

DIVERSITY MANAGEMENT INDICATORS IN THE SCHOOLS OF THE DIRECTORATE OF EDUCATION IN BETHLEHEM

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Abstract

This qualitative study explores the indicators of diversity management in schools under the Directorate of Education in Bethlehem, from the teachers' perspective. The study examined organizational, internal, and external indicators of diversity management, employing open, axial, and selective coding to extract recurring conceptual patterns. The findings revealed that while most schools formally recognize the importance of diversity, the practical implementation of inclusive policies varies considerably depending on institutional culture, administrative support, and available resources. Organizational indicators included school policies that promote equality and non-discrimination, although their enforcement often relies on individual managerial discretion. Internal indicators involved inclusive leadership practices, respect for differences, and transparency in communication. External indicators reflected the extent of community engagement and the use of incentive systems to encourage academic and professional inclusion. The study recommends the development of precise mechanisms for monitoring and evaluating diversity management practices, strengthening continuous professional development for school staff, and enhancing community partnerships to support inclusive and equitable school environments. Furthermore, it calls for national policy frameworks with measurable indicators to ensure accountability in implementing diversity and inclusion strategies across schools in Palestine.

Keywords: Diversity Management Indicators, Inclusive School Environment, Socio-Cultural Diversity, Bethlehem Directorate Schools, School Leadership.

INTRODUCTION

Educational environments worldwide are witnessing rapid transformations in their demographic and cultural structures due to multiple factors, including globalization, human mobility, displacement, conflicts, and technological developments. These changes have created a more diverse and pluralistic educational reality than ever before. This diversity is no longer a passing phenomenon or a temporary condition but has become a structural feature of educational institutions in most countries. This shift calls for rethinking educational policies and practices from an administrative and pedagogical perspective capable of effectively addressing such diversity (UNESCO, 2023).

In this context, the concept of diversity management in schools has emerged as a strategic approach that focuses on building inclusive learning environments that acknowledge, value, and accommodate individual differences, while ensuring equal opportunities for all students regardless of their cultural, linguistic, social, religious, or physical backgrounds. Effective diversity management seeks to embody the principles of equity and justice through comprehensive policies and flexible teaching practices that foster a sense of belonging and positive interaction among all school community members (Banks, 2019).

Modern educational literature affirms that diversity management is not solely the responsibility of school administrators but a collective and shared duty requiring the collaboration of the educational staff, parents, and the wider community. It is also closely linked to the quality and outcomes of education. Research shows that environments that manage diversity offer more stimulating and accepting conditions for learning and achieve better educational outcomes (Gay, 2020).

Despite its global significance, the application of diversity management varies depending on national and cultural contexts. Developing countries face amplified challenges in this regard due to limited resources, weak

infrastructure, and the absence of clear indicators for assessing progress in this area. The Organisation for Economic Co-operation and Development (OECD, 2021) has emphasized that establishing accurate indicators for managing diversity is a crucial tool for policymakers to enhance educational planning and promote inclusive and equitable practices in schools.

Diversity management takes on a unique dimension in the Palestinian context, given the education system's political, social, and economic complexities. The Bethlehem governorate serves as a microcosm of the broader diversity in Palestinian society, with its schools hosting students from various religious, cultural, and economic backgrounds. These schools also face challenges in addressing the needs of students with disabilities, refugees, and those from marginalized areas, leading to an increase in the need for effective administrative practices to equitably and inclusively serve these groups. Accordingly, the current study aims to shed light on the indicators of diversity management in schools under the Directorate of Education in Bethlehem by examining the extent to which these indicators are applied in practice, analyzing the associated challenges, and proposing practical recommendations to enhance the capacities of educational institutions in building inclusive, safe, and humane school environments that empower every student to reach their full potential in a complex and ever-changing reality.

Research Problem

Today's educational communities undergo rapid demographic and cultural transformations, making school diversity a reality that can no longer be ignored or managed through traditional methods. Especially in contexts marked by social, economic, and cultural disparities, the schools are increasingly required to adapt their curricula and administrative practices to respond to diversity and transform it from a challenge into an educational opportunity.

Talking about tolerance or coexistence within this framework is no longer sufficient. Instead, there is a pressing need for transparent and standardized indicators that reflect the institution's commitment to principles of equity, inclusion, and pluralism—an essential component of any just and effective educational system under the umbrella of “diversity management.”

