std deviation
27	white run schools provide better education	5	1.256	.286	4.05	1.114
		153				
8	men feel women have an unfair advantage over them	5	.438	.821	3.45	.897
		153				
9	whites have an attitude of being more dignified than black people	5	.695	.628	3.27	.930
		153				
21	the best suitable applicant is not always appointed	5	3.154	0.10**	2.83	.881
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.17 Difference in means between years of experience: influence of social representation on education in schools

The manner in which the dominant factors that influence educators as is viewed by leadership with differing experience are reflected by the scores in table 4.17.

Item	Dominant factors that influence education are	df	F	Sig.	Mean	Std deviation
25	Quotas that restrain good teaching	5	1.021	.408	4.01	1.321
		153				

Item	Social representation	df	F	Sig.	Mean	Std deviation
13	Over-politeness that hampers performance	5 / 153	.259	.935	4.01	.887
28	That proactive measures ensures better results	5 / 153	1.338	.252	3.94	.744
11	That social representation places staff members under pressure	5 / 153	.224	.952	2.91	.912

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

Table 4.18 Difference in means between the years of experience: social representation and management

The manner in which social representation influence educators as is viewed by leadership with differing experience are reflected by the scores in table 4.18.

Item	Social representation	df	F	Sig.	Mean	Std deviation
30	Implies a need for assistance in the management thereof	5 / 153	1.813	.114	3.94	1.349
16	Implies an troublesome implementation process	5 / 153	1.334	.253	3.01	.883
6	Requires management experience: academic qualifications are not sufficient	5 / 153	.703	.622	2.85	.870

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

(h) In terms of the location of the school

Table 4.19: Difference in means of various localities of schools: nature of social representation

The manner in which social representation is viewed by leadership from urban and rural schools are reflected by the scores in table 4.19.

	t-test for equality of mean						
Item	Social representation is	t	df	Sig. (2-tailed	Mean	Mean difference	Standard deviation

		t	df	Sig. (2-ailed)	Mean	Mean difference	Standard deviation
23	a reason for conflict	-.700	150	.485	4.36	-.165	Rural .156 Urban .178
29	naturally transformed by the community	1.121	150	.264	3.99	.191	Rural .111 Urban .130
19	a natural process	-2.573	150	.011*	3.97	-.623	Rural .161 Urban .181
7	benefitting only the individual	1.207	150	.229	3.25	.240	Rural .133 Urban .147
3	racial driven	-.620	150	.536	3.06	-.160	Rural .176 Urban .184
10	beneficial to the community	-3.473	150	.001**	2.75	-.821	Rural .137 Urban .142

* = 95% significant (p < 0.05)

** = 99% significant (p < 0.01)

Table 4.20: Difference in means between various localities of schools: prejudices and stereotyping

The manner in which social representation is viewed by leadership from urban and rural schools are concerning prejudices and stereotypes are reflected by the scores in table 4.20.

		t-test for equality of mean					
Item	Feel that	t	df	Sig. (2-ailed)	Mean	Mean differene	Standard deviation
27	white run schools provide better education	3.315	150	.001**	4.05	.644	Rural 1.023 Urban 1.372
8	men feel women have an unfair advantage over them	.674	150	.502	3.45	.147	Rural 1.331 Urban 1.343
9	whites have an attitude of being more dignified than black people	-2.940	150	.004**	3,27	-.703	Rural 1.443 Urban 1.483
21	the best suitable applicant is not always appointed	2.452	150	.015**	2.83	508	Rural 1.300 Urban 1.223

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.21: Difference in means between various localities of schools: influence of social representation on education in schools

The manner in which social representation is viewed by the location of the school, rural or urban respondents are reflected by the scores of the t-test in table 4.21.

		t-test for equality of mean					
Item	Dominant factors that influence education are	t	df	Sig. (2-ailed)	Mean	Mean difference	Standard deviation
25	Quotas that restrain good teaching	2.193	150	.030*	4.01	.402	Urban .984 Rural 1.275
13	Over-politeness that hampers performance	-.319	150	.750	4.01	-.069	Urban1.314 Rural 1.350
28	That proactive measures ensures better results	-.996	150	.321	3.94	-.197	Urban1.027 Rural 1.060
11	That social representation places staff members under pressure	1.934	150	.055	2.91	.421	Urban1.272 Rural 1.400

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.22: Difference in means between various localities of schools: social representation and management

The manner in which social representation is perceived by the location of the school, rural or urban respondents are reflected by the scores of the t-test in table 4.22.

		t-test for equality of mean					
Item	Social representation	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation
30	Implies a need for assistance in the management thereof	86	3.91	1.204	3.94	.139	Urban 1.222 Rural .789
16	Implies an troublesome implementation process	86	3.31	1.408	3.01	.152	Urban 1.408 Rural 1.378
14	Requires management experience: academic qualifications are not sufficient	86	2.70	1.275	2,85	.137	Urban 1.275 Rural 1.310

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(i) In terms of the frequency in which principals deal with diversity

Table 4.23: Difference in means between frequency of dealing with social representation: nature of social representation

The manner in which the nature social representation is viewed by leadership who has diverse frequency in dealing with social representation are reflected by the scores in
table 4.23.

