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Department of Management and Marketing

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital.

Thesis Submitted in Partial Fulfilment of the Requirements for the Master's Degree in Human Resource Management

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The student is awarded a grade A- in the thesis subject.

☐ Without making any changes to the thesis.

☒ After making the modifications attached with this decision.

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ملخص الرسالة

الغرض: تسلط هذه الورقة الضوء على عوامل التنوع الثقافي في مستشفى الملك حمد الجامعي. تهدف الدراسة إلى قياس الارتباط بين : التنوع العمري وتنوع الخلفية التعليمية وتنوع اللغة ونظام القيم وتنوع الخبرة وأداء الموظفين.

التصميم / المنهجية / المنهج: وللحصول على إجابة لأسئلة البحث تم اختيار منهجية البحث الكمي. حيث تم جمع البيانات الأولية باستخدام استبانة تم تنظيمه. وتم تصميم الاستبانة عبر الإنترنت بشكل أساسي اعتماداً على مقياس ليكرت (مقياس تصنيف ٥ نقاط) من خلال الاستبانة. تم اختيار حجم العينة على أنه ٣٠٠ في مستشفى الملك حمد الجامعي من جميع فئات الموظفين (إداريين - ممرضين-الفنيين والمهن الطبية المساندة - أطباء). وتم استخدام طريقة أخذ العينات العشوائية لاختيار المستجيبين للمسح عن طريق استخدام Word وExcel لتشكيل الاستبانة واستخدمت الحزمة الإحصائية للعلوم الاجتماعية (SPSS) لتحليل نتائج البيانات.

النتائج: بعد تحليل البيانات ومعالجتها احصائيا، تظهر النتائج أن عوامل التنوع الثقافي التي تتمثل في أداء الموظفين، وتنوع الأعمار، والتعليم، واللغة، ونظام القيم، وتنوع التجربة لها علاقة إيجابية بأداء الموظفين.

الكلمات المفتاحية: التنوع الثقافي، مستشفى الملك حمد الجامعي، التنوع العمري، وتنوع الخلفية التعليمية، والتنوع اللغوي، ونظام القيم، وتنوع الخبرات وأداء الموظفين.

Abstract

Purpose: *This paper highlights the cultural diversity factors in King Hamad University Hospital. The study intends to measure the association between : Age Diversity AD, EBD Educational Background Diversity, LD Language Diversity, Values System VS, ED Experience Diversity and EP Employees' Performance.*

Design/Methodology/Approach: *To get the answer to the research questions, quantitative research methodology has been chosen. The primary data has been collected using a structured questionnaire, and the online survey is designed mainly depending on the Likert Scale (rating scale of 5 points) through the questionnaire. The sample size has been selected as 300 in KHUH from all employees' categories (Admin- Nursing- Allied- & Doctors). A convenience sampling was used to select the respondent of the survey. Word, Excel were used to form the survey and (SPSS) was used to analyses data.*

Finding: *After analyzing the data and process it statically, results shows that the factors of Cultural Diversity which are employees' performance, age diversification, education, language, values system, and experience diversity have a positive relationship with employees' performance.*

Keywords: *Cultural Diversity, Employees' performance, King Hamad University Hospital, Age diversification, Education, Language, Values system, Experience diversity.*

Declaration

I hereby declare that this thesis which I have submitted to the University of Bahrain, for the degree of Masters in Human Resources (HRMs) has not been submitted, published, or copyrighted partially or wholly before, aside from the literature review which is quoted from various different published sources have been appropriately acknowledged.

I hereby declare that I am the sole author of this thesis.

Candidate's Name: Rasha Isa Sanad Mehaiza **Signature:**

Date:

I hereby declare that; the anticipation of this thesis was administered as per rules on supervision of thesis set by the University of Bahrain (UOB), and I certify that the

above statements are true with the best of my insight.

Supervisor's Name: Prof. Muwafaq Al Kubaisi

Signature:

Date:

Dedication

I dedicate this work to my parents whom believed in me and prayed for me.

I would like to take the honor to dedicate this work to our Commander in King Hamad University Hospital Maj. Gen. Dr. Sh. Salman Al Khalifa for his wisdom guidance, leading and support to all staffs in the hospital and to the director of Human Resources Directorate Sh. Ateyatalla Al Khalifa for his continues encourage and guidance.

To Muneera Al Khalifa my friend, colleague, and my partner in this journey we shared this great experience together till we made it.

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List of Abbreviations

Abbreviation	Full Form
AD	Age Diversity
EBD	Education Background Diversity
ED	Experience Diversity
LD	Language Diversity
VS	Values' System
CD	Cultural Diversity
EP	Employee Performance
WD	Workplace Diversity
KHUH	King Hamad University Hospital
SD	Standard Deviation
CVI	Content validity index

Chapter One: Introduction

Chapter 1:

1.1 Background

Workplace diversity and inclusion has been a hot topic in recent years, and it will continue to be so as more organizations share their diversity statistics. In 2014, tech companies acknowledged the gap with and made it a public goal to increase diversity in their workforces(*Six Years into Diversity Reports, Big Tech Has Made Little Progress*, 2014). Many major corporations, like Facebook, Amazon, Google, and Apple, have made their staff demographic data public. With 4,000 languages available to users, Google brings a real-world solution to a global audience. This has been the driving force behind the company's success(*The Importance of Cultural Diversity in the Workplace | Thomas International*, 2020). According to Glassdoor's 2020 Diversity Hiring Survey, a diverse workforce is crucial to three out of four job seekers and workers (76 percent)(*Recruiting a Diverse Workforce | Glassdoor for Employers*, 2021). This means that most candidates consider diversity when researching about an organization.

Most employers are now aware of the need for diversity, by promoting employees of all ethnicity, nationality, race, gender, religion, and ages to contribute to the organization's success (Khandelwal et al., 2019) (Verma, 2015) (Hudson, 2014). Moreover, this diversity among employees is beneficial since it leads to increased engagement, teamwork, and performance (Huntington,2015) (Saxena, 2014). Even in the top-level management cultural diversity is becoming increasingly growing with the collective social relevance of the phenomenon. According to the AARP report,2015 a Global CEO survey result was mentioned, where 64% of

CEOs have a diversity and inclusion strategy in the organization (*A Marketplace without Boundaries? Responding to Disruption 18th Annual Global CEO Survey*, 2015).

The workforce diversity was found as a strong pillar to the organization if managed appropriately. According to the Harvard Business Review, companies in the top quartile for ethnic and racial diversity in management were 35 percent more likely to have financial returns above the industry mean, and companies in the top quartile for gender diversity were 15 percent more likely to have returns above the industry mean(Nishii et al., 2019;Nathan & Lee, 2013). There is need to lead a diverse workforce that can give diverse benefits to the organization. Researchers also listed several internal advantages of having a diverse workforce in organizations(Hasan, 2019) and diverse groups are more innovative than those that are less diverse(Phillips, 2007). More advantages highlighted were the increase of new ideas, new perspectives, new interpretations, and contributions to innovation as the important cornerstone for improvement(Adler & Aycan, 2018;Aiginger et al., 2013). Accordingly, recent data shows that approximately 37% of employees would not apply for a position at a company where employee satisfaction scores are incongruent among ethnic/racial groupings(Qiaoxin & Liswandi, 2018). These differences in employee satisfaction ratings can be found in majority of companies. Furthermore, poorly managed diversity would result in psychological stress, failure, and an ineffective labor force(Al Doghan, et al,2019) . According to literature, the necessity for integration grows as the CD of the organization's members grows(Panaccio et al., 2010;Cox & Blake, 1991). Thus, a well-managed integration is a must when an organization supports explicit display of diversity.

Workforce diversity encompasses all the possible ways people can differ from each other and was often misconceived as solely multicultural matters, however it also applies to diversity of gender, race, ethnicity, age, sexuality, language, educational, background, and so on(Hudson, Jr., 2014). In this study the researcher focuses on the cultural diversity factors and the employee performance of the Tertiary Government Hospital.

Citizens of a multicultural organization, like ours, need the ability to understand the perspective of others and incorporate that understanding in their interpretation of events and decision-making and generally operate effectively cross-culturally as supported by literature findings(Patrick & Kumar, 2012;Whaley & Davis 2007). Cultural competence among employees must be developed and is described as "a set of cognitive, affective, and behavioral abilities and traits that assist powerful and suitable interplay in a whole lot of cultural contexts.(*Cultural Competence: An Important Skill Set for the 21st Century*, 2016)

CD exists in almost all organization, and it enables the employees to follow a set of beliefs and behaviors that recognizes and respects the presence of all diverse groups. The inclusive cultural context empowers all members of the organization to recognize and value the socio-cultural differences(*Cultural Diversity: Definition & Meaning | Purdue Global*, 2012). In the fast paced environment, human assets are the critical to the organization and are answerable for accomplishing and maintaining the aggressive benefit of the organization(*Importance of Training and Development in an Organization - The Economic Times*, 2015).

According to a Boston Consulting Group study, there is a strong link between diversity and total creativity. Meaning that, is much easier to think outside the box and come up with unique solutions when multiple viewpoints and experiences are brought together and leveraged(*How*

Diverse Leadership Teams Boost Innovation, 2018). Likewise, the Forbes Coaches Council shared some of the measures organizations can take to educate their workforce on the importance of diversity, from creating a culture of inclusion to implementing ongoing learning programs, encouraging constant dialog or developing diverse teams.(*13 Effective Ways To Educate Employees On Diversity*, 2020).

Additionally, Cultural diversity can be influenced by several factors, such as ethnicity, physical ability, race, gender and sexual preferences, age, economics, communication, religion and so on (*Cultural Diversity - The Ultimate Guide to Cultural Competence [2021]*).In a research work done in Indonesia, to analyze CD factors influencing employee satisfaction it was found that found that religion, language, and age have significant influence on employee satisfaction, while gender has no significant influence on employee satisfaction in the company. (Qiaoxin & Liswandi, 2018). Similarly, another study on CD and work team performance among employees of Abu Dhabi University (ADU) revealed a dual impact. While some employees appear to be satisfied with the overall working environment and have no issues working in a multicultural team, others have issues and claim that cultural clusters are formed. Thus, preventing other team members from making decisions(Cherian, J., Gaikar, V., & Raj P, P. (2020). However, in a meta-analysis of 44 studies done by Wang et al. (2019) on CD. This study links greater creativity due to its relationship with greater information diversity. When the team works together, this effect is moderated and becomes beneficial. In this study, the researcher is gathering data to establish baseline information regarding the CD factors and performance of employees of the tertiary hospital, Kingdom of Bahrain.

King Hamad University Hospital is a tertiary hospital located in Muharraq Governorate and was established by Royal Decree No.31 of 2010 which stated that the Hospital is affiliated with the Bahrain Defence Force, continuously providing services to all citizens & residents of Muharraq in the Kingdom of Bahrain. The workforce is divided into Medical, Nursing, Allied Health and Administration and can accommodate to about 434 beds. There are around 3428 staff handling day to day operation of the hospital in culturally diverse workforce consisting of staffs from different backgrounds and cultures. The various qualifications and different levels of professional experiences offered by the staff have made King Hamad University Hospital a center of quality in healthcare in the region. The wide-range of services involving patient-care operations and non-clinical operations are solely based on teamwork and coordination between these exceptional diverse workforces. In accordance with the protocol set, recruitment of all staff is based on a high level of qualification criteria, which include but are not limited to years of experience, level of professional qualification, and the educational standard of the educational institutions where they have completed their education. The process further includes verification stages such educational & professional background information.

The highly qualified employees' composition of King Hamad University Hospital (KHUH) consists of various nationalities, cultures, and experiences where the hospital management ensures that this workforce can function as a healthy working environment that promotes efficiency and work satisfaction. As per Dung et al., when there are right employees that fit with the organization, the satisfaction of the employees also increases; which positively affects organizational performance as a whole(Dung Pham Thi et al., 2021). Moreover, satisfied employees are the

asset of an organization in the way that they are motivated to give their best to the organization and remain motivated, which ultimately leads in enhancing the individual and organizational performance (Vance, 2006.)

1.2 Research Problem

A major challenge for all mangers in the world is to lead and treat diverse workforce in an equitable and fair manner(Shaban, 2016). Cross-cultural collaboration and teamwork were discovered to be significantly important for corporate performance. All employees, on the other hand, must learn to see their differences as strengths rather than liabilities if they are to be productive. Furthermore, all human resources directors believe that they are treated equally so that they can be highly motivated in their work. Although diversity can improve business performance, it can have a variety of negative consequences(Tedla, 2016). This includes conflicts, miscommunication, greater levels of employee turnover, and other unintended consequences. Managers are responsible for leading a diverse workforce and for the productivity, dispute resolution, and organizational development of their staff(Cox & Blake, 1991). Since KHUH employees are from diverse ethnic groups, research to identify the CD factors and performance of employees are of great importance. Considering the literature, different research problems were identified on which the study was based. Thus, through this study an attempt was made to determine the relationship between CD factors and employee's performance at King Hamad University Hospital.

1.3 Research Questions

By evaluating and analyzing several and different literatures the questions of the research below were prepared on which this whole study

was based. To provide a comprehensive and clear view why this research is being carried out and to elaborate point of view about the research paper the following research questions were designed:

1. What is the relationship between age diversification, values system, education (qualification) background, language, work experience diversification and employees' performance?

2. Whether if cultural diversity has positive or negative impact on the employee's performance?

1.4 Research Objectives

- General objectives:

The purpose is to investigate the culture diversity factors and how it is affecting the EP at the workplace in a governmental hospital (King Hamad University Hospital). The five factors included by the researcher are: age, value system, education, language, and work experience.

1.4.1 Specific objectives:

The main reason for this research is to study the association of the below factors on the employee's performance:

Age diversification- AD is a critical component of a productive and inclusive workplace. Companies that embrace all generations are more likely to prosper, given that the average workplace currently contains members from at least four generations. Research investigated the age diversification factors and the association with performance of the employees.

1. Values system- Diversity is respected because it recognizes individual value differences and accepts that these distinctions are an asset for the organization. Multicultural education is a crucial part of appreciating

diversity. Research investigated the value diversity factors and the association with performance of the employees.

2. Education (qualification) background- Workers from various backgrounds have access to a broader pool of assignment-related know how and capabilities, which may improve group performance. Research investigated the diverse educational background and the association with performance of the employees.
3. Language- LD, also known as linguistic diversity, refers to the distinctions between different languages and the methods in which people communicate with one another. Research investigated the diverse language background and the association with performance of the employees.
4. Work experience diversification- Experience diversification occurs because of working with employees of different work experience. Research investigated the diverse work experience and the association with performance of the employees.

1.5 Research Significance

When people of different races, ethnicities, gender identities, sexual orientations, political viewpoints, immigration status, neurodiversity, disability, education, and professional backgrounds work together with different knowledge, skills, experiences, and attitudes, they are referred to as CD in the workplace(Bashir et al., 2021;Dung Pham Thi et al., 2021). CD at work entails creating a workforce that not only includes, but values, employees from many cultures(Raewf & Mahmood, 2021).

Cultural competence is defined as the capacity to comprehend, communicate, and effectively interact with people from different cultures, as well as the ability to work with different cultural beliefs(Alizadeh et al., 2016).Building relationships with individuals necessitates developing

cultural competence. This practical education helps us become better people and sets the tone for a workplace culture of respect and learning.

In KHUH, around 3428 staff working in the hospital in culturally diverse environment. Since a study to investigate how culture diversity affects EP at work is of great significance. The outcome is expected to evaluate and conclude the significant effect of culture diversity on EP. Besides, there is an expectation that the research will offer more thoughts on the culture diversity in the Bahraini medical organizations, which can help in enhancing the performance of their employees. It would be very useful for the Bahraini strategic decision-makers to know if the culture diversity dimension can really be a factor in promoting the EP at the hospitals.

1.6 Research Structure:

To achieve the research objectives, the study is structured into four main chapters as follows:

Chapter 1 (Introduction to the Study): This chapter of the research focuses on the study's brief introduction, as well as the research problem, research questions, research's objectives, research significance, research structure, and ending with definition of various terms used in the research.

Chapter 2 (Theoretical Framework & Literature Review): This chapter focuses primarily on previous research and literature already published in the field of CD and performance. This chapter as well refers to the research frameworks conducted in various previous models to carry out this research treatise and concludes with a short summary following the research hypotheses formulated in the research framework. The theoretical framework designed for the research with adequate explanations based on the extensive review.

Chapter 3 (Methods and Procedures): This chapter of the research represents the methods and procedures used to analyze the research questions. Furthermore, this chapter also exhibits, research design, research methodology, research population, research sample, conceptual and operational definitions of variables, questionnaire sources, ending up with survey pretesting and pilot testing.

Chapter 4 (Results, Discussion and Recommendations): This chapter of the study statistically analyzes the questionnaire data. It includes analysis of data based on different statistical techniques such as Normality Tests, Regression Analysis, Reliability Analysis, Correlation, Mean and Standard Deviation and Factor Analysis. Also, it will describe the acceptance and rejection of the hypotheses according to the analysis of the data It also illustrates the results of the study and provides a summary of the entire analyses that have been applied. It also provides recommendations and propositions for future studies.

All the references and appendices will be attached along with the chapters.

1.7 Research Terminology:

Diversity: a distinctive that differs people each others in which the similarity and difference between staffs in gender, age, educational background, ethnicity, or other elements. (Hudson, 2014).

Workforce Diversity: Workforce diversity means similarities and differences among employees. It can be in terms of age, cultural background, physical abilities and disabilities, color, religion, gender, and sexual orientation are all examples of workforce diversity(Yong, 2019). It means a workforce composed of people with different human qualities or who belong to various cultural groups. Primary and secondary

characteristics such as nationality, education, income, religion, work experience, language skills, geographic location, family status, communication style, military experience, learning style, economic background, and work style are all examples of diversity(*Strategic Diversity Leadership: Activating Change and Transformation in ... - Damon A. Williams - Google Books*, 2013).

Obviously, the presence of diverse workforce in the organization needs a strategic action plan in coordinating the teamwork of the employees.

Cultural diversity: The terms "culturally varied" and "multiculturalism" are frequently used interchangeably. Multiculturalism is defined as "...a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within the organization(Nathan & Lee, 2013).

The definition of diversity has developed from a major focus on racial differences to encompass gender, political alliances, cultural heritage, gender identity, religion, and sexual orientation, according to the UNESCO World Report (2020). Even though diversity has become one of the most often discussed issues in literature, effectively managing diversity remains to be a difficult task for many companies and organizations(David Randy, 2020).

