

Original Paper

Managing Staff Diversity for Effective Secondary School

Management in Delta State, Nigeria

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Abstract

This study investigated the management of staff diversity for effective management of secondary schools in Delta State. It was a descriptive survey. The population consisted of all Delta State high school principals. A sample of 250 respondents (150 men and 100 women) was selected. The study was guided by two research questions and two hypotheses. A researcher-designed instrument called the Employee Diversity Management Questionnaire (EDMQ) was used to collect data. The instrument was verified by experts. The reliability index determined for the instrument using Cronbach Alpha was 0.78. Mean and standard deviation were used to answer the research questions, while the Z-test was used to analyze the hypotheses at 0.05 level of significance. Among other things, the findings of the study revealed that there are certain strategies for managing age and gender diversity for effective management of public secondary schools and that both male and female school principals do not differ in their strategies for managing age and gender diversity. Based on the findings, it was recommended, among other things, that the government formulate policies to guide school administrators in managing diversity among teachers, and that the Ministry of Education and other relevant authorities organize training programs for school administrators.

Keywords

employees, diversity, leadership, high school, administration

1. Introduction

The increasing diversity of the workforce is one of the most important management issues that has started in recent years. Diversity is the way people differ, which can affect task performance in an organization. Diversity is the differences between people caused by age, gender, ethnicity, religion,

sexual orientation, opinion, socio-economic background, educational experience, abilities, disabilities and any other characteristics that are used to differentiate between people (Iibi, 2019)

Workforce diversity is the amount of individual differences and similarities that exist among people working in an organization (Krietner & Kinicki, 2002). No two human beings are the same. They differ not only in gender, culture, race, age, religion, social orientation, psychological characteristics, but also in perspectives and prejudices (Saxema, 2014). Diversity in the workplace includes race, age, gender, ethnic group, religion, sexual orientation, civil status, mental and physical conditions, as well as other significant differences between people. In recent years, organizations that understand how to effectively manage diversity in the workplace will have a distinct advantage when it comes to recruiting and hiring talent (Saxema, 2014). Today's managers are responsible for both leading employees and responding to the needs of customers who are more ethnically and culturally diverse and older.

Diversity encompasses the full spectrum of primary dimensions of all individuals, including race, ethnicity, gender, age, religion, and disability. It is a common fact that each of us has unique characteristics in each of these dimensions. Experience shows that when diversity is recognized and valued, it increases individual productivity, organizational effectiveness and sustainable competitiveness. In order to achieve success and maintain a competitive advantage, we must be able to draw on the most important resource - the skills of the workforce. Workforce diversity presents both a challenge and an opportunity for businesses.

A growing number of progressive organizations recognize the need to value diversity in the workplace to ensure the strategic use of human resources to achieve strategic goals. When an organization has people of different castes, religions, minorities, age differences, and gender differences, the question naturally arises of how to reconcile the differences among these employees without causing too much friction in day-to-day interactions.

Workplace diversity has significant implications for management. Managers will be required to change their approach from treating each group of workers equally to recognizing the differences between them and following such policies to encourage creativity, improve productivity, reduce worker turnover and prevent any discrimination. When workforce diversity is managed properly, there would be better communication, better interpersonal relations and a pleasant work culture in the organization. In a diverse workplace, employees are exposed to many perspectives and views of the world. When these different perspectives come together, they often come together in novel ways and open the door to innovation. In the same spirit, when employees with different backgrounds and focus come together, they come up with more sophisticated solutions, which leads to more informed and better decision-making processes and results (Zojceska, 2018). Clearly, the school system is one organization that boasts the reality of workforce diversity, specifically among teachers.

Secondary schools draw on staff from different cultural backgrounds, different ethnic groups, different genders, ages, religions and educational backgrounds. The teacher occupies an enviable position in the educational process and is a recognized academic leader with the potential to determine the nature,

scope and content of learning. The teacher's role is multidimensional but complementary. It requires great professionalism and dedication. A teacher's primary role is to provide classroom instruction that helps students learn, but it encompasses much more than that (Cox, 2020). Teaching and learning are also part of the administrative activities that take place in the school system.

