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Effects of Diversity on Employee Performance in a Higher Education Institution, Botswana

B.S. Simuyambala

25526618

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I Beenzu Sally Simuyambala hereby declare that this assignment is my own original work. That all reference sources have been accurately reported and acknowledged and that this document has not previously, in its entirety or in part been submitted to any university in order to obtain an academic qualification.

Signature: 

Date: 11/04/17

Declaration by Supervisor

I, Prof N. Schutte, hereby affirm that this dissertation is of acceptable standard and can be submitted for examination by External Examiner.

Signature: _____

Date: _____

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First and foremost, I would like to give honor and glory to the almighty heavenly father for the knowledge, wisdom and courage that he gave me to complete my studies.

To my dearest husband Elton, Hamabulo Kapapa, who had to spend sleepless nights taking care of the babies while I was at school, this mini dissertation is dedicated to him. Your love sacrifice and support to my studies, will forever make me grateful. I am grateful to my family and friends who encouraged me during my studies especially Fridah and Claris who were always available for guidance whenever I needed it. Many thanks go to my mother, father, sisters, brother and my two babies Shemaiah and Shekinah, who were my cheerleaders throughout my entire MBA studies. I want to thank all my lecturers at North West University who have planted a seed in me that is growing and flourishing.

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ABSTRACT

The overarching objective of this study is to establish and identify more specifically the effects of diversity on employee's performance in Limkokwing University in Botswana with respect to the perception of students. The study further seeks to identify whether gender, age, ethnicity and educational levels will affect employee's performance in the University. Workforce diversity refers to individual differences and similarities in the workplace. There is a general concern that the demographic composition of today's learning institutions, occasioned by the international trend towards increased immigration and the globalization of firms, is gradually becoming diverse as noted in extant literature. Nevertheless, indigenous corporate organizations with a universal focus are starting to give attention to this management challenge in the era of creolization. This could have an effect on both the lecturers and students. The investigation was done through the use of questionnaires, which were distributed to students representing all the faculties at Limkokwing University of Creative Technology in Botswana. Quantitative approach was adopted to gather information for representativeness and generalization purposes. Findings thus show that ethnicity, gender, age and educational background have significant effect of employee performance based on student's perception. The results of the study thus benefits policy makers, academicians, learners, researchers and civil society, when organization's view diversity as part of their key strategy rather than a business expense.

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CHAPTER 1

1.0 Introduction

Learning institutions most importantly in developing countries such as Botswana are all caught up in the globalization web, which has enlarged demographic, social and psychographic diversity or trends in the workforce of today. To achieve success and maintain a competitive advantage in the workplace of today, we must be able to draw on the most important skills of the workforce (Soltani, 2010:102). The phenomenon of effects of workforce diversity in higher learning institutions has not been given due attention in Botswana's and other emerging economys' higher education institutions more specifically due to a seeming corporate culture that is partly characterized by social-political patronage of people in authority, particularly in human resource procurement, talent management practices and administration (Morretti, 2004:195). Nevertheless, indigenous corporate organizations with a universal focus are starting to give attention to this important management challenge. The existence of workplace diversity indicates that the place of work is varied in terms of gender, race, ethnicity, and psychographic or social interest, where employees possess distinct elements and qualities, contradictory to one another (Robbins, 2009; Buckingham, 2012).

Diversity in higher education institutions is an increasing and emerging reality of modern times. Very little research or acute paucity on the effects of diversity has been conducted in the African setting. Some of the research falls short of comprehensive examination of workforce diversity. Botswana, like many other countries, is racially varied, and is characterized by other demographic diversities, which are reflective in workplaces. Any business that intends to be successful or move to the next level of competitive advantage must have a borderless view, diversity management and an underlying commitment to ensure that workforce diversity is part of its daily business operation (Childs, 2005). This phenomenon is one of the most challenging labour relations and managerial issues of our time. Academicians and professionals have sought to understand the effects of diversity and its management on both employees and students. Limited empirical research established that diversity management can indeed improve organizational outcomes and consequences (Pitts, 2010). This study therefore seeks to bridge the

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gap and argue that the future accomplishment of any organization relies on the skill to manage a diverse workforce that can convey innovative ideas and practices, perspectives and views to work. If the organization does not support diversity broadly, it risks losing the talent to competitors.

1.1 Background of the Problem

In the academic arena, one of the most critical topical issues in the study of organizational behavior is the effects of diversity in the context of personality on both employee and student performance. Workforce diversity refers to employee's individual differences and similarities. It stands for uniqueness or nichemanship that includes personality, gender, race, nationality, ethnicity, demographic, earnings, marital status, experience and perceptions among others that uphold organizational core values (Gerhardt, Bryan and Newman, 2009). Past research on workplace diversity suggests that diversity, if well articulated can either be detrimental or beneficial to employee performance (Seaszar, 2008).The main objective of this research is to identify the effects of diversity on employees' performance in a higher education institution in Botswana. Botswana as a nation has a shortage of higher education institutions. In the past years, the government has spent billions of Pula to send students for studies outside the country.

In 2007 the Governments of Botswana embarked on a global journey to transform education to enable young people to learn as much as they can in accordance with their capability and interests and in order for the industry to be able to use their talent to build the capacity to move forward onto the next level. They started sponsoring students to local private tertiary institutions. This led to institutions having to revamp their resources and hire staff members from different countries and different backgrounds to be able to deliver their programmes.

Limkokwing University from Malaysia set a campus in Gaborone in 2007 with the view of reducing the number of students being sent to study in Malaysia. The Limkokwing Global Alliance was established out of a requirement to meet market demands for a new kind of learning that caters for the requirements of the developing countries. The types of courses run by the institution are all in the creative industry where skills are scarce. As a result, the university had to

bring expatriates and young professionals to come and teach most of the programmes which resulted in increased workforce diversity within the institution.

The need for workplace diversity in the context of preemptive strategy is often placed either as a business necessity (Cox, 1993; Herring, 2009; Kochan et al., 2003) or as an issue of primary fairness, equity, justice and morality (Alder and Gilbert, 2006; Brown et al., 2005). The main issue is that workplace diversity makes excellent business sense and bolsters or emboldens a company's financial and non-financial performance (Herring, 2009). In today's global and aggressive environment, the common consensus is that organizations that capitalize on diversity are likely to perform better than organisations that do not. Diversity within the workplace can evoke an array of emotions as many people view diversity as something to be dealt with rather than a tool to be used to develop the organizations. Many will concur that a diversity-conscious organization can add value to the students and the organization, yet research evaluating diversity for the sake of coming up with methods of intervention does not exist.

1.2 Statement of the problem

Stakeholders in higher education are worried that the demographic composition of today's learning institutions, occasioned by the international trend towards increased immigration and the globalization of firms, is gradually becoming diverse. The aging workforce, increasing representation of women and minorities in the workplace and the rising number of youthful professionals, most especially in a middle income country like Botswana has altered homogenous work settings. Therefore, higher education institutions are faced with the challenge of running a diverse workforce. Workplace diversity is proclaimed as an opportunity for organizations to become more creative, to reach previously unexploited markets, and in general to achieve and maintain a competitive advantage and differentiation (Loriann and Carol, 2007). In contrast, Erasmus (2007) therefore argues that workforce diversity creates conflict and ambiguity in the workforce as management, on average, is not skilled in the area of diversity management. However, as a result, managers do not know how to effectively harness diversity.

1.3 Aim

This overarching aim of this study is to analyze the effects of workforce diversity on performance at Limkokwing University based on student's perceptions as unit of analysis in this empirical study. The research seeks to identify whether the gender, age, ethnicity, and educational levels would affect employee performance at Limkokwing University.

1.4 Specific Objectives

1. To explore the concept of workforce diversity from the learners point of view.
2. To examine the effects of diversity on employee performance with respect to students perception at Limkokwing University
3. To identify challenges associated with workplace diversity at Limkokwing
4. To recommend strategies to be put in place that can enhance workforce diversity at Limkokwing University

1.5 Main research questions

1. What is workforce diversity?
2. What are the effects of diversity on performance at Limkokwing University?
3. What are the challenges faced because of workforce diversity in Limkokwing University?
4. What can be recommended for Limkokwing and other similar higher education institutions concerning workforce diversity?

1.6 Research Hypotheses

In this research, employee performance is the dependent variable while ethnicity, gender, age and educational background are the independent variables. After extensive Meta analytical review of extant literature, the researcher managed to generate the following hypotheses in this empirical study.

H1: Ethnicity is significantly and positively related to employee performance.

H2: Gender is significantly and positively related to employee performance.

H3 Age is significantly and positively related to employee performance

H4 Educational background is significantly and positively related to employee performance.

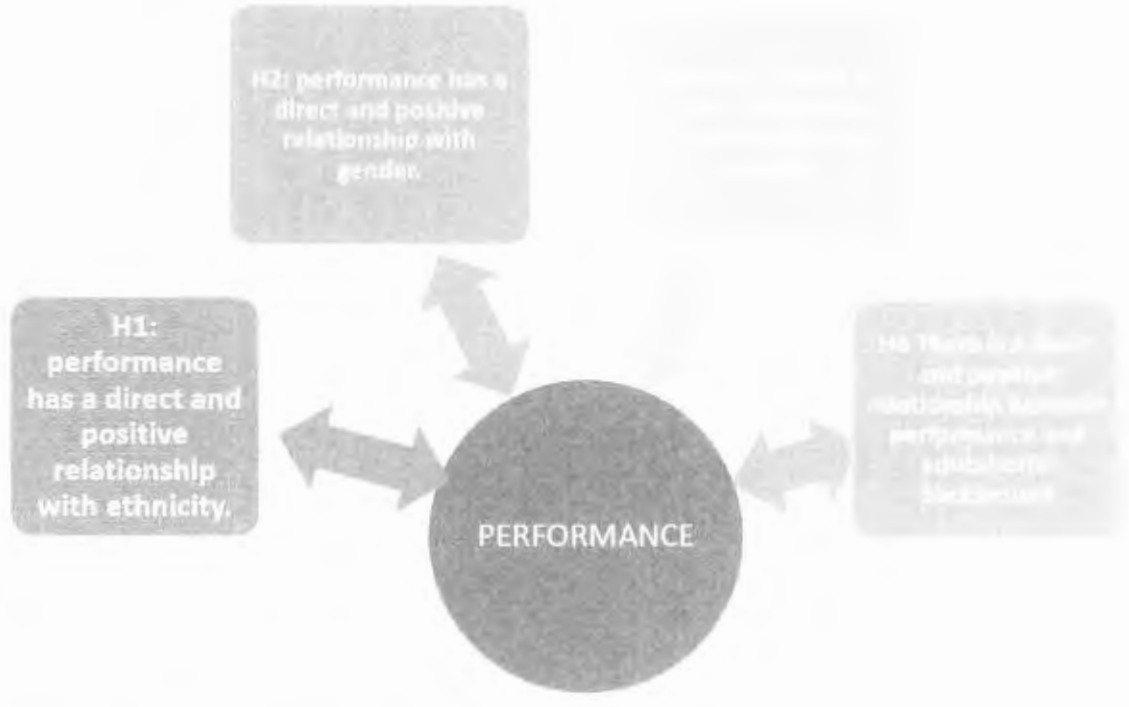


Figure 1: Hypothesis on Employee Performance and Diversity

1.7 Significance of Study

It is normally recognized that there is diversity in the workforce of any higher education institution. More specifically, the study attempts to bridge the gap that exists in the study workforce diversity and argue that the success of any academic institution relies on the ability to manage or sustain a varied body of talent that can convey innovative ideas, perspectives and views and add value to their work. Nonetheless, achieving competitive advantage through the management of diversity has become an important and indispensable managerial and hence leadership consideration (Thomas, 1996:17). Lessons learnt from this survey will be utilized for

improvement of Limkokwing and other similar institutions in Botswana. Diversified human resources contribute to determining and realizing strategic objectives of the organization, and a systemized approach for creating a nomological web between organization excellence and effective human resource management, which is critical to organizational continuity and sustainenance as postulated by (Soltani, 2010:92). With the mixture or hybrid of talents of diverse national backgrounds, age and genders, a learning institution can respond to business opportunities more rapidly and creatively. In addition, 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 as concluded by (Brown, 2008).

The results of this study will benefit tertiary institutions as the research information will be helpful in finding out the value of workforce diversity in their institutions. This study is a humble contribution to the body of knowledge regarding workforce diversity in Botswana and other third world countries.

1.8 Limitations of Study

Every research paper has a set of limitations as contended by (Leedy and Ormrod cited in Ellis and Levy, 2009), or potential weaknesses or challenges identified by the researcher (Creswell 2005 cited in Ellis and Levy, 2009). A limitation is an uncontrollable threat to the internal validity of a study.

There are a few limitations that have been identified in this research study. Firstly, because of the time constraints, the researcher was not able to visit many higher learning institutions. For this reason, the data analyzed is based on one tertiary institution only and so might be biased.

Secondly, the respondents' reluctance to respond to the questionnaire as they believed it was not beneficial to them and a waste of time, may affect the accuracy of the responses given. Furthermore, language barrier was another limitation as the respondents may not have understood the questionnaire fully. Since the questionnaire was only in English, the respondents might have had challenges understanding certain terms used.

It is very significant to note that not much conclusive research has been done on the effects of diversity in a higher education institution in Botswana. Therefore, the relevance of previous research done outside of Botswana has to be evaluated in order to gain insight into the subject matter. Due to time, financial and logistical constraints, the study will be limited to Limkokwing University only. However, it is considered that the data collected, though from one source, is sufficiently valid as a basis for generalizations to be made in this study.

1.9 Chapter Layout

1.9.1 Chapter 1: Introduction

The rationale of this chapter is to afford the reader with background information. The researcher presents the overview of the study context and explains the research problem. The chapter addresses the research aim and objectives to be achieved as well as questions to be answered and briefly explains the importance or contribution of the research.

1.9.2 Chapter 2: Literature Review

This chapter offers the review of the literature and also the theoretical framework in order to get a better understanding of the selected area of research. The aim of this chapter is to collect and analyze all relevant information from previously conducted studies on the effects of diversity in organisations from secondary sources such as journals and articles. Great emphasis will be placed on studies done in Africa as well as educational institutions as a whole because of its relevance.

1.9.3 Chapter 3: Research Methodology

This chapter details the methodology used by the researcher to decide what research design, population, sample and sampling techniques, methods of data collection, and data analysis procedures would be appropriate to this particular study.

1.9.4 Chapter 4: Data Analysis and Interpretation

In this chapter the data obtained through the research process is analyzed and interpreted. The chapter will present results of the inferential statistics.

1.9.5 Chapter 5: Conclusions and Recommendations

In this chapter the summary of findings is presented for the primary and secondary objectives. Conclusions that are reached from the data gathered during the research process will be presented while guidelines for addressing effects of diversity in higher education institutions will be provided and recommendations will be made. Potential limitations and future research directions will be discussed.

1.10 Conclusion

The relationship between workforce diversity variables (gender, age, ethnicity, and education background) and employee performance was critically looked into in this chapter. Thus, to better understand the concept of diversity and what its effect on employee performance in the higher education sector is, a review of literature and a testing of framework were conducted. This will be covered in the following chapters of this study.

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CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

According to Saunders, Lewis and Thornhill (2007:54) the extant literature helps the researcher generate and refine the research ideas and critical review of the contemporary literature of the existing information. Cloete (2001:53) therefore asserts that as a result of the literature review, gaps will be identified and a proposed solution will be presented in the form of a summary with recommendations to advance research in this field. In addition, a literature review is a written summary of journal articles, books, and other documents that describe the past and current state of information on the topic of your research study as postulated by (Creswell, 2012:80). This chapter also outlines the theoretical model underpinning the effects of workforce diversity in higher education institutions which is determined and defined deeply by the variables (gender, age, ethnicity, and education background) which could have an effect on the employee performance and organizational outcomes and or consequences.

