A STUDY OF WORKFORCE DIVERSITY THAT AFFECTS EMPLOYEE PERFORMANCE AMONG THE SECONDARY SCHOOL TEACHERS IN MALAYSIA

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DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has given in the references to ALL sources of the information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research report is 20863 words.

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This dissertation is dedicated to:

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LIST OF ABBREVIATIONS

TALIS	Teaching and Learning International Survey
NEA	National Education Association
IT	Informational Technology
MOE	Ministry of Education
SPM	Sijil Pelajaran Malaysia
VIF	Variance Inflation Factor
AVE	Average Variance Extracted
HTMT	Heterotrait-Monotrait Ratio of Correlations
SRMR	Standardized Root Mean Square Residual
LL	Lowe Limit
UL	Upper Limit
JPN	Jabatan Pendidikan Negeri
DV	Dependent Variable
IV	Independent Variable
SPM	Sijil Pelajaran Malaysia
PT3	Penilaian Tingkatan 3
PMR	Penilaian Menengah Rendah

PREFACE

It is compulsory to carry out a research project in order to accomplish our study which is Bachelor Degree of Business Administration (Hons). The topic of the research project is "To examine the relationship between the workforce diversity and employee performance among the secondary school teachers in Malaysia". The educational industry is the important area for the policies development, international cooperation, and economic run. Teachers play an important role in the educational sector to teach the students to attain a good result. Because of this, this topic is selected by researchers as the performance of the teachers will influence the performance of students.

The research project is conducted because of the diverse background of the teachers will affect their job performance to teach the students. The research project can provide a guide to the education sector in the secondary school levels to better understand on the impact of workforce diversity towards the employee performance.

The researchers had concerned about how the elements of the workforce diversity such as gender, working experience, ethnicity and also educational level will influence the employee performance among secondary school teachers. This can further provide the information about the impacts on the employee performance that will incur from the influences of the workforce diversity.

ABSTRACT

Diversity is now an important factor that brings influences to workforce performance. Diversity encourages innovation, creativity, problem-solving skills development and even enhance the strategic planning. This factor has made the diversity always the issue that every sector concern about including the educational section. Furthermore, secondary education level or sector plays an important role for country development. Student performances are highly interrelated with the teacher's performance. Therefore, it is worth for us to carry out this research in forming hypothesis testing between using 4 separated independent variables which included gender, ethnicity, working experience and educational level under diversity and the dependent variable which is employee performance.

The data of this study will be collected from secondary school's teachers in Malaysia. There is total 384 sets questionnaire are distributed by using convenient sampling method. The data collected from the respondents are analyzing by using SAS Enterprise Guide 7.1 in the pilot study and using PLS version 3 in full study. The results will be demonstrated in tables, charts, and figures.

This study has concluded that there is a significant relationship between gender, working experience and educational level (IV) to employee performance (DV). Next, there is no significant relationship between ethnicity (IV) and employee performance (DV). Moreover, limitation, discussion, and recommendation are discussed at the end of this research.

CHAPTER 1: INTRODUCTION

1.0 Introduction

According to High Performing Education (2013), there is a majority of teachers who participate in the TALIS (Teaching & Learning International Survey) study of secondary schools reported that the school principals evaluated their performance by every year. It shows the concern about secondary school's teacher performance in Malaysia. This study will be identifying the workforce diversity that affects the employee performance among secondary school's teacher in Malaysia. Chapter one consists of research background, problem statement, research objective and research questions, and the significance and purpose of the study.

1.1 Research Background

The main interest of this research is to examine the factors of workforce diversity that contribute to employee performance among secondary school teachers in Malaysia. Besides, this study intended to understand how the diversity of secondary school teacher will affect their performance. The study also intended to identify the relationship between employees' performance with their gender, ethnicity, educational level, and working experience respectively.

Human resource is an important asset for every organization. Therefore, workforce diversity is a primary concern for the organization. Employing diversify workforce can facilitate organization in competing within a global framework as people no longer live in an insular environment (Saxena, 2014). According to Bedi, Lakra, and Gupta (2014), any business that tends to succeed has to ensure workforce diversity is conducted in its day-to-day business since multiple benefits would be enjoyed by the company itself.

Higher productivity will revert as diversity in workplace enables to build a sense of belongingness to employees towards the organization. This concept is similarly applicable to the education industry as diversify of teaching workforce able to close the achievement gap between students (Fallis, 2013).

The employee performance is closely related to organizational performance. The effective and efficient performance of an employee will positively affect the organizational performance. The performance is defined as an organizational member who makes contribution to attaining the goal of organization while the employee performance refers what an employee is doing or does not doing, it could be output quantity, output quality, timeliness of output, existence at work and cooperativeness (Ying, 2012). The teacher performance is the teacher's impact on the learning of student which established through achievement test score of students, student surveys or observed pedagogical practices.

The effective teacher performance is the most critical factor that contributes to student achievement. They have a strong cumulative effect on the student achievement and the quality of teacher has a lasting effect on the student learning. The students who have a high effective teacher for three consecutive years is outperformed than other students. If the students placed with an ineffective teacher, the negative effect on their achievement will not be fully remediated in the time up to three years (Storage & Hindman, 2003).

Many researches showed that better teachers mean better results. Teacher performance and teaching quality have a strong influence on students schooling experiences like behaviour, attitudes and achievement outcomes. The teachers with poor teaching technique may cause the students to have a poor foundation in the technical subject like mathematics (Ukessays, 2015).

The academic performance of students plays a key role in determining the performance of the teacher. The study found that the achievement of students significantly and substantively affects teacher performance in observation-based measures. The teachers working with students who have higher achievement more likely to get higher performance ratings (Steinberg & Garrett, 2016). Besides, the teachers with good performance can help students gain the learning of more than a grade while the students taught by the teachers with lower performance only can achieve half a year of learning (Sawchuk, 2015).

According to Akiri and Ugborugbo (2008), the gender has an influence on the productivity and performance of secondary school teachers. The study showed that male teachers have the most effective in the first five years while female teachers have the most effective from six to fifteen years after gain some job experience. Then, male teachers are significantly more productive than female teachers in rural locations. In addition, the minority students tend to achieve a better academic performance when they are placed with own race teachers. The teachers have a better understanding towards those minority students and thus enhance their performance (Howard, 2010).

Moreover, the teachers with higher degree can perform better to increase the percentage of students who get higher mark in the subject of communication arts and mathematics. The degree level of the teacher has an effect on their performance and student academic performance (Dial, 2008). Then, the teacher experience is correlated with student academic achievement and an improved in teacher performance associated with teacher experience. The experienced teachers provide greater learning for their students (Kini & Podolsky, 2016).

1.2 Problem Statement

According to the report released by National Education Association (NEA), a diverse teaching force that represents the nation's ethnic, racial and linguistic cultures able to enhance students' academic performance by effectively incorporates their background and personal knowledge. It might be affected by their age, gender, working experience, and education level or professional field respectively (Dilworth & Coleman, 2014). However, the educational statistics released by the Ministry of Education Malaysia clearly demonstrated the low diversity of the teaching workforce in secondary school. This is because the total number of teachers at the secondary level were 183,152 in the year 2017 with 3 types of training which are graduates, non-graduates and untrained.

In the year 2017, a total of 174,755 of teachers are in the category of graduates in which they possess a Bachelor degree or equivalent and hold the teacher training certificate. The number of non-graduates and untrained are considerably lower as compared to the number of graduates which are 6,489 and 1,908 respectively. Non-graduates refer to the teacher who has a diploma or equivalent certificate and holds the teacher training certificate while untrained refer to the teacher who does not possess any teacher training certification ("Educational Data Sector," 2017). The education level of secondary teachers is vital in affecting their quality of work and academic performance in school. Additionally, teachers' qualification has an impact on driving the students' academic achievement (Kola & Sunday, 2015).

The female participation at secondary level was far higher than the male as up to 128,698 of female teachers which occupied 70.27 % of the total number of secondary teachers. From the statistics, it is obvious that the number of male teachers in secondary school was in the declining trend from 54,858 (30.06 %) in the year 2015 dropped to 54,454 (29.73 %) in the year 2017 ("Educational Data Sector," 2016; "Educational Data Sector," 2017). A shortage of men in the teaching profession has raised international concern as numerous statistics around the world have consistently

acknowledged that the current teaching workforce is mainly held by the feminine gender. Most of the researchers making an assumption that the boys underperforming in schools as compared to girls is due to the underrepresentation of male teachers (Hoque, Razak, Zohora & Islam, 2013).

According to Parrotta, Pozzoli, and Pytlikova (2014), age diversity of employees can be beneficial to firms as the younger and older employees can complement each other at some stages. This is because the younger workers possess the knowledge of new technologies and IT while the older workers have more experience and better understanding the operating process and intra-firm structures. In other words, workers whose possess rich working experience could better deliver their tasks. Conversely, the data publicly by the Ministry of Education in Malaysia showing the low age diversity of teaching workforce in secondary schools. The statistics showed that the teaching workforce at the secondary level is predominantly in the range of age 30 to 54. There was a low percentage of teachers for the age group below 30 and above 55 in which only 30,198 (16.49%) of secondary teachers in these ranges out of the total number of secondary teachers 183,152 (100 %) (“Educational Data Sector,” 2017).

Malaysia developed multicultural education system as Malaysia’s society are divided into three major ethnic group, which is Malay, Chinese and Indian that led the population growth to become more diverse nowadays. Malaysia education system encourages understanding of multicultural society and lifestyles as various ethnic groups share different perspectives, attitudes, and values towards their lifestyles. Based on the research study conducted by Rizan, Nooreiny, and Manisah (2015), 75% of their teacher's respondents are Malay, 12.5% are Chinese and 6.3% of them are Indian. The study shows that the major ethnic group chose to teach as their professional job are Malay. However, the ethnic imbalance in the teaching profession might impact the teaching process as the teachers unable to effectively deliver their knowledge to multiracial students. Teachers who're grown in the minority language and cultural background would positively influence the academic performance of minority students

and improve their self-esteem as well. A diverse student population has been perceived, yet the teaching workforce showed a great differs in ethnicity (Howard, 2010).

Basically, Malaysia's secondary schools are in low teachers diversity that exposed by the statistics of MOE. The NEA Report reveals that the lacking of teacher diversity will jeopardize student achievement. In fact, the achievement of Sijil Pelajaran Malaysia (SPM) or known as Malaysian Certificate of Education that taken by fifth-year secondary school students is not satisfactory. This is because the passing rate of SPM was dropped from 85.33 % in the year 2013 to 84.79 % in the year 2016. The percentage of the candidate will all 'A's result a continuously declined from 2.39 % (in the year 2014) to 2.17 % (in the year 2015) and further dropped to 1.94 % in the year 2016 ("Educational Data Sector," 2017). Thus, the teachers' performance and students' academic achievement will be an amazing area to research the workforce diversity in the secondary school.

Therefore, in this study, researchers want to examine the workforce diversity that affects employee performance of secondary school's teachers in Malaysia.

1.3 Research Objective

The general objective is to identify the relationship of workforce diversity and employee performance of secondary school's teachers in Malaysia.

1.3.1 Specific Objective

The specific objectives are as follow:

i. To determine whether there is a significant positive relationship between good workforce diversity (gender) and employee performance of secondary school's teachers in Malaysia.
ii. To determine whether there is a significant positive relationship between good workforce diversity (ethnicity) and employee performance of secondary school's teachers in Malaysia.
iii. To determine whether there is a significant positive relationship between good workforce diversity (education level) and employee performance of secondary school's teachers in Malaysia.
iv. To determine whether there is a significant positive relationship between good workforce diversity (working experience) and employee performance of secondary school's teachers in Malaysia.

1.4 Research Questions

i. Is there a significant positive relationship between good workforce diversity (gender) and employee performance?
ii. Is there a significant positive relationship between good workforce diversity (ethnicity) and employee performance?
iii. Is there a significant positive relationship between good workforce diversity (education level) and employee performance?
iv. Is there a significant positive relationship between good workforce diversity (working experience) and employee performance?
v. Is there a significant positive relationship between all variables and employee performance?

1.5 Hypotheses of the Study

Hypothesis 1

H0: There is no significant positive relationship between good workforce diversity (gender) and employee performance.

H1: There is significant positive relationship between good workforce diversity (gender) and employee performance.

Hypothesis 2

H0: There is no significant positive relationship between good workforce diversity (ethnicity) and employee performance.

H1: There is significant positive relationship between good workforce diversity (ethnicity) and employee performance.

Hypothesis 3

H0: There is no significant positive relationship between good workforce diversity (education level) and employee performance.

H1: There is significant positive relationship between good workforce diversity (education level) and employee performance.

Hypothesis 4

H0: There is no significant positive relationship between good workforce diversity (working experience) and employee performance.

H1: There is significant positive relationship between good workforce diversity (working experience) and employee performance.

Hypothesis 5

H0: There is no significant positive relationship between four independent variables and employee performance.

H1: There is significant positive relationship between four independent variables and employee performance.

1.6 Significance of the Study

Workforce plays an important role in all aspect no matter in business or education. Teacher as a middleman between knowledge and students, who unreservedly passed on all the knowledge through lessons and classes to the students. It has significantly affected the learning outcome of students by a teacher's job performance. In the nature of teaching, it is full of challenges which come from the diversity of student's background, ethics, gender, attitude and behavior especially in Malaysia. To increase job performance by overcoming all the challenges, diversity itself is the key to solve all the obstacles. Therefore, diversity is important to the first-line workforce like teachers as a key to improve job performance.

This study is significant because it can provide information and data to the Ministry of Education (MOE) in the aspect of human resource management. During the recruitment process, MOE can take into consideration of the diversity of workforce without any gender, ethnicity, working experience and educational level bias. Without any bias, workforce diversity among teachers can be increased. Thus, performance of teachers can be improved too.

Next, this research able to increase the awareness of secondary school about the importance in workforce diversity since they are the one who needed to work in the diversity environment which consists in variety of cultures, ethnics, thoughts and learning style. To deal with this heavy diversity workload in daily, the data provided in this study can help to reduce the burden of secondary schools' management and it may adopt as a reference in teaching strategy development. Performance of teachers is able to increase if the secondary schools handle workforce diversity well.

Furthermore, this research able to help future researchers in the further study on the workforce diversity in the education industry in Malaysia. This is because there is a lack of research information based on workforce diversity within education industry in Malaysia. Researchers believed that this study able to provide inspiration and motivation to future researchers in doing this topic in Malaysia context. Researchers also believed that base on this conceptual model, the information provided can be used as a guide for future researchers in further exploration.

1.7 Chapter Layout

This research project consists of 5 chapters in conducting the studies in the relationship of workforce diversity in secondary school teachers, as follow:

Chapter 1- Introduction

This chapter contains the introduction of research background and problem statement. Other than that, it also contains research objectives, research questions, and the hypothesis of the study. The hypothesis is for quantitative research which will be carried on in chapter 3 that will be tested for the impact of gender, ethnicity, education level and working experience toward the workforce diversity.

Chapter 2- Literature Review

Literature review is the information in kind of documentation of a comprehensive review of the secondary data either in published or unpublished journals of other researchers. Next, by searching and doing references from other journals articles, review of relevant theoretical models and proposed conceptual framework will be done. Then, by supporting from other references, hypotheses will be developed based on both dependent and independent variables.

Chapter 3- Research Methodology

In this chapter, it consists of several parts which are research design, data collection methods either in primary or secondary methods, sampling design including target population, sampling frame and sampling location, sampling elements, sampling technique and sampling size. Next, it will continue with the research instrument, construct measurement, data processing by using software and finally data analysis.

Chapter 4- Research Results

This chapter is about the descriptive analysis of the research. It presents the patterns of the results which answer and explain the research question and hypothesis. Parts including descriptive analysis which consists of the respondent demographic profile, scale measurement and inferential analysis which finally provides empirical evidence for the study.

Chapter 5- Discussion and Conclusion

The summary of the statistical analysis, discussions of major findings and implications of the study will be stated in this chapter. It will also provide the limitation and recommendations for future research to lower the error and get improvement in it. Finally, will be the conclusion of the whole research project.

1.8 Conclusion

In summary, the research background and problem statement are to tell the readers about the reasons for carrying out this research. This chapter has also provided research objectives and research questions as the aim to proceed. Then, form the hypothesis of the study for testing the significance of the relationship among variables. After a basic understanding of the research purpose, the further process will be the literature review that provides more information and review that are relevant to this research topic.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter consists of reviews of secondary data that researches have gathered from books, other journal articles, and primary data. Researches outlined the literature and relevant theoretical model reviews related to the various variables of workforce diversity and employee performance within this chapter. The determinant of variables is compulsory to understand the relationship between independent variables (gender, ethnicity, education level and working experience) and the dependent variable (employee performance). The hypothesis will be formulated based on the relationship between independent variables and dependent variable.

2.1 Review of the Literature

2.1.1 Employee Performance (DV)

Employees are the main component of every organization in any types of industry. Different employees behave differently based on their perceptions and mind-set when comes to encountering a different situation (Alghazo & Shaiban, 2016). Employees' performance can be measured in numerous ways to determine how well they could complete a given task (Anbazhagan & Kotur, 2014). The performance of an employee is used to discipline themselves in order to achieve organizational objectives (Rotundo & Sackett, 2002). Job performance reveals the productivity and motivation level of employees on the ability of skills and knowledge being practiced (Anwar, Xiao, Fiaz, Ikram & Younas, 2017). Kayar and Bulur (2017) alleged that performance is a concept to evaluate the result of

activities done. Elsaid (2012) stated that a few elements that could enhance the employee performance within the demographic diversity culture of an organization are team problem-solving skill, innovation, and creativity.

Teachers are employees of an organization which focuses on education. Amin, Shah, Ayaz, and Atta (2013) mentioned teacher plays an important role in delivering knowledge and educate learner to become a successful person in the future. Students' results are highly related to teacher's performance in terms of how well could the teacher perform in leading the educational activities. Therefore, the teacher's performance is crucial for a student's academic improvement as the performance of teachers affects the education outcome.

Grift, Helms-Lorenz, and Maulana (2014) described the teaching skill of a teacher is one of the evaluation instrument used to determine teacher's performance on their professional development. The creativeness, learning climate, perspicuity of instruction and strategy of teaching skills practiced by teachers are affected by their education level, teaching experience, and gender. In fact, the effort of teacher's performance could be reflected from student's academic achievement results.

A person's job performance can be improved through self-management skill. Self-management skill is defined as the ability of a person on handling and regulating emotions that lead to stress, anger control and determine in solving a difficult problem. Besides, self-management means ones understand its personal goals in order to achieve other long-term goals (Palomera, Briones, Gómez-Linares & Vera, 2017). According to Mohamad and Jais (2015), researchers conclude that managing emotional intelligence consistently and systematically is important in order to maintain a person's good performance.

Teachers need interpersonal skill so as to build a good relationship with students and the parents. A good relationship between parents and teachers assist schools to understand the parents' perceptions towards school's teaching or education policies (Opić, 2016). Edger (2012) indicated that communication is essential when the young teachers (entry-year teacher) face problems on their teaching method or on the school policy in order to reduce the chances of teachers resigning from the job. School principal evaluates teachers through their performance appraisal which assess their motivational, professional and leadership skills. Interpersonal skill helps communicate concept and idea between both principle and teachers as to maintain the teacher's job performance at principle's expectation.

2.1.2 Gender (IV)

Kotur and Anbazhagan (2014) asserted that gender is one of the factors that could affect employee performance due to their physical and psychological differences. According to Akiri et al. (2008), the gender of teachers considered as one of the factors that might influence the teachers' productivity. They further mentioned that the teachers' productivity could be measured by teachers' performance. The assessment of teachers' performance involves the using of qualitative tools such as the academic achievement of students. Adebisi, Samuel, and Oyeniyi (2015) stated that one disturbing phenomenon arose in the school system is the fact of boys and girls do not exhibit the same level of academic performance despite the clamour for gender equality treatment. Dee (2006) mentioned that the differences between the teacher genders might trigger debate on student performance as female teachers play a significant role in enhancing female students' academic performance while boys able to learn more from male teachers. He further described that having teachers of the opposite gender hurt students' academic achievement and the switching up of teachers would narrow

the achievement gaps between boys and girls, yet one gender would gain at the expense of the other.

Dee (2007) asserted there are two theories which suggested that the students' performance depended on the gender of teachers. The first theory stated that the communications between teacher and student were shaped by the teachers' gender and the second theory is that the teacher acts as a gender-specific role-model where the students would try to imitate their behavior. Dee further alleged that the second theory could be explained in such way in which the students were more engaged, performed better result and behave more appropriately when taught by a teacher who is having the same-gender with students. However, Escard ḃul and Mora (2013) insisted that the teacher gender is irrelevant to the students' results as students taught by a same-gender teacher is not likely to achieve better results. They agreed on the significant differential of gender performance in which the female students are more outstanding when the subject was instructed by female teachers, but they argued that the effect is not causal as the analysis control for teacher turnover and student mobility is not observed.

In addition, past study such as Andersen (2011) alleged that male teachers were expected to have lower job satisfaction and self-efficacy as compared to female teachers. This effect is particularly obvious in school with a high percentage of women or school with a female principal. Ullah (2016) indicated that teaching is viewed as a female occupation since the feminization of teaching has been gradual throughout the years. Therefore, the diminishing presence of male teachers is one of the global issues that attracting significant social and political commentary as there is a significantly noticeable difference in the proportion of males to females within the teaching profession (Christopher, Anthony & Ekanem, 2012).

Gneezy, Niederle, and Rustichini (2003) claimed that the performance of male and female might difference because of the discrepancy between their skills, talent, and beliefs. On the other hand, Green, Jegadeesh, and Tang (2009) argued that the performance variation between male and female does not exist as they did not exhibit outstanding performance relative to the opposite gender. In addition, as advocated by Williams and Bedward (2001), male and female do not show a different extent of ability in terms of analytical, problem-solving, motivation, competitive drive, sociability and even the learning ability. Although they are physical and psychological differences, the gender convergence could perform better in the tasks.

Mohindra and Azhar (2012) contended that there is a different communication style between men and women. Men tend to the instrumental style of communication where the conversation is viewed as to exchange information. In contrast, women will take the approach of expressive communication style and avoid using the aggressive and threatening style to communicate. The collaboration in a gender diverse team can disallow conflicts to rise and strengthen the working relationship. They further mentioned that the gender convergence could get jobs done faster and build a hassle-free working environment.

For this reason, according to Grissom, Kern, and Rodriguez (2015), diverse teaching force is encouraged in order to meet the needs of the diverse student population. It does facilitate multiple perspectives and build an inclusive workplace by having a gender diverse in the teaching profession.

2.1.3 Ethnicity

According to Asif, Fakhra, Tahir, and Shabbir (2016), the teacher performance is interlinked with the student academic performance. The teacher quality performance is reflected in the form of a student's achievement score, from here, it shows that academic achievement is the most important indicator in the teacher learning process. Dee (2004) said that the parents will try to seek for the same race of the teachers for their children as they thought that their own children can get good academic result when their children were taught by the teachers who had same race as them and from the result, the performance of students in maths and reading were improved. Teachers' quality can be affected in the eyes of students if the race between teacher and student are different. For example, the quality of White teacher was expected to be low by Black students and the quality of Black teacher was expected to be low by White students as well.

Dee (2005) said that the student's expectations and also the teacher's perspective will be influenced by ethnicity. Teacher perception is very important to shape the learning environment of students and the future of students will be affected in the aspects of educational opportunities. It was found that at least 33 percent of students will lose their focus when they faced the teachers who did not have the same ethnicity with them and at least 22 percent of students seldom to complete for their homework. According to Banerjee (2013), the reading level for a Black student can be increased as he or she was assigned to study under the guidance of a non-Black teacher. But, it was not a significant difference in the level of improvement in the aspect of reading in between White students who were placed under the guidance of non-White teachers. However, it can be seen that the gap between the Black-White can be reduced by placing Black students under non-Black teachers in order to improve the reading achievement grade.

In contrast, Cizek (1995) stated that students will feel more comfortable and more focused on the own race teacher when attending the class without regarding on teacher's actual behavior as the same race between teachers and students will make the teacher be more understood on the student's needs. Howard (2010) said that the students that are a different race from the others which are minority students will achieve a better performance when they are taught by the own race teachers. Besides, in an environment that having own-raced teachers, the role played by these teachers are mediators for minority students to face the numerous situations. McLeod, Lobel, and Cox (1996) addressed that the variety in view was related with the different characteristics of the group members. In order to produce high-quality ideas, the variety in view within the group was very important if the group members were having different ideas and point of views to handle the task that faced by the group. The research was carried out whereby the result showed that the diverse group will have better performance than the group which had the same race among each other in the task that needed the creativity and different knowledge in cultures.

Cox and Blake (1991) stated that people with diverse ethnic will have different viewpoints as their experiences were formed with their own ethnic identity. In addition, the diverse ethnic group will have a broader base of experience to solve the problem and this can enhance the problem solving and decision-making process as a diverse group can have an opportunity for critical thinking and also in the same time the decision was made cohesively within the group. Appelbaum, Kryvenko, Parada, Soochan, and Shapiro (2015) addressed that diverse in ethnicity always will come to questions about equal opportunity and affirmative action. Affirmative action was the process to create an equal employment opportunity. Stereotyping was another common problem within diverse ethnic group whereby this problem will hide the organization from the effectiveness and will rise up the conflicts.

According to Contrada, Ashmore, Gary, Coups, Egeth, Sewell, Ewell, Goyal, and Chasse (2000), by meeting the expectation of one's ethnic group and by trying to behave in a way to fulfill certain ethnic group will create own-group conformity pressure. It was stated also the members of other ethnic groups, societal stereotypes and the members of one's own ethnic group will cause stress to the people. According to Amaram (2007), managing the work task in an effective arrangement within the group of cultural diversity was an important aspect of managerial decision making. He stated ethnic diversity helped the organization to adopt the changes better and to be more flexible which can help the organization to be more productive. According to the research done by Joseph and Selvaraj (2015), the free flow of information can be promoted from ethnic diversity and the professional relationship within the team will not be affected in an ethnic diversity group.

2.1.4 Education Level

Based on Hanushek and Woessmann (2007) findings, educational quality is directly related to school attainment. In other words, the result of job performance is the outcome of the achievement of school or students which affected by the education quality delivered by the teachers. In the microeconomic perspectives which the individual unit such as a person, household, firm or industry, education increases the labor productivity by increases the human capital inherent in the workforce. Therefore, enhancement of productivity is the effect of education which affects the economic growth. There is a large potential power of teacher education which brings power and influences. Along with teachers' education and experience, it brings powerful impact to the achievement on students (Darling-Hammond, 2009). He further said that teachers are more effective in their performance if they have qualified criteria and have been certified in the specific field that they are expert in.

