THE EFFECTS OF WORKFORCE DIVERSITY
TOWARDS THE EMPLOYEE PERFORMANCE IN
AN ORGANIZATION

BY

EUGENE CHEW WEILIANG

LEE KAH MUN

TAN SIEW CHERN

TEE SAY FONG

YANG PIK YUAN

A research project submitted in partial fulfillment of
the requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION
(HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

DEPARMENT OF BUSINESS ADMINISTRATION

AUGUST 2011

DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of 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 23,608 words.

Name of Student:	Student ID:	Signature:
1. Eugene Chew Weiliang	08ABB07009	_____
2. Lee Kah Mun	08ABB06918	_____
3. Tan Siew Chern	08ABB05790	_____
4. Tee Say Fong	08ABB08042	_____
5. Yang Pik Yuan	08ABB04703	_____

Date: _____

ACKNOWLEDGEMENT

We sincerely appreciate this given opportunity to express our greatest gratitude to those who have made this dissertation possible. We are grateful and truly appreciate their kindness in giving us thoughtful advices, guidance, suggestions and encouragement to assist us to the completion our research project.

First and foremost, we are deeply grateful to our supervisor, Ms. Norhayati who guide us, support us and assist us throughout the entire research. Because of her patience, knowledge, useful comments and valuable feedback given, it has helped us a lot in carrying out our research project. Moreover, she is willing to provide us with timely, insightful, thoughtful advices on our dissertation that has led us to learn and broaden up our view towards the right way.

Furthermore, we appreciate to all the respondents who spend their precious time and patience in helping us filled out the questionnaire. It would have been impossible to complete our research project without their honest contribution and helping us spread out our questionnaires to their colleagues. Therefore, we are truly appreciative of the efforts of our respondents who kindly and patiently provide us useful information.

Beside, gratefulness is paid to our group members. We are fully corporative with each other and willing to sacrifice our valuable time to complete our research project. Without patience, cooperativeness, contribution, sacrifice, concern and understanding with each others, we are unable to complete our research project on time with pleasure and joy. Once again, we are truly grateful and honestly thankful to all the people who assist us in our research project.

DEDICATION

We would like to dedicate our dissertation work to our family, friends, and relatives for giving their unlimited support, help, encouragement and motivation throughout the completion of this research project.

DEDICATION

Table of Contents   Page

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

SPSS: Statistical package for Social Science

NCT: Nursing care teams

CIMB: Commerce International Merchant Bankers Berhad

Preface

In today's rapid changing business environment, countries like Malaysia have changed to accommodate the increasingly diverse work force. The diversity of the workforce in this country is very creditable as we can see people in the society are fluent in English, Mandarin, and Tamil.

In general, the term "work force diversity" in our context can be defined as similarities and differences among employees in terms of age, ethnicity, gender, and education background. However, when an employee decides to switch his or her working environment, they have to face "culture shock" at the work place. This is because the employee has to learn the new language and adapt to different cultural beliefs that has long embed within the people in the working environment.

Therefore, in adapting Brown (2008) diversity in the workplace, this study seek to explore its variable impact of gender, age, ethnicity, and education background on employee performance in the airline industry which comes with diversified work force in a package.

Abstract

Diversity is increasingly recognized and utilized as an important organizational resource in regards to whether the goal is to be an employer of choice, to provide excellent customer service, or to maintain a competitive edge. Workplace diversity is a multi-faceted concept that will continue to evolve as more industries move toward a global marketplace. It also has proven to have led to a perception of being fundamental for employee performance. This fundamental belief forces managers to embrace and comprehend the concept of workplace diversity, its barriers and benefits.

The purpose of this research is to investigate the effect of work force diversify towards employee performance in an organization which focus into air line industry. The research also focuses on workforce diversity which includes the gender, age, ethnic and education background of the employees which is the most critical variables among all the others. The investigation was done by distributing 300 questionnaire to the air line industry's management team. The questionnaire results show that there is a significant impact on performance when different workforce is working in the airline industry.

CHAPTER 1: INTRODUCTION

1.0 Introduction

Advances in technology and the advent of a global economy bring the people of the world closer together than ever before. Given this fact, businesses, educational systems and other entities are investigating ways to better serve their constituents. This includes being able to attract and retain the best and most qualified workers. Organizations that can develop and employ the necessary policies and procedures to do this will maintain a competitive advantage among their counterparts and increase their effectiveness. To achieve success and maintain a competitive advantage, we must be able to draw on the most important resource such as the skills of the workforce. With the increasing richness of diversity in the workforce, we need to expand our outlook and use creative strategies to be successful. Employees can provide this resource. This study identifies the effect of workforce diversity toward employees' performance in Malaysia's airline industries.

Workforce diversity refers to organizations that are becoming more heterogeneous with the mix of people in terms of gender, age, race, and education background (Robbins, 2009). A diverse workforce for instance, includes gender, age, ethnicity, and education background According to Robbins (2009), workforce diversity has important implications toward management practices and policies. Frequently, diversity is viewed in a limited fashion, primarily addressing issues of race or gender differences, and linked to the laws providing protected status to certain groups. We have used a very broad definition of diversity, to encompass most characteristics that individuals possess that affect the way they think and do things.

Today's managers are responsible for both leading employees and responding to the needs of customers who are more ethnically and culturally diverse, older, and in greater need of child and elder care. Leaders in both the public and the private sectors are focusing more attention on the issue of diversity. Whether the goal is to be an employer of choice, to provide excellent customer service, or to maintain a competitive edge, diversity is increasingly recognized and utilized as an important organizational resource.

Leaders and managers within organizations are primarily responsible for the success of diversity policies because they must ensure that the policies are effective. Instead of treating every employee alike to recognizing and responding to those differences, it is a way to ensure employee retention and greater productivity. The most important issues of workforce diversity are to address the problems of discrimination in terms of gender, age, ethnicity and education background. When diversity is not managed properly, there will be a potential for higher turnover, difficult in communication and interpersonal conflicts. Overall, it will be adversarial to organization's performance, profitability and reputation.

1.1 Research Background

The main objective of this research is to identify the factors that affect the workforce diversity towards employees' performance in an organization. It distinguishes the factors that can affect the employees' performance mainly focuses on Malaysia's airline industry. This research would also act as a guideline for the potential new entrants who wish to enter the industry on issues that will need to be considered before starting the business.

Other than that, our purpose is to develop a methodology that can be applied to the analysis of workforce diversity towards the employee performances. Based on our analysis, an airline is a multi product firm, with each of its products corresponding

to travel in a particular origin-destination city-pair market. The purpose of this study is to examine the factors of workforce diversity can potentially affect the employee performance. Firstly, a brief review of the factors such as gender, age, ethnicity and education background. Secondly, a past research findings on workforce diversity will be summarized and applied to the employees' performance. Then, the result of an empirical study of airlines industry, which examines issues related to workforce diversity and employees' performance. Lastly, recommendations will provided concerning the effect of workforce diversity towards employees' performance in an airlines industry.

1.2 Problem Statement

Today, workforce diversity is a global workplace and marketplace topic. Any business that intends to be successful must have a borderless view and an underlying commitment to ensuring that workforce diversity is part of its day-to-day business conduct (Childs, 2005). Besides, understanding the impacts of diversity on organizational outcomes, such as organizational performance, employee satisfaction, and turnover, has become essential (Sungjoo and Rainey, 2010). When these trends were first identified in the mid-1980s, they were proclaimed as an opportunity for organizations to become more creative, to reach previously untapped markets, and in general to achieve and maintain a competitive advantage (Loriann and Carol, 2007; Cox, 1994; Robinson and Dechant, 1997; Thomas and Ely, 1996).

Erasmus (2007) mentioned that diversity management and workforce diversity is a forced integration that creates conflict and uncertainty in the workforce as leadership is not skilled in the discipline of diversity management and its principles. As a result, managers do not know how to effectively practice diversity

management, and what factors contribute to effective diversity management and task that can deal with diversity related issues in the work place.

Even though companies train employees upon hire, conduct ethics test, online training and targeted anti-harassment training, employees still make decisions to break the rules with their behavior when it comes to diversity (Victoria and Mary, 2010).

According to Dahm (2003), diversity within the workplace can evoke an array of emotions as, some view diversity as something to be dealt rather than a tool to be used to improve the organization. Even though, many will agree that the results of a diversity-conscious organization add value to the employee and organization, yet research evaluating diversity for the sake of developing training interventions does not exist (Dahm, 2003). Hilary and Elaine (2000) suggested that organizations should embrace diversity in their workforce and work towards achieving it by creating a culture where difference can thrive, rather than working simply for representatives and assimilation.

For instance, CIMB group's chief executive officer Datuk Nazir Razak reported in The Star Online that Malaysia needs to build on its diversity and its strength and review the affirmative action policy created under the New Economic Policy. However, according to an article in The Star online, most of the Malaysian companies are not doing enough in retaining women professionals by creating conducive working environment. Based on a report from a Ranstad 2010 World of Work, many women in their 30's were choosing to leave their workplace to find balance between work life and their home life (Lee, 2011).

Most attention on diversity management focused on the organizational decision maker who is prejudiced against certain groups and who allows these prejudices to influence how he or she treats employee. Moreover, they become embodied in

organizational policies and practices that systematically disadvantage some employees (Loriann and Carol, 2007). As an extension, employee diversity does not necessarily boost creativity, market share, or competitive advantage. In fact, research suggests that left un-managed, employee diversity is more likely to damage morale, increase turnover, and cause significant communication problems and conflict within the organization (Loriann and Carol, 2007; Jackson, 1991; Jehn, Neale, and Northcraft, 1999; Tsui, Egan, and O'Reilly, 1992; Zenger and Lawrence, 1989).

According to Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine, and Thomas (2003), people began to realize that visible, legally recognized, demographic differences such as race and gender were not only types of differences that affected work relationships among employees. Furthermore, most studies show that training programs on workforce diversity management ,that presumed to enhance decision making, problem solving, and creativity at work; rarely leads to the desired long-term changes in attitudes and behavior.

As a conclusion, decades of research on the effects of diversity within teams and small groups indicate that diversity can have negative effects, as well as positives ones (Kochan et al. 2003). Moreover they elaborated that the lack of evidence linking workforce diversity to employee performance may be that the relationship between diversity and the bottom line is more complex than is implied by the popular discussion. Therefore, this study focuses on the relationship among gender, age, ethnicity, and education background towards employee's performance in an organization.

1.3 Research Objectives

Establish better understanding on the antecedents of employee performance and its relationship with demographic variables.

1.3.1 General Objective

The first aim of this research is to provide insights and in-depth understanding of the workforce diversity that will affect the employee performance in an organization. Secondly, the purpose of this research is to identify whether the variables include gender, age, ethnicity and education background would affect employee performance in an organization. Lastly, the specific objectives of this research are as follows:

1.3.2 Specific Objectives

The objectives of this proposed study are to:

1. Investigate the relationship of gender towards employee performance in an organization.
2. Investigate the relationship of age towards employee performance in an organization.

3. Investigate the relationship of ethnicity towards employee performance in an organization.

4. Investigate the relationship of education background towards employee performance in an organization.

5. Investigate the impact of independent variables towards the dependent variable.

6. Investigate which independent variable has greater influence on the dependent variable.

1.4 Research Questions

The research questions of this proposed study are:

1. What is the relationship between gender and employee performance?

2. What is the relationship between age and employee performance?

3. What is the relationship between ethnicity and employee performance?

4. What is the relationship between education background and employee performance?

5. What is the relationship between workforce diversity and employee performance?

6. What are the factors affecting the employee performances in the airline industry?

7. What are the factors affecting the employee performances in Air Asia and Malaysia Airlines?

1.5 Hypothesis of the Study

In this study, employee performance is our dependent variables. Meanwhile gender, age, ethnicity and education background will be our independent variables. Thus, our hypothesis is that there are significant relationship between these dependent variables and independent variables. Either one of these independent variables or some of them do have positive effect to influence employee performance in an organization.

H_1 :   There is significant relationship between gender and employees performance

H_2 :   There is significant relationship between age diversity and employee performance

H_3 :   There is significant relationship between ethnicity and employee performance

H_4 :   There is significant relationship between education background and employee performance

H_5 :   The four variables (gender, age, ethnicity, and education background) are significant in explaining the variance in employee performance.

1.6 Significance of the study

Organizations that view diversity as part of their key strategy rather than a business expense will benefit far greater than the organization that does not, and will reap the benefit of cost reduction in attrition and increased revenues (Brown,

2008; Stalinski, 2004). The importance of this study is explained by Choy (2007); diversity would lead to synergistic performance when team members are able to understand and appreciate each other, and capitalize on one another's experiences, knowledge and perspectives. Through effective communication, members would be able to evaluate problems and situations from various viewpoints, determine underlying cultural assumptions and create a common social reality, ascertain and explain culturally synergistic alternative solutions appropriately, and establish agreed-upon norms for interaction (Choy, 2007; Adler, 1980; Maznevski, 1995).

According to Pitts, Hicklin, Hawes and Melton (2010), diversifying workers from different education background creates opportunities for greater innovation and more creative solutions to problems (Richard, 2000; Richard, 2003; Watson, 1993). Consequently, the management is diversified and work on the effects of increasing diversity is the key to assuring that the organization will be able to fully benefit from bringing underrepresented groups into the organization. Some organizations have adopted diversity management initiatives as a way to improve the ability of diverse groups to work together, and limited empirical research has demonstrated that diversity management can improve outcomes in diverse organizations (Kalev, 2006; Ng and Burke, 2005; Pitts, 2009).

Furthermore, workforce diversity is closely related with Human Resource Management in airline industries to attract and recruit the most talented people from a pool of diverse workforce. Such a diversity-driven approach towards recruiting a range of qualified candidates is needed not least because of the country's diverse population of age and gender (Soltani, 2010). According to Soltani, diversified human resources contribute to determining and realizing strategic objectives of the organization, and a systemized approach for making a linkage between organization excellence and effective people management is critical to organizational continuity (Berger and Berger 2003).

Moreover, this study improves the understanding toward culture difference and at the same time promotes to a better communication with workers from different races. For example, one of airline industry in Malaysia, namely Malaysian Airlines encountered cultural differences when dealing with United States companies (Clarke, 2004). By nature, Asians are quiet and do not like to confront issues so, when contentious issues needed to be discussed with the US vendor, it was often difficult for these to be addressed openly and directly. Consequently, vendors do not understand the root of the problem and the significance of the concern. In some ways, having a third party project manager and a foreign business implementation manager as part of the team meant that these negotiations were made easier for all concerned. It allowed for a mediator to communicate between the two cultures effectively and efficiently.

On the other hand, implementation of workforce diversity promotes to political stability by unlocking the potential for excellence among all the workers by providing them tools, resources and opportunities to succeed (Raatikainen, 2002; Crockett, 1999). According to Todd and Peetz (2001), Malaysian population is made up of three major ethnic groups which are Malay, Chinese and Indian; with the Malays comprising 61 per cent of the population, the Chinese 30 per cent and Indians 8 per cent. Ethnic grouping, as much as class, has been important in Malaysian politics. As an extra effort, Malaysia's government established labour union to maintain a satisfactory relationship between the three ethnic groups by giving equal opportunity and rights as workers regardless of age, race, education background and gender. Therefore, there is less conflicts between ethnics group in Malaysia.

The optimum outcome of this study is to benefit the airline industries in Malaysia by getting along with the top management and workers from different backgrounds that would find the information in this research study useful in accessing the value of workforce diversity in their organization.

1.7 Chapter Layout

This research is structured as follows:

In chapter 1, the researchers present the overview of the study context and explain the research problem. This chapter addresses the research objective to be achieved, the research question to be answered and briefly explain about the importance or contribution of the research.

Chapter 2 focuses on the literature review of the theoretical argument from secondary sources such as journal, articles and etc. The empirical studies will be done in this chapter to enable the researchers to construct the hypotheses and conceptual framework of the research.

Chapter 3 is conducted to describe how the research is carried out in terms of research design, population, sample and sampling procedures, data collection methods, operationalization and the methods of data analysis.

The results of the analysis presented in chapter 4, will be using the data and results generated from the procedures set in chapter 3.

Finally, chapter 5 concludes with overall findings and provides the recommendations of the present research. Besides, the limitation in carrying out this research will also be included as well as the suggestion for the future research.

1.8 Conclusion

In this chapter, it is the introduction about the few variables of the workforce diversity (gender, age, ethnicity, and education background) and on whether these variables affect the employee performances in an airline industry, more specifically Air Asia and Malaysia Airlines. Thus to better understand the concept of workforce diversity and what its effect on employees performance in the airline industry, a review of literature and a testing of framework should be conducted, in which will be revealed in the following chapters of this study.

Chapter 2: Literature review

2.0 Introduction

This chapter consists of reviews of secondary data that researchers have collected from other journals, books and primary data. It also outlines the literature and relevant theoretical model reviews regarding to employee performance and determined and defined deeply about the variables. The determinant of variables is necessary to understand to the relationship between the independent variables (gender, age, ethnicity, and education background) and the dependent variable (employee performance). Hypothesis will be formulated based on the relationship between the dependent variables and independent variables.

2.1 Review of the Literature

2.1.1 Employee Performance

According to Hasan, Muhammad, Imran (2009) study, conflict is a state in which two or more parties have incompatible objectives and in which their perception and behavior is appropriate with that incompatibility (Mack, 1965). Conflict is a foreseeable authenticity. It may not fade away nor ignored (Michael and Wayne, 2001; Medina, Munduate, Dorado, Martinez and Guerra, 2005). It is found in personal, group or organizational

interaction. Conflict is either "good or bad" and "sinful or immoral". It assumes significance, once it is handled intelligently. When conflict is handled unskillfully and badly, it becomes detrimental and when it is handled morally and creatively, it ceases to be frightening and incapacitated, and results in growth, maturity, and empowerment for individual, group and organization.

Conflict occurs due to difference of perception, ideas, behaviors, interest, attitudes, religious differences, political differences and unjustified distribution of national resources. Conflict is not always negative. It depends how the conflict is handle. If handled properly, it can become source of development; otherwise it creates hostilities (Kigali, 2006). So it affects quality, performance and profit of organization. Conflict is essential for life and dynamic for team performance (Medina et al., 2005). When managers ignore the clash between the co-workers, those clashes will be converted into personal and emotional conflict in the long run and therefore damages the organizational culture, worker morale and overall chap reduction of organizational performance.

A perception of interpersonal incompatibility is labeled as relationship conflict and it typically includes tension, annoyance and animosity among group members (Hasan, Muhammad and Imran, 2009; Jehn, 1995; Simons, Peterson, 2000). It is a related to difference of relationship between team members. It is infertile, difficult to manage and likely to leave people with more pressures and less ability to manage them. Normally, it occurs between frontline workers and their supervisors. It can reduce creativity, innovation, quality, and performance of employees and organizations (Jehn, 1994, 1995; Amason, 1996; De Dreu and Van de, 1997; Friedman, Curral and Tsai, 2000; Michael et al., 2001; Passos and Caetano, 2005). Relationship conflict also relates to conflict about personal taste, political preferences, values, and interpersonal style (De Dreu and Weingart, 2003). Relationship conflict negatively effects on the team performance and it breaks personal and professional relations.

Besides, it also produces tension between team members (Hackman and Morris, 1975; Wall and Callister, 1995). Once relationship conflict erupts, each individual's displays varying difference. In case conflict continues, it results in nervousness, rivalry, stress and discontents, which results into reduction in performance of employees in organization (Hasan, Muhammad and Imran, 2009; Pondy, 1967). Divergence of thoughts, action and opinion results in sorting out flimsy occurrences. It depletes energy of people to resolve conflict or to counter its effect rather than spending time in achievement of organizational objectives (Simons and Peterson, 2000).

However, according to Jonathan, David and Aparna (2004), the past research on workplace diversity suggests that diversity can be either detrimental or beneficial for workgroup performance (Williams and O'Reilly, 1998). For instance, workgroup diversity is positively associated with creativity and problem-solving skills (Bantel and Jackson, 1989; Jehn, Northcraft, and Neale, 1999) and negatively related with cohesiveness and cooperation (Pelled, Eisenhardt, & Xin, 1999). Good workforce diversity practices in the area of human resources are believed to enhance employee and organizational performance (Adler, 1986).