2.1 Defining Diversity

The notion of diversity refers to a characteristic of a group or organization. It shows the extent to which there are objective differences between people within the grouping as argued by (Van Knippenberg and Schippers, 2007; Appel-Meulenbroek, 2014). Diversity management could refer to any attribute, but research has largely focused on differences in gender, age, and cultural background (Voigt, and Jonson, 2009). In a learning institution context, we will therefore consider diversity perspectives to be all those differences among people which impact how the organization views and perceives the employees and which in turn affects their performance in the workplace of today. Carrell (2006) describes workforce diversity as the ways that people differ which can influence a task or affiliation inside an organization such as age, gender, race, education institution, religion, and ethnicity. Diversity therefore refers to differences in personal distinctiveness and the biological origins of individuals. The differences among employees generate diverse knowledge management, experience and skills for employees themselves in their organization in terms performance, enthusiasm, communication and inclusion (Harvey and Allard, 2009).

Academic research on organizational diversity has turned out to be very popular during the past two decades as contended by (Hulsheger et al., 2009; Riratanaphong, 2014). Today's workforce is fairly heterogeneous in age, gender, race, and ethnicity (Fullerton & Toossi, 2001). Nonetheless, current trends indicate that workforce diversity will continue to rise in the future as contended by (Buttner, Lowe, and Billings-Harris, 2009; Van der Zwart and Van der Voordt, 2013). As the work place diversifies in cultural setting and gender and companies become more dependent on diverse teams, team diversity is on the program of research and practice more than ever before.

Globalization and the development of technology have caused an increase in differences in the social and organizational environment. In addition, learning institutions are experiencing an increase in a new demographic of multicultural employees, who identify with two or more cultures and have internal associated cultural schemas (Brannen and Thomas, 2010). This insinuates that we should expect a diverse workforce in every institution around the globe. Globalization has removed barriers, and allowed a free flow of products, services, skills, and ideas all over the world. In the past, people lived and labored within the same framework and places. However, now people are part of the global economy, with different cultures coming at them from every side.

2.1.1 Workforce Diversity

Greenberg (2004) describes workplace diversity management as the array of differences between people in an organization as well as race, gender, ethnic cluster, age, personality, cognitive style, occupancy, organizational role, education, background and more. Workforce diversity refers to those differences in an organisation that have an influence on the performance of the workforce. Hence, these differences are not limited to race, gender, ethnicity nationality or religion and may even include different ways of thinking. Griffin (2004:76) thus postulates that workforce diversity management can be regarded as a function of the similarities and differences among employees in characteristics such as age, gender, ethnic heritage, physical or mental ability or disability and sexual orientation. Roberson and Stevens (2006), for instance, accentuate the need for research to better comprehend and explicate how university staff members make sense of diversity management, developing a typology for the events that contribute to diversity climate

perceptions. Diversity can be looked at in terms of culture and ethnicity. Managers must have relevant skills and experience to manage workforce diversity effectively (Swanepoel, Erasmus, Wyk and Schek, 2003; Riratanaphong, 2014). We can see that diversity is more than race or ethnicity. Diverse workplaces are made up of employees with contrasting attributes including, but not limited to, religious and political ideas, gender, ethnicity, education, socioeconomic background, sexual orientation and geographic position.

2.2 Employee Performance

Employee performance is key in any learning institution of today. It should be noted that performance of an advanced level in a diversified organisation requires the ability to respond promptly to competitor moves, as well as 'respond appropriately as contended by (Porath and Bateman, 2006; Appel-Meulenbroek, 2014). For instance, employee diversity is positively associated with creativity and problem solving skills and experience which is negatively related with cohesiveness and cooperation as postulated by (Choy, 2007:11). Higher learning institutions administering a diverse workforce successfully are capable of increasing organizational innovation and creativity, reaching more students and prospective students. Thus, those institutions embracing diversity acquire competitive advantage and increase profitability. Good workforce diversity practices in the area of human resources are believed to progress to customer satisfaction, organizational and employee performance. Furthermore, employee diversity allows increased creativity and productivity as well as a wider range of perspectives with enhanced problem description, more alternatives and better solutions (Pitts, 2010). This implies that rapid growth in technology not only entails more trained and experienced workforce but also necessitates sharpening intercultural teamwork skills in the organization on today. On the other hand, work place diversity generates conflicts between employees.

Furthermore, disagreement occurs due to differences of perception, learning, ideas, behaviors, interest, attitudes, religious differences, skills, experiences and political differences and unwarranted distribution of resources (Robbins, 2009: 215). Conflict is not always negative and does not always generate hostilities. Hence, If handled properly, it can become an extremely rich source of development (Kigali, 2006; Riratanaphong, 2014). This means that conflict can be healthy to an institution if the institution uses it as a source of development. It is important to note that what matters is how the conflict is handled. However, if the heads ignore the conflicts

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between co-workers, this will result in conflicts amongst them. In turn, these conflicts will be converted into personal and emotional conflict in the long run and consequently damage the organizational culture, worker morale, and overall organizational performance. Clearly, there are different views as to the effect of workforce diversity on the employee performance. The underlying factor would be to manage employee differences to ensure employee performance to achieve organizational effectiveness and improved outcome or consequences in the work place. Positive diversity climates are associated with a greater sense of psychological and emotional empowerment (Chrobot-Mason and Aramovich, 2013). This could imply that if higher learning institutions are empowering their employees the organisation as a whole would be more effective. It is important to ensure that the institution's identification aligns personal interests and behaviors with interest and behaviors that benefit the organization .The goal of managing diversity is to harness productive and mutually beneficial relations among employees of different educational backgrounds in any organization and to appreciate employees with diverse backgrounds, needs and skills in order to produce optimal benefits and outcome or value addition for the organization (Sayed, 2012:6). However, other researchers have suggested approaches such as Performance approach orientation which is associated with a focus on positive outcomes and high need for achievement. This may lead team members to see challenges as opportunities in the work place. (Porath and Bateman, 2006; Van der Zwart and Van der Voordt, 2013).

2.3 Ethnicity

Today's labor force is becoming more and more diverse: aging, migration, women's increased labor participation, and technical changes are key drivers or facilitators of this phenomenon (Kurtulus 2012). At present higher learning institutions are deeply affected by globalization and changes in the demographic structure of the public. Since the sex, race, and ethnic diversity of institutions are much broader than the past, nowadays the number of members in the same organization sharing diverse backgrounds and morals has increased to a great extent. Ethnic diversity thus implies diversity in languages, perception, religions, races and cultures (Alesina and La Ferrara, 2005). Griffin (2004:64) thus provided parallel support by stating that the number of different racial and ethnic backgrounds is increasing in percentage in the workforce. In diverse work environments, race influences employees' organizational experiences, which may have a differential impact on their attitudes and behaviors or behavioural intentions as

concluded by (McKay et al., 2007). Despite the technological innovations of today's communication, international dealings require us to deal with one another on an individual basis. For this to be successful, one has to overcome language and stereotype barriers. This may require the mental exclusion of terms like *alien* and create a spirit of inclusion or view the individual as having a background that is diverse (Harris, and Moran, 2011). We expect institutions of learning processes to change strikingly and distinctively as a result of increased cultural diversity: diversity in workers' ethnic backgrounds. Diversity may include advantages, such as a higher potential for innovation practices, but also introduces problems as postulated by (Milliken and Martins, 1996; Riratanaphong, 2014). One problem is that employees lack the feeling of being part of their work group in form of identification. Hence there is need for interfunctional coordination in the workplace of today.

Ethnic diversity is highly relevant in an increasingly globalized world. It is a current fact of life. Today, when the pace of globalization and technology has increased so rapidly, cultural diversity in organizations is vital to the workplace in order to achieve a turnaround strategy (Aoun and Gibeily, 2007; Appel-Meulenbroek, 2014). A temperate level of ethnic diversity has no effect on team performance in line with business outcomes, sales, profit, and market share. However, if at least the vast majority of team players is ethnically diverse, then more ethnic diversity has a positive impact on performance (Sander Hoogendoorn, Mirjam van Praag, 2012). Similarly, Ehimare and Oghene (2011) empirically explored that ethnicity is irrelevantly negative in its relationship to both employee output and performance. Needless to say, ethnic diversity may advantage team performance due to a more heterogeneous pool of skills and knowledge that leads to complementary and communal learning. For instance, due to complementarities and learning opportunities, ethnically diverse teams are linked with added creativity and innovation (Alesina and La Ferrara, 2005; Lee and Nathan, 2011; Ozgen et al., 2011). Alternatively, the costs linked with more ethnic diversity would be related to more difficult communication and coordination (Morgan and Vardy, 2009:340). Although some researchers have argued that diversity has its advantages and can affect an organization's functioning (Milliken & Martins, 1996). However, others like Oghene (2011) have noted that some workers prefer interactions with employees of similar backgrounds to avoid controversy.

In addition, a research study by Adler (2005) on the effects of diverse recruitment policies on employee performance revealed that diversity can improve performance and recruiting from a wider range of age and ethnicity backgrounds gives the firm a larger talent pool. Adler (2005) and Van der Zwart and Van der Voordt (2013) also found out that increasing diversity expands the breadth of perspectives and ideas available to organizations in making decisions and that cultural diversity, educational, individual personalities and professional background can influence the range and depth of information use which leads to improved organizational commitment. Multicultural organizations have succeeded in attaining and retaining the best talent, owing to their different thinking and management or leadership styles (Mazur, 2010).

The expected contribution of ethnic and cultural diversity to organizational performance is as well unclear. Ethnic-cultural diversity could influence organizational performance negatively because it may, firstly, hamper potential knowledge transfer among workers due to linguistic and cultural barriers. Secondly, it reduces peer pressure by weakening social ties and trust, and finally creates non-economic disutility associated with joining or remaining in an ethnically diverse firm (Lazear, 1999; Buckingham, 2012).

2.4 Gender

The increase in gender diversity in the work place has attracted the attention of both researchers and practitioners. Gender based inequities in learning institutions are reinforced and justified by stereotypes, halo effect and cognitive biases that depict positive characteristics and hence a higher status to the males (Leonard and Levine, 2005:29). We live in a male dominated world, with nearly all cultures around the globe adhering to that notion. Consequently, many tertiary institutions prefer to hire men instead of women because men are said to have improved performance and ability to manage their jobs. Naidu et. al, (2008) state that;

> *"While there has been a significant increase in the number of women selected into management positions, the ratio in relation to the number of educators still remains challenging. A greater challenge is that even those women who attained management positions are struggling to overcome the entrenched beliefs, values and social cultural constructs that create patriarchal practices and power relations in organizations" p.103.*

Today women hold strategic and result oriented positions other than secretaries, nurses, teachers and receptionists (Griffin, 2004:68). According to Brown (2008), considerable amount of workforce diversity remains ineffective if gender issues are not first recognized and in turn managed. The challenge is first to successfully overcome the thought that women are not equal to men. Kossek et al., (2005) found that only 54% of women are in the workforce worldwide compared to 200% of men. On the contrary, Ritzer (2008:454) suggests that although attitudes are shifting due to trajectory of social metries, women still bear the greatest household responsibilities as they are expected to care for young children and manage the household. As gender prejudice is the key matter of the business world, clearly the views reflect that women have greater responsibilities and challenges. However, none of these have suggested poor performance of women in the workplace. The findings of the research conducted by Welliang et.al.(2012) showed that gender grouping and employee performance is positively connected. Soltani (2010) thus found that high levels of gender diversity are a basis of competitive advantage, although modest levels of gender diversity present a competitive disadvantage. Gender is discriminated in different cultures in different ways.

According to Brown (2008) and Carr-Ruffino (2003) a significant amount of workforce diversity remains unproductive if gender issues are not recognized and managed. In the workplace and in higher educational institutions, many organizations have responded to ever-increasing gender and racial/ethnic diversity by reinvigorating their obligation to improving the representation and retention of formerly underrepresented individuals including both racial minorities and women. Gender discrimination continues to be a challenge for many business organisations. 'Glass ceiling' for women who aspire for top positions still remains as concluded by (Grobler, Warnich, Carell, Elbert and Hartfield, 2006:22; Soltani, 2010). This is a challenge. However, it can be rectified through training programmes. Today's workplaces need flexibility in order to cope with workforce diversity.

2.5 Age

Age diversity has become an inevitable and important fact of life in many organizations (Kunze et al., 2011). Age, as one of the most recurrently used demographic variables in the diversity literature, has both benefits and costs (Williams and O'Reilly, 1998). People of the same

generation tend to share moderately homogeneous outlooks and life experiences with respect to learning. Present demographic changes and environmental pressures lead to the alteration of the age structure within higher education institutions, and this changed structure will inevitably affect an institution's knowledge creation and integration capacity. Gellner and Veen (2009) therefore established that age heterogeneity on its own has a negative effect on individual productivity. Besides, in the case of routine tasks, there are no considerable gains from age diversity that could offset the increasing costs resulting from greater age heterogeneity.

There are two major theories which clarify this relationship: the social identity and self categorization theories respectively. It is suggested individuals categorize themselves into certain groups on the basis of proportions or factors that are individually pertinent for them according to social identity and self categorization theories (Kunze et al., 2011). Consequently, individuals tend to support members of their own group at the expense of other groups, which they may both be stereotype and discrimination (Kunze et al., 2011). Additionally, Gelner and Stephen (2009) state that age heterogeneity can negatively affect employee productivity due to differences in values and preferences of distinct age groups. The demographic changes and environmental pressures drive organizations to carry out innovative activities with their aging personnel. In general, though, it is thought that older citizens are often considered less inventive because their cognitive abilities are declining and their developmental motivations are disappearing as well (Meyer, 2008). According to Leibold and Voelpel (2007), as a result of having older employees, learning institutions undergo a decrease in labor quality and a decline in innovation activities which have implications on performance in the work place. Consistent with these arguments, a review by Posthuma and Campion (2009) shows that older employees are typically reluctant to accept changes and take risks, regardless of individual differences. More specifically, Rouvinen (2002) and Meyer (2008) posit that an older workforce has a relatively more negative relationship with new technology introductions and process innovation activities. This corroborates with Griffin (2004:61) assertion who argues that older workers in the organisations need additional and different training in the new technology and equipment to accommodate their special needs. This implies that older lecturers are not techno savvy hence need assistance and training to fit in this world of technology.

On the other hand, despite the fact that older employees possess abundant knowledge and bring the benefits of having a lot of years of experience into their jobs and institutions, they can carry out tasks more competently than younger employees with limited short-term work experiences (Kunze et al., 2011). Older lecturers have a lot of experience of life and responsibilities outside the classroom. This could be reason the for the commitment and experience they have in the respective knowledge areas. It has also been shown that conflicts are frequent where there are generation gaps (Gelner & Stephen, 2009; Lau and Murnighan, 2005; Van der Zwart and Van der Voordt, 2013). In contrast, Simlin (2006) found that as the age increases, the opinion of diversity candidness decreases, and hence it is vital to familiarize the older employees also with the existence and need of diversity openness in higher education institutions through teaching, workshops, group discussions, and so on. These values possessed by different age groupings can complement each other in companies and it tends to attain better firm performance and competitive advantage. As shown in the extensive review of Posthuma and Campion (2009), regardless of individual differences, older employees are usually reluctant to agree to changes and take risks. In particular, these tendencies will be reinforced following the accumulated reliability and established efficiency through performing tasks in a long time stiffens inertia as to the way they perform. As the gap between what employees can do and what they have to do for exploration is broadened, exploration innovation will not be simple to achieve.