Darling-Hammond (2000) found that student's achievement is positively related to the course and education level that taken by a teacher. When teacher pursued higher education, it has positive effect to the students' academic achievement. Moreover, Hill, Rowan, and Ball (2005) said that literature from the educational production function recommend that teachers' intellectual resources like knowledge that they pursue or higher educated is significant affect student's learning. Next, core task performance is positively influenced when education level is also positively related to creativity (Ng & Feldman, 2009). There is also substantial evidence pointed that individual's educational attainments are related with positive outcomes.

Individual educational achievement is no longer one company's asset or human capital but it is also a part of society and community core assets. Results from Ng and Feldman (2009) had suggested that people with higher level of education has greater capacity of working, attention and also able to handle complex information. Other than that, person who is high educated has higher general knowledge too. Therefore, it promotes task performance by providing useful knowledge in order to complete their task successfully which lead to a better and higher performance.

According to Sheth (2018), educational level diversity has an impact on employee performance. Employee who works more than 5 years has less educated compared to employee who newly joined. Newly joined employee is more qualified compared to the old employee in terms of educational level, therefore it leads to conflicts and ego issues among the employees. Therefore, ego issue arises among employees with different educational level. As the research result done by Elsaid (2012), there is a significant relationship between educational level and job performance because employee feels a lack of confidence due to their own educational level. Next, according to his findings, there are different results in whether the organization gives equal treatment when it comes to the diversity education level.

2.1.5 Working experience

According to Darryl and Hunter (2017), work experience can be described as one of the assessment methods that frequently used for evaluating the eligibility of applicant for employment. This method is quite similar to the method of measuring the tenure of an individual in an organization. It was considerably logical to measure employee experience by this way during the last century because it was quite common for employees to stay in an organization for a long time or throughout their entire career.

Based on the early study of Fielder (1968), the experiment involved 240 new employee and 48 senior petty officers who were appointed as a leader in a group to determine the relationship between leadership experience and performance. The questionnaire responses showed that the petty officers are significantly more ego and motivated to get a good performance in the job given compared to the new recruits.

According to Dokko, Wilk and Rothbard (2008), the organizations prefer employees whose past work experience is about the same as the current needs of the organization as they believe that these employees can increase productivity immediately with their knowledge. Therefore, the employees with some initial experience can be better absorb information or knowledge from on-the-job training.

In ancestral environments, the possession of unique and professional knowledge was required in some situations such as science, art and politics and it is more likely to be held by elder or experienced individuals, so experience will make a person perform better and hence dependable (Vugt, 2006).

Nsubuga (2008) claims that teachers' education and experience will change the leadership attitudes and hence performance. With growing experience and age

professional maturity, the teachers are become more democratic than before. Leadership style can strongly affect the students' academic performance in a school. The democratic leadership practices in secondary schools outline procedures provide an opportunity for teachers' participation and able to foster quality education.

Therefore, all teachers are able to express themselves freely and hence feel that they are involved in the part of the democratic decision-making process (Nsubuga, 2008). However, a certain organization's senior employees (who have been associated in the organization for more than 5 years working experience) are only involved in the decision-making process (Sheth, 2018).

In conjunction, the meta-analysis by Hunter and Hunter in 1984 found a correlation between work experience and job performance. The correlation is higher for employees who has more than 5 years of experience.

According to the Kotur et al. (2014), the study indicates that the employee performance gradually increases with their experience but the performance is starting to get lower after serviced for 20 years. As growing of work experience, the employees learn almost all work-related skills and nothing much to be learned. The employees keep repeating the same task again and again will give the sense of boredom and this might negatively affect their performance.

According to Sheth (2018), senior employees are given more importance as compared to junior employees. Seniority refers to the number of years the employee worked in the organization. Only senior employees are involved in most of the decision making since the experienced employees' seniority is given more weightage in organization. Therefore, the conflicts often occur between seniors and juniors. A suitable and healthy working environment have to be provided to employee who has different work experience to work together. Their

performance is going to be improved when their problems and conflicts are properly handled.

2.2 Review of Theoretical Model

a. Gender

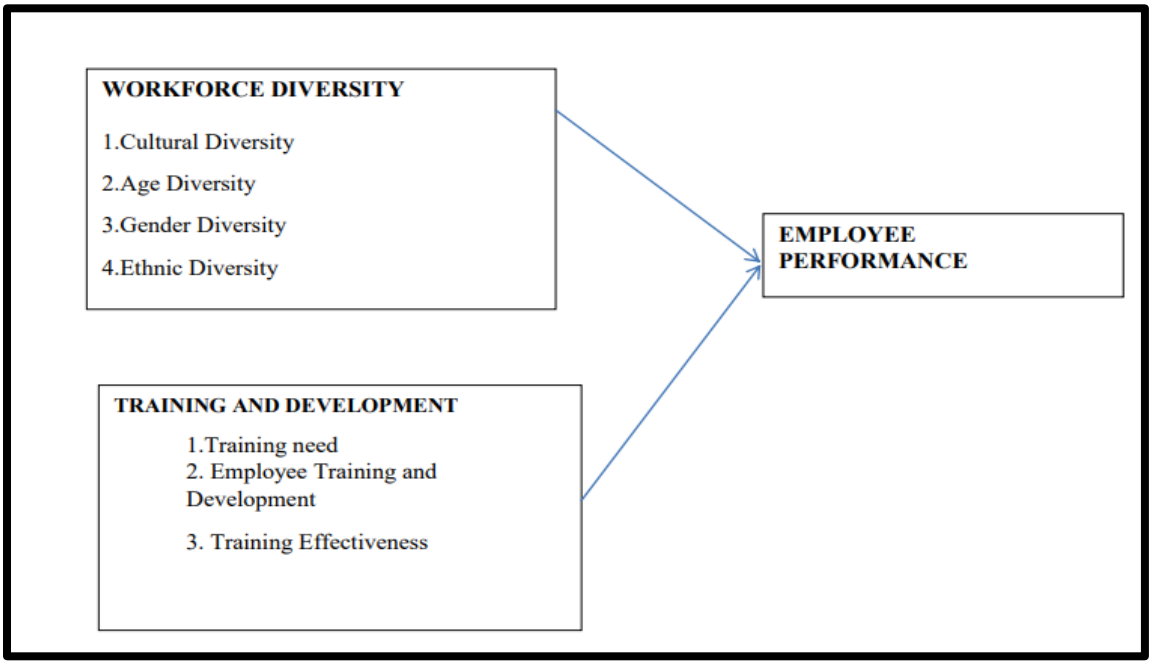


Figure 2.1: How Workforce Diversity (Cultural, Age, Gender, Ethnicity), Training and Development Influences on Employee's Performance.

Source: Kumudha, A. & Jennet, R. (2018). A Study About How Workforce Diversity (Cultural, Age, Gender, Ethnicity), Training And Development Influences On Employee's Performance In Their Workplace In Information Technology Companies, Bangalore. *International Journal of Management, IT & Engineering*, *8*(3), 52–76.

The model above shows the relationship between the workforce diversity and training and development towards the employee performance. The workforce diversity that proposed by Kumudha and Jennet (2018) consisted of cultural diversity, age diversity, gender diversity and ethnic diversity while training and development consisted of training need, employee training and development and training effectiveness. The workforce diversity and training and development were the independent variables towards the dependent variable, employee performance.

The aim of this study was to see how workforce diversity and training and development will influence the employee performance among the IT company employees. The data collection method was to distribute questionnaire to target respondents. The sample size was five IT companies and 300 questionnaires were distributed out while only 272 was collected. The target population was software engineers, team leader, projects managers and system analysts and they were randomly chosen. Partial Least Square, Regression, and Correlation were used to run the data. Kumudha et al. (2018) showed that working in a mixed gender group will have better performance than working in same gender group. From the result, it showed that gender diversity affected the employee performance positively in IT companies and gender diversity had a significant relationship with employee performance. There was a significant relationship between gender and employee performance.

b. Ethnicity

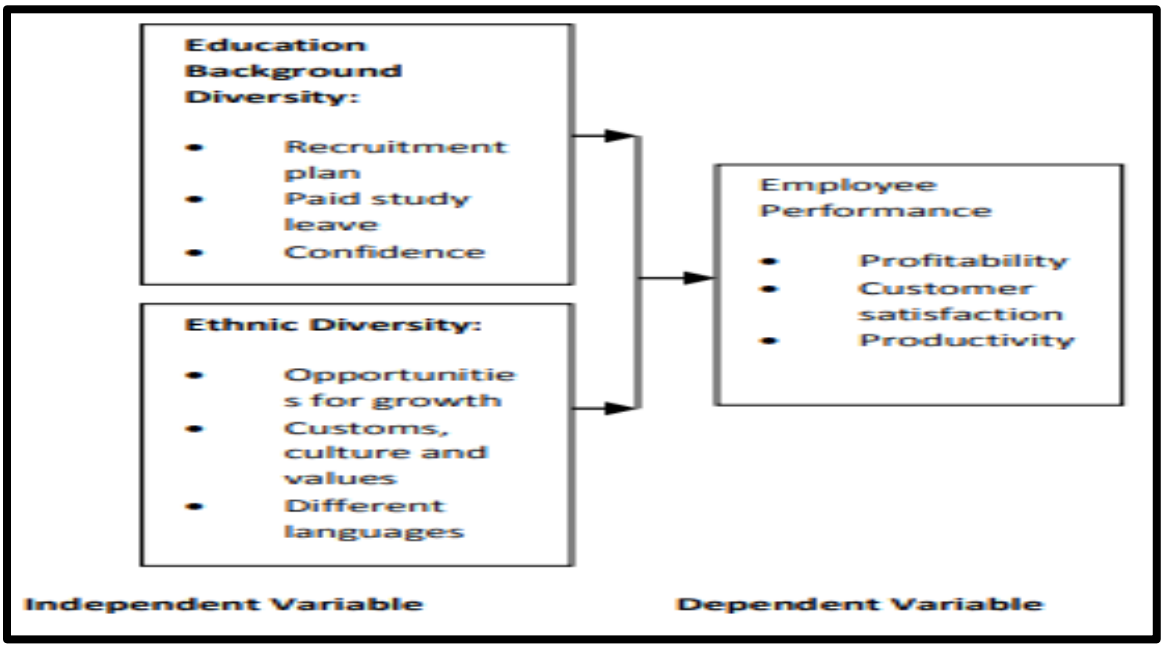


Figure 2.2: Effect of Workforce Diversity on Employee Performance in Kenya.

Source: Maingi, J. W., & Maingi, M. (2015). Effect of Workforce Diversity on Employee Performance in Kenya: a Case of Kenya School of Government. *The Strategic Journal of Business and Change Management*, *2*(59), 343–364. Retrieved from www.strategicjournals.com

The model above shows the relationship between workforce diversity and employee performance in the government school of Kenya. The independent variables of conceptual model that proposed by Maingi and Maingi (2015) were educational diversity and ethnicity diversity while the dependent variable was the employee job performance. The aim of the study was to study the effect of workforce diversity towards the employee performance in government school of Kenya.

The data collection method that used was to distribute the questionnaire. The target population was 690 staff who worked in government school in Kenya. The data collection method was through drop and pick method. The data was running by using

SPSS system. Maingi et al. (2015) stated that ethnic diversity can help the organization to develop the creativity and innovation which can help to improve the competitive position for the organization. From the result, there was a significant relationship between ethnicity and employee performance.

c. Education level

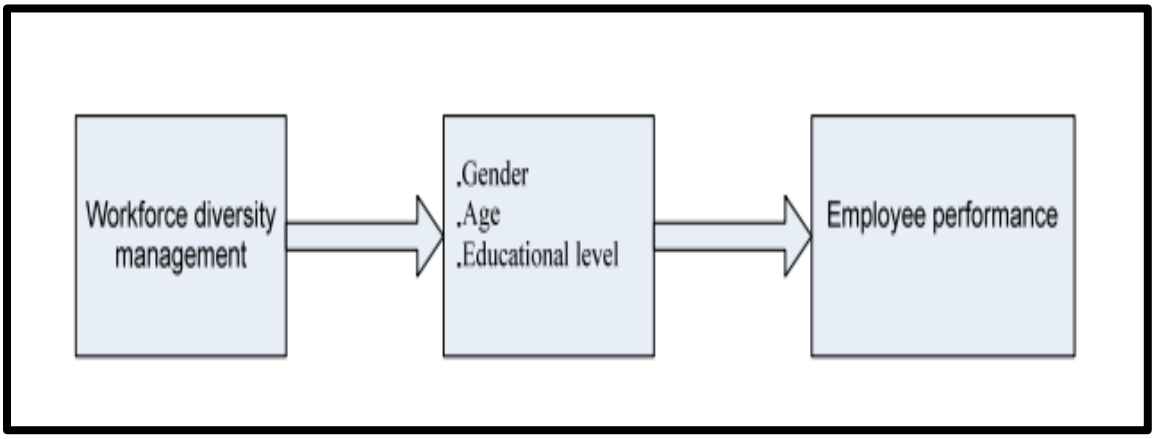


Figure 2.3: The Effect of Workforce Diversity Management on Employee Performance.

Source: Munjuri, M. G. (2012). Workforce Diversity Management and Employee Performance in The Banking Sector in Kenya. *DBA Africa Management Review*, *3*(1), 1–21.

The model above shows the relationships of the three independent variables on employee performance. The three independent variables proposed by Munjuri (2012) were gender, age and education level while the employee performance was considered as dependent variables.

The aim of this research was to examine the relationship between workforce diversity and the employee performance in the Banking industry in Kenya. This study enables the managers to expand the literature in the workforce diversity management in order to enhance employee performance for the competitive advantage of their company. The research design used by Munjuri (2012) was the descriptive survey. The

population size of this research study included 4000 employees of the bank where the stratified random sampling method was used to selected respondents to involve in the questionnaire. The questionnaires were construct based on the past studies and it consisted of six parts.

From the result, it showed a significant level of association between workforce diversity and employee performance. In other words, gender positively effects on employee performance, and there is a significant positive relationship between age and employee performance, besides, there is a significant difference between education and employee performance.

d. Working experience

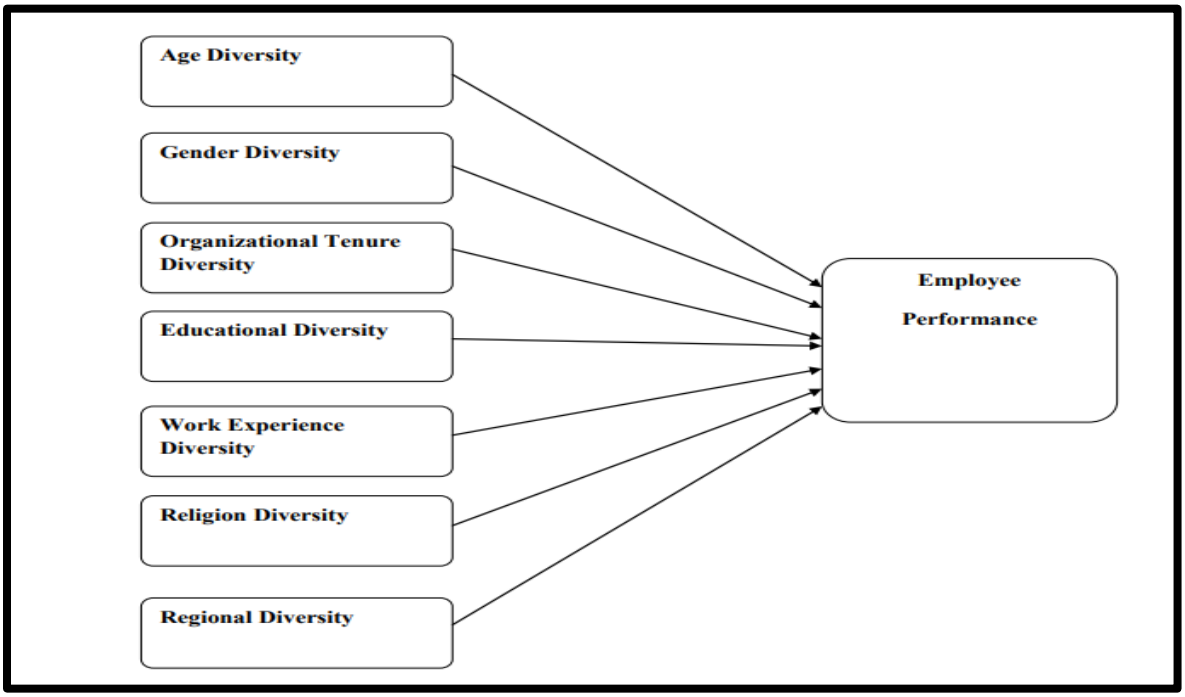


Figure 2.4: The Relationship between Workforce Diversity and Employee Performance.

Source: Sheth, H. (2017). A Study on Workforce Diversity in Organizations, *Indian Journal Of Applied Research*, Volume 7, Issue 2, pg. no. 693-694.

The model above shows the relationships between workforce diversity and employee performance. There are seven independent variables proposed by Sheth (2017), which were age, gender, organizational tenure, education, work experience, religion, and regional diversity. All of the independent variables are to test the effects on the dependent variable – employee performance.

The purpose of this research was to examine the influence of diversity dimensions on the employee performance with reference to IT, FMCG and Telecom industry in Gujarat. The research collected both the primary and secondary data. The sampling technique of quota sampling and convenience sampling method were used to determine the sample size in this study, therefore, there are 595 employees from the company of IT, Telecom and FMCG industry in Ahmedabad, Baroda, Surat, and Rajkot involve as respondents in this study. The research design for this study was categorized as exploratory and descriptive research since industry practitioners and academicians have been contacted by Sheth (2017) under the exploratory research and questionnaire was distributed to conduct employee survey under the descriptive research.

Based on the findings of the study, the diversity dimensions of age, organizational tenure, educational level and working experience have significant impact on employee performance while the gender, religion and regional diversity have no significant impact on the employee performance.

2.3 Proposed Theoretical or Conceptual Framework

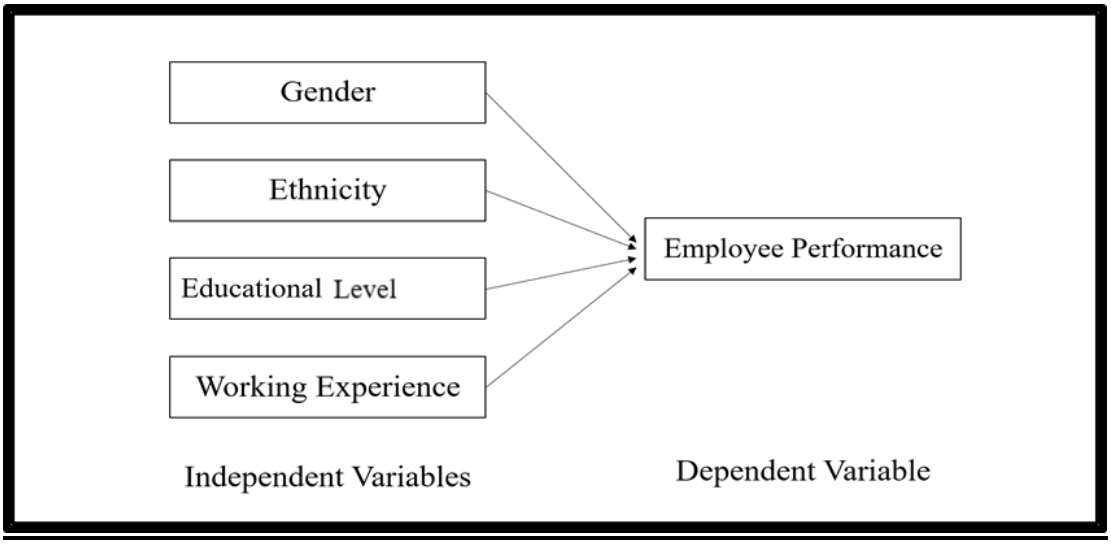


Figure 2.5: Conceptual Framework of Factors Influencing Employee Performance

Source: Developed for the research

Figure above shows the proposed conceptual framework in this study. This framework is created based on the researchers' findings and reviews. Factors that influence the employee performance are gender, ethnicity, educational level and working experience. There are few reasons why these independent variables are chosen to be studied.

The difference gender of teachers will influence the students by communication because communication can be shaped by gender and this has enabled teachers can become the role model of students easily who have the same gender (Dee, 2007).

Next, students will feel more comfortable and more focused when teacher has a same ethnicity with them and this affect the performance too (Cizek, 1995). However, the gap between different races between students and teachers can be reduced when the

student's race is different from the teachers but this could help the students in academic achievement (Banerjee, 2013).

Moreover, the higher the educational level or learning will have a significant influence on the quality of learning outcomes of the students (Hanushek & Woessmann, 2007). Teachers who has certified in their own academic area has positively affect the results of students (Darling-Hammond, 2009). Then, different educational level in one organizational will lead to conflict which affect the employee performance (Sheth, 2018).

Lastly, the experience of the workers can be helped in handling complex and diversity working task which they can perform better and more dependable (Vugt, 2006). According to Kotur et al. (2014), they mentioned that employee performance will be increased with their experience. But the performance will be lower when employee work more than 20 years, because there is not much new experience can be gained.

2.4 Hypotheses Development

2.4.1 The Relationship between Gender and Employee Performance

From the results of the study in Akiri et al. (2008), it concluded that gender is going to influence the productivity of teachers in secondary school. The location gives more impact on productivity of female teachers than male teachers. Female teachers in rural locations have significantly lower productivity than male teachers. Besides, male teachers that service at the first five years are most productive while

female teachers that service between six to fifteen years are most productive after getting some experience from the job.

Based on study of Escard ɒul et al. (2012), gender of teacher affects the results of student as the students' result positively correlated with female teacher. The results of male student who taught by female teacher is improved in the test by 12 points. It shows the gender of teacher increases results of students with more than half of the standard deviation.

The study of Christopher et al. (2012) investigated the influence of teachers' gender on the students' academic performance. From the study, it shows significantly different results between the performance of students who are taught by female teachers and students who are taught by male teachers, the former performing better than the latter. Teacher gender significantly affects their performance and academic performance of students.

Therefore, the hypotheses are formed as following:

H0: There is no significant positive relationship between good workforce diversity (gender) and employee performance.

H1: There is a significant positive relationship between good workforce diversity (gender) and employee performance.

2.4.2 The Relationship between Ethnicity and Employee Performance

According to the study by Banerjee (2013), it shows Black and Hispanic students that taught by their own race teachers does not improve their academic performance in math and reading. These students even become worse when they are taught by same-race teachers compared to their peers who are taught by

different race teachers. Besides, assignment of same race teacher not really have a positive impact in terms of improving the academic achievement of minority students. There is no significant difference in academic achievement for Hispanic students who are taught by Hispanic or non-Hispanic teachers depends on the diversity of the teacher in the school.

Based on the study of Thomas (2004), the achievement of the student was increasing in years of teaching by own race teachers. The student achievement increased by about 2 to 3 percentage points in the first year of exposure to teacher same race. The result can support the assumption which the minority teacher can improve the achievement of minority students.

According to Cizek (1995), the teachers' characteristics generally give impact on their effectiveness in improving the academic achievement of their students. The minority teachers can address the needs of minority students. Such an understanding provides a way for enhancing the skills of the teachers who deal with minority students and hence improve their performance.

The dynamics of race and ethnic between teachers and students have consistently influence teacher perceptions of student performance. But, the effects related to race and ethnicity seems to be concentrated among students with low socioeconomic status (Dee, 2005).

Therefore, the hypotheses are formed as following:

H0: There is no significant positive relationship between good workforce diversity (ethnicity) and employee performance.

H1: There is a significant positive relationship between good workforce diversity (ethnicity) and employee performance.

2.4.3 The Relationship between Educational Level and Employee Performance

Based on the research of Darling-Hammond (2000), quality characteristics of a teacher like certification status and the degree in the field to be taught are significant. It has a positive correlation with student learning outcomes. The teachers' educational level like master's degrees has a positive relationship but weaker influence with educational achievements.

Research of Ng et al. (2009) stated that the impact of education become stronger when performance is defined as the absence or workplace aggression. In the study, they provided evidence that educated employees are going to perform the task, citizenship, and counterproductive performance more effectively.

The study of Hill et al. (2005) found that mathematical knowledge of teachers for teaching is positively predicted the mathematics result of the student. The positive influence on students' result in the first grade indicates that content knowledge of teachers plays a big role in teaching the very basic mathematics content. The knowledge of the teacher can enhance their performance by improving the results of students.

Therefore, the hypotheses are formed as following:

H0: There is no significant positive relationship between good workforce diversity (education level) and employee performance.

H1: There is a significant positive relationship between good workforce diversity (education level) and employee performance.

2.4.4 The Relationship between Working Experience and Employee Performance

According to Darryl et al. (2017), the job performance outcome is significantly predicted by prior-related work experience. The employee who has more prior-related work experience tends to perform better and make a good contribution to the organization.

Based on the study by Rice (2010), the experience gained can increase the employees' skills, knowledge, and productivity, and hence performance improved. The teacher has the greatest productivity during their first few years of teaching, and the performance will start to diminish after that.

The study indicated that the employees' performance gradually improving with their growing experience and the performance is starting to get lower after serviced for 20 years. It shows that the employees more likely to have better performance with the increasing of the work experience (Kotur et al., 2014).

Performance of teacher usually associated with achievement of the student. The study found that years of teachers' experience significantly influence the academic performance of students in several secondary schools. Besides, the experience of the teacher also has a significant impact on improving academic performance in secondary education (Ewetan & Ewetan, 2015).

Based on Yusuf and Dada (2016), the study shows a significant difference between the academic performance of students who taught by teachers with one to five years of teaching experience and students taught by teachers with six to fifteen years of experience. Latter is performed better than former. The teachers' experience is a major factor that can affect their performance and hence improve the academic performance of the student.

Therefore, the hypotheses are formed as following:

H0: There is no significant positive relationship between good workforce diversity (working experience) and employee performance.

H1: There is a significant positive relationship between good workforce diversity (working experience) and employee performance.