Managing diversity involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge (Morrison, 1992). There is a strong correlation between good diversity practices and profits based on recent studies. (Hayles and Mendez, 1997). Diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions (Adler, 1986). It is also argued that, with decreasing homogeneity in the workforce, it has become crucial for organizations to develop equal opportunities and diversity management policies to maintain the skills of employees with diverse backgrounds in order to protect their competitive position in the marketplace (Gilbert and Ivancevich 2000; Shaw 1993).

2.1.2 Gender

Gender-based inequities in organizations are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males (Leonard and Levine, 2003; Nkomo, 1992; Heilman et al., 1989). In other words, organizations prefer to hire males workers compared with women because they are perceived to have better performance and ability to manage their jobs.

Besides, according to Brown, 2008; Carr-Ruffino, 2003, significant amount of workforce diversity remains ineffective if gender issues are not first recognized and managed. The research and study also state that the most constitutional challenge is overcoming the thought that woman are not equal to man. Kossek, Lobel, and Brown (2005) states only 54% of working-age women are in the workforce worldwide compared to 80% of men. Furthermore, women continue to have the upper hand on the 'invisible care" economy, which relates to care giving and domestic work.

However, according to Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine, and Thomas (2002), providing an equal job opportunity to women is vital to improve performance of employees in an organization. These societal mandates eliminated formal policies that discriminated against certain classes of workers and raised the costs to organizations that failed to implement fair employment practices. Discrimination on hiring workers based on gender has resulted in a firm's hiring workers who are paid higher wages than alternative workers, but are no more productive (Barrington and Troke, 2001; Becker, 1971).

Moreover, Wentling and Palma Rivas (2000) study states that organization with diverse workforce will provide superior services because they can understand customers better (Kundu, 2003). The research from Kundu, 2003; Mueller, 1998, states that hiring woman, minorities and others will help organization to tap niche markets.

Based on the research from Joshi and Jackson (2003), a positive relationship was found between team gender diversity and intra-team cooperation, but only within regions that were relatively diverse in terms of gender. Furthermore, team gender diversity was positively related to team performance, but again this was true only within regions characterized by relatively high gender diversity. Overall, regions with greater gender diversity at managerial as well as non managerial levels were more cooperative.

In comparison, Jayne and Dipboye (2004) argued that gender diversity does not necessarily bring positive outcome such as increases motivation, improving talents, build commitment, and decline conflict. The results from the studies conclude that benefits from diversity are contingent on situation such as the organization strategy, culture, environment as well as people and the organization. Other than that, giving more adequate training to build commitment among employees is necessary in the surface level. Consequently, high cost of time and money are spent.

Last but not least, the argument that greater diversity is associated with lower quality because it places lower performing people in positions for which they are not suited (Herring, 2005; Rothman, Lipset, and Nevitte, 2003). Finally, Williams and O'Reilly (1998) suggest that the most empirical evidence suggests that diversity is most likely to slow down group functioning (Herring, 2005). In short, critics of the diversity model suggest that group differences result in conflict and its attendant costs. For these reasons, skeptics of the business case for diversity model have questioned the real impact of diversity programs on the bottom line of business organization (Herring, 2005).

2.1.3 Age

Growing age diversity has become part of many organizations (Florian Kunze, Stephen Boehm and Heike Bruch, 2009). There are two major theories which explain this relationship; the social identity and self categorization. Individuals are suggested to classify themselves into certain groups on the basis of dimensions that are personally relevant for them according to social identity and self categorization theory (Kunze, Boehm and Bruch, 2009; Tajfel and Turner, 1986).

As a result, individuals tend to favor members of their own group at the expenses of the other groups, against which they may discriminate. Consequently, if the employees' age or generational belonging is regarded as a relevant criterion for distinction, a differentiation between age groups within an organization may emerge, fostering emotional conflicts and age-based discrimination between the age groups (Kunze et al., 2009).

Gelner and Stephen (2009) summarized that age heterogeneity can negatively affect productivity concerns differences in the values in and preferences of distinct age groups. It has been shown that productivity-diminishing conflicts are particularly frequent in the presence of "generation gaps" (Gelner and Stephen, 2009; Lau, Murnighan, 2005; Pitcher, Smith 2001).

However, Gelner and Stephen (2009) also include that age heterogeneity may be placed in proximity with its potential benefits. Complimentarily effects emerge when collaboration in a group enables individuals to be more productive than when working on their own. Hence, the benefits of age heterogeneity are based on additional productivity effects that arise

due to interaction among individuals of different ages with differing skill profiles, differing perspectives and perhaps also different personality traits.

Last but not least, according to Brown (2008), increased diversity may also provides many challenges for HR management, as the workforce ages, for instance, employers will have to struggle with higher healthcare costs and pension contributions. Employees will need to accept that benefits are in sync with the vision of the organization; thus, their commitment will increase substantially.

2.1.4 Ethnicity

The growth of a multicultural workforce was the focus of the 90's and is gaining more momentum into the new era (Zgourides, Johnson and Watson (2002); Milliken and Martins, 1996; Nemetz and Christensen, 1996). Along with the increase in diversity has been an increase in the use of work teams in general, with intention of utilizing greater participation and synergy to improve and increase both employee satisfaction and business performance. Even though the nature of workforce composition is rapidly becoming more mixed in terms of gender, age, ethnicity, parallel interest has been increasing about the impact of such diversity in our educational institutions (Zgourides et al., 2002). The multicultural increase in businesses is due to multicultural increase of our society and, thus, also pervades familial, educational, and religious circles.

According to Zgourides et al. (2002), the differences in cultural characteristics were predictive of team scores, which can be interpreted as the advantage of having ethnically different views for team problem-solving resulted in increased team performance after the teams learned how to utilize these differences to their benefit.

Timmermans, Ostergaard, and Kristinsson (2011) found that innovation is an interactive process that often involves communication and interaction among employees in a firm and draws on their different qualities from all levels of the organization. Diversity in ascribed characteristics, such as ethnic background, nationality, gender, and age can have negative affective consequences for the firm. Members of the minority group can experience less job satisfaction, lack of commitment, problems with identity, perceived discrimination, etc. (Timmermans et al., 2011; Milliken and Martins, 1996; Harrison and Klein, 2007). However, when minority group grows, some of the problems disappear. According to Timmermans et al., (2011) study, ethnicity can be used as a proxy for cultural background and diversity in ethnicity can be expected to be positive for innovative performance, since it broadens the viewpoints and perspectives in the firm (Richard, 2000). Moreover, based on Timmermans et al. (2011) study some levels of diversity in ethnicity might be positive associated with innovation, high degree of diversity in ethnicity might be negative since it can create conflict and cliques due to social categorization (Dahlin, 2005).

2.1.5 Education background

Tracy and David (2011) found that employers commonly reject employing employees whose training, experience, or education is judged to be inadequate. On the other hand, this meant that education background is important to employees. Employees cannot find a job and perform well without adequate education background. Besides that, Daniel (2009) also found that various levels and types of education might expect different mobility rates. For example, the occupations available to those with working experience but does not possess a certified tertiary paper may differ from those who possess such education level. Mobility may differ across these occupations, causing the mobility of individuals with working

experience to be different from those with non working experience but possesses a degree certificate.

According to Daniel (2009) study, an individual will be more productive depending on the level of their education. The more education the individual worker received, the more productive the worker will be. Moretti (2004) explored this idea and found that cities with higher percentage of tertiary education level workers will enable individuals of all education level have higher wages. Other researchers have found an increase in civic participation (Dee, 2004) or a decrease in crime rates (Lochner and Moretti (2004) resulting from more education. Glaeser, Scheinkman and Shleifer (1995) also found that a greater proportion of educated workers in a city translate to higher economic growth. However, Zeng, Zhou, and Han (2009) found that those high-level managers with higher education and the staff whose length of service is 11 to 15 years shows unusual decline in work performance because they have not found the suitable development space, so temporary disengagement happens.

2.2 Review of Theoretical Model

2.2.1 Employees performance

2.2.1.1 The Capabilities Model

According to Kostas (2007), the capabilities model extends the concept of core competencies, by utilizing the fit between a particular capability and an employee (Stalk, 1992). A capability is defined as a set, or a complex string of business processes that deliver value to clients in a unique way.

The uniqueness of a capability makes the product more difficult to duplicate than, for example, core competencies.

Capabilities-based companies have been very successful at transferring their critical business processes to new geographic locations and to new business ventures (Stalk, 1992). While the transfer of core competencies is a piecemeal approach that requires large coordination of people, when using the capabilities approach, employees are trained to utilize processes, so it is easier to match employees' (internal/external fit) to global needs. As well, capabilities encompass an entire value chain, so the degree of toughness or novelty that may challenge organizational members working abroad, can be readily assessed.

2.2.1.2 The Behavior Engineering Model

Based on Gilbert's (1978) classic behavior engineering model, it enables the HR professional to organize and to monitor key human resource attributes of the global organization. The model has three cells that correspond to the workplace environment (information, resources, incentives), and three cells that correspond to employee performance factors (knowledge, capacity, motives). When planning for excellent performance, the focus is on employee factors, but general research has shown that when employees are adequately provided with information, resources and incentives, they are able to perform at exemplary levels. To engineer excellent performance Gilbert (1978), Rothwell (1996) and Wright and Geroy (1999), have suggested that most of the change would likely be found in the environment, rather than in the person. Thus, a two-prong approach is needed to engineer "worthy performance". In essence, the model results in a gap analysis that determines what factors should be changed to reach optimum work results.

2.2.2 Gender

Figure 2.1: Model of effects of different gender towards business performance
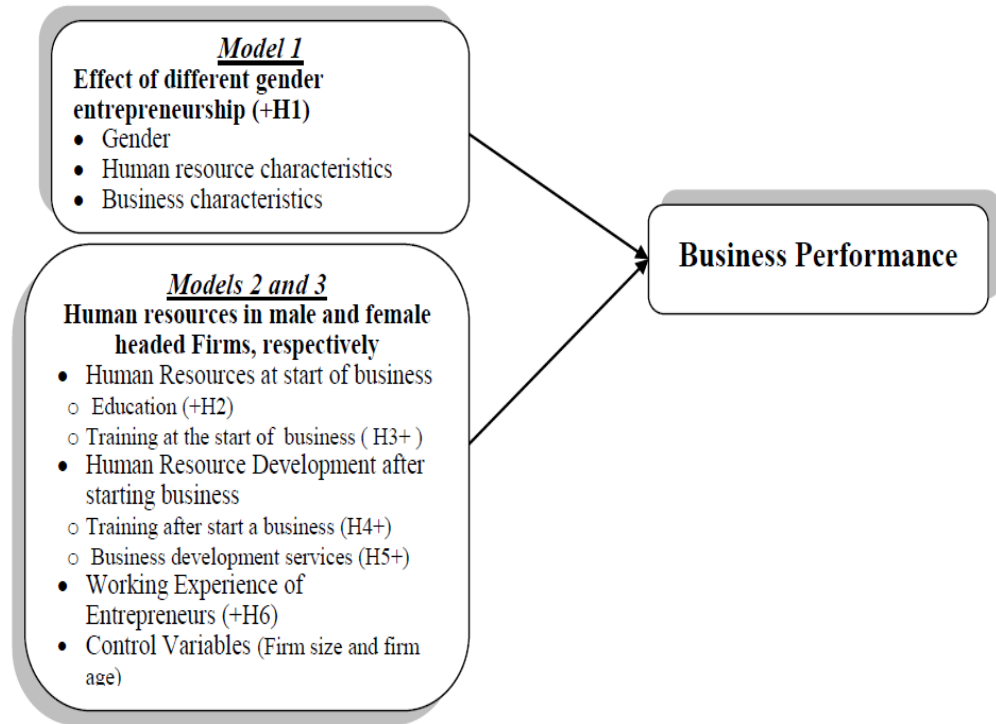
Source: Inmyxai and Takahashi (2010). Performance Comparison Derived from Human Resources Between Male and Female Headed Firms in Lao MSMEs. *International Reviews of Business Papers* Vol 6, No 2, 12-38.

Inmyxai and Takahashi (2010) presented that there are different effects on business performance when different gender; male or female headed a firm in different countries. The studies tested the result of business performance on different gender. According to researchers, it is an incentive for different gender headed firm to invest in different stages of business to maximize its performance and build core competencies through diversifying its workforce thus, contribute better performance compared with competitors.

Inmyxai and Takahashi, 2010; Cliff, 1998 argues that the liberal and social feminist theory suggest that female entrepreneurs are reluctant to grow their businesses than males because they have fewer resources available such as insufficient business experience, a lack of freedom from domestic role and less value for business expansion.

However, the liberal feminist theory proposes that if males and females have an equal opportunity and condition to access resources available such as education, work experiences and other resources, females are expected to behave in a similar way as males do (Inmyxai and Takahashi, 2010; Unger and Crawford, 1992), and eventually performance by different gender headed firms may result in similar outcomes.

Figure 2.2: Model of Gender Discrimination and Employee Productivity
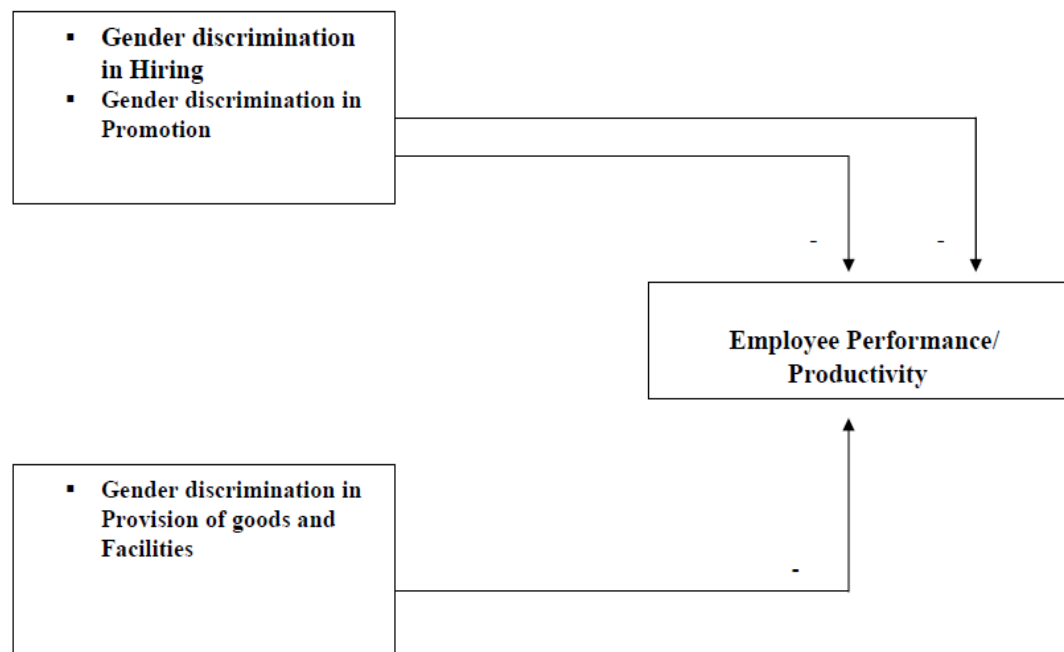
Source: Abbas, Qaisar; Hameed, Abdul (2010), Gender Discrimination and Its Effect on Employees Performance or Productivity, 3rd Annual EuroMed Conference of the Euromed Academy of Business.

Recent studies indentified that gender discrimination does affect employee's performance. Genders are defined as a range of differences between man and women, extending from a biological to the social. Abbas, Qasar; Hameed, Abdul (2010) suggest that there are three dimension of gender discrimination; gender discrimination in hiring, gender discrimination in promotion and gender discrimination in provision of goods and facilities.

According to Abbas et al., (2010), women does not have an upper hand when it comes to hiring compared with men. There is also women discrimination in superintendent salary or getting promotion. Female superintendent who replace male superintendent gets a lower salary level. Other than that, it shows that gender discrimination effects employees performance as well as organization's productivity.

Abbas et al., 2010; Patrick Francois, 1998 provides explanation that the continuation of gender discrimination and competitive labor markets and analyzes the effects on employees performance. The literature shows that on average, women receive lower earning than men. The difference persist even when controlling hours for work, industry of work and human capital characteristics suggest that this provides evidence of wage discrimination against women.

The study presented that even though there are quotas for the representation of female in an organization; it was superficial as the representative was appointed but the bodies were less or more powerless. In the international arena, there is a growing condition that women participation is fundamental in decision making and adaptation of women's equality in society.

2.2.3 Age

2.2.3.1 Social Identity and Self Categorization

Possible explanations for negative effects of age diversity can be derived from the concept of compositional demography, which draws heavily on theories of social identity and self categorization. This theory suggests that individuals tend to classify themselves and others into certain groups on the basis of dimensions that are personally relevant for them. These dimensions often include demographic categories such as gender, age, or ethnicity (Kunze et al., 2009; Tajfel and Turner, 1986).

According to social identity theory, social identity and intergroup behavior are guided by the pursuit of evaluative positive social identity; through positive intergroup distinctiveness, which in turn, is motivated by the need for positive self-esteem (Hogg and Terry, 2000; Abrams and Hogg, 1988). In addition to being motivated by self-enhancement, social identity processes are also motivated by a need to reduce subjective uncertainty about one's perceptions, attitudes, feelings, and behaviors and, ultimately, one's self-concept and place within the social world. As according to Al Jishi (2009), the level of performance depends on the level of motivation that stimulates someone to work and carry out the necessary tasks to achieve the goals.

2.2.4 Ethnicity

Figure 2.3: Relationship between race, leadership and the self-perceived communication effectiveness of nursing care teams (NCT).
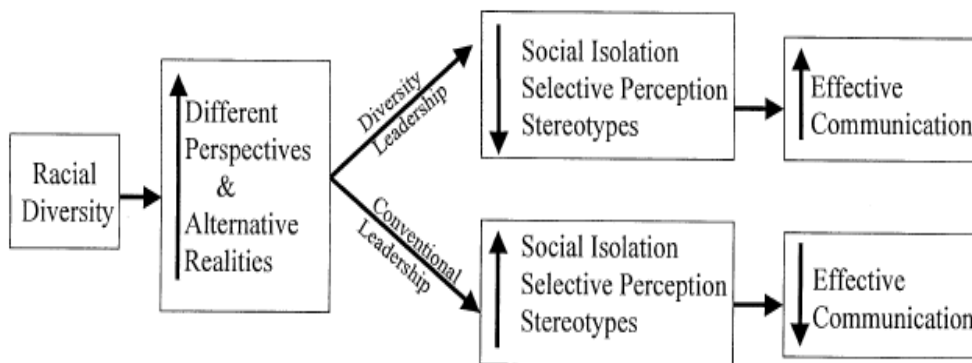
Source: Sprainer, Dreachslin, and Hunt (2000). Relationship between race, leadership and the self-perceived communication effectiveness of nursing care teams (NCT).

Sprainer, Dreachslin, and Hunt (2000) found that Figure 2.3 is a visual representation of the resultant theoretical model of how race influences the self-perceived communication effectiveness of nursing care teams. It should be noted that, irrespective of team role or race, NCT members were generally dissatisfied with the effectiveness of team communication. According to Sprainer et al. (2000), the NCT members who did characterize communication within their own NCT saw their team's performance as not representative and acknowledged that communication within other NCTs was often fraught with conflict and misunderstanding.

Based on Sprainer et al. (2000) study, effective communication, widely recognized as key to high performing teams occur when sender and

receiver share a common interpretation of the communication exchange; example, when the intended message and the received message are compatible. Effective communication is perhaps best viewed as an integrating mechanism. Sprainer et al. (2000) study stated that unifies racially and ethnically diverse groups and, thereby, enables teamwork. Although communication as an integrating mechanism appears to be central to well-functioning racially and ethnically diverse teams, the process of communication in racially and ethnically diverse teams has not been the focus of group or team research. (Maznevski, 1994).