Different age clusters present different values for companies and these values can match each other and so advance a corporation's performance (Winnie, 2008). Aging issues have already turned out to be critical for many countries faced with aging or aged societies. This demographic trend has and will persist to have a tremendous socioeconomic impact on both individuals and higher learning institutions. Age diversity, as a not candidly task-related, surface-level diversity dimension that is expected to vary with dissimilarities in values and attitudes, is all the more likely to create negative effects as predicted through the social categorization perspective (Williams and O'Reilly, 1998).

2.6 Educational Background

Effectiveness of the academic staff as regards to more and better coaching and research is becoming a top priority of higher education administrations. Educational level pertains to an individual's highest educational achievement, although educational or cognitive level is

frequently investigated as a diversity variable (Amason, Shrader, and Tompson, 2006:136; Soltani 2010). Highly skilled academic staff has been argued to be a resource-demanding but mandatory component of any well-operating educational institution (Salaran, 2010). Having staff members spread across different education levels is not likely to increase the span of perspectives needed to increase performance on the majority tasks. Employees cannot find a job and perform well without an adequate educational background. Besides that, Daniel (2009) established that an employee will be more productive depending on the level of his/her qualification. The more education the individual received, the more productive the worker will be. Moretti (2004) disputed that cities with higher proportion of tertiary education levels workers will enable individuals of all education level secure higher wages. This means that teams composed of staff members with higher levels of education should do better than teams composed of members with lower levels of education. Therefore it is critical for higher educational institutions to effectively manage staff members with different education backgrounds to ensure all employees perform to the best of their ability.

The focal point in this study is mainly on higher education institutions with a high number of international, foreign-born academic staff members. Since universities are investing additional resources in hiring and retaining international academic staff with respect to talent management and sustainability, it is important to gain more knowledge on this theme (Mamiseishvili, 2011). This is imperative because barriers in language and communication can cause misunderstandings and create disputes amongst staff members using different modes and styles of communication. This communication breakdown among staff members of different cultures can end in clashes or conflict. When employees are forced to comprehend diversity and deal with it, they can make the most of benefits and minimize risks. Fortunately, training curriculums can be a positive method for growing awareness of diversity issues in the workplace. Many higher education institutions prefer to handle their difficulties by ensuring that training programs are offered for their staff members, but this situation must be handled properly.

Mamiseishvili and Rosser (2010) thus contend that international academic staff members were significantly more productive in research than their citizen colleagues although less content. In addition, Lauring and Selmer (2010) found cultural diversity between university academic staff to be positively linked with performance.

2.7 Diverse work teams

Team creativity is vital to organizational success due to interfunctional coordination as argued by (Pill and Cohen, 2006; Riratanaphong, 2014). Work teams are an ever-present feature of university life and this may be one reason why the determinants of team success have been the subject of such unrelenting academic importance. Because creativity is necessary to innovation and growth, organizations endeavor to capitalize on their work teams' creative potential (Shelley and Zhou, 2008). We can see that the use of work teams has gained considerable popularity in organizations, and an escalating number of transnational learning institutions structure their work through the use of multicultural teams composed of staff members from diverse cultural backgrounds as argued by (Groves and Feyerherm, 2011). Diverse teams make it possible to improve flexibility as noted by (Henry and Evans, 2007). We can argue that team functioning may well be impaired in educationally diverse teams by differences in jargon, interpretive schemata, and problem-solving approaches that hinder communication and cooperation.

Diversity creates complex challenges, nevertheless, for the reason that it can have positive as well as negative effects on team performance and non-economic performance (Jackson and Joshi, 2011). This evidently shows that all higher education institutions need to deal with diversity with increasing globalization and migration. Managing diversity in higher learning institutions is becoming more and more important. There is wide agreement on the need to deal with diversity in organizations and to recognize opportunities and challenges for various agents involved (Dietz and Petersen, 2006; Appel-Meulenbroek, 2014). Numerous approaches have been proposed in the literature on how to deal with diversity in higher education institutions. Initiatives that have focused particularly on cultural diversity have included diversity committees, multicultural work teams, advocacy teams, language classes, intercultural training, and diversity seminars.

Diversity measures may also be entrenched within existing plans for training, personnel development, formalized staffing, selection and assessment, mentoring, or coaching without being specifically recognized. HR practitioners may desire to take a proactive role in developing their organization's people as a source of competitive advantage (Sheehan *et al.*, 2014). Growing demographic diversity brings greater workplace discrimination, thinning work attitudes, and organizational inabilities, levels to hang onto minority employees (Avery and McKay, 2010).

Mutually, these bring to light the need for competent management of diversity at work. Depending on the institutional approach to diversity, the number, type, and quality of diversity measures and initiatives will differ which in turn must have penalty for staff members and the education institution itself. Having a dependable, standardized measurement of such approaches should lead to more efficient identification of a business's strategy, progress monitoring of diversity management, and help clarify the inconsistent effects of diversity. To this point, there has been no standardized measurement approach to analyzing diversity viewpoints in organizations because of the lack of theoretical foundation on the organizational level.

Social identity theory (Tajfel, 2002) and self-categorization theory (Turner, 2008) in extant literature thus suggest that an individual's self-evaluation is associated partly with group membership. To reduce the risk of uncertainty, individuals tend to sort themselves and others by categorizing themselves into distinct social groups on the basis of their identifiable characteristics. Gender diversity has often been negatively linked with team procedures and performance (Schmitt, and Kanfer, 2008). Because members categorize one another on the basis of gender similarity when the team is being formed, diversity in this category relates negatively to team commitment. Although there is some support for the view that teams made up of demographically different individuals are capable of leveraging the potentially varied perspectives of their employees to achieve greater performance, there is also convincing proof that teams made up of diverse individuals experience better interpersonal conflict and lowered levels of interfunctional coordination (van Dijk, van Engen, and van Knippenberg, 2012).

Teams consisting of individuals with more positive beliefs towards diversity should be better able to deal with and use their knowledge than teams composed of individuals with less positive diversity beliefs and values (Van Knippenberg et al., 2007, Riratanaphong). The escalating trend of workforce diversity alongside racial, ethnic and gender lines, as well as an increasing proportion of the workforce that is under the age of 30 and over the age 55, have several implications for human resource development professionals, employees and companies in general. Diversity stems from the need for versatile talents, fresh ideas essential for innovation, globalization, changing demographics and customer expectation (Nasscom, 2011). We can see

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diversity coming into play more in teams formation and performance, hence the need to analyze how this affects team performance.

Limited theoretical and empirical clarity concerning how team cultural diversity influences team performance may be due to a variety of factors, such as types of tasks, types of diversity, and length of experience with diversity (van Knippenberg and Schippers, 2007). Different aspects seem to have an effect on the team's performance. Watson et al. (1993) thus found that while culturally homogeneous teams perform better than heterogeneous teams on most of the performance measures in the short run, culturally heterogeneous teams outperform culturally homogeneous teams over longer periods of time. Performance seems to be key in every team composition hence it is important that aspects of diversity are tackled well. By influencing the array of available task-relevant resources, as well as how well team members converse and cooperate in the company of another, team composition is believed to have a strong impact on team performance (Bell, 2007).

2.8 Challenges of workplace diversity

When employees identify with the organization they are inclined to put effort in the direction of organizational goals. There has been an increase in multicultural workforces in the organizations for utilizing greater participation and synergy to improve and increase both employee satisfaction and business performance. This increase is due to multicultural increase of our society.

Even though diverse groups are known to be more productive in solving complex problems (Taylor and Greve, 2006), and diverse employees can lead to an increased productivity and effectiveness in organizations (Thomas and Ely, 1996; Appel-Meuleubroek 2014), there still seems to be many negative effects of diversity in learning institutions. Negative effects of diversity are time and again explained by the social categorization perspective (Williams and O'Reilly, 1998). According to this perspective, diversity is motivated by the perceived extent to which others fit their category or not. In this context, one frequently refers to the in-group bias, whereby in-group members prefer other in-team members and view out- team members negatively weighed against their own members (Tajfel and Turner, 1986; Riratanaphong 2014). This implies that people who are different are not considered optimistically, and consequently

the majority members of a team are more inclined to discriminate against additional minority associates by not viewing them positively.

Psychological safety is perceived freedom in the expression of true self, that is, whether an individual feels confident in expressing his/her ideas and beliefs with no fear of negative effects to self-image or career prospects (Chrobot-Mason and Aramovich, 2004). It is the ability to "demonstrate and employ one's self" with no fear of rejection or punishment by colleagues (Kahn, 1990). In most cases, how people feel in a given situation influences their behavior (Kahn, 1990). In a demographically diverse setting, due to individual differences, employees likely feel more uneasy in freely expressing themselves, which further illustrates the importance of psychological safety in such settings.

Positive effects of diversity are often explained by the information and decision-making perspective that postulates that diversity can be defined as the different approaches, views, standpoints or ways of thinking people could contain (Van Knipenberg et al., 2004; Williams and O'Reilly, 1998). The array of different thoughts, perceptions, and attitudes has to actually convey along many more positive effects for firms. Thus, a number of positive results of workforce diversity have been found. Some of the positive consequences of employee diversity for an organization are listed below (Mullins, 2010; Daft, 2012):

- Supporting cheaper employment relations by enhanced use of employee talent,
- Improving customer relations,
- Promoting creativity, flexibility and improvement,
- Promoting sustainable development and industry advantage,
- Decreased costs associated with high turnover, non-attendance, and court cases.

By offering new settlement to an organization, employee diversity also sets new challenges for the directors. Various challenges an organisation can face are as follows (Luis et al, 2012: 134):

- Suitably valuing employee diversity,
- Matching individual needs with group fairness,
- Dealing with resistance to change,
- Ensuring group cohesiveness and open communication,
- Avoiding employee resentment and backlash,

- Retaining valued performers,
- Maximizing opportunity for all.

Productivity effects of workforce diversity are likely to vary across occupation or diverse environments (Stahl et al. 2010). In particular, they may vary with respect to the knowledge intensity and high-tech content of the production. Firms that depend on the exploitation of new opportunities and the expansion of successful innovations possibly will benefit further from diversity than traditional firms (Prat 2002). Ostensibly, we can presume that, given a high need for cognition, age and educational diversity will have comparable effects. In the case of low need for cognition, conversely, we expect differential effects due to the greater likelihood with which age diversity in comparison to educational diversity will engender negative social categorization effects.

The challenges and problems 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 Scholars, such as Kreitner and Kinicki (2007), Chuang, *et al* (2004) and Pitts and Wise (2004), have collectively tried to explain this workforce diversity phenomena using two major theories: the information decision making and social categorization theories. According to the Information/decision-making theory heterogeneous workforce promotes work-related attitudes, behavior and hence performance of the individual's perspective (Kreitner and Kinicki, 2007).

On the contrary, the social categorization theory, a holds the view that a homogenous (with similar characteristics) workforce leads to better performance. Kreitner and Kinicki (2007) and Patrick (2010) found that diversity determines not only the effects of the diversity within an organization but also the level of openness to dissimilarity characteristics among the organization's members, work groups, and culture. Furthermore, some studies show that individuals have more favorable attitudes towards diversity initiatives when their work groups are more demographically diverse (Kossek, et al., 2005:60). Demographics mostly reflect surface level diversity not thoughts and feelings and can lead employees to perceive one another through stereotypes and assumptions. However, as people get to know one another, they become less concerned about demographic differences if they see themselves as sharing more important characteristics such as personality and values that represent deep level diversity (Robbins and

Judge, 2013:75). The diagram below represents how diversity at different levels relates with the concept of social integration.

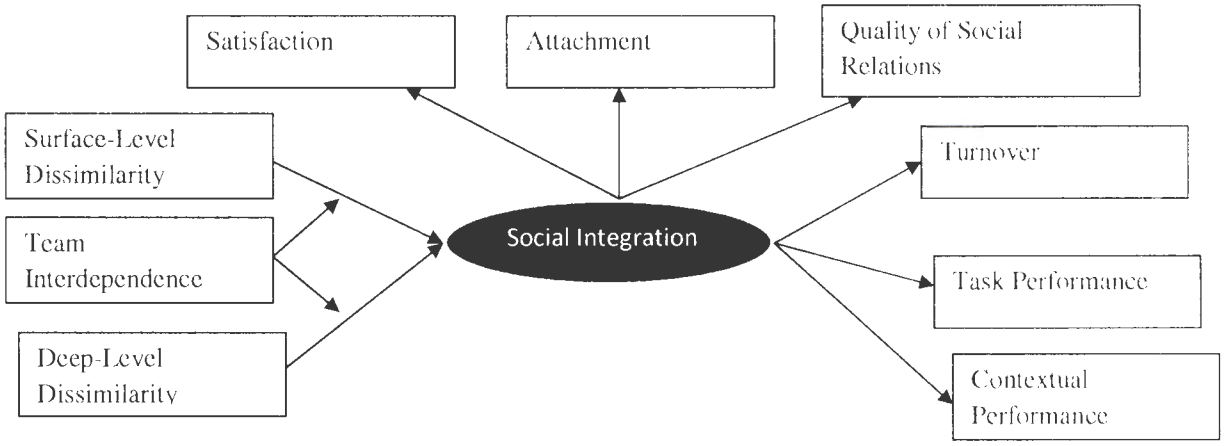


Figure 2: Diversity and Social Integration

to social integration and individual effectiveness related outcomes

The diagram depicts the relationship between surface level and deep level dissimilarities to social integration. The way the individual integrates to the society will have an effect on their performance. Nonetheless, Kinicki (2008) examines workforce diversity using four dimensions namely, personality, which represents extroversion, introversion, agreeableness, conscientiousness, emotional stability, openness to experience; internal dimension which represents ethnicity, race, religion, culture, sex, physical ability and external dimension which represents work experience, marital status, educational background, job satisfaction and income. The fourth one is an organizational dimension which represents departments and designations.