2.5 Conclusion

Literature reviews of relevant theoretical models and various approaches to employee's performance provides a conceptual background to strengthen the argument of this research. For the most important, the formulation of hypothesis allows quantitative and qualitative testing to proceed. Research methods for this study will be discussed in detail in the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the method that researchers adopted in order to study the research topic. It also stated clearly on the procedures in running a research from the very beginning step until the end of the research for collecting accurate data and evidence and therefore support the study and to achieve the ultimate objective of the research. Topics involved in this chapter are research design, data collection methods, sampling design, research instruments, constructs measurement, data processing and data analysis.

3.1 Research Design

Research design is a kind of blueprint and conceptual structure when conducting a research for collection, measurement and data analysis. There are three types of research approach which are qualitative approach, quantitative approaches, and mixed method. Quantitative is more formal, rigid fashion, scientific and credible. Qualitative approach is more subjective and contextual. Mixed method is the combination of qualitative and quantitative approach. Researchers had adopted quantitative approach since a large number of respondents need to study in this research. Quantitative approach is relatively suitable for this research study in order to reduce time-consuming in data analysis since this research covers a wide range of respondents in Malaysia (Trochim, 2002).

Researchers have chosen causal research in studying this topic because of the desire to understand the cause-effect relationship between variables. In the most business surveys, causal research or analysis is considered as an important experiment because it helps in better understanding and controlling the relationship between variables by effects and cause. It helps to determine how an independent variable change will affect the dependent variables. When events happened (cause), different results (effect) may occur. To study more details in the relationship between the variables, causal research is chosen as the research method (Trochim, 2002).

3.2 Data Collection Methods

Data can be classified into two categories which are primary data and secondary data. Each type of data consists of qualitative and quantitative data. Primary data can be considered as qualitative data when it is collected by using interview session or open-ended question as it is very subjective (Hox & Boeijie, 2005). When it comes to a standard questionnaire, then the primary data is considered quantitative. This is the same when goes to secondary data. Data collection methods are important because it will be used to answer the hypothesis and the description of the research questions.

3.2.1 Primary Data

Primary data refers to the first-hand data gathered by the researcher. Primary data usually can be collected by using experiment, social survey, interview and observation. By collecting the primary data, it takes a longer time for researcher to collect. It is time-consuming but it has a higher validity compare to secondary data because it is a real-time data. In this research, researchers choose to distribute survey questionnaire as the primary data collection method to collect the primary data from secondary school's teachers in Malaysia for researchers' research topic.

3.2.2 Secondary Data

Secondary data refers to the data collected by someone else earlier. Secondary data can be collected from books, journals articles, websites, tables and chart, and internal records. Collecting primary data is much easier and lesser in time-consume compare to primary data because it is a past data. Researchers have studied and collected journals articles even refer to books in order to gain better understanding and knowledge on this particular topic to help in problem-solving and review in literature.

Examples of secondary data:

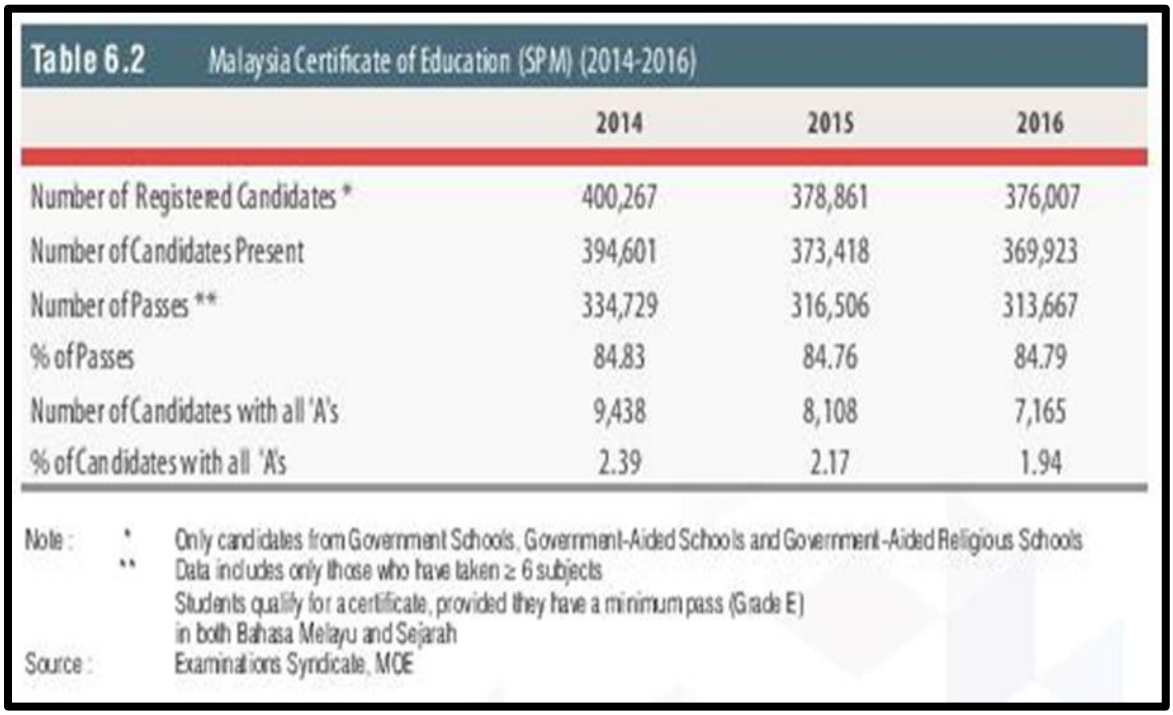


Table 6.2 Malaysia Certificate of Education (SPM) (2014-2016)

	2014	2015	2016
Number of Registered Candidates *	400,267	378,861	376,007
Number of Candidates Present	394,601	373,418	369,923
Number of Passes **	334,729	316,506	313,667
% of Passes	84.83	84.76	84.79
Number of Candidates with all 'A's	9,438	8,108	7,165
% of Candidates with all 'A's	2.39	2.17	1.94

Note : * Only candidates from Government Schools, Government-Aided Schools and Government-Aided Religious Schools
** Data includes only those who have taken ≥ 6 subjects
Students qualify for a certificate, provided they have a minimum pass (Grade E) in both Bahasa Melayu and Sejarah
Source : Examinations Syndicate, MOE

Figure 3.1: SPM Results from Year 2014 to 2016

Source: Educational Data Sector, 2017

3.3 Sampling Design

Sampling is known as the process of choosing the right individual or unit as the entire population representatives (Sekaran & Bougie, 2013).

3.3.1 Target Population

Target population is the member who has the particular criterion are targeted to be investigated in the research. The teachers who work in secondary school Malaysia are the target population in this study. Based on the data released by Ministry of Education Malaysia, researchers knew that there are 183,152 teachers who work in secondary schools in Malaysia ("Educational Data Sector," 2017).

3.3.2 Sampling Frame and Sampling Location

The sampling frame is a list of all people or unit in the population that a sample can be drawn (Greener, 2008). Researchers unable to access the sampling frame for the secondary school teachers in Malaysia due to the privacy issues. However, researchers able to get the lists of secondary schools in Malaysia as there are total 2411 of secondary schools as at 31 December 2017. According to Aslam and Hassan (2003), Malaysia consists of five main regions which are Central Region (Selangor, Negeri Sembilan and Melaka), Northern Region (Perak, Pulau Pinang, Perlis and Kedah), Southern Region (Johor), Eastern Region (Terengganu, Kelantan and Pahang) and East Malaysia (Sabah and Sarawak).

Hence, the targeted secondary schools and target respondents are chosen based on the five main regions with the list of all secondary schools in Malaysia.

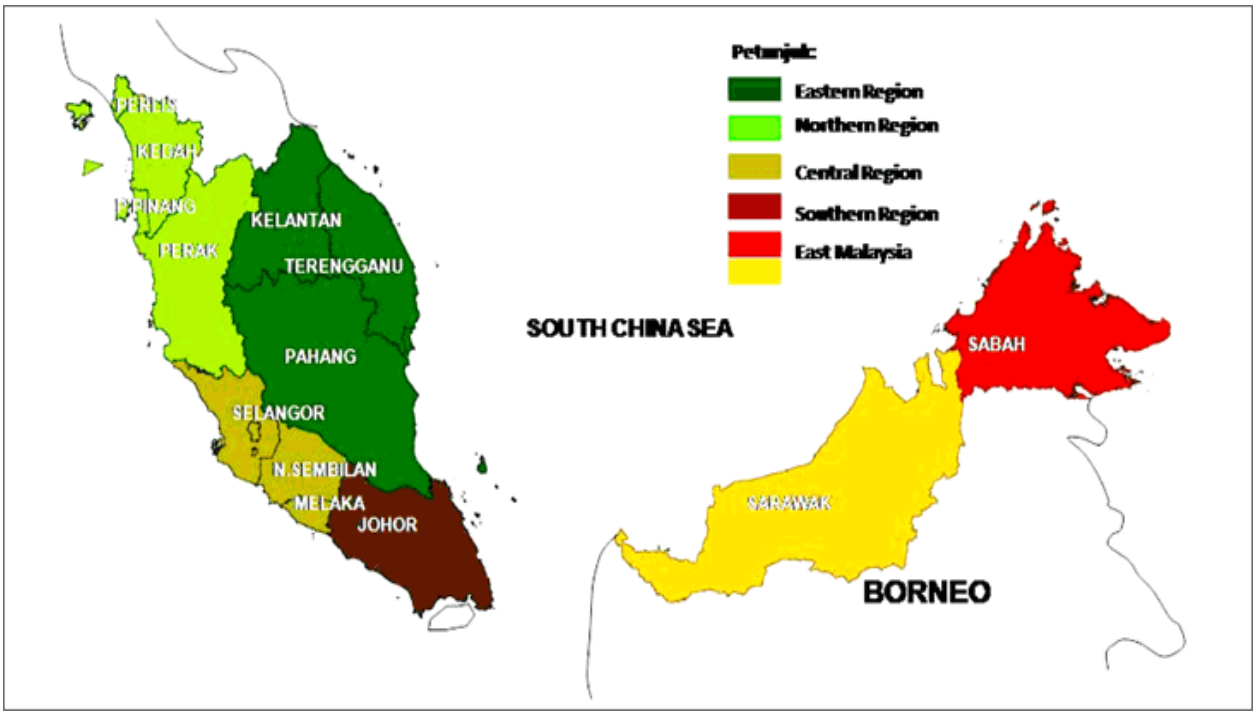


Figure 3.2: Map of Malaysia

Source: Federal Department of Town and Country Planning, Malaysia, 2010

3.3.3 Sampling Elements

Sampling element is selection of a single or group of elements in the sample (Zikmund, Babin, Carr & Griffin, 2013). The sampling element in this research is the secondary schools' teachers that are selected from the five main regions in Malaysia. The secondary school teachers will be targeted since researchers found that the SPM results is not satisfactory in recent years (from Year 2013 to Year 2016).

3.3.4 Sampling Technique

There are two categories of sampling methods which are probability sampling and nonprobability sampling. Probability sampling is a sampling technique that every people of the population has a known and the selection is non-zero probability, while nonprobability sampling is the sample are being chosen based on personal judgement or convenience (Zikmund et al., 2013).

The sampling technique for this research study is non-probability sampling since researchers unable to get the sampling frame. This study has adopted two sampling technique which is the combination of convenience sampling and snowball sampling. Convenience sampling obtains the unit or people who are most conveniently available while snowball sampling is a sampling method that the initial respondents are randomly chosen and obtain additional respondents from those initial respondents' information (Sekaran et al., 2013).

The researchers conveniently choose the target secondary school based on the five main regions in order to avoid bias generated from the convenient sampling method. After that, researchers randomly choose one state from each region and distribute the questionnaire to the respective secondary schools. Due to the privacy issues, researchers personally met with the selected schools' principal and pass the questionnaire to him or her rather than directly distribute to the secondary teachers. The principals then pass down the questionnaire to the target respondents which is teachers and this distribution method was continuously from principal to all related respondents in school. This is known as snowball sampling method.

The researchers choosing convenient and snowball sampling technique because it involves low cost and less time-consuming for the large geographical areas. It produces lower field cost as define the cluster geographically and makes the probability sampling in a large population is possible (Zikmund et al., 2013).

3.3.5 Sampling Size

Sample size is the subset or subgroup of the population (Sekaran et al., 2013). The larger sample size can cause the analysis more sensitive towards statistical significance and increase the exactness (Greener, 2008). Based on the data released by Ministry of Education Malaysia, there are 183,152 secondary school teachers in Malaysia and it was the population of the study. The sample size was determined based on the target population and the sample size was obtained by adapting the Sekaran and Bougie's table of sample size for a given population size. According to the Table 3.1, the research required to collect data with 384 sample size from the target population.

Table 3.1

Sample Size Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Sekaran, U., & Bougie, R. J. (2013). Research methods for business: A skill building approach (6th ed.). Chichester, West Sussex: John Wiley & Sons, Inc

3.4 Research Instrument

The study uses questionnaire survey as the research instrument. Questionnaire is the most widely used instrument in the research as it has lower cost, shorter consumption time, more convenient and easier to use.

The instruction must be given in the questionnaire for answering those questions and make the questions simple and clear. The questionnaire was designed and matched

with the literature review of dependent and independent variables. Then, the questionnaire can be collected from the respondent through the paper and electronic form.

3.4.1 Pilot Test

Pilot study is a small-scale study that collects data to test the feasibility of the research protocols, instruments of data collection, sample recruitment strategies and other techniques used in research for preparing a larger study (Hassan & Schattner, 2006). The pilot test is a guide for a larger study and it can reduce the risk which the full study may face (Zikmund et al., 2013).

There are 30 sets of questionnaires were used in pilot study. The pilot test was conducted in Kampar Perak since the researchers conduct the test by using convenient method. This method was widely used and involved a very low cost. Based on Malaysia Education Blueprint 2013-2025, the performance in Perak for SPM 2011 is the third lowest in Peninsular Malaysia. Besides, the SPM 2016 has 707 candidates in Perak scored straight-A which showed a small decline compared to 890 students scored straight-A in 2015 (Arif, 2017). Therefore, it may increase the reliability of the data.

As image shown below, researchers know that the minimum sample size is 85 that need to be distributed to respondents. This result is generated based on the number of predictors (IV) which is four IV in the researchers' study.

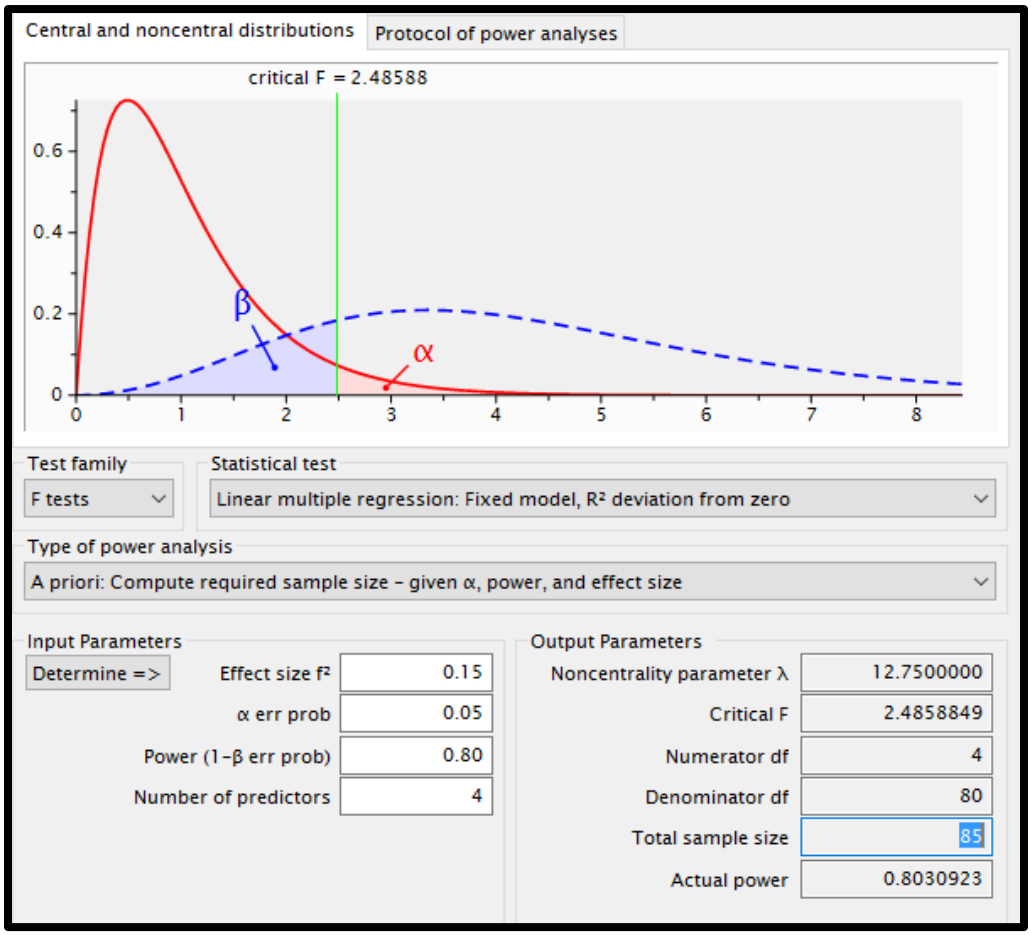


Figure 3.3: G power

Source: Developed for the research

3.5 Construct Measurement

According to Sekaran et al. (2013), the scale is defined as one tool to differentiate the variables from one to another in the study.

3.5.1 Scale Definitions

3.5.1.1 Nominal Scale

Sekaran et al. (2013) stated that nominal scale is a scale to categorize the subjects in certain groups or categories. The respondents are assigned with code number 1 and 2 to show the obvious impact of choosing the different number in that option. The numbers itself are served as simple and convenient labels without any intrinsic value. For example, the number (or code) can use to differentiate the gender of respondents.

The researchers provided two categories for gender which are male and female. Therefore, male and female are categorized into code number 1 and 2 respectively. By using the nominal scale, the individuals or objects can be classified into mutually exclusive and collectively exhaustive groups. It can be further categorized the information on the variable of interest where the data information gathered from nominal scaling is calculated by using percentage basic. There are some questions are designed by using the nominal scale in Section A: question 1 (Gender) and question 3 (Ethnicity).

Example of nominal scale:

1. Gender

[ ] Male

[ ] Female

Source: Developed for the research

3.5.1.2 Ordinal Scale

According to Sekaran et al. (2013), ordinal scale is the scale which has two uses whereby it is not only can be used to categorize the variables and denotes the differences among the various categories but can be used to rank-orders the categories in a significant way. In order to make the ranking among the categories, the categories of the group will be divided into meaningful way. For example: the difference in preference and levels can be seen through the choices of the categories from respondents in the group where it can be ranked from first to last or best to worst.

The researcher can be helped with the used of ordinal scale in the way of determining the percentage of respondents who consider interaction with others. Ordinal scale can provide more information compared to nominal scale whereby ordinal scale can help the researcher to see how the respondent will rank-ordering the categories to show the difference of responses from respondents towards the groups. But, ordinal scale does not provide the dimension of differences among the ranks. The questions in Section A like question 2 (Age), question 4 (Educational Level) and question 5 (Working Experience) are measured in ordinal scale.

Example of ordinal scale:

2. Age

[ ] 20-29 years old

[ ] 30-39 years old

[ ] 40-49 years old

[ ] 50 years old and above

Source: Developed for the research

3.5.1.3 Interval Scale

According to Sekaran et al. (2013), an interval scale can help the researcher to measure the distance between two points on the scale in the sense of arithmetical operations. Interval scale lets the researcher to differentiate the group qualitatively in the way of categorizing the categories into the sets which are mutually exclusive and collectively exhaustive. The mean and the standard deviation can be computed from the respondents on the variables. Interval scale functions to not only differentiate the groups according to certain categories, places the order onto the groups but also can show the magnitude of the difference based on the preference of the individuals. Interval scale is used by the aided of Likert-scale whereby the statements are given five options provided with each option has one label to represent the response of the respondents. The researcher has used the degree of agreement and disagreement to verify how strong the response of the respondents to agree or disagree towards the statements which are measured in five-point scale. The example of questions which are measured in interval scale is included in Section B and Section C.

Example of interval scale:

a. Workforce diversity - Gender

No.	Questions	SD	D	N	A	SA
1.	There is a proper mix of male and female employees in this organization.					

Source: Developed from research

3.5.2 Origins of Constructs (Questionnaire)

Table 3.2

The Origins of Constructs of Measurement in the Research

Questions	**Sources**	**No. of item (Original)**	**No of item (Adopted)**	**No. of items (Modified)**
Demographic	Developed by the researchers	5	5	0
Workforce diversity-Gender	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694.	6	Question 1 to 3	0
	Joseph, R. D., & Selvaraj, P.C. (2015). The Effects of	6	Question 5 to 7	

	Workforce Diversity on Employee Performance in Singapore Organisations. International Journal of Business Administration, 6(2).			
	Elsaid, A. M. (2012). The Effects of Cross Cultural Workforce Diversity on Employee Performance in Egyptian Pharmaceutical Organizations. *Business and Management Research*, *1*(4), 162–179.	9	Question 4	0
Workforce diversity-Ethnicity	Joseph, R. D., & Selvaraj, P.C. (2015). The Effects of Workforce Diversity on Employee Performance in Singapore Organisations. International Journal of Business Administration, 6(2).	7	Question 1 to 6	
Workforce diversity-Educational Level	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian	4	Question 1, 3 and 6	1

	Journal of Applied Research, 7(2), 693–694.			
	Elsaid, A. M. (2012). The Effects of Cross Cultural Work Force Diversity on Employee Performance in Egyptian Pharmaceutical Organizations. Business and Management Research, 1(4), 162–179.	7	Question 2, 4 and 5	
Workforce diversity-Working Experience	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694.	8	Question 1 to 5	1
	Joseph, R. D. (2014). Age Diversity and its Impact on Employee Performance in Singapore. *International Journal of Research & Development in Technology and Management Science - Kailash Volume- 21/ Issue 5, 79-98*	6	Question 6	

Employee Performance	Amin, M., Shah, R. U., Ayaz, M., & Atta, M. A. (2013). Teachers' job performance at secondary level in Khyber Pakhyunkhwa, Pakistan. Gomal University Journal of Research, 29(2), 100–104.	25	Question 1, 3 and 4	0
	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694.	6	Question 2, 5 and 6	

Source: Developed for the research

3.6 Data Processing

Data processing is a class of computer process that converts data into information. After the researchers collected the questionnaire that have been answered by respondents, researchers processed the raw data into useful information. There are few procedures that involved in this stage such as the data editing, data checking, data transcribing, data coding and data cleaning.

3.6.1 Data checking

The first step in data processing is the data checking. After collecting back all the questionnaires, researchers have to perform data checking in order to ensure there is no any illogical codes, illogical responses, omission and inconsistent data. The data checking considered as early detection that enables us to discover the problems and ultimately increase the reliability of the overall result.

3.6.2 Data Editing

Data editing is help to make sure that the information provided by respondent is complete, accurate and consistent. When the questionnaires respond by the respondents are incomplete, researchers will make some reasonable adjustment and edit the illogical answers based on the respondents' answering pattern in order to produce a reliable and accurate data.

3.6.3 Data coding

The following step in data processing is the data coding that assign a code to those edited data with a specific numerical value for each specific question in the questionnaire. The table below shows the coding sample used in this research study:

Table 3.4

Labels and Coding for Demographic Information (Section A)

Question No.	Label	Coding
DI1	Gender	1=Male 2=Female 99=Missing Information
DI2	Age	1=20-29 years old 2=30-39 years old 3=40-49 years old 4=50 years old and above 99=Missing Information

Source: Developed for the research

For section B and C, the coding styles will be classified into 5 different codes:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

3.6.4 Data Transcribing

The final step is transcribing the coded data. Statistical analysis system (SAS) Enterprise Guide 7.1 will be used to analyze and transferred the coded data in pilot study. After data coding, all of the data will be entered directly into the system. Next, researchers will have to ensure the negative form questions are reversed. After that, the SAS Enterprise Guide will perform analysis and therefore show us the result.

3.7 Data Analysis

Data analysis involve understanding, summarizing those related information discovered in the research and defining the pattern of the collected data. Data to be used for analysis study can be collected through survey or questionnaire (Zikmund, Babin, Carr & Griffin, 2009). Researchers used the Statistical Package for Social Science (SPSS) version 23 and SMART PLS 3.0 for full study. For pilot study, the researchers used the Statistical Analysis System (SAS) Enterprise Guide 7.1 to analyse the data collected through questionnaires. SAS Enterprise Guide is a menu-driven and point-and-click tool that allow users to analyse data quickly and publish results in the form of bar chart, summary table or pie chart.

3.7.1 Descriptive Analysis

The descriptive analysis is generally used to summarize and interpret a given data set which can be used to represent the entire population or a sample of interest. Data collected can describes the basic characteristic such as distribution, variability, and central tendency after using this analysis that transform data into mean, standard deviation, range and mode. The common types of descriptive

analysis used by researchers are frequency distribution and percentage distribution. Frequency distribution summarizes the statistical data that shows the number of the occurrence of the values of a variable. Percentage distribution can be used to arrange frequency distribution into table and summarized percentage value (Burns, Veeck & Bush, 2016).

In this research, descriptive analysis was used to analyze the demographic detail such as gender, age, ethnicity, education level and working experience of researchers' respondents. The information analyzed will be presented in the form of tables and pie charts to ease the researchers to understand the data collected for this research.

3.7.2 Scale Measurement

Sekaran et al. (2013) mentioned that the indicator of a measure's internal consistency is reliability. Reliability of a measure indicates the extent to which it is without error and hence ensures consistent measurement across time and across the various items in the instrument. Coefficient alpha (α) is applied to estimate the reliability of multiple item scales. Coefficient alpha was range in value from 0 (not consistency) to 1 (complete consistency). Scales with alpha (α) less than 0.60 is considered to have poor reliability. Scales with alpha (α) between 0.60 and 0.70 are measured to have fair reliability and alpha (α) value between 0.70 and 0.80 are measured to have good reliability. When the coefficient alpha of scales is between 0.80 and 0.95, it has very good reliability (Zikmund et al., 2009).

3.7.3 Inferential Analysis

The inferential analysis used in SPSS software for full study is Outlier Detection and Multicollinearity Analysis. The inferential analysis used in PLS software for full study include Normality Analysis and Common Method Bias.