Based on her experience and continuous engagement with the educational field in schools under the Bethlehem Directorate of Education, the researcher observed various manifestations of diversity, including cultural and social differences, varying student abilities and educational needs, and disparities in access to educational opportunities. However, this diversity is often not matched by structured administrative practices or effective monitoring and evaluation indicators, raising questions about schools' readiness to manage such diversity in a systematic way that ensures justice and educational equity.

Hence, the research problem lies in the lack of clear and specific indicators for managing diversity in schools within the Bethlehem Directorate, which may negatively affect the quality of the educational environment and the schools' ability to address student differences inclusively and effectively. The absence of clear frameworks for measuring progress or regression in educational diversity management deprives policymakers of the reliable data needed to inform educational strategies. This study, therefore, aims to explore the status of diversity management indicators in the Directorate's schools, assess their availability and practical implementation, and underscore the importance of these indicators in building more equitable and responsive educational environments for all students without exception.

Thus, the central problem of this research lies in the insufficient clarity and structured understanding of the indicators of diversity management within schools in the Bethlehem Directorate of Education. Despite the growing complexity of educational environments due to increasing socio-cultural diversity, many schools still lack systematic frameworks to effectively assess and manage this diversity. Consequently, this study aims to investigate the presence and application of diversity management indicators and seeks to answer the following research questions:

1. What organizational indicators of diversity management are perceived by school principals in the Bethlehem governorate?
2. What internal indicators of diversity management are perceived by school principals in the Bethlehem governorate?
3. What external indicators of diversity management are perceived by school principals in the Bethlehem governorate?

Research Objectives

This study aims to achieve the following objectives:

1. To identify the organizational indicators of diversity management among school principals in Bethlehem.
2. To identify the internal indicators of diversity management among school principals in Bethlehem.
3. To identify the external indicators of diversity management among school principals in Bethlehem.

Significance of the Study

1. Theoretical Significance

The importance of this study lies in its focus on the Palestinian educational context, which is characterized by increasing student diversity in schools, whether in terms of social and economic backgrounds or educational capabilities and special needs. This diversity necessitates a flexible and inclusive administrative system based on clear diversity management indicators.

2. Practical Significance

- In light of global transformations in inclusive education and educational justice, diversity management indicators are essential tools that enable school administrators to foster safe and equitable learning environments where all students can access their right to education regardless of their differences. This study seeks to provide both theoretical and practical contributions by highlighting the availability and application of such indicators in schools under the Bethlehem Directorate, helping to identify strengths and gaps, and opening the door for data-driven recommendations for improvement.
- Moreover, the study is critical given the scarcity of local research addressing diversity management from the perspective of educational administrative indicators, despite its growing importance in international educational policy. By focusing on a dynamic and active directorate, this study offers a scientific database that can inform the development of training programs for school principals and teachers and serve as a reference for researchers and decision-makers in the Palestinian Ministry of Education in their efforts to build an inclusive and resilient education system. The study's findings raise awareness among educators and administrators on the value of diversity and reinforce the notion that diversity should be a source of strength, not a barrier to learning.

Study Boundaries

1. **Temporal Scope:** Second semester of the academic year 2025
2. **Geographical Scope:** Schools in Bethlehem, Palestine
3. **Human Scope:** School principals in Bethlehem
4. **Topical Scope:** Indicators of diversity management in schools under the Bethlehem Directorate of Education.

Definitions of Terms

1. **Diversity Management:** Refers to the policies and practices adopted by educational institutions to recognize, respect, and integrate individual differences within the school environment in ways that promote equity and justice and support the learning potential of all students without discrimination. This includes ethnic, cultural, linguistic, ability-based, social, economic, and gender diversity (Ozbilgin & Tatli, 2008).
2. **Diversity Management Indicators:** A set of standards or tools used to measure how effectively a school's administration addresses diversity within its environment. These indicators may include inclusion policies, equal opportunity measures, curriculum adaptation, teacher training, and providing inclusive environments that accommodate individual differences. They are part of institutional evaluation frameworks related to educational equity and inclusion (UNESCO, 2017).
3. **Schools:** Formal educational institutions responsible for developing students' knowledge, skills, and attitudes within an organized environment led by an administrative and teaching staff operating under the policies of the Ministry of Education. According to the OECD (2019), a school is an organizational setting where multiple factors interact to influence the teaching and learning process.
4. **Bethlehem Directorate of Education:** One of the regional directorates affiliated with the Palestinian Ministry of Education, responsible for organizing educational and administrative processes in Bethlehem schools, including staffing, curriculum implementation, evaluation, and extracurricular activities. It aims to provide an inclusive educational environment based on the principles of equity, justice, and inclusivity in education (Palestinian Ministry of Education, 2022).