2.9 Diversity Management in Higher Education Institutions

The term diversity management refers to organizational efforts to aggressively recruit, hire, and retain individuals from an array of backgrounds and facilitate good working relationships between them (Agars and Kottke, 2005). Managing workforce diversity refers to a comprehensive managerial process for developing an environment that works for all employees

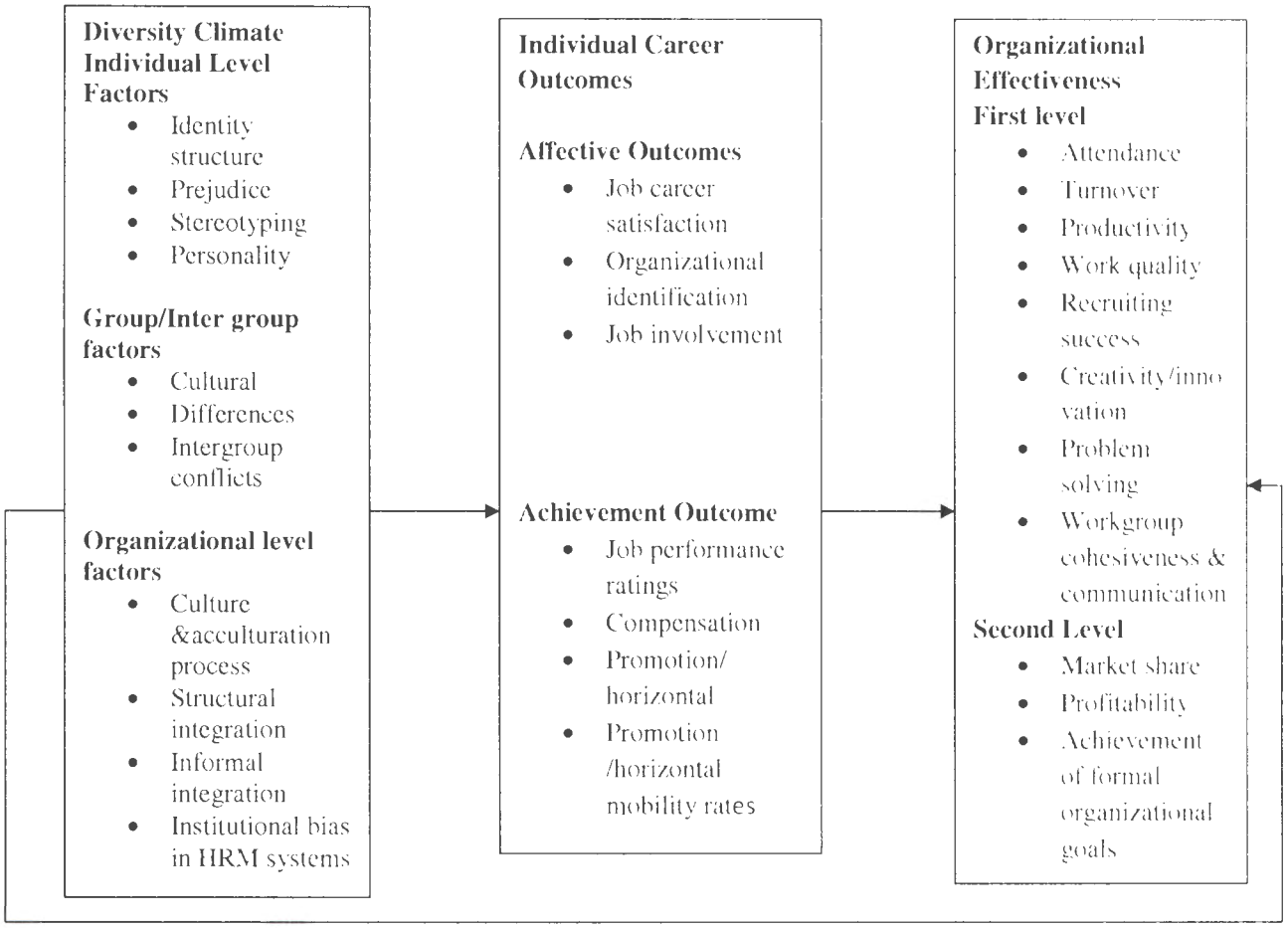
(Seymen, 2006; Riratanaphong 2014). Different researchers have noted that diversity management needs to move from a passive (valuing diversity) to an active (diversity management) approach. This active approach ought to include mentoring programs, cultural day initiatives, succession planning, inclusive social programs, alternative work arrangements, diversity training initiatives, and accountability (Bozeman and Feeney, 2009; Pitts et al., 2010; Roberson, 2006).

Nowadays diversity management is part of a strategy for being competitive and as such, public and private entities have put forward a selection of best practices designed to employ employees with diverse backgrounds, foster a better diversity climate, and fight discriminatory behaviors (Seymen, 2006). In addition, Ortlieb and Sieben (2013) consent that an organization will employ diverse employees to obtain critical resources like access to different sets of skills, world-views, and information concerning cultural sensitivities, as well as conforming with legal requirements and gaining stakeholder legitimacy. In many countries companies are under legislative pressure to diversify their workforce, either through quotas or affirmative action. Workforce diversity has thus become an essential business concern. Firms have to manage diversity both internally (i.e., among management and staff) and externally (i.e., by addressing the needs of diverse customers, suppliers, or contractors).

As organizations make efforts to manage their increasingly diverse workforces, they must encourage both respect for individual differences and also a singular organizational identity. Recently, the differences in education have been studied by many researchers. According to Wall (2009), diversity in education is intellectual work and it entails imaginative thought, critical analysis, and careful study. Diversity in education via changing the higher education institutions can change the society (Wall, 2009: 11). Brown-Glaude, (2010) states that higher education institutions are not only expected to provide the students with knowledge but also make them productive workers. Since the globalization is a process shaped by rapid technological developments, the global workers are supposed to have sophisticated and adaptable technological skills as well as the ability to interact with a diverse citizenry, both locally and globally. 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 tasks that can deal with diversity related issues in the work place.

The model below represents person's group affiliation such as age, gender and race. These can be analyzed at three levels. This collectively will define the climate of the organization which may influence individual and organizational outcomes as either affective outcomes or achievement outcomes. According to the model, by understanding the diversity climate, we can predict effects on individual outcomes and, ultimately, effects of diversity on organizational effectiveness (Edewor and Aluko, 2007:192).



Source: Loden and Roser as cited by Edewor and Aluko, (2007:192) interactive model of the impact of diversity on individual career outcomes and organizational effectiveness

Managing diversity in higher education institutions should be the concern of every person. In order to survive, a company needs to be able to manage and utilize its diverse workplace effectively. Research has highlighted the importance of organizational conditions that leverage the benefits of workplace diversity (Chung-Herrera and Dean, 2009). Diversity management practices enhance productivity, effectiveness, and sustained competitiveness. Organizations that promote and achieve a diverse workplace will attract and retain quality employees and increase customer loyalty (Cox, 1994; Soltani 2010). Thus, the institution's perspective on diversity determines the impact of diversity within the institution. As a result, higher education institutions should differ in their management of a diverse workforce depending on their dominant diversity perspective. Managing diversity in the workplace should be a part of the culture of the entire organization (Anderson, 2012).

Valuing and recognizing diversity is therefore imperative in order to maintain competitive advantage. 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). Higher education institutions with a focus on diversity can graduate well trained employees capable of managing diversity and resolving diversity related workplace conflicts. Consequently, as the organizations' need increases in managing diversity, higher education institutions graduating labor force with intercultural communication skills and employees well aware of cultural diversity, become more and more important in improving organizational effectiveness.

To enhance workers' performance, small and medium-sized organizations should have as their goals, understanding cultural diversity and the methods to handle it efficiently. Diversity training therefore consists of leading participants to integrate innovative global perceptions into problem solving and decision making (McGuire and Bagher, 2010). Organizational diversity management influences employee satisfaction, retention, and performance (McKay et al., 2008; Roberson, 2006).An organization's efforts to manage diversity ultimately shape the climate for diversity.

2.10 The influence of organizational inclusion on organizational outcomes

The demographic changes have diversified workforces in most of the developing countries like Botswana and the SADC region. Organizational inclusion is a new concept in the organizational

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literature and is still in its formative years. Although inclusion has started to gain popularity among diversity scholars, it still remains a new concept without consensus on the construct (Shore et al., 2011). Unlike other concepts such as social integration, social exclusion, and social cohesion, the concept of organizational inclusion particularly focuses on employee involvement and the integration of diversity characteristics into organizational systems and process (Downey et al., 2015; Roberson, 2006). As Fiske and Taylor (1991:137) have pointed out, "people initially categorize each other automatically on the basis of noticeable physical cues" or diversity characteristics such as gender, race/ethnicity, and age. These diversity characteristics have a significant effect on employees' affective experiences in the workplace, including the sense of isolation and exclusion from support networks (Findler et al., 2007; Mor Barak and Cherin, 1998). Similarly, inclusion is regarded as "a potential bridge concept" that can enhance our understanding of how people from diverse backgrounds and different personal characteristics perceive the organizational environment (Mor Barak and Cherin, 1998, p. 57). For example, given the research finding that individuals from diverse social and racial groups are often excluded from access to information and opportunity in organizations, inclusion can be utilized to improve their participation and empowerment. Thus, inclusion facilitates each individual's ability to contribute fully and effectively to an organization (Mor Barak and Cherin, 1998). Moreover, Mor Barak and Levin (2002) state that the concept of inclusion can serve as an important underpinning, expanding organizational antecedents of understanding and working with today's diverse workforce.

Employee perception of inclusion is conceptualized as the extent to which a worker feels a part of the critical organizational processes: access to information and resources, involvement in the work group, and the ability to participate in and influence decision-making (Mor Barak & Cherin, 1998). In the management field, Roberson (2006) states that inclusion refers to "the removal of obstacles to the full participation and contribution of employees in organizations" (p. 217). Diversity in the labor force is an increasing reality in many developed countries. We observe increasing diversity across many workplaces and often hear about the importance of further international and demographic diversification for firms. Economic theory suggests that workforce diversity may affect performance in a different way through various channels

.Diversity in skills and education may produce knowledge overflow among employees within learning institutions. This clearly will affect performance in a positive way.

2.12 Conclusion

Diversity is not a new subject, but increasing globalization, altering workforce demographics and societal pressures towards equality and integration have made diversity management more taxing. Surface-level diversity variables such as age which might co vary with vital differences in interests, values, and attitudes are further likely to trigger these unfavorable processes than are deep-level diversity dimensions such as educational background, which present only weak social categorization cues (Dahlin et al., 2005). Employee performance is an important result that influences managerial effectiveness. Diversity in the workplace can be a competitive advantage for the reason that different viewpoints can help distinctive and creative approaches to problem-solving, in that way increasing creativity and innovation, which in turn leads to enhanced organizational performance (Allen et al., 2004). Possible benefits of this diversity consist of better decision making, higher creativity and innovation, better success in marketing to foreign and domestic ethnic minority society and better distribution of economic opportunity (Cox, 1991; Cox and Blake, 1991).

CHAPTER 3

Research Methodology

3.1 Introduction

The purpose of this chapter is to discuss the methodology utilized to obtain the data to answer the questions raised. It further documents the types of data gathered, the different types of data collection tools, ethical issues that the researcher should be aware of and the limitations of the research (Thomas 2003). Leedy and Ormrod (2010) and Dawson (2002) assert that research methodology is an approach that is used as a tool in conducting the research. It refers to steps or guidelines taken to integrate the research questions and the objectives to data collection, analysis, and interpretation in a coherent way. In order to satisfy the secondary objectives of this research, the researcher must gather data with the aim of identifying different factors at Limkokwing University that may have effects on workplace diversity. The particular sampling strategy used in the data gathering process is explained. The procedures used in designing the instrument and collecting data are described. An explanation of the statistical procedures used to analyze the data is given. The ethical considerations that need to be taken into account are also covered.

3.2 Research design

Research designs are the precise procedures engaged in the research process: data collection, data analysis, and report writing (Creswell, 2012). Research studies, whether historical, descriptive or experimental, require a plan or general design to guide the investigation about an issue. McMillan and Schumacher (2006:22) thus state that a research design describes how the study was conducted. It summarizes the procedure for conducting the study, including when, from whom, and under what conditions the data was obtained. Collin and Hussey (2000) have argued that in carrying out research activities, there are different kinds of approaches including specific procedures and methods that a researcher could use to address the research according to its research problems in a study context. According to Leedy and Ormrod (2010) research can be conducted using one of two approaches, namely qualitative and quantitative. We can therefore reason that research studies use different approaches that combine qualitative and quantitative methods to come up with a complimentary set of data relating to practices linking a number of

variables. Thomas (2003); Aliaga and Gunderson (2000), maintain that the simplest way to differentiate between qualitative and quantitative approaches will be to assert that the qualitative approach comprises of describing research kinds, characteristics of people and events without comparing those claims in terms of measurements or amount. On the other hand, quantitative approach gives attention to measurements and the amount of characteristics which were claimed by the people and events (Thomas, 2003; Aliaga and Gunderson, 2000). Murtonen (2005) writes that qualitative and quantitative research methods are experiential and both can be evenly near to or far from theory. Murtonen (2005) has pointed out that quantitative research method should be considered when conducting a research.

3.3.1 Qualitative Approach

In qualitative research, data is collected to learn from the participants in the study and develop forms called protocols, for recording data as the study continues. These forms pose broad questions so that the participants can provide answers to the questions. Frequently, questions on these forms will change and emerge during data collection (Creswell, 2012). Qualitative approach uses methods such as interviews or focus groups to focus on attitudes, behavior and experiences (Dawson 2002). Its purpose is to obtain opinions of individuals that participate in the research.

3.3.2 Quantitative approach

In the quantitative data approach analysis, data analysis is done using mathematical procedures, named statistics. These analyses consist of breaking down the data into divisions to answer the research questions. Statistical procedures such as comparing groups or relating scores for individuals give information to address the research questions or hypotheses (Creswell, 2012). Marshall and Rossman (1946) noted that the quantitative approach involves organized evaluation of alternative actions as a basis for choice between them. Furthermore, Marshall and Rossman (1946) underline that the work of quantitative methods involves setting up models of the problems to be analyzed, selecting inputs to the models which quantify the judgments of those accountable for organizational decisions and coming up with the model's outputs from inputs. Stroebel (2006) provides parallel support to the above statement that quantitative research is used

to answer questions about relationships among measured variables with the purpose of clarifying, monitoring and predicting phenomena.

In addition, Oates (2006) contended that some people avoid quantitative methods because of their inability to understand and interpret statistical or computational data models. Oates (2006) further outlines that these data models that were identified also help when making challenging decisions easy in different environments. In other words, the simplest description is to say that quantitative analysis involves methods of data collection and analysis that are non-qualitative (Marshall and Rossman, 1946).

This researcher adopted the quantitative method. A total of 150 questionnaires were distributed and the researcher managed to collect a total sum of 100 representing 67% response rate for this empirical study in Botswana.

3.4 Population

Population is described as the total group of people, events, or things that the researcher wishes to investigate (Sekaran, 2003; Van der Zwart and Van der Voordt, 2013). Others describe a population as a group of individuals comprising of the same characteristics (Creswell, 2012). Limkokwing University has a total student compliment of 3800. The student were the unit of analysis as they provide an appropriate perception of workplace diversity in Limkokwing University. The Student body consist of learners across the various discipline in the institution.

3.5 Sampling technique

In order to determine the sample size, one needs to know the population of the study. Sampling is a process of selecting cases for inclusion in a research project (Neuman 1997). There are two main categories of sampling methods: probability and non probability sampling. Probability sampling is used when every element of the population has a known, non-zero probability of selection or even when the sampling frame is known (Zikmund, 2010). 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 the survey when the sampling frame is not known in the study context (Sekaran, 2003). There are several 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 a 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 units selected for this study consisted of students from Limkokwing University. Simple random sampling technique was adopted to select the sample respondents. In order to explore the effects of diversity in higher education institution, the researcher identified students who would be involved in this research. To achieve some degree of representativeness and generalisability a moderately large sample size of 150 was selected. Respondents with diverse backgrounds were included.

3.6 Size of Sample

A sample size is a subgroup of the target population that the researcher prepares to study for generalizing regarding the target population (Creswell, 2012).The researcher endeavors to obtain completed questionnaires for 100 students out of a total number of 150 students divided according to their year of study in Limkokwing University.

3.7 Data Collection

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Creswell, 2012:9). Data collection methods are the tools that are used to collect the required data for the research (Dawson 2002). Data can be collected through two main sources which include primary data and secondary data (Cooper and Schindler, 2006). The primary data is defined as the information gathered through interaction with other people through meetings, one-to-one interviews, focus groups, and surveys. Primary data are the data gathered

and assembled specifically for research projects at hand (Zikmund, 2010). The purpose of the primary data is to improve understanding and perform a direct assessment of the research topic by obtaining first hand information. Secondary data is the information gathered from sources already existing (Sekaran, 2003). Primary data at one stage may be secondary at another (Verma and Verma 2004). Tjalsma and Rombouts (2010) maintain that primary data is the unprocessed data that has not been changed by the researcher, which means that it is in its plain form and it cannot be found in books or articles.