3.7.3.1 Outlier Detection

Outlier Detection also knows as anomaly detection. The function of Outlier Detection is to identify the unusual patterns that do not correspond with the expected behavior or action. Patterns that do not tally with the expected performance is called an outlier (Choudhary, 2017). Outlier is a value that is numerically different from the majority of the other data points in a set of data. Outliers happen may be caused by either inconsistent with the measurement or error occurs in the research or experiment. It often shows either measurement error or the population has a heavy-tailed distribution when it happens. Therefore, the researcher should check for the data either remove or re-encode the outliers before analyzing.

A univariate outlier is a data point that consists of an extreme value in only one variable. When looking for univariate outliers, standardized values (z score) can be used. Next, multivariate outlier is a combination of unusual score on multiple variables. Multivariate can be identified by using a technique called Mahalanobis D2 distance ("Univariate & Multivariate Outliers," 2015). The extreme observations may include the sample maximum and sample minimum or both to determine whether they are extremely high or low.

3.7.3.2 Normality Analysis

There are several ways in statistical tests for normality, but researchers had chosen two of them which are Kolmogorov-Smirnov test and Shapiro-Wilk test to get the assumption for data normality. Data that certainly does not meet the assumption of normality will give a poor result. Kolmogorov-Smirnov test compares the result with a known distribution or normal distribution; Shapiro-Wilk test will tell if a random sample came from a distribution (Stephanie, 2016). Based on the result, researchers able to justify the test if the outcome is not significant ($p > 0.05$), which shows that the distribution is normal. However, if the outcome is significant ($p < 0.05$), will direct that the distribution of the question is abnormal.

Hence, skewness and kurtosis statistics are beneficial for determining the normal distribution. Skewness is a measure of symmetry or the lack of symmetry whether the symmetry looks the same to the right and left of the center point. Kurtosis is a measure of whether the data are peaked or flat relative to a normal distribution (Sharp, 2016).

3.7.3.3 Multicollinearity Analysis

Researchers had used the PLS-SEM 3.2.7 software to run the multicollinearity analysis. From the multicollinearity analysis, researchers will able to calculate the correlation matric for the entire variable to receive the Variance Inflation Factor (VIF) values which indicate it occurs when there are high relationships between two or more independent variables, and one independent variable can be used to predict the other one.

3.7.3.4 Common Method Bias

The journal authors claimed that the strategies similar bias might occur when the data linked to the criterion variables together with the two predictors from the data provided by the participants during the time researcher conduct studies (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). In order to decrease the bias, the respondent's responses should be used to stay in unidentified condition where the responses from the respondent should be converted to let the respondents know to understand that there are no customary answers. This is to ensure that the question can be answered by them more freely and to make sure that the answers that provided by them will be as honest as they can (Dinev & Hart, 2006; Podsakoff et al., 2003).

Researchers have the responsibility to protect the privacy of respondents on providing the answers for the questionnaires will be protected and in confidential. This is because this action will increase encouragement for the respondents in order to participate in the survey and provide the unbiased and significant answers to the researchers. Once researchers have collected the info, Harman single issue checking is going to be conducted. This is because a number of the potential effects-of the-usual-methods of weight can be worked out where can facilitate the researchers to do it so (Harman, 1967). According to Malhotra, Kim and Patil (2006), the checking on identical variance within the style research strategies can be additionally facilitated for the researchers. The researchers can be assisted by this checking where it points out whether or not one issue will have appeared from the analysis of the factors. Once one factor happens, this implies their area unit majority of the variance of dependent likewise as freelance variables (Aulakh & Kotabe, 1997; Pavlou & Gefen, 2005; Podsakoff & Organ, 1986).

3.8 Conclusion

This chapter mainly focuses on the methodology used in primary and secondary data collection, target population and the instrument used to run the test by using the software SAS enterprise guide 7.1 in order to run the data through the process of identification, collection, organization, and process of analysis. It also provides different analysis results and meaningful information by using different statistical techniques in order to test the hypothesis generated to achieve the objective of this study. The findings and further discussion will be carried out in details in the next chapter.

CHAPTER 4: RESEARCH RESULT

4.0 Introduction

Researcher has completed identifying the research methods that needed to be used in this full study by running a pilot study from the previous chapter. Moreover, data processing and data analysis had also been done by the researcher in the pilot study. In Chapter 4, the output analysis will be generated from the collected data that had been verified in the previous chapter by approached the respondent. Research hypotheses and problems will be explained in depth in the output analysis by carrying out preliminary analysis hypothesis analysis and et cetera by using PLS regression.

4.1 Preliminary Analysis

Researchers have done data processing and missing data checking, normality analysis, multicollinearity analysis and outliers' detection in the previous chapter. Next, analysts will discuss regarding the results for the common method and non-responsive bias for this research study.

4.1.1 Data Processing

Data processing is a series of steps applied to collected data to verify, organize, transform, integrate and extract data in a proper form for further usage. Moreover, it is followed by data checking, editing, coding and data transcribing (Sekaran et al., 2015). Researchers will specify special data in the data processing step before taking the process of analysis.

Firstly, data checking plays a vital role in the research study. It enables researches to double check the data from questionnaire, to make sure all the questionnaire data is adequate, relevant and complete without any missing or erroneous data.

The next step after data checking is data editing which involves the adjustment and review of the collected data. The purpose of editing and carry out some modification on the data is to correct incomplete, inconsistent and ambiguous answer and make it more consistency and legibility.

Sauro (2015) mentioned that respondent might miss out some questions while answering those lengthy, confusing, and boring questionnaires. Respondent might feel unwilling to answer the questionnaire when they think the question is sensitive to them or being affected by the question. To overcome this problem, there are some ways of handling missing data:

1. Recover the values: Researcher or data collector can contact the participants for help in complete all the missing data or values or checking for the missing data before the respondent leave.

2. Listwise Deletion: Delete those data whichever is incomplete. Before doing this, researchers have to make sure that the sample size is large enough to drop out those incomplete data without any substantial loss of statistical power.

3. Educated Guessing: Fill up all the missing data by assuming the missing value is likely similar to the data presented in a matrix. If a majority of the participant responds with ‘4s' or ‘5s', then assume the missing data to either ‘4' or ‘5'

Researchers had adopted the educated guessing method to handle those missing data. The sample size of this research is 384 sets which 224 sets are collected from Google Form and the remaining 160 sets are distributed through questionnaire form. Researchers have used google form to collect data initially but the responses are not enough to cover the sample size. Therefore, researchers continued collecting data by distributing questionnaire.

The third step in data processing is data coding. Coding typically assigns alpha, numeric codes, values, percentage to draw inferences in the evaluation of data. This step allows statistical techniques to be applied.

The last step is transcribing data. This step is taken to make accessible to people or users for further processing.

4.1.2 Outlier Detection

Researchers apply the multivariate outlier detection to further the data analysis and research. In order to obtain the Mahalanobis D2 distances, researchers used the SPSS Regressions with a code as the dependent variable and the rest of the non-demographic measure are categories as independent variable in. A potential multivariate outliner will come with a higher D2 value (>3.5). There is no outlier was detected based on the analysis, as refer to Table 4.2 below. All 384 sets of data were fully used in this analysis.

4.1.3 Normality Analysis

Researchers had attached the statistical results of skewness and kurtosis in the Appendix R. Based on Appendix R, it shows most of the questions are normal but yet there are also consists of abnormal data. However, there is no affection to the analysis although the distribution is not normal because researchers had used PLS based SEM. Therefore, there is unnecessary to make any changes to the data since our research does not have the abnormal distribution.

4.1.4 Multicollinearity Analysis

By referring to Table 4.3, the VIF result shows that there was insufficient evidence of multicollinearity because VIF values of all the indicators for each variables have achieved the minimum threshold which are the value of lower than 5 (Hair, Hult, Ringle & Sarstedt, 2016). Therefore, discriminant validity existed in this research.

4.1.5 Common Method Bias

The researchers should conduct the analysis by using one issue which can acquire from the big quantity of things so that the variance within the knowledge can be clarified and the common methodology bias can own a robust proof. The robust proof supports the common methodology bias. In order to run an associate preliminary correlational analysis to be used as a hypothesis, all the variables for a model are inserted by the researchers. The researchers have to embrace to the variations in variables and this can be helped by the unrotated factors in the way that the number of things which need the researchers to compel can be outlined. Based on the outcomes, it indicated that the unrotated factor analysis was 56.502 %

of the total variance. (Refer to Appendix R). In conclusion, the results that were not influenced by the responses of the respondents will be outlined by the researchers.

4.1.6 Non-Responsive Bias

When the respondents disagree in meaningful ways from non-respondents, the bias is known as the non-responsive bias which is "Bias in Survey" (Podsakoff, MacKenzie & Podsakoff, 2012). The bias occurred due to some respondents might be not willing or cannot participate in this survey and this case happens frequently due to the response rate through the mail surveys are really low. Besides, the respondents will also try to neglect or refuse to answer the questions which can make them feel embarrassed. So, the validity of the survey can be threatened if the survey contains non-response bias.

Most of the respondents are gotten from the Google Doc and survey form type as this can enable the respondents to answer the questions through the website or filling form method which can easily accessible. The researchers try to collect all the information from the respondents within a few weeks. So, the non-responsive bias situation did not occur throughout the analysis study.

4.1.7 Analysis Demographic Profile Respondents

The detailed information in the aspects of demographic profile for the secondary school teachers who involved in the data collection process will be showed in Table 4.1.

Table 4.1

Respondent's Demographic Profile among Secondary School Teachers

		Frequency	Percentage
Gender	Male	159	41.4
	Female	225	58.6
	Total	384	100.0
Age	20-29 years old	86	22.4
	30-39 years old	115	29.9
	40-49 years old	127	33.1
	50 years old and above	56	14.6
	Total	384	100.0
Ethnicity	Chinese	118	30.7
	Malay	191	49.7
	Indian	75	19.5
	Total	384	100.0
Educational Level	Graduate	258	67.2
	Non-Graduate	82	21.4
	Untrained	44	11.5
	Total	384	100.0
Working Experience	Less than 5 years	75	19.5
	5-10 years	84	21.9
	11-20 years	121	31.5
	21-30 years	74	19.3

More than 30 years	30	7.8
Total	384	100.0

Source: Generated from SPSS Statistics version 23

Based on the table 4.1, it shows that 384 (100%) respondents have perceptions on their performance as the secondary school teachers can be influenced by the workforce diversity. There are total 384 respondents take part in this survey and based on the result of the survey, the total number for the gender of respondents who is male is 159 and the total number of participants who are female is 225. The percentage of male who participated in this survey is 41.4% while for the percentage of female who participated in this survey is 58.6%. The age group for the respondents can be categorized into 4 classifications which are 86 respondents out of 384 respondents are categorized into the age group of 20-29 years old and occupied for 22.4% out of 100% while 115 respondents out of total population are categorized under 30-39 years old and occupied for 29.9% out of 100%. The total number of respondents who aged 40-49 years old is 127 respondents and the percentage are 33.1%. This group of respondents is the highest percentage for taking part in this survey. For the respondents who aged from 50 years old and above, there are a total of 56 respondents took part in this survey which occupied for 14.6% of 100%.

For the ethnicity part, there are totalled 118 respondents are Chinese and allocated for 30.7% out of 100% in this survey. For the Malay respondents, there are 191 respondents who took part in this survey and this group of ethnic allocated for the greatest number of respondents among the ethnic groups which occupied for 49.7% out of 100%. For Indian respondents, there are a total of 75 respondents took part in this survey and the percentage for this ethnic group out of the population is 19.5%. For the educational level part, most of the respondents have the graduate standard and the total number is 258 respondents out of 384 respondents which

occupied 67.2% of the total population. For the respondents who hold the non-graduate standard, there are a total of 82 respondents took part in this survey and occupied for 21.4% while for the respondents who hold the untrained standard, there are only 44 people and occupied for 11.5% from the whole population. For working experience part, there are 75 respondents (19.5%) who worked less than 5 years, 84 respondents (21.9%) who worked for 5-10 years, 121 respondents (31.5%) who worked for 11-20 years allocate the greatest number of respondents from this survey, 74 respondents (19.3%) who worked for 21-30 years and 30 respondents (7.8%) who worked for more than 30 years allocate the least number of respondents from this survey.

From the above demographic profile, the pie charts have been prepared by researchers so that the demographic profile of the respondents can have a clear picture. (Refer to Appendix R).

4.1.8 Analysis descriptive statistics of study variables

Table 4.2

Summary of Descriptive Statistics of the Study Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GD	384	1.00	5.00	3.3876	.91866
ET	384	1.00	5.00	3.2656	.93944
EP	384	1.00	5.00	3.5191	.86728
WE	384	1.00	5.00	3.2131	.95948
EL	384	1.33	5.00	3.5582	.85083
Valid N (listwise)	384				

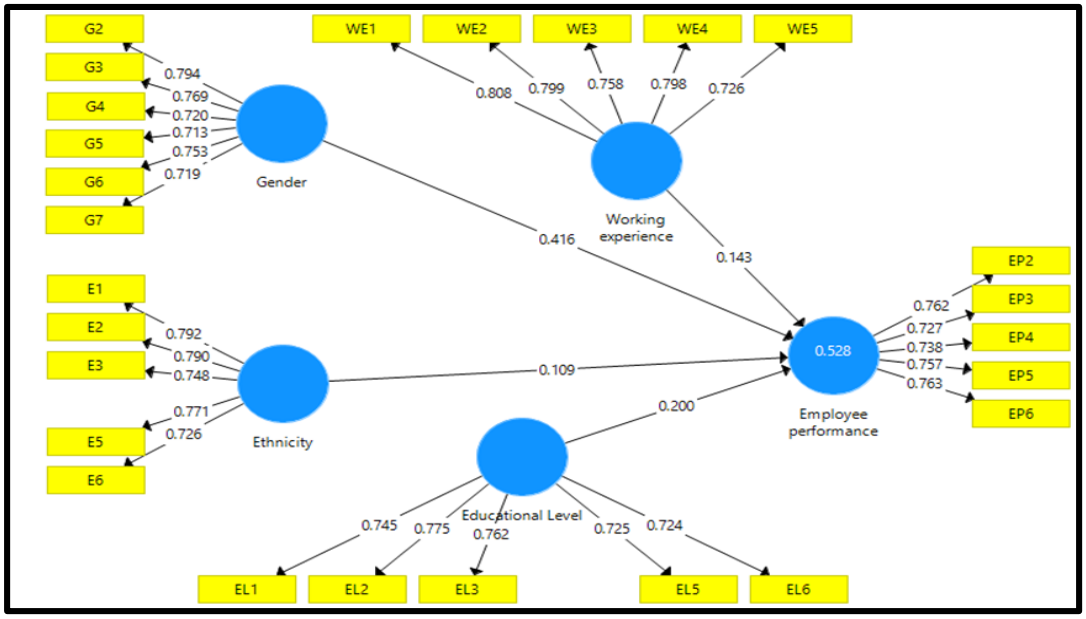
Note: GD = **Gender**, ET = **Ethnicity**, EP = **Employee Performance**, WE = **Working Experience**, EL = **Educational Level**

Source: Generated from Smart PLS version 3

Table 4.2 shows the result of mean and standard deviation for all the variables in this survey whereby Gender, Ethnicity, Working Experience and Educational Level act as the independent variables together with Employee Performance acts as dependent variable. From this descriptive statistic, researchers can see that the highest mean is Educational Level which is 3.5582 while the variable which has the lowest mean is Working Experience variable and has a mean value of 3.2131. The second highest mean value for the Employee Performance variable is 3.5191 and followed by Gender and Ethnicity. This indicates that educational level variable which has the highest mean value has the meaning of whereby most of the respondents supported the Educational Level to influence their Employee Performance.

4.2 Rating Outer Model (Measurement Model)

For this research study, researchers chose to use the Smart PLS version 3 to test hypothesis. The PLS is one of the famous software that can be used to analyze the SEM based variance and measure the relative sample size by advanced with assumptions. In addition, this software is advantageous to measure structural equation with the variance basis. The PLS software is highly recommended and suitable to be used for business-related investigation as it can be easily downloaded from the internet. According to Silaparasetti, Srinivasarao, and Khan (2017), researchers must understand the three important criteria for measuring the outer model which are composite discriminant validity, reliability, and convergent validity. The figure below shows the full description of SEM to evaluate the outer Smart PLS Model.



Note: **Working Experience** (WE), **Gender** (G), **Ethnicity** (E), **Education Level** (EL), **Employee Performance** (EP)

Figure 4.1: Path Coefficients among the Independent Variables, and Dependent Variable.

Source: Generated from Smart PLS version 3

The Figure 4.1 demonstrated that working experience, gender, ethnicity, and education level are the factors that will affect the performance of secondary school's teachers where all the factors are measured by indicators on each. The indicators for working experience are WE1, WE2, WE3, WE4 and WE5. G2, G3, G4, G5, G6 and G7 are the indicators for gender. The indicators for ethnicity are E1, E2, E3, E5 and E6. EL1, EL2, EL3, EL5 and EL6 are the indicators for education level. Employee performance – the Dependent variable is measured by five indicators which are EP2, EP3, EP4, EP5 and EP6. The pointed arrows show the relationship of hypothesis between independent variables and dependent variable. Researchers had deleted EP1, EL4, E4, G1 and WE6 which is less than 20% of the indicator in order to ensure the model fit (Hair et al., 2016).

4.3 Measurement Model

To ensure that the measurement model is appropriate for the research, it is necessary to check on the measurement model before running the hypothesis test. This helps researchers in enhancing the reliability and accuracy on the results produced by the measurement model. Validity and precision if the result is the major reason that researchers need measurement model analysis, which brings influence directly to the fundamental theoretical constructs.

4.3.1 Testing Outer Model (Measurement Model)

The Outer Assessment Model includes three more measurements which are Convergent Validity, Discriminant Validity and Composite Reliability (Latan, Hengky, Ramli & Nur Ainna, 2013). From the Figure 4.1, it shows the full structural equation model to assess outer Smart PLS models by using version 3.

Table 4.3

Reliability of Construct

No	Items	Loadings	rho_A	Composite Reliability	Average Variance Extracted (AVE)	**VIF**
1	E1	0.792	0.824	0.876	0.586	**1.763**
2	E2	0.79				**1.785**
3	E3	0.747				**1.561**
4	E5	0.771				**1.706**
5	E6	0.726				**1.522**
6	EL1	0.745	0.804	0.863	0.557	**1.587**
7	EL2	0.775				**1.596**
8	EL3	0.762				**1.661**
9	EL5	0.725				**1.533**
10	EL6	0.725				**1.496**
11	EP4	0.738	0.806	0.865	0.562	**1.529**
12	EP5	0.757				**1.618**
13	EP6	0.763				**1.591**

14	EP2	0.762				**1.604**
15	EP3	0.727				**1.555**
16	G2	0.794	0.841	0.882	0.555	**1.918**
17	G3	0.769				**1.743**
18	G4	0.72				**1.600**
19	G5	0.713				**1.508**
20	G6	0.753				**1.734**
21	G7	0.719				**1.539**
22	WE1	0.808	0.847	0.885	0.606	**1.875**
23	WE2	0.799				**1.772**
24	WE3	0.758				**1.700**
25	WE4	0.798				**1.789**
26	WE5	0.726				**1.601**

Note: E= **Ethnicity**, EL= **Educational level**, EP=**Employee performance**, G= **Gender** & WE= **Working Experience**

Source: Data Processing Smart PLS (2018)

From the table 4.3, it shows that the outer model variables are ethnicity, gender, educational level, working experience and employee performance (DV) which are measured by indicators on each. In the entire construct indicators, the value of convergent validity must with loading factor of more than 0.5. In Figure 4.1, researchers have found that all the data is above 0.5 which are valid and acceptable. In Table 4.3, all the values of the variables after analyze are all reliable since the loading results are fully met the requirement in which the values of variables are more than 0.7.

Figure 4.1 shows that all measurement items are more than the minimum threshold of 0.7 (Sarstedt, Ringle, Smith, Reams & Hair, 2014). This recommends that all the measurement items contribute to their individual constructs. In Table 4.3, Composite Reliability and rho A ranged from 0.8 and above for all constructs respectively. The results have shown the higher value that meets the minimum requirement of 0.7 stated previously, thus it makes sure the interior steadiness and dependability of all constructs. The AVE values also more than the minimum

requirement of 0.5, which is exceeded the threshold of 0.5. This demonstrates the convergent validity for these constructs (Hair, Sarstedt, Ringle & Mena, 2012).

The VIF has also been studied to find out the possible issues for multicollinearity which has shown in table 4.3. All VIF values have given a lower range that below 3.3 for all the constructs, which this range of number explained and confirmed that the multicollinearity issue is negative and it is sufficient in construct validity. Yong and Pearce (2013) mentioned that the minimum threshold is in a minimum of 9, and the value of VIF researchers have found is already below 3.3, which also means that the requirement of minimum threshold in value 9 also has been met.

Table 4.4

Cross Loading

No	Items	Ethnicity	Educational Level	Employee performance	Gender	Working experience
1	E1	**0.792**	0.443	0.484	0.619	0.485
2	E2	**0.790**	0.442	0.464	0.552	0.424
3	E3	**0.748**	0.459	0.475	0.537	0.448
4	E5	**0.771**	0.358	0.448	0.536	0.451
5	E6	**0.726**	0.406	0.435	0.505	0.455
6	EL1	0.388	**0.745**	0.392	0.315	0.425
7	EL2	0.375	**0.775**	0.443	0.356	0.331
8	EL3	0.460	**0.762**	0.364	0.302	0.402
9	EL5	0.387	**0.725**	0.367	0.342	0.338
10	EL6	0.456	**0.724**	0.406	0.455	0.398
11	EP4	0.450	0.437	**0.738**	0.477	0.402
12	EP5	0.429	0.389	**0.757**	0.509	0.427
13	EP6	0.473	0.422	**0.763**	0.471	0.443
14	EP2	0.472	0.411	**0.762**	0.537	0.420
15	EP3	0.435	0.324	**0.727**	0.518	0.330
16	G2	0.573	0.360	0.525	**0.794**	0.498
17	G3	0.546	0.328	0.533	**0.769**	0.360
18	G4	0.501	0.318	0.468	**0.720**	0.354
19	G5	0.484	0.342	0.490	**0.713**	0.430
20	G6	0.545	0.365	0.469	**0.753**	0.425
21	G7	0.564	0.417	0.503	**0.719**	0.431
22	WE1	0.529	0.401	0.446	0.468	**0.808**

23	WE2	0.538	0.426	0.475	0.473	**0.799**
24	WE3	0.399	0.361	0.347	0.376	**0.758**
25	WE4	0.437	0.426	0.454	0.465	**0.798**
26	WE5	0.370	0.340	0.358	0.374	**0.726**

Source: Data Processing Smart PLS (2018)

Moreover, Table 4.4 shows that the loading cross-correlation values towards all the variables. Researchers had used the divergent validity test in order to determine the correlation between the variable. The cross-correlation value loading of all indicators used in forming the latent variables will be unacceptable if the cross-correlation values loading of latent variables are more than the correlation on the other latent variables (Sarstedt et al., 2014).

Table 4.5

Construct Correlations (Diagonal Elements are Square Roots of the AVE)

	Educational Level	Employee performance	Ethnicity	Gender	Working experience
Educational Level	**0.747**				
Employee performance	0.53	**0.75**			
Ethnicity	0.552	0.603	**0.766**		
Gender	0.476	0.67	0.719	**0.745**	
Working experience	0.506	0.541	0.591	0.559	**0.778**

Source: Data Processing Smart PLS (2018)

Based on the Table 4.5, for all the individual construct's square root AVE value, it was showed that all are above 0.5. This has proved that all the variables' divergent validity is achieved. By comparing the other constructs of their square root value, the table showed that all variables have a greater value. In a nutshell, the

requirements for the Partial Test Least Square Models with Outer size (Measurement Model) are all achieved in this research.

Table 4.6

Heterotrait-Monotrait Ratio of Correlations (HTMT)

	EL	EP	ET	GD	WE	Items	Saturated Model
EL						SRMR	0.059
EP	0.655					d_ULS	1.243
ET	0.68	0.74				d_G	0.453
GD	0.579	0.814	0.864				
WE	0.614	0.648	0.703	0.66			

Source: Data Processing Smart PLS (2018)

According to Hair, Hult, Ringle, and Sarstedt, (2017), there is a requirement for the discriminant validity assessment to make sure that there are strongest relationships between the reflective construct and its own indicators. For example, the comparison between the reflective construct with any other construct in the PLS path model. The journal authors have stated that the discriminant validity is likely to have existed among the two scales if the HTMT result is less than 0.85 while if the two constructs overlap largely, the HTMT result is greater than 0.85 and it indicates that they are probably measuring the same thing (Campbell & Fiske, 1959). Based on Table 4.6, it shows that all the constructs are lower than 0.86 clearly. So, this can be concluded by the researchers by showing that the discriminant validity exists among all the constructs. In other meaning, it means that there are no overlapping items appeared in respondents' perception in the affected constructs whereby it proved that the items inside the constructs mostly are not measuring the same thing (Henseler, Hubona & Ray, 2016).

Based on Henseler et al. (2016), the study needs to follow the guidance whereby to highlight the fitness of the measurement model in order to assess for measurement model fitness. The researcher is recommended by the authors where they should check the saturated model and Standardized Root Mean Square

Residual (SRMR) to make it's under 95% bootstrap quantile. SRMR was advocated by the authors also whereby it is the most appropriate approximate model fit criterion in order to be applied in PLS path modelling. In addition, based on Dijkstra and Henseler (2015), they stated that it's more than one way to quantify the discrepancy between two matrices whereby to relate to the dG and the dULS which are the distance measures and these two measures also have been accentuated in order to contribute to model fitness index in PLS (Henseler et al., 2016). The dG and the dULS were showed in Table 4.6 where the numbers are 0.453 and 1.243 respectively. From here, researchers can see that there's an indication to show it's a well-fitting measurement model (Dijkstra et al., 2015). In addition, the SRMR is 0.059 where it follows to the theory that stated by (Hu & Bentler, 1999) which is SRMR is below the cut-off of 0.08 and implied that the measurement model fits this study.

4.4 Structural Model

Researchers used the Smart PLS version 3 software to generate the output for the hypothesis testing with the bootstrapping. Below is the t-test result obtained by researchers.