According to Sprainer et al. (2000) it is stated that the purpose of the re-analysis was to develop a grounded theory of the role that race plays in the self-perceived communication effectiveness of nursing care teams. Grounded theory differs from other qualitative methods due to its emphasis on theory development and the concomitant requirement that the researchers interprets and categorize respondents' answers into an overarching framework based on Sprainer et al. (2000)'s study (Strauss and Corbin, 1994). Grounded theory analysis of the focus group transcripts resulted in the identification of three additional themes that serve as reinforcing factors; example, these themes deepen the conflict and miscommunication that occurs as a natural consequence of the overarching framework of different perspectives and alternative realities. (Sprainer et al., 2000)

According to Sprainer et al. (2000)'s study as Figure 2.3 illustrates, leadership emerged as a powerful mitigating factor in the model of how race influences the self-perceived communication effectiveness of nursing care teams. Sprainer et al. (2000) study stated that while conventional approaches to leadership; example, approaches that deny or fail to address racial dynamics in NCTs, appear to contribute to the social isolation, selective perception and stereotypes that reinforce different perspectives and alternative realities, an alternative approach referred to as diversity leadership (Dreachslin, 1996) for a thorough discussion of this approach

mitigates against these same three reinforcing factors and enables NCT members to and common ground and shared purpose within the overarching framework of different perspectives and alternative realities.

2.2.5 Education background

2.2.5.1 Conscientiousness

Barrick and Mount (1993) described those high in conscientiousness as ideal employees because these individuals possess ''responsible, dependable, persistent, and achievement-oriented'' traits. Conscientiousness employees tend to be ambitious, exacting, methodical, and disciplined, whereas individuals low in conscientiousness tend to be imprecise, impetuous, and disorganized (Gellatly, 1996). Conscientious individuals are expected to perform at a higher level because they are, by predisposition, more persevering and disciplined (Colquitt and Simmering, 1998), as well as more confident in their abilities (Barrick and Mount, 1991). As such, they are likely more effective in identifying key priorities and contributing activities that support organizational objectives.

Significant evidence indicates that the conscientiousness; performance association is augmented in the presence of certain moderating variables. For example, studies have demonstrated the utility of including autonomy (Gellatly and Irving, 2001), organizational politics, agreeableness (Witt, Burke, Barrick, and Mount, 2002), and extraversion (Witt, 2002) as intervening factors. However, in the search for moderators, a significant concern related to unexpected inverse relationships between conscientiousness and performance has surfaced (Driskell, Hogan, Salas, and Hoskitt, 1994). As a result, the continued search for appropriate moderating variables is necessary to further supplement our knowledge and provide insight into the conscientiousness–performance relationship.

2.3 Proposed Theoretical/ Conceptual Framework

From the journals, researchers realize that the four variables of workforce diversity are very important in affecting employee performance. So we came out with a framework as stated below.

Figure 2.4: Conceptual Framework of the Research

Independent Variable   Dependent Variable
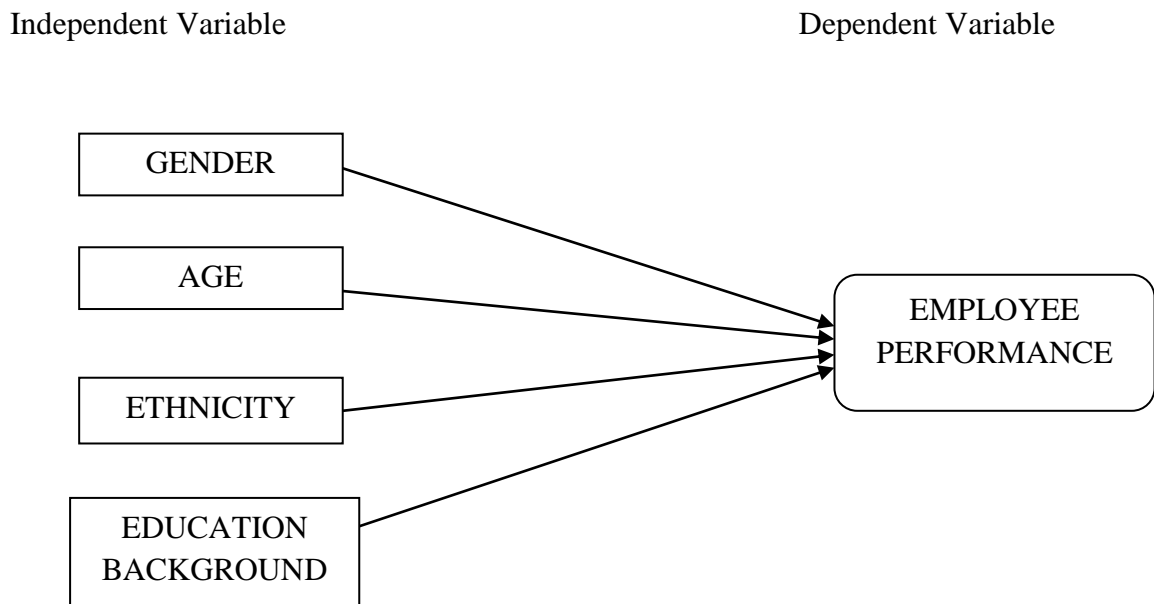
The future success of any organizations relies on the ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views to their work. The challenge and problems faced of workplace diversity can be turned into a strategic organizational asset if an organization is able to capitalize on this melting pot of diverse talents. With the mixture of talents of diverse cultural backgrounds, genders, ages and lifestyles, an organization can respond to business opportunities more rapidly and creatively, especially in the global arena which must be one of the important organizational goals to be attained. More

importantly, if the organizational environment does not support diversity broadly, one risks losing talent to competitors.

To meet organizational goals, each team must be effective in terms of its internal functioning. In addition, each team must effectively manage its relationships with other teams and individuals in the organization. Through their relationships, team members may gain access to needed resources and exert influence that is beneficial to the team and its individual members (West, 2003). Based on Chan (2002) study, in order to effectively manage workplace diversity, (Cox 1993) suggests that a Human Resource Manager needs to change from an ethnocentric view ("our way is the best way") to a culturally relative perspective ("let's take the best of a variety of ways"). This shift in philosophy has to be ingrained in the managerial framework of the Human Resource Manager in his or her planning, organizing, leading and controlling of organizational resources.

In the real world, diversity cannot be easily categorized and those organizations that respond to human complexity by leveraging the talents of a broad workforce will be the most effective in growing their businesses and their customer base. Organizations must embrace and understand the importance of diversity in order to remain competitive, respond to globalization and promote innovation and productivity within its organization. Strong commitment and leadership will provide the necessary cultural atmosphere that promotes an inclusive environment. Training, education and effective communication will help execute strong change management practices. The rationale for understanding and managing diversity has never been stronger. As new possibilities and opportunities in the business environment arise, the need for diversity programs will be the key to successful organizations of the future. The world today is more diverse than ever before. Ethnicity, religion, life experiences and all other personal attributes creates unique individuals.

2.4 Hypothesis development

2.4.1 Relationship between gender and employee performance

According to Kochan et. al. (2002), the widespread adoption of such training programme expanded the concept of diversity and people begin to realize and   recognize demographic differences such as gender are affecting the working relationship between workers and toward their performance. Moreover, Jehn and Werner (1993) measures that diversity had a significant effect on group processes, but the nature of the effect depended on whether the diversity was in gender. Specifically, gender diversity increased constructive group processes. Last but not least, diversity- focused HR practices enhanced the positive effects of gender diversity on constructive group processes (Kochan et. al. 2002).

Besides that, Hack and Lammers (2008) suggest that managers need to be aware that there might be gender differences regarding the relative importance assigned to distributions and communication. This may imply different communication strategies   for dealing with male and female subordinates as management tries to create an optimal environment of fairness. As a result, failure of communication among different gender may lead to unfavorable performance in an organization.

However, there are studies from some researchers that these relationships may not hold currently due to the changing nature of the role of women in the workforce. Lee and Farh (1999), for example, did not find any gender effects in justice-outcome relationships; they point to narrowing gender gaps and similarity of work values between men and women as a reason (Beldona and Namasivayam, 2006). To put it in a simple way, the studies states that gender diversity in an organization did not affect performance

of the employees. Therefore, in our study, hypothesis were formed between gender and employees performance.

H_0 : There is no significant relationship between gender and employee performance

H_1 : There is significant relationship between gender and employee performance

2.4.2 Relationship between age and employee performance

According to Winnie (2008), youngsters who are their learning stage are more willing to learn new things and accept new ideas. Older people who have more life experiences are more mature and possess better problem-solving skills. As an addition, the researcher also stated that the western's findings suggested that the older and younger employees must come together to form coherent and viable corporate culture. These values possessed by different age groups can complement each other in companies and it tends to achieve better firm performance. In her study result, showed that different age groups provide different values for companies and these values can complement each other which improve companies' performance.

As an addition, age heterogeneity on its own has a negative effect on individual productivity. Moreover, in the case of routine tasks, there are no substantial gains from age heterogeneity that could offset the increasing costs resulting from greater age heterogeneity. Thus, in companies with routine types of work, increasing age heterogeneity overall leads to a decline in productivity (Gellner and Veen, 2009).

Similarly, Joshi and Jackson, 2008; found no main effect of age diversity on employee reports of team processes or objectives measure of team performance.

H_0 : There is no significant relationship between age diversity and employee performance

H_1 : There is a significant relationship between age diversity and employee performance

2.4.3 Relationship between ethnicity and employee performance

As organizations become more diverse along ethnic lines, it makes sense to pay more attention to how different groups interact with one another at work (Pitts and Jarry, 2005). According to Pitts and Jarry (2005) states that as the private sector workforce becomes more ethnically diverse and make attempts to "manage" that diversity, the importance of understanding how diversity affects workplace interactions and work-related outcomes increases.

It is important that organizations know how to manage their diverse workforce in such a way that they can maximize the advantages of this diversity and minimize its disadvantages (Opstal, 2009). Based on the researcher's study, it states that ethnic diversity can have both advantages and disadvantages for organizations. Examples of disadvantages are communication problems, conflict (Jackson and Joshi, 2004; Milliken and

Martins, 1996; Benschop, 2001) discrimination (Ely and Thomas, 1996), a lack of social cohesion in organizational work groups, and problems with reaching consensus (van Knippenberg, et al., 2004).

According to Opstal (2009) states that advantages are for example more creativity, innovation (Milliken & Martins, 1996), a larger pool of resources that is available in the organization (e.g. knowledge, abilities, and social networks) (van Knippenberg, et al., 2004), and therefore better problem solving (Jackson et al., 2004). Management of diversity is important to help an organization benefit from these advantages and minimize the disadvantages that can have a negative effect on organizational performance (Benschop, 2001; van Esbroek & van Engen, 2008).

Based on Opstal (2009) stated that organizational performance does not only concern (strategic) outcomes such as competitive advantage (e.g. Bowen and Ostroff, 2004), but also the way these outcomes are achieved; the desired way of working in the organization (e.g. the efficient use of all resources, van Knippenberg, et al., 2004). In other words, ethnic diversity can have both advantages and disadvantages for employee performance toward organization. Therefore, hypothesis were developed as below:

H_0 :   There is no significant relationship between ethnic and employee performance

H_1 :   There is significant relationship ethnic and employee performance

2.4.4 Relationship between education background and employee performance

Organizational leaders implement educational diversity initiatives in efforts to motivate and encourage each individual to work effectively with others so that organizational goals are achieved (Gwendolyn, 2002). A person's educational background can be a significant indicator of their knowledge, skills, and capability. Furthermore, the choice of a specific educational major may reflect one's cognitive strength and personality (Holland, 1997). For instance, an individual educated in computer science can be expected to have a somewhat different cognitive disposition than an individual educated in marketing or advertising (Hambrick and Mason, 2002). As in functional expertise, dissimilarity in educational background seems to have a positive impact on team performance because it fosters a broader range of cognitive skills (Cohen and Bailey, 2001).

Cohen and Levinthal (2000) contend that the absorptive capacity of the organization is likely to increase with variety in knowledge structures as reflected in diverse educational majors. Jehn and Bezrukova (2004) observed that informational diversity, such as education and functional areas, were positively related to actual work group performances, although the relationship was mediated by task conflict. Carpenter and Fredrickson (2001) similarly reported that international experience and diverse educational background were positively related to firms' global, strategic postures among top management teams.

However, educational background can also negatively affect team performance and social integration in teams (Cohen and Bailey, 2001). Jackson, May and Whitney (2005) discovered that heterogeneity in education level (undergraduate versus graduate) was associated with

turnover intention. Wide differences in educational background led to an increase in task-related debates among work teams (Jehn, Chatwick, and Thatcher, 2007). In a study of Japanese top management teams, Wiersema and Bird (2003) reported that differences in university prestige were associated with member turnover rates. In a more recent study, Knight et al. (2009) found that educational diversity was negatively related to decision-making consensus in top management teams. It seems that heterogeneous educational backgrounds tend to increase the level of discomfort and conflict that may lead to decreased social integration in teams. In other words, education background diversity can have both advantages and disadvantages for employee performances toward organization.

Therefore, hypothesis were developed as below:

H_0 :   There is no significant relationship between education background and employee performance

H_1 :   There is significant relationship education background and employee performance

2.5 Conclusion

Literature reviews of relevant theoretical models and variety of approaches to employee's performance provides conceptual background to strengthen the argument of this research. More importantly, the formulation of hypotheses will allow qualitative and quantitative testing to proceed. Research methods will be discussed in detailed at the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Research project requires the most suitable techniques or methods to come out with an accurate result. To complete this research, methodologies are developed to refine the study that enables researchers to generate information needed. It is important to have a well-designed research methodology as the degree of accuracy and usefulness of a research is directly affected by the methodology.

Research methodology is an important part for research study. Therefore, in Chapter 3, researchers will discuss how the research is carried out. It includes research design, data collection methods, sampling design, operational definitions of constructs, measurement scales, and methods of data analysis to carry out our research.

3.1 Research Design

A review of the research literature revealed that there is no universally accepted strategy for measuring communication effectiveness. As one of the objectives of the study was to carry out an audit of communication channels in use, a quantitative approach was vital to achieve a "numerical description of trends, attitudes, or opinions" (Creswell, 2009) of a large population base. In order to establish the reasons why some methods of communication were preferred to others, some qualitative enquiry was also needed "to unravel the meanings and understandings which participants bestow upon their experiences" (Hargie and Tourish, 2009).

Quantitative business research is used in conducting research. Quantitative business research is a research that addresses research objectives through empirical assessments. It involves numerical measurement and analysis approaches (Zikmund, 2010). It generates statistics through the use of large-scale survey research, using methods such as questionnaires or structures interviews. The research design type is descriptive research that describes characteristics of objects, people, groups, organizations, or environments. It addresses who, what, where, why, and how questions. Descriptive studies are conducted with a considerable understanding of the situation being studied. The research will be conducted on the variables that will lead to quality management in telecommunication services industry. A good research design ensures that the information collected is relevant and useful to conduct research project more effectively and efficiently.

On the other hand, a causal research is conducted to identify cause-and-effect relationships among variables when the research problem has already been narrowly defined (Zikmund, 2003). This study focuses on investigating and examining the factors of workforce diversity towards employees' performances in an organization. There are four basic categories of techniques for obtaining insights and gaining a clearer picture of a problem: secondary data analysis, pilot studies, case studies, and questionnaire surveys. In this research, questionnaire survey was chosen as a tool to examine the factors that employees' performances in an organization. The researchers examined a small sample that was representative of the whole population in order to obtain a more in-depth and rich description.

3.2 Data Collection Methods

Data can be collected through two main sources which include primary data and secondary data (Cooper and Schindler, 2006). Both sources of data will be used to answer this research's hypothesis and research questions.

3.2.1 Primary Data

The primary data is defined as the information gathered through interaction with other people through meetings, one-to-one interview, focus groups, and surveys. Primary data are the data gathered and assembled specifically for research projects at hand (Zikmund, 2003). The purposes of the primary data researching are to improve the understanding and perform a direct assessment of the research topic by obtaining first hand information. In this research, the primary data are collected using questionnaire survey. A questionnaire, also known as self-administered survey is handed out to certain targets or segments of people to gather data and information desired. For the purpose of this research, 300 copies of questionnaire were distributed. The reason of using questionnaire is to ensure completeness and consistency of information gathered. It is also the only feasible way to reach a large number of interviewee; the result will be used as input for statistical analysis. It is done in a structured manner, where all of the interviewees will provide their perception through the questionnaires distributed to them, and it makes sure that no critical points are being left out.

Questionnaire used for this research was constructed by adopting and then modifying the questionnaire of several related research journals. Compared to constructing own questionnaire, adopting questions from other researches' well developed questionnaire could ensure higher validity of the questions used to ask the targeted respondents. It is known that the higher the validity means the more accurate the measure can represent a concept.

3.2.2 Secondary Data

Secondary data are the information gathered from sources already existed (Sekaran, 2003). The secondary data are usually historical, already

assembled, and do not require access to respondents. This type of data is easier to be obtained in a faster way, and less expensive than acquiring primary data. However, it may be outdated and may not exactly meet the researchers' needs because they were initially collected for other purposes. Nevertheless, it often proves to be of great value in exploratory research. In this study, secondary data were collected from online journals and articles through online databases provided by Universiti Tunku Abdul Rahman's Main Library. Different journals offer review of different views, comments, and arguments made by different authors and academicians. A detailed secondary research was carried out on this topic through books, online newspapers, and dissertations done by other researchers. The Final Year Projects found in the library, which were done by former Universiti Tunku Abdul Rahman's undergraduates, were also one of the references used for this research.

3.3 Sampling Design

3.3.1 Target Population

Population refers to the entire group of people, events, or things that the researcher wishes to investigate (Sekaran, 2003). The main objective of this research is to analyze the effect of workforce diversity towards employee performance in an organization. The industry that will be targeted is the airline industry. Therefore, the target population for this research will be the employees in the management departments of the airline industry (Malaysia Airlines and Air Asia).

3.2 Sampling Frame and Sampling Location

According to the Sekaran (2003), sample is defined as subgroup or subset of the population. Besides, it also can be defined as a set of respondents selected from a larger population for the purpose of a survey. A sampling frame is the list of elements from which the sample may be drawn from the appropriate population. However, in this research paper, sampling frame is irrelevant; non-probability technique was used in selecting the sample. The selected area is the Low Cost Carrier Terminal (LCCT) and Kuala Lumpur International Airport (KLIA) that is located in Sepang, Selangor.

3.3.3 Sampling Element

Our respondents are employees in the airline industry. Candidates must meet two conditions or requirements before qualified as valid respondents. Proper selection of respondent is essential for the study to achieve its research objectives.

(i)   Employees working in the airline industries;
(ii)   Currently employed and working in the management departments.

3.3.4 Sampling Technique

There are two major categories of sampling technique: probability and nonprobability sampling. Probability sampling is used when every element of the population has a known, non-zero probability of selection (Zikmund, 2003). On the other hand, non-probability sampling is adopted when elements of the population do not have a known or predetermined chance of being selected as subject for the purpose of survey (Sekaran, 2003).

There are few types of probability sampling techniques:

(i)   Simple random sampling

(ii) Stratified sampling

(iii) Systematic sampling

(iv) Cluster sampling

However, non-probability sampling is used, instead of probability sampling because of unavailability of sampling list which defines every element in a population.

There are three types of non-probability sampling techniques which are:

(i)   Convenience sampling,

(ii) Judgment sampling;

(iii) Quota sampling.

The types of non-probability sampling that were used in this research are convenience sampling. Questionnaires were distributed to the valid respondents who have met the two requirements needed in order to be a respondent; they were asked to fill up the questionnaire form that is distributed directly to them. A total of 300 questionnaires were distributed.

3.3.5 Sampling Size

Sample size is the number of respondents included in a research. In this research, we have obtained a sample size of 300 to represent the targeted population. There are currently 22,000 employees working in the management departments of Malaysia Airlines and Air Asia. According to Sekaran (2003), the table states that there should be a sample size of 300 to represent the targeted population.

3.4 Research Instrument

For this study, the research instrument used is self-administered questionnaire. Self administered questionnaire required respondent to takes the responsibility to read and answer the questions. Questionnaire from several journals are used to ensure higher validity. The reason of adapting questionnaires from other journals is because questionnaires developed by undergraduates have very low validity for it to be used in a research. The questionnaires will be distributed directly to the employees and it takes around 10-15 minutes for a respondent to complete it.

3.4.1 Questionnaire Survey

The primary instrument used in this study is questionnaire survey. According to Zikmund (2004), the main benefits of using this survey method are inexpensive and it enables researchers to collect large amount of primary data from respondents in a short period of time. However, this method requires clarity of the written word rather than on the verbal skill such as telephone interview. Thus, a clear and comprehensible questionnaire enables respondents to provide accurate information for the research. A self-administered questionnaire is created in order to collect information about how workforce diversity affects performance.