In addition, authors such as Verma and Verma (2004) have explained that secondary data is that data which comes from the primary data. It is the data that the researcher or previous researchers transformed. It consists of a grouping or a regrouping of data which is used to communicate to the outside world. This type of data can be considered to be published or unpublished.

The secondary data are usually historical, already assembled, and do not require access to respondents. This type of data is easier to obtain in a fast way, and is less expensive than acquiring primary data. However, it may be outdated and may not exactly meet the researcher's needs because it is initially collected for other purposes. A research methodology that has been selected for the research study determines what type of data tools to be used. In order to satisfy the primary objectives of this study, the researcher distributed questionnaires to all appropriate individuals within the target group. For this section, original research works have been considered with emphasis on data pertaining to effects of diversity where it could be found. Secondary data was collected by using different types of literature, books, articles and internet. This was necessary to give the reader of this study a background view of the study and to present the existing theories of effects of workplace diversity. Aspects of the secondary data discussed in chapter two have been utilized to create the questionnaire that would help in fulfilling the secondary objectives.

3.9 Method of data collection

The research instrument that was used was self-administered questionnaire. The questionnaire contained a series of questions that a participant answered. It was kept short and simple (Dawson 2002). The reason for using questionnaires was to ensure completeness and consistency of

information gathered. The questionnaire was administered to students who have studied with the university for more than 1 semester to ensure that they are fairly aware of the effects of diversity practices in Limkokwing. A questionnaire was developed by the researcher based on the objectives of the study. The questionnaire was created in accordance with Limkokwing guidelines and corporate standards that ensure individual anonymity as well as confidentiality as regards ethical considerations. The questionnaire was divided into six sections which covered the following areas:

Section 1- Information regarding the respondents profile particularly educational background, gender, age and ethnicity.

Section2 - Information pertaining to student's general understanding of diversity

Section 3- Questions on employee performance and commitment

Section 4- Questions on performance due to staff diversity

Section 5- Questions on challenges associated with workforce diversity

Section 6- Questions on strategies and recommendations for workforce diversity

3.10 Pilot Testing

Pilot testing a questionnaire is a process in which the researcher makes changes if necessary to the questionnaire after feedback from a small number of individuals who complete and evaluate the instrument (Creswell, 2005:595). The pre-testing of the questionnaire is a critical activity that was conducted prior to administering the questionnaire to the sample group. The main purpose of the pilot study was to ensure that respondents had no difficulties in answering the questions and that there was no problem in recording the data.

3.11 Data Analysis Method

Throughout or immediately after data collection, you need to make sense of the information supplied by individuals in the research study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it. (Creswell, 2012:10) Data analysis involves depicting conclusions with reference to it; representing it in

tables, figures, and pictures to recapitulate it; and clarifying the conclusions in words to provide answers to your research questions. In the quantitative data analysis, questionnaires may be used as a method for collecting data that is analyzed (Dawson 2002). The data collected from the respondents has been coded accordingly and has been analyzed using SPSS. SPSS was used to process and analyze the responses from the questionnaire using descriptive statistics such as frequencies and percentages and data was presented using pie charts, frequency tables and bar graphs. According to Neumann (1997) coding entails assigning codes/ numbers to each category of all the variables. According to Dawson (2002), the advantages of the use of computers in quantitative data analysis are that it reduces the time it takes to perform activities; it is suitable for difficult searches; it is able to detect certain facts that the researcher may have missed and it is useful for those that need to complete their work quickly due to a limiting deadline. The disadvantages include text not being understood by the programme; there may be contradiction and change in the opinions of the participants; the programme being expensive to purchase and also that false results may go undetected due to errors made by the users.

3.12 Ethical Consideration

According to Leedy and Ormrod (2005) researchers should be aware of fundamental ethical questions in research. Ethics are a set of moral principles and a code of behavior that governs an individual's actions with other individuals and within the society (Neuman, 1997). The researcher shall seek consent of all respondents and assure them of confidentiality of any information given out during this research. This will be indicated at the top of the questionnaire.

The principles of ethics are respect for a person's (autonomy), non-malfeasance, beneficence and justice. In order for a study to be deemed ethical, the following requirements have to be considered: social and scientific value of the research study, scientific validity, fair subject selection, favorable risk benefit ratio, independent review, well-versed consent and respect for subjects (potential and enrolled) (Leedy and Ormrod, 2005). Respondents have a right to withdrew at any time during the study and the research shall not in any way harm the respondents or alter their current status quo. No force will be used on the respondents; they will do it on a voluntary basis. All completed questionnaires will be securely stored and handled in a

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confidential manner. Participants in the research will be anonymous and the respondents will be able to complete the questionnaires in their own time and space.

3.13 Conclusion

The intention of this chapter was to detail the research methodology of this research, clarify the sample selection, explain the procedure used in designing the instrument and collecting the data, and provide an explanation of the statistical procedures used to analyze the data. It further examined the instruments, research types, population and sampling methods from theoretical perspectives. The researcher must ensure at all times that the methodology used to carry out the research will lead him or her to unbiased conclusions by gathering information with integrity. As such, it is also the researcher's responsibility to behave herself in an ethical manner that is easily comprehensible. Most significantly, this research must be able to draw meaningful conclusions from the research results that may be acted upon and increase the body of knowledge.

CHAPTER 4

Data Discussion and Results

Chapter three looked at research methods, sampling and questionnaire design. In this chapter, the data collected is processed, analyzed and interpreted. Data collected from the sample determined in the previous chapter are discussed by presenting the patterns of results that were relevant to the research questions presented in chapter one. The respondent's demographic profile will be summarized. Frequency analysis, scale measurements and inferential analysis will be discussed at length. The results will be summarized in tables, figures, pie charts and bar charts.

4.1 Respondent's Personal Particulars

In the questionnaire presented, each respondent was asked four questions concerning their personal profile, including age group, Gender, Faculty of study and year of study in the institution. This part provides an analysis of the personal characteristics of the respondents based on frequency analysis.

4.1.1 Ages of respondents

Table 1: Age of the respondents

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 20	26	26.0	26.0	26.0
	21 to 24	45	45.0	45.0	71.0
	25 to 30	24	24.0	24.0	95.0
	31 to 40	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Source: Developed for research, SPSS version 22.0

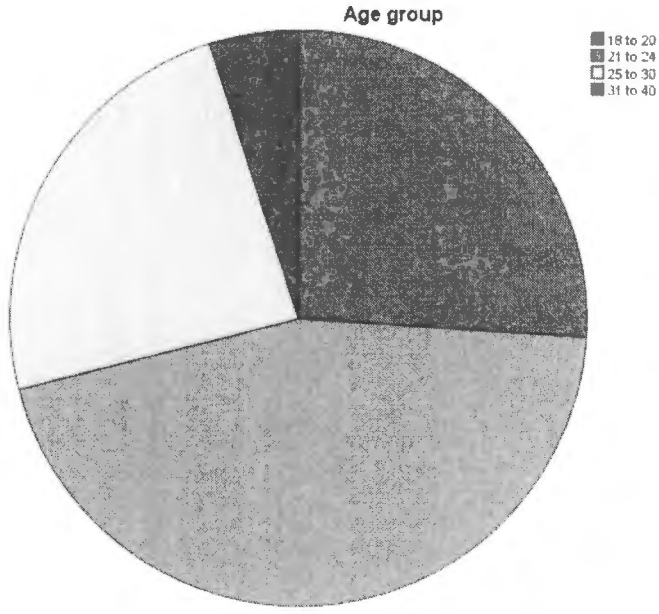


Figure 4: Age Group of the respondents

Source: Developed for Research, SPSS version 22.0

Table 1 and figure 4 show the age group of the respondents. The majority of the respondents fall under the 21to24 year age group which accounts for 45% of the respondents, followed by the age category of 18 to 20 years with a percentage of 26% of the respondents while 25 to 30 years accounts for 24% of the respondents and 1 to 40 years accounts for 5% of the respondents.

4.1.2 Gender of respondents

Table 2: Gender of the Respondents

gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	49	49.0	49.0	49.0
	Female	51	51.0	51.0	100.0
	Total	100	100.0	100.0	

Source: Developed for Research, SPSS version 22.0



Figure 5: **Gender and Frequency of the Respondents**

Source: Developed for Research, SPSS version 22.0

Both Table 2 and Figure 5 show an almost balanced percentage of respondents, where females represent 51% of the respondents while males represent 49% of the respondents.

4.1.3 Faculty of study of the respondents

Table 3: Faculty of the Respondents

Faculty of Study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	18	18.0	18.0	18.0
	Communication	29	29.0	29.0	47.0
	Information Technology	17	17.0	17.0	64.0
	Design	12	12.0	12.0	76.0
	Architecture	12	12.0	12.0	88.0
	Creative Multimedia	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Source: Developed for Research, SPSS version 22.0

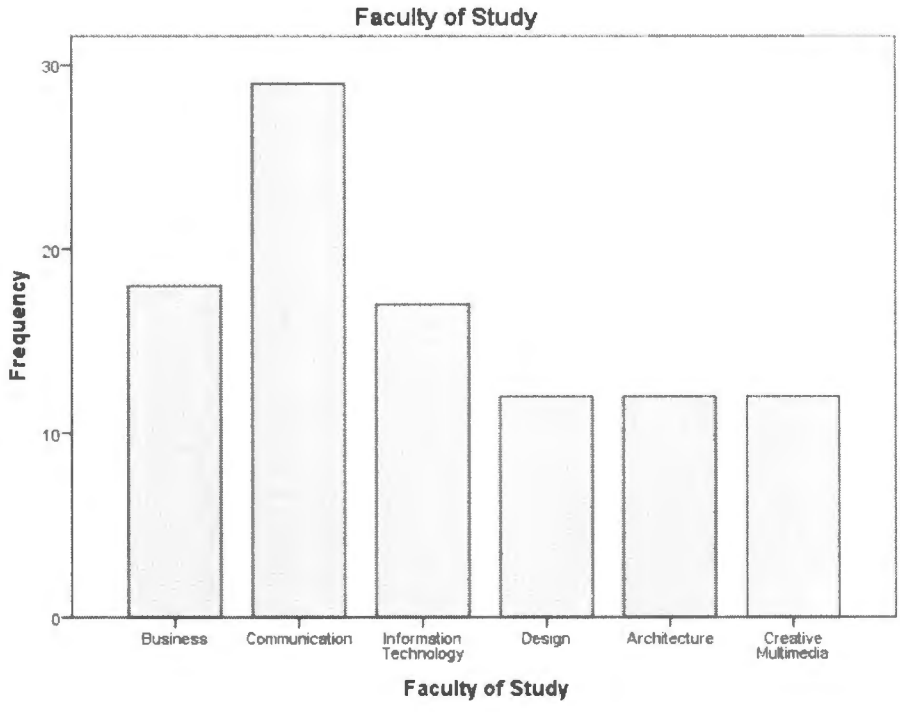


Figure 6: Faculty of Study of the respondents

Source: Developed for research, SPSS version 22.0

Concerning the faculty of study, the data is positively skewed as shown by the bar graph above, which is tailing off to the right. Table 3 shows the faculty of the respondents,The table shows an almost balanced representation with the Communications Faculty leading with 29% of the respondents followed by the Business Faculty with 18 % ; Information Technology Faculty with 17% of the respondents and the rest having 12% of the respondents .

4.1.4 Year of study of respondents

Table 4: Year of Study of the Respondents

Year of Study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st Year	21	21.0	21.0	21.0
	2nd Year	32	32.0	32.0	53.0
	3rd Year	39	39.0	39.0	92.0
	4th Year	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

Source: Developed for Research, SPSS version 22.0

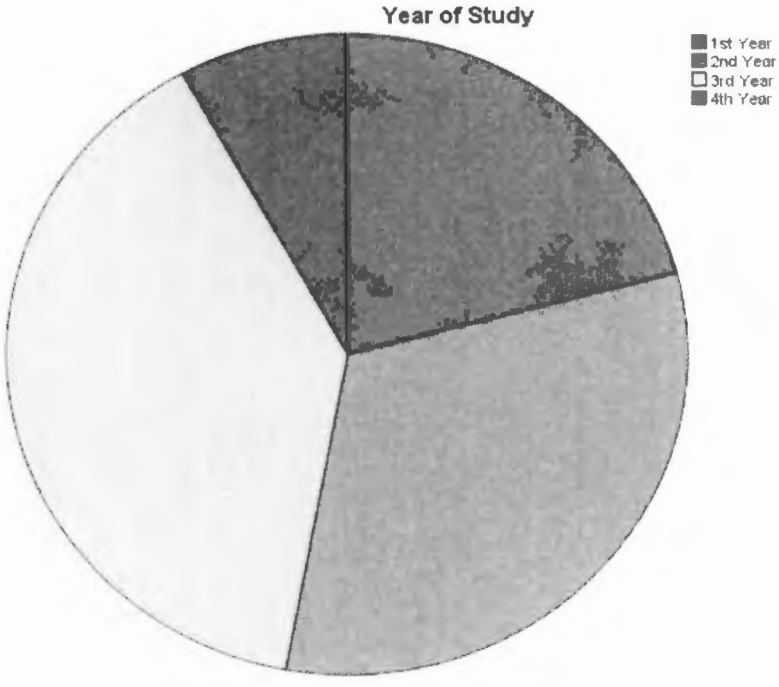


Figure 7: Year of Study

Source: Developed for Research, SPSS version 22.0

Table 4 and figure 7 shows that the highest propotion of the respondents are in 3rd year with 39% followed by 2nd year with 32% of the respondents;1st year with 21% of the respondents and 4th year with 8% of the respondents.

4.2 General Understanding of Diversity

Table 5: Diversity in General

no	Variables	Yes	No	Not sure
1	Does your institution employ a diverse range of lecturers?	48%	14%	38%
2	Do you think the nationality of the lecturer has an impact on his/her performance of the lecture?	58%	32%	10%
	Do you think the age of the lecturer has an impact on his/her performance?	54%	33%	13%

Source: developed for research. Data generated by SPSS version 21.0

Table 5 shows that only 14% of the respondents said the institution did not employ a diverse range of lecturers. However, to some extent the respondents were not sure of whether the institution employed a diverse range workforce as the percentage was 38%. We can see that the larger group of the respondents 48% agreed that the institution employed a diverse workforce.

To a greater extent, the respondents said nationality had an impact on employee performance (58% said yes but 32% rejected the proposition and 10% were not sure if the nationality of the lecturer would affect their performance). Concerning age and lecturers' performance, the findings reveal that 54% are in agreement that the lecturers' age impacts on their performance; 33% indicated the opposite and 13% were not sure.

Table 6: Diverse Lecturers

no	Variables	0-3	4-7	8 and above
1	How many expatriate lecturers do you have this semester?	59%	30%	11%
2	How many local lecturers do you have?	29%	52%	19%
3	How many young Lecturers do you have this semester?	67%	23%	10%
4	How many older lecturers do have this semester?	61%	26%	13%

5	How many female lecturers do you have?	55%	33	12
6	How many male lecturers do you have?	56	30	14

Source: developed for research. Data generated by SPSS version 21.0

Findings in Table 6 show that 0-3 expatriate lecturers make up 59% of the respondents; 4-7 are at 3% and 8 and above are at 11%.

According to the findings, 0-3 local lecturers sit at 29%; 4-7 at 52% and 8 and above at 19%.