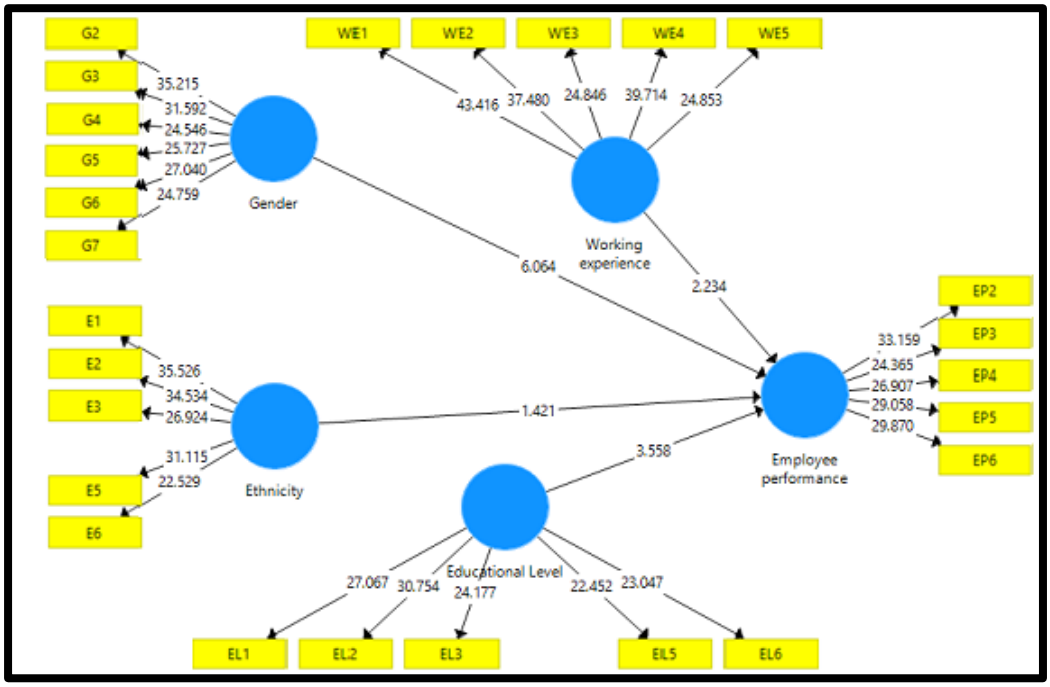


Figure 4.2: T-value among the Dependent Variables (DV) and Independent Variables (IV).

Source: Data Processing Smart PLS (2018)

In order to assess the structural model (inner model), there are several empirical thresholds should be taken into consideration for the statistical significance such as the effect sizes and R2 values. According to Hair, Ringle, and Sarstedt (2011), they mentioned several steps in examining the structural model which begins with study the structural model for collinearity, followed by examining the significance of the path coefficients, level of R^2 value, the f^2 effect size and lastly is the Q^2 (predictive relevance). They further suggested a minimum threshold of 1.65 t-statistics values with

a $p \leq 0.1$ of confidence interval.

As stated by Henseler and Fassott (2010), the interpretation of effect sizes values is 0.02 (small), 0.15 (medium) and 0.35 (large) respectively which is based on the benchmarks recommended by Cohen (1988). Hair, Hult, Ringle, and Sarstedt (2014) also stated that as a relative measure of predictive relevance, the small, medium and large predictive relevance are indicated by 0.02, 0.15 and 0.35 respectively. Based on the result, researchers have generated the value of 0.276 for Q^2, indicating moderate prediction power.

R-squared (R^2) is a statistic that indicates the number of variances accounted for within the relationship between two or more variables and it also used to identify the coefficient for determination in the dependent constructs. Therefore, according to Ali, Sun, and Ali (2017), they emphasized that R^2values for the endogenous constructs can be read as 0.75 (substantial), 0.50 (moderate) and 0.25 (weak). However, Chin (1998) said that R^2value of 0.67 is substantial, 0.33 is moderate and 0.19 is weak.

Hair et al. (2014) asserted that the consistent PLS bootstrapping option was initiated to use 5000 subsamples in order to achieve the significance levels. Thus, based on these studies, the $R^2$for researchers' study is moderate (0.528) as per Table 4.7. It indicated a substantial model where the R^2value of 0.528 is greater than 0.26 as suggested by Cohen (1988). Next, researchers ought to understand on the F square (Effect size) so as to know about the power of this model as it would determine a good model for the researchers. By referring to the table below, researchers could identify that secondary school teachers in Malaysia have a medium effect size. In short, researchers' model had met the requirement of the Structural Model by referring to the measurement requirement of Structural Model.

Table 4.7 shows all the hypothesis explicit down from H1 to H4, and within the table, it conjointly contains the T-statistics value for every hypothesis. When the hypothesis is significant, the t-value is more than 1.645 at $p<0.05$, t-value more than

2.33 at p <0.01 for 1-tail test, t-value more than 1.96 at p<0.05 or t-value more than 2.58 at p <0.01. Based on the table, researchers could know that there are three hypotheses which are H1, H3 and H4 are significant since the lower limit (LL) and the upper limit (UL) are in a positive value. However, H2 is the only hypothesis not significant and further justification will be provided in the next chapter.

Table 4.7

Result of Hypothesis Testing

Hypothesis	**Beta value**	**Std. Error**	**T Value**	**P Values**	**LL**	**UL**	**Q^2 (=1-SSE/SSO)**	**f2**	**R2**	**Decision**
Educational Level -> Employee performance	0.199	0.056	3.558	0	0.096	0.313		0.054	0.528	Supported
Ethnicity -> Employee performance	0.109	0.077	1.421	0.155	-0.049	0.254	0.276	0.01		Not Supported
Gender -> Employee performance	0.418	0.069	6.064	0	0.28	0.551		0.167		Supported
Working experience -> Employee performance	0.142	0.063	2.234	0.026	0.019	0.265		0.025		Supported

Source: Data Processing Smart PLS (2018)

4.5 Conclusion

In this chapter, researchers had used several types of analysis and test such as Normality and Multicollinearity analysis for this research study in order to observe the collected data from questionnaire. By referring to the results done in this chapter, researchers had determined there are three supported hypotheses which are H1, H3 and H4, and two hypotheses are not supported which are H2 and H5. Therefore, researchers can have a further discussion in view of the analysis outcome and the result interpretation in this research study. For the next chapter, researchers will discuss the limitation of this research study, provide some recommendation and make a conclusion on this study.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

In previous chapter, researchers had thoroughly discussed the result of data. In this chapter, researchers will discuss about a summary of statistical analysis, discussions on major finding, and implications of the study. In addition, the discussion on limitations of the study and recommendation for future research will be provided.

5.1 Summary of Statistical analysis

5.1.1 Descriptive analysis

5.1.1.1 Summary of study variables

Table 5.1

Summary of Descriptive Statistics of the study variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	384	1.00	5.00	3.3876	.91866
Ethnicity	384	1.00	5.00	3.2656	.93944
Employee Performance	384	1.00	5.00	3.5191	.86728
Working Experience	384	1.00	5.00	3.2131	.95948
Educational Level	384	1.33	5.00	3.5582	.85083
Valid N (listwise)	384				

Source: Data Processing Smart PLS (2018)

Refers to the table above, the mean of variables falls below 4 and in the range of 3 which is measured as neutral. Education Level has the highest mean among other variables. Although it has the highest mean, the mean falls in the range of 3 indicate that the education level of teachers does not influence their performance strongly. For Gender, the mean of this variables shows that both male teachers and female teachers produce the same performance as different gender does not affect their job performance strongly. Next, the mean of Ethnicity shows that races of teachers do not strongly affect their teaching performance. Lastly, for the Working Experience, this variable has the lowest mean among other variables. It indicates that the performance of senior employee and junior employee does not have any influence by the duration of their teaching.

5.1.1.2 Summary of demographic profiles

The demographic profile in this research involved a total of 384 respondents. All of the respondents are secondary school's teachers from Selangor, Perak, Terengganu, Johor and Sabah in Malaysia. Majority of the respondents are female teachers that stand for 58.6% while there is 41.4% of male respondents. The age of the respondents is divided into 4 groups. Most of the respondents are from the age category between 40 to 49 years old with 33.1 %, followed by 29.9% from age category between 30 to 39 years old and 22.4% of respondents from age group between 20 to 29 years old. The age category with the least respondents is 50 years old and above which holds 14.6% of overall respondents.

Ethnicity of respondents is divided into Chinese, Malay, and Indian which the percentage are 30.7%, 49.7%, and 19.5% respectively. For respondents' educational level, majority of the respondents are graduate that stands for 67.2% and followed by 21.4% of non-graduate respondents as well as 11.5% of untrained respondents. The working experience of respondents is divided into 5 categories. There are 31.5% of respondents have 11 to 20 years of working experience and

21.9% of them have work for 5 to 10 years as a teacher. Respondents with less than 5 years of working experience stand at 19.5%, 19.3% of them have 21 to 30 years of teaching experience and only 7.8% of respondents have taught for more than 30 years.

5.2 Discussion of Major Findings

Table 5.2

Result of Hypothesis Testing

Hypothesis	**Beta value**	**Std. Error**	**T Value**	**P Values**	**LL**	**UL**	**Q^2 (=1-SSE/SSO)**	**f2**	**R2**	**Decision**
Educational Level -> Employee performance	0.199	0.056	3.558	0	0.096	0.313		0.054	0.528	Supported
Ethnicity -> Employee performance	0.109	0.077	1.421	0.155	-0.049	0.254	0.276	0.01		Not Supported
Gender -> Employee performance	0.418	0.069	6.064	0	0.28	0.551		0.167		Supported
Working experience -> Employee performance	0.142	0.063	2.234	0.026	0.019	0.265		0.025		Supported

Source: Data Processing Smart PLS (2018)

5.2.1 Relationship between good workforce diversity (Gender) and employee performance.

H_1: There is significant positive relationship between good workforce diversity (gender) and employee performance.

The hypothesis tested on the relationship between good workforce diversity (gender) and employee performance among secondary school teachers in Malaysia. The test result showed that the p-value is less than 0.05 and the beta value of this independent variable is 0.418 and it means that there is 41.80% of contribution for this variable to contribute to the dependent variable which is employee performance. In addition, the T-value of this independent variable is above 1.645 which is 6.064 and both of the upper limit and lower limit have the positive value. As a result, it indicates there is a significant positive relationship between the good workforce diversity (gender) and employee performance. From the result, it can be seen also the correlation for the gender variable is 0.199 with employee performance. It indicates that gender is positively correlated with employee performance. Therefore, if there is an increment in good workforce diversity (gender), it may cause the employee performance to increase too, and vice versa.

The result is further supported by the research of Alghazo et al. (2016) whereby the workforce diversity in gender had a positive relationship with employee performance and it can encourage the development strategy to be more competitive globally where can also increase the employees' ability to be more creative, innovative and can solve the problem. According to Maingi and Makori (2015), the people who have the opposite gender can perform well in their job when they are working to each other. They also can learn different skills from the training with the diverse gender and can perform better in their job.

The diverse gender among the teachers will be beneficial towards their job performance. This is because the men and women have different types of

personality and also will act in a different way during their working. Men will tend to be more rational and tend to exchange the information with the colleagues while the women will tend to be more patient and to be more attentive when handling their tasks. In addition, the diverse gender of teachers can also increase the creativity as they have a different mindset to make the work to be carried out in a more effective way.

5.2.2 Relationship between good workforce diversity (Ethnicity) and employee performance.

H_0*: There is no significant positive relationship between good workforce diversity (ethnicity) and employee performance of secondary school's teachers in Malaysia.*

Based on the result generated from SMART PLS, it is shown that there is no significant positive relationship between good workforce diversity (Ethnicity) and employee performance. This hypothesis was supported by the study of Joseph et al. (2015) concluded that there is a negative relationship between the ethnic status and employee performance. This is because the value of correlation coefficient generated by them was interpreted as very low and almost negligible. This study was conducted in a Singapore organization to examine the effects of workforce diversity on employee performance. Consequently, the null hypothesis was accepted since ethnicity does not significantly impact the performance of employees. Amla (2017) also reported in her study that there is a weak correlation between ethnicity and employee performance. She mentioned that there is no statistically significant relationship between these two variables and thus the null hypothesis was accepted.

On the other hand, other studies like Kester (2008) asserted there is a strong correlation between these two variables. Based on the findings in this study, he mentioned that the hostility exists among the different ethnic group that would

produce antisocial effects whereby to affect their performance negatively. This finding is also in agreement with the analysis of Rizwan, Khan, Nadeem, and Abbas (2016). The Pearson correlation coefficients show a significant positive value at 1% level of significance. It means that ethnicity has a significant positive impact on the employee performance and its productivity in the banking sector of Pakistan.

However, based on the test analysis conducted by the researchers, it can be proved that ethnicity is not significantly affected employee performance since the low t-value and high p-value was shown in the study. The t-value of 1.421 (at p-value < 0.05) is less than 1.645, it showing this hypothesis is not significant. Additionally, the p-value of this hypothesis 0.155 is more than 0.05 showing unsupported hypothesis also. The lower limit (LL) and upper limit (UL) is statistically showing the hypothesis for ethnicity positively affect employee performance should be rejected as it shows a negative value in LL. In short, the null hypothesis should be accepted based on the researchers' analysis.

The weak correlation occur between ethnicity and employee performance might be due to the teachers' performance does not be affected by their ethnic difference. This is because the knowledge conveying process is identical among teachers of different races. In addition, the only difference of ethnic diversity is the people's appearance and it would never be an obstacle for them in delivering the valuable knowledge to the students.

5.2.3 Relationship between good workforce diversity (Working Experience) and employee performance.

H_1: There is significant positive relationship between good workforce diversity (working experience) and employee performance.

The hypothesis tested on the relationship between good workforce diversity (working experience) among secondary school teachers in Malaysia. For this variable, 14.2% of secondary school teachers perceived that working experience has a direct effect towards their employee performance. It indicates that when the working experience as a secondary school teacher increases, the employee performance will be increased. However, 85.8% of secondary school teachers did not agree with this statement as they did not have a positive perspective on working experience can affect their working experience. In addition, the p-value of this independent variable is 0.026 which is less than 0.05 and the T-value is more than 1.645 which is 2.234. Both upper limit and lower limit are in positive value too. Therefore, it can be showed that there is a positive relationship between working experiences with employee performance.

According to journal authors, they stated that the employee who has more working experience mostly has an older age. From the research, there were majority percentage which was 37.0% out of 100% for the employees who had the working experience more than 30 years but less than 35 years of experience and second highest ranked for the years of working experience was 26% which was categorized as working experience more than 35 years but less than 40 years and from the research, it founds that employees who had more working experience will have higher working ability and in other words, it can be said that higher working ability will have higher employee performance (Chung, Park, Cho, Park, Kim, Yang, & Yang, 2015).

According to Kotur et al. (2014), the study has shown the richer the working experience will increase the employee performance. Where for the first 20 years of working lifetime, the employee performance increases gradually. However, after 20 years of working experience, the employee performance decreases as it can be caused by the boredom of doing the same routine and lack of new task content and challenges throughout the years. But, this study still proved that higher working experience will promote better employee performance. Hence, from the previous study, it can be strengthened more that H_1 is supported whereby there is a significant positive relationship between working experience and employee performance.

The working experience for a teacher's teaching life is very important. This is because the more experience gained by the teacher, the more skilful the teacher can handle his or her job. The teachers always need to attend the courses and training in order to update themselves with the latest information from time to time such as giving the training to teach the PT3 (Penilaian Tingkatan 3) and SPM students especially PT3 is a newly introduced system to replace the PMR (Penilaian Menengah Rendah). So, the experienced teachers are very important in order to adapt to the changes in a faster way and use their experience of teaching skills to guide the newly entered teachers.

5.2.4 Relationship between good workforce diversity (Educational Level) and employee performance.

H_1: There is significant positive relationship between good workforce diversity (educational level) and employee performance.

The result shows that the workforce diversity of educational level has positive relationship towards employee performance. According to the result of research carried out by researchers, the hypothesis p-values 0.026 is less than the 0.05 which

explain that this hypothesis is supported. Next, Beta value is at 0.199 represent the contribution of educational level towards employee performance. Other than this, T-value is higher than the minimum threshold at 3.558 which explain the supportive to the hypothesis. Moreover, the lower limit (LL) and upper limit (UL) show positive value at 0.019 and 0.265 respectively which also strengthened that the H_1 is fully supported.

Based on the finding, educational level is supported in this study because the educational level is important in the academic aspect and teaching field. The educational level might not contribute much to other industry. Yet, in the education industry, knowledge and educational level is the basic requirement for the workforce as their role is to teach and deliver knowledge to the students. The workforce who has diverse knowledge and educational level are capable of providing extra knowledge and suitable theory examples without just focus only in textbooks context.

Diverse knowledge enhances the creativity in teaching skills by making the lessons more vivid and interesting towards the students since they have a deeper understanding in the academic. Other than that, diversity of education level and knowledge brings the variety of thoughts, which helps teachers to have a better digestion in the secondary school's academic content. This helps the teachers have a different perspective and variety of ways to deliver knowledge to the students which avoid students learning rigidly from the textbooks. Therefore, educational level has significant relationship towards the teacher's performance which it helps in performance improvement for teachers and also students.

According to Goldhaber and Hansen (2010), the educationally significant effect on the distribution of teacher workforce quality and performance. Based on Ng et al. (2009) researched, they found support through the study towards education level is positively related to task performance. Which explained that the better the educational level, the better the job performance. Highly educated workers are

likely to contribute more effective work. Moreover, educational level can enhance cognitive ability, higher-order thinking and relevant knowledge which all of these factors improve and strengthen the job performance.

Ololube, Major, and Kpolovie (2006) said that training and education is a need to offer teachers a better chance to develop themselves to become more effective which could result in a better job performance. The respondent in Ololube's research supported that education is important in job's effectiveness and job performance. Next, in order to perform well, education development for workers are needed. In the researcher findings, teachers with higher academic qualification are more effective than teachers who have lower education qualification. Higher academic qualification is a part of improves work production.

5.3 Implication of the Study

Implication of the study is the management implications of the independent variables and dependent variable.

5.3.1 Managerial Implications

The managerial implication highlights the relationship between the dependent variable (job performance) with all the independent variables which are gender, ethnicity, education level and working experience.

First, gender is one of the factors that can influence the job performance of teachers due to their physical and psychological differences. The difference between the genders of teachers may affect the student academic performance because the female teachers play a significant role in enhancing the performance of female student while male teachers can enhance the performance of male students.

The communication between student and teacher was shaped by the gender of teacher and the teachers are the gender role model where the students would try to imitate their behaviour. The performance of male and female employee might difference because of the discrepancy between their skills, talent, and beliefs. Thus, the gender of teachers will improve the student performance.

Next, educational quality is related to the secondary school attainment. The secondary school should concern on the education level of teachers. The teacher job performance is the outcome of the achievement of the school which affected by education quality delivered by the teachers. The education of teachers has powerful impact on the student achievement. The teacher has more effective performance when they have qualified criteria and has been certified in the specific field that they are expert in. The teacher who pursues higher education has positively improved their performance and student achievement. There is a significant relationship between educational level and job performance because the teacher who is higher graduated has higher level of confidence to perform their job well.

Moreover, secondary school should concern the working experience of teacher since the work experience is significant to the job performance. The senior employees are more motivated to get a good performance compare to the new recruits. The employee who has work experience was preferred because they can perform better with their knowledge and experience. The elder or experienced individuals possess the unique and professional knowledge, and this experience will make the person perform better. There is a correlation between work experience and job performance in which the correlation is higher for the teacher who has more than 5 years of experience.

Therefore, the independent variables which are gender, educational level, and working experience have a significant correlation with job performance in secondary school of Malaysia. The high level of job performance can be attained by the workforce diversity in gender, educational level, and working experience.

So that, the secondary school in Malaysia should increase their effort to ensure the workforce diversity in the aspect of gender, educational level, and working experience to improve job performance among teachers. The result refers significant implication to secondary school to become better in the future where high level of performance among teachers of secondary schools is being placed. The result of working experience was the highest among four variables. The practitioners and policymakers need to pay more attention and focus on it.

Based on the job performance of the employee, the practitioners or policymakers can provide recognition and rewards to the employees who make more contributions. The rewards can be financial or non-financial like bonus or offer more holidays in order to increase their motivation. Thus, the employees are more motivated to perform better their job and task.

According to Malaysia Employment Act 1955, the heavy penalty can be charged to any organizations if the unfairness has occurred. The unfairness included unfair distribution of wages among employees and did not reach the minimal labour laws on salary ("Malaysia Employment Act 1955", 2012). All of the unfairness can negatively affect the job performance of the employee.

In addition, the secondary school can introduce the training program for employees to enhance their performance. The training program should be related to the job scope of the employee. It can increase the employees' capabilities and confidence to perform their task. The secondary school should place the right person in the right position. They should make sure the particular employee has the ability and competency to complete the task assigned.

Lastly, the career opportunity like promotion should be provided to the employees. When the employees got an opportunity to work at a higher position and get a higher salary, it can motivate them to improve their job performance.

5.4 Limitation of the Study

There are a few of problems faced by the researchers during conducting this research. Those limitations have causes researches to spend extra time completing the research study. Furthermore, researches have to exert more efforts on examining the study to prevent the result of the study get affected.

5.4.1 Respondents' Involvement

This limitation affects the result of this research study significantly. Due to some respondents are too busy with their teaching and administration activities, they might not be providing the accurate answers for this research study as the survey does not bring any benefits to them and they just wanted to complete the questionnaire quickly to continue their works.

Besides, the willingness of the respondent to complete the questionnaire survey is low. Some of the questionnaires distributed to secondary schools were unable to retrieve as some respondents were refused to answer the questionnaire due to the anxiety if their information provided would be exposed easily and misused.

5.4.2 Time Constraints

Researchers used additional time to complete this study due to researchers need to apply an approval letter from the Ministry of Education Malaysia (MOE) before the questionnaire survey is able to be conducted in secondary school. Researchers still need to apply approval letter from Jabatan Pendidikan Negeri (JPN) Selangor and Perak after received the approval letter from MOE. Every researcher who wishes to conduct a survey in government schools are require to go through this

process because the Ministry of Education wants to ensure the research study and questionnaire that are going to be conducted did not discuss any sensitive issues.

In addition, researchers only have 22 weeks to carry through this research study. This is a big obstacle for researchers since extra time is needed to analyze the data in order to obtain a more accurate data. As researchers are unfamiliar with using SPSS and PLS software, researchers require to spend additional time learning to function both software from professional.

5.4.3 Cost Constraints

This is another limitation that faced by researchers where the SPSS and PLS software needed to run and analyze data are costly. Users are required to pay and buy the software in order use the software. As researchers only use SPSS and PLS software for this study, researchers seek for help from another lecturer who is expert in using this two software to borrow the software in order to run the analysis on data. Moreover, the researchers also had to undertake all the printing and other administrative fees by own.

5.4.4 Region Constraints

This limitation has become the major problem encountered by researchers in this study. Due to the airfare to East Malaysia is expensive, researchers could not afford the cost of airfare to distribute the questionnaire to respondents in Sabah and Sarawak. In addition, the cost of traveling to every state in Peninsular Malaysia for questionnaire conducting is costly and time-consuming. Therefore, researchers have only chosen to conduct questionnaire survey in two nearby states which is Perak and Selangor as the education policy of the secondary school is the same in every state.

5.5 Recommendations for Future Research

Based on this study, the hypothesis was to study the effect of workforce diversity that affects employee performance among the secondary school teachers in Malaysia. However, there are a few recommendations for the future research related to this study.

5.5.1 Multi-Language and simplify questionnaire

The limitations of the study mentioned that the involvement of respondent to take part in questionnaire survey is less. There are some of the respondents might not understand well the questions in the questionnaire as there are different races of respondents. Researchers only designed English and Malay version of questionnaire for this research study. Thus, multiple languages such as Tamil and Chinese can be consisted in the questionnaire to ease the respondents from different races in understanding the questions. In addition, future researchers are recommended to simplify the questions in the questionnaire. The questions should not be too complicated or profound to prevent any misunderstanding. This could improve the reliability of the result as the respondents can fully understand the question and provide a more accurate answer.

5.5.2 Coverage in other industries

Researchers conducted this research to study the relationship between workforce diversity and employee performance. Hence, researchers can carry out the effect of workforce diversity affecting employee performance in the other industries in the future. The researches that carry out in diverse industry areas could provide distinct responses. This could help other researchers to collect a more precise and reliable data.

5.5.3 Exploration of different variables

The variables used in this research study were gender, ethnicity, education level and working experience. Researchers can select the other variables that are suitable and relevant to their area or industries of research rather than using the stated variables in this study. Hence, the research conducted is able to obtain a more reliable and accurate data.

5.6 Conclusion

From this study, there is a better understanding of the workforce diversity that influences the job performance among secondary school teachers in Malaysia. According to the Multiple Linear Regression Analysis, gender has the highest contribution to job performance while ethnicity has the lowest contribution within the four independent variables. All the independent variables are significant except the ethnicity which is not significant. In conclusion, the limitation and recommendation discussed in this study provide a guideline for future researchers to conduct a similar research.

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Appendix A: UTAR Approval Letter (Approval to Conduct Survey)

UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

22nd March 2018

To Whom It May Concern,

Dear Sir/Madam,

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

Name of Student	Student ID
King Yann Pyng	15ABB07766
Khor Sian Shean	15ABB06932
Hew Chin San	15ABB07841
Ooi Chee Sien	15ABB07805
Leong Chan Ai	15ABB07516

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,

.....
Dr Choong Yuen Onn
Head of Department,
Faculty of Business and Finance
Email: choongyo@utar.edu.my

22/3/18
.....
Mr Peramjit Singh a/l Balbir Singh
Supervisor,
Faculty of Business and Finance
Email: peramjit@utar.edu.my

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Postal Address: PO Box 11348, 50744 Kuala Lumpur, Malaysia
Website: www.utar.edu.my

Appendix B: Questionnaire (English Version)

UNIVERSITI TUNKU ABDUL RAHMAN
Faculty of Business and Finance
BACHELOR OF BUSINESS ADMINISTRATION (HONS)
FINAL YEAR PROJECT
Survey Questionnaire

A Study of Workforce Diversity that Affects Employee Performance among the Secondary School Teachers in Malaysia.

Dear Respondents:

We are the final year students of Bachelor of Business Administration (Hons), from Universiti Tunku Abdul Rahman (UTAR). We are currently doing our final year project (FYP) with the title of "A Study of Workforce Diversity that Affects Employee Performance among the Secondary School Teachers in Malaysia".

The purpose of this research is to determine the relationship between workforce diversity and employee performance. This research will help to understand the factors that influence teachers' productivity and subsequently affect students' achievement.