Cultural diversity was divided into two groups: narrow and broad. Gender, racial, and ethnic distinctions were regarded narrow, but age, education, marital status, cultural background, and social class were considered broad. There is also a distinction between visible and invisible diversity. More than invisible diversity, visible diversity (e.g., color, gender, physical disability) serves as a preferred basis for stereotypes, prejudices, and biases

(religion, education, socio-economic status, etc.). Diversity is also a result of the interaction of visible and invisible diversity, which frequently leads to conclusions about a person's underlying characteristics(Mateescu, 2017).

Some research works concentrated on the diversity that exists in people's passion for and acceptance of diversity, frequently without addressing how differences themselves negatively affect people.

The factors investigated in detail were AD, EBD, ED, LD and the VL

- **Age Diversification:** looks at the ability to accept the different types of age within a business environment. In the United States, baby boomers are reaching retirement age and choose to work longer than prior generations. Similarly, several countries are seeing population transitions toward a more age-diverse population. Organizations, on the other hand, continue to rely on teams to complete tasks and address complex challenges. As a result, a greater range of ages will be represented in workplaces and teams(Paoletti et al., 2020;Huntington, 2021).
- **Education Background diversity:** Educational diversity refers to organizations that are becoming more heterogeneous with the mix of people in terms of educational background. A descriptive correlation research was conducted among 825 employees in Kenya's banking sector to Kenya's banking sector to determine the relationship between educational diversity and performance. Here, comparison to elderly individuals, younger people are more creative, adapt to new technologies faster, and can invent new things faster. Because each coworker had variant educational qualifications, educational background was viewed as an important factor in providing diverse

experience to the business and enhancing productivity(Kakenyal et al., 2018).

- **Experience Diversity:** One of the most important factors for an organization's efficient operation is a positive interpersonal relationship among its personnel. An organization is a group of people who collaborate to accomplish a common goal. Employees from all backgrounds bring their unique talents and experiences to the table when it comes to offering ideas that are adaptable to changing markets and client expectations(Saxena, 2014).
- **Language Diversity:** Language and stereotype barriers must be addressed to overcome linguistic diversity. The desire to leverage the creative, cultural, and communicative skills of a diverse workforce and use those skills to better company policies, products, and customer experiences is the most important driver for higher-level diversity strategies(Patrick & Kumar, 2012;Saxena, 2014a).
- **Value systems Diversity:** To overcome diversity, to overcome diversity, the company's values and the employees' cultural values must be in harmony. Millennial are thought to have different goals than previous generations, a global poll of 228 executives conducted in October 2013, in part due to millennial' perceived lack of interest in integrating their company's beliefs. HR professionals have cited a lack of interest in assimilation of corporate principles (57 % strong or moderate change), conflicting beliefs across a multigenerational workforce (51%), and unreasonable expectations of millennial employees (47 %) (Values-Based Diversity: A Report from the Economist Intelligence Unit, 2014).

Since KHUH is a multicultural organization, a research to investigate the CD factors will help the human resource management team to identify any gaps if present.

Background Information's of the participants: - these are physical dimension of diversity and they refer to demographic diversity which is indicated by the number of people having different demographics in the company, ultimately which will affect employees' performance(Khan et al., 2019). The socio-demographic details like, gender, job category, age group, experience, and qualification are looked at.

Cultural Diversity Management: is defined as acknowledging, understanding, valuing, celebrating, and accepting differences among people with respect to age, gender, ethnicity, class, mental and physical ability (Gupta, 2013).

CD management promotes the ability to recognize and communicate with individuals in communities, as well as to collaborate effectively with cultural values. Some of the recommended measures based on the literature are (Raewf & Mahmood, 2021;Panaccio et al., 2010).

- Communication is essential for effective labor and team performance. This is especially important when an assignment has a flaw and immediate remediation is required.
- Building a team: Different communities require collaboration with other departments.
- Time: For example, the workplace integrates employment and social activities, and the link between work and family life is unique.
- Increasing sensitivity to diversity or diversity training: This form of training teaches specific workers culturally distinct things so that they may understand themselves and be grateful.

- ❖ To manage diversity, develop and implement culturally inclusive policy.

Employee performance: Performance is the act of carrying out an action, or an accomplishment or achievement. Employee performance is how well an employee is effectively fulfilling his/ her job requirement or discharging his/ her duties to achieve good results(Rosen et al., 2018). Thus, employees need both ability and motivation for effective performance.

Organizations nowadays are pursuing a variety of strategies to improve employee performance. They strive to find the best solutions to company issues and difficulties, and a diverse workforce can be viewed as a tool utilized by industries to simultaneously improve employee performance and organizational success. When compared to the manufacturing industry, in service organizations, diversity has a greater influence on employee performance. Employees in service-providing organizations engage directly with clients, therefore it is essential to explore how the diversity factors might influence the performance(Raad, 2020).

The scope in which members of an organization contribute to accomplishing organizational goals can be defined as performance in the organizations' environment. As a result, employees are the most important source of improving the performance of service-oriented organizations. In this study the researcher investigates the culture diversity factors and how it is affecting the employees' performance at the workplace in a governmental hospital.

Chapter 2. Theoretical Framework and Review of Literature

Chapter 2:

2.1 Introduction

Obviously, workplace diversity and multiculturalism are two concepts that are frequently interchanged, making it difficult for some academics, and managers to differentiate between the two. To gain insights into the research question, previous published articles from databases like PubMed, and Google Scholar were investigated. Researcher did a systematic review of the literature on the subject under investigation to provide an authoritative grasp of Workforce Diversity, as well as addressing the cultural diversity factors and discussed the factors that impact employee performance in the healthcare setting. The literature review included a broad overview of the problem, reviewed some of the relevant theoretical background, and added all relevant previous studies which helped to meet the study's goals. It was found that cultural diversity is a complex subject that can bring both positive and negative effects to an organization. These are in turn affecting the employee's performance also. Furthermore, this view focuses on the importance of cultural diversity management within the organization.

The extensive review was arranged under the following heading:

1. Workplace Diversity and the factors
2. Cultural diversity and the factors
3. Multicultural Environment Advantages and disadvantages
4. Managing cultural diversity for better employee performance

2.2 Workplace diversity and the factors

Diversity was described as "human qualities that distinguish persons from one another" (Gomez et al., 2012). This encompasses biological traits including race, gender, age, color, and national origin, as well as the family

and society into which they were born. The second group includes work experience, income, marital status, military experience, religion, political opinions, language, geographical location, education, values, and ethics, all of which are controllable by the individual(Hudson, 2014). Employees want to feel like their working environment is welcoming, even if there are differences.

Managers must develop the managerial skills required in a multicultural work environment, as managing diversity remains a significant organizational challenge. Supervisors and managers must be prepared to teach themselves and others in their businesses to value multicultural differences in both workers and customers to treat everyone with dignity. Barbara Mazur in 2010 discussed the dimensions of CD in workplace(Mazur, 2010).

Table 1: Dimensions of Diversity

Primary dimensions	Secondary dimensions	Tertiary dimensions
• Race • Ethnicity • Gender • Age • Disability	• Religion • Culture • Sexual orientation • Thinking style • Geographic origin • Family status • Lifestyle • Economic status • Political orientation • Work experience • Education • Language • Nationality	• Beliefs • Assumptions • Perceptions • Attitudes • Feelings • Values • Group norms

Table (1) shows a wide range of dimensions. These factors may interact to create unique syntheses of human profiles that include both differences and similarities. The dimensions interact and impact one another, and they

manifest themselves in different situations, environments, and circumstances, making study and management difficult.

A research work was done to examine the relationship between employee perceptions of diversity and perceived organizational performance in Indian IT industry. Primary data from 402 respondents were analyzed using statistical methods like factor analysis, correlations, analysis of variance, means, grand means, and regression. Results indicated that employees irrespective of their diversity backgrounds positively acknowledged diversity and diversity management. However, limited but significant differences were observed among employee perceptions regarding valuing the diversity practices employed based on their diversity backgrounds(Kundu & Mor, 2017). Employing a diverse workforce is important for every organization and they hire quality and competitive workforce, regardless of age, attitude, language, gender, religion, or caste, could only compete in the marketplace in the current scenario(Saxena, 2014b) and the figure 1 explains the conceptual model developed about the factors affecting the workplace diversity.

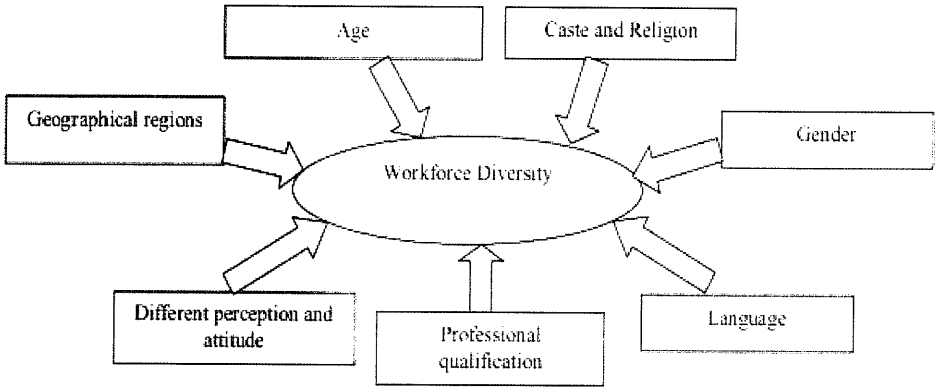


Figure 1: Workforce diversity(Saxena, 2014b)

As discussed earlier the impact of the age-diverse workforce on organization's performance was found significant. Employees in their twenties and thirties, as they are more career-oriented and open to change. When employees have more autonomy in the job, they are more motivated to learn new skills and are more devoted. Older employees, on the other hand, are more emotionally attached to their employers, and they place a greater emphasis on intrinsic employment characteristics such as respect, gratitude, and an age-friendly environment. The study recommended focusing on intrinsic motivational features of the workplace to boost old employee happiness and organizing various training and mentoring programs to keep the diverse-age staff up to date on knowledge, skills, and competence. Finally, the study concluded that the organization requires both inventive and experienced minds to function efficiently(Bashir et al., 2021)

The reactions and views of male and female employees across categories about workforce diversity status in an Indian organization were investigated using primary data based on 1,083 observations. Gender and racial discrimination were found to be prevalent in Indian organizations. Male coworkers assessed female coworkers as less qualified, competent, and productive than female coworkers rated themselves (Kundu, 2003).This study shows a gender based diversity in the perception of performance.

Another study looked at the motivation, technical skills, psychological, and income-related workforce diversity characteristics that influence labor productivity among front-line workers and lower management professionals in Pakistan. Motivation and technical skill elements were found as the most critical components among the workforce diversity factors influencing labor productivity based on average Mean Importance

Ranking (MIR) values (Maqsoom et al., 2020). Similarly, a Kenyan study also recommended the need of gender balance, education, policy and procedure for diversity management practices(Kioko, 2014). Gender and executive diversity were found to have a positive and significant impact on profitability as measured by returns per share and gross profit in a research paper on the profitability of thirty-five firms on the Zimbabwe stock exchange from 2009 to 2015, whereas geographic location diversity had a negative impact. To improve company performance, the study recommends for diversity-enabling policies(Chimbadzwa & Dube, 2020).

Some researchers mention that communication costs will rise because of linguistic variety in the workplace. These expenses may stifle progress since knowledge moves more slowly and misconceptions are more frequent. Due to the inextricable link between language and nationality, immigrants may be less productive than natives for a variety of reasons. WD factors may alter depending on nationality. For example, cultural and religious values may result in performance differences(Dale-Olsen & Finseraas, 2019a). According to a scoping review of faculty diversity and how it affects the organizational culture of academic workplaces, expatriate academics face a lack of support in advancing their careers(Alsulami & Sherwood, 2020).

As same as the conceptual model explained in similar to Figure 1, another research team developed a model (figure 2) based on the diversity factors and performance of the employees in the health care organization. This study was conducted at private health-care institutions in the Nigerian state of Kogi. A descriptive research approach was used to examine at the impact of age, gender, ethnicity, religion, physical ability, and cultural views on the performance. The findings showed that differences in ethnicity, culture, and gender have a considerable positive impact on financial performance,

whereas differences in age and religion have a large negative impact. According to the findings, diversity in terms of age, physical ability, and religion should be considered seriously and carefully managed in health-care organizations (Orugun et al., 2019).

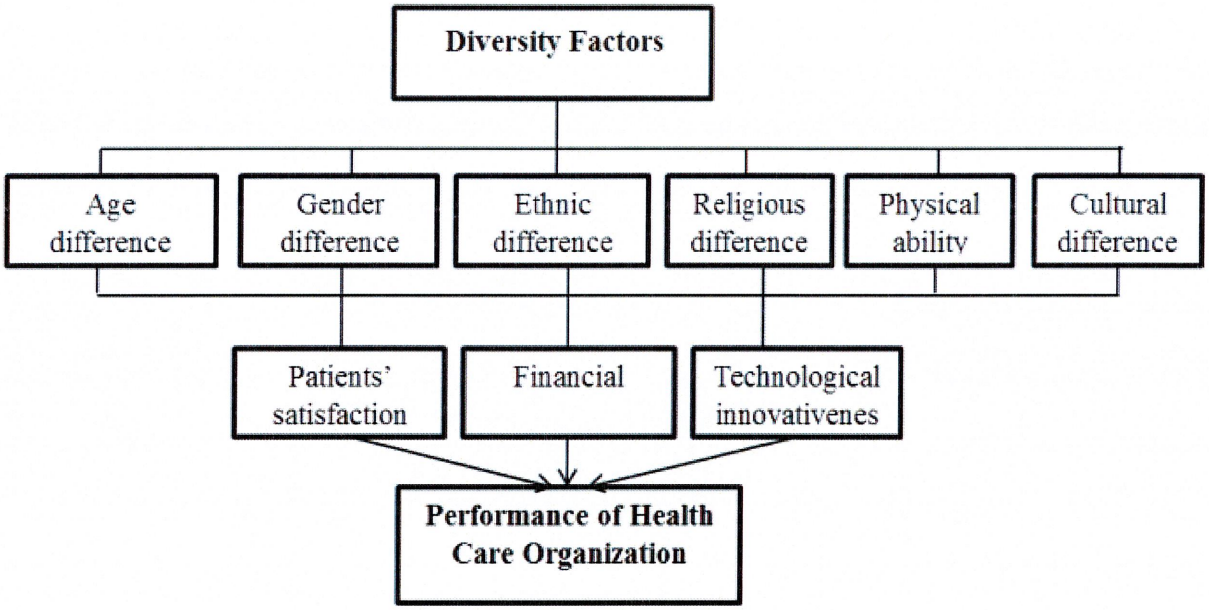


Figure 2: Diversity factors and performance of Health Organization (Orugun et al., 2019)

However, many researchers recommend the need of workforce diversity as it fosters innovation, problem solving, and productivity, it also influences cultural diversity, entrepreneurial behavior, and values among employees. Hence diversity management need to be focused on developing specific talents, developing rules, and crafting practices that bring forth the best in each employee. As a result, a diverse workforce offers a variety of benefits to a firm(Lamichhane, 2021,Hudson, Jr., 2014;Patrick & Kumar, 2012).

2.3 Cultural diversity factors

Due to increased geographic mobility among potential members, including migration and immigration, and a reduction in legal and cultural barriers to participation in many countries, cultural diversity is becoming a more pressing issue for organizations. Gender, age, color, ethnicity, financial class, sexual orientation, religion, educational background, and other

identification groupings may be the basis for these systems of understanding. Although demographic differences in a group generally reflect differences in experiences and patterns of behavior, cultural differences in worldview, values, and methods of knowing can make interacting with and comprehending diversity in organizations difficult. In Unites States, anti-discrimination legislation enacted to protect the gender, racial, and ethnic variety which contribute to cultural diversity. Since these criteria are based on in the United States, and they may or may not apply in other cultural and socioeconomic settings(Mateescu, 2017).

When members of a work, social, or educational group come from diverse cultural backgrounds, there is a greater risk of conflict and misunderstanding, as well as a greater opportunity for creativity and resourcefulness, resulting in increased productivity(Meares, 2010).

People move from one place to another in quest of greater possibilities. This movement brings together people from various social backgrounds, resulting in a more complex corporate environment. To stay in business, organizations must adapt to this dynamic environment. CD is a driving force behind this adaptability to a complex environment. People working in heterogeneous groups are affected by these cultural influences. The companies gain from and face problems from this broad multicultural community(Kulkarni, 2012). In a survey conducted in Singapore, 43.5 % of respondents felt that CD promotes organizational productivity. Similarly, 7.3 % of respondents were undecided about whether diversity promotes organizational productivity. Only 1.6 % of those respondents disagreed that diversity improves organizational productivity. The inclusion of personnel from varied cultural backgrounds improves an organization's production(Senjuti Goswami & Easwaramoorthy Rangaswamy,2018). Moreover, Dr. Caleb Rosado, a multiculturalism and

diversity expert, outlined seven key steps in the definition of multiculturalism(*Cultural Diversity: Definition & Meaning | Purdue Global*, 2012.).

1. Recognizing what other cultures have to offer
2. Acknowledging the abundance of cultural diversity
3. Respecting differences
4. Acknowledging the legitimacy of various cultural manifestations and contributions
5. Encouraging disparate groups to contribute
6. Empowering people to strengthen themselves and others by critically examining their own biases
7. Praising rather than tolerating differences to achieve unity through variety.