Theoretical Framework: Diversity Management

Introduction

Diversity management is a managerial approach aimed at the comprehensive development of the work environment for all employees at individual, group, and organizational levels (Al-Hafiti, 2023). It refers to administrative procedures that address sources of variation in human resources to achieve optimal utilization of these resources across various institutions (Salah, 2024). It is also considered a reactionary response by organizations to the diversity of their human resources and includes procedures that aim to create an environment enabling employees to reach their full potential in support of organizational goals. This is achieved by cultivating a shared culture that facilitates interaction among various cultural backgrounds.

Furthermore, diversity management is described as a method for managing human resources to develop and empower the workforce and transform the organizational culture. It is a pragmatic approach and a change strategy that capitalizes on human differences to enhance individual efficiency and upgrade their skills and performance through careful planning in dealing with diverse sources within organizations (Zaboon). Diversity management

may also be defined as an ongoing process of creating an inclusive environment that values the talents and competencies of all its members (Nasser, 2021).

The researcher views diversity management as a process through which differences among all school community members—teachers, students, and parents are recognized and appreciated via strategic planning, well-defined organizational policies, and conscious, supportive leadership. It involves performance evaluation, skill development, and capacity building in an enabling environment that encourages high performance and minimizes the potential drawbacks of diversity to maximize institutional competitiveness.

Diversity Management Indicators

1. Organizational Indicators:

Organizational indicators refer to the extent to which school policies and systems incorporate concepts of diversity and inclusion, such as the presence of internal regulations that promote equality and prohibit discrimination, and precise mechanisms for managing differences among staff and students. In the Bethlehem governorate, some schools have made progress in integrating diversity management into their strategic plans by forming committees that address the needs of students from diverse social and cultural backgrounds and embedding the value of diversity in their educational vision. However, institutional commitment to these indicators varies across schools, posing a challenge to achieving true equity in opportunities (Ibn Muaiqil, 2021).

2. Internal Indicators:

Internal indicators relate to behavioral and administrative aspects within the school, such as leadership styles, methods of interacting with staff and students, and the degree to which the work environment accommodates diversity in backgrounds and experiences. In this regard, several school principals in Bethlehem demonstrate growing awareness of the importance of diversity and promote understanding and tolerance through extracurricular activities and training programs for teachers in effective communication skills. Nevertheless, some schools lack structured professional support in this area, which affects the sustainability of diversity practices in educational institutions (Nair & Vohra, 2015).

3. External Indicators:

External indicators reflect the school's openness to the local community and its collaboration with civil society organizations and international bodies to promote a culture of diversity. Some principals in Bethlehem actively build partnerships with organizations focused on human rights and inclusive education, extending the school's impact beyond its boundaries. However, such collaborations must be expanded to include all schools, especially those in marginalized areas, to ensure effective integration between schools and communities in supporting values of inclusion and pluralism (Sharma, 2016).

The researcher asserts that diversity management indicators among school principals in the Bethlehem governorate reflect significant variation in awareness and implementation of inclusivity and pluralism principles. Some principals exhibit advanced understanding and employ clear organizational policies that foster a fair and equitable school climate. Nevertheless, this awareness is not widespread across all educational institutions, highlighting the need to reinforce these indicators.