Before conducting a survey, there are many procedures to be carried out. It includes generating a questionnaire survey based on the literature review (Chapter 2) of this research. It is because reviewing of the literature will help to develop research ideas and questionnaire with good quality will be conducted as a guideline.

3.4.2 Questionnaire Design

It is absolutely necessary that the layout of the questionnaire is made simple so that the respondents can easily understand, and answer them without taking much of their time. The reason is because the form of questions asked, the language used, and the length of the questionnaire will affect the response rate.

The research is separated into 3 sections namely Section A, B and C. Section A collects the respondents' demographic data which consists of elements such as gender, age, ethnicity, education level, position in an organization and working experience.

Section B consists of four independent variable which is to determine the main effects of workforce diversity towards employees performance. Each variable consist of 5 to 9 questions to be answered by respondents.

Section C consists of 10 questions that talked about employee's performance. It consists of 10 questions to be answered by respondents.

3.4.3 Pilot Test

After designing the questionnaire, reliability analysis was done to ensure measurements are reliable for our research. Pilot test is a survey which is done on a small group of respondents to make sure the questions being asked in the questionnaire are reliable. 20 sets of questionnaires have been distributed. Respondents were asked to comment and suggest changes to

the questionnaire. Most of the feedbacks directed to the comprehensibility of items; therefore we modified some of the items to improve their clarities. Pilot test minimizes the mistakes made in the questionnaire as well as the difficulties before making progress to distribute it out to the 300 targeted respondents. Reliability of the questionnaire was tested as well using reliability test with the help of Statistical Package for Social Science (SPSS) software. The result of pilot test is shown below.

Table 3.1: Reliability Test

No.	Constructs	Coefficient alpha	No. of item
1	Gender	0.807	9
2	Age	0.790	5
3	Ethnicity	0.738	8
4	Education background	0.843	7
5	Employee performance	0.736	10

Source: Developed for research from SPSS version 16.0

3.5 Construct Measurement (Scale and operational definitions)

There are four types of measurement, which are nominal scale, ordinal scale, interval scale, and ratio scale. However, only three measurements have been used in this research, such as nominal scale, ordinal scale, and interval scale.

Nominal scale uses numbers as labels to identify and classify objects, individuals or events. The value can be, but does not have to be, a number because no quantities are being represented (Zikmund et al. 2010). This scale helps researchers to identify the characteristics of an individual or an object.

According to Zikmund et al. (2010), ordinal scale is a scale that arranges objects or alternatives according to their magnitudes such as age, income group and so on. This scale helps researchers to determine if an object has more or less characteristics than other objects. However, it does not determine how much more or less of the characteristics the object has.

An interval scale uses numbers to rate objects or events so that the distances between the numbers are equal (Hair et al., 2007). Likert Scale which was developed by Rensis Likert falls under the category of interval scale. It is a kind of measurement that allows respondents to indicate their attitudes by specifying how strongly they agree or disagree with a statement (question) that ranges from very positive to very negative attitudes towards an attitudinal object.

3.5.1 Origins of Construct

Table 3.2: The origin of construct in the research

Constructs	Adapted from
Gender	Abbas, Qaisar, ,Hameed & Abdul (2010)
Age	Abbas,Qaisar,Hameed & Abdul (2010)
Ethnicity	Giles E.F (2008)
Education background	Giles E.F (2008)
Employees performance	Giles E.F (2008)

Source: Adapted for research.

3.5.1.1 Modified Operational Definition of Construct

Table 3.3: Modified Operational Definition of construct for *gender*

Q1	The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.
Q2	The organization does a good job of attracting and hiring women.
Q3	Fair treatment is given to all employees, whether they are male or female.
Q4	Opportunities for growth and advancement exist for women in our organization.
Q5	A career development that includes women is encouraged within our

	organization
Q6	The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.
Q7	Women are involved in the organization's decision making as much as men.
Q8	The performance criteria for success are expected to be higher for men than for women.
Q9	I am positive about gender diversity in this workplace

<u>Source</u>: Adapted for research

Table 3.3 shows 9 items that is used to measure the effect of gender in an organization towards employee's performance. Respondents are required to measuring the 9 items by rating on the five-point Likert's Scale with the range from strongly disagree (1) to strongly agree (5)

Table 3.4: Modified Operational Definition of construct for *age*

Q10	This organization provides me with equal opportunities for training and career development.
Q11	My team leaders include all members at different ages in problem solving and decision making.
Q12	The age differences in work group do not cause conflict.
Q13	At work, I experience lack of bonding with people of different age group.
Q14	I am positive about age diversity in this workplace.

Source: Adapted for research

Table 3.4 shows 5 items that is used to measure the effect of age in an organization towards employee's performance. Respondents are required to measuring the 5 items by rating on the five-point Likert's Scale with the range from strongly disagree (1) to strongly agree (5).

Table 3.5: Modified Operational Definition of construct for *ethnicity*

Q11	The organization does a good job of attracting and hiring minorities.
Q12	Opportunities for growth and advancement exist for minorities in our organization.
Q13	The organization concerns about the employee's customs, cultures, and values.

Q14	Different languages that are used to communicate do not create problem among employees.
Q15	At work, I developed low self-esteem due to my ethnicity.
Q16	The ethnicity differences in work group do not encourage conflict.
Q17	The team leader includes all members at different ethnicity in problem solving and decision making.
Q18	I am positive about ethnicity diversity in this work place.

Source: Adapted for research

Table 3.5 shows 8 items that is used to measure the effect of ethnic in an organization towards employee's performance. Respondents are required to measuring the 8 items by rating on the five-point Likert's Scale with the range from strongly disagree (1) to strongly agree (5).

Table 3.6: Modified Operational Definition of construct for *education background*

Q19	The recruitment plan of the organization is based on the education background of the employees.
Q20	The organization provides paid study leave to employees who further their education.
Q21	Opportunities for growth and advancement exist for employees who have lower qualification in education.
Q22	The differences in education background do not encourage conflict.

Q23	At work, I experience lack of confidence due to my education background.
Q24	The team leader includes all members at different education level in problem solving and decision making.
Q25	The organization gives equal treatment when it comes to the diversity of education background.

Source: Adapted for research

Table 3.6 shows 7 items that is used to measure the effect of education background in an organization towards employee's performance. Respondents are required to measuring the 7 items by rating on the five-point Likert's Scale with the range from strongly disagree (1) to strongly agree (5).

Table 3.7: Modified Operational Definition of construct for *employees performance*

Q26	I enjoy my tasks and the division's work approach.
Q27	I am committed to the mission and direction of my organization.
Q28	I am motivated to complete the task that is assigned to me
Q29	I co-operate well with my colleagues of different ethnicity.
Q30	Opposite gender can perform well and I enjoy working with them.
Q31	My performance level affects my salary level.
Q32	I am satisfied with my current salary level.
Q33	I am given the chance to try my own method of doing the job.

Q34	By learning more skills through courses/training, I can improve my task performance.
Q35	Good employee performance is important for the future growth of my organization.

Source: Adapted for research

Table 3.7 shows 10 items that is used to measure the effect of education background in an organization towards employee's performance. Respondents are required to measuring the 10 items by rating on the five-point Likert's Scale with the range from strongly disagree (1) to strongly agree (5).

3.5.2 Scale Measurement

A scale is a tool or mechanism by which individuals are distinguished as to how they differ from one another on the variables of interest to our study (Sekaran, 2003). In other words, a scale is a continuous spectrum or series of categories. The purpose of scaling is to represent, usually quantitatively, and item's, a person's, or an event's place in the spectrum (Zikmund, 2003). In this research, nominal scale, ordinal scale, and interval scale (i.e. Likert scale) were used.

3.5.2.1 Nominal Scale

Nominal scale is a qualitative categorization according to un-ordered distinctions. It is the simplest type of scale. The numbers or letters assigned to objects serve as labels identification or classification (Zikmund, 2003). Sekaran (2003) defines scale as a tool that allows the researchers to assign subjects to certain categories or groups such as gender. Question 1 (gender) and Question 3 (ethnicity) in Section A of the questionnaire are designed according to nominal scale.

3.5.2.2 Ordinal Scale

Ordinal scale enables researchers to determine if the object has more or less characteristic than other objects. The points on an ordinary scale do not indicate equal distance between the rankings. In conclusion, ordinary scale allows entities to be placed into groups that are in order. In section A of the questionnaire, the respondents will answer their age (20 – 29 years old, 30 – 29 years old, 30 – 39 years old, or 40-49 years old, and 50 and above). Therefore, this question can assign numerical scores to the outcome of the age variable. One question was used for ordinal scale in the questionnaire design.

3.5.2.3 Likert Scale

Likert scale is used to measure of attitude designed to allow respondents to indicate whether how strongly they agree or disagree with carefully constructed statements that range from very positive to negative toward as attitudinal object (Zikmund, 2003). All questions in Section B and C of the questionnaire use Likert scale to allow respondents to indicate to what extent they agree or disagree with the particular statement (i.e. the question). For each of the questions which use Likert scale, there are five

responses that may be checked and numerical score was assigned to each of the questions as follow:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

3.6 Data Processing

Data processing is a class of programs that organize and manipulate data which is usually large amounts of numeric data and convert data into usable information. In data processing, there are generally few steps which include data checking, data editing, data coding, data transcribing and data cleaning.

3.6.1 Data checking

After completing the questionnaires, they were checked to allow early detection of any problems and also appropriateness of the questions by conducting the pilot test; whether any corrections or amendments that is needed before conducting the real survey. Twenty questionnaires were distributed and data collected were used as input for reliability test. The reliability test is to ensure the measurements are reliable and consistent.

3.6.2 Data Editing

This is the second step where data collection activities were checked whether any mistakes made by either the interviewer or respondent. Then data editing process is conducted to ensure that the information provided is accurate, complete, and consistent. Errors in grammar, wording or content are also edited when going through this process.

3.6.3 Data coding

Data coding is to assign a code with a specific numerical value in response to each specific question on the survey instrument (Jr., Hair, Bush, and Ortinau, 2008).

The first question in Section A of the questionnaire, "Male" is coded as 1 and "Female" is coded as 2. For question 2, "20-29 years old" is coded as 1, "30-39 years old" is coded as 2, and etc. For question 3, "Chinese" is coded as 1, "Malay" is coded as 2, "Indian" is coded as 3, and "Others" is coded as 4. For question 4, "STPM" is coded as 1, "Diploma" is coded as 2, "Degree" is coded as 3, and etc. For question 5, "Senior Manager" is coded as 1, "Manager" is coded as 2, "Senior Executive" is coded as 3, and etc. And last for the last question, "2-5 years" is coded as 1, "6-10 years" is coded as 2, "10-15 years" is coded as 3, and "more than 15 years" is coded as 4.

In section B and C, "Strongly Disagree" is coded as 1, "Disagree" is coded as 2, "Neutral" is coded as 3, "Agree" is coded as 4, and "Strongly Agree is coded as 5.

For completion of this research, the Statistical Package for Social Science (SPSS) softwarer will be used for data coding and for the final step, data transcribing.

3.6.4 Data transcribing

This is the final step where the coded datas are from the questionanaires are inserted directly into computers and will be transcribed into SPSS software Version 16 for data analysis.

3.7 Data Analysis

Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questionnaires (Zikmund, 2003). Therefore, data collected through the questionnaire were analyzed statistically by using the Software Package for Social Science (SPSS Version 16.0 for Student Version). Besides, it also enables us to present our data or information better through graphical presentation (e.g. bar chart, histogram).

SPSS was also used to test the relationship between the independent variables and dependent variable using methods such as Pearson Correlation analysis and Multiple Regression analysis. Hypothesis findings of this research can be evaluated using SPSS to determine whether the hypothesis is supported by our research.

3.7.1 Descriptive Analysis

Descriptive analysis is where raw data are transformed into a form that will make researchers easier to understand and interpret, rearranging, ordering and manipulating data to provide descriptive information. It is used to determine the main tendencies of the variables. Certain measures like mean, mode, standard deviation and range are forms of descriptive analysis used to describe the sample data matrix in such a way as to portray the typical respondent and to reveal the general patterns of responses (Burns and Bush, 2006).

This is where all the information will be presented in tables and pie chart form to ease the researchers to understand the content of the data collected. In this research, the descriptive analysis was conducted to gather the details about the four personal particulars of the respondents such as gender, age, ethnicity, education level, working position in the organization and working experience.

3.7.2 Scale Measurement (Reliability Test)

According to Zikmund (2003), reliability applied to a measurement when similar. The measurement is free from error and therefore yields consistence result. Garson (2006) stated that reliability could be measured by Cronbach's Alpha. Cronbach's Alpha can be interpreted as percentage of variance where the observed scale would explain in hypothetical true scale composed of all possible items in the universe. In general, reliability that are less than 0.6 are considered as poor, while those in 0.7 ranges are considered acceptable and lastly reliability above 0.8 are considered good.

3.7.3 Inferential Analysis

3.7.3.1 Independent samples t-test

According to Zikmund (2009), independent samples t-test is to be used to test a hypothesis that mean scores on some interval or ratio scaled variable (metric) will be significantly different for two independent samples or groups. When the significance value is lower than the alpha value of 0.05, then show that there is significance difference between independent variable and dependent variable and vice versa.

3.7.3.2 One-way ANOVA Analysis

According to Hair et al. (2007), ANOVA is used to assess the statistical differences between the means of two or more groups. The term of ANOVA stands for Analysis of Variance and it tests the difference in means for two or more groups. However, one-way ANOVA is used since there is only one independent variable. ANOVA also helps researchers to examine the research problem that involves several independent variables. In fact, with only two groups the t-test and one-way ANOVA are equivalent and will always give the same p-value. However, there are few assumptions that researchers have to make, which are: the data are randomly sampled, the variance of the population are equal and the distribution of scores in each population are normal in shape. Researchers used one-way ANOVA to test if any significant difference between genders, age, and education background and ethnicity with the employee performance in an organization.

3.7.3.3 Pearson's Correlation Coefficient Analysis

Correlation Coefficient is a statistical measure of the co-variation, or association, between two variables. It is used to reveal the magnitude and direction of relationship. According to Hair et al. (2007), the number representing Pearson correlation is referred to as a correlation (r). It ranges from -1.00 to +1.00, and zero representing absolutely no linear relationship between two variables. If the value of r is +1.00, there is a perfect positive linear relationship. Besides that, there is a perfect negative linear relationship if the value of r is -1.00.

Table 3.8: Rule of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
+/-.91 - +/-1.00	Very Strong
+/-.71 - +/-.90	High
+/-.51 - +/-.70	Moderate
+/-.21 - +/-.50	Small but definite relationship
+/-.00 - +/-.20	Slight, almost negligible

Adapted from: Hair, Money, Samouel and Page (2007). Research Method for Business. John Wiley and Son.Inc.

The Pearson's correlation coefficient analysis helped researchers to better understand whether there is a positive relationship, negative relationship, or no correlation between dependent variable and independent variables. By using this analysis, the strength of relationships between variables was

able to be analyzed by the researchers. Researchers used Pearson correlation coefficient to measure whether there is a significant relationship between independent variables and dependent variable.

3.7.3.4 Multiple Regression Analysis

Multiple linear regression analysis is an extension of bivariate regression analysis which allows the simultaneous investigation of the effect of two or more independent variables on a single interval scaled dependent variables (Zikmund et al, 2010). It allows researchers to examine which independent variables have the most significant influence on the dependent variable. To understand the relationship between the multiple independent variables and the single dependent variable, the researchers can examine the regression coefficients for each independent variable. Therefore, Multiple Regression Analysis had been used to investigate the effects of workforce diversity towards employee performance in an organization.

3.8 Conclusion

Research methodologies were used in collecting, analyzing, and interpreting data. Computer software, such as SPSS, was used to assist in doing the analysis and interpretation.

First, questionnaire survey is used to obtain more accurate information from the larger group of respondents. Other than primary data, secondary

data such as case studies and journals were used to help researchers to better understand the topic being investigated.

Target population, sampling frame and location, sampling elements, sampling techniques, and sample size were discussed in the earlier parts. Scales used in constructing the measurement were also explained. Other than that, data preparation processes such as checking, editing, coding, and transcribing were discussed.

In the next chapter, the data that have been analyzed will be interpreted and explained to readers to help them understand the respondents' demographic profile, including the results, as well as the hypothesis as to whether they are or are not accepted.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In the previous chapter, we look at how the study's research method is conducted, how the sampling size is determined, this study's questionnaire design, and the processing and analysis of collected data.

For this chapter, we review the data collected from the sample determined in the previous chapter by presenting the patterns of results and analyses of the results relevant to the research questions and hypothesis established in chapter one and two. The respondent's demographic profile and frequency analysis, scale measurement, and inferential analyses are discussed at length in this chapter.

4.1 Descriptive Analysis

The research discusses the respondent's demographic profile and central tendencies measurement of constructs.

4.1.1 Respondent Demographic Profile

In the questionnaire survey, each respondent was asked four questions regarding their demographic profile, including gender, age, ethnicity, education level, working experience (in years), and position level in the organization. This part provides an analysis of the demographic characteristics of the respondents based on frequency analysis.

4.1.1.1 Gender

Table 4.1: Gender of the Respondents

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	Male	149	49.7	49.7	49.7
	Female	151	50.3	50.3	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS version 16.0

Figure 4.1: Gender of the Respondents
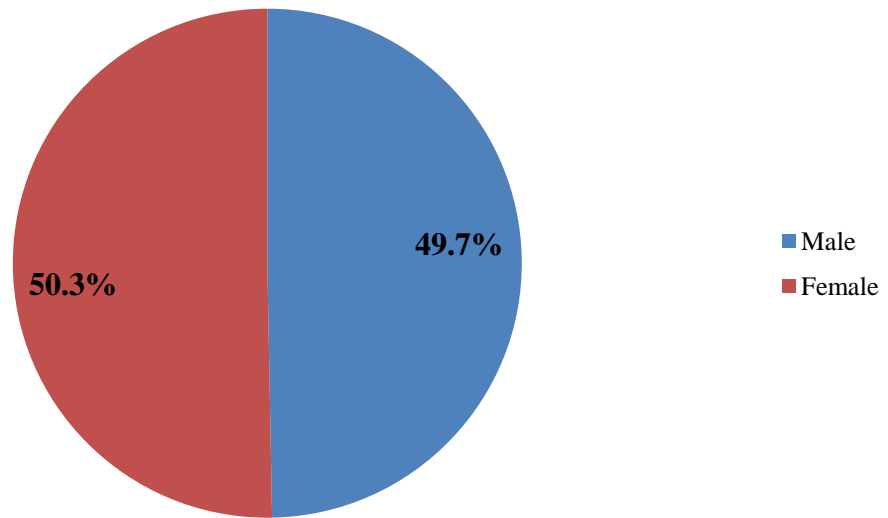
Source: Developed for research

Both Table 4.1 and Figure 4.1 shows an almost balanced percentage of respondents, whereby female (50.3%), while male (49.7%). In other words, from the 300 respondents, 149 of them are male while the remaining 151 are female.

