

**Addis Ababa University College of Business
and Economics School of Commerce**



**EFFECT OF WORKFORCE DIVERSITY ON
ORGANIZATION PERFORMANCE:
THE CASE OF SANDFORD INTERNATIONAL SCHOOL**

**BY
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Addis Ababa

Ethiopia

**Addis Ababa University College of Business and
Economics School of Commerce**



**EFFECT OF WORKFORCE DIVERSITY ON
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BINIYAM TESFAYE

A RESEARCH PROJECT WORK SUBMITTED TO OFFICE OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY SCHOOL OF
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Advisor: Fisseha Afework (Asst. Professor)

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STATEMENT OF DECLARATION

I, Biniyam Tesfaye, hereby declare that this Master thesis titled “Effect of Workforce Diversity on Organization Performance: The Case of Sandford International School” is an original work and furthermore it is the first one of its types on the context of the study area and the specific topic. I have carried out the study independently with the edifying guidance and unreserved support of my research advisor, Mr. Fesseha Afework (A/Professor). All referenced literatures in this study are duly acknowledged, in the appropriate setting. I also confirm that this study has not been submitted for the award of any diploma, degree or any other higher education program in this or any other institution.

Biniyam Tesfaye
Declared by

Signature

Date

STATEMENT OF CERTIFICATION

This is to certify that Biniyam Tesfaye has carried out this project work on the topic titled “Effect of Workforce Diversity on Organization Performance: The Case of Sandford International School”. Accordingly, I hereby assure that his work is appropriate and standard enough to be submitted for the award of Master of Degree in Business Leadership.

Fesseha Afework (A/Professor)

Advisor Name

Signature

Date

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE DEPARTMENT
OF BUSINESS LEADERSHIP POSTGRADUATE PROGRAM BOARD OF
EXAMINERS APPROVAL SHEET**

**Effect of Workforce Diversity on Organization Performance:
The Case of Sandford International School**

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Abstract

Workforce diversity is defined as a diverse group of people from various backgrounds, cultures, and ethnicities that work together in the same organization. Organizations have both obstacles and opportunities as a result of diversity. Within the organization, different aspects of diversity may have distinct effects and outcomes, therefore the impact of one cannot be generalized to the others. Accordingly, this study aims to examine the effect of workforce diversity on organizational performance at Sandford International School in Addis Ababa, Ethiopia. The path analysis model was used to evaluate three constructs or independent factors (gender, age, and culture) against one dependent variable (organizational performance) by mediating diversity management strategies. Primary data were collected from randomly selected employees of the school. The finding revealed that gender, age, and cultural diversity have a positive indirect effect on performance with a coefficient of 0.157, 0.24 and 0.067 respectively and workforce diversity management strategy has a coefficient of 0.139, meaning that a change in diversity management will have a positive impact on organizational performance. organizational diversity management positively but indirectly affects organizational performance with diversity management strategies as a mediator in between. Since there are no other studies that dealt with the effect of workforce diversity on organizational performance with the mediating role of diversity management in the educational sector, and specifically within Ethiopia, this study established the indirect effect of workforce diversity on organizational performance for the first time. Finally, the researcher suggested that organizational managers and leaders should implement effective diversity management strategies to improve overall organizational performance.

Keywords: *Diversity management, Cultural diversity, Age diversity, Gender diversity, Organizational performance.*

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List of Acronyms

AD Age Diversity

GD Gender Diversity

CD Cultural Diversity

PM Performance Management

DS Diversity Strategies

SIS Sandford International School

DM Diversity Management

DV Dependent Variable

IV Independent Variable

SD Standard Deviation

SPSS Statistical Package for Social science Studies

SEM Structural equation modeling

AMOS Analysis of a moment structures

NGO Non-Governmental Organizations

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter will present the background of the study, the background of the organization, statement of the problem, research questions, the objective of the study, significance of the study, definition of variables & terms, the, and scope of the research.

1.2. Background of the study

The labor force in our world has become very varied as a result of globalization and competitiveness. People from all over the world have come together as a result of technological advances and the advent of a global economy.

Employers must learn how to manage cultural differences and individual work attitudes as a result of globalization trends and increasing diversity. Many corporate leaders are now realizing the importance of diversity in the bottom line. Varied perspectives can promote unique and creative approaches to issue resolution. Managing employees in a varied work environment presents both possibilities and challenges as the labor force becomes more diverse. Implementing change in the labor force is one way to obtain a competitive advantage, promoting creativity and innovation, which leads to improved organizational performance. Managing people with varying attitudes, values, and views, as well as avoiding accountability when leadership fails to manage various work circumstances properly, are all challenges.

Ethiopia, like other developing and industrialized countries, has a diverse population and has managerial issues as a result of this diversity. This cultural and demographic variety is evident in almost all business companies, and it creates a slew of managerial issues that the management team is expected to effectively manage, mitigate, and address.

Businesses, educational institutions like Sandford International School, and other organizations are searching for new ways to serve better their customers while still attracting and retaining the best and brightest workers. Having such a diverse workforce is at the same time challenging for modern firms. Geopolitical, social, economic, and technological changes have created opportunities for managers and employees to interact with culturally diverse populations (Wong-Mingji and Mir 1997).

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Familiarizing people who are different is a significant and broad-based difficulty that organizations face. Workforce diversity is the phrase used to characterize this problem. Workforce diversity varies from globalization in that it focuses on disparities between people inside a specific country, whereas globalization focuses on differences between people from other countries. (Robbins, 2004).

Optimizing and capitalizing on organizational diversity is one of today's management challenges. It is critical to understand how the makeup of a human resource affects organization success.

The question of whether workforce diversity has a negative or positive effect on organizational success is still debated. There has not been extensive theoretical or empirical investigation on the probable mechanisms of this possible link between diversity and school performance. Furthermore, ethnic and racial diversity has received too much attention, while other group characteristics such as age, gender, and culture variety, which can be advantageous in the workplace, have been overlooked. There is still a scarcity of research on the effect of diversity on organizational performance. This study looked at the reasons for the inconsistencies in the results and offered a future research plan to remedy them.

1.3. Background of the organization

Education in Ethiopia does not have a long history. Emperors Menilek II (1889–1913) and Haile Selassie I (1930–74) pioneered modern education by establishing a good, even though limited, elementary and secondary school system. It was largely for the sons of the nobility, and the construction of its curriculum was guided by a core principle: political interest (Britannica 2020). Sandford International School (SIS) shared this history in the education sector and is named after Christie Sandford, who was the wife of the head of the British Military Mission in Ethiopia, an advisor of Haile Selassie. The Sandford family established the school to allow non-Ethiopian children to receive an English education in Ethiopia. The school has been operating in Ethiopia since 1949. It is one of the known international schools providing quality education in Addis Ababa.

Sandford International School is an English-medium, not-for-profit, secular, nursery to year 13, co-educational day school open to both national and international students. SIS delivers an international curriculum, whilst recognizing the Ethiopian context, leading to International General Certificate of Secondary Education (IGCSE) and International Baccalaureate (IB) diploma qualifications. SIS educates students for access to higher academic education throughout

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the English-speaking world. SIS provides a challenging yet enjoyable learning environment to enable all students to achieve their maximum potential through a high-quality educational program. The school has created more than 315 local and international jobs (www.sandfordschool.org).

Sandford believes it is critical, form connections with the larger community and learn about the culture of the host country. The emphasis SIS places on sharing and respecting the diversity of cultures, beliefs, and knowledge of the families who make up the school community is an important aspect. SIS is dedicated to charitable and volunteer action. Every year, the school organizes a variety of fundraising events and donates the money raised to local NGOs and schools.

1.4. Statement of the problem

Diversity has a mixed effect on organizational performance. Diversity can boost an organization's creativity while also increasing the chances that group members will be unsatisfied and fail to identify with the group.

Mullholand, Ozbilgin & Worman (2005) and Jackson, Joshi, and Erhardt (2003) claim that diversity is linked to more innovation, better strategic decision-making, and better organizational performance. Metcalfe (2003) and Webber and Donahue (2001) suggest, on the other hand, that different types of organizational diversity can raise conflict, weaken social cohesiveness, and increase employee turnover. The researcher selected this organization to conduct the research because he observed different actions that affects performance issue such as, reduced organizational attachment, ignorance of work diversity initiatives and programs among school personnel.

The lack of solid evidence on the effect of workforce diversity on organizational performance prompted this research to focus on determining the effect of workforce diversity on organizational performance. Diversity management knowledge is still in its infancy, and perhaps more significantly, diversity management and its impact on organizational performance have been understudied (Christian, Porter and Moffitt, 2006).

This study looks at already diverse environment as diversity is implied within the school, and the school invests resources in managing workforce diversity. The employees belong to different age groups, gender groups, cultural background. Because not all forms of diversity are relevant in every company and not every dimension of diversity has a positive influence, determining which diversity is more beneficial is extremely difficult. The characteristics of interest were those that

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may be easily identified when meeting someone for the first time (age, sex, culture), and that the individual can openly discuss about it. For an outsider, other dimensions are difficult to access.

The study also aims to give quantifiable evidence that would establish a firm position on the effect of workforce diversity on performance mediating by diversity management strategies, as prior research has produced contradictory conclusions on the topic (Christian, Porter and Moffitt, 2006).

This research is provoked by the gap left vacant through an extensive number of studies works that have been directed on staff diversity and its implication on the education sector.

Therefore, the goal of this research is to investigate and test the impact of demographic diversity, such as gender, age, and culture, on Sandford International School's organizational performance.