Administration is an integral part of management, which operationalizes strategic plans and actions, organizes the organization's human and material resources for the purpose of realizing set goals and objectives. School administration is important in determining the quality of the education system. In the secondary school system, the principal, who is an administrator, directs and coordinates his subordinates, defines goals, evaluates the performance of employees and students. It provides a conducive environment for effective teaching and learning as well as maintaining peace and stability in the institution. School management requires the cooperation of the principal and teachers for the smooth daily running of the school. The teacher also participates to some extent in the administration of the school. However, these teachers are from different backgrounds. Areas of diversity include gender, age, religion, culture and education.

Effective diversity management is not just about bringing in a diverse workforce, it is about responding appropriately and appreciating the needs, values, beliefs and needs that diverse people bring to the school. It also means finding the most effective ways to use the talents and skills of different employees by correcting misconceptions about how and why different groups of employees differ from each other. To achieve this, management shows greater efforts to accept differences by opening employment opportunities to people of different cultures, religions, races, backgrounds, experiences, ages, educations and disabilities.

In a diverse school environment, secondary school management is concerned with understanding the educational curriculum, focus, educational preparation and experience of the staff. Employee interests and organizational interests are always in conflict because of the diversity of employees. In some cases, the diversity of employee interests affects the interests of the organization, if the administration is not able to determine the interest of its employees and the interest of the organization when making decisions. Diverse traits also affect an employee's attitude and behavior towards work and therefore employee performance and productivity will experience varying levels of input (Nwankwo, 2004).

2. Conceptual Clarification

Here, conceptual meanings and clarifications are made with respect to diversity and diversity management.

2.1 Diversity Concept

The word diversity originated from the Middle English word "diversity" used in the years 1300-1350. According to Longman's dictionary (2005), diversity is the state of having or being associated with opposing elements. It includes and adds different types of people of different races or cultures in groups, organizations or institutions. This is a situation where there is a partial change of life in the

environment, education and the like. When individuals, plants, animals or things of different types or categories coexist in a certain environment, ecosystem, organization or institutions, it is referred to as diversity. But diversity means more than this. Diversity also means how people perceive themselves and other people in their immediate environment and beyond.

According to Bhalin (2013), diversity is the variety of experiences and perspectives that result from differences in race, culture, religion, physical or mental abilities, age, gender, sexual orientation, and other characteristics. It means valuing the characteristics that make a person unique, such as age, ethnicity, gender, education level, and family background. Inclusion of diverse individuals in the workplace promotes a greater and healthier exchange of new ideas among employees, allowing the organization to capitalize on the unique characters of the workforce.

2.2 Age Diversity

It is traditionally believed that wisdom comes with age, so older people are highly respected and treated with respect. While these long-standing traditions may have served well in the past, they can present serious problems in times of huge populations. Age diversity is an intergenerational behavior between old and young employees that can explain differences in observed workplace behavior (Fajana, 2009). This is based on the assumption that employees who grew up in different times and periods have different world views, expectations, values and preferred ways of communicating and interacting with each other (Glass, 2007). In this vein, teachers who grew up and are employed at different times may have different ideas about what the profession is about, its expectations, values, communication style, curriculum content and teaching style. The transfer of experience from an old worker to a new worker leads to more effective problem solving because a more age-diverse workforce provides a wider range of perspectives and consequently a greater number of alternatives are evaluated (Okogbaa, 2005). Age diversity can be effectively managed by the school taking into account the different needs of different age groups in all its actions and policies (Young, Madsen, & Young, 2010). School principals are expected to address them on an ongoing basis to avoid any form of discrimination and intimidation.

Age diversity is a phenomenon that requires careful attention and effective management to create an inclusive learning environment. Nigeria, with its diverse population and unique educational challenge, faces the challenge of developing strategies in the school system. However, the following strategies could be used in managing age diversity in the school system;

Mentoring Programmes: Implementation of a formal mentoring program where senior teachers lead and share their experiences with younger ones, covering pedagogical practices, classroom management, subject expertise and school culture orientation (Egunjobi, 2017). Both male and female principals can promote intergenerational collaboration in schools and foster knowledge sharing and mutual support across age groups. This may include the creation of mentor-mentee partnerships, the creation of intergenerational working groups, and the creation of space for open communication and mutual learning from experience (Akinyemi, 2018).

Collaborative Lesson Planning: Encourage collaboration between teachers of different ages in lesson planning. This allows senior teachers to offer guidance and younger teachers to bring fresh perspective (Akinyemi, 2018). Both men and women can recognize the importance of age-inclusive professional development opportunities, ensuring access to resources and training for education of all ages. This could include a targeted programme for early-career teachers in lesson planning, instructional initiatives for mid-career professionals, and professional development opportunities for experienced veterans (Caldwell & Martin, 2019).