FYP supervisor: Mr. Peramjit Singh a/l Balbir Singh (Lecturer)

Name	Student ID	E-mail
Hew Chin San	1507841	sansan1995@gmail.com
Khor Sian Shean	1506932	sianshean@gmail.com
King Yann Pyng	1507766	rachelking95@hotmail.co.uk
Leong Chan Ai	1507516	leongchanai@gmail.com
Ooi Chee Sien	1507805	zixian95@yahoo.com

Instructions:

1) This questionnaire consists of THREE (3) sections. Please answer **ALL** questions in **ALL** sections.
2) This questionnaire will take approximately 10 to 15 minutes to complete.
3) Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept strictly confidential.
4) Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information. Your cooperation in completing this questionnaire will be kept PRIVATE and CONFIDENTIAL and be used solely for academic purposes.

Acknowledgment of Notice

[ ] I have been notified by you and that I hereby understood, consented and agreed per UTAR notice (refer to Appendix I).

[ ] I disagree, my personal data will not be processed.

Section A: Demographic Information

Please specify your answer by placing a (√) on the relevant answers provided. The following questions will be used only in determining our sample demographics and answers will be kept strictly confidential.

1. Gender:
   [ ] Male
   [ ] Female
2. Age
   [ ] 20-29 years old
   [ ] 30-39 years old
   [ ] 40-49 years old
   [ ] 50 years old and above
3. Ethnicity
   [ ] Chinese
   [ ] Malay
   [ ] Indian
   [ ] Others: _____
4. Educational Level
   [ ] Graduate (refer to teachers who have a Bachelor or equivalent degree and have teacher training certificate.)
   [ ] Non-graduate [refer to teachers who have a diploma or certificate (post-secondary level/STPM/STAM/SPM/SPVM) or equivalent certificate and have teacher training certificate.]
   [ ] Untrained (refer to teachers who do not have any teacher training certificate)
   [ ] Others: _____
5. Work Experience
   [ ] Less than 5 years
   [ ] 5-10 years
   [ ] 11-20 years
   [ ] 21-30 years
   [ ] More than 30 years

Section B: Independent variables

Based on your dispositions, Please use this scale to answer the following questions by circling the most appropriate response.

(1) Strongly Disagree (SD)

(2) Disagree (D)

(3) Neutral (N)

(4) Agree (A)

(5) Strongly Agree (SA)

a. Workforce diversity - Gender

No.	Questions	SD	D	N	A	SA
1.	There is a proper mix of male and female employees in this organization.	1	2	3	4	5
2.	I feel comfortable working with the opposite gender.	1	2	3	4	5
3.	Working with opposite gender helps me increase my performance.	1	2	3	4	5
4.	I am positive about gender diversity in this workplace.	1	2	3	4	5
5.	Gender diverse teams showed better problem solving and decision-making skills than gender homogeneous teams.	1	2	3	4	5
6.	Gender diverse teams achieved targets due to the good relationship and effective communication.	1	2	3	4	5
7.	I did not experience stress in the last 12 months due to gender diversity issues in my work place.	1	2	3	4	5

b. Workforce diversity – Ethnicity

No.	Questions	SD	D	N	A	SA
1.	The ethnic diversity in our team has enabled to find a creative solution.	1	2	3	4	5
2.	The ethnic diversity in our team has improved the quality of decision making.	1	2	3	4	5
3.	The ethnic diversity promoted healthy competition in the team and contributed to outstanding achievements.	1	2	3	4	5
4.	The ethnic diversity did not affect the professional relationship with the team.	1	2	3	4	5
5.	I did not experience stress in the last 12 months due to ethnic diversity issues in my work place.	1	2	3	4	5
6.	The ethnic diversity in our team helped to expedite the completion of our task/projects on time.	1	2	3	4	5

c. Workforce diversity – Educational Level

No.	Questions	SD	D	N	A	SA
1.	There are employees with different educational background in the organization.	1	2	3	4	5
2.	The differences in education background do not encourage conflict.	1	2	3	4	5
3.	Working with employees with different educational background helps me increase my performance.	1	2	3	4	5
4.	The team leader includes all members at different education level in problem solving and decision making.	1	2	3	4	5
5.	The organization gives equal treatment when it comes to the diversity of education background.	1	2	3	4	5
6.	Ego issues arise between untrained, graduate and non-graduate employees.	1	2	3	4	5

d. Workforce diversity – Working Experience

No.	Questions	SD	D	N	A	SA
1.	There is a proper mix of fresher (new employees) and experienced employees in the organization.	1	2	3	4	5
2.	Generation gap and ego issues do not lead to conflicts between fresher and experienced people.	1	2	3	4	5
3.	Fresher are not involved in the decision making and problem-solving process.	1	2	3	4	5
4.	I can get along well with my seniors as well as with my juniors.	1	2	3	4	5
5.	Seniority within the organization is given more importance as compared to Educational qualifications.	1	2	3	4	5
6.	No emotional conflicts and anxiety within the team due status difference between young and old employees.	1	2	3	4	5

Section C: Employee Performance (Dependent Variable)

The questions below ask about your self-perceived performance. Based on your experiences and understanding, please indicate the most appropriate opinion/response with the scale below.

(1) Strongly Disagree (SD)

(2) Disagree (D)

(3) Neutral (N)

(4) Agree (A)

(5) Strongly Agree (SA)

No.	Questions	SD	D	N	A	SA
1.	I can also teach difficult lessons easily.	1	2	3	4	5
2.	I always add value to my department and organization.	1	2	3	4	5
3.	Apart from teaching, I fulfil other responsibilities very well.	1	2	3	4	5
4.	Most of students of my class get good marks.	1	2	3	4	5
5.	Working in a diverse group helps me increase my productivity.	1	2	3	4	5
6.	Working in a diverse group helps me enhance my creativity.	1	2	3	4	5

----------Thank you for your participation----------

Appendix C: Questionnaire (Malay Version)

UNIVERSITI TUNKU ABDUL RAHMAN
Faculty of Business and Finance
BACHELOR OF BUSINESS ADMINISTRATION (HONS)
FINAL YEAR PROJECT
Soal Selidik

Kajian Kepelbagaian Tenaga Kerja yang Mempengaruhi Prestasi Pekerja di kalangan Guru Sekolah Menengah di Malaysia.

Responden yang dihormati:

Kami adalah pelajar tahun akhir Sarjana Pentadbiran Perniagaan (Kepujian), dari Universiti Tunku Abdul Rahman (UTAR). Kami sedang melakukan projek akhir tahun (FYP) dengan tajuk "Kajian Kepelbagaian Tenaga Kerja yang Mempengaruhi Prestasi Pekerja di kalangan Guru Sekolah Menengah di Malaysia". Tujuan kajian ini adalah untuk mengenalpasti hubungan antara kepelbagaian tenaga kerja dan prestasi pekerja. Kajian ini akan membantu memahami faktor-faktor yang mempengaruhi produktiviti guru dan seterusnya mempengaruhi pencapaian pelajar.

Penyelia FYP: Encik Peramjit Singh a / l Balbir Singh (Pensyarah)

Nama	Nombor Identiti Murid	E-mel
Hew Chin San	1507841	sansan1995@gmail.com
Khor Sian Shean	1506932	sianshean@gmail.com
King Yann Pyng	1507766	rachelking95@hotmail.co.uk
Leong Chan Ai	1507516	leongchanai@gmail.com
Ooi Chee Sien	1507805	zixian95@yahoo.com

Arahan:

1) Soal selidik ini mengandungi TIGA (3) bahagian. Sila jawab SEMUA soalan di SEMUA bahagian.

2) Soal selidik ini akan mengambil masa kira-kira 10 hingga 15 minit untuk disiapkan.

3) Silakan berkongsi ulasan anda di ruang yang disediakan. Isi soal selidik ini akan disimpan dengan sulit.

4) Dimaklumkan bahawa menurut Akta Perlindungan Data Peribadi 2010 ("PDPA") yang berkuatkuasa pada 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") dengan ini terikat untuk membuat notis dan memerlukan persetujuan berhubung pengumpulan , rakaman, penyimpanan, penggunaan dan pengekalan maklumat peribadi. Kerjasama anda dalam penyelekapan soal selidik ini akan disimpan secara PERIBADI dan SULIT dan digunakan semata-mata untuk tujuan akademik.

Pengiktirafan Notis

[ ] Saya telah dimaklumkan oleh anda dan dengan ini saya bersetuju dengan UTAR notis (rujuk Lampiran I).

[ ] Saya tidak bersetuju, data peribadi saya tidak akan diproses.

Bahagian A: Maklumat Demografi

Sila tentukan jawapan anda dengan meletakkan () pada jawapan yang sesuai. Soalan-soalan berikut akan digunakan hanya dalam menentukan demografi sampel kami dan jawapan akan disimpan dengan sulit.

1. Jantina:
   [ ] Lelaki
   [ ] Perempuan
2. Umur
   [ ] 20-29 tahun
   [ ] 30-39 tahun
   [ ] 40-49 tahun
   [ ] 50 tahun dan di atas
3. Etnik
   [ ] Cina
   [ ] Melayu
   [ ] India
   [ ] Lain-lain: _____
4. Peringkat pendidikan
   [ ] Siswazah (rujuk kepada guru yang mempunyai Ijazah Sarjana atau bersamaan dengan mempunyai sijil latihan guru.)
   [ ] Tidak lulus [merujuk kepada guru yang mempunyai ijazah atau sijil (STPM / STAM / SPM / SPVM) atau sijil yang setara dan mempunyai sijil latihan guru.]
   [ ] Tidak terlatih (rujuk guru yang tidak mempunyai sijil latihan guru)
   [ ] Lain-lain: _____
5. Pengalaman bekerja
   [ ] kurang daripada 5 tahun
   [ ] 5-10 tahun
   [ ] 11-20 tahun
   [ ] 21-30 tahun
   [ ] Lebih daripada 30 tahun

Bahagian B: Variable Independent

Berdasarkan pendapat anda, Sila gunakan skala ini untuk menjawab soalan berikut dengan membulatkan tindak balas yang paling sesuai.

(1) Sangat Tidak Bersetuju (SD)

(2) Tidak bersetuju (D)

(3) Neutral (N)

(4) Bersetuju (A)

(5) Sangat Bersetuju (SA)

a. Kepelbagaian tenaga kerja - Jantina

No.	Soalan	SD	D	N	A	SA
1.	Percampuran pekerja lelaki dan wanita yang seimbang dalam organisasi ini.	1	2	3	4	5
2.	Saya berasa selesa bekerja dengan pekerja yang berjantina tidak sama dengan saya.	1	2	3	4	5
3.	Bekerja dengan jantina yang tidak sama membantu saya meningkatkan prestasi saya.	1	2	3	4	5
4.	Saya berpendapat positif mengenai kepelbagaian jantina di tempat kerja ini.	1	2	3	4	5
5.	Kumpulan berpelbagai jantina menunjukkan penyelesaian masalah yang lebih baik dan kemahiran membuat keputusan daripada kumpulan homogen jantina.	1	2	3	4	5
6.	Kumpulan berpelbagai jantina dapat mencapai sasaran kerana hubungan baik dan komunikasi yang berkesan antara mereka.	1	2	3	4	5
7.	Saya tidak mengalami tekanan dalam 12 bulan yang lepas disebabkan oleh masalah kepelbagaian jantina di tempat kerja saya.	1	2	3	4	5

b. Kepelbagaian tenaga kerja – Etnik

No.	Soalan	SD	D	N	A	SA
1.	Kepelbagaian etnik dalam kumpulan kami membolehkan pencarian penyelesaian yang kreatif.	1	2	3	4	5
2.	Kepelbagaian etnik dalam kumpulan kami telah meningkatkan kualiti untuk membuat keputusan.	1	2	3	4	5
3.	Kepelbagaian etnik mempromosikan persaingan sihat dalam kumpulan telah menyumbang kepada pencapaian yang luar biasa.	1	2	3	4	5
4.	Kepelbagaian etnik tidak menjejaskan hubungan profesional dalam kumpulan.	1	2	3	4	5
5.	Saya tidak mengalami tekanan dalam 12 bulan yang lepas disebabkan oleh isu kepelbagaian etnik di tempat kerja saya.	1	2	3	4	5
6.	Kepelbagaian etnik dalam kumpulan kami membantu untuk mempercepat penyiapan tugas / projek kami tepat pada waktunya.	1	2	3	4	5

c. Kepelbagaian tenaga kerja – Peringkat pendidikan

No.	Soalan	SD	D	N	A	SA
1.	Terdapat pekerja yang mempunyai latar belakang pendidikan yang berbeza dalam organisasi.	1	2	3	4	5
2.	Perbezaan latar belakang pendidikan tidak menggalakkan konflik.	1	2	3	4	5
3.	Bekerja dengan pekerja yang mempunyai latar belakang pendidikan yang berbeza dapat membantu saya meningkatkan prestasi saya.	1	2	3	4	5
4.	Ketua kumpulan melibatkan semua ahli yang berperingkat pendidikan berbeza dalam menyelesaikan masalah dan membuat keputusan.	1	2	3	4	5
5.	Organisasi ini memberikan layanan yang sama taraf apabila ia berkaitan dengan kepelbagaian latar belakang pendidikan.	1	2	3	4	5
6.	Masalah ego timbul antara pekerja yang tidak terlatih, siswazah dan bukan siswazah	1	2	3	4	5

d. Kepelbagaian tenaga kerja – Pengalaman Kerja

No.	Soalan	SD	D	N	A	SA
1.	Terdapat satu campuran yang pekerja baru dan pekerja berpengalaman dalam organisasi.	1	2	3	4	5
2.	Masalah jurang dan ego isu tidak membawa kepada konflik antara pekerja yang baru dan berpengalaman sederhana.	1	2	3	4	5
3.	Pekerja baru tidak terlibat dalam proses membuat keputusan dan menyelesaikan masalah.	1	2	3	4	5
4.	Saya boleh berkawan dengan baik dengan senior saya dan juga dengan junior saya.	1	2	3	4	5
5.	Pengalaman lebih penting berbanding dengan peringkat pendidikan.	1	2	3	4	5
6.	Tiada konflik dan kegelisahan emosi dalam perbezaan status berlaku antara pekerja muda dan tua.	1	2	3	4	5

BahagianC: Prestasi Pekerja (Variable Dependent)

Soalan-soalan di bawah ini bertanya tentang prestasi anda yang dirasakan. Berdasarkan pengalaman dan kefahaman anda, sila nyatakan pendapat / tindak balas yang paling sesuai dengan skala di bawah.

(1) Sangat Tidak Setuju (SD)

(2) Tidak bersetuju (D)

(3) Neutral (N)

(4) Setuju (A)

(5) Sangat Setuju (SA)

No.	Soalan	SD	D	N	A	SA
1.	Saya juga boleh mengajar pelajaran yang sukar dengan mudah.	1	2	3	4	5
2.	Saya sentiasa menambah nilai kepada jabatan dan organisasi saya.	1	2	3	4	5
3.	Selain mengajar, saya dapat memenuhi tanggungjawab lain dengan baik.	1	2	3	4	5
4.	Kebanyakan pelajar kelas saya mendapat markah yang baik.	1	2	3	4	5
5.	Bekerja dalam kumpulan yang pelbagai boleh membantu saya meningkatkan produktiviti saya.	1	2	3	4	5
6.	Bekerja dalam pelbagai kumpulan dapat membantu saya meningkatkan kreativiti saya.	1	2	3	4	5

----------Terima Kasih Atas Kerjasama Anda----------

Appendix D: Borang DPPDP 2(A)

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1 - 4 BLOK E8, KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

BORANG BPPDP 2(A)

TEL : 03 - 8884 6591
FAKS : 03 - 8884 6579

Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia
Aras 1-4, Blok E8
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya

BAHAGIAN A : Maklumat Diri Penyelidik

1. Nama Penyelidik (seperti dalam KP)	OOI CHEE SIEN
2. No. Kad Pengenalan	951113085156
3. Nama Institusi	UNIVERSITI TUNKU ABDUL RAHMAN
4. Tajuk Kajian	A STUDY OF WORKFORCE DIVERSITY THAT AFFECTS EMPLOYEE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN MALAYSIA.

5. Dengan ini saya **OOI CHEE SIEN** (NO.KP : **951113085156**) mengaku bahawa saya akan mematuhi segala syarat yang ditetapkan oleh Kementerian Pendidikan Malaysia. Saya memberi jaminan bahawa satu naskhah laporan / disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti saya selepas kajian ini selesai di-jalankan.

Tandatangan Penyelidik

Tarikh : 28 / 5 / 18

BAHAGIAN B : Untuk diisi oleh Penyelia (bagi pelajar kolej dan universiti) atau Ketua Jabatan (Kajian Am dan Lain-lain)

Saya Choong Yuen Onn telah (menyemak ~~/ tidak menyemak~~) kertas cadangan dan instrumen kajian pemohon ini.

Permohonan ini : ☑ Disokong ☐ Tidak Disokong

Ulasan (jika ada) :

Penyelidik telah membuat pengakuan bahawa satu naskhah laporan/disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti selepas kajian ini selesai dijalankan.

Tandatangan Penyelia/Ketua Jabatan

Tarikh : 28/8/18

Nama : DR CHOONG YUEN ONN (ALEX)
Cap Rasmi : 28/5/18 HEAD
DEPARTMENT OF BUSINESS
FACULTY OF BUSINESS AND FINANCE
UNIVERSITI TUNKU ABDUL RAHMAN

Appendix E: Ministry of Education Approval Letter

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(1223)
Tarikh : 6 Jun 2018

OOI CHEE SIEN
NO. KP : 951113085156

5,HALA BERCHAM SELATAN 10, TAMAN GAMELAN TIMUR,
31400, IPOH, PERAK. 31400 IPOH
PERAK

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" A STUDY OF WORKFORCE DIVERSITY THAT AFFECTS EMPLOYEE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN MALAYSIA. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **4 Jun 2018** hingga **27 Julai 2018** .

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini.Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN JOHOR
JABATAN PENDIDIKAN PERAK
JABATAN PENDIDIKAN SELANGOR
JABATAN PENDIDIKAN TERENGGANU
JABATAN PENDIDIKAN SABAH
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR

Appendix F: Application Letter to Jabatan Pendidikan Perak

Ooi Chee Sien
5, Hala Bercham Selatan 10,
Taman Gamelan Timur,
31400 Ipoh, Perak.

Pengarah Jabatan Pendidikan Negeri Perak,
Jalan Tun Abdul Razak,
30100 Ipoh, Perak. 07 Jun 2018

Tuan,

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN PENYELIDIKAN SARJANA MUDA DI SEKOLAH MENENGAH KEBANGSAAN DI PERAK.

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan kepada Tuan bahawa kami adalah pelajar Universiti Tunku Abdul Rahman (UTAR), ingin memohon kebenaran daripada pihak Tuan untuk menjalankan penyelidikan peringkatan sarjana muda di sekolah menengah kebangsaan di negeri Perak.

3. Maklumat permohonan kami adalah seperti berikut:

1. Ooi Chee Sien 15ABB07805
2. King Yann Pyng 15ABB07766
3. Hew Chin San 15ABB07841
4. Khor Sian Shean 15ABB06932
5. Leong Chan Ai 15ABB07516

Tajuk Kajian: Kajian kepelbagaian tenaga kerja yang mempengaruhi prestasi pekerja di kalangan guru sekolah menengah di Malaysia. (A study of workforce diversity that affects employee performance of secondary school teachers in Malaysia).

Objektif Kajian: Kajian ini dijalankan untuk mengenalpasti hubungan antara jantina, etnik, peringkat pendidikan dan pengalaman kerja dengan prestasi pekerja dalam kalangan guru sekolah di Malaysia.

Kepentingan Kajian: Prestasi pengajaran guru mempengaruhi prestasi pelajar secara langsung. dengan menjalankan kajian ini, pihak berkenaan dapat memahami faktor-faktor yang mempengaruhi prestasi guru dan meningkatkan kualiti pengajaran guru.

Sampel Kajian: Guru-guru sekolah menengah.

Tarikh menjalankan kajian lapangan: mula 04/06/2018 hingga 27/07/2018

4. Bersama-sama surat ini kami sertakan surat kebenaran menjalankan penyelidikan dari Kementerian Pendidikan Malaysia, Bahagian Perancangan dan Penyelidikan Dasar Pedidikan untuk rujukan tuan.

5. Sehubungan dengan itu, kami memohon kepada Tuan agar kami memperoleh kebenaran untuk menjalankan penyelidikan demi mendapatkan data sokongan yang tepat serta benar untuk kajian kami.

Sekian, Terima Kasih.

Yang Benar,
Ooi Chee Sien
951113-08-5156
Zixian95@yahoo.com
015-5158009

Appendix G: Application Letter to Jabatan Pendidikan Selangor

Ooi Chee Sien
5, Hala Bercham Selatan 10,
Taman Gamelan Timur,
31400 Ipoh, Perak.

Pengarah Jabatan Pendidikan Negeri Selangor,
Jalan Jambu Bol 4/3E,
Seksyen 4,
40604 Shah Alam, Selangor. 07 Jun 2018

Tuan,

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN PENYELIDIKAN SARJANA MUDA DI SEKOLAH MENENGAH KEBANGSAAN DI SELANGOR.

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan kepada Tuan bahawa kami adalah pelajar Universiti Tunku Abdul Rahman (UTAR), ingin memohon kebenaran daripada pihak Tuan untuk menjalankan penyelidikan peringkatan sarjana muda di sekolah menengah kebangsaan di negeri Selangor.

3. Maklumat permohonan kami adalah seperti berikut:

1. Ooi Chee Sien 15ABB07805
2. King Yann Pyng 15ABB07766
3. Hew Chin San 15ABB07841
4. Khor Sian Shean 15ABB06932
5. Leong Chan Ai 15ABB07516

Tajuk Kajian: Kajian kepelbagaian tenaga kerja yang mempengaruhi prestasi pekerja di kalangan guru sekolah menengah di Malaysia. (A study of workforce diversity that affects employee performance of secondary school teachers in Malaysia).

Objektif Kajian: Kajian ini dijalankan untuk mengenalpasti hubungan antara jantina, etnik, peringkat pendidikan dan pengalaman kerja dengan prestasi pekerja dalam kalangan guru sekolah di Malaysia.

Kepentingan Kajian: Prestasi pengajaran guru mempengaruhi prestasi pelajar secara langsung. dengan menjalankan kajian ini, pihak berkenaan dapat memahami faktor-faktor yang mempengaruhi prestasi guru dan meningkatkan kualiti pengajaran guru.

Sampel Kajian: Guru-guru yang berada di:

1) Sekolah Menengah Kebangsaan Bukit Rahman Putra
2) Sekolah Menengah Kebangsaan Bandar Baru Sungai Buloh
3) Sekolah Menengah KebangsaanTaman Ehsan
4) Sekolah Menengah Kebangsaan Sierramas
5) Sekolah Menengah Kebangsaan Kepong
6) Sekolah Menengah Kebangsaan Bukit Gading

Tarikh menjalankan kajian lapangan: mula 04/06/2018 hingga 27/07/2018

4. Bersama-sama surat ini kami sertakan surat kebenaran menjalankan penyelidikan dari Kementerian Pendidikan Malaysia, Bahagian Perancangan dan Penyelidikan Dasar Pedidikan untuk rujukan tuan.

5. Sehubungan dengan itu, kami memohon kepada Tuan agar kami memperoleh kebenaran untuk menjalankan penyelidikan demi mendapatkan data sokongan yang tepat serta benar untuk kajian kami.

Sekian, Terima Kasih.

Yang Benar,
Ooi Chee Sien
951113-08-5156
Zixian95@yahoo.com
015-5158009

Appendix H: Approval Letter from Jabatan Pendidikan Perak

KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Perak
Jalan Tun Abdul Razak
30640 Ipoh, Perak Darul Ridzuan

Tel : 605 501 5000
Faks : 605 527 7273
Laman Web : http://jpnperak.moe.gov.my

Ruj. Tuan :
Ruj. Kami : J. Pel. Pk (AM)5114/4 Jld.29 (47)
Tarikh : 20 Jun 2018

OOI CHEE SIEN
5, Hala Bercham Selatan 10,
Taman Gamelan Timur
31400 Ipoh
Perak Darul Ridzuan.

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK

Sukacitanya perkara di atas di rujuk dan surat tuan bertarikh 7 Jun 2018 serta surat dari Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, Rujukan : KPM.600-3/2/3-eras(1223), bertarikh 6 Jun 2018 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Jabatan Pendidikan Negeri Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian "***A Study Of Workforce Diversity That Affects Employee Performance Of Secondary School Teachers In Malaysia***" seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pendidikan Daerah dan Pengetua sekolah untuk menggunakan sampel kajian;

2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;

2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;

2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;

2.5 Guru-guru/ murid tidak boleh dipaksa terlibat dengan kajian ini;

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK

Ruj. Kami : J. Pel. Pk (AM)5114/4 Jld.29 (47) Tarikh : 20 Jun 2018

2.6 Pihak tuan dipohon agar mengemukan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke jabatan ini selepas kajian tersebut dilaksanakan; dan

2.7 Tiada sebarang implikasi kewangan terhadap Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah dan pihak sekolah.

3. Sukacita juga dingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlulah **mendapatkan kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pendidikan Malaysia dan satu salinan kepada Jabatan Pendidikan Negeri Perak.