1.5. Research questions

1. What relationship exists between age diversity in the workforce and organizational performance?
2. What relationship exists between gender diversity in the workforce and organizational performance?
3. What relationship exists between cultural diversity in the workforce and organizational performance?
4. How does diversity management strategy affect the overall performance of the organization in Sandford International School?
5. What type of mediation occur in diversity strategy of the effect of variable age diversity, gender diversity and cultural diversity on variable organizational performance?

1.6. Research objectives

1.6.1 General objective

The core objective of this research is to study the effect of staff demographic diversity: gender, age, and culture on organizational performance by considering the mediating effect of diversity management strategy in the educational sector specifically in Sandford International School, Addis Ababa, Ethiopia.

1.6.2 Specific objective

- ✚ To examine the relationship between age diversity in the workforce and organizational performance.

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- ✚ To examine the relationship between gender diversity in the workforce and organizational performance.
- ✚ To examine the relationship between cultural diversity in the workforce and organizational performance.
- ✚ To examine the effect of workforce diversity management strategy on organizational performance.
- ✚ To examine whether variable diversity strategy is a partial mediator of the effect of independent variables on variable organizational performance.

1.7. Significance of the study

Diversity has been studied from a variety of theoretical perspectives and using a variety of research methods. In the last decade or so, a major area of research interest and debate has focused on the relationship between diversity and performance.

The findings of this research will help the school's board of directors, management to implement good diversity management strategies to gain maximum benefit from diversity, and learn to overcome workforce diversity challenges incorporate strategies to achieve organizational performance. The Human Resource Manager of Sandford International School, who will use the study's results, is one of the parties who will greatly benefit from it. Organizations, both private and public, that will require diverse employee services for their sustainability, will benefit from this study. Finally, future researchers and scholars in this field of study will benefit from the findings.

1.8. Delimitation / Scope

The research took three months and the focus was on one firm. The study examined the effect of workforce diversity on some aspects of organizational performance by mediating diversity management strategy at Sandford International School. Age diversity, gender diversity, and cultural diversity are the variables selected other types of diversity variables such as religious diversity, educational background and marital status, are outside the scope of this study. Each of these variables are independent, diversity management strategy is mediating variable and organizational performance is the dependent variable. This research specifically addresses the education sector and with some modification, it could be applied to other industries.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature from previous works that are relevant to the study will be reviewed in this chapter. In terms of the research goals, the literature will be divided into two sections: a theoretical review and an empirical review. The chapter ends up with conceptualizing the relationships between research variables.

2.1 Definition of variables and terms

2.1.1 Independent variables (Exogenous latent variables)

Gender diversity

Gender diversity is defined to mean traits of women or men (Unger, 1979). Gender refers to one's identity that a person associates himself or herself with masculine or feminine as prescribed by society.

Age diversity

Age diversity is defined as differences in age distribution among employees within the organization (Kunze, 2010) and is used to describe the composition of the organization as a whole or composition of workgroups within an organization.

Cultural diversity

Culture is defined as a system of beliefs, values, customs, within an institution that creates a common identity and ways of behavior for a given people. This includes different styles of communication and behavior, misunderstandings concerning favoritism, uses of time, and family matters (Sonnenschein, 1997).

2.1.2 Intermediating variable

Workforce diversity management strategy

The term "workforce diversity management strategy" refers to a managerial process for creating a space that is suitable for all employees.

Proactive diversity-management strategy

The basic components of a strategy for managing diversity in an organization are as follows. Several authors (Cunningham, 2009; Fink, Pastore, and Riemer, 2003; Golembiewski, 1995) have documented how firms that use proactive diversity management technique value variety.

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The following elements should be seriously addressed in order to be effective in establishing a good proactive strategy.

Leadership:

Organizational leaders and managers are primarily accountable for the effectiveness of diversity policies since they must ensure that implemented policies are successful.

Diversity strategy manual, mission statement, rules, and regulation

Diversity strategy is a strategic diversity, equity, and inclusion (DE&I) management plan's "where what, and how." In addition, to that all employees must be made aware of the company's mission, code of conduct, and diversity policies.

Treat each employee equally

Organizations should make no judgments about personnel with various backgrounds. It also leads to acceptance that people are different and that this diversity can be a source of great strength for the company (Owens and Valesky, 2011).

Teamwork

Research shows when a team developed Trust, cohesion, commitment, involvement, and efficiency among the members performances increases (Jong and Elfring, 2010; Schraeder et al, 2014), So, encouraging employees to create this kind of team will have a positive impact on performance.

Communication

Communication is the act of conveying information and understanding from one person to another. The ability of one person to make contact with another and make himself or herself known is referred to as communication.

Awareness creation for employees about diversity, training, workshop, and development

Unconscious biases might exist even in the most outwardly inclusive person. This is why providing training on how to create and sustain a diverse workplace is a good idea.

Employees who are trained to comprehend others' mindsets are better able to look at challenges from other perspectives and to support one another through cultural transitions, as some may experience culture shock. Diversity training can be used to educate employees on how to appreciate the differences that exist among them and how they can tap into those differences for the benefit of the organization (Marquis, et al 2008).

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Creating a good atmosphere for diversity

To manage diversity successfully, programs must provide a welcoming environment. Managers must try to understand employees' perspectives on work and ensure that they are aware of the organization's expectations.

Performance management

Performance management is the process of establishing a work environment or setting that allows employees to perform to their full potential. It's the primary means by which managers communicate what's expected of employees and provide feedback on how well they're accomplishing job objectives. Performance management must be viewed as a multi-faceted instrument that capitalizes on differences to ensure a varied, productive, and engaged workforce (Phillipe, 2011).

Shared responsibilities

Shared responsibility refers to the collaboration of two or more people or entities engaged in the same type of activity in the creation of an item's content.

Equal participation

During meetings, conference calls, and employee engagement activities, the manager must guarantee that all subordinates are equally involved (Bolman and Deal, 2014). They should treat them respectfully, and the manager should recognize and thank teammates for their efforts in meetings.

2.1.3 Dependent variable (Endogenous latent variables)

Performance

Performance is the art of completing the task within the defined boundaries. It is how well an employee is fulfilling the requirements of a job (Rue & Byars, 1990). For an organization, it is a measure of achieved results.

Measures specific to the industry

Some studies utilize measures that are specific to particular industries. In a study that examined the determinants of performance at schools, academic achievement, student behavior, student satisfaction, teacher turnover, and administrative performance, as rated by principals are the common ones (Ostraff, 1992) Furthermore, increasing productivity, facilitating innovation, and enabling problem resolution (Davis, 2000), allowing better service to satisfy diverse customers;

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Internal and External (Thomas & Ely, 2001), and seizing the opportunity to enhance their future growth and development for a competitive advantage. (Thomas & Ely, 2001).

Unfortunately, no one is capable of achieving the agreeable ideal of school performance frameworks. While the models and measures offered are typically broad and ambitious, they fall short of actually measuring the value or performance of any school, teacher, school leader, or student.

2.1.4 Other operational definitions.

The following operational terms were used in this research:

Diversity

Diversity is a broad term, and the phrase *workplace diversity* can refer to any characteristic that makes people different from one another.

Diversity management

Diversity management can be defined as the process of planning, directing, organizing, and implementing all of the managerial attributes necessary to create an organizational environment in which all diverse employees, regardless of their similarities or differences, can actively and effectively contribute to a company's or organization's competitive advantage. The major goal of diversity management is to improve an organization's performance and productivity by appreciating, promoting, and using individual differences (Sharma & Nisar, 2016).

2.1.5 Performance-related components

The concept of academic performance

The results component of performance in a school setting can be described as, but is not limited to, students' test scores, examination results, students' capacity to apply what they have learned in general, and the graduation rate to institutes of higher learning.

The concept of administrative performance

Planning, organizing, staffing, controlling, and problem resolution are all aspects of management. Effective headteachers prioritize planning, coordinating, and facilitating work while maintaining positive interpersonal relationships with staff, students, and subordinates. More effective headteachers are more likely to set high-performance goals for their schools and serve as a link between them and the community (Brookover, 2009).

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The concept of student behavior

The behavior of school pupils is an important aspect of high school readiness (The forgotten middle, 2008). Academic achievement and academic behavior in school have been demonstrated to influence academic results in school (ACT, 2011).

The concept of student/parent satisfaction

School rules and culture are widely acknowledged to have a substantial impact on student satisfaction. Students are most satisfied in classes where they are permitted to engage in classroom activities and influence their environment, (Epstein & McPartland, 1976; Kangas, 2008), where students are treated fairly (Samdal, Nutbeam, Wold, & Kannas, 1998), and in classrooms perceived to be safe (Samdal et al., 1998). They are also happiest in schools with a positive, academically-oriented atmosphere (Baker, 1999; Verkuyten & Thijs, 2002).

According to Friedman, Bobrowski, and Geraci (2006), the most important indicator of parent satisfaction is safety. Parental satisfaction with services is also linked to parental participation in school activities (Laws & Millward, 2001), which is linked to positive educational outcomes (Southwest Educational Development Laboratory, 2004).

The concept of teacher turnover

Teacher turnover, defined as “change in teachers from one year to the next in a particular school setting” (Sorenson & Ladd, 2018). Because of the necessity to locate replacement teachers, it costs money to schools and districts.

The concept of quality of education

Many definitions of quality in education exist, demonstrating the concept's complexity and varied character. Efficiency, effectiveness, equity, and quality are all concepts that have been used interchangeably in the past (Adams, 1993).

The concept of reputation

Reputation, a term that takes a long time to earn, has cognitive and sentimental pioneering meanings that can influence all members, stakeholders, and even the general public's messages and behaviors in companies (Demir, 2010). A company's reputation has a favorable impact on its performance, and this link is consistent across countries. (Caspar R., Steen Thomsen, 2004).