Previous Studies

- **Al-Harbi & Zafrani (2024):** This study analyzed the impact of diversity and inclusion strategies on institutional performance in the educational sector in Saudi Arabia within the context of Vision 2030. Utilizing a quantitative methodology and surveys, results indicated a statistically significant positive relationship between implementing diversity strategies and improvements in institutional performance, including job satisfaction, productivity, and innovation. Diversity was also shown to enhance teamwork and decision-making due to various perspectives and experiences.
- **Al-Oubairi (2023):** This study aimed to assess the extent of diversity management practices at the University of Tabuk from the perspective of faculty members, examine the level of organizational identity, and investigate the impact of diversity management on organizational identity. Using a correlational descriptive methodology, the study found a high level of diversity management practices (internal, external, and organizational) and a high degree of organizational identity. There was also a statistically significant relationship between diversity management and organizational identity.
- **Al-Hadeeris (2019):** This study aimed to determine the requirements for implementing diversity management in middle schools in Jordan (Balqa Governorate), using an analytical descriptive approach with a questionnaire. The results indicated that the general average suggested a moderate level of diversity management practices across internal, external, and organizational dimensions.
- **Ahmad (2017):** This comparative study explored diversity management mechanisms in pre-university education in Canada and Australia and how they could inform practice in Egypt. Using a comparative approach, the study identified strategic planning, organizational structure, leadership, supervision, training, and development mechanisms as essential for implementing diversity management. The study also highlighted implementation challenges and ways to overcome them.

International Studies:

- **Rizvi (2022):** This study examined the impact of globalization on cultural diversity in higher education through a critical analytical review of global education policies and interviews with academic decision-makers. Results showed that while globalization enriched university environments culturally, it also posed challenges related to diminishing local cultural identities and weakening the sense of belonging. The study recommended revising education policies to balance global education trends with respect for local cultural specificities.
- **Alam (2021):** This study explored effective strategies for promoting cultural diversity in higher education institutions by involving local communities. Using a qualitative analytical method, the study included semi-structured interviews with students and faculty from diverse backgrounds across South Asia and Australian universities. Findings indicated that involving local communities in designing and implementing educational and cultural programs enhances inclusivity and cultural justice while increasing institutional responsiveness to cultural and linguistic challenges.
- **Baker & Sirat (2020):** This study analyzed the role of student exchange programs in promoting cultural diversity in higher education through a descriptive-analytical methodology applied to data from four international universities. Surveys and interviews with local and international students revealed that exchange programs promote cultural understanding, student integration, and interpersonal connections, provided that there are supportive institutional structures and shared cultural events.

Commentary on Previous Studies:

The reviewed studies, both Arab (e.g., Al-Harbi & Zafrani, 2024; Al-Oubairi, 2023; Al-Hadeeris, 2019) and international (e.g., Alam, 2021; Baker & Sirat, 2020; Rizvi, 2022), converge on the importance of diversity management strategies in enhancing institutional performance and creating inclusive, culturally balanced educational environments. While these studies varied in tools, methods, and settings (schools vs. universities, local vs. global), they all concluded that diversity management contributes to institutional belonging, equity, and inclusion.

What distinguishes the current study is its focus on measurable indicators of diversity management within Palestinian schools, specifically under the Bethlehem Directorate of Education. It addresses a local research gap and provides a deeper understanding of diversity in a culturally and socially unique educational setting.

STUDY METHODOLOGY

This study adopted a **qualitative analytical methodology**, which is used to deeply understand social and educational phenomena by analyzing participants' experiences and interpretations. This methodology enables the exploration of the dynamics of diversity management within schools through in-depth interviews and content analysis of responses, allowing for insights not visible through quantitative data. It offers flexibility in analyzing school management practices and assessing the extent to which written policies align with actual implementation. This approach facilitates the collection of rich data reflecting teachers' and administrators' experiences regarding diversity management. In-depth interviews served as the primary data collection tool, enabling the researcher to understand influencing factors, challenges, and proposed strategies for promoting equity and inclusion.

Study Population

The study population includes all teachers working within the Directorate of Education in Bethlehem. This population represents the target group for understanding the impact of diversity management indicators on the school environment and teacher performance. It encompasses teachers from public, private, and UNRWA (United Nations Relief and Works Agency) schools, thus offering a broad representation of various educational settings. Teachers with diverse subject specializations were included to ensure a wide range of insights and experiences.