4.1.1.2 Age

Table 4.2: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 29 years old	45	15.0	15.0	15.0
	30 - 39 years old	220	73.3	73.3	88.3
	40 - 49 years old	30	10.0	10.0	98.3
	≥ 50 years old	5	1.7	1.7	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS 16.0

Figure 4.2: Age of the Respondents
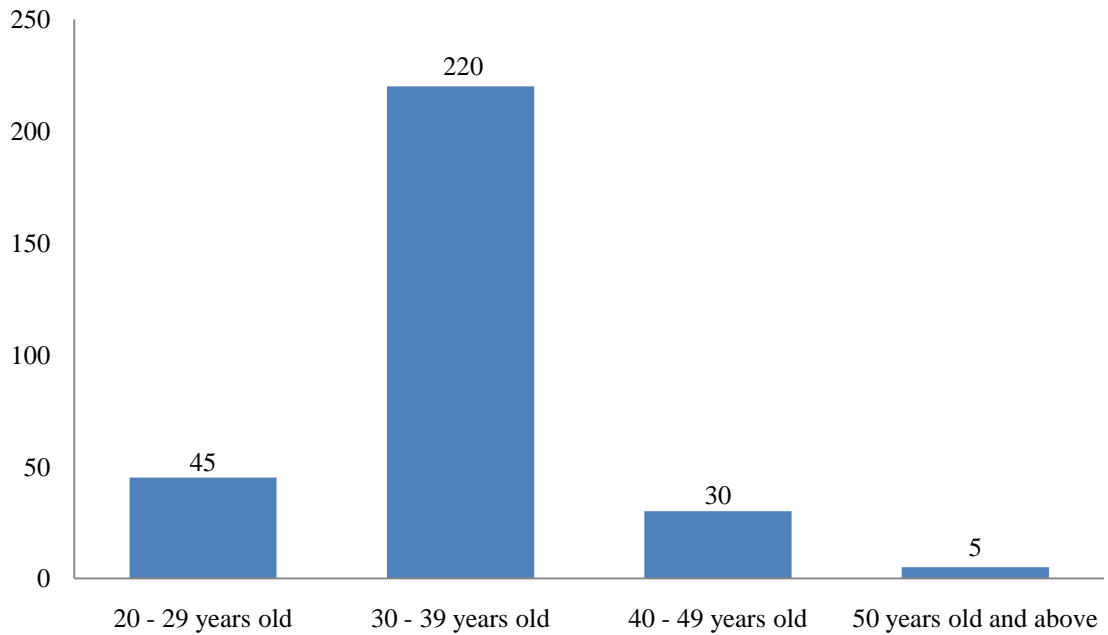
Source: Developed for research

Table 4.2 shows age group of the respondents. The majority of the respondents falls under the age group category of 30 - 39 years old (accounted for 73.3% or 220 respondents), followed by the age group of 20 - 29 years old (15% or 45 respondents), 40 - 49 years old (10% or 30 respondents), and 50 years old and above (1.7% or 5 respondents).

4.1.1.3 Ethnicity

Table 4.3: Ethnicity of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	43	14.3	14.3	14.3
	Malay	128	42.7	42.7	57.0
	Indian	117	39.0	39.0	96.0
	others	12	4.0	4.0	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS 16.0

Figure 4.3: Ethnicity of the Respondents
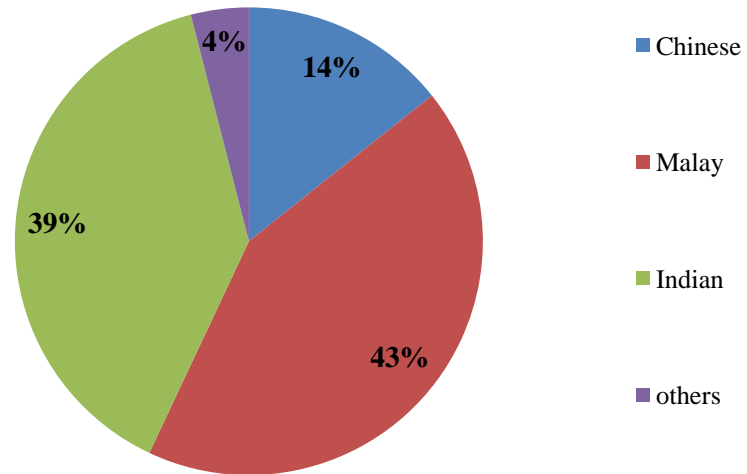
Source: Developed for research

Table 4.3 shows that the highest proportion of respondents are Malay (43% or 128 respondents), followed by Indian (39% or 117 respondents), Chinese (14% or 43 respondents, and others (4% or 12 respondents).

4.1.1.4 Education Level

Table 4.4: Education Level of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stpm	24	8.0	8.0	8.0
	Diploma	39	13.0	13.0	21.0
	Degree	177	59.0	59.0	80.0
	Master	56	18.7	18.7	98.7
	Phd	4	1.3	1.3	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS 16.0

Figure 4.4: Education Level of the Respondents
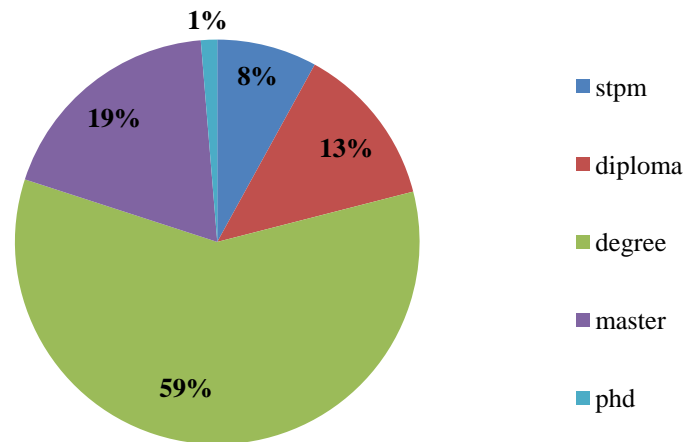
Source: Developed for research

Table 4.4 shows the education level of the respondents. The majority of the respondents degree holders (59% or 177 respondents), followed by masters (19% or 56 respondents), diploma (13% or 39 respondents), stpm (8% or 24 respondents), and phd (1% or 4 respondents). Most respondents are degree holders, because there a lot degree holders in the labor market.

4.1.1.5 Working Experience

Table 4.5: Working Experience of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 - 5 years	97	32.3	32.3	32.3
	6 - 10 years	150	50.0	50.0	82.3
	10 - 15 years	37	12.3	12.3	94.7
	> 15 years	16	5.3	5.3	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS 16.0

Figure 4.5: Working Experience of the Respondents
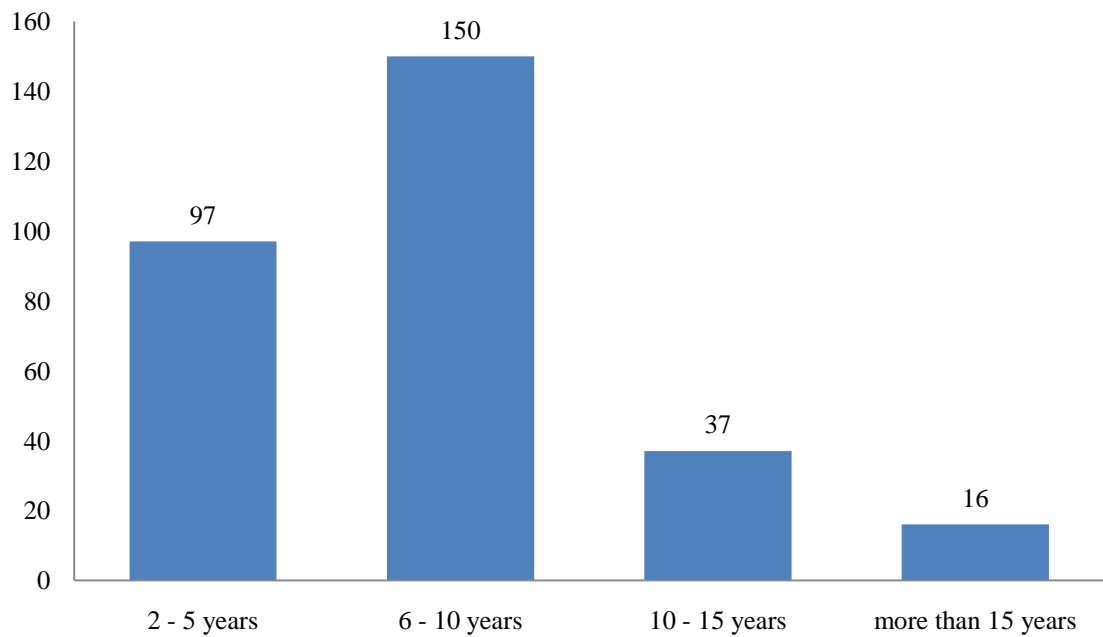
Source: Developed for research

Table 4.5 shows that the highest proportion of respondents with 6 - 10 years of working experience (50% or 150 respondents), followed by 2 - 5 years (32.3% or 97 respondents), 10 - 15 years (12.3% or 37 respondents), and more than 15 years (5.3% or 16 respondents)

4.1.1.6 Position Level

Table 4.6: Position Level of the Respondents in the Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senior manager	9	3.0	3.0	3.0
	Manager	11	3.7	3.7	6.7
	Senior executive	28	9.3	9.3	16.0
	Executive	171	57.0	57.0	73.0
	Entry level	81	27.0	27.0	100.0
	Total	300	100.0	100.0	

Source: Data generated by SPSS 16.0

Figure 4.6: Position Level of the Respondents in the Organization
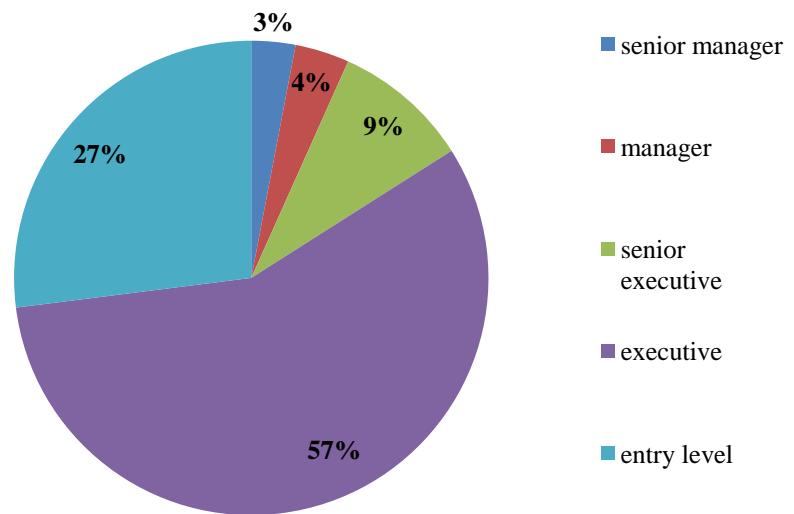
Source: Developed for research

Question 5 in the questionnaire asks about the respondent's position level in the organization. The results are in Table 4.6. Majority of the respondents are executive level (57% or 171 respondents), followed by entry level (27% or 81 respondents), senior executive (9% or 28 respondents), manager (4% or 11 respondents), and (3% or 9 respondents).

4.1.2 Central Tendencies Measurement of Constructs

Measurement of central tendencies is used to discover the mean scores for the five interval-scaled constructs. A total of 38 items (questions) with particular mean score were obtained from the SPSS output. All of the items/questions are being asked using 5-point Likert scale with 1 indicating ―strongly disagree, 2 indicating ―disagree, 3 indicating ―neutral, 4 indicating ―agree, and 5 indicating ―strongly agree.

Table 4.7: Central Tendencies Measurement of Constructs: Gender on employee performance

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
The employee have not been discriminated by employer while hiring and recruitment process on the gender basis.	4.7%	56%	35%	4.3%	0%	2.39	0.648
The organization does a good job of attracting and hiring women.	0%	1.3%	19.3%	77.7%	1.7%	3.8	0.472
Fair treatment is given to all employees, whether they are male or female.	0.3%	3%	28%	61%	7.7%	3.73	0.658
Opportunities for growth and advancement exist for women in our organization.	0.3%	2.3%	30.3%	64.3%	2.7%	3.67	0.586
A career development that includes women is encouraged within our organization.	0.3%	2.3%	30.3%	64.3%	2.7%	3.67	0.586

The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.	0%	1.3%	19.3%	77.7%	1.7%	3.8	0.472
Women are involved in the organization's decision making as much as men.	0%	0%	9.7%	89.7%	0.7%	3.91	0.309
The performance criteria for success are expected to be higher for men than for women.	0%	5.7%	12.3%	69.7%	12.3%	3.89	0.680
I am positive about gender diversity in this workplace.	0%	1.3%	19.3%	77.7%	1.7%	3.8	0.472

The percentage, mean, and standard deviations of responses for each of the items for gender on employee performance are shown in Table 4.7.

Majority of the respondents (56%) disagreed that he/she have been discriminated by employer while hiring and recruitment process, while 35% of them neither agreed nor disagreed with that statement. 77.7% of the respondents agreed that they feel the organization does a good job of attracting and hiring women, while 19.3% of them neither agreed nor disagreed with that statement. Meanwhile, 61% of the respondents agreed that fair treatment is given to all employees whether they are male or female, while 28% of them neither agreed nor disagreed with that statement. 64.3% of the respondents agreed and 30.3% of them neither agreed nor disagreed that opportunities for growth and advancement exist for women in our organization. There is same percentage for the question for career development that includes women is encouraged within our organization which is 64.3% respondent agree and 30.3% of them neither

agreed nor disagreed. For the next question, the organization's training and development program is developed to meet the criteria/requirement of the male and female gender there is 77.7% of respondent agree and 19.3% of them neither agreed nor disagreed. 89.7% of respondents agreed that women are involved in the organization's decision making as much as men, while 9.7% of them neither agreed nor disagreed. 69.7% of respondents agreed that the performance criteria for success are expected to be higher for man than for women, while there is same percentage for strongly agreed and neither agreed nor disagreed which is 12.3% . Finally, 77.7% of the respondents agreed that they are think positive about gender diversity in this workplace, while 19.3% of them neither agreed nor disagreed with this statement.

"Women are not involved in the organization's decision making as much as men" is the item with highest mean (mean=3.91), followed by "The performance criteria for success are expected to be higher for men than for women" with mean 3.89.The items with third highest mean are "The organization does a good job of attracting and hiring women",

"The organization's training and development program is developed to meet the criteria/requirement of the male and female gender" and "I am positive about gender diversity in this workplace" with both mean 3.8. "The employees have not been discriminated by employer while hiring and recruitment process on the gender basis" has the lowest mean among the others (mean =2.39).

The item "The performance criteria for success are expected to be higher for men than for women" has the highest standard deviation, which is 0.680. The item with second highest standard deviation is "Fair treatment is given to all employees, whether they are male or female." "Women are not involved in the organization's decision making as much as men." has the lowest standard deviation which is 0.30.

Table 4.8: Central Tendencies Measurement of Constructs: age on employee performance

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
This organization provides me with equal opportunities for training and career development.	4.3%	44.7%	33.7%	17.3%	0%	2.64	0.816
My team leaders include all members at different ages in problem solving and decision making.	0%	17%	42.7%	36%	4.3%	3.28	0.793
The age differences in work group might cause conflict.	4.7%	38.3%	29%	24%	4%	2.84	0.974
At work, I experience lack of bonding with people of different age group.	4.7%	38.3%	29%	24%	4%	2.84	0.974
I am positive about age diversity in this workplace.	0%	1%	47.3%	48.7%	3%	3.54	0.574

The percentage, mean, and standard deviations of responses for each of the items for age on employee performance are shown in Table 4.8.

There were as much as 44.7% of the respondents disagreed that the organization provides them with equal opportunities for training and career development, while 33.7% of them neither agreed nor disagreed with that statement. 42.7% of the respondents neither agreed nor disagreed that their team leaders include all members at different ages in problem solving and decision making, while 36% of them agreed. Both questions which are "the age differences in work group might cause conflict" and "at work, I experience lack of bonding with people of different age group" have the same result, which are 38.3% of the respondents disagreed and 29% of them neither agreed nor disagreed with the statement.

"I am positive about age diversity in this place" is the item with highest mean (mean = 3.54), followed by "My team leaders include all members at different ages in problem solving and decision making" (means = 3.28). The item with the lowest mean is "This organization provides me with equal opportunities for training and career development" (mean=2.64).

The items "the age differences in work group might cause conflict" and "at work, I experience lack of bonding with people of different age group" have the highest standard deviation, which is 0.974. The item "this organization provides me with equal opportunities for training and career development" has the second highest standard deviation, which is 0.816. The item with lowest standard deviation is "I am positive about age diversity in this workplace", with the standard deviation value of 0.574.

Table 4.9: Central Tendencies Measurement of Constructs: Ethnicity on employee performance

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
The organization does a good job of attracting and hiring minorities	0%	3.7%	33.7%	59.3%	3.3%	3.62	0.613
Opportunities for growth and advancement exist for minorities in our organization.	0%	5.7%	12.3%	69.7%	12.3%	3.89	0.680
The organization concerns about the employee's customs, cultures, and values.	5.3%	11%	28%	55.7%	0%	3.34	0.876
Different languages that are used to communicate does not create problem among employees.	7.7%	36.7%	29.3%	22.7%	3.7%	2.78	1.001

At work, I developed low self-esteem due to my ethnicity.	5.3%	11%	28%	55.7%	0%	3.34	0.876
The ethnicity differences education background does not encourage conflict	4.3%	47%	33.7%	15%	0%	2.59	0.794
The team leader includes all members at different ethnicity in problem solving and decision making.	5.3%	11%	28%	55.7%	0%	3.34	0.876
I am positive about ethnicity diversity in this work place.	4.3%	46.7%	33.7%	15.3%	0%	2.6	0.797

The percentage, mean, and standard deviations of responses for each of the items for ethnicity on employee performance are shown in Table 4.9.

Most of the respondents (59.3%) agreed and 33.7% of them neither agreed nor disagreed that the organization does a good job of attracting and hiring minorities. 69.7% of the respondents agreed and 12.3% of them neither agreed nor disagreed and strongly agreed that they have an opportunities for growth and advancement exist for minorities in their organization. Finally, there were 3 question which are "the organization concerns about the employee's customs, cultures and values", "at work, I developed low self-esteem due to my ethnicity" and " The team leader includes all members at different ethnicity in problem solving and decision making" have the result 55.7% agreed and 28% neither agreed nor disagreed on the statements.

"Opportunities for growth and advancement exist for minorities in our organization" is the item with highest mean (mean = 3.89), followed by "The organization does a good job of attracting and hiring minorities" (means = 3.62). The item with the lowest mean is "I am positive about ethnicity in this workplace" (mean = 2.6).

The item that has the highest standard deviation (1.001) is "Different languages that are used to communicate do not create problem among employees". The items "The organization concerns about the employee's customs, cultures, and values", "At work, I developed low self-esteem due to my ethnicity" and "The team leader includes all members at different ethnicity in problem solving and decision making" have the second highest standard deviation, which is 0.876. The item "The organization does a good job of attracting and hiring minorities" has the lowest standard deviation (0.613).

Table 4.10: Central Tendencies Measurement of Constructs: Education background on employee performance

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
The recruitment plan of the organization is based on the education background of the employees.	4.3%	47%	33.7%	15%	0%	2.59	0.794
The organization provides paid study leave to employees who further their education	3.7%	13%	37.3%	44.7%	1.3%	3.27	0.840
Opportunities for growth and advancement exist for employees who have lower qualification in education.	4.3%	13.3%	48%	34.3%	0%	3.12	0.798
The difference in education background does not encourage conflict.	4.3%	47%	33.7%	15%	0%	2.59	0.794
At work, I experience lack of confidence due to my education background.	4.7%	38.3%	29%	24%	4%	2.84	0.974

The team leader includes all members at different education level in problem solving and decision making.	0%	10.7%	47.7%	40%	1.7%	3.33	0.684
The organization gives equal treatment when it comes to the diversity of education background.	4.3%	47%	33.7%	15%	0%	2.59	0.794

The percentage, mean, and standard deviations of responses for each of the items for education background on employee performance are shown in Table 4.10.

There were as much as 47% of the respondents disagreed and 33.7% neither agreed nor disagreed that the recruitment plan of the organization is based on the education background of the employees and also get the same result for the question "the difference in education background does not encourage conflict". 44.7% of the respondents agreed and 37.3% of them neither agreed nor disagreed that the organization provides paid study leave to employees who further their education. 34.3% of the respondents agreed and 48% of them neither agreed nor disagreed that "Opportunities for growth and advancement exist for employees who have lower qualification in education", while 13.3% of them disagreed with that statement.38.3% of the respondent disagreed and 29% of them neither agreed nor disagreed that at work, they experience lack of confidence due to their education background, while 24% of them agreed with that statement. 47.7% of the respondents neither agreed nor disagreed and 40% of them agreed that their team leader includes all members at different education level in problem solving and decision making. Finally, 47% of the respondents disagreed that their organization gives equal treatment when it comes to the diversity of education background, while 33.7% of them neither agreed nor disagreed with that statement.

"The team leader includes all members at different education level in problem solving and decision making" is the item with the highest mean

(mean=3.33), followed by "The organization provides paid study leave to employees who further their education" (means = 3.27). There were 3 items with the lowest means which are "The recruitment plan of the organization is based on the education background of the employees", "The difference in education background does not encourage conflict" and "The organization gives equal treatment when it comes to the diversity of education background" with mean 2.59.