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The concept of satisfaction of staff

Job satisfaction has been defined in a variety of ways by various studies. Locke's (1976) research definition is extensively utilized, which described job satisfaction as a pleasurable or positive emotional state arising from a positive evaluation of one's job or work experiences.

The concept of innovation

Innovation is defined as the usage of new thoughts, learning, and practices as well as of enriched thoughts, information, and practices (Kostoff, 2003; Mitchell, 2003). Innovation has been recognized by businesses and educational institutions, and it has become a popular and significant component of their operations. Innovation has been highlighted as a long-term source of economic growth and improved corporate performance.

The concept of financial performance

The most widely used indicators of firm performance are measures of the financial success of the organization. In any business, an organization's "bottom line," or profitability, is a critical financial indication.

2.2 Theoretical review

Theoretical literature aids the researcher in clearly seeing the study's variables, gives a general framework for data analysis, and aids in the selection of an appropriate research design (Webster & Watson 2002). This section provides the theories that center the study.

Theories of diversity

Theories and techniques of diversity management have been developed and enthusiastically supported by a growing number of chief executives, training specialists, diversity consultants, and academics (Saji, 2004). These theories attempt to explain how diversity may affect performance. Understanding how these theories' predictions can affect performance is aided by understanding how they predict it. When categorizing diversity, researchers have used a variety of methods, cognitive diversity theory, similarity attraction theory, social identity theory, and information and decision-making theories are among the most commonly used approaches. This research's theoretical framework is based on these theories of the social network.

Similarity – attraction theory.

The similarity attraction model illustrates how diversity can be harmful to a company's bottom line. According to several studies, members who work in a variety of work units become less attached, are away from work more frequently, and are more likely to resign.

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This idea maintains the belief that personality traits and interpersonal skills are effective in molding employee behavior, particularly how employees view difficulties.

According to the similarity/attraction theory, people like and are drawn to those who are similar to them rather than dissimilar to them; as the proverb goes, "birds of a feather flock together."

One of the core theories that seek to explain why this occurs is the similarity-attraction theory, which states that people are drawn to those who share similar attitudes (Berscheid and Walster 1969; Byrne 1971).

Since the mid-1900s, social science research has offered substantial support for this theory.

Individuals with similar formations may discover that they have more in common than those from other formations, making it more pleasurable for them to coordinate and cooperate in the creation of a thing or the resolution of a problem.

Newcomb Et al (1961), argues that attraction is based on similarity. Individuals were drawn to those who shared similar cultural traits. As a result, people prefer to avoid those who hold opposing cultural values. This hypothesis also suggests that diversity and organizational performance will have a negative relationship.

The research in the closeness/interest stream is based on the hypothesis that similarity in features, particularly measurement criteria, enhances social interest and preference.

Individuals with similar establishments may find that they have more in common with one another than with those from different establishments, making it easier for them to coordinate and cooperate. cooperate toward making a thing or handling an issue.

Social identity theory (SIT)

Social identities, according to the theory, are reflections of the social categories, groups, and networks to which an individual may belong.

This theory was put forth by Henri Tajfel and John Turner at the beginning of the 1970s and the 1980s. Individuals' social identities, according to the theory, are representations of the social categories, groups, and networks to which they can belong. Internalized stereotypes and standards are pushed in a way that favors the in-group, and the group's primary goal is to increase its members' self-esteem and ego. As a result of these gaps, a team's cohesiveness and happiness will suffer. If a team fails to control its disagreements, a relationship-oriented dispute can have a negative performance. (Williams & O'Reilly, 1998).

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Dissimilarity in social category membership is defined by Calvó-Armengol, Antoni, and Matthew O. Jackson (2004) as social category variety. It can happen, for example, if the group's members are mixed in terms of gender, age, or ethnicity. As a result of these discrepancies, a team's cohesiveness and satisfaction would suffer.

This theory is relevant to this study because it seeks to determine whether SIS discriminates employees by only providing opportunities to one set of age groups, one gender, and one nationality group, such actions result in conflicts, inefficiencies, student/parent complaints, and poor performance.

Information and decision-making theory.

Individuals in various groups have access to other individuals with various histories, networks, information, and abilities, according to the information-processing approach. This additional information should improve the group's outcome, even if it may cause coordination issues.

Mannix and Neale (2005) pointed out that the members of an organization's composition, according to this theory, have an impact on how they interpret information, interact, and make decisions. The information and decision-making theory “predicated on the notion that the composition of the workgroup will affect how the group processes information, communicates and makes decisions” (Pitts & Jarry, 2007: 237). As a result, there is a strong correlation between organizational diversity and performance.

2.3 Empirical review

The findings of previous research on the relationship between workforce diversity characteristics (age, gender, and Nationality/culture diversity) and organizational performance are addressed in the following subsections.

2.3.1 Age diversity and performance

It is a common occurrence in various businesses to be confronted with the fact that their workforce is aging and that there is a risk of a labor shortage. In some companies, however, the larger pool of employees may comprise the young workforce (Coad, Segarra & Teruel, 2013). When a corporation changes in a homogeneous workforce, the problem of demographic dynamics can be noticed. In this circumstance, the young workforce is faced with the issue of integrating a rising number of older employees, resulting in a workforce that is heterogeneous in age (Zhou & Wu, 2014).

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Due to false assumptions and stereotypes that old workers are expensive, more prone to health problems, unable to adapt to workplace changes and new technology, perform poorly in comparison to younger employees, and provide a poor return on training investment, companies are not effectively utilizing their talents (Davey and Cornwall, 2003; McGregor and Gray, 2002). Various studies have been conducted to determine the impact of age diversity on performance. Some researchers have suggested that the age of a firm is positively related to its productivity levels (Backes, Gellner & Veen, 2013). Kravitz and Yueling (2011) investigated corporate organizations and their personnel age diversity. They discovered that businesses that hire a diverse workforce and foster an inclusive work environment that meets the requirements of all employees, regardless of their age, stage of life, or any demographic status, reap the most benefits from their diversity. Other studies have found that age has a negative relationship with predicted growth rates and variance (LiPuma, Newbert & Doh, 2013).

An organizational climate that favors age discrimination was linked to poorer levels of loyalty to the company, according to large-scale research involving over 8,000 employees in 128 companies. Poorer levels of commitment were linked to lower levels of organizational performance. Such results suggest that combating age discrimination may be associated with higher levels of organizational performance (F. Kunze, S. A. Boehm, and H. Bruch, 2010).

According to Anjiri (2018) age diversity has no substantial impact on organizational performance.

H1= *There is a positive relationship between age diversity and organizational performance.*

2.3.2 Gender diversity and performance

Few topics elicit as many disputes, misconceptions, and unfounded opinions as to whether or not women succeed as well as men in the workplace. The best place to start is to acknowledge that there are few if any, significant disparities between men and women when it comes to job performance. In terms of problem-solving abilities, analytical skills, competitive drive, motivation, friendliness, or learning ability, there are no persistent male-female distinctions (A. F. Jorm, K. J. Anstey, 2004).

Women are more sociable and willing to acquiesce to authority, according to psychological studies, whereas men are more assertive and more prone to have high expectations of achievement, although the differences are slight. Given the enormous growth in female participation in the workforce over the last 40 years, as well as the reconsideration of what constitutes male and female

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roles, we may conclude that no big difference in job productivity between men and women (M. Black and E. W. Holden, 1998).

Numerous research investigations have been carried out to establish the influence of gender diversity on performance. According to Anjiri (2018), who conducted a study on information technology enterprises in Nairobi Kenya, gender diversity had a favorable significant influence on organizational performance. In addition, Subhash and Archana (2017) researched the Indian IT industry to determine the impact of workforce diversity on organizational performance and found that promoting gender diversity improves organizational performance significantly.

Hoogendoorn, Oosterbaan, and Van Praag (2013) shared that teams with an equal mix of men and women do significantly better than either an all-female or all-male squad. This is due to a decrease in conflicts, as well as an increase in the learning and training of one another through the exchange of knowledge and experiences.

Wood (1987) also found that mixed-gender groups outperformed single-gender groups. The mixed-gender teams usually complement and support each other resulting in higher performance. According to Gupta (2013), a moderate level of gender diversity improves competitive advantage, however, a larger level of gender diversity lowers organizational performance.

On the other hand, several studies (Darwin & Palanisamy, 2015; Kerga & Asefa, 2018) found no significant link between gender diversity and performance. The lack of significance of the link could be attributable to the fact that firms can only reap the benefits of improved performance from work diversity when employees positively view the firm's diversity-supporting actions (Mor Barak et al., 1997; Kossek & Zonia, 1993).

The evidence suggests that combating sex discrimination may be associated with better performance for the organization as a whole.

H2= *There is a positive relationship between gender diversity and organizational performance.*

2.3.3 Cultural Diversity and Performance

Ehimare & Oghene 2011 stated research has shown that cultural diversity is significantly negative in its relationship to both employee productivity and organizational performance. They argue that cultural diversity would, however, benefit the group or team performance due to a more diverse pool of skills and knowledge that leads to complementary and mutual learning. For example, due to complementarities and learning opportunities, culturally diverse teams are associated with more creativity and innovation.

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Earley (1993) investigated the effects of individualistic/collectivistic cultural attitudes on performance in 163 managers from China, Israel, and the United States, finding that individualists (those from the United States) performed worse in groups than while working alone, when working alone, collectivists (those from China and Israel) performed worse than when working in a group. Perkins (1993) confirmed these findings and went on to analyze attitudes and preferences toward work-group structures, finding that those from cultures that perceive relationships in terms of hierarchy or pecking order show a preference for hierarchical or pecking order structures. Individualistic cultures preferred highly organized teams, but voluntary and informal teams were preferred by persons from individualistic cultures.