Many factors affect CD which include difference in dimension of either gender, age, ethnicity, nationality, education, religion, value systems, and work status (Orugun et al., 2019;Swart, 2014). In a research work done in Indonesia, the independent variables religion, language, gender, and age were only studied (as shown in figure 3), and the outcome variable was the employee satisfaction Religion, language and age have significant influence on employee satisfaction, while gender has no significant influence on employee satisfaction in the company. For the other cultural factors which were not analyzed in this research were considered as

limitation of the research(Qiaoxin & Liswandi, 2018)

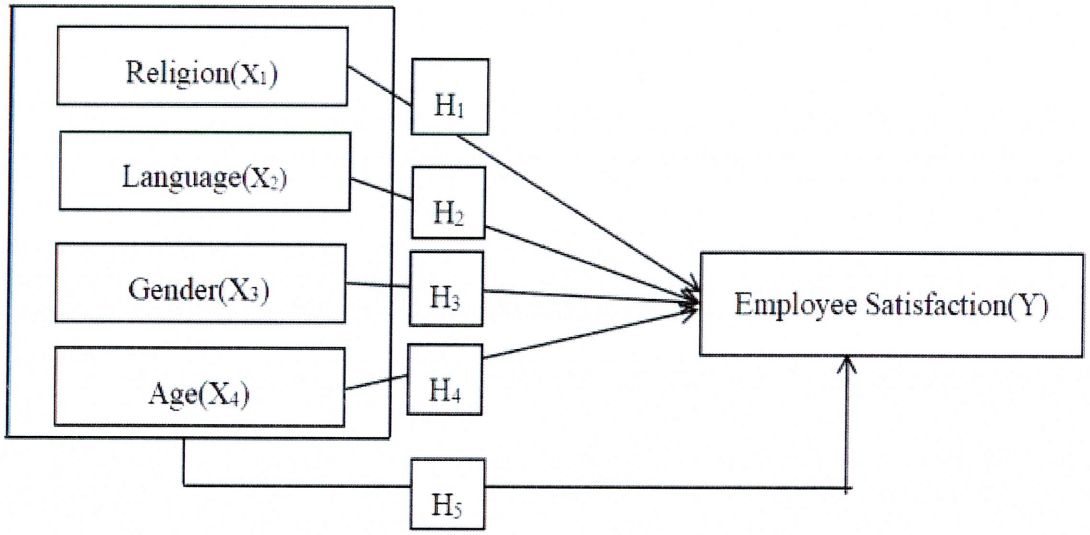


Figure 3: Conceptual model on cultural diversity factors and employee satisfaction (Qiaoxin & Liswandi, 2018)

Likewise, the CD factors selected in this study include AD, EDB, ED, LD, and VL. The above discussed independent variables were studied against the EP as the dependent variable in the study.

Even though, many factors were considered when describing the workforce diversity, the researcher has taken an effort to describe the following factors in detail. When reviewed the recent works on diversity, most of the published documents have used multiple factors based on the feasibility in their organization.

Age diversity

Age is a number, not a qualification. Unfortunately, old preconceptions continue to impact how people perceive their age in the workplace. Statements like "he's too elderly to learn a new computer program" or "she's too young to lead a team" undermine the worth and qualifications of the individuals involved. With age, an employee's knowledge and expertise grows. Furthermore, a young person with excellent talents and talent should not be held back due to his or her age (Vance, 2006;Lamichhane,

2021). The ability of an organization to accept persons of varied ages within its work environment is known as AD. It has, nevertheless, been considered as a performance element. In other terms, with age, an employee's existing knowledge and expertise grows. Boehm et al. addressed the findings of Kunze et al. (2010) on the influence of age group on employee performance. Personal connections are likely to be less visible among employees of different ages, opening the way for the theoretical idea engaged in social identity processes and self-categorization. As a result of the establishment of age-related in and out-groups, more disputes between employees of various ages may arise, as well as increased levels of stress, conflict, and perceived discrimination within age diverse work groups inside organizations(Boehm et al., 2011).

A total of 8,651 employees contributed data on their perceptions of age discrimination and level of performance in a large-scale survey that comprised 128 organizations. Age diversity appears to be linked to the formation of an age discrimination climate in organizations, which has a detrimental influence on overall company performance, according to the research. The findings also have substantial implications for efficient management of a workforce that is becoming increasingly diverse in age(Kunze et al., 2013).

Moreover, the viewpoint of the employers also varied about the older employee. They perceive experience, judgment, a strong work ethic, and a commitment to quality as favorable attributes older people bring to their positions. However, older workers are seen as being less adaptable and resistant to new technology. When companies are deliberately looking for people who are adaptive and open to change, the perceived disadvantages of being older are clearly a deterrent to hiring older workers(Shirsch, 2014).

To work with them, the organizations look for personnel that are highly talented and innovative. Among the WD characteristics, age, gender, and ethnicity are the most widely varied demographic variables. A survey of employees in both the industrial and service industries was done in Singapore using a self-administered questionnaire. Software Package for Social Science was used to calculate the empirical association between employee age, gender, and ethnicity and performance (SPSS). According to the findings, none of the three variables had a statistically significant effect on employee performance. However, the study concluded that each firm's organizational culture, human resource practices, nature of work, and business strategy are distinct from one another, and that these differences are likely to obscure the impact of variables on employee performance in one firm compared to that observed in another(Joseph R. & Selvaraj, 2015).

Furthermore, the level of diversity practiced in Nigerian organizations in terms of gender, age, ethnicity, and education was investigated. There were 81 people that participated in the survey. Except for ethnic diversity, the study's findings revealed that all components of workforce diversity have a substantial impact on employee performance. Employee performance is also influenced by gender, age, and educational diversity. As a result of the findings, management is advised to maintain its diversity policies and practices to maximize diversity's benefits. Management training on diversity issues is beneficial because it enables staff to overcome unconscious behaviors that obstruct diversity and inclusion(Akpakip & Ekot, 2017).

According to AARP, some of the best ways to manage AD and improve intergenerational understanding(Bashir et al., 2021;Huntington, 2021) are:

- Open apprenticeships to workers of all ages

- ❖ Creating a program to help workers who have been out of job for a long time.
- ❖ Enhance knowledge transfer by facilitating cross-generational mentoring.
- ❖ For improved teamwork, raise understanding of intergenerational disparities.
- ❖ Form employee resource groups to boost employee engagement and create chances for mentoring. These groups could morph into problem-solving or leadership development groups.
- ❖ Recruit people of various ages to create a diverse and experienced workforce.

Due to the diverse age group involved in the health care setting and intricate tasks performed by the teams, members with varying age groups are necessary. Furthermore, an employee's age has an impact on their perspective of diversity. As a result, an employee's age group has an impact on their effectiveness when working in a team. The current study hypothesizes that an employee's AD inside an organizational group has a favorable impact on their work performance.

Education Background Diversity

For WD, it's critical to recruit people from various educational backgrounds. Someone with a diploma or a degree could be just as successful as someone with a postgraduate degree. The importance of educational diversity in the workplace cannot be overstated. Organizations confront unique obstacles when it comes to pursuing innovative routes that require a competent workforce. First, there is a problem with the supply of expert workers being rigid. Attracting and maintaining highly competent employees is a challenge. Second, the importance of educational diversity is linked to the importance of knowledge diversity as a key input in

innovation processes. The need for maintaining diversified educational workforce is crucial in bringing innovations(Dastane & Eshegbe, 2015). According to econometric estimations based on panel data from the Uruguayan Innovation Survey 2006-2012, educational diversity and performance are positively connected, and firm organizational structures positively mitigate the former association(Bello-Pintado & Bianchi, 2018).

Although there are strong theoretical grounds for education-based practices and diversity management, the impact of these dynamics on performance is still unknown. When looking at the data on federal agencies, it was discovered that education-based practices and diversity management both have a favorable impact on organizational performance, but that there is no substantial link between workforce diversity and performance(Park & Liang, 2019).

In Nairobi, Kenya, the effects of workforce diversity on employee performance were researched by the Attorney General's office and the Department of Justice. Most of the employees were young women and men with a variety of educational backgrounds and cultural backgrounds, posing a difficulty in terms of having varied sets of values, expectations, and work styles at work. This study aimed to investigate the impact of educational background diversity, ethnicity diversity, AD, and gender diversity on employee performance in this context. Human capital theory, social identity theory, social exchange theory, and social categorization theory were some of the theories used in the research. Because of their various viewpoints, employees with a variety of educational backgrounds generate higher levels of consistency and originality. In order to improve creativity and innovation, the study suggested that the firm hire employees from various backgrounds in education(Maende, 2019).

Education improves core task performance by equipping people with more declarative and procedural information to properly complete their activities. According to a scoping review, educational diversity has a beneficial impact on core task performance, and education level has a good impact on innovation and citizenship behaviors. The article recommends for future research on the management of a more educated workforce(Dutta et al., 2011;Ng & Feldman, 2009).

The diversity in educational composition of work groups in Switzerland was investigated in terms of different types of vocational and academic education. The hypotheses were tested using data from a large set of over 87,000 employers and 1,200,000 employees. It was discovered that the educational diversity of work groups—and thus work groups with workers with various types of vocational and academic education—is positively related to individual workers' remuneration(Sartore & Backes-Gellner, 2020). As the remuneration is positively related the performance will also be high among the group.

Due to the diverse and intricate tasks performed, members with varying educational levels are necessary. Furthermore, an employee's educational background has an impact on their perspective of diversity. As a result, an employee's educational background has an impact on their effectiveness when working in a team. This study hypothesizes that an employee's educational diversity inside an organizational group has a favorable impact on their work performance.

Experience Diversity

A diverse variety of job experience permits for a broad range of thinking to address the various difficulties and challenges that arise in the organization. Those with extensive expertise in the sector know the

valuable ins and outs, while those with experience in other industries may be able to provide some unique perspectives and ideas that might make a significant difference. In today's work climate, an organization will need to be even more adaptable and imaginative(Ayu & Putri, 2020,Kundu & Mor, 2017;Patrick & Kumar, 2012).

An investigation in Indonesia looked at how work experience and job variables affect employee performance in the shipping enterprises. The dependent variable is work performance, and the independent variables are work experiences and job characteristics. Multiple linear regression analysis was and work experience was found to have a substantial positive link with job performance. On the other hand, job features had no effect on job performance. Concluding that, work performance is influenced by both work experience and job qualities(Ayu & Putri, 2020).

Employee performance is linked to employee experience, according to but it declines Employee performance is linked to employee experience, according to Elsaid (2012), and it declines after 20 years or more of experience. In recent years, evidence for this relation to information, performance, experience, and knowledge has been sought in a profession such as education, which requires a significant amount of specialized knowledge, information, and experience, such as science, politics, the arts, and management. Thus, work experience of teachers and non-teaching staff has significant foundations to employee performance, literature demonstrates that teachers and non-teaching staff with more experience give better education and share information via experience(Elsaid, 2012).

In the Sultanate of Oman, a study was done to investigate the effects of workforce diversity on employee performance in a few Higher Educational Institutions. The study was conducted using a cross-sectional research design. Personnel were divided into homogeneous strata of academic and

non-academic employees, yielding a random sample of 198 participants. The findings revealed a strong and favorable link between the independent variable gender diversity and the dependent variable employee performance. The results also revealed a positive but negligible link between the dependent variable employee performance and the independent variables age, experience, and education diversity. To improve the efficacy of workforce diversity in terms of employee performance, higher educational institutions should implement diversity management initiatives(Van der Walt & Du Plessis, 2010).

Due to the diverse and intricate tasks performed by the teams, members with varying experience levels are necessary. Furthermore, an employee's years of experience has an impact on their perspective of diversity. As a result, an employee's ED has an impact on their effectiveness when working in a team. This study hypothesizes that an employee's ED has a favorable impact on their work performance.

Language Diversity

Systematic learning about cultural differences and training employees to learn about it, be sensitive to cross-cultural differences, encouraging employees to accept overseas assignments, and offering language training are some of the strategies that can be used in organizations to improve employees' ability to work diversely with cultural differences and increase inclusiveness(Patrick & Kumar, 2012).

A study in Pakistan looked into the impact of educational diversity, linguistic diversity, work experience diversity, and religious diversity on the performance of government college teaching and non-teaching staff. The study indicated that linguistic diversity, academic diversity, job

experience diversity, and religion diversity all have favorable and significant effects on employee performance(Ali and Gumro., 2020).

A phenomenological study of intercultural communication was conducted in a multinational company in the United Kingdom. Through contacts with coworkers, the respondents were invited to explain their professional and intercultural experiences. The focus that research was on expected cross-cultural encounters, as well as any miscommunication that may have happened. Most of the respondents' express satisfaction with their multicultural encounters and discuss vocal modifications as well as communication obstacles. However, all respondents believe that unforeseen and often offensive outcomes are a possibility. Some coping techniques are thought to be rude or disrespectful(D. Randy, 2020).

A study in Germany investigated the impact of linguistic variety in the workplace and workplace productivity. This study concluded that linguistic diversity raised communication costs and, as a result, reduced production. The study looked at data from 2003 to 2012 and discovered that having a more diverse workforce lowers productivity(Dale-Olsen & Finseraas, 2019).

The complex interplay between contextual-organizational components (organizational 'top-down' discourse), observed 'bottom-up' practices, and actors' opinions on language ideologies was highlighted in a study done in Switzerland as part of organizational diversity management. Understanding the complexities of linguistic diversity management in the workplace can assist businesses in implementing innovative language management strategies and tracking their "diversity performance. (Yanaprasart, 2016)

Communication is essential in the workplace for developing and sustaining good working relationships(D. Randy, 2020). Randy explained the methods to overcome the language barrier in workplace by discussing the tips of Longest et al. (2000)

1. Receivers and senders can eliminate environmental obstacles by paying attention to their messages and devoting enough time to listening to what is being communicated.
2. It is beneficial to have a management philosophy that supports open communication.
3. The number of links (levels in the organizational hierarchy or steps between the sender and the receiver) between the sender and the receiver is reduced, which minimizes the chances of distortion.
4. The power/status barrier can be broken down by actively altering words and symbols to make communications more intelligible; tying words to actions increases communication greatly among people of different power/status levels.
5. Using many channels to reinforce complicated concepts reduces the chances of misinterpretation.

Due to the diverse and intricate tasks performed by the teams, members from different nations and language are necessary. Furthermore, an employee's language has an impact on their perspective of diversity. As a result, an employee's LD has an impact on their effectiveness when working in a team. This study hypothesizes that an employee's LD has a favorable impact on their work performance.

Value systems

In the workplace, embracing diversity entails fostering an environment that values and embraces difference, recognizes the distinctive contributions

that people with a variety of differences may make, and maximizes the potential of all employees. Diverse people are respected for their differences. The importance of multicultural education in valuing diversity cannot be overstated(Shepherd et al., 2019) . When members of a workgroup disagree about what the group's task, goal, target, or mission should be, this is called value diversity. These differences could lead to arguments over delegation and resource distribution in several circumstances. Group members who prioritize effectiveness, for example, are more prone to argue about duty and resource allocation than group members who favor efficiency(Verma, 2015).

Where religious views restrict or encourage activities, faith can be an employment issue. Religious people may feel compelled to communicate their convictions in the workplace, and those who do not share their beliefs may object. Religious discrimination claims have been a growing source of discrimination claims in the United States, and an issue around the world, perhaps as a result of differing opinions of religion's role in the workplace(shirsch, 2014).

Due to the diverse and intricate tasks performed by the teams, members from different nations, ethnicity with different value systems are working in the organization. Furthermore, an employee's value systems have an impact on their perspective of diversity and effectiveness when working in a team. This study hypothesizes that an employee's value system diversity has a favorable impact on their work performance.

2.4 Multicultural Environment Advantages and disadvantages

If an organization wants to implement multiculturalism, it must first ensure that effective communication is in place. When diverse issues related to

cultural differences must be addressed, good communication fosters strong collaboration among the various sectors of the organization. This ensures that the other employees' cultural ideas are understood and accepted. The researcher did an extensive search on the CD in workplace.

CD refers to a group of people from various cultures and is influenced by characteristics such as language, religion, race, sexual orientation, gender, age, and ethnicity. Organizations began to promote CD in the early 2000s. This was due to a variety of demographic changes as well as a shifting workforce(*Cultural Diversity in the Workplace: Definition, Trends & Examples - Video & Lesson Transcript | Study.Com*, 2013).

CD in healthcare is critical to providing the best possible treatment to patients. Access to care for racial minorities can be improved by a healthcare organization that encourages cultural diversity. It can also help patients and physicians communicate more effectively because they can speak in the language that they are most comfortable with. Miscommunication in the healthcare field can be disastrous. To promote CD in the workplace, several elements such as language, religion, sexual orientation, political beliefs, and different nationalities must be considered(*Cultural Diversity - The Ultimate Guide to Cultural Competence (2021)*).

It was explored economists' ideas on cultural variety, indicating a serious concern to comprehend variability in choices and economic development viewpoints. Ethnic conflict, which can develop owing to choose heterogeneity with respect to public goods and policy, is an old but still important understanding of CD (Habyarimana et al.,2007).

Culture diversity was discussed by UNESCO in 2021. Since the emergence of homo sapiens, human progress has been aided by cultural diversity. As

evidenced by the sharing of discoveries and innovations, institutional experience, and knowledge among human societies. Culture is always changing, growing over time and space, and adapting to new situations. As a result, each civilization benefits greatly from the insights provided by this vast repository of data. It is the greatest renewable resource for humanity and civilization. As a result, it is vital to value diversity and preserve and promote cultures as a society asset(*Cutting Edge | The Infinite Reservoir: Cultural Diversity for Shaping the Future We Want*, 2021;Trask & Anguiano, 2012). A review of the London business communities view on CD considered as an economic strength by national and local governments(Lee & Nathan, 2010).

Increased creativity, initiative, and problem solving, according to Podsiadlowski et al. (2013), are some of the positive outcomes of cultural diversity. This is accomplished by introducing new views to problem solutions, hence enhancing creativity and performance, as well as the ability to allocate suitable resources. On the other hand, discrimination, wage inequality, stereotyping, and different forms of conflict are some of the negative repercussions that might occur (Podsiadlowski et al., 2013).

Furthermore there are some CD workplace issues such as: (1) miscommunication, as well as discrimination, prejudice, lack of respect, and racism; (2) harassment, which has a negative impact on employees and the organization as a whole; and (3) failing to provide employees with the necessary equipment to access all facilities and perform their jobs(Alozie, 2020a).

However, the remedial measures mentioned by most of the human resource management researchers focused on effective strategies in communication, multi-cultural training, openness, flexibility, and creativity. CD is

important for any organization to grow, develop, compete, and retain its greatest resource that is human talent.

Based on the reviews the researcher collated some of the advantages and disadvantages of CD in the workplace(Raewf & Mahmood, 2021 Lamichhane, 2021, Bashir et al., 2021, Alozie, 2020, Shepherd et al., 2019; Goel, 2018)

- Capacity of the employees- A diverse collection of capacity, capabilities, experiences, the language will generate innovations
- Different viewpoints - Various perspectives, ideas and experiences that bring about a solution in a better way
- Better performance- Recognition given to the diverse group and the employees satisfaction will get reflected in their performance.
- Increased adaptability- If recognized well, the sourcing and allocation of resources will be based on equity needs.
- Inspires creativity and fosters innovation
- Personal and professional growth: Enriching experience that allows employees to learn about different perspectives and traditions across the globe.
- Increase in Productivity and increases employee morale.
- Reduce staff turnover- Encourage shared regard amongst colleagues who value diverse culture, viewpoints, and experiences of their colleagues.

Disadvantages of cultural diversity in the workplace

- Communication barriers- Employees from different cultures often find it difficult to communicate. Ineffective communication leads to more ambiguity, a lack of engagement among groups, and low

morale. For diversity programs to work, cultural and linguistic barriers must be addressed.