Findings reveal that young lecturers in the range of 0-3 amounted to 67%; 4-7 represented 23% and above 8 represented 10% of the respondents.

Mature lectures in the range of 0-3 stood at 61%; 4-7 amounted to 26% and 8 and above stood at 13%.

Female lecturers, ranging between 0-3 stood at 55% while males were at 56%; 4-7 amounted to 33% while males were at 30%; 8 and above stood at 12% and males stood at 14%.

Table 7: Workforce Diversity in Faculties

no	Variables	Strongly agree	agree	Strongly Disagree	Disagree
1	In your own opinion do you think it helps the faculty academically to have a diverse group of lecturers?	50	46	2	2
2	Given an option, would you prefer expatriates lecturers only?	22	26	12	40
3	Would you prefer local lecturers only?	13	9	20	58

Source: developed for research. Data generated by SPSS version 21.0

Findings reveal that 96% of the respondents were in agreement that workforce diversity helps the faculty academically, while 4% felt the opposite.

Concerning the preference of expatriates versus local lecturers, 48% preferred the expatriates while 52% were in disagreement.

Pertaining to local lecturers' preference, 22% was in agreement while 78% was in disagreement.

4.3 Questions on Employee Performance and Commitment

Table 8: Employee Performance Commitment

no	Variables	Not at all	To some extent	To a moderate extent	To a high extent	To a very large extent
1	To what extent do you think local staff is committed in terms of assisting students?	10	50	19	15	6
2	To what extent do you think expatriate staff is committed in assisting students?	6	33	27	22	12
3	To what extent do you think junior staffs is committed in terms of assisting students?	13	33	34	15	5
4	To what extent do you think senior staff is committed in terms of assisting students?	3	31	31	28	7

Source: developed for research. Data generated by SPSS version 21.0

Table 8 shows staff commitment in terms of assisting students; 21% of the respondents acknowledged its high; 19% said moderate and 50% indicated to some extent while 10% indicated it was not present at all. As regards assistance to students, 34% ranked it as high, 27% said moderate; 33% indicated accepted to some extent and 13% said it wasn't happening at all.

Concerning junior staff and assisting students, 20% ranked it as high; 34% ranked it as moderate; 33% indicated to some extent and 13% said it was not there at all.

Findings reveal that senior staff was ranked at 35% as high; 31% as moderate; another 31% as to some extent and 3% as not there at all.

Table 9: Ranking of Staff Performance

no	Variables	Young Lecturer	Old lecturer	Expatriate Lecturer	Local Lecturer	Female Lecturer	Male Lecturer
	Which category of lecturers would you rank best in terms of **time keeping**? Rank them from 1 to 6 with the best being 1 and the worst being 6	19	28	22	14	8	9
	Which category of lecturers would you rank best in terms of **class attendance?** Rank them from 1 to 6 with the best being 1 and the worst being 6	21	30	17	13	11	8
	Which category of lecturers would you rank best in terms of giving students **feedback** on assessments performance on time? Rank them from 1 to 6 with the best being 1 and the worst being 6	18	20	21	20	10	11
	Which category of lecturers would you rank best in terms of **being friendly and easily approachable** by students during tutorials? Rank them from 1 to 6 with the best being 1 and the worst being 6	20	9	33	12	19	7

Source: developed for research. Data generated by SPSS version 21.0

Table 9 shows that old lecturers are ranked best in time keeping with 28%, followed by expatriate lecturers at 22%; young lecturers at 19%; local lecturers at 14%, male lecturers came at 9% and female lecturers at 8%. Concerning class attendance, old lecturers were ranked best with 30%, followed by young lecturers at 21%; expatriate lecturers at 17%, local lecturers at 13%, female lecturers at 11% and male lecturers at 8%.

Pertaining to giving feedback, expatriate lecturers took the lead with 21%; old and local lecturers followed with 20%; young lecturers came third with 18%; male lecturers took 5th position with 11% and female lecturers were ranked last with 10%.

Findings show that the lecturers that are easily approachable and friendly are expatiates with 33%, followed by young lecturers at 20%; female lecturers took 3d position with 19%; local lecturers came 4th with 12%; old lecturers came 5th at 9% and male lecturers came last with 7%.

4.4 Questions on performance due to staff diversity

Table 10: Performance due to Diversity

no	Variables	Very poor	Poor	Moderately	Good	Excellent
1	How would you rate the delivery of the local lecturers in class rating 1 very poor to 5 excellent?	8	10	38	32	12
2	How would you rate the delivery of the expatriate lecturers in class rating 1 very poor to 5 excellent?	1	8	25	45	21
3	How would you rate the delivery of the young lecturers in class rating 1 very poor to 5 excellent?	4	7	48	28	13
4	How would you rate the delivery of the older lecturers in class rating 1 very poor?	4	6	35	43	12

5	How would you rate the delivery of the male lecturers in class rating 1 very poor to 5 excellent?	4	4	37	39	16
6	How would you rate the delivery of the Female lecturers in class rating 1 very poor to 5 excellent?	4	11	37	38	10

Source: developed for research. Data generated by SPSS version 21.0

Table 10 shows that the class delivery for local lecturers is rated excellent by 12% of the respondents; 32% of the respondents said good, 38% moderate; 10% poor and 8% very poor.

Expatriates lecturer's delivery was rated excellent by 21%; 45% of the respondents said good, 25% moderate and 8% very poor.

Young lecturers' delivery was rated excellent by 13%; good by 28%, moderate by 48%, poor by7% and 4% very poor by 4%.

Concerning old lecturers' delivery, 12% rated them as very good; 43% said good; 35% were for moderate, 6% poor and very poor, respectively.

Male lecturers' delivery was rated excellent at 16%, good at 39%, moderate at 37%, poor and very poor at 4% respectively.

As for female lecturers' delivery, 10% rated them as excellent; 38% as good; 37% as moderate and 11% as poor and 4% as very poor.

Table 11: Lecturers Ranking according to Knowledge Area

no	Variables	Expatriate	Local
1	Which category of lecturers would you rank best in terms of knowledge of their subject area?	65	35

Source: developed for research. Data generated by SPSS version 21.0

In terms of instructional knowledge, expatriate lecturers were ranked best in terms of knowledge of their subject area at 65% while the local lecturers were at 35%.

Table 12: Diversity and Performance of Lecturers

no	Variables	Yes	No	Not sure
1	Do you think the **age** of the lecturer affects **creativity level** in class?	61	26	13
2	Do you think the **gender** of the lecturer affects their performance in class?	47	42	11

Source: developed for research. Data generated by SPSS version 21.0

In regard to age and creativity level, 61% acknowledged age affects creativity; 26% said no and 13% were not sure.

Concerning gender and performance in class; 47% felt they are related; 42% disagreed and 11% were not sure.

Table 13: Lecturers who would be recommended to students

no	Variables	Young Lecturer	Old lecturer	Expatriate Lecturer	Local Lecturer	Female Lecturer	Male Lecturer
1	Which category of lecturers would you recommend to the students?	31	17	38	7	1	6

Source: developed for research. Data generated by SPSS version 21.0

Table 13 above shows the category of lecturers recommended for students. Expatriates came first with 38%; young lecturers followed with 31%;old lecturers came third with 17%; local lecturers came fourth at 7%; male lecturers fifth with 6% and female lecturers came last with 1%.

4.5 Questions on Challenges associated with workforce diversity

Table 14: Challenges associated with Diversity

no	Variables	Yes	No	Not sure
1	Do you experience any communication barriers when dealing with expatriate lecturers?	43	45	12
2	Do you feel there is discrimination in your institution?	22	60	18

3	Do you feel your lecturers have negative attitude?	42	38	20

Source: developed for research. Data generated by SPSS version 21.0

Concerning communication barriers with expatriate lecturers, 43% of the respondents said yes while 45% negated and 12% were not sure.

As for discrimination, 60% of the respondents negated, 22% acknowledged and 18% were not sure.

Concerning negative attitude from lecturers, 42% of the respondents agreed, 38% disagreed and 20% were not sure.

Table 15: Culture adaptation of Lecturers

no	Variables	Very poor	Poor	Moderately	Good	Excellent
1	Do you feel the expatriate lecturers have fitted well in Setswana culture?	4	10	52	27	7

Source: developed for research. Data generated by SPSS version 21.0

Findings in Table 15 indicate that 7% of the respondents rated expatriate lecturers fitting in Setswana culture as excellent; 27% said good; 52% indicated moderate;10% said poor and 4% said very poor.

Table 16: Attitudes of Lecturers based on Diveristy

no	Variables	Young Lecturer	Old lecturer	Expatriate Lecturer	Local Lecturer	Female Lecturer	Male Lecturer
1	Refering to question 39, if your answer is yes which category has the negative attitude?	34	11	14	19	15	7
2	Which category is not taken seriously by the students?	40	18	18	10	11	3

Source: developed for research. Data generated by SPSS version 21.0

As for negative attitudes, the young lecturers recorded the highest with 34% followed by local lecturers 19%; the female lecturers at 15%, expatriates at 14%, old lecturers at 11% and male lecturers at 7%.

Concerning which category of lecturers is not taken seriously by students, young lecturers took the lead with 40%; old and expatriate lecturers come second at 18%; female lecturers took third position at 11%; local lecturers came fourth at 10% and male lecturers were least at 3%.

4.6 Questions on strategies and recommendations for workforce diversity

Table 17: strategies for Workforce Diversity

no	Variables	Strongly agree	agree	Strongly Disagree	Disagree
1	To improve on workforce diversity management should often evaluate diversity in the workplace and develop a plan	58	36	6	0
2	Have a cultural day in the institution once in a semester	46	37	11	6
3	Involve all staff members in formulating diversity initiatives in the institutions	53	39	4	4
4	Draw a budget that caters for a diversified workforce	49	44	1	6
5	Incorporate diversity training in staff development plan	48	45	5	2

Source: developed for research. Data generated by SPSS version 21.0

Findings show that in order to improve on workforce diversity, there should be an evaluation and a plan in place; 58% of respondents strongly agreed; 36% agreed and only 6% strongly disagreed.

Concerning the suggestion to incorporate diversity training in the staff development plan as an improvement strategy, 48% of the respondents strongly agreed; 45% agreed; 5% strongly disagreed and 2% disagreed.

Findings show how having a cultural day would improve diversity in the institution; 46% of the respondents strongly agreed, 37% agreed; 11% strongly disagreed and 6% disagreed.

Concerning involvement of all staff in formulating diversity initiatives, 53% of the respondents strongly agreed; 39% agreed and 4% strongly disagreed and disagreed respectively.

When it comes to drawing a budget to cater for a diversified workforce as an improvement strategy, 49% of the respondents agreed, 1% strongly disagreed and 6% disagreed.

Table 18: Staff Appraisal

no	Variables	Very poor	Poor	Moderately	Good	Excellent
	Rate how the student staff appraisal help improve communication and interaction between students and staff	9	14	42	30	5

Source: developed for research. Data generated by SPSS version 21.0

Table 18 shows student staff appraisal being used as a communicative and interaction tool, 5%was excellent,30% said it was good,42% was moderate, poor at 14% and 9% at very poor.

4.7 Summary of the Result of Hypotheses Testing

Chi-Square tests were conducted at 5% level of significance, to assessing the relationships between the various variables within the research. The following hypotheses were considered:

H_0 : Variables are independent versus H_1 : Variables are related or they are associated.

The null hypotheses were rejected at 5% level of significance by considering two tailed tests with p- values less than or equal to 0.05 (5%).A p – value of more than 0.05 means that the variables are independent i.e. they are not related, thus the null hypothesis was accepted. A p value of 0.05 or less confirms that there is significant evidence that the variables being considered are related and the alternative hypothesis was accepted.

4.7.1 Is there a relationship between ethnicity and lecturer performance?

Considering

H_0 : Performance and ethnicity are independent vs.

H_1 : Performance has a direct and positive relationship with ethnicity;

Table 19: Relationship between Ethnicity and Performance

Variables considered for cross tabulation	**Chi – square test P-value for two – tailed tests**
1. How many expatriate lecturers do you have this semester * To what extent do you think staff are committed in terms of assisting students?	0.043
2. How many local lecturers do you have this semester * how would you rate the delivery of the local lecturers in class rating 1 very poor to 5 excellent?	0.026
3. How many local lecturers do you have * how would you rate the delivery of the expatriate lecturers in class rating 1 very poor to 5 excellent?	0.046
4. How many young lecturers do you have this semester * to what extent do you think are staff committed in terms of assisting students?	0.005
5. How many young lecturers do you have this semester * which	

category of lecturers would you rank best in terms of being friendly and approachable by students during tutorials? Rank them from 1 to 6 with the best being 1 and the worst being 6?	0.028
6. How many older lecturers do you have this semester * to what extent do you think are staff committed in terms of assisting students?	0.000
7. Do you think the nationality of the lecturer has an impact on his/her performance * how would you rate the delivery of the female lecturers in class rating 1 very poor to 5 excellent?	0.042
8. Do you think the nationality of the lecturer has an impact on his/her performance * do you think the gender of the lecturer affects their performance in class?	0.048
9. Do you think the age of the lecturer has an impact on his/her performance * which category of lecturers do you rank best in terms of knowledge of their subject area?	0.004
10. Do you think the age of the lecturer has an impact on his/her performance * do you think the age of the lecturer affects creativity level in class?	0.000

11. Do you think the age of the lecturer has an impact on his/her performance * do you think the gender of the lecturer affects their performance in class?	0.027
12. In your own opinion, do you think it helps the faculty academically to have a diverse group of lecturers * how would you rate the delivery of the female lecturers in class rating 1 very poor to 5 excellent?	0.05
13. Given an option would you prefer expatriate lecturers only * to what extent do you think junior staff are committed in terms of assisting students?	0.006
14. Given an option would you prefer expatriate lecturer only * to what extent do you think senior staff are committed in terms of assisting students	0.017
15. Given an option would you prefer expatriate lecturer only * do you think the gender of the lecturer affects their performance in class	0.010
16. Would you prefer local lecturers only * which category of lecturers do you rank best in terms of knowledge of their subject area?	0.011

Source: developed for research. Data generated by SPSS version 21.0

From Table 19 above, there is significant evidence that ethnicity and lecturer performance are related. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the sixteen relationships which have p – values of less than 0.05 or equal to 0.05.

Table 20

Variables considered for cross tabulation	**Chi – square test P-value for two – tailed tests**
1. How many expatriate lecturers do you have this semester * to what extent do you think are staff committed in terms of assisting students?	0.043
2. How many expatriate lecturers do you have this semester * how would you rate the delivery of the local lecturers in class rating 1 very poor to 5 excellent	0.026
3. How many local lecturers do you have * how would you rate the delivery of the expatriate lecturers in class rating 1 very poor to 5 excellent	0.046
4. Do you think the nationality of the lecturer has an impact on his/her performance * how would you rate the delivery of the female lecturers in class rating 1 very poor to 5 excellent.	0.043
5. Do you think the nationality of the lecturer has an impact on his/her performance * do you think the gender of the lecturer affects their	

performance in class	0.048
6. Would you prefer local lecturers only * which category of lecturers do you rank best in terms of knowledge of their subject area.	0.011
7. Given an option, would you prefer expatriate lecturer only * to what extent do you think are junior staff committed in terms of assisting students.	0.006
8. Given an option, would you prefer expatriate lecturer only * to what extent do you think are senior staff committed in terms of assisting students	0.017
9. Given an option, would you prefer expatriate lecturers only * do you think the gender of the lecturer affects their performance in class?	0.010

Source: developed for research. Data generated by SPSS version 21.0

From Table 20 above we see evidence of a significant relationship between ethnicity and lecturer performance. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the nine relationships which have p values of less than 0.05.