H3= *There is a positive relationship between cultural diversity and organizational performance.*

2.3.4 Diversity-Management Strategies and Organizational Performance

Companies must set long-term goals and strategies to take advantage of the synergy that diversity offers to the workplace. The majority of research on the topic suggests that there is no single optimum strategy to manage workforce diversity in firms (Károlyi, & Panis, 2004; Beechler, Woodward, 2009).

Diversity management starts at the smallest level of a workplace and extends to the highest levels of leadership. A diverse workforce is commonly viewed as a critical business objective that should be included in any company's strategy.

H4= *There is a positive relationship between diversity management strategy and the performance of the organization.*

2.3.5 Diversity and Organizational Performance

According to research, having diversity in an organization has varied results in terms of its Performance. There is a favorable association between diversity and performance in some studies, a negative relationship in others, and no relationship still in others. Some scholars feel that, while the evidence for a direct link between diversity and performance is mixed, the association could be attributable to other factors that aren't taken into account.

Richard's (2000) study suggests that diversity has a favorable impact on company performance, it is vital to note that this benefit shows only in particular circumstances. As a result, it is critical to clearly describe how diversity complements the organization's strategy while creating the business case for diversity.

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According to Cunningham (2009), diversity is more likely to help an organization when it is placed in a framework that allows the good impacts of diversity to manifest. Few other studies have found that managing heterogeneity fosters creativity. Pelled, Eisenhardt and Xin, (1999) revealed that diversity boosts innovation and improves decision-making effectiveness that results in increasing the firm's performance and according to Geringer et al. (1989), there is a favorable relationship between company performance and international diversification. If heterogeneous groups are well organized, they have been found to produce better problem-solving solutions and a greater level of critical analysis. Schools are a subset of these organizations therefore school's efficiency and organizational performance may improve if it effectively manages its diversity. Memduhoglu (2011) also found that teachers from various socio-cultural backgrounds working in schools help the development of schools and pupils, as well as making it easier for schools to achieve their objectives. Moreover, teachers indicated that diversities create variety and abundance (Cakir, 2011; Aksu, 2008), increase creativity (Cox and Blake, 1991), and provide gratification (Pitts, 2009).

It has also been found there is a curvilinear relationship between international diversity and company performance outcomes, according to research when diversity exceeds a certain degree, it has negative implications (Geringer et al. 1989). In addition, (Jonathan S. Leonard and David I, 2003) conducted an empirical study on how employee diversity affects organizational performance owing to discrimination and the type of relationships among employees in a workgroup.

In the end, research on the effects of diversity and organizational performance have produced mixed results.

H5: *Diversity strategy is a partial mediator of the effect of variable age diversity, gender diversity and cultural diversity on variable organizational performance.*

2.4 Conceptual Framework

This conceptual framework illustrates what the researcher intends to find out by conducting this research work and shows how the relevant variables might relate to each other. A model structure (model hypothesis) is constructed based on previous theories or hypotheses to develop a (complete) SEM.

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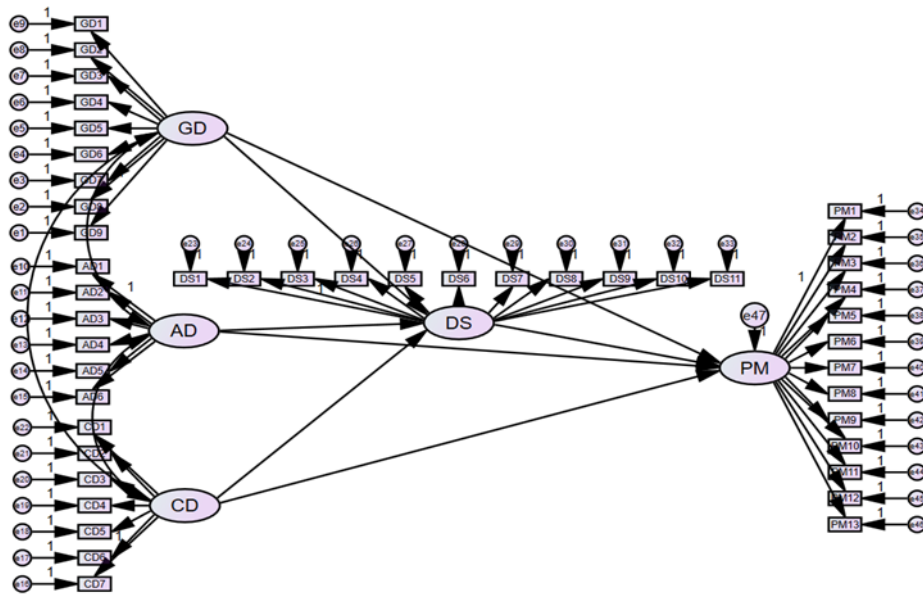
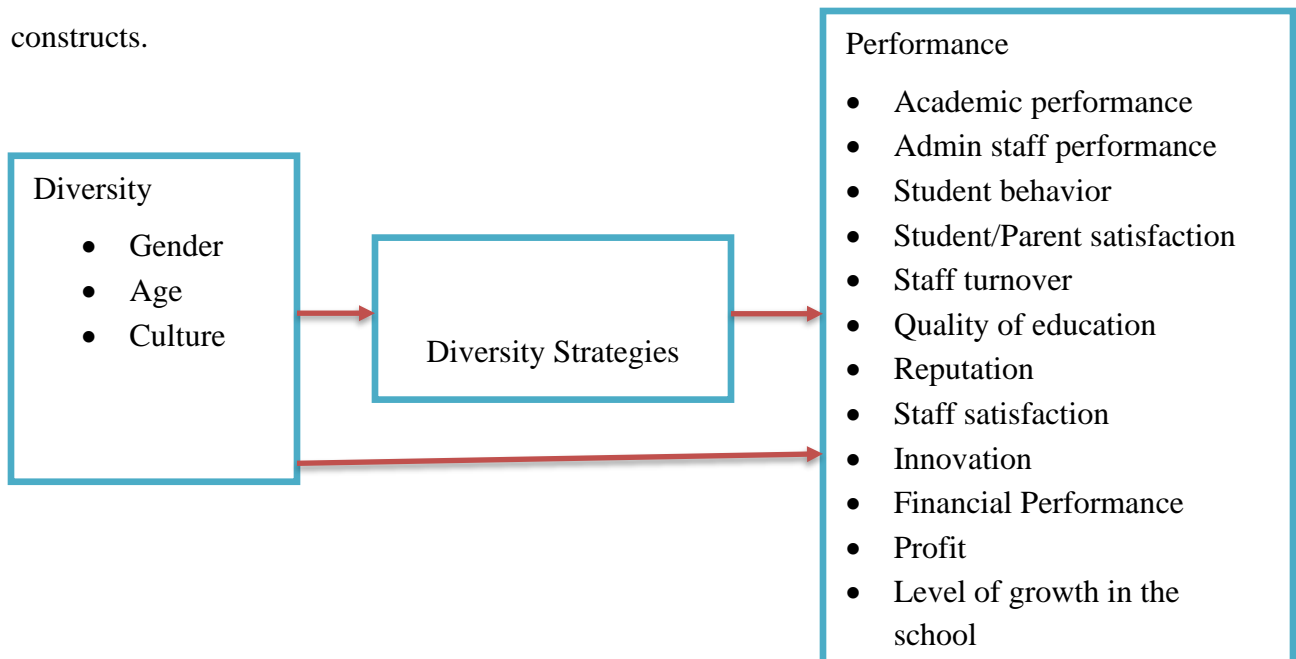


Figure 1 Conceptual Framework using path Analysis model Source: Researcher (2021)

The researcher constructed a structural model, which is a diagram that connects variables/constructs based on theory Hoyle, R. H. (2012) and logic to visually display the hypotheses that will be tested. Gender diversity, age diversity, and cultural diversity are Exogenous latent variables that act as independent variables that have 9,6 and 7 observed variables respectively in the structural model. Performance is an Endogenous latent variable that is considered as a dependent variable in a structural model that has 13 observed variables. Diversity management strategy is mediating variable or construct that intervenes between the two related constructs.



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2.5 Operationalization of Variables

Objective	Variable Type	Definition
To establish the effect of age diversity on performance of Sandford International School.	Independent Age	Age diversity is defined as differences in age distribution among employees within the organization.
To determine the gender diversity impact on performance of Sandford International School.	Independent Gender	Gender diversity is defined to mean traits of women or men.
To assess cultural diversity influence on performance of Sandford International School.	Independent Cultural	Culture is defined as a system of beliefs, values, customs, within an institution that creates a common identity and ways of behavior for a given people.
To see the effects of mediating variables between diversity and Performance.	Mediating Diversity Strategy	Strategy used for managing diversity.
Performance of Sandford International School.	Dependent	Academic performance Admin staff performance Student behavior Student/Parent satisfaction Staff turnover Quality of education Reputation Staff satisfaction Innovation Financial Performance Profit Level of growth in the school

Table 1 Operationalization of Variables

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the stages for carrying out a Structure equation Modeling (SEM) analysis. Moreover, the statistical and conceptual foundations of an SEM model will be discussed. The chapter focuses on the methodology used during the data collection process. The chapter is divided into sections covering the research design and approach, target population, and sample size. It also mentions the research instruments, data collection methods, data analysis and presentation, reliability, validity, and ethical considerations.

3.2. Research Design and Approach

This study used a descriptive research design to answer the research questions about Sandford International School's relationship between workforce diversity and performance in Addis Ababa, Ethiopia. The quantitative approach was used to measure the effect of workforce diversity on organizational performance with the mediating effect of diversity management strategies.