Study Sample

A **purposeful sampling** method was used to ensure diverse perspectives regarding school diversity management. The sample consisted of **9 teachers** from different types of schools in Bethlehem, distributed as follows:

- One male and one female teacher from **primary schools**: to represent the views on diversity at early educational stages.
- One male and one female teacher from **secondary schools**, to reflect the diversity management practices at higher education levels.
- One male and one female teacher from **coeducational schools**, to explore how diversity is managed in gender-integrated settings.
- Two teachers from **private schools**, to study differences in diversity management between the public and private sectors.
- One teacher from **UNRWA schools**, to examine the socio-economic factors affecting diversity policies in refugee-serving schools.

Participants' selection was based on teaching experience, diversity of academic specializations, and willingness to engage in the study, ensuring comprehensive and reliable data.

Table 1: Demographic Profile of the Study Sample

Criterion	Category	No. of Participants	Percentage (%)
Gender	Male	5	55.6%
	Female	4	44.5%
Experience	5–10 years	6	66.7%
	>10 years	3	33.3%
School Type	Primary	2	22.2%
	Secondary	2	22.2%
	Coeducational	1	11.2%
	Private	2	22.2%
	UNRWA	2	22.2%

Study Tool

The primary data collection tool was **in-depth interviews**, chosen for their ability to explore teachers' insights regarding diversity management in Bethlehem's schools. The interviews were carefully designed to elicit detailed responses reflecting actual practices and challenges in implementing inclusive policies. The questions allowed participants to freely express their views and professional experiences, covering topics such as policy clarity, alignment between policy and practice, the role of leadership, and institutional culture and resources that influence diversity practices.

Data Analysis

A three-phase qualitative content analysis approach was employed:

1. **Open Coding:** Responses were broken down into core themes such as clarity of policies, equity in treatment, and practical challenges.
2. **Axial Coding:** These themes were grouped into categories reflecting relationships among work environment, administrative support, and institutional culture.
3. **Selective Coding:** A central category was identified—"**The role of school leadership in implementing diversity policies and creating inclusive educational environments**", which served as the foundation for the final analysis.

Validity and Reliability

Instrument Validity

The validity of the interview tool was ensured by designing questions based on a comprehensive literature review and educational theories, ensuring alignment with key concepts such as school policies, administrative practices, and leadership roles. Questions were reviewed and validated by experts in educational administration. Minor revisions were made based on their feedback to ensure clarity and precision.

Content validity was achieved by ensuring comprehensive coverage of diversity management, equal opportunity, and inclusion. A pilot test with a small sample confirmed the questions' effectiveness in eliciting meaningful data.

Instrument Reliability

Reliability was established through **methodological triangulation**, which compared participants' responses and assessed consistency. Results showed high agreement among responses, with minimal variation on core themes. A **temporal reanalysis** was also conducted. Responses were re-analyzed two weeks later using **Holsti's formula** to calculate inter-coder agreement:

- Agreed ideas in first analysis: 36
- Agreed ideas in second analysis: 34
- Total ideas across both analyses: 38
- Agreement rate: **91.2%**, indicating a high level of reliability.

These procedures ensured that the study tool was stable and could capture accurate and actionable data on diversity management in Bethlehem schools.

Interview Procedures

Interviews followed a rigorous methodology to ensure high-quality data collection reflecting actual diversity management practices. Educational administration experts reviewed questions for comprehensiveness and accuracy.

A purposive sample of nine teachers was selected from public, private, and UNRWA schools to ensure broad representation. Interviews were conducted in a private, comfortable setting using active listening techniques, and audio recordings were made with participant consent.

Data were analyzed qualitatively through transcription, pattern recognition, and review with participants and experts to ensure accuracy and credibility.

Ethical Considerations

The study adhered to the highest ethical standards to protect participant rights and ensure research integrity. These included:

- Obtaining **informed consent** before interviews, with clear explanation of study goals and participants' right to withdraw at any time.
- Ensuring **confidentiality** by anonymizing data and restricting its use solely to research purposes.
- Providing a **safe and respectful environment** where participants could express their views freely and without external pressure.

Interview Procedures:

- In-depth interviews were methodically conducted with nine purposefully selected teachers from various schools (government, private, UNRWA) in Bethlehem.
- Interview questions were open-ended and developed based on literature and expert review.
- Interviews took place in private and comfortable settings with participants' informed consent.
- Active listening and audio recording techniques were used, followed by transcription and qualitative analysis through open, axial, and selective coding.
- Findings were reviewed with participants and experts to ensure credibility.