- ❖ Accommodation of Beliefs-Diversity in cultural, and religious opinions can pose challenge in a diverse workplace.
- ❖ Misunderstanding of professional etiquette- Colleagues from distinct cultures can have different workplace attitudes, values, behaviors, and etiquette.
- ❖ Age differences- it can trigger conflict among the employees. As the senior staff are more culture oriented and issues with generation gap can arise.

Another systematic review(Handayani et al., 2017) discussed the benefits of diversity in the workplace, according to Mullins, and the challenges, according to Luis et al. The benefits are (1) workplace diversity effectively promotes work and cost relationships by utilizing the better talent of employees; (2) workplace diversity enhances customer relationships; (3) workplace diversity improves creativity, flexibility, and innovation; (4) workplace diversity reduces the costs associated with turnover, absenteeism, and lawsuits. Employee diversity has many advantages for the company, but it also presents new challenges for managers. According to Luis et al., some of these challenges include: (1) the right to appreciate employee diversity; (2) balancing individual needs and group justice; (3) dealing with resistance to change; (4) ensuring group cohesiveness and open communication; (5) avoiding employee resentment and backlash; (6) maintaining respect for performers; and (7) maximizing opportunities for all to grow.

Multicultural discourses that include the different views of all employees will not only revolutionize our public and private economic organizations, but they will also re-energize our public discourses and political

institutions, bolstering our social, political, and economic well-being(Fine, 2016).

King Hamad University Hospital, in the Kingdom of Bahrain, employs people from many countries and cultures, and they interact regularly. It can be said that, multiculturalism adds to the complexity of the organization by increasing the number of perspectives, approaches, and viewpoints of employees represented within the organization.

2.5 Managing cultural diversity for better employee performance

Cultural competence has four aspects that correlate with each other, (1) awareness of one's own view of the cultural world, (2) attitude on differences between cultures, (3) cultural knowledge acquired on various cultural beliefs, views, and practices, and (4) the skills between different cultures and their interrelationships (Alizadeh et al., 2016). Cross-cultural management examines and contrasts organizational behavior across countries and cultures, with the goal of better understanding and enhancing interactions between coworkers, managers, executives, clients, suppliers, and alliance partners from other countries and cultures. As a result, cross-cultural management broadens the definition of domestic management to include international and multicultural dynamics(Adler & Gundersen, 2008).

Managing multiculturalism in large organizations is a critical task. Most of the time, cultural assimilation occurs, when of the minority culture adapt to the cultural requirements of the majority group. Even though the organization's legal obligations under civil rights laws must include measures to eliminate racial and gender discrimination. Affirmative action must also be incorporated into strategies to address cultural

diversity(Kulkarni, 2012). In a study conducted in the United States, thematic analysis was used to analyze the general perspectives of 56 health care professionals' cultural competence and the extent to which they believe their workplaces address cross-cultural challenges, revealing the need for comprehensive cultural competence and safety approaches(Shepherd et al., 2019).

The views of administrators and decision-makers in a few enterprises in Kurdistan, Iraq were used to evaluate CD in the workplace. Many of the respondents in the Kurdistan area of Iraq did not complain or experience racism in their workplaces, according to the researchers, and many of the respondents felt that their workplaces foster cultural diversity. In addition, the researchers recommended that organizations must hold conferences, meetings, and seminars to promote cultural diversity(Raewf & Mahmood, 2021).

In Malaysia, a study was carried out to determine the extent of CD and its impact on interaction and turnover. According to data collected from 100 respondents via a questionnaire survey, there is a substantial association between CD and turnover status, with respondents aged 21 to 30 years old having the highest alert on cultural diversity. It's has also been established that there's a substantial gap between respondents' educational levels, their CD and interaction expertise. According to the survey, managers must handle diversity appropriately or turnover is likely.

When phenotype and culture are compatible, career outcomes are more favorable than when they are not. Prejudice, discrimination, and stereotyping are examples of CD derivatives that negatively affect minority culture members. According to research, the size of a minority population influences the extent of discrimination(Schummer, 2009).

Impact of CD on the multicultural team performance was investigated and found some of the challenges like communication problems, culture unawareness, attitudinal issues, perception issues and impact of culture diversity on decision making process(Jayanthi & Rajandran, 2015).

Top management support for diversity was substantially associated with training and perceived training success. Training adoption was associated with large organizational size, positive top management beliefs about diversity, high strategic priority of diversity relative to other competing objectives, presence of a diversity manager, and existence of a large number of other diversity-supportive policies, according to data analyzed on 785 human resource professionals(Rynes & Rosen, 1995).

Research into the availability of technology and scientific resources in the Indian manufacturing industry, as well as the diversity of the workforce. Through the efforts of their Human Resource departments, the most successful firms have successfully integrated worker diversity into their corporate vision. Coaching, mentors, networking, and career development opportunities are all available through these organizations. Regularly develop, update, and implement inclusiveness training. Assign leadership positions to in-house diversity councils and committees (Deshpande, 2013).

When people from diverse socioeconomic and cultural groups come together, difficulties and opportunities develop. Organizations utilize training to help improve their use of diversity to boost organizational efficiency by reducing misunderstanding and conflict while also building understanding, cultural competence, and inclusiveness. CD training nowadays is mostly based on two historical training traditions: equity-oriented and culture-based training. Thus, the field is braided with crucial threads in each. The majority of training entails disseminating information

on important topics and developing both internal and external abilities (Wilkinson, 2017).

Even though diversity training has a high failure rate or produces less-than-desired results, many firms spend millions of dollars on it. An alternative strategic approach to organizational diversity that requires managers to "break barriers" by shifting away from "managing diversity" and toward "managing for diversity" in order to capitalize on the distinct viewpoints of a varied workforce(Chavez & Weisinger, 2008).

In the United Arab Emirates, managing WD has become a top priority for organizations. Because of the UAE's cross-border mobility, people of many languages, customs, and ethnic backgrounds have interacted. Although diversity has been found to offer a variety of advantages, it can also lead to misunderstandings, dysfunctional adaptive behaviors, and the construction of barriers, all of which limit the benefits diversity can bring to the organization. One methodology combined survey data from 450 international workers along with qualitative data from interviews with native organization officials. Employees surveyed had a generally positive attitude toward WD, according to the study. When asked more specific questions about organizational policies, however, a large portion of respondents expressed doubts about their employer's ability to implement good intercultural communication and diversity policies(Al-Jenaibi, 2012).

Leadership styles are important in managers' capacity to interact with a diverse group of people with varying levels of knowledge within the organization. Leadership is widely recognized as the most effective facilitator of competitive advantage, great organizational performance, and long-term sustainability. Consequently, leaders face additional challenges in a globalized society, including not only leading in a multicultural context, but also managing a more diverse staff. It is believed that a

"culture tsunami" necessitates cross-cultural capabilities, and thus effective leaders with a diverse skill set that allows them to lead globally(Attar et al., 2019).

Diversity, quality, and financial performance have all been linked in a systematic review. Patients performed better in general when care was provided by more diverse teams, according to research. Improvements in innovation, team collaboration, and risk assessment are all found in professional skill-focused studies. Increased diversity boosted financial success as well. A diverse setting was frequently mentioned as a factor of preventing change-related frictions(Gomez & Bernet, 2019, Akpakip & Ekot, 2017;Cho et al., 2017).

Employee performance in the organization was found to have a significant and positive impact on age, gender, educational, and work-ED in a study (Imran et al., 2021).

Meanwhile, the researchers also discovered a negative relationship between diversity and performance. Factors like organizational duration, race, and gender diversity negatively correlated with employee performance, with no influence on AD (Bodla et al., 2018; Li et al., 2018). However, organizational leaders may increase team creativity by being familiar with workforce diversity and enhancing team members' identification with the organization, as well as encouraging team information sharing and driving proactive and diverse thinking(Li et al., 2018).

Managing workplace CD represents the organization's inclusive attitude to demographic, social, and cultural differences. Employee mentoring, educational and diversity training awareness initiatives, and work-life balance programs for vulnerable groups are frequently required for

addressing the above discussed issues(Mateescu, 2017; Panaccio et al., 2010).

HR management measures responsive to cultural variations were discussed in an OECD meeting in 2020 and included the following HR management measures responsive to cultural variations(Wkh et al., 2020.).

- Promote immigration rules and regulations in order to avoid problems with labour contracts
- Offer expertise in tax regulations and other related difficulties resulted in the development of specific advisory services for foreign staff.
- Gender, nationality, and family circumstances were all given separate fields and sections in all the databases Institutes. To track people's competences, skills, particular needs, and special challenges, a completely integrated HRM program was created.
- Specific travel policies that are compliant with international standards.
- International procedures for evaluating and assessing performance and skills.
- Some locations were designated as prayer rooms whenever possible. Accordingly, newcomers are to be given a list of supermarkets, pubs, and shops that serve special food that meets religious standards.

Another supporting recommendations for enhancing diversity management at Botswana's higher education institutions(Rudhumbu & Chawawa, 2014)

- All stakeholders in the organization must be aware of the diversity blueprint of policies and strategies.

- ❖ Ensure that all organization members understand and appreciate the importance and benefits of diversity in organizations, as well as why it should be effectively managed, through frequent organization-wide staff training on diversity and diversity management.
- ❖ Clear systems for rewarding excellent diversity management and disciplining noncompliance are required to guarantee that all members can engage actively and effectively in diversity management programs.
- ❖ Important to understand that diversity management can only be successful if enough resources are available.

As a result, organizations should establish and implement resource allocation strategies to ensure that sufficient people, material, and financial resources are available for effective diversity management.

2.6 Diversity Theories in Human resource management

Many theories discussed about how to manage a diverse workforce. Various points to explain why diversity is helpful or detrimental to organizational outcomes were also mentioned. Here the researcher explains about some theories based on the reviews which helped to develop the conceptual model(OpenStax, 2019, *Key Diversity Theories – Principles of Management*, 2019, Hofhuis et al., 2016, Nathan & Lee, 2013; Mazur, 2010).

Multiple views resulting from cultural differences among group or organizational members, according to the cognitive diversity hypothesis, lead to creative problem solving and creativity. Watson and colleagues compared the performance of groups that were culturally homogeneous and those that were culturally varied. Groups were given tasks to assess, and their performance was measured at four intervals across time. Initially, homogeneous groups outperformed diverse groupings in terms of total

performance. However, there were no significant changes in overall performance between the groups by Intervals 3 and 4, but the diverse group outperformed the homogeneous group in terms of generating a wider range of perspectives and providing a bigger number of choices. Although homogenous groups may outperform culturally varied groups at first, this research demonstrates that over time, diverse groups gain from a greater range of ideas to pick from when solving an issue. These advantages, according to the cognitive diversity hypothesis, derive from the different views provided by group members' cultural diversity. However, effective collaboration between members of different groups takes time(Watson et al., 1993).

According to the similarity-attraction paradigm and social identity theory, diversity can have a negative impact on group and organizational outcomes due to people's preferences for connecting with those who are like them. Many researchers contend that physical diversity characteristics features like color, age, or sex have a positive impact on performance because team members bring comparable cognitive abilities if they belong to similar demographic experiences(Horwitz & Horwitz, 2007).

Finally another sociocultural theory by Vygotsky describes cultural competence development as a socially mediated process in which one acquire cultural values, beliefs, and problem-solving skills through collaborative conversations with more informed members of society, according to Vygotsky's sociocultural theory, 2020).

In this research, the researcher reviews multiple paradigm that explains the diversity theory in human resource management and selected a few areas out of her interest to explore further as CD factors affecting the employee's performance.

2.7 Application of Review of Literature

From the extensive review based on various aspects of CD factors, the following interpretations were made by the researcher under the following headings.

What has been done so far?

Data on WD is gaining attraction around the world, and most major corporations have made their information regarding WD available on their websites. Recruiting, retaining, and improving cultural diversity among personnel are all part of their strategic plan.

What has not been done?

In order to develop cultural competence among employees, a baseline survey was not done so far to investigate on the cultural diversity factors and the performance of employees of the tertiary hospital, Kingdom of Bahrain.

What must be done?

Researcher identifies the factors and their association on the employee performance. On the basis of the study the training requirement can be developed.

Gaps on similar research done in other countries in the GCC

- As the world becomes more global, human resource management must keep up with changing cultures, attitudes, beliefs, and backgrounds. In a workplace, individuals from different backgrounds work together to attain the organization's goals and objectives.

  Reference: Cultural and Institutional Context of Global Human Resource Management learning objectives Springtime in Paris.

- Saudi Arabia had the biggest share of expatriate workers in the Gulf Cooperation Council (GCC) countries in the second quarter of 2020, with almost 7.8 million workers, followed by Kuwait (2.4 million), Qatar (2.1 million), Oman (1.6 million), and Bahrain (1.6 million)
- Some of the gaps identified by the researcher include
    1. Lack of organizational level analysis of cultural diversity and its effect on performance.
    2. Lack of knowledge among the top-level management regarding active cultural differences and the process of communication.
    3. Research settings that cannot address a variety of cultural contexts.
    4. Furthermore, most studies do not investigate underlying beliefs and values or managerial interventions.
    5. Not focused on how cultural diversity is managed rather than the diversity itself.
    6. Some of the research on workforce localization and social stratification mentioned the interpretive perspectives.

Conceptual Framework

A conceptual framework defines the relevant variables and maps out how they relate to each other. This visual format explains the researchers view on the cultural diversity factors (Age, Education, Experience, Language, and Value systems) and the association of these factors against the

employee performance. The hypotheses were generated based on the researcher's assumption and investigated.

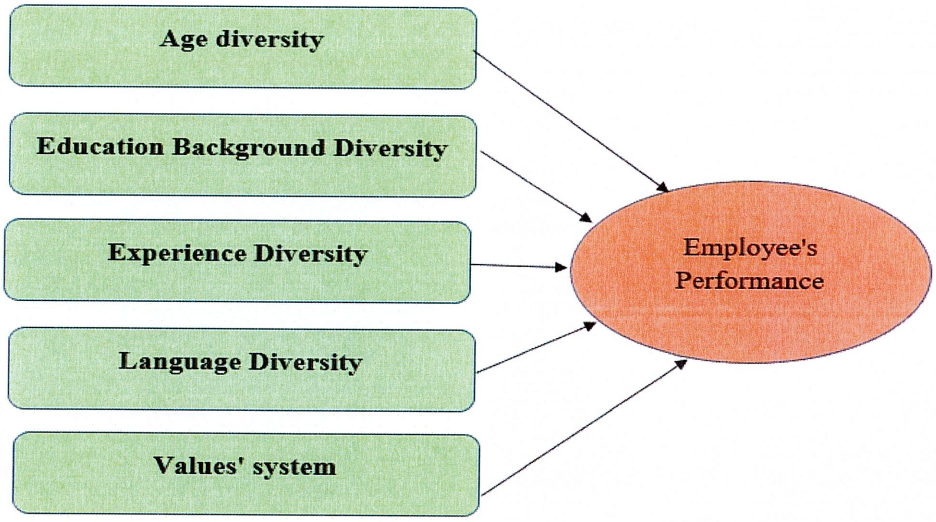


Figure 4: Conceptual Model

Based on the previous literature the researcher developed five hypotheses

1. Age diversity.

Hypothesis 1:

H1: Age diversification is positively related to employees' performance

2. Educational (qualification) background diversity

Hypothesis 2:

H2: Employee's education is positively related to employees' performance

3. Work experience diversity

Hypothesis 3:

H3: Work experience is positively related to the employees' performance

4. Language diversity

Hypothesis 4:

H4: Language is positively related to employees' performance

5. Values system.

Hypothesis 5:

H5: Values' system is positively related to employees' performance

This chapter has presented an extensive review of literature relevant to the present study and dealt with the exact theoretical background of the subject matter. The information gathered helped to generate hypothese

Chapter Three: Methods and Procedures

3.1 Introduction

This chapter of the research work presents the cornerstone components of the research study; it is about the procedures and techniques used by the researcher to systematically design the study to ensure valid and reliable results that address the research aims and objectives. Research methods and procedures outlines the research design, setting, population and sample, ethical considerations, instruments, definition of the variables (Operational and Conceptual) and survey pre-testing, data collection procedure, and data analysis procedure. At the end of this chapter, a brief summary of the whole chapter is also provided.

3.2 Research Design

Research Design is "spells out the basic strategies that researchers adopt to develop evidence that is accurate and interpretable. The research design incorporates some of the most important methodological decisions that researchers make, particularly in quantitative studies". (Polit and Beck, 2012. page 180).

This study utilized the descriptive, cross-sectional, correlational design. The decretive correlational describe the relationship between independent variables and the dependent variable rather than to conclude cause and effect relationships (Polit & Beck, 2012). Therefore, five different independent variables were used to investigate the dependent variable. Table (2) shows the different independent and the dependent variables that were used to carry out this research study.

The cross-sectional design most often used when the study is descriptive correlational, besides that, the researcher aimed to describe this relationship between the variables in a fix point of time, without overlooking at the time-related purpose that may limit the researcher to

complete data collection within a given period of time for thesis purposes (Polit& Beck, 2012).

Table 2: Independent and Dependent Variables

Independent variables (Cultural Diversity Factors)	**Dependent variable**
Age Diversity	Employee's Performance:
Education Background Diversity	
Experience Diversity	
Language Diversity	
Values' system	

3.4. Research Setting

Bahrain is ancient land rich in culture and history, the Kingdom of Bahrain is also characterized by a cosmopolitan outlook and modernization. An archipelago of 50 natural islands, Bahrain lies in the Arabian Gulf with Saudi Arabia to its west and Qatar to the south east, it is divided into four governorates (Capital, Muharraq, Northern and Southern). Manama is the capital, and total of 760 square kilometers in

size. According to the 2020 census, Bahrain's population numbers 1,501,635 people, of which 712,362 are Bahraini nationals ("Bahrain 2020 Census"); which means a huge Influx of immigrants and guest workers. Bahrain has a universal health care system, includes two major sectors: public hospitals (funded by the Ministry of Health or the Bahrain Defence Force (BDF)) and private hospitals . This study conducted at KING Hamad University Hospital (KHUH), A university hospital located in Muharraq Governorate accommodates 434 beds; distributed between operating rooms, intensive care unit, neonatal care and neonatal intensive care unit (NICU), emergency ward, 12 inpatient care units, physiotherapy, hyperbaric unit and outpatient department equipped with state-of-the-art medical equipment. This hospital was chosen as research setting for the reasons that (1) there is a high concentration of staff employed by this hospital, and (2) this hospital is within easy access of the researcher.

3.5. Research Population and sample

The population of a study can be defined as a large gathering of people who are determined to postulate the outcomes of the study being conducted. Population depends on the research work being carried out (David, 2019).