Professional Development Opportunities: Providing professional development opportunities tailored to the needs of both senior and junior teachers. Older teachers can focus on areas such as mentoring skills, while younger teachers can receive training in new technologies, innovative teaching methods and classroom management strategies (FME, 2013).

Regular Staff Meetings: Facilitating regular staff meetings where teachers of different ages can openly discuss issues, share best practices and build a sense of community (Adedokun, 2014).

Peer observation and feedback: Promoting peer observation and feedback sessions between teachers of different ages. This encourages mutual learning and respect while allowing for criticism (Egunjobi, 2019).

Social events and activities: Organizing social events and activities outside school hours to encourage interaction and relationship building between teachers of different ages. This can help break down age barriers and create a more supportive school environment. Creating a supportive school environment that promotes work-life balance for all staff regardless of age can be a common goal for both male and female principals (Ajayi, 2017).

Embracing Junior Teacher Innovation: Encouraging junior teachers to share their knowledge of new technologies, innovative teaching methods and social media with their colleagues (Adedokun, 2014).

2.3 Gender Diversity

This focuses on the equal treatment and acceptance of both men and women in the organization. Gender diversity enhances creativity and innovation (Mboya, 2009). The implication is that gender diversity in the workplace creates a richer flow of ideas and thus has the potential to increase creativity and innovation among the workforce in an organization. Workforce diversity in any organization such as a school is a critical management task that requires tact and adequate knowledge of human resource management skills. Diversity management allows everyone to naturally contribute to the organization's goals.

Gender disparity among secondary school teachers in Nigeria is a pressing issue as it impacts student learning, career choices and overall school dynamics. Here are some strategies to manage gender differences:

Career Counseling and Scholarship Programmes: Targeting career counseling at girls' high school, highlighting the benefits and rewards of a teaching career. Additionally, consider scholarship programmes specifically designed for female teacher education students (Obasi, 2021).

Better working conditions and support: Addressing factors that disproportionately affect female teachers such as lack of childcare facilities, flexible work arrangements and harassment. Provide adequate guidance and support systems for female teachers dealing with issues related to gender bias or discrimination (Aina, 2018). Due to the different educational needs at different life stages, male and female principals can educate for flexible work arrangements (Adams, 2011).

Promoting gender inclusive policies and practices: Principals and principals can educate to implement policies and practices that explicitly address gender equality and combat discrimination in schools. This could include setting clear guidelines for harassment and bullying, ensuring gender-balanced leadership positions and creating a safe space for open dialogue on gender issues.

Empowering marginalized voices: Regardless of gender, principals and school leaders can support initiatives that empower students and staff from marginalized genders.

Challenging gender stereotypes: Both male and female principals can play a vital role in challenging harmful gender stereotypes in schools. This could include integrating gender-inclusive curriculum materials, promoting the integration of positive gender representation in media and activities, and encouraging open conversations about gender roles and expectations (Culdwel & Martin, 2019).

Fostering a Culture of Respect and Inclusion: Creating a school environment where all individuals feel respected and valued, regardless of their gender identity or expression, can be a shared goal for both principals and women. This could include promoting empathy and understanding between different genders, implementing anti-bias training for staff and celebrating the diversity of identities and experiences in the school community (Ajayi, 2017).

Professional Development Opportunities: Offer professional development opportunities tailored to the needs of female teachers, focusing on leadership skills, subject matter expertise, and career progression strategies (Adeyemi & Aina, 2019).

Ordu's (2015) study on secondary school diversity and diversity management showed that teachers' views highlight the huge benefits of a diverse workforce when properly managed by school administration. Also, a study by Sayht et al. (2016) on diversity management and respect for diversity in schools showed that school principals and teachers agreed that staff diversity management in schools is above average. In the same vein, in a study by Young et al. (2010) on principals' perceptions of their roles in implementing the Mayflower District Strategy Diversity Plan found that despite all the challenges principals faced, they communicated their efforts to move the plan forward. Two themes came to the fore in their efforts to understand their plan, their struggle for leadership during the implementation phase and the need for an educational component to educate directors on the strategic diversity plan and diversity self-efficacy training.