4. Kebenaran ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja dan luput selepas tarikh 27 Julai 2018.

Sekian terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(HAJI MOHD ROSLI BIN AHMAD, AMP., PPT.)
Timbalan Pengarah Pendidikan Negeri Perak,
b.p Pengarah Pendidikan Negeri Perak

s.k 1. Pengarah Pendidikan Negeri Perak
2. Ketua Sektor Pengurusan Sekolah
3. Semua Pegawai Pendidikan Daerah

emy/upp/kajiandisekola070618

Appendix I: Approval Letter from Jabatan Pendidikan Selangor

KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Selangor
Jalan Jambu Bol 4/3E, Seksyen 4
40604 Shah Alam, Selangor

Tel : 03-5518 6500
Faks : 03-5510 2133
Laman Web : *jpnselangor.moe.gov.my*

Rujukan Kami : JPNS.PPN 600-1/49 JLD.82(34)
Tarikh : 20/06/2018

OOI CHEE SIEN
5, HALA BERCHAM SELATAN 10, TAMAN GAMELAN TIMUR
31400 IPOH
PERAK

Tuan,

" A STUDY OF WORKFORCE DIVERSITY THAT AFFECTS EMPLOYEE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN MALAYSIA "

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. **Surat kelulusan ini sah digunakan bermula dari 04 Jun 2018 hingga 27 Julai 2018.**

5. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pendidikan Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(NOR FARIDAH BINTI A.BAKAR)
Penolong Pendaftar Institusi Pendidikan dan Guru
Jabatan Pendidikan Selangor
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru
Kementerian Pendidikan Malaysia

s.k: - Fail

Appendix J: Malaysia Educational Statistic

Table 6.2 Malaysia Certificate of Education (SPM) (2014-2016)

A) MOE Secondary Schools

Table 5.6 Number of Teachers at Secondary Level by Type of Training (2017)

Type of Schools	Graduate	Non-Graduate	Untrained	Total
Regular	152,527	4,905	382	157,814
Fully Residential	4,131	33	65	4,229
Religious	3,628	84	130	3,842
Technical	551	7	5	563
Vocational College	7,089	686	301	8,076
Special Education	383	8	7	398
Special Model	1004	46	3	1,053
Sports	345	13	4	362
Art	142	3	26	171
Government Aided Religious School (GARS)	4,939	704	985	6,628
Bimbingan Jalinan Kasih	16	0	0	16
TOTAL	7,089	686	301	183,152

Note :
1. Graduates - Teachers who have a degree
2. Non-Graduates - Teachers who have a teaching certificate/diploma
3. Untrained - include contract teachers
4. Data do not include :
(i) Teachers seconded to semi-government agencies, state religious schools, and other agencies;
(ii) Teachers on study leave with full-pay or half-pay; and
(iii) Teachers in common posts pending re-deployment.

Source : Data as of 31st January 2017

Table 5.7 Number and Percentage of Teachers at Secondary Level by Gender (2015 - 2017)

Gender	2015*	%	2016**	%	2017**	%
Male	54,858	30.06	54,527	30.03	54,454	29.73
Female	127,616	69.94	127,071	69.97	128,698	70.27
TOTAL	182,474	100.00	181,598	100.00	183,152	100.00

Source : * School Management Division (Data as of 31st May)
** School Management Division (Data as of 31st January)

Table 2.5 Number of Secondary Schools (2015-2017)

Type of Schools	2015*			2016**			2017**		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Regular	985	992	1,977	986	998	1,984	943	1,047	1,990
Fully Residential	41	28	69	41	28	69	34	35	69
Religious	28	29	57	28	29	57	27	30	57
Technical	8	1	9	8	1	9	8	1	9
Vocational College	48	32	80	48	32	80	45	35	80
Special Education	5	0	5	5	0	5	5	1	6
Special Model	3	8	11	3	8	11	3	8	11
Sports	4	0	4	4	0	4	4	1	5
Arts	3	0	3	3	0	3	3	0	3
Government Aided Religious School (GARS)	59	122	181	59	122	181	54	126	180
Bimbingan Jalinan Kasih	1	0	1	1	0	1	1	0	1
TOTAL	1,185	1,212	2,397	1,186	1,218	2,404	1,127	1,284	2,411

Note : * Data as of 31st May 2015
** Data as of 31st January
Source : Educational Planning and Research Division

Source: Malaysia Educational Statistic (2017)

Table 12.7 Percentage of Teachers in Secondary Schools by Gender and Age Group (2016-2017)

Age Group	2016 Gender		2017 Gender	
	% Male	% Female	% Male	% Female
<25	0.01	0.01	0.06	0.24
25-29	2.11	6.35	2.71	7.78
30-34	4.48	15.48	4.46	15.36
35-39	4.26	12.93	4.19	12.82
40-44	4.49	11.34	4.38	11.18
45-49	5.58	11.57	5.48	11.40
50-54	5.65	8.74	5.59	8.64
55-59	3.42	3.56	2.82	2.83
≥60	0.04	0.00	0.04	0.01
TOTAL	30.03	69.97	29.73	70.27

Source : School Management Division (e-Operasi - Data as of 31st January)

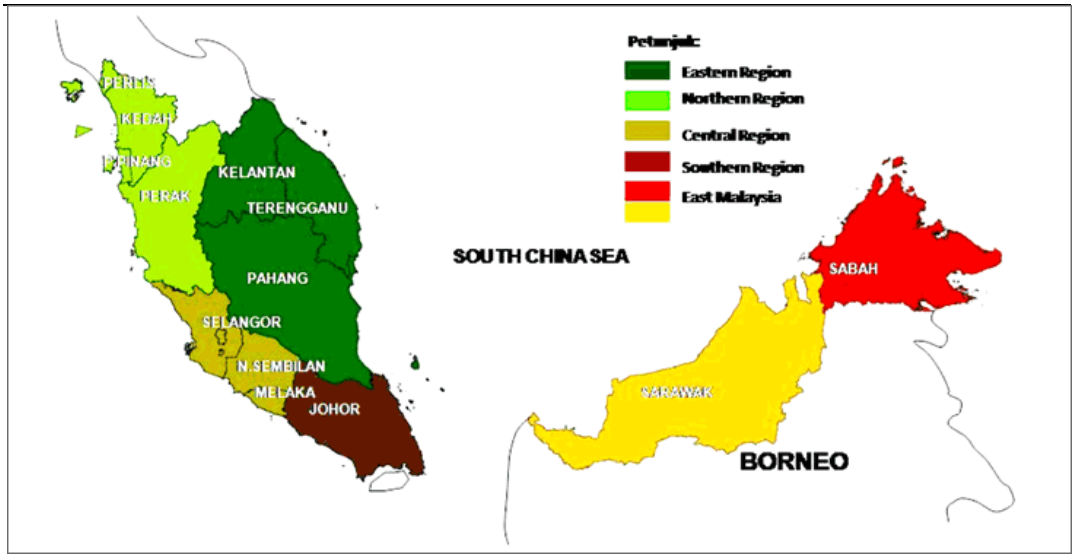
Source: Malaysia Educational Statistic (2017)

Table 5.8 Number of Teachers at Secondary Level by Gender and Age Group (2017)

Age Group	<25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	≥60	TOTAL
Male	114	4,964	8,170	7,669	8,027	10,044	10,242	5,159	65	54,454
Female	443	14,242	28,141	23,471	20,482	20,879	15,829	5,190	21	128,698
TOTAL	557	19,206	36,311	31,140	28,509	30,923	26,071	10,349	86	183,152

Source: School Management Division (Data as of 31st January 2017)

Appendix K: Malaysia Map



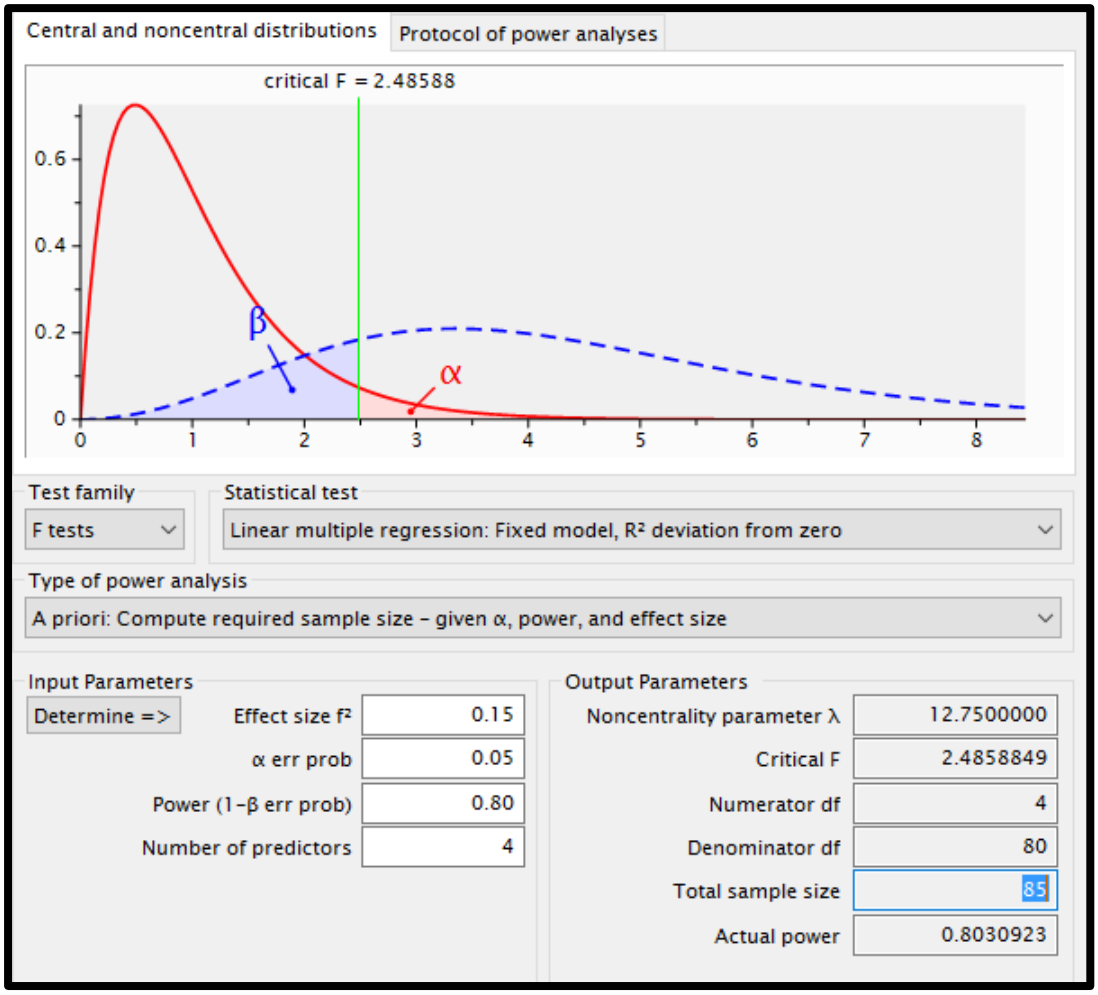
Source: Federal Department of Town and Country Planning, Malaysia (2010)

Appendix L: Sample Size Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Sekaran, U., & Bougie, R. J. (2003). Research methods for business: A skill building approach (4th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.

Appendix M: G Power



Source: Developed for the research

Appendix N: Scale of Measurement

1. Nominal Scale

Gender

[ ] Male

[ ] Female

Source: Developed for the research

2. Ordinal Scale

Age

[ ] 20-29 years old

[ ] 30-39 years old

[ ] 40-49 years old

[ ] 50 years old and above

Source: Developed for the research

3. Interval Scale

No.	Questions	SD	D	N	A	SA
1.	There is a proper mix of male and female employees in this organization.					

Source: Developed for the research

Appendix O: Origins of Constructs (Questionnaire)

Questions	Sources	No. of item (Original)	No of item (Adopted)	No. of items (Modified)
Demographic	Developed by the researchers	5	5	0
Workforce diversity-Gender	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694.	6	Question 1 to 3	
		6	Question 5 to 7	0
	Joseph, R. D., & Selvaraj, P.C. (2015). The Effects ofWork Force Diversity on Employee Performance in Singapore Organisations. International Journal of Business Administration, 6(2).	9	Question 4	
	Elsaid, A. M. (2012). The Effects of Cross Cultural Work Force Diversity on Employee Performance in Egyptian Pharmaceutical Organizations. *Business and Management Research*, *1*(4), 162–179.			
Workforce diversity-Ethnicity	Joseph, R. D., & Selvaraj, P.C. (2015). The Effects ofWork Force Diversity on Employee Performance in Singapore Organisations. International Journal of	7	Question 1 to 6	0

	Business Administration, 6(2).			
Workforce diversity-Educational Level	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694. Elsaid, A. M. (2012). The Effects of Cross Cultural Work Force Diversity on Employee Performance in Egyptian Pharmaceutical Organizations. Business and Management Research, 1(4), 162–179.	4 7	Question 1, 3 and 6 Question 2, 4 and 5	1
Workforce diversity-Working Experience	Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694. Joseph, R. D. (2014). Age Diversity and its Impact on Employee Performance in Singapore. *International Journal of Research & Development in Technology and Management Science-Kailash Volume- 21/ Issue 5, 79-98*	8 6	Question 1 to 5 Question 6	1

Employee Performance	Amin, M., Shah, R. U., Ayaz, M., & Atta, M. A. (2013). Teachers' job perfromance at secondary level in Khyber Pakhyunkhwa, Pakistan. Gomal University Journal of Research, 29(2), 100–104. Sheth, H. (2018). Impact of Workforce Diversity on Employee Performance with Special Reference to IT, FMCG & Telecom industry in Gujarat. Indian Journal of Applied Research, 7(2), 693–694.	25 6	Question 1, 3 and 4 Question 2, 5 and 6	0

Source: Developed for the researce

Appendix P: Labels and Coding for Demographic Information (Section A)

Question No.	Label	Coding
DI1	Gender	1=Male 2=Female 99=Missing Information
DI2	Age	1=20-29 years old 2=30-39 years old 3=40-49 years old 4=50 years old and above 99=Missing Information

Source: Developed for the research

Appendix Q: Pilot study (Reliability test)

1. Employee performance (DV)

Correlation Analysis

The CORR Procedure

15 Variables:	DV 1	DV 2	DV 3	DV 4	DV 5	DV 6	DV 7	DV 8	DV 9	DV 10	DV 11	DV 12	DV 13	DV 14	DV 15

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
DV 1	30	5.96667	17.62538	179.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 2	30	9.66667	24.31167	290.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 3	30	4.03333	1.03335	121.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 4	30	12.40000	29.38167	372.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 5	30	13.00000	27.52804	390.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 6	30	3.76667	1.16511	113.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 7	30	2.46667	1.22428	74.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 8	30	2.93333	1.04826	88.00000	1.00000	4.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 9	31	3.45161	1.28682	107.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 10	30	2.63333	1.15917	79.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 11	30	9.16667	24.45416	275.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 12	30	3.36667	1.32570	101.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 13	30	7.20000	17.36306	216.00000	2.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 14	30	4.16667	0.74664	125.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 15	30	9.33333	24.40228	280.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Cronbach Coefficient Alpha

Variables	Alpha
Raw	-.075806
Standardized	-.222448

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
DV 1	-.121144	-.001742	0.035019	-.270808	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 2	-.191459	0.087293	-.078639	-.183143	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 3	-.113833	-.071801	-.168406	-.117994	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 4	-.057437	-.027449	-.243999	-.065813	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 5	-.119865	0.037497	-.085774	-.177835	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 6	0.170953	-.083737	0.113452	-.334823	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 7	-.071245	-.072949	-.066536	-.192199	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 8	-.034631	-.074852	-.230077	-.075244	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 9	0.097386	-.080951	-.049107	-.205355	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 10	-.033450	-.074764	0.021859	-.260354	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 11	0.293140	-.428512	0.165184	-.378674	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 12	-.318455	-.060461	-.323369	-.013559	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 13	0.165457	-.201777	-.058499	-.198248	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 14	0.143831	-.080251	0.133715	-.351842	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
DV 15	-.046249	-.044624	0.181471	-.392753	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

2. Gender (IV)

Correlation Analysis

The CORR Procedure

8 Variables: Gender 1 Gender 2 Gender 3 Gender 4 Gender 5 Gender 6 Gender 7 Gender 8

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Gender 1	30	3.36667	1.24522	101.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 2	30	4.03333	0.66868	121.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 3	30	3.56667	0.93526	107.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 4	30	2.70000	1.08755	81.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 5	30	3.03333	1.27261	91.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 6	30	3.86667	0.86037	116.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 7	30	3.56667	0.97143	107.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 8	30	3.53333	1.07425	106.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.676264
Standardized	0.728534

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Gender 1	0.473419	0.616702	0.480622	0.688885	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 2	0.701095	0.599302	0.713896	0.638220	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 3	0.569526	0.600832	0.585010	0.666803	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 4	0.138307	0.701357	0.162146	0.750641	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 5	-.010063	0.750926	-.010408	0.780769	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 6	0.570190	0.605731	0.595151	0.664607	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 7	0.549524	0.603475	0.574985	0.668964	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Gender 8	0.310854	0.660088	0.355162	0.714200	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Source: Generated from SAS Enterprice Guide 7.1

3. Ethnicity (IV)

Correlation Analysis

The CORR Procedure

7 Variables:	Ethnicity 1 Ethnicity 2 Ethnicity 3 Ethnicity 4 Ethnicity 5 Ethnicity 6 Ethnicity 7

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Ethnicity 1	30	3.66667	0.60648	110.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 2	30	3.76667	0.67891	113.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 3	30	3.63333	0.80872	109.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 4	30	12.63333	29.30280	379.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 5	30	13.03333	29.16243	391.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 6	30	3.40000	0.93218	102.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 7	30	3.76667	0.72793	113.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Cronbach Coefficient Alpha

Variables	Alpha
Raw	-.068591
Standardized	0.763032

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Ethnicity 1	0.184824	-.077671	0.624210	0.702829	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 2	0.336598	-.085096	0.637086	0.699931	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 3	0.275080	-.084719	0.678340	0.690540	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 4	-.091901	0.089122	0.087036	0.810483	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 5	-.070798	0.037905	0.319172	0.767039	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 6	0.436889	-.096595	0.408897	0.749019	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Ethnicity 7	0.328242	-.085766	0.687839	0.688354	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Source: Generated from SAS Enterprice Guide 7.1

4. Educational Level (IV)

Correlation Analysis

The CORR Procedure

7 Variables: Educational Level 1 Educational level 2 Educational level R3 Educational level 4 Educational level 5 Educational level 6 Educational level R7

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Educational Level 1	30	4.06667	0.98027	122.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 2	30	3.93333	0.78492	118.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level R3	30	15.66667	33.27040	470.00000	1.00000	99.00000	ELR3
Educational level 4	30	3.96667	0.76489	119.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 5	30	3.93333	1.11211	118.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 6	30	4.06667	1.01483	122.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level R7	30	15.13333	33.46922	454.00000	1.00000	99.00000	ELR7

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.170901
Standardized	0.533182

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
Educational Level 1	0.185478	0.168538	0.334976	0.464924	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 2	0.227355	0.168650	0.396333	0.438447	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level R3	0.145933	0.051242	0.253211	0.498848	ELR3
Educational level 4	0.301867	0.166531	0.423954	0.426236	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 5	0.155599	0.168910	0.265917	0.493677	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level 6	0.149057	0.169774	-.075442	0.620452	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Educational level R7	0.149445	0.044799	0.296003	0.481286	ELR7

Source: Generated from SAS Enterprice Guide 7.1

5. Working Experience (IV)

Correlation Analysis

The CORR Procedure

8 Variables:	Working experience 1 Working experience 2 Working experience 3 Working experience 4 Working experience R5 Working experience 6 Working experience 7 Working experience 8

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Working experience 1	30	3.70000	0.79438	111.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 2	30	15.66667	33.26418	470.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 3	30	9.43333	24.38157	283.00000	1.00000	99.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 4	30	3.20000	0.96132	96.00000	1.00000	4.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience R5	30	5.80000	17.63500	174.00000	1.00000	99.00000	WER5
Working experience 6	30	3.90000	0.88474	117.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 7	30	3.93333	0.82768	118.00000	2.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 8	30	3.60000	1.13259	108.00000	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Cronbach Coefficient Alpha

Variables	Alpha
Raw	-.160142
Standardized	0.548307

Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables: Correlation with Total	Raw Variables: Alpha	Standardized Variables: Correlation with Total	Standardized Variables: Alpha	Label
Working experience 1	0.150956	-.171146	0.434268	0.452804	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 2	-.108879	-.044420	0.080295	0.574089	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 3	-.100151	-.058711	-.022729	0.605429	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 4	0.092169	-.169183	0.475693	0.437148	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience R5	-.097319	-.081027	-.027106	0.606723	WER5
Working experience 6	0.132002	-.170961	0.569814	0.400375	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 7	0.359855	-.182522	0.319217	0.494634	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information
Working experience 8	-.173299	-.151233	0.358372	0.480667	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing information

Source: Generated from SAS Enterprice Guide 7.1

Appendix R: Full Study (PLS Result)

1. Normality Test

Tests of Normality (Gender)

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	GENDERWD	Statistic	df	Sig.	Statistic	df	Sig.
EPWD	1.00	.260	2	.			
	1.33	.182	9	.200*	.943	9	.613
	1.50	.367	5	.026	.684	5	.006
	1.67	.191	12	.200*	.836	12	.025
	2.00	.175	9	.200*	.926	9	.444
	2.17	.364	4	.	.840	4	.195
	2.33	.142	13	.200*	.908	13	.170
	2.50	.206	18	.042	.902	18	.062
	2.67	.261	18	.002	.812	18	.002
	2.83	.254	20	.001	.870	20	.012
	3.00	.242	28	.000	.842	28	.001
	3.17	.219	19	.017	.890	19	.033
	3.33	.197	19	.050	.955	19	.486
	3.50	.120	26	.200*	.969	26	.607
	3.67	.225	27	.001	.849	27	.001
	3.83	.200	30	.004	.875	30	.002
	4.00	.112	36	.200*	.930	36	.025
	4.17	.200	19	.043	.822	19	.002
	4.33	.174	24	.058	.925	24	.074
	4.50	.364	4	.	.840	4	.195
	4.67	.157	21	.189	.876	21	.012
	4.83	.300	6	.099	.847	6	.148
	5.00	.246	13	.030	.787	13	.005

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. EPWD is constant when GENDERWD = 1.17. It has been omitted.

d. EPWD is constant when GENDERWD = 1.83. It has been omitted.

Source: Generated from Data Processing Smart PLS (2018)

Tests of Normality (Ethnicity)

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	ETNICWD	Statistic	df	Sig.	Statistic	df	Sig.
EPWD	1.00	.250	4	.	.945	4	.683
	1.17	.269	3	.	.949	3	.567
	1.33	.182	8	.200*	.927	8	.491
	1.50	.295	13	.003	.829	13	.015
	1.67	.193	11	.200*	.896	11	.163
	1.83	.374	4	.	.763	4	.051
	2.00	.157	8	.200*	.923	8	.451
	2.17	.295	14	.002	.857	14	.028
	2.33	.210	15	.075	.912	15	.148
	2.50	.315	13	.001	.837	13	.019
	2.67	.184	14	.200*	.865	14	.036
	2.83	.169	12	.200*	.958	12	.752
	3.00	.115	26	.200*	.964	26	.488
	3.17	.233	15	.028	.808	15	.005
	3.33	.120	28	.200*	.975	28	.717
	3.50	.142	24	.200*	.942	24	.179
	3.67	.117	37	.200*	.943	37	.058
	3.83	.268	27	.000	.758	27	.000
	4.00	.177	35	.007	.781	35	.000
	4.17	.194	14	.163	.929	14	.298
	4.33	.203	33	.001	.922	33	.021
	4.50	.382	4	.	.801	4	.103
	4.67	.179	17	.151	.875	17	.026
	5.00	.441	4	.	.630	4	.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. EPWD is constant when ETNICWD = 4.83. It has been omitted.

Source: Generated from Data Processing Smart PLS (2018)

Tests of Normality (Working Experience)

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	WE	Statistic	df	Sig.	Statistic	df	Sig.
EPWD	1.00	.274	8	.078	.895	8	.258
	1.17	.260	2	.			
	1.33	.298	7	.060	.728	7	.007
	1.50	.189	12	.200*	.898	12	.152
	1.67	.267	10	.042	.866	10	.090
	1.83	.231	5	.200*	.881	5	.314
	2.00	.166	15	.200*	.923	15	.217
	2.17	.185	6	.200*	.911	6	.441
	2.33	.130	13	.200*	.950	13	.592
	2.50	.215	25	.004	.960	25	.406
	2.67	.162	20	.181	.953	20	.408
	2.83	.218	16	.041	.884	16	.045
	3.00	.158	18	.200*	.938	18	.266
	3.17	.160	14	.200*	.943	14	.453
	3.33	.167	33	.021	.951	33	.143
	3.50	.163	23	.116	.950	23	.293
	3.67	.129	30	.200*	.959	30	.300
	3.83	.183	20	.079	.948	20	.334
	4.00	.192	34	.003	.961	34	.267
	4.17	.267	14	.008	.862	14	.033
	4.33	.129	27	.200*	.960	27	.372
	4.50	.240	9	.144	.836	9	.052
	4.67	.161	18	.200*	.929	18	.183
	4.83	.292	3	.	.923	3	.463
	5.00	.260	2	.			

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Generated from Data Processing Smart PLS (2018)

Tests of Normality (Educational Level)

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	E	Statistic	df	Sig.	Statistic	df	Sig.
EPWD	1.33	.385	3	.	.750	3	.000
	1.50	.221	7	.200*	.907	7	.374
	1.67	.260	2	.			
	1.83	.157	6	.200*	.926	6	.546
	2.00	.151	9	.200*	.970	9	.894
	2.17	.158	8	.200*	.972	8	.915
	2.33	.143	11	.200*	.965	11	.830
	2.50	.173	17	.186	.895	17	.057
	2.67	.148	8	.200*	.956	8	.768
	2.83	.132	12	.200*	.978	12	.976
	3.00	.217	16	.042	.892	16	.060
	3.17	.243	15	.018	.877	15	.043
	3.33	.177	26	.036	.948	26	.210
	3.50	.179	34	.007	.878	34	.001
	3.67	.187	34	.004	.899	34	.004
	3.83	.157	21	.191	.971	21	.762
	4.00	.166	49	.002	.916	49	.002
	4.17	.180	27	.025	.891	27	.008
	4.33	.268	28	.000	.799	28	.000
	4.50	.273	12	.014	.829	12	.020
	4.67	.155	19	.200*	.953	19	.450
	5.00	.290	19	.000	.753	19	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. EPWD is constant when E = 4.83. It has been omitted.