Ethical Considerations:

- Informed consent was obtained from all participants.
- Confidentiality was maintained, and data was used solely for research.
- A respectful and secure interview environment was provided to allow participants to speak freely.

INTERVIEW RESULTS ANALYSIS

Analysis of the Interview Results for the Question on Organizational Indicators of Diversity Management (By Dimension and Interview)

Dimension 1: Alignment of the School's General Policy with Actual Implementation

Teachers' responses ranged from affirming the existence of written policies aimed at promoting diversity to noting that such policies are not consistently translated into practical implementation. For instance, a teacher from a primary school mentioned that while the school's general policy emphasizes respect for and promotion of diversity, the policy is not uniformly applied across all staff members, with much depending on the individual discretion and initiative of school principals. In contrast, a teacher at a private school explained that their administration regards diversity as a core component of the school's environment; however, certain administrative practices—such as task distribution and access to training opportunities—remain inconsistently implemented among teachers. On the other hand, a teacher from a UNRWA school indicated that the school makes genuine efforts to align policy with practice, including holding regular meetings to evaluate the achievement of diversity goals. Nonetheless, a challenge persists in convincing veteran teachers of the necessity to adopt newer, more inclusive approaches.

These findings can be attributed to several factors, most notably the influence of the school's institutional culture, which largely determines how diversity policies are embedded in everyday practices. Furthermore, the lack of rigorous oversight mechanisms to monitor policy application means implementation is often contingent upon individual initiative. Additionally, the variation between private, public, and UNRWA schools results in different experiences with policy execution, particularly since resources and financial capacities play a significant role in determining how fully these policies are realized.

Dimension 2: Valuing Diversity Within School Policy

Most respondents confirmed that their schools recognize diversity as a fundamental value; however, the means of activating this principle vary significantly. One teacher from a coeducational school observed that while the administration frequently speaks about the importance of diversity, it lacks concrete steps to ensure the integration of all students and teachers into school activities. Conversely, a teacher from a secondary school stated that diversity is a central pillar of the school's educational policy, which is evident through student participation in initiatives that foster communication among different groups. Still, there exists a noticeable gap between planning and actual classroom implementation. Another teacher from a UNRWA school noted that their institution gives special attention to diversity by organizing activities to encourage acceptance of others and

training teachers in strategies to address cultural and social differences. However, she highlighted that certain social and economic challenges hinder the success of these initiatives.

These discrepancies can be attributed to the extent of the administration's understanding of the importance of applying diversity policies on the ground and the availability of necessary resources to support such policies. Schools with clear planning and continuous follow-up tend to be more successful in fostering diversity, whereas those relying on individual initiatives may struggle to achieve tangible outcomes.

Dimension 3: Promoting Equality in Staff Treatment

All participants agreed that equitable treatment among teachers is a fundamental component of a stable educational environment, although their perceptions of its realization varied. A teacher from a public school emphasized that the administration fairly distributes responsibilities among all teachers; however, he noted that promotion opportunities are not always granted based on clear criteria, with favoritism shown to those with stronger connections to the administration. Meanwhile, a teacher from a private school remarked that her administration aims to ensure fairness among staff. However, certain decisions, such as the allocation of training workshops, are not always made transparently, which causes dissatisfaction among some staff members. In another case, a teacher from a primary school explained that his school provides all teachers with equal opportunities to attend workshops and training sessions. However, he pointed out that senior teachers often receive additional opportunities due to their experience rather than administrative preference.

These results suggest that achieving equity in the school work environment relies heavily on clear, transparent standards for performance evaluation and access to professional development. Moreover, the organizational culture within each school influences the extent to which management adheres to fair policies for all employees without discrimination.

Dimension Four: Providing Ongoing Training Programs to Enhance Staff Skills

All interview responses unanimously emphasized that continuous professional training is fundamental to strengthening teachers' ability to address diversity within the educational environment. However, there was apparent variation in the availability and consistency of such programs across different schools. For instance, a teacher from a secondary school reported that the training programs offered at his institution were insufficient, delivered sporadically, and failed to include all teaching staff, thereby limiting their overall effectiveness. In contrast, a teacher from a private school stated that the institution offers multiple training courses; however, these are typically targeted at a select group of teachers, without ensuring broader inclusion. On the other hand, a teacher from an UNRWA school noted that her school is committed to regularly organizing training sessions. These sessions cover topics such as diversity management and inclusive teaching strategies. Nevertheless, she highlighted that some teachers do not take the courses seriously or fail to implement what they have learned in their daily practices.