2.4 Diversity Management

Diversity management is a combination of programs, policies, and activities that foster an environment where differences among employees are valued and integrated into every part of the school's operations. It is a process that aims to maintain and create a positive working environment where individual similarities and differences are valued in order to reach each individual's potential and contribute maximally to the strategic goals and objectives of the organization (Asodike, 2016). Successful diversity management initiatives improve the performance and cohesion of the school system. Schools that manage diversity are recipients of additional commitment and more satisfied and productive employees.

Effective management means learning to appreciate and respond appropriately to the needs, attitudes, beliefs, and values that different people bring to the organization. It also means correcting misconceptions about why and how different types of employees differ from one another, and finding the most effective way to leverage the skills and talents of different employees. Effective diversity management addresses all school efforts to ensure that all people are valued regardless of their differences. It recognizes that people from different backgrounds can contribute new ideas and insights that can lead to a more efficient way of working and thereby increase productivity. Effective diversity management helps an organization to develop creativity and innovation, thereby harnessing hidden capacities for growth and better competitiveness (Asodike, 2016). The basic understanding of diversity management is to inspire employees to be comfortable with diversity in the workplace and to develop an appreciation for differences in age, race, gender, origin, sexual orientation or any other aspects that may not be shared by every person working in the same field. Although workforce diversity is in different areas, the focus of this work will be on managing age and gender diversity.

2.5 Statement of the Problem

The struggle to manage and protect the manifold challenges of human existence in Nigeria remains a challenge facing Nigeria since independence. These diverse themes center on religious, ethnic and political diversity bordering on gender, nationality, social class, origin, sexual orientation, age, mental and physical abilities, among others, in the school system. School administrators committed to organizational integration are caught in a web of coordinating moral and performance difficulties in managing diversity. The leadership of employees with diverse backgrounds largely determined their level of cohesion, cooperation, dedication and, by extension, productivity. There is diversity among these employees in terms of age, gender, and so on. All of this is related to the role of performance in the school system. Also, a cursory glance at some secondary schools will reveal frequent cases of mutual suspicion, arbitrariness, discriminatory behavior, favoritism and the like. All these lead to conflict, disharmony, frustration and antagonism in the organization and consequently hamper the effectiveness and efficiency of the school system. Based on these contributions, the study focuses on the management of staff diversity for the effective management of secondary schools in Delta State, Nigeria.

2.6 Purpose of Study

Generally, the main purpose of this study is to examine the diversity of management staff for the effective management of secondary schools in Delta State, Nigeria. Specifically, the study focused on:

- 1). To determine the administrative strategies adopted by principals to manage age differences among secondary school teachers in Delta State.
- 2). Determining the strategies adopted by principals to manage gender diversity in secondary schools in Delta State.

2.7 Research Questions

The study was guided by the following research questions:

- 1). What administrative strategies have principals adopted to manage age differences among teachers in public secondary schools in Delta State, Nigeria?
- 2). What administrative strategies have principals adopted in managing gender disparities among teachers in public secondary schools in Delta State, Nigeria?

2.8 Hypotheses

The following hypotheses were formulated and tested;

- 1). There is no significant difference between the mean scores of male and female principals in terms of administrative strategies adopted by principals in managing age differences among teachers in public secondary schools in Delta State, Nigeria.
- 2). There is no significant difference between the mean scores of male and female principals on administrative strategies adopted by principals in managing gender differences among teachers in public secondary schools in Delta State, Nigeria.

2.9 Methodology

The study adopted a descriptive survey design. The population of the study consisted of all principals of public secondary schools in Delta State. The sample size of this study was 250 (150 male and 100 female) Principals selected by stratified random sampling method. A proprietary instrument called the “Employee Diversity Management Questionnaire” (EDMQ) was used for data collection. The instrument was verified by colleagues from the Department of Educational Administration and Measurement, University Delta, Agbor. The reliability of the instrument was determined using the Cronbach Alpha reliability technique with a reliability index of 0.78. The instrument consisted of elements arranged in a four-point rating scale of strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The weight was 4, 3, 2 and 1. The instrument was administered by the researchers with the help of two research assistants. The mean and standard were used to answer the research questions with a criterion mean of 2.50. A Z-test at a significance level of 0.05 was used to test the hypotheses.

3. Presentation of Results

3.1 Research Question 1

What administrative strategies have principals adopted to manage age diversity among teachers in public secondary schools in Delta State, Nigeria?