4.7.1.1 Is there a relationship between challenges associated with ethnicity and performance?

Considering

H_0 : Challenges associated with ethnicity and performance is independent vs.

H_1 : Challenges associated with ethnicity and performance is related.

Table 21: challenges associated with ethnicity

Variables considered for cross tabulation	**Chi – square test P-value for two – tailed tests**
1. Do you experience any communication barriers when dealing with expatriate lecturers? * Would you prefer local lecturers only	0.041
2. Do you feel there is discrimination in your institution * Given an option would you prefer expatriate lecturers only?	0.046
3. Do you feel your lecturers have negative attitude * How many expatriate lecturers do you have this semester.	0.029
4. To question 39, if your answer is yes which category has the negative attitude? * Do you think the nationality of the lecturer has an impact on his/her performance of the lecturer?	0.011

Source: developed for research. Data generated by SPSS version 21.0

From the above table at 5% level, there is strong evidence that challenges of ethnicity and performance are related. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the four relationships which have p – values of less than 0.05.

4.7.2 Is there a relationship between lecturer performance and gender?

Considering

H_0 : Performance and Gender are independent vs.

H_1 : Performance has a direct and positive relationship with gender.

Table 22: Relationship between Gender and Performance

Variables considered for cross tabulation	Chi – square test P-value for two – tailed tests
1. How many male lecturers do you have * which category of lecturers would you rank best in terms of time keeping? Rank them from 1 to 6 with the best being 1 and the worst being 6	0.034
2. How many female lecturers do you have * which category of lecturers would you rank best in terms of being friendly and approachable by students during tutorials? Rank them from 1 to 6 with the best being 1 and the worst being 6.	0.028
3. Do you think the gender of the lecturer affects their performance in class do you feel your lecturers have negative attitude?	0.022

Source: developed for research. Data generated by SPSS version 21.0

Table 22 shows that there is a significant relationship between lecturer performance and gender. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the two relationships which have p – values of less than 0.034 and 0.028 respectively.

4.7.2.1 Is there a relationship between challenges associated with performance and gender?

Considering

H_0 : Challenges associated with performance and gender is independent vs.

H_1 : Challenges associated with performance and gender is related.

Table 23: Challenges between gender and performance

Variables considered for cross tabulation	Chi – square test P-value for two – tailed tests
1. Do you feel the expatriate have fitted well in Setswana culture * How many female lecturers do you have?	0.030

Source: developed for research. Data generated by SPSS version 21.0

From Table 23, there is a significant relationship between challenges associated with performance and gender. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the only one relationship which has p – value of 0.030.

4.7.3 Is there a relationship between lecturer performance and age?

Considering

H_0 : Performance and age are independent vs.

H_1 : There is a direct and positive relationship between performance and age.

Table 24: Age and Performance

Variables considered for cross tabulation	Chi – square test P-value for two – tailed tests
1. How many young lecturers do you have this semester * to what extent do you think staffs are committed in terms of assisting students.	0.005
2. How many young lecturers do you have this semester * which category of lecturers would you rank best in terms of being friendly and approachable by students during tutorials? Rank them from 1 to 6 with the best being 1 and the worst being 6.	0.028
3. How many older lecturers do you this semester * to what extent do you think are staff committed in terms of assisting students?	0.000
4. Do you think the age of the lecturer has an impact on his/her performance * do you think the age of the lecturer affects creativity level in class?	0.000
5. Do you think the age of the lecturer has an impact on his/her performance * do you think the gender of the lecturer affects their performance in class?	0.027

Source: developed for research. Data generated by SPSS version 21.0

From the above table, we can see that there is a very strong relationship between lecturer performance and age. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the five relationships which have p – values of less than 0.05. Some of the p-values are so small that they are represented by 0.000 indicating very strong relationships.

4.7.4 Is there a relationship between educational background and performance?

Considering

H_0 : Educational background and performance are independent vs.

H_1 : There is a direct and positive relationship between performance and educational background.

Table 25: Educational Background and Performance

Variables considered for cross tabulation	**Chi – square test P-value for two – tailed tests**
1. Faculty of Study * How many Older Lecturers do have you this? semester	0.011
2. Faculty of Study * How many male lecturers do you have?	0.010

Source: developed for research. Data generated by SPSS version 21.0

From the above table at 5% level, there is significant evidence that performance and educational background are related. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the two relationships which have p – values less than 0.05 which are 0.011 and 0.010 indicating very strong relationships, giving sufficient evidence of association between the variables considered.

4.7.4.1 Is there a relationship between level of education and lecturer performance?

Considering

H_0 : Levels of education and lecturer performance are independent vs.

H_1 : Levels of education and lecturer performance are related.

Table 26: Educational Level and Performance

Variables considered for cross tabulation	Chi – square test P- value for two – tailed tests
1. To what extent do you think are junior staff committed in terms of assisting students * do you feel your lecturers have negative attitude.	0.004
2. Which category of lecturers would you rank best in terms of giving students feedback on assessments performance on time? Rank them from 1 to 6 with the best being 1 and the worst being 6 * do you feel your lecturers have negative attitude?	0.045
3. How would you rate the delivery of the senior lecturers in class rating 1 very poor to 5 excellent * do you feel your lecturers have negative attitude?	0.023

Source: developed for research. Data generated by SPSS version 21.0

Table 26 shows that there is a significant relationship between level of education and lecturer performance. Therefore we reject the null hypothesis at 5% level of significance and we accept the alternative hypothesis. The relationship is confirmed by the three relationships which have p – values of less than 0.05.

Conclusion

In summary, the data collected from the questionnaire survey were summarized and the SPSS version 22 outputs were interpreted. The analysis was separated into three sections which included descriptive analysis, scale measurement, and inferential analysis. The analysis results and interpretations will be used in order to continue to the next chapter for discussions and conclusions, as well as implications of the general research findings would be discerned.

CHAPTER 5

5.1 Discussion and interpretation of findings

In the previous chapter, the data collected by way of questionnaires was analyzed and interpreted. This chapter discusses the major findings of this research in relation to research objectives and factors that emerged as the greatest effects of diversity in higher education institutions with specific reference to Limkokwing University. The descriptive and inferential analysis presented in the previous chapter is summarized. Furthermore, the evidences will be given to support findings presented from the data analysis and the literature review. Recommendations will be made on the basis of the research findings. In the last section of this chapter, the overall conclusion of the entire research project is also included.

5.2 Summary of Statistical Analysis

In summary, the data collected from the questionnaire survey were summarized and the SPSS version 22 outputs were interpreted. The analysis was separated into three sections which included descriptive analysis, scale measurement, and inferential analysis. The analysis results and interpretations were used in order to continue to the next chapter for discussions, conclusions, and implications of the general research findings.

5.2.1 Respondent Demographic Profile

The demographic profile of the respondents shows diversity in action. The respondents' profiles show how organisations are becoming diverse even from the respondents' point of view. Table 1 shows how the respondent's age is varied with the majority of the respondents falling in their early twenties. This demonstrates a youthful group of students. People of the same generation tend to share moderately homogeneous outlooks and life experiences (Williams and O'Reilly, 1998). Table 2 shows a representation of respondents from both genders were balanced. In our literature review Leonard and Levine, (2005) emphasizes the need to have a balance of genders in learning institutions. This helps reduce stereotypes and biases. The respondents represented business, communication, information technology, design, architecture and creative multimedia faculties in the institution. This implies that diversity in any learning institution is essential for the overall success of the organisation. From the diversified profile of the respondents it can be

deduced that it helps to get better solutions and critical analysis of the research findings. The increased diversity in the respondents' profile helped the researcher to get varied opinions of many people in the institution.

5. 3 Research Findings

The following summarizes the various aspects covered in the different sections of the questionnaire based on the objectives of the research and the research questionnaires in relation to the literature review.

5.3.1 Workforce diversity

Findings in Table 5 deal with the general understanding of workforce diversity and how the respondents understood the discipline. Part of the questionnaire included questions about whether the institution employs a diverse range of lecturers and how many different diverse groups of lecturers the respondents have had in the current semester. It further sought clarity with reference to whether lecturers are expatriates, locals, young, older male or female. The research findings in Table 5 reveal that the university employs a diverse workforce demonstrating a balanced recruitment system that supports all minority groups, and promotes equal employment opportunities for all. This is commendable and aligns with globalization. However, there is need for the institution to create awareness of diversity in the workplace since a good number of the respondents were not sure if the university employs diverse lecturers. However, in the preceding questions they were able to identify the diverse groups of lecturers. In the literature review Carrel (2006) defined workplace diversity as a way people differ in terms of age, gender ethnicity and educational background. Table 5 and Table 6 represent the diverse groups of lecturers in terms of age, gender nationality and educational background.

The respondents were able to identify the different categories of diverse lecturers even though a few did not understand that this meant diversity in the literal sense. The overall objective of understanding workforce diversity in higher education institutions is to help create awareness of workforce diversity with the hope of creating a healthy working and learning environment. Table 7 shows that the majority of the respondents prefer to have a diverse workforce. This could be because a diverse workforce brings increased exposure, fosters mutual respect among employees and promotes business reputation (Mayhew, 2015) .The minority of the respondents

who stated otherwise could be due to lack of understanding of the meaning of diversity. The findings agree with the literature review as depicted by Brannen and Thomas (2010) in that it is important to recognize that people will always have differences whether physical or culturally therefore learning institutions must promote diversity and encourage people to let their individuality show.

5.3.2 Hypothesis Results Analysis

Chi-Square tests were conducted at 5% level of significance to assess the relationships between the various variables within the research and performance. All the constructs are statistically significant at the 0.05 level. Hence, the results proved that ethnicity, gender, age and educational background have a direct and positive relationship with performance.

H_1: Performance has a direct and positive relationship with ethnicity.

Based on the results from Chapter four, Table 19 and Table 20 show that there is a direct and positive relationship between performance and ethnicity. The relationship is confirmed by the sixteen relationships which have p – values of less than 0.05 or equal to 0.05. Ethnic diverse groups of lecturers working in homogenous institutions experience performance deficits relative. In ethnically heterogeneous higher learning institutions, ethnic identities of lecturers may be less salient and therefore they create less disruption (Joshi and Jackson, 2003).

H_2: Performance has a direct relationship with gender.

Based on the results from Chapter four, Table 22 shows that there is a direct and positive relationship between performance and gender. The relationship is confirmed by the two relationships which have p – values of less than 0.034 and 0.028 respectively. The findings in this study revealed that gender groups and performance are positively linked. The information provided shows that, for the most part, gender was not an area of concern to most respondents. All faculties of the institution are represented by both males and females at all levels. In order to enforce the lecturer performance, student staff appraisals were used hence, the need for these tools to be used effectively to monitor performance.

H_3: There is a direct and positive relationship between performance and age.

Based on the results from Chapter four, Findings in Table 24 reveal that there is a significant relationship between age and performance. The relationship is confirmed by the six relationships which have p – values of less than 0.05. Some of the p-values are so small that they are represented by 0.000 indicating very strong relationships. The research showed that the age of the lecturer affected commitment to the students and performance. According to Baer (2007), a further increase in group heterogeneity with the extreme case of equal group members in each category mitigates this effect.

H4: There is a direct and positive relationship between performance and educational background.

Based on the results from Chapter four, when it comes to educational background, Table 25 shows there is a direct and positive relationship between educational background and performance. The relationship is confirmed by the five relationships which have p – values of less than 0.05. Different educational levels an institution possesses would increase the likelihood of having an innovative institution. A higher learning institution may make an effort to compensate for educational enhancement by offering training that brings lecturers to the required standards.

5.3.3 The effects of diversity on performance at Limkokwing University

Section two of the questionnaire had questions concerning the effects of workforce diversity on employee performance. Workforce diversity was found to affect employee performance at varying degrees.

Table 8 demonstrates how different groups of lecturers are committed to assisting students; the findings showed that various groups of lecturers differ in the level of commitment. The findings show that the expatriate lectures and older lecturers are more committed to assisting students than young and local lecturers. The lecturer's commitment plays a very large role in determining whether they will stay with the institution and work towards institutional goals. The young lecturers are still experiencing youth and are able to change from one job to another while the older lecturers are more committed as they are already established and able to commit. The older lecturers could be the student's first preference due to their greater experience, ability to work in

teams and possess perseverance when things get tough (Fernandex, 2011). As a result older lecturers would be more efficient and effective hence helping students as well as the institution achieve their goals. The findings are in agreement with what Gelner and Stephen (2009) state in the literature review that age can have an impact on the employee performance and organizational commitment. This brings with it the need for re-examining human resource practices from top to bottom in order to cope with the new strengths and challenges of diversity. Better approaches can be created by management to recruit new talent, retain it, and manage it more effectively.

When we analyzed time keeping, giving feedback and class attendance in Table 9, it was evident that the older lecturers are best ranked compared to the other groups. Older lecturers have a lot of experience and knowledge on the need to keep time. The research also revealed that expatriate lecturers were ranked best in terms of being friendly and approachable. This could be because they are in the diaspora and they may be trying to fit in and be accepted in the institution hence they have to make an extra effort to be approachable. Adler (2005) elaborates that expatriate staff create environments that enable them to relate with others as a means of building trust with colleagues. Findings in Table 18 show that the students staff appraisals have not helped improve communication and delivery in the university. Ojebiyi (2010) recommends that amongst other things, the university management must ensure the evaluation of lecturers' performance systematically and frequently in order to improve quality in the lecturers and bring about total quality management in public and private universities. The researcher can recommend from it that it is important that the student staff appraisals be taken seriously and findings from the appraisals must be used to come up with strategies to improve the university's performance. Furthermore, the appraisals must be used as a determinant tool to promotion and compensation.

Concerning delivery in class and general knowledge of the subject areas, findings in Table 10 reveal that the expatriate lecturers were ranked best. Table 19 reveals that there is a significant positive relationship between the lecturer's performance and country of origin. In the management of expatriate lecturers, international assignees are not only expected to perform in their task and contextual performance measurements but also to achieve certain assignment specific tasks (Shaffer et al., 2006). The literature review as well agrees with the findings in

Table 13 where expatriate lecturers are identified as the category that most respondents would recommend for students in Table 13. We can see the level of performance of the expatriates is high because these are lecturers who not only have the necessary technical skills but also have the willingness to live comfortably in different cultures. When a university holds different knowledge areas from different lecturers this would improve the chances of having innovation. The university may decide to compensate for specialized training to ensure they increase their knowledge capacity. With increased competition for talent the university should reach out and embrace diverse labour pools.

With regards to whether age has an impact on the creativity of a lecturer, Table 12 reveals that the respondents felt that young lecturers were more creative and techno savvy than older lecturers. This could be true because young people are more exposed and have more free time among other factors. The research shows that the difference in age unleashes creativity and innovation and improved problem solving. This means it is essential to ensure the young and old lecturers are teamed up to share experiences and technological ideas. That would make a great team that ensures achievement of goals.

Table 12 shows how gender affects the performance of lecturers. The findings reveal that there is balance in the performance of all genders. There is a positive but small significant relationship between gender and performance. This is true depending on the type of tasks performed. Females are good at domestic and nurturing chores while males are good at technical tasks and heavy duty tasks. Soltani (2010) corroborates the above assertion by arguing that high levels of gender diversity are a basis of competitive advantage.

The research findings agree with the literature review in that good workforce diversity initiatives will enhance employee's performance because managing diversity must involve using the differences in people in terms of skills, ideas and creativity to contribute to a common goal. This should be done in a way that helps the university achieve competitive advantage. Chapter two discussed recent studies that have proved that workforce diversity and profits correlate. Lecturers from diverse cultural backgrounds produce quality ideas and generate creative ideas as a team. According to the literature, when people come from different ethnicities, there is a high possibility of great success as well as great conflict if workforce diversity is not managed well.