The item that has the highest standard deviation (0.974) is "At work, I experience lack of confidence due to my education background". The item with second highest standard deviation (0.840) is "The organization provides paid study leave to employees who further their education" .The item "The team leader includes all members at different education level in problem solving and decision making" has the lowest standard deviation (0.684).

Table 4.11: Central tendencies Measurement of Construct: Employee Performance

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
I enjoy my tasks and the division's work approach.	0%	0.3%	19%	73.7%	7%	3.87	0.508
I am committed to the mission and direction of my organization.	0%	0.3%	22.7%	74%	3%	3.80	0.479
I am motivated to complete the task that is assigned to me.	0%	0%	23.3%	64.3%	12.3%	3.89	0.588

I co-operate well with my colleagues of different ethnicity.	0%	0%	19%	63.3%	17.7%	3.99	0.606
Opposite gender can perform well and I enjoy working with them	0%	1%	24.7%	61%	13.3%	3.87	0.635
My performance level affects my salary level.	0%	0%	9.3%	68.3%	22.3%	4.13	0.548
I am satisfied with my current salary level.	14.7%	82.3%	3%	0%	0%	1.88	0.404
I am given the chance to try my own method of doing the job	0%	0.3%	8.7%	83%	8%	3.99	0.425
By learning more skills through courses/training, I can improve my task performance.	0%	0%	9.3%	68.3%	22.3%	4.13	0.548
Good employee performance is important for the future growth of my organization.	0%	0%	9.3%	68.3%	22.3%	4.13	0.548

The percentage, mean, and standard deviations of responses for each of the items for employee performance are shown in Table 4.11.

There were as much as 73.7% of the respondents agreed that they enjoy their tasks and the division's work approach while 18% neither agreed nor disagreed with that statement. 74% of the respondents agreed and 22.7% of them neither agreed nor disagreed that they are committed to the mission and direction of their organization. There was less than half of the respondents (23.3%) neither agreed nor disagreed and 64.3% of them agreed that they were motivated to complete the task that is assigned to them. 63.3% of the respondents agreed and 19% of them neither agreed nor disagreed that they co-operate well with their colleagues of different ethnicity. More than half of the respondents (61%) agreed that opposite gender can perform well and they enjoy working with them, while 24.7% of them neither agreed nor disagreed with that statement. 68.3% of the respondents agreed and 22.3% of them strongly agreed that their performance levels affects their salary levels. There is slightly high percentage for the respondents disagree and strongly disagreed to satisfy with their current salary level which is 82.3% and 14.7% respectively. Finally, there was 83% of the respondents agreed and 8.7% of them neither agreed nor disagreed that they are given the chance to try their own method of doing the job.

"My performance level affects my salary level" is the item with highest mean (mean=4.13), followed by "I co-operate well with my colleagues of different ethnicity" and "I am given the chance to try my own method of doing the job" (both means=3.99). The item with the lowest mean is "I am satisfied with my current salary level" (mean=1.88).

The item that has the highest standard deviation (0.635) is "Opposite gender can perform well and I enjoy working with them". The item with second highest standard deviation (0.606) is "I co-operate well with my

colleagues of different ethnicity". The item "I am satisfied with my current salary level" has the lowest standard deviation (0.404).

4.2 Scale Measurement

4.2.1 Internal Reliability Test for Pilot Test

Reliability analysis is important and widely used in measuring the accuracy of a study. Below are the descriptions of how coefficient alpha is labeled.

Table 4.12 Internal Consistency (Coefficient Alpha)

Coefficient alpha	Level of reliability
0.8-0.95	Very good reliability
0.7-0.8	Good reliability
0.6-0.7	Fair reliability
< 0.6	Poor reliability

Source: Adapted from Hair, Money, Samouel and Babin (2003). Essential of Business Research Methods. *Wiley International Edition: Leyn Publishing LLC,* (page 172).

Table 4.13: Reliability Test

No.	Constructs	Coefficient alpha	No. of item
1	Gender	0.807	9
2	Age	0.790	5
3	Ethnicity	0.738	8
4	Education background	0.843	7
5	Employee performance	0.736	10

Source: Data generated by SPSS version 16.0

From the table 4.13, it shows that there are five constructs and total of 39 items were measured by reliability test and Cronbach's alpha in the questionnaire. Referring to table 4.13, the Cronbach's alpha was used to test the internal consistencies and stability of the multi-item scale. The closer the Cronbach's alpha to value of 1 the higher the internal consistency of the particular item.

The constructs of *gender* is measured by using 9 items and shows coefficient alpha at 0.807. Second constructs which is *age*, measured by using 5 items gives coefficient alpha at 0.790. Third, the *ethnicity* shows coefficient alpha at 0.738 and measured by using 8 items. Fourth, the *education background* shows coefficient alpha at 0.843 which is measured by using 7 items. Finally, the *employee performance* shows coefficient alpha 0.736 which is measured by using 10 items. Overall, the constructs of *gender* and *education background* gives a very good reliability and the remaining three constructs which are *age, ethnicity* and *employee performance* fall under good reliability in this questionnaire.

In conclusion, the reliability coefficient (coefficient alpha) of all examined constructs in the questionnaire is acceptable. All the constructs shows a Cronbach's alpha more than 0.6 which signifies the consistency and

reliability of the questionnaire. Therefore, the questionnaire is distributed to 300 targeted respondents.

4.3 Inferential Analysis

Inferential analysis is used to provide generation of conclusion regarding the characteristics of the population based on the sample data (Burns and Bush, 2000). Furthermore, it aims to examine the individual variables and its relationships with other variables.

4.3.1 Pearson's Correlation Coefficient

Pearson's correlation coefficient is known as a method of measuring the correlation and it is based on the method of covariance. Pearson's correlation coefficient will indicate the direction, strength and significant of the bivariate relationship among all the variables that were measured at an interval or ratio level (i.e. gender, age, ethnicity and education background). The number representing the Pearson correlation is referred to as a correlation coefficient. Correlations of +1 mean that there is a perfect relationship between two variables.

Hair, Money, Samouel and Page (2007) proposed Rules of Thumb on coefficient range and strength of association as shown in table below:

Rules of Thumb about Correlation Coefficient Size

Coefficient range	Strength of Association
±0.91 to ±1.00	Very strong
±0.71 to ±0.90	High
±0.41 to ±0.70	Moderate
±0.21 to ±0.40	Small but definite relationship
±0.01 to ±0.20	Slight, almost negligible

Source: Adapted from Hair, Money, Samouel and Page (2007). Research Methods for Business. West Sussex: John Wiley Sons.

4.3.1.1 Hypothesis 1

H_0 : There is no significant relationship between gender group and employee performance

H_1 : There is significant relationship between gender group and employee performance

Correlation between gender group and employee performance

		Gender Group	Employee Performance
Gender Group	Pearson Correlation	1	.333[**]
	Sig. (2-tailed)		.000
	N	300	300
Employee performance	Pearson Correlation	.333[**]	1
	Sig. (2-tailed)	.000	
	N	300	300

**Correlation is significant at the 0.01 level (2-tailed).

Source: Data generated by SPSS version 16.0

Direction of relationship

From the table above, there is positive relationship between gender group and employee performance because of the value for correlation coefficient is positive. The gender group variable has a 0.333 correlation with the employee performance variable. In other words, gender group variable has a 0.333 correlation with the employee performance variable.

Strength of relationship

The value of this correlation coefficient (0.333) is fall under coefficient range from ±0.21 to ±0.40. Therefore, the relationship between gender group and employee performance is small but definite relationship.

Significance of relationship

The relationship between gender group and employee performance is significant. It is because the p-value 0.000 is less than alpha value 0.01. Therefore, null hypothesis (H_0) is not accepted but alternative hypothesis (H_1) is accepted.

4.3.1.2 Hypothesis 2

H_0 : There is no significant relationship between age group and employee performance.

H_1 : There is significant relationship between age group and employee performance.

Correlation between age group and employee performance

		Age Group	Employee Performance
Age group	Pearson Correlation	1	-.007**
	Sig. (2-tailed)		.908
	N	300	300
Employee performance	Pearson Correlation	-.007**	1
	Sig. (2-tailed)	.908	
	N	300	300

**Correlation is significant at the 0.01 level (2-tailed).

Source: Data generated by SPSS version 16.0

Direction of relationship

From the table above, there is negative relationship between age group and employee performance because of the value for correlation coefficient is negative. The age group variable has a -0.007 correlation with the employee performance variable. In other words, ager group variable has a -0.007 correlation with the employee performance variable.

Strength of relationship

The value of this correlation coefficient (-0.007) is fall under coefficient range from ±0.01 to ±0.20. Therefore, the relationship between gender group and employee performance is slight, almost negligible.

Significance of relationship

The relationship between age group and employee performance is not significant. It is because the p-value 0.908 is more than alpha value 0.01. Therefore, null hypothesis (H_0) is accepted but alternative hypothesis (H_1) is not accepted.

4.3.1.3 Hypothesis 3

H_0 : There is no significant relationship between ethnicity group and employees performance.

H_1 : There is significant relationship between ethnicity group and employees performance.

Correlation between ethnicity group and employee performance

		Ethnicity Group	Employee Performance
Ethnicity group	Pearson Correlation	1	$.192^{**}$
	Sig. (2-tailed)		.001
	N	300	300
Employee performance	Pearson Correlation	$.192^{**}$	1
	Sig. (2-tailed)	.001	
	N	300	300

**Correlation is significant at the 0.01 level (2-tailed).

Source: Data generated by SPSS version 16.0

Direction of relationship

From the table above, there is positive relationship between ethnicity group and employee performance because of the value for correlation coefficient is positive. The ethnicity group variable has a 0.192 correlation with the employee performance variable. In other words, ethnicity group variable has a 0.192 correlation with the employee performance variable.

Strength of relationship

The value of this correlation coefficient (0.192) is fall under coefficient range from ±0.01 to ±0.20. Therefore, the relationship between ethnicity group and employee performance is slight, almost negligible.

Significance of relationship

The relationship between ethnicity group and employee performance is significant. It is because the p-value 0.001 is less than alpha value 0.01. Therefore, null hypothesis (H_0) is not accepted but alternative hypothesis (H_1) is accepted.

4.3.1.4 Hypothesis 4

H_0 : There is no significant relationship between education background group and employees performance.

H_1 : There is significant relationship between education background group and employees performance.

Correlation between education background group and employee performance

		Education Background Group	Employee Performance
Education background group	Pearson Correlation	1	.190**
	Sig. (2-tailed)		.001
	N	300	300
Employee performance	Pearson Correlation	.190**	1
	Sig. (2-tailed)	.001	
	N	300	300

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data generated by SPSS version 16.0

Direction of relationship

From the table above, there is positive relationship between education background group and employee performance because of the value for correlation coefficient is positive. The education background group variable has a 0.190 correlation with the employee performance variable. In other words, education background group variable has a 0.190 correlation with the employee performance variable.

Strength of relationship

The value of this correlation coefficient (0.190) is fall under coefficient range from ±0.01 to ±0.20. Therefore, the relationship between education background group and employee performance is slight, almost negligible.

Significance of relationship

The relationship between education background group and employee performance is significant. It is because the p-value 0.001 is less than alpha value 0.01. Therefore, null hypothesis (H0) is not accepted but alternative hypothesis (H1) is accepted.

4.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable.

4.3.2.1 Hypothesis 5

H_0 : The four independent variables (gender, age, ethnicity and education background) are not significant explain the variance in employees performance.

H_1 : The four independent variables (gender, age, ethnicity and education background) are significant explain the variance in employees performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455[a]	.207	.196	.29112

a. Predictors: (Constant), Gender, Age, Ethnicity, Education background

b. Dependent Variable: Employee Performance

Source: Data generated by SPSS version 16.0

The R value is the correlation coefficient between the dependent variable and the independent variables. According to the Model Summary, the value of correlation coefficient(R) of four independent variables (gender, age, ethnicity and education background) with the dependent variable (employee performance) is 0.455. Therefore, there is positive and moderate correlation between four independent variable and dependent variable.

Besides that, Model Summary also indicates the coefficient of determination (R square) which can help in explaining variance. The R square figure of the four independent variables is 0.207. These also mean that independent variables (gender, age, ethnicity and education background) can explain 20.7% of the variation in dependent variable (employee performance). However, it is still leaves 79.3% (100% - 20.7%) unexplained in this research. In other words, there are other additional variables that are important in explaining employee performance that have not been considered in this research.

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.512	4	1.628	19.208	.000[a]
Residual	25.002	295	.085		
Total	31.514	299			

a. Predictors: (Constant), Gender, Age, Ethnicity and Education background

b. Dependent Variable: Employee Performance

Source: Data generated by SPSS version 16.0

Based on (ANOVA), the p-value is 0.000 which lesser than alpha value 0.01. Besides that, the F-statistic is significant at the value of 19.208. Therefore, the model is a good descriptor of the relation between the dependent and predictor variables. As a result, the independent variables (gender, age, ethnicity and education background) are significant explain the variance in perceived employability. Null hypothesis (H_0) is not accepted but alternative hypothesis (H_1) is accepted.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.574	.180		14.320	.000
Gender group	.290	.043	.360	6.780	.000
Age group	-.174	.039	-.315	-4.436	.000
Ethnicity group	.067	.050	.098	1.330	.185
Education background ground	.205	.048	.347	4.307	.000

a. Dependent Variable: Employee Performance

Ranking of Independent Variables based on Standardized Coefficient, Beta

Independent Variables	Standardized Coefficients, Beta	Ranking
Gender group	0.360	1
Education background group	0.347	2
Ethnicity group	0.098	3
Age group	-0.315	4

The four independent variables are the factors that determine perceived employability.

This can be represented by the equation as below:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Based on the Coefficients, the regression equation for the employee performance is:

Employee Performance = 2.574 + (0.290) Gender Group - (0.174) Age Group + (0.067) Ethnicity Group + (0.205) Education Background Group

From the Coefficient's table, *gender group* is the first and most significant independent variable in this research since its t-value is 6.780 and p-value is 0.000, which is lower than alpha value 0.01. This also shows that gender group is significant to predict perceived employee performance. Besides that, gender group is the predictor variable that contribute the highest to the variation of the perceived employee performance because Beta value (under standardized coefficients) for this predictor variable is the largest (0.360) if compare to other predictor variables (age, ethnicity and education background).

Besides, *education background group* is second most significant independent variable where it carries out the t-value 4.307 and the p-value 0.000, which is lower than the alpha value 0.01. This shows that education background group is significant to predict perceived employee performance. In addition, education background group contribute the second highest to the variation of the perceived employee performance because Beta value (under standardized coefficients) for this predictor variable is the second largest (0.347).

The third most significant independent variable is *ethnicity group*, where the t-value is 1.330 and the p-value is 0.185 that more than alpha value of 0.05. This represent that the ethnicity is not significant to predict perceived employability. Besides, ethnicity group contribute the third highest to the variation of the perceived employee performance because Beta value (under standardized coefficients) for this predictor variable is the third largest (0.098).

Lastly, in this research, *age group* is significant independent variable where it carries out the t-value -4.436 and the p-value 0.000, which is lower than the alpha value 0.01. This shows that age group is significant to predict perceived employee performance. In addition, age group contributes Beta value (under standardized coefficients) for this predictor variable is (-0.315). The result indicates that the gender group, education background group, and age group have a significant relationship with the employee performance. However, there is no significant relationship between ethnicity and employee performance.

4.4 Conclusion

In conclusion, the data collected from the questionnaire survey were summarized and the SPSS outputs were interpreted. The analysis was divided into three parts which included descriptive analysis, scale measurement, and inferential analysis. The analysis' results and interpretations will be used in order to proceed to the next chapter for discussions, conclusions, and implications of the overall research.

CHAPTER 5: CONCLUSION

5.0 Introduction

This chapter discusses the prominent finding of this research. The descriptive and inferential analysis presented in previous chapter is summarized. Furthermore, the reasons or evidences will be given to support the hypothesis. In addition, the recommendations and limitation of research will be included. In the last section of this chapter, the overall conclusion of the entire research project is also included.

5.1 Summary of Statistical Analysis

5.1.1 Respondent Demographic Profile

From the result in chapter 4, the respondent's demographic shows that there are 50.3% of female respondents and 49.7% of male respondents. The respondent's ethnicity are 42.7% of Malay, 39% of Indian, 14.3% Chinese and 4.0% others. Most of the respondents are from degree holder which covers 59% of the total respondents. There are 18.7% master holders, 13.0% diploma holders, 8% of STPM holders and 1.3% of PhD holders. The position level includes 57% of executive, 27% entry level, 9.3% senior executive, 3.7% manager and 3.0% of senior manager. The majority respondents are consists of 30-39 years old which is 73.3% from

the overall 300 respondents. There are 15% of 20-29 years old, 10% of 40-49 years old and 1.7% of 50 years old and above. Most of the respondent has 6-10 years working experience in this industry which is 50% of 300 respondents. There are 32.3% respondents has 2-5 years working experience, 12.3% respondents has 10-15 years working experience and 5.3% respondents has more than 15 years working experience.

5.1.2 Central Tendencies Measurement of Construct

In the aspect of *gender*, the statement of "women are involved in the organization's decision making as much as man" is the highest mean which is 3.91, followed by "the performance criteria for success are expected to be higher for man than for women" which is 3.89. The statement of "the organization does a great job in attracting and hiring women", "the organization's training and development program is developed to meet the criteria/requirement of the male and female" and " I am positive about the gender diversity in this workplace" has the third highest mean at 3.80. Fourth highest mean is "fair treatment is given to all employees, whether they are male or female" which is 3.73. Fifth is the item "opportunities for growth and advancement exist for women in our organization" and "a career development that includes women is encouraged within our organization" which is 3.67. The lowest mean 2.39 is the item "the employees have not been discriminated by employer while hiring and recruitment process on the gender basis".

The standard deviation of *gender*, for the item "the performance criteria for success are expected to be higher for men and women" is the highest at 0.680". Second highest is "fair treatment is given to all employees, whether they are male or female" at 0.658. Third highest is "the employees

have not been discriminated by employer while hiring and recruitment process on the gender basis" at 0.648. The fourth highest is the item "opportunities for growth and advancement exist for women in our organization" and "a career development that includes women is encouraged within our organization" with standard deviation 0.586. Fifth highest are the item "the organization does a great job in attracting and hiring women", "the organization's training and development program is developed to meet the criteria/requirement of the male and female", "I am positive about gender diversity in this workplace" with the same standard deviation 0.472. The lowest standard deviation is "women are involved in the organization's decision making as much as man" with standard deviation 0.309.

In the construct of *age*, the statement of "I am positive about age diversity in this workplace" is the highest mean 3.54. Second highest mean is the item "my team leaders include all members at different age in problem solving and decision making" at 3.28. Third highest mean is "the age differences in work group might cause conflict" and "at work, I experience lack of bonding with people of different age group" at 2.84. The lowest mean is the item "this organization provides me equal opportunities for training and career development" at 2.64.

The standard deviation of *age*, for the item "the age differences in work group might cause conflict" and "at work, I experience lack of bonding with people of different age group" is the highest at 0.974. Next is the item "this organization provides me equal opportunities for training and career development" at standard deviation 0.816. Third is the item "my team leaders include all members at different age in problem solving and decision making" at 0.793. Lastly, the item "I am positive about age diversity in this workplace" with the lowest standard deviation 0.574.

For the construct of *ethnicity*, the highest mean is the item "opportunities for growth and advancement exist for minorities in our organization" at 3.89. Second highest mean 3.62 is the item "the organization does a good job of attracting and hiring minorities". Third highest mean is 3.34 which is the item "the organization concern about the employee's custom, cultures and values", "at work, I developed low self esteem due to my ethnicity" and "the team leader includes all members at different ethnicity in problem solving and decision making". Fourth highest mean is 2.78 which is the item "different languages that are used to communicate do not create problem among employees". Fifth is the item "I am positive about ethnicity diversity in this workplace" with the mean 2.60. The lowest mean 2.59 is "the ethnicity differences in work group do not encourage conflict".

The standard deviation of *ethnicity*, the highest standard deviation is at 0.876 for the item "the organization concern about the employee's custom, cultures and values", "at work, I developed low self esteem due to my ethnicity" and "the team leader includes all members at different ethnicity in problem solving and decision making". The second highest standard deviation is 0.797 for the item "I am positive about ethnicity diversity in this workplace". Third highest standard deviation is the item "the ethnicity differences in work group do not encourage conflict" with the standard deviation 0.794. The fourth highest standard deviation is 0.680 for the item "opportunities for growth and advancement exist for minorities in our organization". The lowest standard deviation is 0.613 which is "the organization does a good job of attracting and hiring minorities".