Table 1. Mean and Standard Deviation of Male and Female Principals in Age Difference Management Strategies in Public Secondary Schools in Delta State

S/N	Items	Male principals No. 150			Female Principals No. 100		
		X	SD	Decision	X	SD	Decision
1	Implementing mentorship programmes where senior teachers guide younger teachers.	3.43	0.26	Agree	3.27	0.31	Agree
2	Encouraging collaboration between teachers of different ages during lesson planning session.	3.41	0.26	Agree	3.06	0.30	Agree
3	Facilitating regular staff meetings where teachers of all ages can openly share ideas.	3.30	0.26	Agree	3.00	0.30	Agree
4	Organizing social events among teachers at different ages	3.13	0.26	Agree	3.06	0.30	Agree
5	Encouraging peer observations and feedback sessions between teachers of different ages.	3.12	0.24	Agree	2.90	0.28	Agree
6	Embracing younger teachers' innovation to share knowledge with colleagues.	3.15	0.24	Agree	3.04	0.30	Agree
Grand Mean & SD		3.25	1.52		3.05	1.79	

Table 1 shows the mean scores of principals on strategies for managing age differences in secondary schools in Delta State. The table revealed that all items had a weighted mean score above the criteria mean of 2.50, which means that all the identified strategies are adopted in the school system. A grand mean of 3.25 and 3.05 (for males and females respectively) indicated that strategies for managing age diversity in schools include implementing a mentoring program, encouraging collaboration between teachers of different ages during lesson planning, facilitating regular staff meetings where teachers share ideas, organize social events and activities among teachers of different ages, encourage mutual

observation and feedback, and use the innovations of young teachers to share knowledge with colleagues.

3.2 Research Question 2

What administrative strategies have principals adopted in managing gender disparities among teachers in public secondary schools in Delta State, Nigeria?

Table 2. Mean and Standard Deviation of Respondents Regarding Administrative Strategies for Managing Age Differences in Public High Schools

S/N	Items	Male principals No. 150			Female Principals No. 100		
		X	SD	Decision	X	SD	Decision
7	Promoting gender inclusive policies and practices.	3.35	0.26	Agree	3.00	0.30	Agree
8	Improving working conditions and support for female teachers.	3.29	0.26	Agree	3.02	0.30	Agree
9	Empowering marginalized voices regardless of gender.	3.29	0.26	Agree	3.06	0.30	Agree
10	Challenging harmful gender stereotypes in the school system .	3.32	0.26	Agree	3.02	0.30	Agree
11	Fostering a culture of respect and inclusion in the school.	3.36	0.26	Agree	3.04	0.30	Agree
12	Encouraging professional development opportunities for female teachers.	3.30	0.26	Agree	2.96	0.28	Agree
Grand Mean & SD		3.31	1.56		3.01	1.78	

Table 2 shows the mean rating of respondents on administrative strategies for managing gender diversity in public secondary schools in Delta State. The table showed that the respondents agreed with all the items because their average rating is above the criterion average of 2.50. Also, the grand mean of 3.31 and 3.01 (for males and females respectively) indicated that administrative strategies for managing gender diversity in public secondary schools include; promoting gender-inclusive policies and practices, improving working conditions and support for teachers, empowering marginalized voices regardless of gender, challenging harmful gender stereotypes, promoting a culture of respect and inclusion, and promoting professional development opportunities for female teachers.

3.3 Hypothesis 1

There is no significant difference between the mean scores of male and female principals on administrative strategies adopted by principals in managing age differences among teachers in public secondary schools in Delta State, Nigeria.

Table 3. Z-test Scores of Principals' Mean Ratings of Administrative Strategies for Managing Age Differences in Public High Schools

Variables	N	X	SD	DF	Z-cal	Z-crit	Remark
Male principals	150	3.25	1.52	248	0.91	1.96	Accept
Female principals	100	3.05	1.79				

- Significant at 0.05 level

Table 3 revealed that male principals have a mean score and standard deviation score of 3.25 and 1.52, while female principals have a mean score and standard deviation score of 3.05 and 1.79, respectively. The result showed that the calculated value of 0.91 is less than the critical value of 1.96 at 0.05 alpha level and 248 degrees of freedom. On this basis, the null hypothesis was retained. Consequently, there is no significant difference between the mean scores of male and female principals on the administrative strategies adopted by principals in managing age differences among teachers in public secondary schools in Delta State, Nigeria.