The target population is all employees work in KHUH in Bahrain, who come from different nationalities and backgrounds. Different employee categories (administrative, medical, nursing, and allied health) and different employee levels are working at KHUH. The sample size needed for this study was computed using power analysis (G*power) software. To obtain a power of 0.8, Alpha .05 and estimated medium effect size, a sample size of 300 staff is required for the study. Convenience sampling enrolls the most available individuals to participate in the study of interest,

even its' problematic for quantitative researches it saves costs and time, in addition it allows the researcher to use the most convenient target population (Polit& Beck, 2012).

3.6. Ethical Considerations:

The study was given ethical approval by the Institutional Review Board (IRB) at the University of Bahrain in Bahrain, and by the institutional review boards of KHUH.

Participants were informed of the purpose of the study and had to acknowledge the electronic consent form before completing the online questionnaire. Besides acknowledging the read of the consent, completion of the questionnaire was considered as consent to participate in the study. The Information Sheet (**Appendix 1**) also included an explanation of the study purpose and significance. Anonymity of the respondents was observed throughout the study. Confidentiality of the information was assured, and respondents were told that all data gathered was for academic purposes only. Respondents were not coerced into participating in the study and completion of study instruments was voluntary. The contact information of the investigator was provided for respondents to access if they have any questions regarding the study or the instruments. Accurate reporting of results was done, and all gathered data were subsequently kept in a secured personal computer which is locked with a password to protect information.

3.7. Research Instrumentation

3.7.1. Questionnaire Development

The framework of the survey was based on the research objectives and the four independent variables that were described in Chapter One. The research questionnaire was developed based on questions relating to

different independent and dependent variables. The questions were chosen to assess each variable, and are taken from previous validated sources.

The survey was divided into three different sections to gain a complete insight of the respondent's perception about CD factors and employee's performance. The first part of the questionnaire consisted of the respondent's profile which comprised of basic five questions include (gender, age group, years of experience, qualifications, and job category). The second part of the questionnaire comprised of five scales related to the independent variable (AD, EBD, ED, LD, and VS). The third and last part consisted of five questions related to the dependent variable "employee's performance". Questionnaire was divided into different sections to enhance the interface and for the better understanding of the questions. Table (3) below mentions factors, sub-factors and parameters of the questionnaire development which was discussed above.

Table 3: Questionnaire Development

Factors	Sub-factors	Parameters
Age Diversity (AD)	**AD1**	**5 parameters**
	AD2	
	AD3	
	AD4	
	AD5	
Education Background Diversity (EBD)	**EBD1**	**5 parameters**
	EBD2	
	EBD3	
	EBD4	
	EBD5	
Experience Diversity (ED)	**ED1**	**5 parameters**
	ED2	
	ED3	
	ED4	
	ED5	
Language Diversity (LD)	**LD1**	**5 parameters**
	LD2	
	LD3	
	LD4	

Values' System (VS)	LD5 VS1 VS2 VS3 VS4 VS5	5 parameters
Employee's Performance (EP)	EP1 EP2 EP3 EP4 EP5	5 parameters

3.7.2. Conceptual and Operational Definition of Variables

Conceptual definition can be characterized as what the actual concept of the variable is and how it is related to other variables, it basically considers rooted significance of the variable, whereas the operational definition can be defined as how to assess or evaluate the variable (Abumere & Muraina, 2018). Conceptual definition of the variables is used to conceive operational definition of the variables. Table (4) lists the operational and conceptual definition for each variable.

Table 4: Operational and Conceptual Definition of Variables

Variable	Conceptual Definition	Operational Definition
Age Diversity (AD)	AD is a critical element of a dynamic and comprehensive at work. Organizations that include diverse age groups are more promising to succeed, if the average workplace currently contains members from at least four generations (Crumpacker, M., & Crumpacker, J. M. (2007).	The measuring of the participants' perspective on AD through exploring their views based on problem solving capacity, decision making process, knowledge level, emotional aspects, and performance level of the employees. Five items were used to measure AD.
Education Background Diversity (EBD)	Educational diversity comes from teaching at school or college or career improvement through experience and internship. MAKUDZA, et al (2020).	The measuring of the participants perspective on EBD through studying the effect of the educational background on the quality of recruitment at KHUH, taking decisions, solving problems, the ability to perform tasks professionally also whether if the diversity of education reflects different experiences and on how all above will influence the performance of the employees
Experience Diversity (ED)	Employee diversity in experience is defined by Carr, Pearson, Vest, and Boyar (2006) as the variances in knowledge, abilities, and competencies	The measuring of the participants' perspective on ED by measuring how diversity in employees' experiences affect the creativity of the employees, develop of

	added in a specific profession route. According to Carr et al. (2006), defined work experience as the long duration at a specified profession.	performing tasks, work comfortably.
Language Diversity (LD)	The scheme helps individuals to communicate, in all styles of approaches such like speak and write, including the practice of words in an arranged and conventional way.(Qiaoxin& Liswandi, **2018)**	The measuring of the participants perspective on LD when it comes to communication between employees which it's helps perform tasks easily, collaboration at work affect teams structure and increase of harmony in performing teamwork, provide global services, KHUH provides employees with language learning courses in order to perform work better.
Values' System (VS)	Values are defined by Selva (2019) as the ultimate attitudes guiding our psychological practices and performance, applied towards normative standards to judge and to choose through alternate manners of behaviour (Jonck, Van der Walt & Sobayeni, 2017).	The measuring of the participants perspective on the impact of values on the performance of the employees, how KHUH'S values are in line with employees cultural values and how it affects customer satisfaction also finding whether if cultural values emphasizes teamwork, and whether if KHUH encourages positive cultural values.
	Brough, et al (2014), defined performance appraisal as practice of forming a common employee	The measuring of the participants perspective on highlights on CD effects on helping to develop new skills, also how the promotion

Employee's Performance (EP)	considerate regarding what the organization's level have been set to achieve. Pawirosumarto et al. (2017) mentioned that employee performance about the scope of employees needs and efforts to achieve their work. Employee performance is the potentials of the employees to reach the objectives (Arifin et al., 2020).	system in KHUH is fair to all employees regardless of their cultural differences which will give the confidence to perform more, and how KHUH promotes healthy competition to achieve outstanding achievements and to reach KHUHs' goals.

3.7.3. Questionnaire Sources

Each set of questions is used in the research questionnaire for each variable intended to reflect on the related research hypothesis and objective of the study. Various literatures was reviewed to create a set of questions which were suitable for this study. Therefore, the questions used in the research questionnaire were all adopted from many previous studies and research and were modified according to this research study.

3.7.4. Deciding on the Type of Scale

The questions related to different variables in the questionnaire were evaluated using a Likert Scale, as this scale is easier to understand, the responses received were quantitative and easier to do conduct mathematical analysis. Additionally, it also evaluates the respondent's complete view rather than just a yes or no answer (LaMarca, 2011 and/or Polit& Beck, 2012). A specific numerical score was assigned to each attribute of the Likert scale, so that it can be related to how strongly a

respondent agrees or disagrees with the statement on a five-point scale as shown in table (5)., the author also designed the scale with an odd number of items which gives the respondents an opportunity to be neutral or ambivalent (Polit& Beck, 2012).

Table 5: Likert Scale

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

3.7.5. Validity and Reliability

3.7.5.1. Survey Pre-testing

Pre-testing can be considered as one of the most imperative parts of the survey as the whole survey results depend on the data collected for the research purposes. It is a crucial step while conducting research as it enhances the reliability of the research study. These approaches were used to determine the questions that were creating problems and to check the quality of the questionnaire constructed for the survey.

The study tool was given to three expert staff in Human Resources department working at KHUH as a pre-testing phase with the aim of evaluating the face validity. The three HR expert staffs were asked to comment if the tool items are relevant and cover the concept it purports to measure. Notes on the items of the study tool were collected and corrected to refine the items of the study tool. This phase resulted in improving the

relevance of the study tool items to the concepts they are planned to measure.

Content validity is the estimate of how much a measure represents each element. To evaluate the study tool content validity, five HR specialists were given the objectives and items and are asked to independently to evaluate the relation of each item to the objective using a (Forced Likert scale.

The (Content Validity Index) was calculated by consider percent of items given a rating of quite related or much related towards both evaluators contributes to all items. Most items were considered relevant by both experts. The CVI of the instrument was 96.3, Table 6 shows the summary of CVI items

Table 6: Summary of the CVI findings

Item	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	*i-CVI*	*%*
AD1	4	4	3	3	4	3.6	90
AD2	3	4	4	3	4	3.6	90
AD3	4	4	4	4	4	4	100
AD4	4	4	4	3	4	3.8	95
AD5	4	4	4	4	4	4	100
EBD1	4	4	4	4	4	4	100
EBD2	4	4	4	3	4	3.8	95
EBD3	4	3	3	3	4	3.4	85
EBD4	4	3	3	4	4	3.6	90
EBD5	4	4	4	4	4	4	100

ED1	4	4	4	4	4	4	100
ED2	4	4	4	4	4	4	100
ED3	4	4	4	4	4	4	100
ED4	4	4	4	4	4	4	100
ED5	4	4	4	4	4	4	100
LD1	4	4	4	4	4	4	100
LD2	4	4	4	4	4	4	100
LD3	4	4	4	4	4	4	100
LD4	4	4	4	4	4	4	100
LD5	4	4	4	4	4	4	100
VS1	4	4	4	4	3	3.8	95
VS2	4	4	4	4	3	3.8	95
VS3	4	3	4	4	4	3.8	95
VS4	4	3	4	4	3	3.6	90
VS5	4	3	4	4	4	3.8	95
EP1	4	3	3	3	4	3.4	85
EP2	4	3	3	4	4	3.6	90
EP3	4	4	4	4	4	4	100
EP4	4	4	4	4	4	4	100
EP5	4	4	4	4	4	4	100
Average							96.3

3.8. Pilot Test:

Pilot tests can be described as short test or study conducted to assess research obligations and different research approaches in anticipation for a

larger study. It can be considered as the most imperative phase in the research study and is usually administered to determine possible complications and weakness in the research approaches precedent to apply at the time of the complete full study (Hassan, Schattner & Mazza, 2006). Therefore, it can be considered as an experiment for the study, permitting the researcher to test the research proposition with a lesser number of respondents before administrating the complete study. It can be considered as a supplementary step in conducting the survey but doing it will be much more 56 beneficial in conducting the research study (Wright, 2018).

Reliability analysis was done to test the degree of compatibility and uniformity of a measure. When the same results occur under the same repeated conditions then the test is said to be reliable (Shuttleworth and Wilson, 2009). To evaluate the questionnaire internal consistency, 25 KHUH staff from different organizational categories were selected to complete the survey as a pilot phase. Internal consistency reliability is the most frequently employed of measures where the concern is with the consistency of performance of one group of individuals across the items on a single measure. To estimate the internal consistency of a measure, one would administer the measure under standardized conditions to a group of participants on one occasion. The alpha coefficient is the preferred index of internal consistency reliability because it has a single value for any given set of data. Alpha represents the extent to which performance on any one item on an instrument is a good indicator of performance on any other item in the same instrument (Waltz et al., 2017). Cronbach's Alpha was used to estimate the internal consistency reliability of the developed sub scales.

Table (7) presents the Cronbach's Alpha values of pilot study. The results ranged from .69 to .87 which shows acceptable levels of reliability.

Table 7: Reliability assessment results using Alpha Cronbach's method of the pilot phase

Composite variable	Total number of items in the composite variable	Excluded items to improve reliability (if any)	Final Alpha Cronbach's coefficient of reliability	Reliability level
Age Diversity	5	-	.79	Reliable
Education Background Diversity	5	-	.74	Reliable
Experience Diversity	5	-	.76	Reliable
Language Diversity	5	-	.69	Reliable
Values' system	5	-	.87	Reliable
Employee's Performance	5	-	.87	Reliable

3.9. Data collection

An online survey was created and filled with the tested questionnaire for the ease of the employees and due to the pandemic precautions using the Surveys Monkey. This survey was sent to the employee's email. Information sheet "which explains the study title, purpose, benefits and potential risks, how to maintain the participant's confidentiality and author's contact information" consent was first displayed to the participants in which they must acknowledge prior to proceed to the questionnaire. Respondents also were assured that their participation will be kept voluntary and anonymous; all data will be kept in secured electronic files and that the data will be used only for research purposes. Average time needed to fill the questionnaire was 10 minutes.

3.10. Procedure and data analysis plan

(SPSS 26) was used to analyze the data. Various techniques and tools that were used to completely analyze the data. The different techniques available in SPSS were used to assess the data such as, Normality Tests, Reliability Analysis, Correlation, Mean and Standard Deviation and Factor Analysis. Descriptive analysis was utilized to describe the demographic characteristics of the participants. Table (8) mentioned below describes the different statistical tools that were used in detail along with the reasons why these specific tools were used to analyze the data.

Table 8: : Data Analysis Tools

Test	Reason
Factor Analysis	It was conducted on the variables to check the most important factors out of all the factors. It also reduces the number of variables by joining related variables and forming one complete variable.
Reliability Analysis	To test the degree of compatibility and uniformity of a measure. When the same results occur under the same repeated conditions, then the test is said to be reliable
Normality test	To check the normality of data distributed and to decide which tests (parametric or non-parametric) to conduct to analyze the data received precisely
Outliers	To check any odd values that are different from most of the data values. Outliers may give misleading results in some cases and might influence the distribution. This made to decide on what is the strategy to deal with them.
Descriptive	To describe the main features of data in quantitative terms (frequencies or mean, median, mode or, standard deviation)

Testing differences between two/three or more group means (Mann-Whitney and Kruskal-Wallis)	To support statements about the population that the data are thought to represent, and to make inference about a population from the sample drawn.
Correlation	To analyze the adjacency of the relationship between two or more variables. The variables are correlated if an increment or decline in one variable is followed by the same movement in the other variable
Regression	(Simple and multiple) was used to examine the impacts of the independent variable on the variable in order to assess these research main hypotheses.

3.11. Chapter Summary

This chapter looked at the research methodologies used in this research; in which started by an introduction followed by the design, setting, population and sample, ethical consideration, instrumentation, data collection and data analysis plan. A descriptive cross-sectional, correlational design was used to determine whether a relationship exists between CD factors and EP. The questionnaire development was discussed thoroughly along with its validation process and reliability testing. The variables relationship was investigated among a convenience sample of **332 governmental hospital staff. Data was collected through an online** survey included the participant's demographics, five CD factors and EP questionnaire. Lastly, this chapter discussed in details different statistical tools used to carry out the study's analysis.

Chapter 4: Result analysis, Discussion, Limitations, and Recommendation

Chaper4:

Introduction

In this chapter the analysis made, and the results obtained accordingly are presented into sections. First, the descriptive section which involves frequency distribution, graphical representation, and computation of mean and standard deviation values to describe the sample respondent's perception on the questionnaire items. The second section is about hypothesis testing based on inferential methods which would provide statistical evidence to assess the main research hypothesis and the hypothesized relations in the conceptual model. To allow performing the inferential level analysis, specific preparation and statistical considerations were made prior. Thus, this chapter provides new information and sets the base for deriving the main conclusions and recommendations.

Data Treatment

All sample respondents were collected electronically, and the responses were exported into excel sheet. The data was coded properly as per the questionnaire design and as per the measure level of each and all variables. The meta data, which is the description of the data for analysis purpose, were also identified including: the measure level and the codes and their labels.

The data codebook was generated which describes the variable information and the codes used (see **Appendix 2** for more details). The codebook is useful for interpreting the statistical output that would be generated and presented in next sub-sections of this chapter.

Statistical Software

Statistical program operated to apply on research, which presented in next sub-sections. SPSS is a user-friendly windows-based software. It is a

powerful statistical processor with capabilities that are sufficient for this research scope.

Three different files were generated including: data file, output files and syntax files. All these files in IBM SPSS format are available upon request. The data file contains the imported data from excel. The output files generated would be presented and explained in next sub-sections in two levels: descriptive and inferential. The syntax file contains all command performed to generate the statistical output.

Descriptive statistics

This sub-section presents the demographic profile of the sample participants.

- **By Gender**

Table (9) show that 214 (64.5%) respondents in the surveyed sample were female while 118 (35.5%) were male.

Table 9: Distribution of the sample respondents by respondents' gender

		No.	%
Gender	**Female**	214	64.5%
	Male	118	35.5%
	Total	332	100.0%

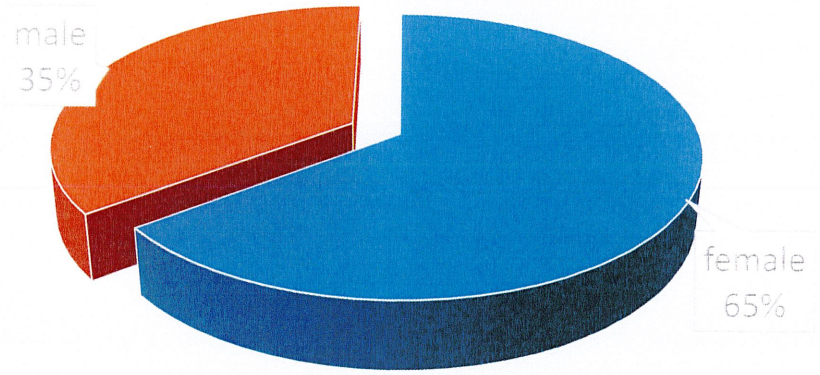


Figure 5: Pie chart to represent respondents' gender (%)

- **By Age**

(**Table 10**) show that 154 (46.5%) respondents in the surveyed sample were in the age group from 24 to 34 years, 106 (32.0%) in the age group from 35 to 44 years, 56 (16.9%) in the age group 45 years or above and the remaining 15 (4.5%) were in the age group less than 24 years old. This age distribution indicates that majority of the surveyed respondents (78.5%) were in the age range between 24 to 44 years who are young.