3.3. Target Population and Sample Design

3.3.1 Population

The population for this study comprised employees of Sandford International School in Ethiopia. The population involved primary teachers (84), secondary teachers (59), and administration staff (29). The total population comprised 172 individuals.

3.3.2 Sample size

The target population of the study comprised of four categories from primary teachers, secondary teachers, general service staff, and administration staff. Sandford International School employs a total of 172 people in these categories. The researcher utilized random sampling from these categories with 120 employees. To determine the sample size of the population, the study used Yamane 's (1967) formula with 95% confidence and 5% acceptable sampling error. Based on the following formula 120 employees were taken as a sample.

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$$n = \frac{N}{1+N*(e)^2} \quad \text{Where } n=\text{is the required sample size}$$

N= is the population size

e=the acceptable sampling error (Yamane Taro 1967)

$$n=172/ (1+172*(0.05)^2) =120$$

SEM requires data from a large number of cases on numerous variables (typically questionnaire questions). The sample size required varies greatly depending on the properties of the model being evaluated, such as model complexity and factor loading magnitude. The Kline book (2005) gives absolute guidelines based on the ratio of cases to estimated parameters. In absolute terms, he suggests that fewer than 100 cases are a “small” sample, 100 to 200 is “medium,” and over 200 is “large.” The researcher tried to accommodate a medium sample size as recommended by Kline. Thus, 110 samples were screened and treated for further analysis using IBM SPSS AMOS 21.

In addition to that, the sample adequacy was tested by the Kaiser-Meyer-Olkin: a measure of sampling adequacy. It is another measure of whether the data is ready for factor analysis or not. It measures the proportion of variance of the underlying factor from the total variance of other factors under study; the recommended value is 0.5 and above (Kaiser, 1974). As shown below in *Table 2*, the value of the Kaiser-Meyer-Olkin measure of sampling adequacy is high (0.618), which is more than the recommended value. This indicates that the factor analysis is useful with the data because the proportion of variance in the items that might be caused by underlying factor is high. Therefore, the research data is suitable for structure detection.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.618
Bartlett's Test of Sphericity	Approx. Chi-Square	4964.474
	Df	1035
	Sig.	.000

Table 2 KMO and Bartlett's test

3.4. Data Sources and Method of Data Collection

Primary and secondary data were collected during the study. However, preliminary importance was given to primary data. It was collected through an online and paper-based questionnaire for the ease of respondents, which had closed-ended questions. The questionnaire has been designed

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to be as basic as possible to encourage responders to participate fully. The questionnaire consists of five basic sections. In the first section, biographical information was collected the other four sections are multiple-choice questions on a Likert scale about the variables of the research. The purpose of the questionnaire is to evaluate how diversity characteristics affect organizational performance in Sandford International School in Addis Ababa, Ethiopia.

The questionnaires were spread directly to the staff of the school by email. Staff that were available in the compound took a paper-based questionnaire. It took about 10-15 minutes for a respondent to fill and questionnaires were collected within 2 weeks. The source of data collection for this research is from Sandford International School staff.

To make the study fruitful, a relevant secondary variety of published books, research findings, websites, publications, and newsletters were reviewed.

To check the common method of bias of all observed items of the survey, the total variance explained was run, and as *Table 3* showed that the total variance explained by 64.73%, which indicate that the items in the questionnaire explain 64.73% of the total variance shared in the model (Podsakoff, P, Mackneazie, S. & Lee, J. (2003). This value demonstrates the validity of the questionnaire. The five components explain 64.73% of the variance in the data. So, we can predict 64.73% of the information in all 5 variables. Eigenvalues should be more than one, according to Kaiser, and if they are less than one, the factor should be omitted (Tabachnick and Fidell, 1996). five constructs with eigenvalues larger than one shown in the eigenvalue column, and the constructs under research are also five.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	11.726	25.492	25.492	11.726	25.492	25.492	7.625	16.575	16.575
2	5.740	12.478	37.970	5.740	12.478	37.970	6.831	14.850	31.426
3	5.260	11.435	49.405	5.260	11.435	49.405	5.983	13.006	44.432
4	4.649	10.107	59.511	4.649	10.107	59.511	4.982	10.831	55.263
5	2.402	5.222	64.734	2.402	5.222	64.734	4.357	9.471	64.734
Extraction Method: Principal Component Analysis.									

Table 3 Total Variance Explained Source SPSS output

3.5. Data Presentation, Analysis and Interpretation

The researcher used structural equation modeling (SEM). SEM can test a large number of regression equations at once. SEM can also model the relationships graphically in addition to written outputs. A researcher uses SEM to conduct a confirmatory approach to data analysis. It also calculates error variance parameters.

Furthermore, SEM can include both observed and latent variables, whereas previous approaches exclusively used observed data. In addition to the benefits listed above, researchers use SEM to create a unifying framework that fits a variety of linear models. It does both overall model fit tests and individual parameter estimate testing at the same time, even across distinct groups (Asoka 2015). Path model were used to measure the relationship between the variables.

Data entered by using a personal computer for analysis of the Statistical Package for Social Sciences (SPSS version 23.0) with AMOS. The data were analyzed using structural equation modeling. The choice of structural equation modeling was well-versed by its suitability in analyzing problems involving latent variables, bearing in mind that diversity management is a latent variable. Other types of statistical methods such as descriptive statistics such as frequency counts, percentages, mean, mode, and standard deviation are also used.

Direct, indirect, and total impacts are the three categories of effects identified by path analysis. In a route model, the direct effect is the influence of one variable on another that is not mediated by any other factors. At least one intervening variable mediates the indirect effects of a variable. The total effects are the sum of the direct and indirect effects (Bollen 1989).

3.5.1 Bootstrapping

Recent methodological literatures advocate the use of the bootstrap method for examining mediation effects (Mallinckrodt et al., 2006; Preacher et al., 2008). Bootstrapping is a non-parametric resampling approach to estimating and testing effects. The study has used bootstrapping to examine whether variable diversity strategy is a partial mediator of the effect of variable age diversity, gender diversity and cultural diversity on variable organizational performance.

3.6. Reliability and Validity

Reliability of the instrument is the degree to which the research instrument yields result that are consistent every time it is administered to the same object (Soy, 2015). It is a measurement that ensures that the measurement variables are consistent.

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When questionnaire items are used together to assess the same latent variable, they are considered to be dependable or have a high internal consistency (Huck, 2007) Cronbach's Alpha is the most often used internal consistency statistic, especially when using a Likert scale.

Internal reliability was judged by several scholars to be at least 0.7 Cronbach's Alpha (Whitley, 2002; Cooper and Schindler, 2006). Excellent reliability (0.9 and above), high reliability (0.7-0.9), moderate reliability (0.5-0.7), and low reliability (below 0.5) are the four cut-off values for reliability.

In Table 4 below, a summary of the reliability statistics conducted on SPSS is presented. As indicated in the table, Cronbach's Alpha values for all dimensions are greater than 0.8 which indicates high reliability. As a result, since all of the Cronbach's Alpha values are greater than 0.7, the scale has a high level of internal consistency.

	Cronbach's Alpha	N of Items		Cronbach's Alpha if Item Deleted
Gender Diversity	.886	9	GD1	0.847
			GD2	0.862
			GD3	0.856
			GD4	0.854
			GD5	0.855
			GD6	0.857
			GD7	0.858
			GD8	0.858
			GD9	0.859
Age Diversity	.815	6	AD1	0.799
			AD2	0.796
			AD3	0.792
			AD4	0.801
			AD5	0.804
			AD6	0.802
Cultural Diversity	.925	7	CD1	0.821
			CD2	0.794
			CD3	0.795
			CD4	0.805
			CD5	0.792
			CD6	0.787
			CD7	0.782
	.834	11	DS1	0.828

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Diversity Strategy			DS2	0.828
			DS3	0.828
			DS4	0.826
			DS5	0.824
			DS6	0.823
			DS7	0.822
			DS8	0.821
			DS9	0.820
			DS10	0.819
			DS11	0.818
			Performance Measures	.915
PM2	0.905			
PM3	0.891			
PM4	0.884			
PM5	0.886			
PM6	0.8837			
PM7	0.8814			
PM8	0.8791			
PM9	0.8768			
PM10	0.8745			
PM11	0.8722			
PM12	0.8699			
PM13	0.8676			

Table 4 Cronbach Alpha Reliability test

Validity refers to the extent to which the research instrument measures what it was expected to measure. Validity ensures that the data is reliable, true, and accurate (Pickard, 2012).

When evaluating the quality of a questionnaire, factor analysis is utilized. It is a method of validating measurement items or indicators on the questioner in order to prepare the data for confirmatory factor analysis (Hoyle, 2012). After factor analysis; expert opinion was attained to see if the questions were suitable in measuring the intended research questions and if the statements were clear, then there was a discussion with colleagues and friends, and adjustments were made before the questionnaires was sent to the respondents. The key measures used to test an instrument's validity in factor analysis are as follows:

Convergent validity denotes a high degree of correlation between the questions that make up a construct. In the structural equation modeling approach, confirmatory factor analysis results are

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used to determine the convergent validity of the scales used to measure the dimensions that make up the conceptual model of the research.

No	Construct	AVE	CR	Convergent Validity
1	Gender Diversity	0.605	0.872	Established
2	Age Diversity	0.734	0.903	Established
3	Cultural Diversity	0.719	0.913	Established
4	Diversity Strategy	0.739	0.919	Established
5	Performance Measures	0.752	0.91	Established
Criteria		>0.5	>0.7	

Table 5 Convergent Validity

The Average Variance Extracted (AVE) value is one metric of convergent validity. It must be greater than 0.50 or 0.50 to be able to confirm convergent validity (Fornell & Larcker,1981).