In the construct of *education background*, the highest mean 3.33 is the item "the team leader includes all members at different education level in problem solving and decision making". Second highest mean is 3.27 for the item "the organization provides paid study leave to employees who further their education". Third highest mean is 3.12 for the item "opportunities for growth and advancement exist for employees who have

lower qualification in education". Fourth is the item "at work I experience lack of confidence due to my education background" at mean of 2.84. The lowest the mean is 2.59 for the item "the recruitment plan of the organization is based on the education background of employees", "the differences in education background do not encouraged conflict" and "the organization gives equal treatment when it comes to the diversity of education background".

The standard deviation of *education background* for the item "at work I experience lack of confidence due to my education background" is the highest which is at 0.974. Second highest is the item "the organization provides paid study leave to employees who further their education" at 0.840. Third highest is 0.798 for the item "opportunities for growth and advancement exist for employees who have lower qualification in education". There are four items at fourth highest standard deviation 0.794 which is "the recruitment plan of the organization is based on the education background of employees", the "differences in education background do not encouraged conflict" and "the organization gives equal treatment when it comes to the diversity of education background". The lowest standard deviation is 0.684 which is the item "the team leader includes all members at different education level in problem solving and decision making".

For the construct of *employee performance*, there are three items with the highest mean; 4.13 which are "my performance level affects my salary level", "by learning more skills through courses/training, I can improve my task performance" and "good employee performance is important for the future growth of my organization". The second highest mean is 3.99 which involved two items "I co-operate well with my colleagues of different ethnicity" and "I am given the chance to try my own method of doing job". Third highest mean is the item "I am motivated to complete the task that is assigned to me" at the mean of 3.89. The fourth highest 3.87 is the item "I

enjoy my task and division's work approach" and "opposite gender can perform well and I enjoy working with them". The fifth highest mean is 3.80 for the item "I am committed to the mission and direction of my organization". The lowest mean with 1.88 is the item "I am satisfied with my current salary level".

The standard deviation for *employee performance* for the item "opposite gender can perform well and I enjoy working with them" is the highest at 0.635. For the second highest standard deviation 0.606 is the item "I co-operate well with my colleagues of different ethnicity". The third highest is 0.588 for the item "I am motivated to complete the task that is assigned to me". Fourth highest standard deviation is at 0.548 for 3 items "my performance level affects my salary level", "by learning more skills through courses/training, I can improve my task performance" and "good employee performance is important for the future growth of my organization". The fifth highest standard deviation is 0.508 for the item "I enjoy my task and division's work approach". On the other hand, the sixth highest standard deviation is 0.479 for the item "I am committed to the mission and direction of my organization". The seventh highest standard deviation is 0.425 for the item "I am given the chance to try my own method of doing job". Last but not least, the lowest standard deviation is 0.404 for the item "I am satisfied with my current salary level".

5.1.3 Scale Measurement

5.1.3.1 Internal Reliability Test

Reliability test and Cronbach's alpha were applied to observe the 39 items which used to measure the internal consistencies of five constructs in the questionnaire. The alpha coefficient of gender (9 items) is 0.827, age (5 items) is 0.738, ethnicity (8 items) is 0.723, education background (7 items) is 0.800, and employee performance (10 items) is 0.729. According to Sekaran (2003), all the constructs are found to have the internal consistency reliability if the result passed the minimum accepted level of 0.6.

5.1.4 Summary of Inferential Analysis

5.1.4.1 Pearson's Correlation Analysis

The computed correlation between employee performance and gender is 0.333, employee performance and age is -0.007, employee performance and ethnicity is 0.192 and employee performance and education background is 0.190. All the constructs are statistically significant at the 0.01 level except the correlation for employee performance and age which has a negative correlation at -0.007. Hence, the results proved that gender, ethnicity and education background has a significant positive relationship with employee performance.

5.1.4.2 Multiple Regression Analysis

Multiple regressions are used to examine the nature of relationship between the independent variables and dependent variable, the strength of relationships, and the significance of the relationships of several independent variables on dependent variable.

Based on the results of multiple regression analysis, $R^2=0.207$ means that 20.7 percent of the variation employee performance is explained by gender, age, ethnicity and education background. Besides that, the F-value of 19.208 is significant at the 0.01 level means that this model is a good descriptor of the relation between the employee performance and predictor variables (gender, age, ethnicity, and education background). In other words, the independent variables (gender, age, ethnicity, and education background) are significantly explaining the variance in employee performance.

The multiple regression equation is formed as following:

Employee Performance = 2.574 + 0.290 (Gender Group) − 0.174 (Age Group) + 0.067 (Ethnicity Group) + 0.205 (Education Background Group)

Furthermore, according to the Opstal, (2009), the higher the perceived presence of the difference approach was, the higher respondents perceived the organizational performance. This implies that the focus on mutual learning and the possibility to benefit from the diverse resources that an ethnically diverse workforce brings into the organization, may lead to a more positive evaluation of organizational performance (Opstal, 2009). This is consistent with Ely and Thomas (2001) learning-and-integration

perspective. Their perspective is similar to the difference approach and led to the best work group functioning in their research.

5.2 Discussion of the Research Result

Table 5.1: Summary of the Result of Hypotheses Testing

Hypothesis	Supported	Not supported
There is significant relationship between gender group and employee performance.	$\beta=0.333$ $p=0.000<0.01$	
There is no significant relationship between age group and employee performance.		$\beta= -0.007$ $p=0.908>0.01$
There is significant relationship between ethnicity group and employees performance.	$\beta=0.192$ $p=0.001<0.01$	
There is significant relationship between education background group and employees performance.	$\beta=0.190$ $p=0.001<0.01$	

Source: Developed for research

5.2.1 Relationship between gender group and employee performance

H$_1$: There is significant relationship between gender group and employee performance

Based on the result from Chapter 4, there is significant positive and small but definite relationship between gender group and employee performance which carries correlation coefficient value of 0.333 and p-value of 0.000 which is significant at the alpha value 0.01.

The finding in this research showed that gender group and employee performance is positively linked. Based on the information provided in the research the overall feeling is that, for the most part, gender was not an area of concern. All divisions of the company must meet annual targets for the representation of majority and minority males and females in each employee grade level (Kochan, Bezrukova and Ely, 2002).

In order to enforce the employee performance described above, performance appraisals employees included measures employees' ability to achieve the targets. According to the Kochan, Bezrukova and Ely (2002), the performance appraisals were used for making promotion and compensation related decisions. Training practices included intensive diversity training. Trainers used behavioral modeling techniques to help develop managerial capabilities for interacting with subordinates and colleagues irrespective of demographic differences. Thus the training efforts focused more on skill-building than on building awareness or modifying attitudes.

Furthermore, according to the our research revealed that 50.3% of female participants hold salaried positions, which are typically supervisory or managerial positions, and men participants hold 49.7% of the salaried positions. Although there are a smaller percentage of female participants in salaried positions, the number is still high compared to the norm.

5.2.2 Relationship between age group and employee performance

H_0: There is no significant relationship between age group and employee performance

Based on the result from Chapter 4, there is no significant and slight, almost negligible relationship between age group and employee performance which carries correlation coefficient value of -0.007 and p-value of 0.908 which is no significant at the alpha value 0.01.

Age is also regularly viewed as one dimension of social category diversity (Jehn, Northcraft, and Neale (1999); Simons, Pelled, and Smith (1999); and Pelled, Eisenhardt, and Xin (1999). However, we find no influence of age diversity on performance, which agrees to the findings of the empirical studies reviewed in Williams and O'Reilly (1998) and Jackson, Joshi, and Erhardt (2003). A possible reason why we find no effect of age diversity is the less pronounced numerical distinctiveness between younger and older managers as compared to the numerical distinctiveness between female and male managers. Thus, age is probably less salient than gender and consequently age diversity has a less pronounced influence (Pelled, 1993).

According to Baer, Niessen and Ruenzi, (2007), a further increase in group heterogeneity with the extreme case of an equal number of team members in each diversity category mitigates this effect. Furthermore, in the sample, age might also be a proxy for experience or status rather than for social category. Young and old employees are likely to have varied status-seeking tendencies. Overbeck, Correll, and Park (2005); Groysberg, Polzer, and Elfenbein (2007) show that teams with too many individuals seeking for high status do not collaborate well since their attempt to gain status disrupts information sharing.

Furthermore, there is no negative effect when age diversity is very high, and the decision-making process does not seem to benefit from increased diversity, as indicated by Wegge, Jurgen; Roth, Carla; Neubach, Barbara; Schmidt, Klaus-Helmut; Kanfer, Ruth (2008).

5.2.3 Relationship between ethnicity group and employee performance

H_1: There is significant relationship between ethnicity group and employee performance

Based on the result from Chapter 4, there is significant positive and slight, almost negligible relationship between ethnicity group and employee performance which carries correlation coefficient value of 0.192 and p-value of 0.001 which is significant at the alpha value 0.01.

When we examined the role of ethnic diversity, we found a slightly different pattern. However, we did find a significant moderating effect of organizational ethnic demography when we examined objective employee performance. Ethnically diverse teams working in relatively homogeneous organizations experienced performance deficits relative to the more homogeneous teams (Joshi and Jackson, 2003). Furthermore, the performance deficit was not evident for ethnically diverse teams working in ethnically diverse organizations. Given the nature of the tasks performed by these teams, this finding is consistent with our predictions. In ethnically homogeneous organizations, the ethnic differences among members of diverse teams become more salient and are more likely to interfere with performance. In ethnically heterogeneous organizations, however, the ethnic identities of team members may be less salient and therefore they create less disruption (Joshi and Jackson, 2003).

5.2.4 Relationship between education background group and employee performance

H_1: There is significant relationship between education background group and employee performance

Based on the result from Chapter 4, there is significant positive and slight, almost negligible relationship between education background group and employee performance which carries correlation coefficient value of 0.190 and p-value of 0.001 which is significant at the alpha value 0.01.

Different education types, or a more balance in the education types a firm possesses would increase the likelihood of having an innovation. There is a

bias in the education diversity measure, since it measures diversity within the highly educated group, meaning the employees with a bachelor degree or higher. All employees with a degree below bachelor are put in a single category. According to the Ostergaard (2002), as a result a higher entropy value can be explained by having a larger share of employees with a higher education and multiple types of higher educated people. Having a higher educated employee alone would be positive for innovation performance, having more different types would increase the likelihood. (Ostergaard, 2002).

Firms with a higher share of employees with a higher education and diversity in the types of educations have a higher likelihood of innovating. Although education is essential to human capital, on job training, heath care, experience and migration also have great effect on the actual human capital. Growth-oriented strategies moderated the effects of group diversity in level of education on composite bonuses; this type of diversity was more beneficial in department with a strong focus on growth oriented-strategies (Bezrukova, 2004). An organization may make an effort to compensate for educational or skill deficiencies of group members by offering specialized training that brings employees up to the required standards (Moskos and Butler, 1996)

5.3 Implications of the Study

5.3.1 Managerial Implications

As our research result shows that high employee performance relates positively with variables such as gender, ethnicity and education background, business organizations should start realizing the need to be tackle such demographic categories in order to stay ahead of its competitors.

According to Erasmus (2007), gender groups follow the overall trend of diversity management but males perceive diversity related issues more positively than females. Therefore both gender groups must have the same viewpoint and communication channels in order implement their actions successfully. Kreitner (2001), also mention that an organization utilizes a hierarchical or grapevine communications pattern while being aware of the distortion of communication. Hierarchical communication occurs when managers pass messages to subordinates along formal communication channels and is most appropriate for vertical communication. Informal communications like the "grapevine" allows most of the horizontal communication to take place but has little or no credibility. Therefore, this may result in lack of trust causing the message of diversity management from managers to subordinates to be distorted. For this reason leaders must make a great effort to keep employees informed about the current diversity initiatives and programmes as well as to educate current and new employees on the subject of diversity and related concepts. Employee must need to understand the importance of diversity management and the motivation of the implementation of diversity management. Grobler (2002) also mention that by it is important to educate employees on diversity management because there will be better job performance and

longer service with the organization from managers and employees as they develop more skills and self confidence.

Age is also regularly viewed as one dimension of social category diversity (Baer, Niessen, Ruenzi (2007); Jehn, Northcraft, Neale (1999); Simons, Pelled, Smith (1999); and Pelled, Eisenhardt, Xin (1999). Age might also be a proxy for experience or status rather than for social category because young and old managers are likely to have varied status-seeking tendencies. Overbeck, Correll, Park (2005) and Groysberg, Polzer, Elfenbein (2007) shows that teams with too many individuals seeking for high status do not collaborate well since their attempt to gain status disrupts information sharing. According to Owoyemi, Elegbede, Gbajumo-Sheriff (2011), the emphasis on the benefits of workplace diversity will improve interaction and interrelations between the workforces. The ability to harness the human resources aimed at achieving organizational performance is a key element to the effective management of employees. That is, identifying what can enhance good attitude, commitment and positive behaviors of diverse group at work. By applying diversity management, employers can gain value from diversity and by tapping into each employee's strengths. This on a long term will reduce labor turnover of younger employees and get them more committed.

Baer et al. (2007) study founded diversity dimension is positively related to performance. It is also indicated that educational diverse well as tenure diverse teams outperform teams that are less diverse. A mixture of managers and employees with different education background as well as of experienced managers and managers who just entered the industry seems to be an optimal combination to generate superior performance. The research also stand on the point that teams consisting of members that differ with respect to their tenure know different set of people, have different technical skills and have a different perspective on the organization's culture and history. This will provide employee with

broader range of contacts and knowledge and thus improving decision quality and individual performance. Based on this reason, it would be expected that tenure homogenous teams perform better.

Demonstrating how diversity ties directly to the organization's business strategy provides a foundation for linking the diversity initiative to organizational outcomes. Richard (2000), found a positive relationship between racial diversity and firm performance in organizations pursuing a growth strategy. This finding supports the argument that a diverse workforce offers several benefits to organizations entering new markets such as, the added insight and cultural sensitivity that women and minorities provide (Cox, 1994). Research also suggests that diversity efforts can support and contribute to an organizational growth strategy and reinforces the importance of linking diversity initiatives directly to the business strategy. Richard (2000) study also supported the fact that diversity has a positive impact on firm performance. So, it is important to clearly articulate how diversity supports the business strategy of the organization.

Competition for the best talent requires organizations to reach out and embrace an increasingly diverse labor pool. Secondly, a global economy requires that organizations have a diverse workforce so that they can effectively deal with an increasingly diverse customer base. Thus, a diverse workforce can lead to an increased market share, whereas lack of diversity in the workforce can lead to a shrinking market share. Demographic diversity also unleashes creativity, innovation, and improved group problem solving, which in turn enhances the competitiveness and the level of performance in an organization. In a multicultural society, attempting to increase workforce diversity is simply the right and ethical thing to do as corporate citizens, regardless of the economic implications.

Clearly it is important for any organization to implement diversity management, especially in the service industry because performance can be evaluated by the customers and stakeholders. Michele, Jayne, Dipboye (2004) pointed out that the increasing attention given to diversity management reflects the inevitable consequence of a global economy and demographic changes. Therefore by achieving a diverse workforce, it can effectively manage to yield huge benefits for an organization.

5.4 Limitations of the Study

There are numbers of limitation that are identified during the progress of completing this research study. Firstly, a major problem that can never be eliminated during the process of generating information is respondents' bias. This is where respondents may not willing to participate in the survey because answering the questionnaires will be time consuming and does not bring any benefits to them. Therefore, the unresponsive and inactive behavior of the respondents may affect them to provide inaccurate answer in questionnaire. This consequence had limited us from obtaining the reliable information related to the study.

As an extension, language barrier is another limitation of the research study where respondents may not understand the questionnaire fully and properly. As the respondents are diversified in the organization might have problems in understanding the questions constructed with only one language which is English. Respondents may interpret the questions wrongly and provide inaccurate answer in the questionnaire. Therefore, the lack of control in questionnaire settings will lead to misunderstanding questions, missing data, and unstructured responses which cause inaccurate result in research study.

The next limitation is the limited financial resource. Therefore, we are not able to have direct access to many research papers that deemed to be important and related to this study. Thus we have to spend plenty of time in allocating and finding other resources which might affect the progress of the research project. Even though, we are able to obtain information through secondary sources, but the secondary sources' authors might not be able to include all information that are crucial to our study.

Finally, the number of independent variables is another limitation of this research study. The resulted R^2 which is 0.207 identifies that the 20.7% of the variance in employee performance is accounted for by the 3 variables which are gender, age, ethnicity, and education background diversity. There is still 79.3% of the variance in employee performance which are not explained. This indicates that there are still other variables that can affect the variance of employee performance other than the variables carried out in this research.

5.5 Recommendation for Future Study

This study can serve as a guideline for future research. Our focus is on the gender, age, ethnicity, and education background of the employees and whether it will affect their performance in an organization. Firstly, our result is a comparison on the performance of the individual employee and had no comparison based on team performance. Hence we believe that future research can go deeper in this area.

Secondly, researchers should achieve consensus on how workforce diversity is view and to develop a generally accepted definition of workforce diversity, thus allowing more researches to take place to explore more benefits and implications of workforce diversity towards organizations' performance.

Thirdly, measurements and items adapted from other researches should be adjusted to fit into the research's context. Validity test should be done to assure the validity of the measures. Future researches should expand sample size to better represent the population for better and more accurate results.

Last but not least, since our study only focuses on quantitative measure, future works are encouraged in several areas in both quantitative and qualitative measure. It is recommended that future research can get a better understanding for the effects of workforce diversity towards employee performance in an organization in order to go deeper for the study.

5.6 Conclusion

Based on the results showed, the overall effects of workforce diversity (gender, age, ethnicity and education background) towards employee performance in an organization (airline industry) is significant in most of the ways. The objectives of the research are fulfilled with the results acceptance excepted for age. Since the workforce diversity is becomes one of most popular ways to evaluate employee performance in an organization in recent year, the research tends to provide the evidence to support future research related to this field.

References

Aamodt, M. & Flink, W. (2001). Relationship between education level and cadet performance in a police academy. *Applied H.R.M. Research, 6*(1-2), 75-76.

Abbas, Qasar & Hameed, Abdul (2010). Gender Discrimination and Its Effect on Employee Performance or Productivity. Paper presented at the Conference of the Euromed Academy of Business, *University of Nicosia, Cyprus*.

Al Jishi, H. A. (2009). Motivation and its Effect on Performance on Nurses in ARAMCO Health Center.

Amason, A. C. (1996). Distinguishing the effects of functional and Dysfunctional Conflict on Strategic Decision Making: Resolving a Paradox for top Management teams. *Academy of management Journal,* 39,123-148.

Baer. M., Niessen. A., Ruenzi. S.,(2007). The Impact of Work Group Diversity on Performance: Large Sample Evidence from the Mutual Fund Industry. *Centre for Financial Research, University of Cologne.*

Bantel, K. A., & Jackson, S. E. (1989). Top management and innovations in banking: does the composition of the top team make a difference? *Strategic Management Journal*, 10, 107–124.

Benschop, Y. (2001). Pride, prejudice and performance: Relations between HRM, diversity and performance. *International Journal of Human Resource Management, 12,* 1166-1181.

Barrington, L. & Troske, K. (2001). Workforce Diversity and Productivity: An Analysis of Employer-Employee Matched Data. Retrieved Jun 1, 2011 from

http://gatton.uky.edu/faculty/troske/working_pap/barrington_troske.pdf

Bezrukova, K. (2004). A field study of group diversity, group context, and performance. *Journal of Organizational Behavior*, 25 (6), 703-729.

Brown, S. L. (2008). Diversity in the Workplace: A Study of Gender, Race, Age, and Salary Level. *UMI Number: 3297416 by ProQuest Information and Learning Company.*

Burns, A.C., & Bush, R.F. (2006) *Marketing research (5th ed). New Jersey: Pearson Education, Inc.*

Carpenter, M. A., & Fredrickson, J.W. (2001).Top management teams, global strategic posture, and the moderating role of uncertainty. *Academy of Management Journal, 44(3),* 533-545.

Chan, D. A. (2002). Zeromillion. *The challenges of Human Resource Management* , 5-8.