Item	Social representation is	df	F	Sig.	Mean	Std deviation
23	a reason for conflict	5	2.520	.040*	4.36	.854
		153				
29	naturally transformed by the community	5	1.611	.161	3.99	1.213
		153				
19	a natural process	5	.845	.520	3.97	.890
		153				
7	benefitting only the individual	5	.410	.841	3.25	.779
		153				
3	racial driven	5	1.364	.241	3.06	.456
		153				
10	beneficial to the community	5	1.260	.284	2.75	.843
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.24: Difference in means between frequency of dealing with social representation: prejudices and stereotyping

The frequency in which school leader deal with social representation concerning prejudices and stereotyping is reflected on the scores of table 4.24

Item	Feel that	df	F	Sig.	Mean	Std deviation
27	white run schools provide better education	5	.865	.508	4.05	1.100
		153				
8	men feel women have an unfair advantage over them	5	.399	.884	3.45	.769
		153				
9	whites have an attitude of being more dignified than black people	5	1.354	.234	3.27	.911
		153				
21	the best suitable applicant is not always appointed	5	2.710	.032*	2.83	.965
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Table 4.25 Difference in means between frequency of dealing with social representation influence of social representation on education in schools

The manner in which dominant factors that influence education are is viewed by leadership who has diverse frequency in dealing with social representation are reflected by the scores in table 4.25.

Item	Dominant factors that influence education are	df	F	Sig.	Mean	Std deviation
25	Quotas that restrain good teaching	5	2.264	.048*	4.01	.980
		153				
13	Over-politeness that hampers performance	5	.393	.889	4.01	.787
		153				
28	That proactive measures ensures better results	5	1.222	.178	3.94	.646
		153				
11	That social representation places staff members under pressure	5	2.338	.045*	2.91	.935
		153				

Table 4.26 Difference in means between frequencies of dealing with social representation: social representation and management

The manner in which social representation influence leadership who has diverse frequency in dealing with the management of social representation are reflected by the scores in table 4.26.

Item	Social representation	df	F	Sig.	Mean	Std deviation
30	Implies a need for assistance in the management thereof	5	3.923	.004**	3.94	.959
		153				
16	Implies an troublesome implementation process	5	10.417	.000**	3.01	.773
		153				
6	Requires management experience: academic qualifications are not sufficient	5	1.232	.165	2.85	.730
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Differences in the views on the aspects necessary to ensure the effective functioning of social representation at schools

(a) In terms of gender

Table 4.27: Difference in means between gender groups: crucial aspects to ensure effective functioning of social representation.

The manner in which to ensure effective social representation it is necessary as viewed by different gender groups are reflected by the scores in table 4.27.

	t-test for equality of mean	

Item	To ensure effective social representation it is necessary to	t	df	Sig. (2-tailed)	Mean	Mean difference	Standard deviation	
4	Encourage followers to work.	4.511	151	.000	4.82	.395	M	.303
							F	.784
6	Strive towards a shared vision.	5.051	151	.000	4.79	.453	M	.831
							F	.624
15	Establish effective staff practices.	6.355	151	.000	4.73	.576	M	.742
							F	.942
1	Create a shared vision for the school.	1.493	151	.138	4.71	.143	M	.743
							F	.706
14	Demonstrate high performance expectations.	4.322	151	.000	4.68	.471	M	.652
							F	.647
13	Monitor school activities.	2.311	151	.022	4.66	.251	M	.663
							F	.524
12	Transmit professional practices, values and beliefs.	3.986	151	.000	4.59	.492	M	.755
							F	.823
5	Act in an inviting way.	3.221	151	.002	4.57	.431	M	.616
							F	.981
11	Exert an influence that will be followed by others.	3.145	151	.002	4.54	.387	M	.552
							F	.921
17	Be able to deal with attitudinal change.	4.278	151	.000	4.53	.514	M	.381
							F	.723
18	Be able to understand the different cultures.	.914	151	.362	4.53	.108	M	.691
							F	.883
9	Be considerate of the needs of followers.	2.664	151	.009	4.53	.344	M	.668
							F	.764
2	Enable others to act positively.	1.992	151	.048	4.51	.250	M	.626
							F	.975

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(b) In terms of age

Table 4.28: Difference in means between age groups: crucial aspects to ensure effective functioning of social representation.