Source: Generated from Data Processing Smart PLS (2018)

2. Total Variance Explained

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.987	36.624	36.624	10.987	36.624	36.624	5.214	17.380	17.380
2	1.919	6.398	43.022	1.919	6.398	43.022	3.601	12.002	29.382
3	1.635	5.450	48.472	1.635	5.450	48.472	3.467	11.557	40.938
4	1.328	4.427	52.898	1.328	4.427	52.898	2.344	7.815	48.753
5	1.081	3.603	56.502	1.081	3.603	56.502	2.325	7.749	56.502
6	.894	2.979	59.481						
7	.874	2.913	62.394						
8	.800	2.666	65.060						
9	.741	2.469	67.529						
10	.715	2.384	69.913						
11	.695	2.317	72.230						
12	.638	2.127	74.357						
13	.612	2.039	76.397						
14	.604	2.012	78.409						
15	.569	1.896	80.304						
16	.550	1.835	82.139						
17	.522	1.738	83.878						
18	.512	1.707	85.585						
19	.491	1.638	87.223						
20	.465	1.550	88.773						
21	.449	1.497	90.270						
22	.423	1.410	91.680						
23	.377	1.257	92.937						
24	.357	1.189	94.126						
25	.353	1.175	95.301						
26	.327	1.091	96.392						
27	.316	1.052	97.444						
28	.280	.934	98.378						
29	.246	.820	99.198						
30	.241	.802	100.000						

Source: Generated from Data Processing Smart PLS (2018)

3. Respondent's demographic profile among secondary school teachers

		Frequency	Percentage
Gender	Male	159	41.4
	Female	225	58.6
	Total	384	100.0
Age	20-29 years old	86	22.4
	30-39 years old	115	29.9
	40-49 years old	127	33.1
	50 years old and above	56	14.6
	Total	384	100.0
Ethnicity	Chinese	118	30.7
	Malay	191	49.7
	Indian	75	19.5
	Total	384	100.0
Educational Level	Graduate	258	67.2
	Non-Graduate	82	21.4
	Untrained	44	11.5
	Total	384	100.0
Working Experience	Less than 5 years	75	19.5
	5-10 years	84	21.9
	11-20 years	121	31.5
	21-30 years	74	19.3
	More than 30 years	30	7.8
	Total	384	100.0

Source: Generated from Data Processing Smart PLS (2018)

4. Frequency table for respondent's demographic profile

Gender

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Male	159	41.4	41.4	41.4
	Female	225	58.6	58.6	100.0
	Total	384	100.0	100.0	

Age

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	20-29 years old	86	22.4	22.4	22.4
	30-39 years old	115	29.9	29.9	52.3
	40-49 years old	127	33.1	33.1	85.4
	50 years old and above	56	14.6	14.6	100.0
	Total	384	100.0	100.0	

Ethnicity

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Chinese	118	30.7	30.7	30.7
	Malay	191	49.7	49.7	80.4
	Indian	75	19.5	19.5	100.0
	Total	384	100.0	100.0	

Educational Level

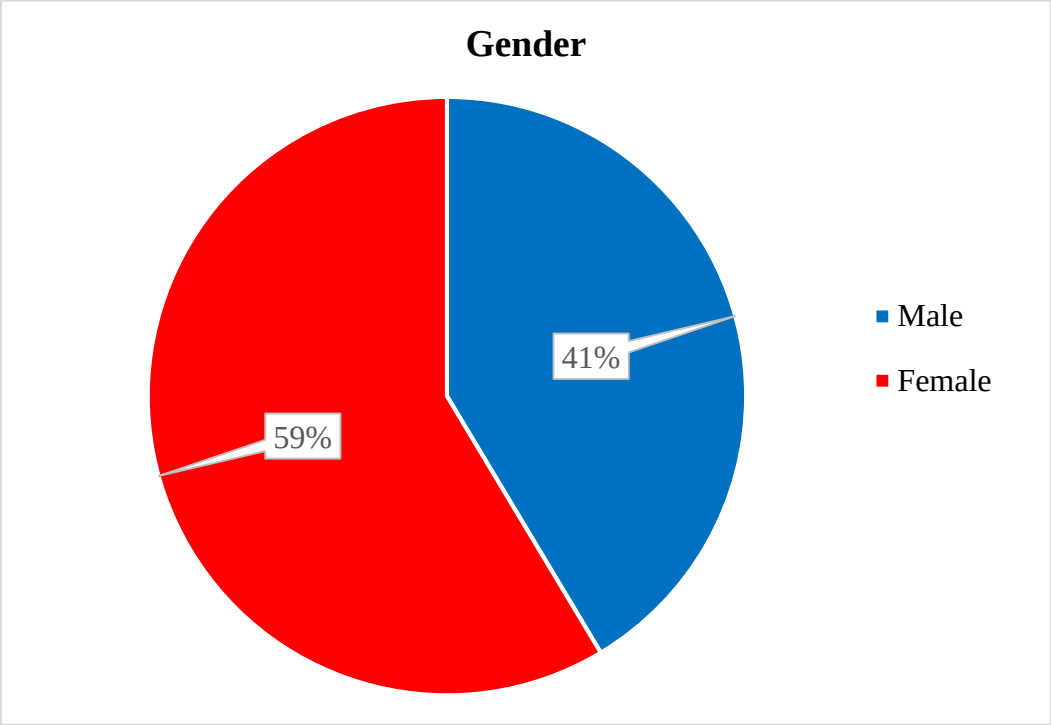
		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Graduate	258	67.2	67.2	67.2
	Non-Graduate	82	21.4	21.4	88.6
	Untrained	44	11.5	11.5	100.0
	Total	384	100.0	100.0	

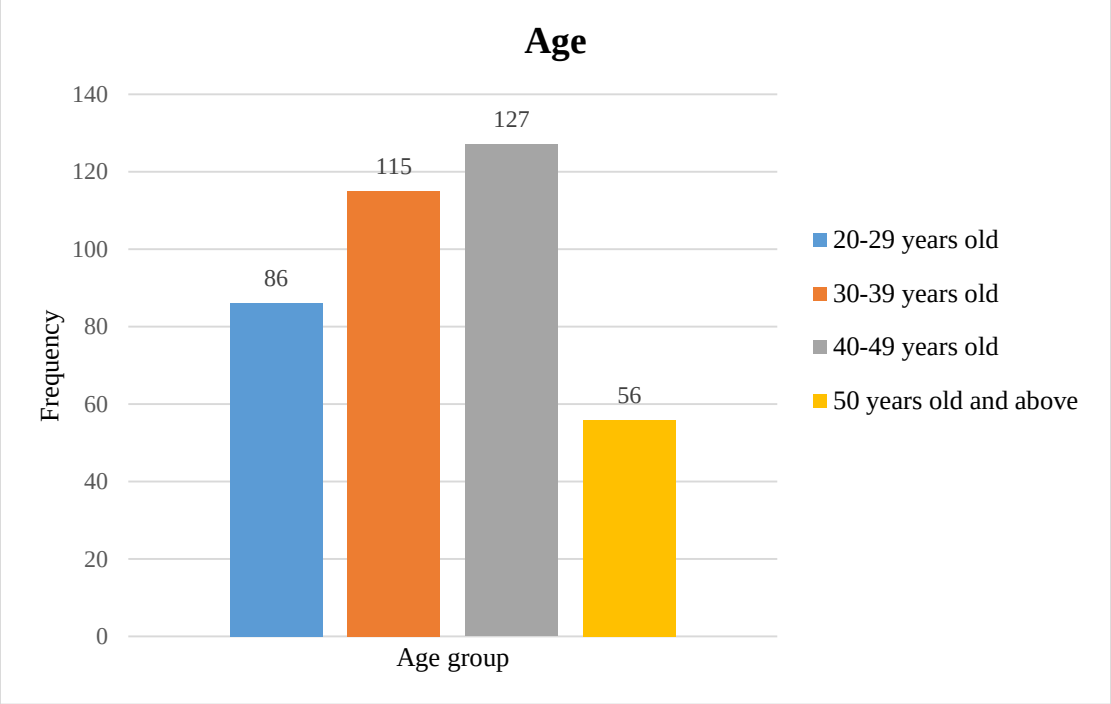
Working Experience

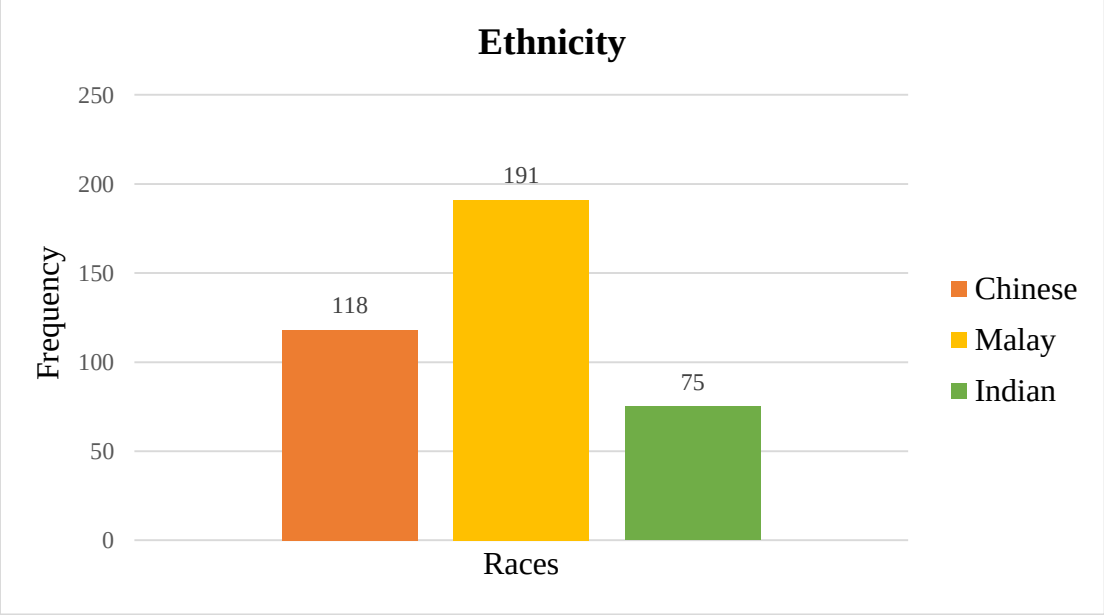
		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Less than 5 years	75	19.5	19.5	19.5
	5-10 years	84	21.9	21.9	41.4
	11-20 years	121	31.5	31.5	72.9
	21-30 years	74	19.3	19.3	92.2
	More than 30 years	30	7.8	7.8	100.0
	Total	384	100.0	100.0	

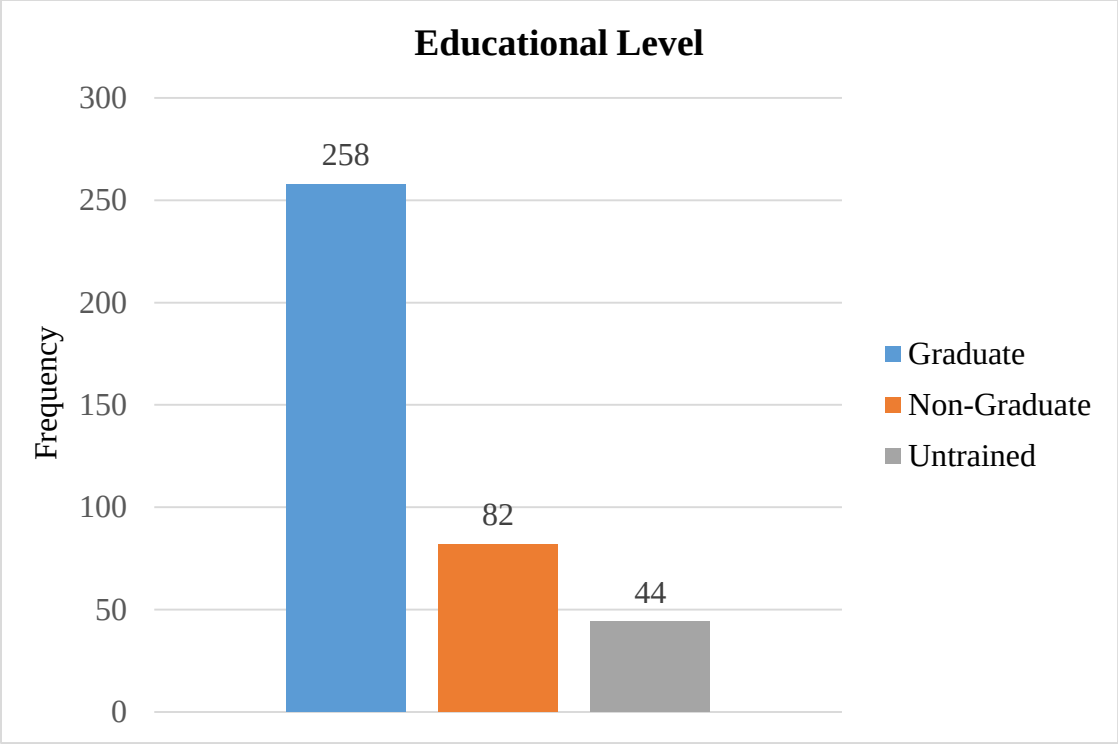
Source: Generated from Data Processing Smart PLS (2018)

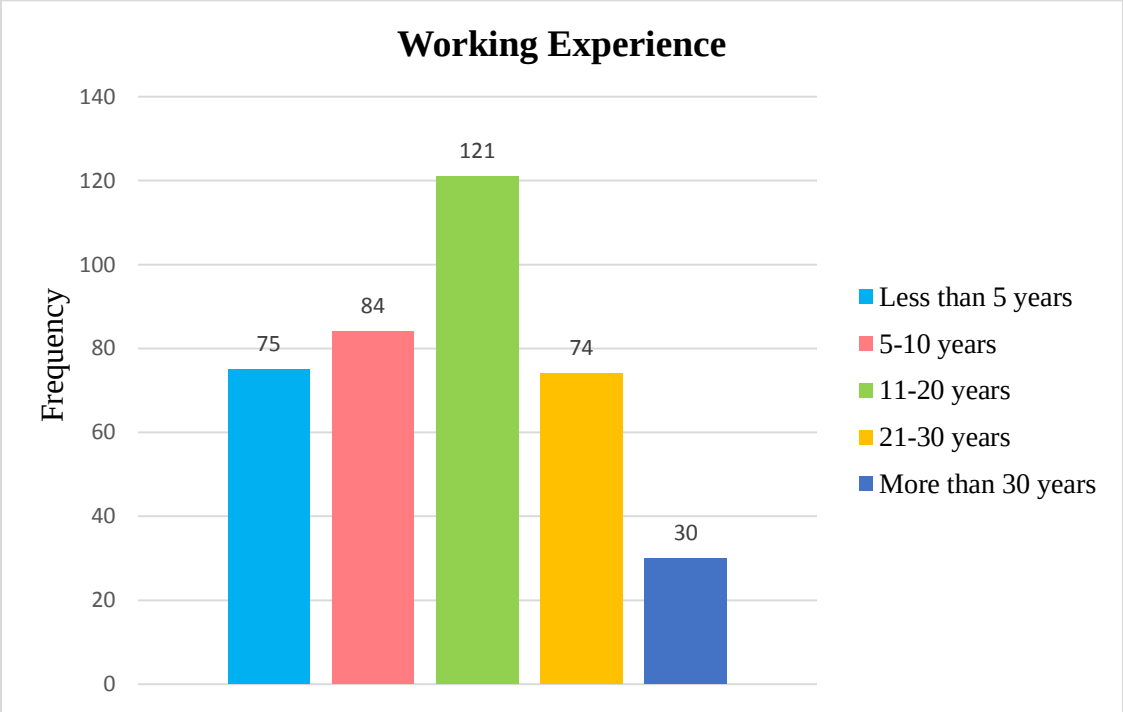
5. Chart Diagram for respondent's demographic profile




Age
140
120
100
80
60
40
20
0
Frequency
86
115
127
56
Age group
20-29 years old
30-39 years old
40-49 years old
50 years old and above


Ethnicity
250
200
150
100
50
0
Frequency
118
191
75
Races
Chinese
Malay
Indian





Source: Generated from Data Processing Smart PLS (2018)

6. Summary of descriptive statistics of the study variables

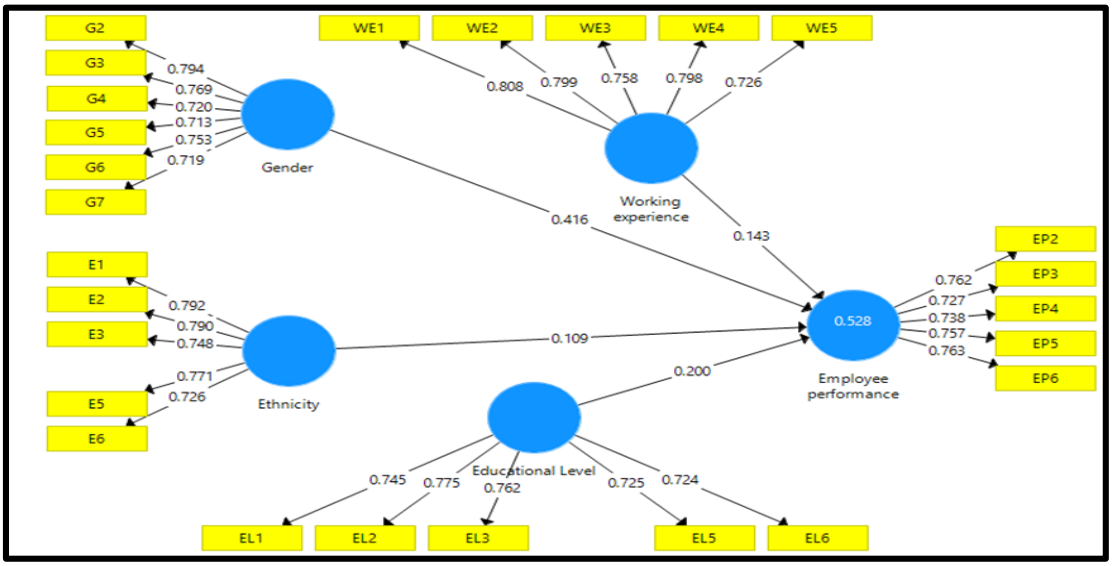
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GD	384	1.00	5.00	3.3876	.91866
ET	384	1.00	5.00	3.2656	.93944
EP	384	1.00	5.00	3.5191	.86728
WE	384	1.00	5.00	3.2131	.95948
EL	384	1.33	5.00	3.5582	.85083
Valid N (listwise)	384				

Note: GD = **Gender**, ET = **Ethnicity**, EP = **Employee Performance**, WE = **Working Experience**, EL = **Educational Level**

Source: Generated from Data Processing Smart PLS (2018)

7. Summary of descriptive statistics of the study variables



Note: **Working Experience** (WE), **Gender** (G), **Ethnicity** (E), **Education Level** (EL), **Employee Performance** (EP)

Source: Generated from Data Processing Smart PLS (2018)

8. Reliability of Construct

No	Items	Loadings	rho_A	Composite Reliability	Average Variance Extracted (AVE)	**VIF**
1	E1	0.792	0.824	0.876	0.586	**1.763**
2	E2	0.79				**1.785**
3	E3	0.747				**1.561**
4	E5	0.771				**1.706**
5	E6	0.726				**1.522**
6	EL1	0.745	0.804	0.863	0.557	**1.587**
7	EL2	0.775				**1.596**
8	EL3	0.762				**1.661**
9	EL5	0.725				**1.533**
10	EL6	0.725				**1.496**
11	EP4	0.738	0.806	0.865	0.562	**1.529**
12	EP5	0.757				**1.618**
13	EP6	0.763				**1.591**
14	EP2	0.762				**1.604**
15	EP3	0.727				**1.555**
16	G2	0.794	0.841	0.882	0.555	**1.918**
17	G3	0.769				**1.743**
18	G4	0.72				**1.600**
19	G5	0.713				**1.508**
20	G6	0.753				**1.734**
21	G7	0.719				**1.539**
22	WE1	0.808	0.847	0.885	0.606	**1.875**
23	WE2	0.799				**1.772**
24	WE3	0.758				**1.700**
25	WE4	0.798				**1.789**
26	WE5	0.726				**1.601**

Note: E= **Ethnicity**, EL= **Educational level**, EP=**Employee performance**, G= **Gender** & WE= **Working Experience**

Source: Generated from Data Processing Smart PLS (2018)

9. Cross Loading

No	Items	Ethnicity	Educational Level	Employee performance	Gender	Working experience
1	E1	**0.792**	0.443	0.484	0.619	0.485
2	E2	**0.790**	0.442	0.464	0.552	0.424
3	E3	**0.748**	0.459	0.475	0.537	0.448
4	E5	**0.771**	0.358	0.448	0.536	0.451
5	E6	**0.726**	0.406	0.435	0.505	0.455
6	EL1	0.388	**0.745**	0.392	0.315	0.425
7	EL2	0.375	**0.775**	0.443	0.356	0.331
8	EL3	0.460	**0.762**	0.364	0.302	0.402
9	EL5	0.387	**0.725**	0.367	0.342	0.338
10	EL6	0.456	**0.724**	0.406	0.455	0.398
11	EP4	0.450	0.437	**0.738**	0.477	0.402
12	EP5	0.429	0.389	**0.757**	0.509	0.427
13	EP6	0.473	0.422	**0.763**	0.471	0.443
14	EP2	0.472	0.411	**0.762**	0.537	0.420
15	EP3	0.435	0.324	**0.727**	0.518	0.330
16	G2	0.573	0.360	0.525	**0.794**	0.498
17	G3	0.546	0.328	0.533	**0.769**	0.360
18	G4	0.501	0.318	0.468	**0.720**	0.354
19	G5	0.484	0.342	0.490	**0.713**	0.430
20	G6	0.545	0.365	0.469	**0.753**	0.425
21	G7	0.564	0.417	0.503	**0.719**	0.431
22	WE1	0.529	0.401	0.446	0.468	**0.808**
23	WE2	0.538	0.426	0.475	0.473	**0.799**
24	WE3	0.399	0.361	0.347	0.376	**0.758**
25	WE4	0.437	0.426	0.454	0.465	**0.798**
26	WE5	0.370	0.340	0.358	0.374	**0.726**

Source: Generated from Data Processing Smart PLS (2018)

10. Construct Correlations (Diagonal Elements are Square Roots of the AVE)

	Educational Level	Employee performance	Ethnicity	Gender	Working experience
Educational Level	**0.747**				
Employee performance	0.53	**0.75**			
Ethnicity	0.552	0.603	**0.766**		
Gender	0.476	0.67	0.719	**0.745**	
Working experience	0.506	0.541	0.591	0.559	**0.778**

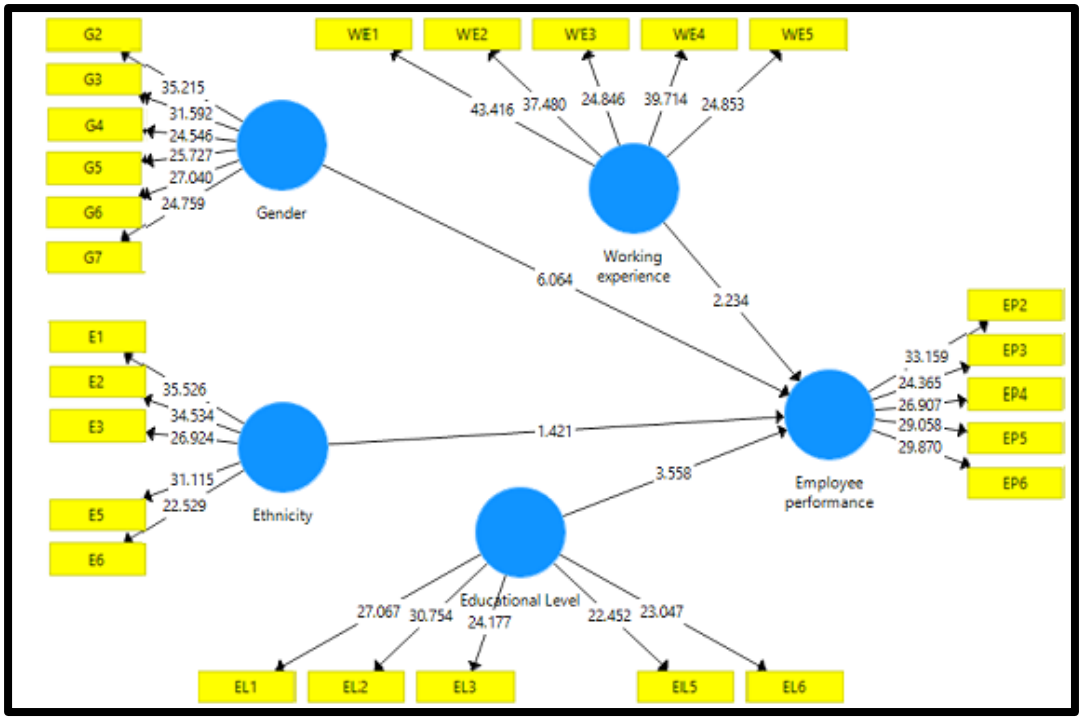
Source: Generated from Data Processing Smart PLS (2018)

11. Heterotrait-Monotrait Ratio of Correlations (HTMT)

	EL	EP	ET	GD	WE	Items	Saturated Model
EL						SRMR	0.059
EP	0.655					d_ULS	1.243
ET	0.68	0.74				d_G	0.453
GD	0.579	0.814	0.864				
WE	0.614	0.648	0.703	0.66			

Source: Generated from Data Processing Smart PLS (2018)

12. T-value among the Dependent Variables (DV) and Independent Variables (IV).



Note: **Working Experience** (WE), **Gender** (G), **Ethnicity** (E), **Education Level** (EL), **Employee Performance** (EP)

Source: Generated from Data Processing Smart PLS (2018)

13. Result of Hypothesis Testing

Hypothesis	Beta value	Std. Error	T Value	P Values	LL	UL	Q^2 (=1-SSE/SSO)	f2	R2	Decision
Educational Level -> Employee performance	0.199	0.056	3.558	0	0.096	0.313		0.054	0.528	Supported
Ethnicity -> Employee performance	0.109	0.077	1.421	0.155	-0.049	0.254	0.276	0.01		Not Supported
Gender -> Employee performance	0.418	0.069	6.064	0	0.28	0.551		0.167		Supported
Working experience -> Employee performance	0.142	0.063	2.234	0.026	0.019	0.265		0.025		Supported

Source: Generated from Data Processing Smart PLS (2018)

14. Summary of Descriptive Statistics of the study variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	384	1.00	5.00	3.3876	.91866
Ethnicity	384	1.00	5.00	3.2656	.93944
Employee Performance	384	1.00	5.00	3.5191	.86728
Working Experience	384	1.00	5.00	3.2131	.95948
Educational Level	384	1.33	5.00	3.5582	.85083
Valid N (listwise)	384				

Source: Generated from Data Processing Smart PLS (2018)

Appendix I

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-

- For assessment of any application to UTAR
- For processing any benefits and services
- For communication purposes
- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UTAR
- For the purpose of our corporate governance
- For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be

shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at rachelking95@hotmail.co.uk

Thank you for your time, opinion and comments.

~ The End ~