Extraction communalities:

Extraction communality is a proportion of each indicator variance to its common variance or shared variance or total variance. The communalities values show that the extracted variables are well represented by the extracted components. When the value of extraction communalities is low, it indicates that the component does not fit well in confirmatory factor analysis and should be removed. The extraction communalities must have a minimum value of 0.5 (Samuels, 2016). From the table shown below, we can conclude all indicators are ideal.

Communalities								
	Initial	Extraction		Initial	Extraction		Initial	Extraction
GD1	1	0.682971	AD1	1	0.668938	CD1	1	0.740925
GD2	1	0.679609	AD2	1	0.770803	CD2	1	0.792267
GD3	1	0.655476	AD3	1	0.702549	CD3	1	0.838122
GD4	1	0.770269	AD4	1	0.845913	CD4	1	0.810165
GD5	1	0.627709	AD5	1	0.748209	CD5	1	0.702461
GD6	1	0.757502	AD6	1	0.763817	CD6	1	0.695384
GD7	1	0.781977				CD7	1	0.672229

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GD8	1	0.742559						
GD9	1	0.747613						
DS1	1	0.783217	PM1	1	0.765294			
DS2	1	0.861278	PM2	1	0.634309			
DS3	1	0.837618	PM3	1	0.626648			
DS4	1	0.640124						
DS5	1	0.655849						
DS6	1	0.666101						
DS7	1	0.64101						
DS8	1	0.702438			Extraction Method: Principal Component Analysis.			
DS9	1	0.636351						
DS10	1	0.80738						
DS11	1	0.666931						

Table 6 Communalities

Table 7 shows the rotated component matrix. The rotated component matrix includes correlation estimates for each of the variables as well as the estimated components. The analysis resulted all factors as proposed. There are strong correlations between all components.

Rotated Component Matrix					
	Component				
	1	2	3	4	5
GD1	0.844				
GD2	0.846				
GD3	0.867				
GD4	0.819				
GD5	0.734				
GD6	0.826				
GD7	0.802				
GD8	0.866				
GD9	0.789				
AD1		0.767			
AD2		0.762			

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AD3		0.798			
AD4		0.728			
AD5		0.809			
AD6		0.733			
CD1			0.747		
CD2			0.713		
CD3			0.768		
CD4			0.808		
CD5			0.780		
CD6			0.763		
CD7			0.806		
DS1				0.719	
DS2				0.69	
DS3				0.773	
DS4				0.738	
DS5				0.869	
DS6				0.813	
DS7				0.748	
DS8				0.823	
DS9				0.786	
DS10				0.698	
DS11				0.761	
PM1					0.707
PM2					0.725
PM3					0.741
PM4					0.563
PM5					0.802
PM6					0.752
PM7					0.704
PM8					0.936
PM9					0.812
PM10					0.752
PM11					0.814

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PM12					0.806
PM13					0.712

Table 7 Rotated component matrix

3.7. Ethical Consideration

By preserving the confidentiality of the respondents and the data submitted, the researcher respected the respondents' anonymity. This was accomplished by assuring the respondents that the information they supplied would be used only for academic purposes and that their identities would not be revealed. Participants involved in this project were informed that they have the right to participate or not. This was emphasized in the questionnaire's introduction. All of the literature sources have been acknowledged through citations and references.

The researcher also tried to avoid plagiarism, academic fraud, and misrepresenting results, by carefully using material from others to ensure that it is adequately referenced and only using factual data collected by the researcher only.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter discusses the results of the data analysis performed on the data collected from respondents via questionnaires. The findings of the data analysis using various statistical methods, as well as the comments, are presented in this chapter. The chapter is divided into two sections: the first covers the study's findings (i.e., descriptive statistics, SEM assumptions, evaluation of SEM results, and content analysis), and the second provides a discussion of the findings. Tables of frequency distributions and graphs were used to display the findings. The findings were presented using frequency distribution tables, graphs, and pie charts.

4.1.1 Response Rate

The researcher distributed 130 questionnaires to study participants. 110 Respondents filled and returned their responses to the researcher.

	Frequency	Percentage
Responded	110	91.6%
Non-Responded	10	8.4%
Total	120	100%

Table 8 Response Rate

4.2 Descriptive analysis

4.2.1 Demographic Information

The study examined the demographic information of the respondents shown in subsequent sections and the table.

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		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	56	50.91	50.91	50.91
	Female	54	49.09	49.09	100
	Total	110	100	100	
Age	Under 30	9	8.18	8.18	8.18
	31-40	35	31.82	31.82	40
	41-50	41	37.27	37.27	77.27
	Above 50	25	22.73	22.73	100
	Total	110	100	100	
Nationality	Ethiopian	67	60.91	60.91	60.91
	English	14	12.73	12.73	73.64
	American	4	3.64	3.64	77.28
	Scottish	4	3.64	3.63	80.91
	Kenyan	4	3.64	3.64	84.55
	Indian	7	6.36	6.36	90.91
	Others	10	9.08	9.08	100
	Total	110	100	100	
Length in the Organization	Less than 1 Year	4	3.64	3.64	3.64
	1-5 Years	40	36.36	36.36	40
	5-10 Years	31	28.18	28.18	68.18
	Above 10 Years	35	31.82	31.82	100
	Total	110	100	100	
Job Category	Teacher	59	53.64	53.64	53.64
	Learning Support	7	6.36	6.36	60
	Teaching Assistant	11	10	10	70
	Admin Staff	24	21.82	21.82	91.82
	Others	9	8.18	8.18	100
	Total	110	100	100	
Employment Status	Open Term	55	50	50	50
	Fixed Term	55	50	50	100
	Total	110	100	100	

Table 9 Demographic Profile of the respondents

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4.2.2 Gender of Respondents

The gender distribution of the study's respondents is depicted in the above table. The percentage of respondents, whereby female (49.09%), while the male (50.91 %). In other words, from the 110 respondents, 56 of them are male while the remaining 54 are female.

4.2.3 Age of Respondents

In terms of age, from the respondents (8.18 percent) 9 are under the age of 30. A total of 31.82% of the respondents, 35 in the sample are between the ages of 31 and 40. Employees between the age of 41 and 50 are the majority made up the 37.27 percent, 41 in number, and employees above 50 are 25 in number which is 22.73% (Table 9).

4.2.4 Nationality of the Respondents

As seen in Table 9, Ethiopians make up the majority of responses (60.91%), with other nationalities accounting for the remaining 39.09 percent, English (12.73 percent), Americans (3.64 percent), Scottish (3.64 percent), Kenyan (3.64 percent), Indian (6.36%), and other nationals represent (9.08 percent) make up the respondents.

4.2.5 Length in the organization

The number of years respondents have worked in their positions is displayed in Table 8. The sample respondents' tenure and job title were also evaluated. The result revealed that respondents have served at SIS less than one year had the smallest proportion, only four respondents are represented in this category.

There are 40 respondents with one to five years of experience. 31 have served for 5 to 10 years and the remaining 35 have over 10 years of experience, with SIS.

In terms of job title, 53.64% of the respondents are teachers and 21.82% are administrative staff at SIS. 10% are teaching assistants, learning support members total 6.36% and the rest 8.18% are other staff members.

Finally, employment status of the sample respondents indicated that (50%) were permanent or open term employees whereas the rest (50%) are contract workers or fixed-term employees of SIS.

4.3 Results

Testing the structural Model

The researcher used SPSS (a statistical data analysis software) and AMOS to perform structural equation modeling (SEM) and confirmatory Factor Analysis (CFA), a software that can do to perform structural equation modeling). In brief, SEM is a collection of multivariate statistical analysis tools for modeling a network of complicated structural interactions between one or more variables.

4.3.1 Confirmatory factor analysis (CFA)

The researcher looked at the model's fitness indices using confirmatory factor analysis (CFA). These indices demonstrated how well the suggested model reflected the covariance among items in the age, gender, cultural, diversity strategy, and performance measurement models. Then it is concluded that the measurement models for all latent constructs involved in the model have been validated once the CFA report is completed and all values match the required thresholds for validity and reliability (Awang, 2015).

The fit indices revealed that the model's higher-order factor sufficiently suited the data. The measurement model's fitness index was calculated, and the results revealed that the model's higher-order factor sufficiently fit the data:

Fit indices	Recommended cut-off value (Hair et al., 2006; Marsh & Hocevar, 1985; Patrick, 1997; Wheaton et al., 1977)	Estimates
CMIN (X^2)	$P \geq 0.5$ ($N < 250$), $P < 0.05$ ($N > 250$)	6.48 ($P = 0.542$)
Df		355
Normed chi-square (X^2/df)	Must not exceed 5	1.320
GFI	Must be higher than or equal to 0.90	0.962
AGFI	Must be higher than or equal to 0.80	0.953
NFI	Must be higher than or equal to 0.90	0.966
CFI	Must be higher than or equal to 0.90	0.988
TLI	Must be higher than or equal to 0.90	0.987
RMSEA	Must be lower than 0.08	0.033 (PCLOSE=0.999)

Table 10 Goodness of fit (GOF) indices for structural models

The normed chi-square (CMIN/DF) is 1.32, as shown in Table 9. This figure is the smallest discrepancy divided by the number of degrees of freedom. This ratio has been proposed as a

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measure of fit by several authors (Marsh & Hocevar, 1985). For correct models, the ratio should be close to one for each estimation criterion. As a rule of thumb: Wheaton et al. (1977) suggest that the ratio of approximately five or less is beginning to be reasonable. Therefore, it can be concluded that the model is a reasonable fit model.