The manner in which to ensure effective social representation it is necessary as viewed by different age groups are reflected by the scores in table 4.28

Item	To ensure effective social representation it is necessary to	df	F	Sig.	Mean	Std deviation
4	Encourage followers to work	5	.111	.990	4.82	.864
		153				
6	Strive towards a shared vision	5	.438	.822	4.79	1.113
		153				
15	Establish effective staff practices.	5	.413	.839	4.73	.790
		153				
1	Create a shared vision for the school.	5	.910	.476	4.71	.789
		153				
14	Demonstrate high performance expectations	5	.413	.839	4.68	.696
		53				
13	Monitor school activities	5	1.591	.166	4.66	.743
		153				
12	Transmit professional practices, values and beliefs.	5	1.287	.273	4.59	.554
		153				
5	Act in an inviting way.	5	.438	.822	4.57	.897
		153				
11	Exert an influence that will be followed by others.	5	.367	.871	4.54	1.290
		153				
17	Be able to deal with attitudinal change.	5	.967	.440	4.53	.779
		152				
18	Be able to understand the different cultures	5	.772	.571	4.53	.221
		153				
9	Be considerate of the needs of followers	5	1.313	.261	4.53	.120
		153				
2	Enable others to act positively.	5	.305	.909	4.51	.789
		153				

(c) * = 95% significant (p < 0.05)

(d) ** = 99% significant (p < 0.01)

(a) In terms of years of experience

Table 4.29: Difference in means between years of experience: crucial aspects to ensure effective functioning of social representation.

The manner in which to ensure effective social representation it is necessary as viewed by different groups who differ in years of leadership experience are reflected by the scores in table 4.29.

Item	To ensure effective social representation it is necessary to	df	F	Sig.	Mean	Std deviation
4	Encourage followers to work	5	.107	.980	4.82	.734
		153				
6	Strive towards a shared vision	5	3.021	.001**	4.79	.913
		153				
15	Establish effective staff practices.	5	.817	.539	4.73	.970
		153				
1	Create a shared vision for the school.	5	.367	.871	4.71	.589
		153				
14	Demonstrate high performance expectations	5	.339	.888	4.68	.696
		53				
13	Monitor school activities	5	.772	.571	4.66	.843
		153				
12	Transmit professional practices, values and beliefs.	5	1.179	.322	4.59	.674
		153				
5	Act in an inviting way.	5	.305	.909	4.57	.447
		153				
11	Exert an influence that will be followed by others.	5	2.697	.033*	4.54	1.420
		153				
17	Be able to deal with attitudinal change.	5	2.940	.023*	4.53	.449

Item		df	t	Sig.	Mean	Std
		152				
18	Be able to understand the different cultures	5	2.059	.089	4.53	.121
		153				
9	Be considerate of the needs of followers	5	1.843	.124	4.53	.130
		153				
2	Enable others to act positively.	5	2.567	.029*	4.51	.332
		153				

(e) * = 95% significant (p < 0.05)
(f) ** = 99% significant (p < 0.01)

(d) In terms of the location of the school

Table 4.30: Difference in means between localities of schools: crucial aspects to ensure effective functioning of social representation

The manner in which to ensure effective social representation it is necessary as viewed by school leaders in rural and urban locations are reflected by the scores in table 4.30.

		t-test for equality of mean						
Item	To ensure effective social representation it is necessary to	t	df	Sig. (2-tailed)	Mean	Mean differen ce	Standard deviation
4	Encourage followers to work.	.271	150	.787	4.82	.023	Rural .513 Urban .503
6	Strive towards a shared vision.	1.142	150	.255	4.79	.098	Rural .603 Urban .789
15	Establish effective staff practices.	2.017	150	.045	4.73	.181	Rural .679 Urban .677