Table 10: Sample Distribution by Age

		No.	%
Age group	Less than 24 years	15	4.5%
	24 and less than 34 years	154	46.5%
	34 and less than 45 years	106	32.0%
	45 years and above	56	16.9%
	Total	331	100.0%

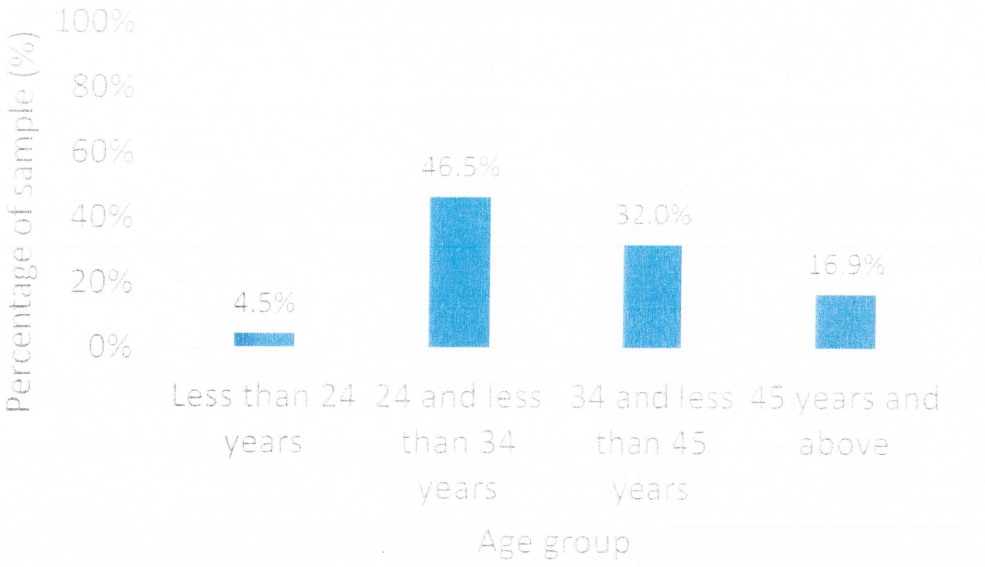


Figure 6: Bar chart to represent respondents' age (%)

- **By Qualification**

Table 11 and Figure 7 show that 195 (60.4%) respondents in the surveyed sample attained bachelor's qualification, followed by 78 (24.1%) who attained masters, 31 (9.6%) who obtained diploma, then 19 (5.9%) who attained PhD qualification and there was no one with high school qualification (0.0%). This qualification distribution indicates a well-qualified workforce where most of the surveyed respondents (94.1%) hold higher qualification ranging from diploma to master's degree.

Table 11: Distribution of the sample respondents by respondents' qualification

		No.	%
Qualification	High school	0	0.0%
	Diploma	31	9.6%
	Bachelor	195	60.4%
	Master	78	24.1%
	PhD	19	5.9%
	Total	323	100.0%

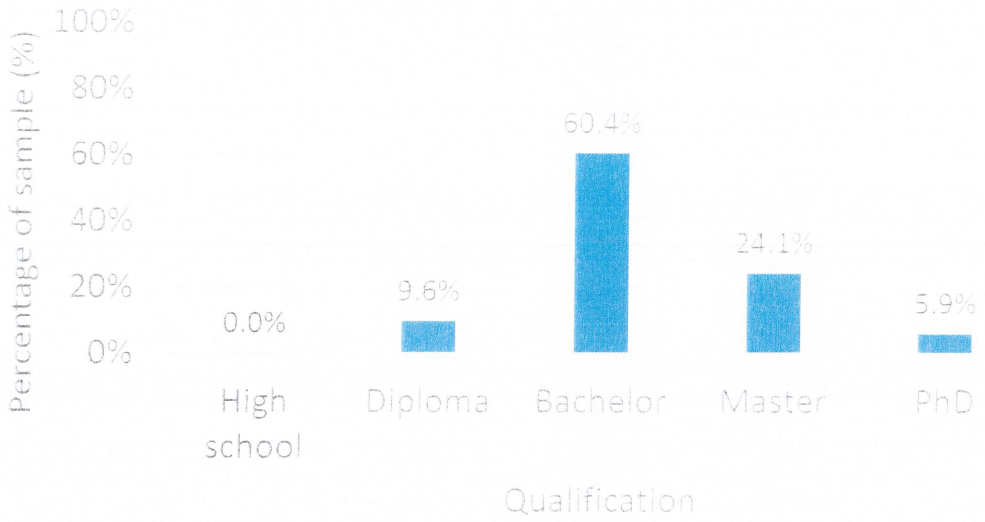


Figure 7: Bar chart to represent respondents' qualification (%)

- **By Job Category**

Table 12 and Figure 8 show that 144 (43.6%) are nursing staff, followed by 103 (31.2%) administration staff, then 45 (13.6%) who works in the job category medical staff and the remaining 38 (11.5%) are allied health staff. This job category distribution reflects fairly the nature of King Hamad University Hospital where majority of the surveyed respondents (68.7%) who are nursing, allied health, or medical staff.

Table 12: Distribution of the sample respondents by job category

		No.	%
Job Category	Administrative Staff	103	31.2%
	Allied Health Staff	38	11.5%
	Nursing Staff	144	43.6%
	Medical Staff	45	13.6%
	Total	330	100.0%

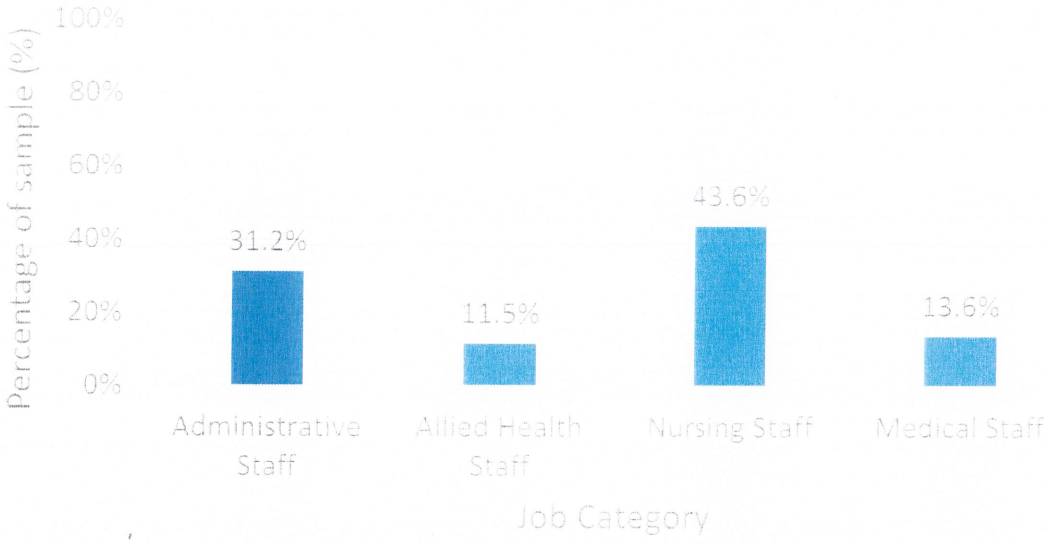


Figure 8: Bar chart to represent job category (%)

- **By Job Experience**

Table 13 and Figure 9 show that 165 (50.0%) respondents in the surveyed sample have 10 years of job experience or more, followed by 94 (28.5%) which have job experience from 5 to 10 years and the remaining 71 (21.5%) were having less than 5 years of job experience. This job experience distribution indicates a high experienced human resource where majority of the surveyed respondents (78.5%) who have job experience of 5 or more years.

Table 13: Distribution of the sample respondents by job experience

		No.	%
Job Experience	Less than 5 years	71	21.5%
	5 and less than 10 years	94	28.5%
	10 + years	165	50.0%
	Total	330	100.0%

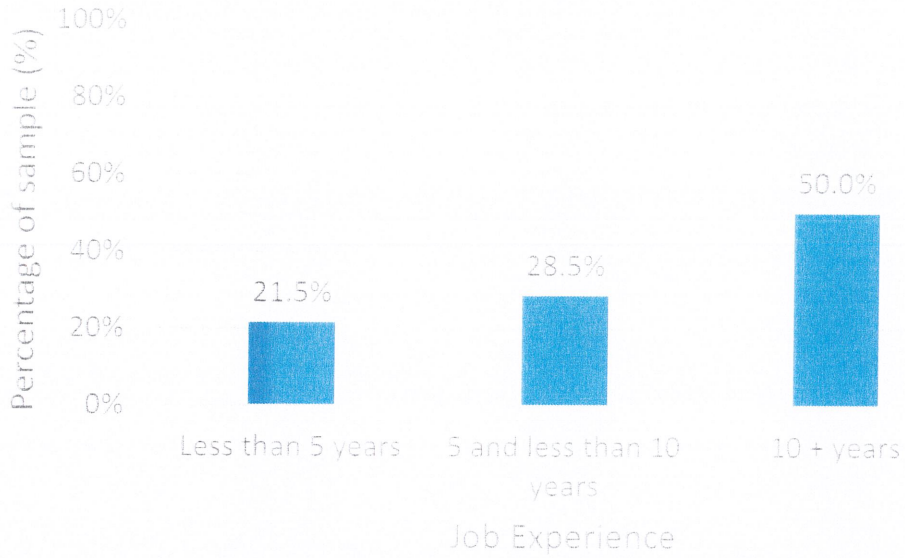


Figure 9: Bar chart to represent job experience (%)

Cultural diversity factors and employees' performance description

The main variables studied in this research were measured on a Likert 5-point scale which is the CD Factors and the EP. This section presents the summary statistics of CD factors as well as EP. This research questionnaire measured each CD factor and the employee's performance using a set of questions (or what is also called 'composite measure').

Mean values were computed for the 5-point scale variables along with the standard deviation values. The interpretation of the mean values for the 5-point scale variables discussed in the next sub-sections would be as mentioned in **Table 14** below.

Table 14: Likert 5-point scale interpretation of the mean ranges possible

Aggregated rate range (minimum - maximum)	Width (max. – min.)	Agreement level (lowest = strongly disagree, …, highest = strongly agree)

1 - 1.79	0.79	Strongly disagree
1.80 - 2.59	0.79	Disagree
2.60 - 3.39	0.79	Neutral
3.40 - 4.19	0.79	Agree
4.20 – 5.00	0.79	Strongly Agree

Source: researcher calculation

4.1.1. **Age Diversity**

Table 15 shows the distribution, mean and standard deviation for the Age Diversity set of questions.

The mean value of the surveyed respondents of the AD set of questions ranged between 3.68 to 4.33 with a range of standard deviation from 0.658 to 0.974. Thus, the mean value range is interpreted as 'Agree' to 'Strongly Agree' which is 4 to 5 out of 5 on the Likert scale used. The highest mean of 4.33 was found for ('I am positive about age diversity at my organization, as it increases my knowledge and performance level'). While the relative lowest mean of 3.68 was found for ("There are no emotional conflicts and anxiety within the team at my work due to the status difference between young and old employees, which smoothes our workflow").

Table 15: Distribution and summary statistics of AD set of questions

Age Diversity	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD[1]
My team leaders include members of different age groups for the problem solving and decision-making process	8	2.7%	12	4.1%	42	14.2%	143	48.3%	91	30.7%	4.00	.926
At work, I'm bonding with people of different age groups, making the team stronger in performing our tasks	2	0.7%	5	1.7%	22	7.4%	153	51.5%	115	38.7%	4.26	.724
I am positive about age diversity at my organization, as it increases my knowledge and performance level.	0	0.0%	3	1.0%	22	7.4%	145	48.8%	127	42.8%	4.33	.658
There are no emotional conflicts and anxiety within the team at my work due to the status difference between young and old employees, which smooths our workflow.	6	2.0%	32	10.8%	71	23.9%	130	43.8%	58	19.5%	3.68	.974
The expertise of young employees with high tech tools helps older employees improve their knowledge of the latest technologies and develop their performance.	2	0.7%	9	3.0%	40	13.5%	148	49.8%	98	33.0%	4.11	.797

SD: standard deviation

4.1.2. **Education Background Diversity**

(Table 16) explains distribution, **Average** and **SD** for **Education Background Diversity** set of questions. The mean value of the surveyed respondents of the EBD set of questions ranged between 3.83 to 4.24 with a range of standard deviation from 0.710 to 0.957. The highest mean of 4.24 was found for ("Different educational background brings diverse experience, and it enhances my performance"). While relative lowest mean of 3.83 was found for ("Having employees of the same educational levels and background leads to performance effectiveness")

Table 16: Distribution and summary statistics of Education Background Diversity set of questions

Education Background Diversity	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD
The recruitment plan of my organization is based on the education (qualification) background of the employees	5	1.7%	21	7.2%	51	17.6%	138	47.6%	75	25.9%	3.89	.932
The team leader/ manager includes all members of different (qualification) education levels in problem-solving and decision-making.	5	1.7%	16	5.5%	63	21.7%	137	47.2%	69	23.8%	3.86	.902
Different educational background brings diverse experience, and it enhances my performance.	1	0.3%	3	1.0%	31	10.7%	144	49.8%	110	38.1%	4.24	.710

My educational level background affects my ability to perform my core task responsibility positively.	5	1.7%	12	4.2%	23	8.0%	134	46.4%	115	39.8%	4.18	.877
Having employees of the same educational levels and background leads to performance effectiveness.	3	1.0%	30	10.4%	52	18.1%	131	45.5%	72	25.0%	3.83	.957

4.1.3. Experience Diversity

(Table 17) explains distribution, **Avg**. and **SD** for the **Experience Diversity** set of questions.

The mean value of the surveyed respondents of the ED set of questions ranged between 4.34 to 4.50 with a range of standard deviation from 0.554 to 0.721. The highest mean of 4.50 was found for ('I would like to try new techniques to help me be creative in performing my tasks'). While the relative lowest mean of 4.34 was found for ('I prefer new experiences at work to develop my work performance').

Table 17: Distribution and summary statistics of Experience Diversity set of questions

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
Experience Diversity	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD
I prefer new experiences at work to develop my work performance.	0	0.0%	2	0.7%	20	7.0%	143	50.2%	120	42.1%	4.34	.638
I would like to try new techniques to help me be creative in performing my tasks.	0	0.0%	0	0.0%	8	2.8%	127	44.6%	150	52.6%	4.50	.554

I can share my experience with culturally different colleagues, which help us develop our performances.	1	0.4%	1	0.4%	12	4.2%	123	43.2%	148	51.9%	4.46	.630
I feel comfortable performing in groups with employees who have more experience than I do.	1	0.4%	3	1.1%	26	9.1%	117	41.1%	138	48.4%	4.36	.721
My performance gets better because of working with employees of different work experience.	1	0.4%	4	1.4%	21	7.4%	126	44.2%	133	46.7%	4.35	.710

4.1.4. **Language Diversity**

Table 18 shows the distribution, mean and standard deviation for the **Language Diversity** set of questions.

The mean value of the surveyed respondents of the LD set of questions ranged between 3.64 to 4.32 with a range of standard deviation from 0.698 to 0.997. The highest mean of 4.32 was found for ('I co-operate at work well with all my colleagues from different languages'). While the relative lowest mean of 3.64 was found for ('The language differences among employees affect group formation and cohesion positively in performing teamwork').

Table 18: Distribution and summary statistics of LD set of questions

Language Diversity	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD
Different languages used to communicate help perform tasks with (colleagues/customers) who have a different language.	6	2.1%	28	9.9%	39	13.7%	131	46.1%	80	28.2%	3.88	.997
I co-operate at work well with all my colleagues from different languages.	1	0.4%	3	1.1%	23	8.1%	134	47.2%	123	43.3%	4.32	.698
The language differences among employees affect group formation and cohesion positively in performing teamwork.	5	1.8%	36	12.7%	66	23.3%	125	44.2%	51	18.0%	3.64	.977
Having different cultural understanding and languages allow my organization to provide customer service on a global basis.	2	0.7%	8	2.8%	39	13.8%	135	47.7%	99	35.0%	4.13	.805
My organization provides us with language learning courses such as Arabic, English, etc., to all new employees who need to learn a language to perform better.	9	3.2%	11	3.9%	45	15.8%	112	39.4%	107	37.7%	4.05	.988

4.1.5. **Values' system**

Table 19 shows the distribution, mean and standard deviation for the **Values' system** set of questions.

The mean value of the surveyed respondents of the VS set of questions ranged between 4.02 to 4.13 with a range of standard deviation from 0.738 to 0.865. The highest mean of 4.13 was found for ('Cultural values affect customer satisfaction'). While the relative lowest mean of 4.02 was found for ('My cultural values greatly influence job performance').

Table 19: Distribution and summary statistics of VS set of questions

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
Values' system	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD
My cultural values greatly influence job performance.	3	1.1%	14	5.0%	42	15.0%	137	48.9%	84	30.0%	4.02	.865
My company's values are in line with cultural values.	0	0.0%	6	2.1%	47	16.8%	144	51.4%	83	29.6%	4.09	.738
Cultural values affect customer satisfaction.	0	0.0%	8	2.9%	39	13.9%	142	50.7%	91	32.5%	4.13	.751
My cultural values emphasize much teamwork.	1	0.4%	8	2.9%	47	16.8%	146	52.1%	78	27.9%	4.04	.770
My company emphasizes positive cultural values.	1	0.4%	11	3.9%	35	12.5%	142	50.7%	91	32.5%	4.11	.793

4.1.6. **Employee's Performance**

Table 20 shows the distribution, mean and standard deviation for the Employee's **Performance** set of questions.

The mean value of the surveyed respondents of the Employee's Performance set of questions ranged between 3.22 to 4.18 with a range of standard deviation from 0.746 to 1.199. The highest mean of 4.18 was found for ('Other employees of different age have contribution to my performance level'). While the relative lowest mean of 3.22 was found for ('Cultural diversity promoted healthy competition in the team, which increased performance and contributed to outstanding achievements').

Table 20: Distribution and summary statistics of Employee's Performance set of questions

	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)		Summary statistics	
Employee's Performance	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	SD
Cultural diversity helps develop new skills and way to work, which helps increase the employees and the organization's performance.	1	.4%	7	2.6%	28	10.4%	140	52.2	92	34.3	4.18	.746
Other employees of different age have contribution to my performance level	1	0.4%	8	3.0%	42	15.7%	148	55.4%	68	25.5%	4.18	.746

The promotion system in my organization is fair to all employees regardless of their cultural differences, which gives the employee confidence to perform more.	31	11.6%	44	16.4%	60	22.4%	101	37.7%	32	11.9%	4.03	.753
Cultural diversity promoted healthy competition in the team, which increased performance and contributed to outstanding achievements.	11	4.1%	12	4.5%	75	28.1%	125	46.8%	44	16.5%	3.22	1.199
Working with employees of different culture employees helps to increase our performance to reach our organization's goals.	3	1.1%	14	5.2%	50	18.7%	135	50.4%	66	24.6%	3.67	.944

Statistical Consideration and Preparation

In preparation for performing inferential analysis and hypothesis testing, there is certain statistical consideration that should be checked and discussed. This sub-section presents the statistical considerations and preparations prior proceeding to the inferential analysis. The statistical considerations and preparations refer to few data examinations and assumption checking needed to allow performing the inferential analysis.