The GFI (goodness of fit index) was devised by Jöreskog and Sörbom (1984) and a value close to 1 indicates a perfect fit. As shown in the table, the value of GFI is 0.962, which is more than the recommended cut-off value.

Whereas, the AGFI (adjusted goodness of fit index) takes into account the degrees of freedom available for testing the model and the model meets the recommended cut-off.

According to Bentler and Bonett (1980), the normed fit index (NFI) and Tucker-Lewis's coefficient (TLI) are also other indicators of a model fit index. The NFI and TLI values for the model are more than the recommended cut-off; therefore, it can be said that the model is a very good fit. Moreover, the comparative fit index (CFI) for the model is close to 1, which indicates that a very good fit (Bentler, 1990).

Based on practical experience, a value of the RMSEA of about .05 or less would indicate a close fit of the model concerning the degrees of freedom (Browne and Cudeck, 1993). This figure is based on subjective judgment. There is also another opinion by the author that a value of about 0.08 or less for the RMSEA would indicate a reasonable error of approximation. As shown in the above table, the model RMSEA value is below 0.05, which indicates a close fit of the model to the degree of freedom.

The above results showed that all of the model-fit indices meet the respective common acceptable levels suggested by previous research, which in turn demonstrate that the measurement model exhibited a good fit with the data collected.

The descriptive statistics of constructs utilized in the structural equation model are shown in *Table 10*. Gender diversity has the highest mean value, implying that employees' perceptions of gender diversity in SIS are extremely diverse. Cultural diversity has the lowest mean value, implying that employees at SIS are more or less on balance when it comes to comprehending cultural diversity at school. The highest standard deviation from diversity is scored by age diversity, which indicates that the organization recruits age-diversified employees as compared to other diversity types. The standard deviation of the diversity strategy is also high which implies the school doesn't implement diversity strategies as effectively as envisioned.

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Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GD	110	3	5	4.140404	0.565493
AD	110	2.333333	4.833333	3.624242	0.621332
CD	110	1.571429	4.428571	2.957143	0.542709
DS	110	2.454545	6.272727	4.409917	0.853225
PM	110	3.384615	6.769231	5.53986	0.738922
Valid N (listwise)	110				

Table 11 Constructs descriptive statistics

4.3.2 Path analysis for Hypotheses testing

Hypotheses			Estimate	S.E.	C.R.	P
DS	<---	AD	0.282	0.049	5.755	0.000
DS	<---	GD	0.216	0.056	3.857	0.002
DS	<---	CD	0.262	0.065	4.031	0.000
PM	<---	DS	0.139	0.058	2.397	0.035

Table 12 Test of Hypotheses Source: Result from AMOS 21.0

Table 12 shows the estimation of path coefficients and their degrees of significance for the structural equation model. Gender Diversity (coefficient = 0.216, p = 0.002) had a positive significant influence on diversity strategy at the p-value less than 0.05 level. At a p-value less than 0.01, age Diversity (coefficient = 0.282, p = 0.000) had a substantial and favorable impact on diversity strategy. At a p-value less than 0.01, cultural Diversity (coefficient = 0.262, p = 0.000) on diversity strategy and diversity strategy (coefficient = 0.139, p = 0.035) had a substantial and favorable impact on performance all have a significant p value.

4.3.3 Bootstrapping Approach

Table 13 Standardized Indirect Effects - Two Tailed Significance (BC)

	AD	GD	CD
DS
PM	0.02	0.04	0.03

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The standardized Indirect Effect table above shows that exogenous latent constructs have partial mediation effects toward organizational performance through diversity management.

Table 14 Test of Mediator Variable

Hypothesis				Estimate	S.E.	z-value	P-value	
PM	<---	DS	<---	AD	0.24	0.061	3.934*	0.004
PM	<---	DS	<---	GD	0.157	0.051	3.078*	0.023
PM	<---	DS	<---	CD	0.067	0.041	1.974*	0.042

In this study, four hypotheses were proposed to explain organizational performance through diversity strategy. The empirical result of the path analysis showed all the three diversity variables have significant positive relationship with organizational performance as shown in their coefficient and p-values is significant in the above table (H1, H2, H3 and H4 are supported). age diversity is positively related with organizational performance with (coefficient=0.24, $p < 0.05$). In addition, gender, as one of the three constructs or dimensions of diversity management, also positively related with organizational performance (coefficient=0.157, $p < 0.05$). And the third one cultural diversity also positively related with organizational performance (coefficient=0.067, $p < 0.05$). Diversity strategy have a positive impact on performance (coefficient=0.139, $p < 0.05$). As a result, in the context of Sanford International School, all hypothesized diversity indicators are found to have a positive association with organizational performance through the mediating variable of diversity management strategy.

Table 15 Summary table

Hypothesis			Direct effect without mediator	Direct effect with mediator	Indirect effect	Mediation Type
AD	DS	PM	0.189 (0.036)	0.24 (0.004)	0.02	Partial Mediation
GD	DS	PM	0.049 (0.049)	0.157 (0.023)	0.04	Partial Mediation
CD	DS	PM	0.003 (0.036)	0.067 (0.042)	0.03	Partial Mediation

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The path analysis has been conducted in the absence and existence of a mediator latent construct. In the absence of mediator latent construct, all exogenous latent constructs show significant direct effects toward endogenous latent construct. This indicates that Age diversity, gender diversity, and cultural diversity have a direct contribution toward organizational performance. In the existence of the mediator latent construct, all exogenous latent constructs show significant indirect effects toward endogenous latent construct through mediator latent construct. This indicates that Age diversity, gender diversity, and cultural diversity have indirect contributions or partial mediation toward organizational performance through diversity management strategies. In addition, this finding also indicates that Age diversity, gender diversity, and cultural diversity have significant contributions toward diversity management strategies.

In the bootstrap approach, the indirect effects of exogenous latent constructs toward endogenous latent construct have been confirmed. The summary table shows that all exogenous latent constructs have significant effects on endogenous latent construct; organizational performance. This finding concludes that the effects obtained in the path analysis have been confirmed.

4.4. Discussion

This study aimed to investigate the effect of workforce diversity and diversity management strategy on organizational performance in Sandford International School. Specifically, the effect of age diversity, gender diversity, and cultural diversity by taking diversity management as a mediator variable on organizational performance was the aim of the study. The result of the path analysis of Structural Equation Modeling (SEM) indicated that diversity management strategies are found to be a significant positive factor of organizational performance

The study examines the relationship between diversity management and organizational performance. As indicated in Tables 11 and 12, In addition, that there is a positive interaction between diversity management strategy and organizational performance, the standardized path coefficient between diversity management strategy and organizational performance revealed 0.139 (approximately 13.9%), with $p < 0.05$ level of significance.

This finding is consistent with findings from different studies. Research finding by Cunningham (2009) verified that workplace ethnic or racial diversity management is positively related to overall organizational business performance. Moreover, forms of organization and workplace diversity management such as ethnic or racial and demographic diversities have a predictive power of

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organizational performance outcomes or positive effect (Busolo, 2017; Guillaume, et al., 2017; Olsen & Martins, 2016).

Ordu (2016) also had earlier found a positive relationship between diversity management and employees' job performance among the teachers who are working in the public education sector in Turkey. Similarly, Pitts (2009) also found a positive effect of diversity management on job performance among the employees in U.S. federal agencies. In addition, Qasim (2017) established a positive effect of diversity management on employees' performance in the educational sector in Afghanistan.

Thomas (1990) defined workforce diversity management as the management of all differences which consist of demographic differences as well as differences in preferences, functions, and interests.

A similar study suggests that better job performance and job satisfaction can be achieved through a positive diversity climate (Chen et al., 2012; Madera, 2013; Madera et al., 2016; McKay et al., 2007, 2011). The findings of this study support Doherty and Chelladurai's (1999) conceptual arguments that businesses will not reap the full benefits of a diverse workforce unless they also implement effective diversity-management practices.

Previous research has shown that diversity management variables such as age, gender, and cultural diversity are positively associated with organizational performance as measured by employee productivity, satisfaction, creativity, and innovation, as well as better decision-making (Makhdoomi, U., & Nika, F. 2017, Cunningham, G., 2009).

Gender, age, and cultural diversity, as mediated by diversity management technique, had a significant and favorable link with organizational performance, as hypothesized in this research.

The study contradicted the social identity theory's theoretical claim that diversity would have a negative impact on organizational performance. On the other hand, the research supported by information and decision-making theory. According to the research on information and decision-making theory (McLeod, Lobel, & Cox, 1996; Mannix & Neale, 2005), diverse work groups can improve how members absorb information, communicate, and make decisions if they use inclusive and proactive diversity-management practices. In this context, schools that implemented reactive or proactive diversity-management strategies made room for the positive effects of diversity to be realized, such as increased creativity among diverse groups of teachers, better utilization of diverse

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talents in school improvement, and a better understanding of how to deal with the problems that come with multicultural classrooms.

If contextual, cultural, and strategic elements are ignored, diversity is likely to have no impact, if not a negative impact, on subsequent processes and outcomes. However, not all firms are alike: they do not all have the same organizational cultures or approaches for leveraging the benefits of diversity. As a result, it's critical to consider the organization's workforce diversity and how it interacts with the diversity management strategy in order to influence overall performance.

This study demonstrated how workforce differences affect organizational performance by mediating the diversity management strategy. Most importantly, the indirect link between workforce diversity and organizational performance establishes the existence of the mediating role of diversity management strategy. Moreover, many studies highlight the positive role of workforce diversity management on job outcomes, but none of them highlight the mediating role of diversity management strategy. Therefore, this study may contribute to establishing a relationship between workforce diversity and organizational performance via influence on diversity management.