1	Create a shared vision for the school.	-.478	150	.633	4.71	-.041	Rural .513 Urban .503
14	Demonstrate high performance expectations.	1.916	150	.057	4.68	.195	Rural .633 Urban .881
13	Monitor school activities.	1.486	150	.139	4.66	.145	Rural .513 Urban .503
12	Transmit professional practices, values and beliefs.	1.183	150	.239	4.59	.136	Rural .542 Urban .513
5	Act in an inviting way.	1.041	150	.300	4.57	.128	Rural .624 Urban .737
11	Exert an influence that will be followed by others.	1.183	150	.239	4.54	.136	Rural .607 Urban .630
17	Be able to deal with attitudinal change.	1.229	150	.221	4.53	.138	Rural .614 Urban .628
18	Be able to understand the different cultures.	.188	150	.851	4.53	.020	Rural .805 Urban .743
9	Be considerate of the needs of followers.	.590	150	.556	4.53	.060	Rural .634 Urban .602
2	Enable others to act positively.	-.134	150	.894	4.51	-.015	Rural .788 Urban .682

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(e)   In terms of the frequency in which principals deal with diversity

Table 4.31: Difference in means between frequencies in dealing with social representation: crucial aspects to ensure effective functioning of social representation.

The manner in which to ensure effective social representation it is necessary as viewed by groups who differ in the frequency in dealing with social representation are reflected by the scores in table 4.31.

Item	To ensure effective social representation it is necessary to	df	F	Sig.	Mean	Std deviation
4	Encourage followers to work	5	1.427	.218	4.82	.554
		153				
6	Strive towards a shared vision	5	1.179	.322	4.79	.913
		153				
15	Establish effective staff practices.	5	1.426	.218	4.73	.970
		153				
1	Create a shared vision for the school.	5	1.411	.224	4.71	.589
		153				
14	Demonstrate high performance expectations	5	.727	.604	4.68	.696
		53				
13	Monitor school activities	5	.934	.461	4.66	.843
		153				
12	Transmit professional practices, values and beliefs.	5	2.560	.042*	4.59	.674
		153				
5	Act in an inviting way.	5	1.729	.131	4.57	.447
		153				
11	Exert an influence that will be followed by others.	5	1.938	.091	4.54	1.420
		153				
17	Be able to deal with attitudinal change.	5	2.685	.024*	4.53	.449
		152				
18	Be able to understand the different cultures	5	1.514	.189	4.53	.121
		153				
9	Be considerate of the needs of followers	5	1.254	.287	4.53	.130
		153				
2	Enable others to act positively.	5	.817	.539	4.51	.332
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

Differences in the training needs of principals to handle socially diverse schools

(a) In terms of gender

Table 4.32: Difference in means between gender groups: training needs

The manner in which different gender groups indicate their need to be trained are reflected by the scores in table 4.32.

Item	Need to be trained in terms of	t	df	Sig. (2-	Mean	Mean differen	Standar d deviatio	
	t-test for equality of mean							
21	Creating a shared vision.	-.841	150	.401	4.52	-.099	M	.273
							F	.884
20	Optimalising team work.	.083	150	.934	4.42	-.010	M	.641
							F	.598
12	Acknowledging community values.	-.447	150	.656	4.32	-.191	M	.672
							F	.872
15	Handling conflict.	-3,182	150	.002**	4.26	-.258	M	.333
							F	.216
11	Reducing negativity.	-.279	150	.781	4.25	.-.040	M	.652
							F	.647
19	Fostering co-operation.	.043	150	.966	4.23	.005	M	.343
							F	.224
10	Establishing interpersonal relations.	-.944	150	.346	4.19	-.133	M	.823
							F	.854
17	Establishing a school community where a common knowledge framework exists.	-1.356	150	.177	4.16	.-.191	M	.916
							F	.721
13	Creating cross-cultural understanding.	-1.370	150	.173	4.12	-.192	M	.662
							F	.321
18	Curbing resistance.	-1.502	150	.135	4.03	-.210	M	.453
							F	.613
4	Bringing about attitudinal change.	-1.066	150	.288	4.02	-.164	M	.721
							F	.813

(b) * = 95% significant (p < 0.05)
(c) ** = 99% significant (p < 0.01)

(b) In terms of age

Table 4.33: Difference in means between age groups: training needs

The manner in which different age groups indicate their need to be trained are reflected by the scores in table 4.33.