These outcomes indicate how training opportunities are primarily influenced by a school's internal policies and the extent to which it invests in the professional development of its staff. Moreover, there is a clear distinction between schools that follow structured and strategic training plans and those that treat training as a secondary or non-essential activity.

Dimension Five: Designing Academic Support Programs That Accommodate School Community Diversity

Teachers' responses revealed substantial variation in schools' capacity to design academic support programs that meet the needs of diverse student populations. A teacher from a primary school noted that while academic support programs exist, their implementation is typically limited to students with clearly observable academic weaknesses. This approach often overlooks students who require psychological or social support. In contrast, a teacher from a coeducational school explained that her institution offers a variety of support programs, including remedial lessons for academically underperforming students and specialized support for students from diverse cultural backgrounds. Meanwhile, a teacher from an UNRWA school affirmed that her school integrates students with special needs into mainstream classrooms and provides supplementary academic programs tailored to their needs. However, she also acknowledged challenges, particularly the insufficiency of human and material resources, which hampers these goals' effective and comprehensive realization.

These disparities reflect that the success of academic support programs largely depends on the administration's commitment to allocating the necessary resources and implementing clear policies that define how to address the diverse needs of students.

The analysis of the interview data indicated significant inconsistencies in the implementation of diversity management policies among schools. Institutional culture, leadership commitment, and resource availability were all identified as critical factors influencing diversity strategies' effectiveness. While most schools appear to have formal diversity policies in place, the extent to which they are enacted often relies on individual efforts. This highlights the need for developing robust and systematic monitoring mechanisms to ensure that diversity management policies are not only documented but also practically and consistently applied.

Interview Results Analysis: Internal Indicators of Diversity Management According to Each Dimension and Interview

Dimension One: Non-Discrimination Based on Origin, Religion, or Geographic Background

Participant responses revealed varying degrees of implementation of the principle of non-discrimination within schools. A teacher from a public school stated, *"The school follows policies that ensure non-discrimination among teachers based on their backgrounds, but in some cases, there is an implicit preference for certain groups, especially those with stronger ties to the administration."* Meanwhile, a teacher from a private school explained, *"The school does not enforce official discrimination, but there are noticeable differences in how new teachers are treated compared to veteran staff, with privileges often unofficially awarded based on seniority or personal connections."*

A teacher from an UNRWA school affirmed that *"the official policies clearly prohibit discrimination, but the challenge lies in the implementation, as disparities still exist among teachers based on their social and professional backgrounds."* Similarly, a teacher from a coeducational school noted, *"Discrimination does not exist in an explicit form, but it sometimes becomes apparent during task assignments or promotion decisions."*

These findings can be attributed to several factors, including the organizational culture of each school and the clarity of evaluation mechanisms and fair opportunity distribution. In some cases, ineffective oversight policies may foster implicit biases, particularly when decisions are left entirely to administrative discretion without defined and transparent standards.

Dimension Two: Establishing Transparent Communication Channels Within the Staff

Interview responses showed disparities in the effectiveness of communication channels between school administrations and staff. A teacher in a primary school noted that *"communication with the administration relies mainly on formal meetings, but these meetings are often procedural with little real impact on work processes."* On the other hand, a secondary school teacher stated that *"the administration utilizes social media platforms and electronic correspondence to ensure communication transparency, although feedback is not always taken seriously."*

In contrast, a teacher from an UNRWA school shared that *"communication within the school is effective through regular meetings and open forums, which strengthens the sense of participation among all staff in decision-making."* Conversely, a teacher in a coeducational school mentioned that *"official communication channels exist, but they do not offer sufficient space for staff to express their opinions freely, as decisions tend to be centralized within senior management."*

These differences can be explained by the management approach adopted by each school. Institutions that follow participatory leadership models are more likely to empower staff to engage in dialogue and decision-making processes, while schools with centralized structures tend to restrict such engagement. The availability of technological tools in some schools also facilitates communication, whereas others still depend on traditional, and sometimes inefficient, communication methods.