These statistical considerations and preparation include the following:

- Factor Analysis of the composite measures to confirm Uni-dimensionality or otherwise
- Reliability Analysis for the composite measures to confirm whether they are at an acceptable reliable level
- Creating and producing summary statistics of the Composite variables studied in this research
- Normality Assumption Testing for the composite variables studied in this research to check if they are normally distributed or not, and
- Outliers Checking to find out if there are any outliers and if so to how extent they influence the aggregate summary statistics.

4.1.7. **Factor Analysis**

Factor analysis is one of the statistical considerations and preparations required to be assessed prior the inferential analysis. In this research, factor analysis was performed for the factors that were measured by a set of more than one question, which is referred to by 'composite measure'.

The purpose of factor analysis is to check whether each of the studied composite measures extract to one factor, i.e., uni-dimensionality. When the factor analysis discovers that the studied composite measure has uni-dimension as was intended by the questionnaire design and the conceptual framework. Then that would guide this research to the next statistical preparation.

Principal Component method was used for the extraction and varimax was the rotation method. Factor analysis findings for: AD, EBD, ED, LD, VS and Employee's Performance are summarized in Table 21.

Table 21 shows that four studied composite variables were found to be extracted into one factor only, i.e., uni-dimension and they are: AD, ED, VS, and Employee's Performance. While the remaining two studied composite variables which are: EBD and LD were found to be extracted into two factors.

Examining the two sub-factors extracted show that there were 3 items in the first sub-factor and only one item in the second sub-factor. Examining further the two factors extracted in these composite variables found that factor one included 4 items or questions while the second factor included only one item or question. The researcher found no clear distinguishing difference between the two factors and there was no previous literature found that supports the factoring found in the factor analysis. Thus, the factor analysis findings for these two composite variables would not be considered. Both composite variables will be treated as one factor which is

in line with the conceptual framework and with the previous literature. It is worth highlighting for future researchers the need to further investigate the factor analysis findings for EBD and LD.

Table 21: Factor analysis summary results for the studied composite measures

Composite variable	Total no. of items	No. of factors extracted (Principal Component method)	Total variance explained (cumulative %)
Age Diversity	5	One factor only	(50.855)
Education Background Diversity	5	**Factor 1: 4 items** The team leader manager includes all members of different (qualification) education levels in problem-solving and decision-making. The recruitment plan of my organization is based on the education (qualification) background of the employees Having employees of the same educational levels and background leads to performance effectiveness. Different educational background brings diverse experience, and it enhances my performance.	41.448
		Factor 2: 1 item My educational level background affects my ability to perform my core task responsibility positively.	21.904
		Both factors	(63.352)
Experience Diversity	5	One factor only	(52.371)

Composite variable	Total no. of items	No. of factors extracted (Principal Component method)	Total variance explained (cumulative %)
Language Diversity	5	**Factor 1: 4 items** Different languages used to communicate help perform tasks with (colleagues/customers) who have a different language. Having different cultural understanding and languages allow my organization to provide customer service on a global basis. The language differences among employees affect group formation and cohesion positively in performing teamwork. I co-operate at work well with all my colleagues from different languages.	41.675
		Factor 2: 1 item My organization provides us with language learning courses such as Arabic, English, etc., to all new employees who need to learn a language to perform better.	21.763
		Both factors	(63.437)
Values' system	5	One factor only	(54.558)
Employee's Performance	4	One factor only	(58.318)

4.1.8. **Reliability analysis**

Reliability analysis is another statistical consideration and preparation since this research used composite measures. Reliability analysis or internal consistency assesses the internal consistency and more specifically clarity of the phrases used. So, if many samples responded to the same set of questions, the questions would be clear enough and understood constantly regardless of the responding sample. In other words, reliability indicates for the researchers the extent of reliability of the measure used, holding the variability due to sample respondent's constant. The commonly used method is Alpha Cronbach's coefficient. The common rule applied by most researchers for assessing reliability level is to accept that the composite variable is reliable when the Alpha Cronbach's coefficient is equal to 0.7 or greater.

Reliability analysis takes into consideration whether all questions considered are positive or negative (reversed).

The reliability analysis of all composite variables studied in this research is shown in Table 22. Alpha Cronbach's coefficients ranged between 0.632 and 0.789. Accordingly, all of the studied composite variables were equal or greater than the threshold level (0.7) when rounded to one decimal place and therefore they are found to have an acceptable reliable level, except for one composite variable that is 'EBD' which had a close to reliable minimum threshold (0.632 or 0.6) so it was recognized and treated as approximately reliable.

Table 22: Reliability assessment results using Alpha Cronbach's method

Composite variable	Total number of items in the composite variable	Excluded items to improve reliability (if any)	Final Alpha Cronbach's coefficient of reliability (after excluding items)	Reliability level
Age Diversity	5	-	.723	Reliable
Education Background Diversity	5	-	.632	Close to reliable
Experience Diversity	5	-	.770	Reliable
Language Diversity	5	1	.664	Reliable
Values' system	5	-	.789	Reliable
Employee's Performance	5	-	.780	Reliable

4.1.9. Composite Unobserved Variables Description

In the previous sub-section, all composite variables were considered reliable. The acceptable reliability level found allows for grouping, and combining the set of questions in each composite variable to create the composite variables in this research using mean function aggregation. These computed composite variables will be used to perform the inferential analysis presented in later sub-sections. The summary statistics of the composite variables are shown in Table 23.

The mean values ranged between 3.80 and 4.40, with standard deviations ranging between 0.472 and 0.617.

The relative lowest mean of 3.80 (out of 5) which is interpreted as 'Agree' level was found for "Employee Performance", while the relative highest mean of 4.40 (out of 5) which is interpreted as 'Strongly Agree' was found for "Experience Diversity".

Table 23: Summary statistics of the composite variables

Composite variable	Summary statistics	
	Mean	SD
Age Diversity	4.08	.567
Education Background Diversity	4.00	.560
Experience Diversity	4.40	.472
Language Diversity	3.99	.617
Values' System	4.08	.578
Employee's Performance	3.80	.667

4.1.10. **Normality Assumption Testing**

Normality assumption testing is an important statistical consideration and preparation. The normality assumption is assumed for the parametric inferential tests. In other words, knowing if this assumption was verified or not is a condition required for performing the inferential analysis that are called 'parametric' inferential analysis.

Normality assumption was tested using the univariate Kolmogorov-Smirnov test. The null hypothesis for this test is that the variable follows a normal distribution. The results of the normality assumption test are show in Table 24. The Kolomogronov-Smirnov normality test was found significant for all variables at 1% significance level. Therefore, all composite variables were found not normally distributed. Thus, in this research non-parametric inferential methods would be employed as these non-parametric methods do not assume normality assumption.

Table 24: Normality assumption check using Kolmogorov-Smirnov test

	Kolmogorov-Smirnov test of normality [a]		
Composite variable	Statistic	df	p-value
Age Diversity	.108	267	.000**
Education Background Diversity	.112	267	.000**
Experience Diversity	.154	267	.000**
Language Diversity	.110	267	.000**
Values' system	.159	267	.000**
Employee's Performance	.123	267	.000**

a. Lilliefors Significance Correction

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

4.1.11. **Outliers**

The final statistical consideration and preparation in this research is outliers checking. Outliers are odd values that are different from most of the data values. Outliers (also called extreme values) may give misleading results in some cases. When there are outliers, the examination will then be how sever they are influencing the distribution. and to decide on what is the strategy to deal with them. Box plots were used to detect outliers and to check the extent of any outliers found graphically.

Figures 10 shows the box plots for all studied composite variables.

Careful examination of the box plots reveals two categories: variables with no outlier or only one outlier and variables with more than one outlier found. There was no outlier found in ED and only one outlier found in EBD and LD. On the other side, there were few outliers found in the other studied variables The outliers found were in the range of 4 to 6 cases of outlier. These few outliers found out of the total sample size seems not to severely influence or cause a sever shift on the distribution of the studied

variables. Therefore, it was decided to ignore the outliers as the inferential analysis would not be misled.

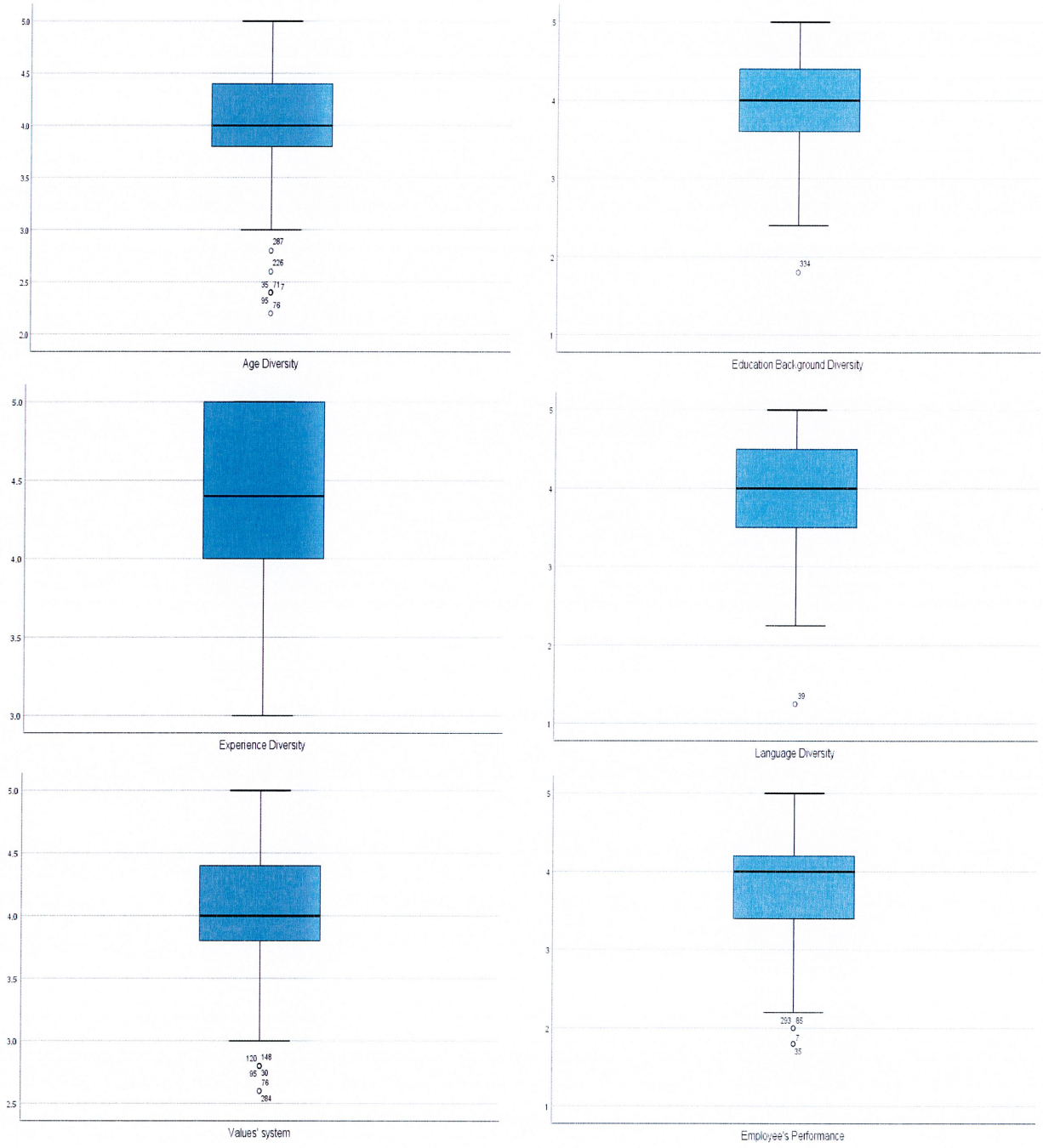


Figure 10: Box plots to detect outliers in the studied variables

Bivariate Analysis for Demographic Effects

This sub-section presents the bivariate nonparametric inferential test which refers to the inferential analysis between two variables: the studied composite variables from one side and the demographic variables from the other side. The bivariate analysis was performed to assess any statistically significant effect due to the demographic variables on the studied variables. These bivariate results are based on the non-parametric tests: Mann-Whitney or Kruskal-Wallis. Mann-Whitney is applied when the demographic variables have only two categories such as gender (female and male), while Kruskal-Wallis is applied when the demographic variables have three or more categories (such as age).

In both tests Mann-Whitney and Kruskal-Wallis, the null hypothesis is there is no statistically significant effect found on the studied variable due to the demographic variable.

In this research, for all inferential analysis performed, the statistically significance levels considered were:

- Significance at 5% significance level when the p-value computed from the inferential test is less than 0.05. In this case, the null hypothesis of the test was rejected, and the alternative hypothesis is concluded. Accordingly, the alternative hypothesis can be generalized at the population level. This statistically significant result is denoted by one star (*).
- Significance at 1% significance level when the p-value computed from the inferential test is less than 0.01. In this case, the null hypothesis of the test was rejected, and the alternative hypothesis is concluded. Accordingly, the alternative hypothesis can be generalized at the population level. This statistically significant result is denoted by two stars (**).

Moreover, the inferential analysis is not statistically significant when the p-value computed is equal or greater than 5% significance level. There is no star denoted in this case and the null hypothesis was not rejected.
To explain any statistically significant effect found due to the demographic variable, the mean and median values were computed.

The demographic variables effects assessed included the following:

- Gender effect
- Age effect
- Qualification effect
- Job Category effect
- Job Experience effect

4.1.12. **Gender Effect**

Table 25 below shows that based on Mann-Whitney test, all studied variables were found to have no statistically significant effect due to gender at 5% significance levels since p-value was greater than 0.05.

Table 25: Mann-Whitney test for gender effect

	Mann-Whitney test [a]			
Composite variable	Mann-Whitney U	Wilcoxon W	Z	p-value
Age Diversity	9863.500	15749.500	-.485	.628
Education Background Diversity	9536.000	14996.000	-.200	.842
Experience Diversity	8395.000	25415.000	-1.370	.171
Language Diversity	8030.000	13181.000	-1.845	.065
Values' system	8810.500	25100.500	-.296	.767
Employee's Performance	7885.000	22591.000	-.675	.499

a. Grouping Variable: Gender

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

4.1.13. **Age Effect**

Table 26 below shows that based on Kruskal-Wallis test, three studied variables were found to have statistically significant effect due to age at 5% or 1% significance levels, while the remaining three variables namely: LD, VS and Employee's Performance were found to have no statistically significant effect at 5% significance level (p-value > 0.05).

Table 26: Kruskal-Wallis test for age effect

	Kruskal-Wallis test [a]		
Composite variable	Kruskal-Wallis H	df	p-value
Age Diversity	13.933	3	.003**
Education Background Diversity	11.637	3	.009**
Experience Diversity	9.833	3	.020*
Language Diversity	.983	3	.805
Values' system	4.860	3	.182
Employee's Performance	4.228	3	.238

a. Grouping Variable: Age group

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01

Table 27 shows that generally the higher the age the higher the level of the composite variables.

Table 27: Summary statistics of age for statistically significant variable only

	Age group							
	Less than 24 years		24 and less than 34 years		34 and less than 45 years		45 years and above	
Composite variable	Mean	Median	Mean	Median	Mean	Media n	Mean	Median
Age Diversity	4.23	4.20	3.95	4.00	4.15	4.00	4.25	4.20
Education Background Diversity	3.87	3.80	3.94	3.90	3.98	4.00	4.24	4.20
Experience Diversity	4.68	4.70	4.34	4.30	4.39	4.40	4.53	4.60

4.1.14. **Qualification Effect**

Table 4.20 below shows that based on Kruskal-Wallis test, three studied variables were found to have statistically significant effect due to age at 5% or 1% significance levels, while the remaining three variables namely: EBD, LD and VS were found to have no statistically significant effect at 5% significance level (p-value > 0.05).

Table 28: Kruskal-Wallis test for qualification effect

	Kruskal-Wallis test[a]		
Composite variable	Kruskal-Wallis H	df	p-value
Age Diversity	12.540	3	.006**
Education Background Diversity	7.073	3	.070
Experience Diversity	12.133	3	.007**
Language Diversity	4.579	3	.205
Values' system	7.227	3	.065
Employee's Performance	7.959	3	.047*

a. Grouping Variable: Qualification

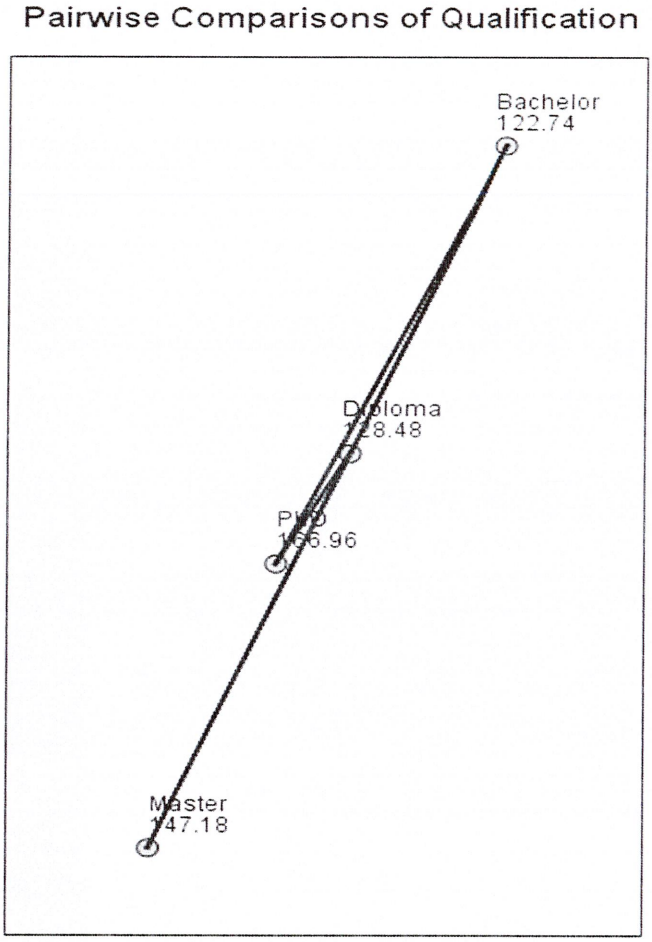
* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

Table 29 shows that generally the qualification of PhD degree had higher level of the statistically significant variable when compared to other qualification levels.