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	Creating a shared vision.	5	4.878	.000**	4.82	.754
		153				
20	Optimalising team work.	5	4.635	.001**	4.73	.680
		153				
12	Acknowledging community values.	5	5.998	.000**	4.71	.749
		153				
15	Handling conflict.	5	.165	.975	4.68	.706
		53				
11	Reducing negativity.	5	.334	.892	4.66	.646
		153				
19	Fostering co-operation.	5	3.837	.003*	4.59	.654
		153				
10	Establishing interpersonal relations. .	5	.334	.892	4.57	.987
		153				
17	Establishing a school community where a common knowledge framework exists	5	2.329	.045*	4.54	1.344
		153				
13	Creating cross-cultural understanding. .	5	1.300	.267	4.53	.809
		152				
18	Curbing resistance	5	.624	.682	4.53	.341
		153				
4	Bringing about attitudinal change.	5	5.550	.000**	4.53	.150
		153				

* = 95% significant ($p < 0.05$)
** = 99% significant ($p < 0.01$)

(c)   **In terms of years of experience**

Table 4.34: Difference in means between years of experience: training needs

The manner in which different groups of leadership experience indicate their need to be trained are reflected by the scores in table 4.34.

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	Creating a shared vision.	5	.671	.646	4.82	.734
		153				
20	Optimalising team work.	5	.698	.626	4.73	.700
		153				
12	Acknowledging community values.	5	1.677	.143	4.71	.819
		153				
15	Handling conflict.	5	.902	.481	4.68	.836
		53				
11	Reducing negativity.	5	1.677	.143	4.66	.786
		153				
19	Fostering co-operation.	5	.874	.500	4.59	.454
		153				
10	Establishing interpersonal relations. .	5	.754	.584	4.57	.767
		153				
17	Establishing a school community where a common knowledge framework exists	5	.725	.606	4.54	.844
		153				
13	Creating cross-cultural understanding. .	5	4.723	.000**	4.53	.809
		152				
18	Curbing resistance	5	2.448	.036*	4.53	.261
		153				
4	Bringing about attitudinal change.	5	.522	.759	4.53	.980
		153				

* = 95% significant ($p < 0.05$)
** = 99% significant ($p < 0.01$)

(d)   In terms of the location of the school

Table 4.35: Difference in means between locality of schools: training needs

The manner in which different groups of school location indicate their need to be trained are reflected by the scores in table 4.35.

		t-test for equality of mean						
Item	Need to be trained in terms of	t	df	Sig. (2-	Mean	Mean differen	Standard deviatio	
21	Creating a shared vision.	-.587	150	.558	4.52	-.099	Rural .313 Urban .874	
20	Optimalising team work.	-3.029	150	.003**	4.42	-.010	Rural .761 Urban .608	
12	Acknowledging community values.	-1.621	150	.107	4.32	-.191	Rural .532 Urban .892	
15	Handling conflict.	-1.168	150	.245	4.26	-.258	Rural .423 Urban .206	
11	Reducing negativity.	-1.982	150	.049*	4.25	.-.040	Rural .772 Urban .877	
19	Fostering co-operation.	1.526	150	.129	4.23	.005	Rural .433 Urban .104	
10	Establishing interpersonal relations.	-.297	150	.767	4.19	-.133	Rural .903 Urban .864	
17	Establishing a school community where a common knowledge framework exists.	-1.840	150	.069	4.16	.-.191	Rural .826 Urban .721	
13	Creating cross-cultural understanding.	1.532	150	.102	4.12	-.192	Rural .572 Urban .221	
18	Curbing resistance.	-1.924	151	.048*	4.03	-.210	Rural .553 Urban .723	
4	Bringing about attitudinal change.	.083	150	.934	4.02	-.164	Rural .431 Urban .713	

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)

(e)   In terms of the frequency in which principals deal with diversity

Table 4.36: Difference in means between frequencies in dealing with social diversity: training needs

The manner in which groups experience different frequencies in dealing with social representation indicate their need to be trained are reflected by the scores in table 4.36.

Item	Need to be trained in terms of	df	F	Sig.	Mean	Std deviation
21	Creating a shared vision.	5	1.375	.237	4.82	.624
		153				
20	Optimalising team work.	5	.483	.789	4.73	.650
		153				
12	Acknowledging community values.	5	.920	.470	4.71	.749
		153				
15	Handling conflict.	5	2.459	.036*	4.68	.766
		53				
11	Reducing negativity.	5	.659	.655	4.66	.836
		153				
19	Fostering co-operation.	5	1.205	.310	4.59	.334
		153				
10	Establishing interpersonal relations.	5	.111	.990	4.57	.347
	.	153				
17	Establishing a school community where a common knowledge framework exists	5	.924	.467	4.54	.674
		153				
13	Creating cross-cultural understanding.	5	2.024	.078	4.53	.439
	.	152				
18	Curbing resistance	5	.193	.965	4.53	.541
		153				
4	Bringing about attitudinal change.	5	2.657	.025*	4.53	.340
		153				

* = 95% significant (p < 0.05)
** = 99% significant (p < 0.01)