Choy, W. K. W. (2007). Globalisation and Workforce Diversity: HRM Implications for Multinational Corporations in Singapore. [Article]. *Singapore Management Review, 29*(2), 1-19.

Clarke, K. (2004). Case study:Implementing a revenue management system at Malaysia Airlines. [Article]. *Journal of Revenue & Pricing Management, 3*(1), 41-48.

Cohen, S. G., & Bailey, D. E. (2001). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management, 2(3),* 230-290.

Cohen, W. M., & Levinthal, D. A. (2000). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly, 35*, 128-152.

Cooper, Donald R., and Pamela S. Schindler. (2006). *Marketing Research.* New York: McGraw–Hill.

Cox, T. (1994). Cultural diversity in organizations: Theory, research, and practice. San Francisco: Berrett Koehler.

Creswell, J. (2009) *Research design: qualitative, quantitative, and mixed methods approaches.* 3rd ed. London: SAGE Publications Ltd.

Dahlin, K., Weingart, L., Hinds, P., 2005. Team diversity and information use. *The Academy of Management Journal* 48 (6), 1107–1123.

Dahm, Molly, J. (2003). The Development of a Needs Analysis Instrument for Cultural Diversity Training: WDQ-II. *UMI Microform 3081485 by ProQuest Information and Learning Company.*

Daniel C.H. (2009). The effects of higher education policy on the location decision of individuals: Evidence from Florida's Bright Futures Scholarship Program. *Regional Science and Urban Economics,* 39, 553-562.

De Dreu, C. K. W., and Van de Vliert, E. (Eds) (1997). *Using Conflict in Organizations*, Sage, London.

De Dreu, C. K. W., Weingart R. L. (2003). Task Versus Relationship Conflict, Team Performance, and Team Member Satisfaction: A Meta-Analysis. *Journal of Applied Psycholgy* , 88(4), 741-749.

Dee, T.S. (2004). Are there civic returns to education? *Journal of Public Economics, 88(9–10)*, 1697–1720.

DiPaola, M. F. & Hoy, W. K. (2001). Formalization, conflict, and change: constructive and destructive consequences in schools. *International Journal of Educational Management*, 15(5), 238-244.

Dreachslin, J.L. (1996). Diversity Leadership. Health Administration Press, Chicago.

Ely, R. J., & Thomas, D. T. (2001). Cultural diversity at work: The effect of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly,46,* 229-273.

Erasmus. L. J.,(2007). The Management of Workforce Diversity and the Implications for Leadership at Financial Asset Services. *Business Management, University of Johannesburg*.

Ethnic Diversity and Organizational Performance*: Assessing Diversity Effects at the Managerial and Street Levels* , 06-33.

Francisco, M. J., Munduate, L., Dorado, M. A., Inés, M., Guerra, M. J.   (2005). Types of intragroup conflict and affective reactions. *Journal of Managerial Psychology,* 20(3/4), 219-230.

Friedman, R. A., Tidd, S. T., Currall, S. C., Tsai, J.C. (2000). What goes around comes around: the impact of personal conflict styles on work conflict and stress. *International Journal of Conflict Management,* 11, 32-55.

Gellner & Veen S. (2009). The Impact of Aging and Age Diversity on Company Performance.

Gilbert, J.A. and Ivancevich, J.M. (2000). Valuing diversity: a tale of two organizations. *Academy of Management Executive.* 14 (1), 93–105.

Glaeser, E.L., Scheinkman, J.A. and Shleifer, A. (1995). Economic growth in a cross- section of cities. *Journal of Monetary Economics 36,* 117–143.

Gobler P. A (2002), Human Resource Management in South Africa, London-Thompson Learning.

Gwendolyn, M, C. (2002). Meeting the leadership challenge of a diverse and pluralistic workplace: Implications of self-efficacy for diversity training. *Journal of Leadership& Organizational Studies,8(4)*,1-16.

Hair, J. Money, A. Samouel, P. & Babin, B. (2003). Essential of Business Research Methods. *Wiley International Edition: Leyn Publishing LLC, (page 172).*

Hair, Jr., Money, A. H., Samouel, P., & Page, M. (2007). Research Methods for Business. West Sussex: John Wiley Sons.

Hambrick, D. C., & Mason, P. A. (2002). Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review, 9(2),* 193-206.

Hargie, O. and Tourish, D. (2009) *Auditing organizational communication: a handbook of research, theory and practice.* East Sussex: Routledge.

Harrison, D., Klein, K., (2007). What's the difference? diversity constructs as separation, variety, or disparity in organizations. *The Academy of Management Review* 32(4), 1199–1228.

Hasan, A., Muhammad, A. K., Imran A. (2009). Linkage between Employee's Performance and Relationship Conflict in Banking Scenario. *International Journal of Business Management*,.4(7).

Herring, C. (2005). Does Diversity Pay? : Racial Composition of Firms and the Business Case for Diversity. Retrieved May 20, 2011 from http://www.genderprinciples.org/resource_files/Does_Diversity_Pay_Raci al_Composition_of_Firms_and_The_Business_Case_for_Diversity.pdf.

Hogg, M. A. & Terry, D. J. (2000). Social Identity and Self-Categorization Processes in Organizational Contexts. *Academy of Management Review 2000, 25(1), 121-140.*

Holland, J. (1997). Making vocational choices: A theory of career. *Englewood Cliffs*, NJ: Prentice Hall.

Inmyxai, S. & Takahashi Y. (2010). Performance Comparison Derived from Human Resources between Male and Female Headed Firms in the Lao MSMEs. *International Review of Business Research Papers*, 6(2), 12-38.

Jackson, S. E. & Joshi, A. (2004). Diversity in social context: A multi-attribute, multilevel analysis of team diversity and sales performance. *Journal of Organizational Behavior, 25,* 675-702.

Jackson, S. E., May, K. E., & Whitney, K. (2005). Understanding the dynamics of diversity in decision-making teams. In R. A. Guzzo, E. Salas, & Associates (Eds.), Team effectiveness and decision making in organizations (204-261). San Francisco, CA: Jossey-Bass.

Jayne, M. E. A. & Dipboye, R. L. (2004). Leveraging Diversity to Improve Business Performance Research Findings and Recommendations for Organizations. *Human Resource Management,* Winter 2004, 43(4), 409–424.

Jehn, K. A. (1994). Enhancing effectiveness: an investigation of advantages and disadvantages of value-based intragroup conflict. *International Journal of Conflict Management,* 5(3), 223-38.

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly,* 40, 256-82.

Jehn, K. A., & Bezrukova, K. (2004). A field study of group diversity: Workgroup context and performance. *Journal of Organizational Behavior, 25(6),* 703-729.

Jehn, K. A., Chatwick, C., & Thatcher, S.M. B. (2007). To agree or not to agree: The effects of value congruence, individual demographic dissimilarity, and conflict on workgroup outcomes. *International Journal of Conflict Management, 8,* 287-305.

Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: a field study in diversity, conflict, and performance in workgroups. *Administrative   Science Quarterly*, 44, 741–763.

Jonathan, S. L., David, I. L., Aparna, J. (2004), Do Birds of a Feather Shop Together. *Journal of Organizational Behavior*, 25, 731–754.

Joshi, A., & E. Jackson, S. (2003). Managing workforce diversity to enhance coorperation in organization. International Handbook of Organizational Teamwork and Cooperative   Working.

Jr., Hair, J., Bush R. & Ortinau T. (2008). *Marketing Research: In a Digital Information Environment.* (4th ed). McGraw-Hill/Irwin.

J. T. (Ted) Childs Jr. (2005). Managing Workforce Diversity at IBM: A Global HR Topic That Has Arrived. *Human Resource Management, Spring 2005.44(1), 73-77 @ 2005 Wiley Periodicals, Inc.*

Kiglai. (2006). Training Manual on Conflict Management, The National Unity and Reconciliation Commission, Republic of Rumanda.

Knight, D., Pearce, C. L., Smith, K. G., Olian, J. D., Sims, H. P., Smith, K.A., (2009).Top management team diversity, group process, and strategic consensus. *Strategic   Management Journal, 20*, 445-465.

Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, & Thomas (2003). The Effects of Diversity on Business Performance: Report of the   Diversity   Research   Network. *Human Resource Management, Spring 2003, 42(1), 3-21.*

Kochan, T., Bezrukova, K., & Ely, R. (2002). Society for Human Resource Management. *The Effects of Diversity on Business Performance*, 15-30.

Kossek, E., Lobel, S. A. & Brown, J. (2005). Human Resource Strategies to Manage Workforce Diversity Examining 'The Business Case'. Retrieved Jun   3,   2011   from   http://www.sagepub.com/upm-data/7425_03_Konrad_02.pdf

Kundu, S. C. (2003). Workforce Diversity Status: A Study Of Employees' Reactions, Industrial Management & Data Systems, 103 (4), 215 – 226.

Kunze,   F.,   Boehm,   S.,   &   Bruch   H.   (2009).   Age   Diversity,   Age Discrimination, and   Performance   Consequences   –   A   Cross Organizational Study.

Lee, Y. (2011). Report: Firm must do more to retain keep women staff [Electronic version].   *The   Star.*   Retrieved   May   29,   2011,   from http://www.thestar.com.my/news/story.asp?sec=nation&file=/2011/3/8/nation/8210968

Leonard, J. S., Devine (2003). Diversity, Discrimination and Performance. (p40). California: Institute For Research on Labour And Employment , UC Berkeley.

Lochner, L. and Moretti, E. (2004). The effects of education on crime: evidence from prison inmates, arrests, and self-reports. *American Economic Review 94 (1),* 155–189.

West, D. T. (2003). *Managing Workforce Diversity To Enhance Cooperation In An Organization.* Wiley.

Mack, R. W. (1965). The Components of Social Conflict. *Social Problems,* 22(4), 388-397.

Maznevski, M. L. (1994). Performance in decision-making groups with diverse members. *Human Resource* , 103-359.

Michele. E. A., Jayne, Dipboye. R. L. (2004). Leveraging Diversity To Improve Business Performance: Research Findings and Recommendations For Organizations. *Wiley InterScience*, 43(4).

Milliken, F. J., & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review, 21*, 402–433.

Moretti, E. (2004). Estimating the social return to higher education: evidence from longitudinal and repeated cross-sectional data. *Journal of Econometrics, 121*, 175–212.

Moskos, C. C. (1996). *Black leadership and racial integration the Army way.* New York: Basic Book.

Nemetz, P. L., & Christensen, S. L. (1996). The challenge of cultural diversity: Harnessing a   diversity of views to understand multiculturalism. *Academy of Management Review, 21*, 434–462.

Opstal, E. v. (2009). Management Diversity. *The relationship between the management of ethnic cultural* , 25-46.

Opstal, E. V. (2009). Master Thesis Human Resource Studies. *The relationship between the management of ethnic cultural* , 01-43.

Ostergaard, Christian R. & Timmermans, Bram & Kristinsson, Kari. (2011). "Does a different view create something new? The effect of employee diversity on innovation," Research Policy, Elsevier, 40(3), 500-509.

Owoyemi. O. A., Elegbede. T., Gbajumo-Sheriff. M. (2011). Age Diversity and the Future of Workforce in Nigeria. *European Journal of Economics*, Issue 30.

Passos M. A. & Caetano A. (2005). Exploring the effects of intragroup conflict and past performance feedback on team effectiveness. *Journal of Managerial Psychology*, 20 (3/4), 231-244.

Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: an analysis of work group diversity, conflict, and performance. *Administrative Science Quarterly*, 44(1), 1–28.

Pitts, D. W., Hicklin, A. K., Hawes, D. P., & Melton, E. (2010). What Drives the Implementation of Diversity Management Programs? Evidence from Public Organizations. [Article]. *Journal of Public Administration Research & Theory, 20*(4), 867-886. doi: 10.1093/jopart/mup044.

Pondy, L. (1967). Organisational conflict. *Administrative Science Quarterly,*12(2), 296-320.

Raatikainen, P. (2002). Contributions of Multiculturalism to the Competitive Advantage of an Organisation. [Article]. *Singapore Management Review, 24*(1), 81.

Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: A resource- based view. Academy of Management Journal, 43(2), 164-177.

Robbins. (2009). *The Equal Opportunities Handbook: How to Recognise. Diversity, Encourage Fairness and Promote Anti-Discriminatory Practice.*

Roberson L. & Kuluk C. T. (2007). Stereotype Threat at Work.

Sekaran, U. (2003). *Research methods for business: A skill building approach* (4th ed.). New York: John Wiley & Sons Inc.

Shaw, M. (1993). Achieving equality of treatment and opportunity in the workplace. In: Harrison, R. (ed). Human resource management: issues and strategies. *Wokingham: Addison-Wesley*, 189–21.

Simons, T. L., Peterson, R. S. (2000). Task conflict and relationship conflict in top management teams: the pivotal role of intragroup trust. *Journal of Applied Psychology*, Vol. 85, pp.102-11.

Soltani, E. (2010). The overlooked variable in managing human resources of Iranian organizations: workforce diversity - some evidence. [Article]. *International Journal of Human Resource Management, 21*(1), 84-108. doi: 10.1080/09585190903466871.

Sprainer, E., Dreachslin, J. L., & Hunt, P. L. (2000). Social Science & Medicine 50. *Workforce diversity: implications for the effectiveness of health care delivery teams* , 1403-1414.

Standing, H. & Baume, E. (2000). Equity, Equal Opportunities, Gender and Organization Performance.

Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (273-285). Thousand Oaks, CA: Sage.

Timmermans, B., Ostergaard, C. R., & Kristinsson, K. (2011). Does a different view create something new? The effect of employee diversity on innovation. *Research Policy* , 500-509.

Tracy R. L. & David E. M. (2011). Choosing workers' qualifications: No experience necessary? *International Economic Review,34(3),*479-502.

Van Esbroek, W., & van Engen. M.L. van (2008). Management van Diversiteit en Rechtvaardigheid: Op zoek naar een 'Beste benadering'. *Tijdschrift voor HRM*, 63-90.

Van Knippenberg, D., De Dreu, C. K. W., & Homan, A. C. (2004). Work group diversity and group performance: An integrative model and research agenda. *Journal of Applied Psychology, 89*, 1008-1022.

Wall, J. A., Callister, R. R. (1995). Conflict and its management. *Journal of Management*, 21, 515-58.

Wegge, Jurge, Roth, Carla, Neubach & Barbara(2008). Age and gender diversity as determinants of performance and health in a public organization: The role of task complexity and group size. Journal of Applied Psychology, 93 , 1301-1313.

Wentling R. M. & Rivas N. P. (2000). Current Status of Diversity Initiatives in Selected Multinational Corporations. *Human Resource Development Quarterly* 11(1), 35-60.

Wiersema, M. F.,&Bird, A. (2003). Organizational demography in Japanese firms: Group heterogeneity, individual dissimilarity, and top management team turnover. *Academy of Management Journal, 36(5),* 996-1025.

Williams, K. Y., & O'Reilly, C. A. (1998). Demography and diversity: a review of 40 years   of research. In B. Staw, & R. Sutton (Eds.), *Research in organizational behaviour*,   20, 77–140.

Zeng, H., Zhou, X. and Han, J. L. (2009). Employee engagement and personal performance in hotel service industry of China.

Zgourides, G. D., Johnson, L., & Watson, W. E. (2002). *The influence of ethnic diversity on   leadership,group   process,   and   performance: an examination of learning teams* , 2-8.

Zikmund, W. G , Babin, B. J., Carr, J.c & Griffin, M (2010). Business research methods (8[th]ed.). New York: South-Western/Cengage Learning.

Zikmund, W. G. (2003). *Business Research Methods*, (8th ed.). Thomson-South-Western, Ohio.

APPENDIX

APPENDICES

The Questionnaire

Dear respondents,

We are the final year students from Universiti Tunku Abdul Rahman (UTAR) currently pursuing Bachelor of Business Administration (Hons) degree. As part of our coursework for the subject UBMZ 3016 Research Project, we are required to conduct a research survey. The title of our research project is "The Effects of Workforce Diversity towards Employee Performance in an Organization".

We would be grateful if you could spend a few minutes of your time to complete the questionnaire. We assure that all information collected is strictly for academic purposes and will be kept confidential. Thank you for your kind assistance. If there is any doubt, please do not hesitate to contact:

Eugene Chew Weiliang   (E-mail address: genie_gene@hotmail.com)

Lee Kah Mun   (E-mail address: kahmun_89@hotmail.com)

Tan Siew Chern   (E-mail address: awytsc1211@hotmail.com)

Tee Say Fong   (E-mail address: tsayfong@hotmail.com)

Yang Pik Yuan   (E-mail address: yang_virgo@hotmail.com)

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.

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
   [   ] STPM
   [   ] Diploma
   [   ] Degree
   [   ] Master
   [   ] PhD

5. Work Experience
   [   ] 2-5 years
   [   ] 6-10 years
   [   ] 10- 15 years
   [   ] more than 15 years

6. Position in the organization

   [   ] Senior Manager

   [   ] Manager

   [   ] Senior Executive

   [   ] Executive

   [   ] Entry Level

<u>Section B</u>

Based on your dispositions, 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)

	SD	D	N	A	SA
Gender					
1. The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.	1	2	3	4	5
2. The organization does a good job of attracting and hiring women.	1	2	3	4	5
3. Fair treatment is given to all employees, whether they are male or female.	1	2	3	4	5
4. Opportunities for growth and advancement exist for women in our organization.	1	2	3	4	5
5. A career development that includes women is encouraged within our organization.	1	2	3	4	5

	SD	D	N	A	SA
6. The organization's training and development program is developed to meet the criteria/requirement of the male and female.	1	2	3	4	5
7. Women are involved in the organization's decision making as much as men.	1	2	3	4	5
8. The performance criteria for success are expected to be higher for men than for women.	1	2	3	4	5
9. I am positive about gender diversity in this workplace.	1	2	3	4	5

	SD	D	N	A	SA
Age					
10. This organization provides me with equal opportunities for training and career development.	1	2	3	4	5
11. My team leaders include all members at different ages in problem solving and decision making.	1	2	3	4	5
12. The age differences in work group might cause conflict.	1	2	3	4	5
13. At work, I experience lack of bonding with people of different age group.	1	2	3	4	5
14. I am positive about age diversity in this workplace.	1	2	3	4	5

	SD	D	N	A	SA
Ethnicity					
15. The organization does a good job of attracting and hiring minorities.	1	2	3	4	5
16. Opportunities for growth and advancement exist for minorities in our organization.	1	2	3	4	5
17. The organization concerns about the employee's customs, cultures, and values.	1	2	3	4	5
18. Different languages that are used to communicate do not create problem among employees.	1	2	3	4	5
19. At work, I developed low self-esteem due to my ethnicity.	1	2	3	4	5
20. The ethnicity differences in education background do not encourage conflict.	1	2	3	4	5
21. The team leader includes all members at different ethnicity in problem solving and decision making.	1	2	3	4	5
22. I am positive about ethnicity diversity in this work place.	1	2	3	4	5

	SD	D	N	A	SA
Education background					
23. The recruitment plan of the organization is based on the education background of the employees.	1	2	3	4	5
24. The organization provides paid study leave to employees who further their education.	1	2	3	4	5
25. Opportunities for growth and advancement exist for employees who have lower qualification in education.	1	2	3	4	5
26. The difference in education background does not encourage conflict.	1	2	3	4	5
27. At work, I experience lack of confidence due to my education background.	1	2	3	4	5
28. The team leader includes all members at different education level in problem solving and decision making.	1	2	3	4	5
29. The organization gives equal treatment when it comes to the diversity of education background	1	2	3	4	5

Section C: Employee Performance

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 (AS)

	SD	D	N	A	SA
30. I enjoy my tasks and the division's work approach.	1	2	3	4	5
31. I am committed to the mission and direction of my organization.	1	2	3	4	5
32. I am motivated to complete the task that is assigned to me.	1	2	3	4	5
33. I co-operate well with my colleagues of different ethnicity.	1	2	3	4	5
34. Opposite gender can perform well and I enjoy working with them.	1	2	3	4	5
35. My performance level affects my salary level.	1	2	3	4	5

36. I am satisfied with my current salary level.	1	2	3	4	5
37. I am given the chance to try my own method of doing the job.	1	2	3	4	5
38. By learning more skills through courses/training, I can improve my task performance.	1	2	3	4	5
39. Good employee performance is important for the future growth of my organization.	1	2	3	4	5