Dimension Three: Providing Support for Staff with Special Needs

Most participants acknowledged that efforts are being made to support teachers and staff with special needs, though these efforts vary significantly. A public school teacher stated, *"The school tries to provide a suitable environment for staff with special needs, but there are no clear policies mandating support from all school members."* A teacher from a private school added, *"The administration offers accommodations for staff requiring special assistance, but some colleagues struggle to interact with this group, making full integration difficult in some cases."*

A teacher from an UNRWA school noted, *"Our school integrates teachers with special needs and provides the necessary tools, but challenges persist in raising awareness among other staff members about how to interact with them in a way that supports productivity."* Meanwhile, a teacher from a coeducational school emphasized, *"The administration provides a flexible work environment for staff with special needs, but some colleagues perceive this support as favoritism."*

These findings illustrate that inclusion initiatives' success depends on clear policies and effective implementation strategies. While some schools offer basic accommodations, the lack of awareness programs for the rest of the staff may lead to misunderstandings and undermine the principles of equality and fairness.

Dimension Four: Building an Inclusive Organizational Culture that Embraces Diverse Opinions

Teachers' responses revealed varying levels of success in fostering a school culture that values diversity and accepts differences. A teacher in a public school said, *"The organizational culture supports diversity, but some teachers remain resistant to working with colleagues from different cultural backgrounds."* A private school teacher commented, *"Our school organizes events that promote tolerance and coexistence among all staff, which enhances a sense of cooperation and teamwork."*

Similarly, a teacher from an UNRWA school stated, *"The school is keen on creating an inclusive educational environment, but occasionally challenges arise when introducing new teaching methods or innovative ideas."* A

teacher from a coeducational school added, *"The prevailing culture in our school supports collaboration, but there is a noticeable gap between older and newer teachers regarding openness to change."*

Building an inclusive organizational culture is closely linked to the quality of school leadership and its commitment to promoting values of tolerance and mutual respect. Schools that foster open dialogue and engagement tend to achieve greater success in embracing diversity, while those lacking such initiatives may struggle with true integration among staff members.

General Findings

The analysis of interview results concerning organizational and internal diversity management indicators in schools under the Directorate of Education in Bethlehem revealed a mixed landscape characterized by significant variation in policy implementation, institutional commitment, and resource availability.

Firstly, while most schools have formally adopted diversity as a core value within their general policy frameworks, the extent to which these policies are translated into practical, consistent actions is inconsistent. Implementation often relies heavily on individual school principals' discretion and leadership style. Schools with structured planning and regular monitoring tend to apply diversity policies more effectively than those depending on informal or ad hoc initiatives.

Secondly, the value placed on diversity within school policy was widely acknowledged by respondents; however, gaps between policy rhetoric and classroom practice were common. Challenges related to economic and social constraints, especially in schools serving vulnerable populations (e.g., UNRWA schools), often hinder the success of diversity-related initiatives.

Thirdly, while teachers generally agreed on the importance of equitable treatment among staff, favoritism and lack of transparency in areas such as promotions and training opportunities was a recurring concern. This indicates the need for clearly defined, equitable performance evaluation systems and decision-making processes. Fourthly, continuous professional training was universally recognized as essential to supporting diversity, but there were disparities in access, frequency, and the seriousness of such training. Structured and inclusive training programs were more effective than selective or sporadic efforts.

Finally, the ability of schools to design academic support programs that accommodate diverse learners varied significantly. Many schools focused narrowly on academic underperformance, often neglecting diversity's social and emotional dimensions, and faced limitations due to insufficient human and financial resources.

Recommendations

To advance diversity management sustainably and effectively, the following key recommendations are proposed:

1. **Develop clear monitoring mechanisms** to assess the implementation of diversity policies and evaluate their effectiveness within the school environment.
2. **Enhance continuous professional development programs** to equip teachers with the competencies needed to address individual differences in the classroom, particularly those related to cultural, linguistic, and learning diversity.
3. **Improve the internal school environment** by strengthening communication channels and building an organizational culture that values openness, inclusion, and pluralism.
4. **Review recruitment and promotion policies** to ensure fairness and equality across all staff members, regardless of their background, experience, or affiliations.
5. **Strengthen school-community partnerships** to create more inclusive educational environments, with active engagement from families, civil society, and local organizations that support diversity and social cohesion.

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