CHAPTER FIVE: SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The final chapter of this study constitutes the findings, conclusion, and recommendation parts consecutively presented in the following sections.

5.2. Summary of Findings

The gender distribution of the study's respondents in the study area is normally distributed. In terms of age, the distribution is aligned to older age groups. Regarding nationality, Ethiopians make up the majority of responses 60.91%, with other nationalities accounting for the remaining 39.09 percent, this is because the school's diversity strategy only includes teachers; all other positions are filled by locals.

Respondents were from different job types and employment types. Generally, employees of Sandford International School are diversified in terms of age, gender, nationality, experience, job type, and employment type.

The descriptive statistics of constructs utilized in the structural equation model show that the highest mean value is for gender diversity, implying that employees' perceptions of gender diversity in SIS are extremely varied. The lowest mean value for cultural diversity indicates that SIS employees are more or less on par when it comes to understanding cultural diversity at school. Age diversity has the highest standard deviation from diversity, indicating that the organization recruit employees with a wide range of ages as compared to other types of diversity. The diversity strategy's standard deviation is also high, implying that the school isn't implementing diversity strategies as effectively as it could be.

The path analysis result ensures that there is a positive relationship between workforce diversity and organizational performance. The result also shows that diversity management mediates the relationship between demographic differences and organizational performance. The indirect path coefficient from age diversity to organizational performance was found to be 0.24 at a significance level of 0.05, the indirect path coefficient from gender diversity to organizational performance was found to be .157 at a significance level of 0.05, and the indirect path from cultural diversity to performance was found to be 0.067 and was significant at the significance level of .05. The indirect

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(mediated) effect due to diversity management strategies effect of GD, AD, and CD on PM, for example, when AD goes up by 1 standard deviation, PM goes up by 0.157 standard deviations.

The diversity management strategy has a positive relationship with organizational performance, and the coefficient beta value was found to be 0.139 with a significance value of 0.05, meaning that a one-unit change in diversity management strategy will have an increase of approximately 13.9% increase on organizational performance.

5.3 Conclusion

This study examined the workforce diversity (age, gender, and cultural diversities) effect on organizational performance using the diversity management strategy as a mediator. The empirical result of this study showed that organizational diversity positively but indirectly affects organizational performance with diversity management strategy as a mediator in between.

Since there are no other studies that dealt with the effect of workforce diversity on organizational performance with the mediating role of diversity management strategy in the educational sector, and specifically within Ethiopia, this study established the indirect effect of workforce diversity on organizational performance for the first time.

The study also revealed that the diversity management strategy adopted by the organization has a positive contribution to school performance in Sandford International School and hence, it can be concluded that the increase in gender, age, and cultural diversity and workforce diversity management strategy leads to an increase in performance. The main purpose of workforce diversity management is to maintain equality in the organization; it overcomes discrimination based on gender, age, and culture and nationality. In this regard, this study has both theoretical and practical implications whereby, managing workforce diversity issues in an aforementioned way, can be one step forward to solve job-related issues and control talented employees' turnover, thereby improving performance. Hence, this study has significant importance on sustainable organizational development and strategic contribution to organizational behavioral studies.

5.4 Recommendations

The findings of this study confirmed earlier research findings on diversity management implying that organizational managers and leaders should implement effective diversity management programs, methods, and training to improve overall organizational performance. Accordingly, based on the findings and conclusion of the study, the following recommendations are forwarded.

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- Sandford International School managers and leaders must strengthen effective diversity management programs, such as cultural diversity training, gender affirmative actions, and diversity management training programs, to improve overall organizational performance.
- In a country like Ethiopia, where diversity is high, workplace diversity management has a favorable impact on the employee, group, and organizational performance at various levels. Therefore, the organization should constantly review its diversity management strategy and make changes proactively to keep up with current trends maintain its competitive advantage.

As Hubbard (2004) noted that organizational leaders alone cannot be held responsible for creating the cultural change necessary for an organization to value diversity. Faculty and other employees holding positions of responsibility should be involved in the mainstream thinking about diversity. To be effective, leaders could build diverse steering groups or workforces, this will create ownership of the diversity programs and tackle the challenges that arise from having a diverse team.

5.3 Suggestions for Further Studies

Other types of diversity like Physical ability, educational background, marital status, geographic area, and work experience are not taken into account in this study. In addition, while the quantitative technique suited the demands of the current study, other approaches, such as conducting in-depth interviews, could be valuable in understanding the effects of diversity on an organization's performance (Cunningham & Fink, 2006; Frisby, 2005).

If the sample size will be increased with a greater number of schools the result will also be better. Due to time constraints, the study was only able to determine the indirect influence of diversity on performance via mediating variable diversity management strategy. Whether the mediation effect is indirect, partial, or complete mediation was not investigated it needs further analysis.

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Appendix I. Survey Questionnaire

Section I. Demographic Information (Please tick your choice).

Teacher/ administrative /general service/ staff information

1. What is your gender?

Male

Female

Don't want to specify

2. Age?

Below 30 Years

between 31-40 Years

between 41-50 years

over 50 years

3. Which best describes your Nationality? MARK ONE OR MORE.

Ethiopian

English

American

Scottish

Kenyan

Indian

Other, Specify _____

4. Employment status:

Open term (indefinite)

Fixed Term(definite)

5. Job Title

Teacher

Teaching Assistant

Learning Support

Administrative Staff

Other, Specify _____

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6. Counting this school year, how many years have you worked in the school, including part-time job?

- less than 1 Year
- Between 1-5 Years
- Between 5-10 years
- Over 10 years

Section II. Please indicate the extent to which you agree with each of the following statements on teaching.

Gender Diversity						
		Not at all	Little Extent	Moderate Extent	Large Extent	Very Large Extent
	Question	1	2	3	4	5
1	The employment procedure in the school doesn't discriminate applicants while recruitment and hiring.					
2	Women are involved in the school's decision making as much as men.					
3	The school gives equal opportunity for attracting and hiring females.					
4	Opportunity for growth and advancement exist for women in our school.					
5	Fair treatment is given to all employees whether they are male or female.					
6	The performance criteria for success are expected to be higher for men than women.					
7	Gender diversity in the school has increased employee satisfaction.					
8	My coworkers are positive about gender diversity in the school.					
9	The school's training and development program is developed to meet the criteria/requirement of the male and female					
10	Different gender groups in this school work together to solve common problems.					

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Age Diversity						
		Not at all	Little Extent	Moderate Extent	Large Extent	Very Large Extent
Question		1	2	3	4	5
1	The school has a balanced representation of employees from different age group.					
2	At the School I have a bond with different age Group.					
3	Age diversity in the school has led to increased innovation.					
4	The conflict that exists between age groups gets in the way of getting the job done.					
5	Different age groups in this school work together to solve common problems,					
6	My coworkers are positive about Age diversity in the school.					

Cultural Diversity						
		Not at all	Little Extent	Moderate Extent	Large Extent	Very Large Extent
Question		1	2	3	4	5
1	The school gives equal opportunity on attracting and hiring people from different nationalities & cultures.					
2	I am comfortable to work with other nationalities/cultures.					
3	My colleagues feel included and treated as insider regardless of their nationality.					
5	My supervisor is biased on the basis of Nationality.					

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6	People in different culture are different "kinds" of people.						
7	Cultural Difference makes us around here to don't cooperate with each other.						
8	The conflict that exists between cultural groups gets in the way of getting the job done.						

Diversity Management Strategies								
		Strongly Disagree	Disagree	Slightly Disagree	Neither agree	Slightly agree	Agree	Strongly agree
	Question	1	2	3	4	5	6	7
1	Our school views diversity as a distraction.							
2	We make an effort to comply with any rules and regulation against discrimination in hiring of faculty and staff.							
3	In our school, individuals who are perceived to benefit from employment legislation on diversity are treated differently.							
4	Our school pairs up faculty and staff members of different cultural backgrounds to work together in collaborative projects.							
5	In our school, there is a well-developed strategy and manual to respond to diversity-related problems							
6	Our school handles diversity-related professional development workshops and trainings.							
7	There are open lines of communication aimed at promoting							

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	diversity in our school.							
8	The atmosphere of our school is positively responsive to racial, ethnic, cultural and language differences							
9	There is a statement on diversity included in our school's mission statement.							
10	Our school manages diversity by anticipating problems and initiating incentives to prevent diversity-related problems.							
11	Our school is proactive in dealing with diversity-related problems. It responds to specific faculty and staff problems related to diversity by implementing programs to alleviate diversity related issues.							

THE FOLLOWING ARE STATEMENTS THAT MAY OR MAY NOT DESCRIBE YOUR WORK GROUP. HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT?

Performance Measures								
		Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly agree	Agree	Strongly agree
no.	Items	1	2	3	4	5	6	7
1	The school provides high quality education.							
2	The students in the school have high achievement rate.							
3	The school maintains the highest level of reputation in the industry.							
4	The curricular and extracurricular effort have shaped the student's behavior.							

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5	Students and their parents are satisfied with the quality of educational level that the school maintain.							
6	The school maintains a success rate in launching new teaching and administrative techniques that are prominent for quality education.							
7	My colleagues are satisfied with the schools operational and administrative policies.							
8	My colleagues contribute innovative teaching and administrative methods for their jobs.							
9	The school maintains the highest level of profit in the industry.							
10	The level of staff turnover in the school are relatively low.							
11	The administrative staff provides sufficient and appropriate support for academic personal							
12	The operational policies and procedures in the school have allowed us to operate at a reasonable low cost.							
13	The level of growth in the school are too high.							