3.4 Hypothesis 2

There is no significant difference between the mean scores of male and female principals on administrative strategies adopted by principals in managing gender diversity among public secondary school teachers in Delta State, Nigeria.

Table 4. Z-test Scores of the Average Evaluation of Principals and Principals of Administrative Strategies for Managing Gender Diversity in Public Secondary Schools

Variables	N	X	SD	DF	Z-cal	Z-crit	Remark
Male principals	150	3.31	1.56	248	1.37	1.96	Accept
Female principals	100	3.01	1.78				

- Significant at 0.05 level

Table 4 shows that male principals have a mean score and standard deviation score of 3.31 and 1.56, while female principals have a mean score and standard deviation score of 3.01 and 1.78, respectively. At the 0.05 alpha level and 248 degrees of freedom, the calculated Z value of 1.37 is less than the critical z value of 1.96. On this basis, the null hypothesis was accepted. This means that there is no significant difference between the mean scores of male and female principals in terms of administrative

strategies adopted by principals in managing gender differences among teachers in public secondary schools in Delta State, Nigeria.

4. Discussion of Findings

Findings in the first research question revealed that principals have different administrative strategies to ensure effective management of age differences among teachers. These included introducing mentoring, programmes where older teachers lead younger ones, encouraging collaboration between teachers of different ages in lesson planning, facilitating regular staff meetings where teachers of all ages can openly share ideas, encouraging peer observation and feedback meetings between teachers of different ages, organizing social events and activities among teachers of different ages and accepting innovations from younger teachers to share knowledge with colleagues. Also, hypothesis one indicated that there is no significant difference between the mean scores of male and female principals on the administrative strategies adopted by principals in managing age differences among teachers in public secondary schools in Delta State. This is in agreement with Akinyemi (2018) who argued that both male and female administrators (principals) can promote intergenerational collaboration in schools and promote knowledge sharing and mutual support across all age groups. Coldwell and Martin (2019) also argued that both male and female managers (principals) can recognize the importance of age-inclusive professional development opportunities, ensuring access to resources and training for educators of all ages. This could include targeted lesson planning programs for early-career teachers, instructional initiatives for mid-career professionals, and professional development opportunities for seasoned veterans.

The second research question also revealed that strategies adopted by many principals to effectively manage gender gaps include promoting gender inclusive policies and practices, better working conditions and supporting female teachers, empowering marginalized voices, challenging gender strategies, promoting a culture of respect, and inclusion and promotion of professional development opportunities for female teachers. Hypothesis two also indicated that there is no significant difference between the mean scores of male and female principals on administrative strategies adopted by principals in managing gender diversity among teachers in public secondary schools in Delta State. This is in line with Callister (2010) who believes that both male and female managers (principals) advocate the implementation of policies and procedures that explicitly address gender equality and combat discrimination in schools. In the same vein, Ajayi (2018) argued that creating a school environment where all individuals feel respected and valued, regardless of their gender identity or expression, can be a common goal for both males and females. This could include promoting empathy and understanding between different genders, implementing anti-bias training for staff and celebrating the diversity of identities and experiences in the school community. This is very important for human resource management to guarantee cohesion, collegiality, cooperation, efficiency and effectiveness.

5. Conclusion

A diverse work team brings great value to the organization, so respecting individual differences benefits the workplace by creating a safe and fair work environment where everyone has access to challenges and responsibilities. This means that employees should be integrated, adapted and managed appropriately for the realization of objectives. School administrators should consciously understand issues that affect staff diversity, cultivate new knowledge, and implement management practices. In fact, school administrators (principals) should implement some strategies to effectively manage workforce diversity to ensure that the inherent benefits of diversity among teachers are maximized in pursuit of stated educational goals and objectives.

6. Recommendation

This study hereby recommends:

- 1). School principals should develop operational plans and strategies based on their specific characteristics that will help maximize the benefits of teacher diversity while minimizing the inherent disadvantages.
- 2). School principals should consciously understand the diversity of staff in educational institutions and thus assign courses to teachers in their areas of specialization.
- 3). The Ministry of Education and other relevant authorities should urgently regularly organize training programs for school principals to develop the professional competence to effectively manage differences among teachers.
- 4). The government should create a concrete policy to guide school administrators in managing differences among teachers for effective school management.

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