5.3.4 Challenges experienced at Limkokwing University due to workforce diversity

Section four of the questionnaire asked the respondents to identify challenges associated with workforce diversity at Limkokwing University. Analysis of the research findings in Table 14 reveals that discrimination is not apparent in the workplace as very few respondents agreed to the existence of discrimination in the workplace. We can see a slightly balanced view among respondents with regards to communication barriers when dealing with expatriate lecturers. Language challenges characterize the foremost barrier to achieving effective communication. Even though language barriers can be comparatively easily put aside by translators, translation software or linguistically competent employees (Peltokorpi, 2010), the skill to speak the host language in a fluent manner helps to make a better interaction with the local lecturers which can be translated into a growth in job performance and a more productive collaboration. Effective communication in an educational setting is very important. In agreement with the literature, the research has confirmed that any barriers to communication need to be reduced to ensure effective performance of all employees. In an education setting, this is essential as lecturers from different ethnic backgrounds have different communication styles and sometimes it does not fit in the institution.

The majority of the respondents in Table 15 indicate that expatriate lecturers have fitted moderately in the Setswana culture. The research findings reflect that having knowledge of the local institutions and knowing the university's vision towards both social and university values may facilitate better interactions. This is in agreement with literature review according to which a lecturer can take advantage of his knowledge of cultural similarities and differences in societies in order to explain other people's behavior (Gudykunst, 2003; Van der Zwart and Van der Voordt 2013). This trend is also visible when communication barriers and negative attitudes of lecturers are investigated. A significant relationship between attitude and lecturer performance can be seen. The respondents ranked young lecturers to be negative and not taken seriously by students. It is important to emphasize that diversity is not a circumstance of representation of diverse cultures but it is a process that should help create the organizational success through improved creativity.

Findings in Table 16 show that young lecturers have negative attitudes compared to the other categories of lecturer. This could be because the young lecturers want to prove to the students that they are confident in their work and do not want any intimidation from students. Managing diversity should start with lecturers managing their own attitudes. For this reason, all lecturers need to be trained in interpersonal communication in the workplace. This will help them have the ability to communicate effectively and reduce the barriers that currently exist (Brown 2008). Human resources should indentify what enhances good attitudes in employees and what makes them to be committed. Diversity management should help lecturers gain value from workforce diversity by tapping into other lecturer's strengths. This will help increase commitment by all staff members.

5.3.5 Recommended strategies for higher education institutions concerning workforce diversity

Section five of the questionnaire looked at the strategies that can be recommended concerning workforce diversity. With the increase of diversity in the workforce, having a conducive diverse working atmosphere should help improve performance of every lecturer at Limkokwing University. Basing on the responses obtained from Table 17, the majority of the respondents agreed to have the university develop a diversity management plan. The Workforce Diversity Plan is a commitment by a university to create a workplace that is fair and inclusive, and encourages a workforce which better reveals the diversity of the students, lecturers and society at large (Anderson, 2012). Based on the findings and literature, the university management must keep the students informed about any diversity initiatives planned as well as educate the students on the subject of diversity and related concepts. The diversity plans must include quantitative goals with achievable timeframes that will help provide direction and encourage action by lecturers.

While most students are positive about workforce diversity and the implementation of diversity strategies, Table 7 raises concerns as some students are adamant about keeping a certain group of lecturers only and not the other even though this is a minority group. It demonstrates the need for the university to conduct diversity training programmes that will help to totally eliminate discrimination. Diversity training is a good primary step in raising awareness of gender and other

biases. Compulsory diversity training for lecturers and students must be incorporated as part of a developmental learning process to ensure lecturers can effectively deal with diversity issues (Kesee, 2014). The human resource department will be faced with the challenge of convincing their top management that diversity programs are beneficial to the organization. Based on the respondents, it can be seen that the majority agreed to include diversity training in the staff development plan. . Having a diverse workforce can help develop better outcomes. The University management should be trained on diversity and how to manage both students and staff effectively. Training can effectively reduce misunderstanding and improve possibility of successful diversity initiatives.

As for a cultural day celebration, Table 17 reveals that the university needs to host cultural days. This initiative would help all students appreciate the differences that exist among them and their lecturers, encouraging the university community to take concrete action to support diversity through culture day celebration. This would raise awareness on campus about the importance of intercultural dialogue, diversity and inclusion. Cultural days will help both students and lecturers have cross culture awareness. They should be aware that diverse cultures will behave and communicate differently. By doing this the Limkokwing University community will be able to understand each other and communicate effectively thus in return will enhance performance and team spirit in the workplace.

Findings in Table 17 show that formulation of diversity initiatives would be beneficial to the university. Intercultural skills are needed to progress diversity programmes. Because Limkokwing is a global university with its presence in many countries, differences in the way students think from different cultural backgrounds will affect delivery and performance.

It is imperative that Limkokwing University management understand workforce diversity as well as how to manage any difficulties relating to it. It is important to manage learning institutions in a way that promotes workforce diversity. Structures that help workers not to see race or color and treat people equally must be in place. Barriers will always be there, but it is up to the management to deal with them appropriately.

5.4 Recommendation for future research

This research was focused on Limkokwing University, a private institution but the researcher believes this was limiting. For future research, it is recommended that it should be based on public tertiary institutions in the Southern African region. This empirical study's limitation is based on the premise that it was conducted on the basis of the student's perception of workplace diversity. Future studies should revisit the study both from supply and demand side in order to have holistic approach to impact of workplace diversity on employee performance.

5.5 Conclusion

From the research findings, the effects of workforce diversity (ethnicity, gender, age and educational background) towards lecturer performance in higher education institutions are significant in most of the ways. It can be deduced that a higher learning institution that embraces diverse workforces will enjoy creativity and innovation, satisfying work environment and better ways of delivery to students. The research objectives were fulfilled. The institution needs to host cultural days as well as diversity training workshops to empower both students and staff. Diversity will always have an effect on the operations and running of higher education institutions. Some effects will be positive and others negative. The student community needs to be trained to know that lecturers will always be different and they should learn to treat all fairly and respect the differences that make the lecturers who they are. Workforce diversity will make institutions more competitive as they will have more options when searching for talent and have a pool of creative ideas to tap from.

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ANNEXURES

Appendix A: Letter of Consent to Conduct Research

Limkokwing University

P/Bag 0092

Gaborone

23rd July 2015

Att: Mrs. January

Dear Madam,

RE: Permission to Conduct Research

With reference to the above, this letter serves as a request to conduct a research in your institution. I am a student at North West University registered for Masters of Business Administration (MBA) programme at the Graduate school of Business and Government Leadership. I am conducting a research on, "effects of diversity in a higher education institution" towards a partial fulfillment of my MBA Programme.

In this regard, am requesting your office to conduct the research. In particular I require your approval to access information, data or even to distribute questionnaires.

I look forward to your positive response.

Yours Faithfully,



Ms B Simuyambala

Appendix B: Letter of Approval to Conduct Research

To: Ms Beenzu Sally Simuyambala

From: Mrs. A January (Student Services Manager)

Date: 15th August, 2015

RE: Permission to Conduct a Research (Data Collection)

This communiqué serves to give Ms B Simuyambala permission to conduct her research based on "Effects of Diversity in a Higher Education Institution". This research is relevant to our institution and students will be willing to assist as it affects them directly.

All the best with your research.

Yours Faithfully,

LIMKOKWING UNIVERSITY
BOTSWANA
PRIVATE BAG 0092
BLOCK 7, GABORONE
TEL: 3180135
FAX: 3180059

Mrs. A January
Student Services Manager

Appendix C: Questionnaire

ACADEMIC RESEARCH QUESTIONNAIRE

Researcher: Beenzu Sally Simuyambala
Supervisor: Professor N. Schutte

Introduction

This is a research on: **The effects of workforce diversity in higher education institutions: A case of Limkokwing University.** Your participation in completing this anonymous questionnaire will provide insights into understanding the dynamics of workforce diversity in higher education institutions.

All information received will be treated with highest regard for confidentiality and will be used for academic purposes only.

Questionnaire

Please take your time and complete this questionnaire. Its purpose is to find out the effects of diversity, both positive and negative, at Limkokwing University. Do not write your name Tick in the box that corresponds with the suitable alternative.
Please answer the questions freely; it is a short questionnaire, which will take you a few minutes to complete.

You have been chosen as a participant because you are a student in a higher education institution; hence you can provide first hand information, which can be of great help in contributing to the improvement of the university. This exercise is strictly for academic purposes and any information obtained will be treated with strictest confidence.

Try to complete the questionnaire when you are unlikely to be distracted. Even if you feel the items covered may perhaps not apply to you, do not disregard them. The responses you provide will contribute greatly to this research.

I hope you will find completing this questionnaire enjoyable.

Thank you for taking time to help me.

	PART 1-Section 1: GENERAL PERSONAL PARTICULARS Please tick only ONE option per question below.			
1	Age Group	[ ]18-20 [ ]21-24 [ ] 25-30 [ ]31-40		
2	Gender	[ ]Male [ ] Female		
3	Faculty of Study	[ ] Business [ ] Communication [ ]Information Technology [ ] Design [ ] Architecture [ ] Creative Multimedia		
4	Year of study	[ ] 1st year [ ] 2nd year [ ] 3rd year [ ] 4th year		
	PART 2- Section 1: General understanding of diversity			
5	Does your institution employ a diverse range of lecturers? [ ]yes □No [ ] not sure			
6	How many expatriate lecturers do you have this semester? □ 0-3 [ ]4-7 [ ] 8 and above	**7**	How many local lecturers do you have? [ ] 0-3 [ ]4-7 [ ] 8 and above	
8	How many young lecturers do you have this semester? □ 0-3 □4-7 [ ] 8 and above	**9**	How many older lecturers do you have this semester? [ ] 0-3 [ ] 4-7 [ ] 8 and above	
10	How many female lecturers do you	**11**	How many male lecturers do you have?	

	have? 0-3 4-7 8 and above		0-3 4-7 8 and above
12	Do you think the nationality of the lecturer has an impact on his/her performance? yes No not sure	**13**	Do you think the age of the lecturer has an impact on his/her performance? yes No not sure
14	In your own opinion, do you think it helps the faculty academically to have a diverse group of lecturers? Strongly agree agree strongly Disagree Disagree	**15**	Given an option, would you prefer expatriates lecturers only? Strongly agree agree strongly Disagree Disagree **Provide reasons** _____ _____ _____
16	Would you prefer local lecturers only? Strongly agree agree strongly Disagree Disagree **Provide reasons** _____ _____		

	Section 2: Questions on Employee Performance and Commitment		
17	To what extent do you think are staff committed in terms of assisting students? ☐ not at all ☐ to some extent ☐ to a moderate extent ☐ to a high extent ☐ To a very large extent	**18**	To what extent do you think are expatriate staff committed in assisting students? ☐ not at all ☐ to some extent ☐ to a moderate extent ☐ to a high extent ☐ To a very large extent
19	To what extent do you think are junior staff committed in terms of assisting students? ☐ not at all ☐ to some extent ☐ to a moderate extent ☐ to a high extent ☐ To a very large extent	**20**	To what extent do you think are senior staff committed in terms of assisting students? ☐ not at all ☐ to some extent ☐ to a moderate extent ☐ to a high extent ☐ To a very large extend above
21	Which category of lecturers would you rank best in terms of **time keeping**? Rank them from 1 to 6 with the best being 1 and the worst being 6	**22**	Which category of lecturers would you rank best in terms of **class attendance?** Rank them from 1 to 6 with the best being 1 and the worst being 6

	[ ] young lecturer [ ] old lecturer [ ] Expatriate lecturer [ ] Local lecturer [ ] female lecturer [ ] Male lecturer		[ ] young lecturer [ ] old lecturer [ ] Expatriate lecturer [ ] Local lecturer [ ] female lecturer [ ] Male lecturer
23	Which category of lecturers would you rank best in terms of giving students **feedback** on assessments performance on time? Rank them from 1 to 6 with the best being 1 and the worst being 6 [ ] young lecturer [ ] old lecturer [ ] Expatriate lecturer [ ] Local lecturer [ ] female lecturer [ ] Male lecturer	**24**	Which category of lecturers would you rank best in terms of **being friendly and easily approachable** by students during tutorials? Rank them from 1 to 6 with the best being 1 and the worst being 6 [ ] young lecturer [ ] old lecturer [ ] Expatriate lecturer [ ] Local lecturer [ ] female lecturer [ ] Male lecturer
	Section 3: Questions on performance due to staff diversity		
25	How would you rate the delivery of the local lecturers in class rating 1 very poor to 5 excellent? [ ] Very Poor [ ] Poor [ ] Moderately [ ] Good [ ] Excellent	**26**	How would you rate the delivery of the expatriate lecturers in class rating 1 very poor to 5 excellent? [ ] Very Poor [ ] Poor [ ] Moderately [ ] Good [ ] Excellent
27	How would you rate the delivery of the young lecturers in class rating 1 very	**28**	How would you rate the delivery of the older lecturers in class rating 1 very poor

	poor to 5 excellent [Very Poor [Poor [Moderately [Good [Excellent		to 5 excellent [Very Poor [Poor [Moderately [Good [Excellent
29	How would you rate the delivery of the male lecturers in class rating 1 very poor to 5 excellent [Very Poor [Poor [Moderately [Good □Excellent	**30**	How would you rate the delivery of the Female lecturers in class rating 1 very poor to 5 excellent [Very Poor [Poor [Moderately [Good [Excellent
31	Which category of lecturers would you rank best in terms of knowledge of their subject area? [Expatriate □ Local	**32**	Do you think the **age** of the lecturer affects **creativity level** in class? [yes [No [not sure
33	Do you think the **gender** of the lecturer affects their performance in class? [yes [ ]No [not sure	**34**	Which category of lecturers would you recommend to the students? [young lecturer [old lecturer [Expatriate lecturer [Local lecturer [female lecturer [Male lecturer

	Section 4: Questions on Challenges associated with workforce diversity		
35	Do you experience any communication barriers when dealing with expatriate lecturers? yes No Not sure	**36**	Do you feel the expatriate lecturers have fitted well in Setswana culture? Very Poor Poor Moderately Good Excellent
37	Do you feel there is discrimination in your institution yes No not sure Elaborate further---------- _____ _____ _____	**38**	Do you feel your lecturers have negative attitude? yes No not sure
39	Refering to question 39, if your answer is yes which category has the negative	**40**	Which category is not taken seriously by the students?

	attitude? young lecturer old lecturer Expatriate lecturer Local lecturer female lecturer Male lecturer		young lecturer old lecturer Expatriate lecturer Local lecturer female lecturer Male lecturer
	Section 5: Questions on strategies and recommendations for workforce diversity		
41	To improve on workforce diversity management should often evaluate diveristy in the workplace and develop a plan Strongly agree agree strongly Disagree Disagree	**42**	Rate how the student staff appraisal help improve communication and interaction between students and staff Very Poor Poor Moderately Good Excellent
43	Have a cultural day in the institution once in a semester Strongly agree agree strongly Disagree Disagree	**44**	Involve all staff members in formulating diversity initiatives in the institutions Strongly agree agree strongly Disagree Disagree
45	Draw budget that cater for a diversified workforce Strongly agree agree strongly Disagree Disagree	**46**	Incorporate diversity training in staff development plan Strongly agree agree strongly Disagree Disagree

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