Table 29: Summary statistics of qualification for statistically significant variable only

Composite variable	Qualification									
	High school		Diploma		Bachelor		Master		PhD	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Age Diversity	.	.	4.16	4.20	3.98	4.00	4.23	4.40	4.19	4.20
Experience Diversity	.	.	4.37	4.30	4.33	4.20	4.53	4.60	4.60	4.60
Employee's Performance	.	.	3.77	3.80	3.70	3.80	3.95	4.00	4.15	4.00

To uncover specific differences between qualification group means for those variables with significant Kruskal-Wallis test; the Post hoc tests are used. Because the H test is "omnibus," it will merely indicate to researchers that a difference does exist between the groups, but not between which groups specifically. Post hoc tests allow researchers to locate those specific differences and are calculated only if the omnibus H test is significant. So, in the pairwise comparison of the qualification showed that the master and the PhD groups have significantly higher performance score than the bachelor group score p=.027 and p=.041 respectively. The Bonferroni correction of the pairwise comparison of the qualification with the performance was not significant. **Figure (11)** program's output shows the Pairwise comparison of qualification.



Each node shows the sample average rank of Qualification.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Bachelor-Diploma	5.742	16.745	.343	.732	1.000
Bachelor-Master	-24.449	11.039	-2.215	.027	.161
Bachelor-PhD	-44.226	21.659	-2.042	.041	.247
Diploma-Master	-18.706	18.225	-1.026	.305	1.000
Diploma-PhD	-38.483	26.066	-1.476	.140	.839
Master-PhD	-19.777	22.823	-.867	.386	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05

Figure 11: Pairwise comparison of qualification

4.1.15. **Job Category Effect**

Table 4.22 below shows that based on Kruskal-Wallis test, most studied variables were found to have no statistically significant effect due to job category at 5% significance level, except for one variable namely: ED was found to have statistically significant effect at 5% significance level (p-value < 0.05).

Table 30: Kruskal-Wallis test for job category effect

Composite variable	Kruskal-Wallis test[a]		
	Kruskal-Wallis H	df	p-value
Age Diversity	1.942	3	.584
Education Background Diversity	3.649	3	.302
Experience Diversity	8.973	3	.030*
Language Diversity	1.413	3	.703
Values' system	2.256	3	.521
Employee's Performance	3.292	3	.349

a. Grouping Variable: Job Category

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

Table 31 shows that generally the administrative and medical staff had higher level of the statistically significant variable when compared to other job categories.

Table 31: Summary statistics of job category for statistically significant variable only

Composite variable	Job Category							
	Administrative Staff		Allied Health Staff		Nursing Staff		Medical Staff	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Experience Diversity	4.47	4.60	4.44	4.60	4.31	4.20	4.49	4.60

4.1.16. **Job Experience Effect**

Table 4.24 below shows that based on Kruskal-Wallis test, most studied variables were found to have no statistically significant effect due to job experience at 5% significance level, except for one variable that is AD which was found to have a statistically significant effect at 1% significance level.

Table 32: Kruskal-Wallis test for job experience effect

Composite variable	Kruskal-Wallis test[a]		
	Kruskal-Wallis H	df	p-value
Age Diversity	10.606	2	.005**
Education Background Diversity	3.212	2	.201
Experience Diversity	2.152	2	.341
Language Diversity	2.977	2	.226
Values' system	2.258	2	.323
Employee's Performance	5.256	2	.072

a. Grouping Variable: Job Experience

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

Table 33 shows that generally the respondents with 10 years or more of experience had higher level of the statistically significant variable when compared to other job experience categories.

Table 33: Summary statistics of job experience for statistically significant variable only

Composite variable	Job Experience					
	Less than 5 years		5 and less than 10 years		10 + years	
	Mean	Median	Mean	Median	Mean	Median
Age Diversity	3.94	4.00	4.00	4.00	4.18	4.20

Effect of Culture Diversity Factors on Employee's Performance

The effect of culture diversity factors on employee's performance was assessed using:

- Correlational Analysis
- Regression Analysis

4.1.17. Correlational Analysis

This sub-section presents the correlation test results to investigate the association between culture diversity factors and employee's performance if there is any association. In the correlation test, the null hypothesis is that a statistically significant linear correlation (or association) between two variables. Only when there is a statistically significant correlation found between a pair of variables, then the correlation coefficient that is computed by the correlational analysis is further assessed for two aspects: 1- the strength (weak or strong) of the correlation and 2- the direction of the association (upward/positive or downward/negative). In theory, a strong correlation is found when the numeric value of the computed correlation coefficient is close to 1 (or -1). On the other hand, a correlation coefficient close to zero suggests a very weak correlation (Polit and Beck, 2012). Moreover, for the direction aspect the sign (+ or -) of the correlation coefficient determines if the correlation pattern is upward/positive when it has a positive value (+) or downward/negative when it has a negative value (-).

The correlational analysis was performed using the non-parametric Spearman correlation method. The results of the correlation test are shown in Table 4-26. In this research, the main focus is on the

correlations between culture diversity factors and employee's performance.

Table 34 shows that there was:

- A statistically significant positive correlation between AD and Employee's Performance at 1% significance level (Spearman correlation coefficient = 0.457**). The statistically significant positive correlation found implies that the strength was moderate. Thus, as AD level increases, the Employee's Performance level increases.
- A statistically significant positive correlation between EBD and Employee's Performance at 1% significance level (Spearman correlation coefficient = 0.551**). The statistically significant positive correlation found implies that the strength was slightly above moderate. Thus, as EBD level increases, the Employee's Performance level increases.
- A statistically significant positive correlation between ED and Employee's Performance at 1% significance level (Spearman correlation coefficient = 0.387**). The statistically significant positive correlation found implies that the strength was slightly below moderate. Thus, as ED level increases, the Employee's Performance level increases.
- A statistically significant positive correlation between LD and Employee's Performance at 1% significance level (Spearman correlation coefficient = 0.478**). The statistically significant positive correlation found implies that the strength was moderate. Thus, as LD level increases, the Employee's Performance level increases.
- A statistically significant positive correlation between VS and Employee's Performance at 1% significance level (Spearman

correlation coefficient = 0.491**). The statistically significant positive correlation found implies that the strength was moderate. Thus, as VS level increases, the Employee's Performance level increases.

In addition, there was no statistically significant correlation found between age, job category and job experience with Employee's Performance found at 5% significance level, while there was a statistically significant positive correlation between qualification and Employee's Performance (Spearman correlation coefficient = 0.149*) at 5% significance level.

Table 34: Spearman correlation matrix results among studied variables

		Employee's Performance	1	2	3	4	5	6	7	8	9
1. Age	r	.457**	1.000	.573**	.491**	.438**	.429**	.169**	.116*	-.006	.188**
Diversity	p-value	.000	.	.000	.000	.000	.000	.003	.050	.911	.001
2. Education	r	.551**	.573**	1.000	.459**	.395**	.458**	.166**	.136*	.003	.101
Background	p-value	.000	.000	.	.000	.000	.000	.005	.022	.953	.085
Diversity											
3. Experience	r	.387**	.491**	.459**	1.000	.427**	.475**	.070	.188**	-.071	.084
Diversity	p-value	.000	.000	.000	.	.000	.000	.240	.002	.229	.157
4. Language	r	.478**	.438**	.395**	.427**	1.000	.393**	.032	.051	-.068	.102
Diversity	p-value	.000	.000	.000	.000	.	.000	.590	.400	.253	.086
5. Values'	r	.491**	.429**	.458**	.475**	.393**	1.000	.059	.098	-.053	.079
system	p-value	.000	.000	.000	.000	.000	.	.327	.104	.376	.187
6. Age group	r	.113	.169**	.166**	.070	.032	.059	1.000	.186**	.076	.648**
	p-value	.065	.003	.005	.240	.590	.327	.	.001	.169	.000
7. Qualification	r	.149*	.116*	.136*	.188**	.051	.098	.186**	1.000	-.004	.252**
	p-value	.016	.050	.022	.002	.400	.104	.001	.	.940	.000
	N	262	289	283	279	278	274	322	323	321	321
8. Job	r	-.055	-.006	.003	-.071	-.068	-.053	.076	-.004	1.000	-.003
Category	p-value	.366	.911	.953	.229	.253	.376	.169	.940	.	.961
9. Job	r	.088	.188**	.101	.084	.102	.079	.648**	.252**	-.003	1.000
Experience	p-value	.151	.001	.085	.157	.086	.187	.000	.000	.961	.

r: Spearman's Correlation Coefficient

* Significant at 5% (p-value < 0.05); significant at 1% (p-value < 0.01)

4.1.18. **Regression Analysis**

The null hypothesis tested in the regression analysis is that there is no effect on the independent variable on the dependent variable. When the regression coefficient is found to be statistically significant, then it is concluded that the independent variable associated with this coefficient influences the dependent variable. The effect is interpreted by the regression coefficient and estimated by the regression analysis model. The effect might be positive or negative which is determined by the sign of the regression coefficient. The regression coefficient is interpreted as the percentage of change expected on the dependent variable due to one-unit change in the independent variable.

As per the research hypothesis, the dependent variable is Employee's Performance, which was modeled with the independent variables of the Culture Diversity Factors: AD, EBD, ED, LD and VS. This is to test hypotheses: H1 to H5.

The regression analysis was performed at simple regression where only one independent variable is analyzed and at multiple regression where more than one independent variable is analyzed.

The P-P normality plots of the performed regression models were showing close to normal distribution of the model, which shows no departure of normality assumption for the regression models.

The regression analysis results are shown in Tables 35

Table 35 shows that:

- Simple regression results show that AD was found to have a statistically significant positive effect on Employee's Performance

at 1% significance level (β = 0.579**). Thus, when AD improves by one unit, the dependent variable Employee's Performance increases on average by 57.9%. This statistical evidence supports H1.

- Simple regression results show that EBD was found to have a statistically significant positive effect on Employee's Performance at 1% significance level (β = 0.626**). Thus, when EBD improves by one unit, the dependent variable Employee's Performance increases on average by 62.6%. This statistical evidence supports H2.
- Simple regression results show that ED was found to have a statistically significant positive effect on Employee's Performance at 1% significance level (β = 0.575**). Thus, when ED improves by one unit, the dependent variable Employee's Performance increases on average by 57.5%. This statistical evidence supports H3.
- Simple regression results show that LD was found to have a statistically significant positive effect on Employee's Performance at 1% significance level (β = 0.504**). Thus, when LD improves by one unit, the dependent variable Employee's Performance increases on average by 50.4%. This statistical evidence supports H4.
- Simple regression results show that VS was found to have a statistically significant positive effect on Employee's Performance at 1% significance level (β = 0.603**). Thus, when VS improves by one unit, the dependent variable Employee's Performance increases on average by 60.3%. This statistical evidence supports H5.

Additionally, multiple regression results revealed that all independent variables including: AD, EBD, LD and VS were found to have a statistically significant positive effect on Employee's Performance at 5% or 1% significance levels (β = 0.162*, 0.294**, 0.231** and 0.300**

respectively). While only ED was found to have no statistical significant effect at 5% significance level since p-value was greater than 0.05. Thus, when AD improves by one unit, the dependent variable Employee's Performance increases on average by 16.2% holding other variables constant. Similarly, when EBD improves by one unit, Employee's Performance increases by 29.4%, holding other variables constant. A one-unit improvement in LD is expected to increase Employee's Performance by 23.1%, holding other variables constant and a one-unit improvement in Value's System would result in an increase in Employee's Performance by 30.0%, holding other variables constant.

Table 35: Simple and multiple linear regression analysis to assess Role stressors effect

Constant & Independent variable	**Dependent variable: Employee's Performance[1]**					
	Model1	**Model2**	**Model3**	**Model4**	**Model5**	**Model6**
Constant	1.445**	1.298**	1.267**	1.793**	1.344**	-.296
Age Diversity	.579**					.162*
Education Background Diversity		.626**				.294**
Experience Diversity			.575**			.027
Language Diversity				.504**		.231**
Values' system					.603**	.300**
Goodness of fit indicators:						
R^2	.245	.283	.165	.221	.271	.447

R^2 adjusted (only for multiple regression model, i.e. model 7)	-	-	-	-	-	.437
Adequacy test (F-value)	86.378**	104.951**	52.420**	75.644**	98.587**	42.259**

1 number refer to regression coefficient values

* Significant at 5% (p-value < 0.05); ** significant at 1% (p-value < 0.01)

Comparing simple to multiple regression findings reveals only one difference where ED was found to have a statistically significant positive effect in the simple regression but not in the multiple regression. Considering both simple and multiple regression findings suggests that all five research hypotheses were found to be statistically supported.

Summary of the results

Appropriate statistical analysis methods at both descriptive and inferential levels were performed in this chapter. The statistical results and findings were presented to describe the sample respondents' perception on the culture diversity factors and their performance as employees being measured on a 5-point Likert scale. Frequency tables, pie, and bar charts, mean and standard deviation computation were all used to reveal descriptive level findings. After taking care of specific statistical preparations, the inferential analysis level results and findings were presented. Among the inferential analysis are the bivariate analysis based on performing Mann-Whitney and Kruskal-Wallis tests which were used to find out if there was statistically sufficient evidence to conclude any

demographic effects. Correlation then was run to investigate the association between culture diversity factors and employee's performance if there is any association. Finally, regression analysis (simple and multiple) was used to investigate the effects of the culture diversity factors being the independent variable on the Employee's Performance being the dependent variable to assess these research main hypotheses.

Discussion of results

Demographic Effects on Studied Variables

Based on the Bi-variate analysis of the demographic variables; age, qualification, job category and job experience have statistically significant effects on the CD factors and employees job performance. However, no statistically significant effect was found based on gender as both genders had the same perception levels.

It was revealed that old age respondents in the age group of more than 45 years had higher perception levels when compared to younger ages on three composite variables they are: AD, EBD and ED. While for the remaining composite variables studied including: LD, Value's System and Employee's Performance, the perception was the same across different age categories of respondents. With regard to the age of employees' similar supportive findings were observed in a research where older employees were likely to have knowledge and experience that is useful within groups and accepting the WD in a positive way(Deshpande, 2013). Despite the fact that a low negative top managers' age stereotypes was discovered in another research paper, and the organization implemented high diversity-friendly HR policies, the negative relationship of AD with organizational performance transmitted through the negative age-discrimination climate was prevented(Kunze et al.,2011). However, AD did not have a significant

role in increasing work performance in another study(Makudza et al., 2020).

Similarly, in a published study, education level is positively related to creativity and citizenship behaviors while negatively related to on-the-job substance use and absenteeism, with significant results identified for gender, race, job level, and work diversity, in addition to positively influencing core task performance(Ng & Feldman, 2009). In this study also it was revealed that PhD degree holder among the sampled respondents had higher perception levels when compared to lower educational qualification levels on three composite variables that are: AD, ED and EP. Another supportive finding also revealed that gender, age, and educational diversity have a substantial impact on employee performance(Sartore & Backes-Gellner, 2020, Akpakip & Ekot, 113 C.E. ; Handayani et al., 2017). However, in this study educational qualification had no effect on the remaining three variables including: EBD, LD and VS where the perception level of the respondents was on average the same across different qualification levels.

Based on the job category in this study it was revealed that administrative and medical staff among the sampled respondents had higher perception levels when compared with other job categories on only one composite variable that is ED. Similarly, those in higher-level executive leadership roles have a greater sense of WD, according to a published study(Deshpande, 2013; Ng & Feldman, 2009). While the remaining five composite variables investigated in this study including: AD, EBD, LD, VS and EP had the same perception level regardless of the job category.

It was revealed that long job experience of 10 years or more had higher perception when compared with other lower job experience categories on only one composite variable which is AD. Employees with prior work experience gain confidence and become masters of their craft, resulting in

higher-than-expected quality performance, proper coordination of job activities, and smooth operation of processes(Verma, 2015; Dutta et al., 2011). On the other hand, in this study there was no job experience effect found on the composite variables including: EBD, ED, LD, VS and EP. The perception of respondents on these variables was the same across the different job experience groups.

Correlational Pairs between Culture Diversity and Employee's Performance

Correlational analysis revealed that there were positive correlations between AD, EBD, ED, LD, Value's System, and employee's performance. Relatively highest positive correlation was found between EBD and Employee's Performance (Spearman correlation coefficient = 0.551**), while the relative lowest positive correlation was found between ED and Employee's Performance (Spearman correlation coefficient = 0.387**). Moreover, there was a positive correlation between qualification being a demographic variable with employee's performance while other demographic variables had no correlation.

Another study investigated the impact of diversity on team performance in Turkey by using the Simpson's Diversity Index, which was used to construct the diversity indices based on each team member's age, experience, education, and gender. The relationship between team performance and each diversity element was investigated, and all four factors were found to have a positive correlation with performance. In other terms, teams should be made up of people with a variety of qualities to maximize efficiency. Education exhibited the strongest correlation with team performance (r-0.93), followed by experience (r-0.57), gender (r-0.56), and finally age (r-0.30)(Altiner et al., 2018).

Likewise, in another published work, a series of hierarchical regression analyses were used to quantify the group diversity and performance outcomes regulated by work group context among bank employees in Nigeria, and it was discovered that several of the diversity variables using the index of heterogeneity, such as gender, age, and tenure diversity, are positively correlated. This research suggested ways for effectively managing workforce diversity as well as joint research initiatives to moderate workforce diversity and achieve favorable performance outcomes(Ioan-Lucian Bolundut et al., 2011).

However, a meta-analysis report it was mentioned that CD can lead in system failures due to task conflict and improper social integration, but process advantages due to improved innovation and happiness. CD has different effects based on the working environment and it depends on how effective the organization manages diversity in workplace(Altiner et al., 2009).

Effects of Culture Diversity Factors on Employee's Performance

Simple regression analysis where the culture diversity factors is modeled as the independent variable regressed on employee's performance being the dependent variable revealed a positive effect. Ranking the positive effects found due to the culture diversity factors is as follows: EBD (62.6% increase), VS (60.3% increase), AD (57.9% increase), ED (57.5% increase), and LD (50.4% increase).

This shows that the perception of CD factors increases among the workforce, the perception of performance also found increasing positively. Cross-cultural teams have a tremendous potential for creativity, but they face challenges due to differences in working and communication styles. The challenges must be addressed early on as teams learn to deal with

variety linked to some more surface-level cultural factors as they progress, and members begin to align. However, power distance variety leads to conflicts that have a significant impact on the creative process(Bouncken et al., 2016).

The multiple regression results revealed that VS had the highest relative positive effect (30.0% increase) on employee's performance, holding other culture diversity factors constant. Followed by EBD (29.4% increase), then LD (23.1% increase), and finally AD (16.2% increase), holding other culture diversity factors constant. ED was found not to have an effect in the multiple regression in contrast to the simple regression. Comparing the multiple regression effects found with the simple regression effects, it was found that the highest positive effect due to a different culture diversity factor. In the simple regression the highest positive effect was due to EBD (62.6% increase) while in the multiple regression it was VS (30.0% increase).

The above findings revealed that, the CD factors showed positive influence with work performance among respondents. Since this study identified the baseline information regarding the CD factors, the data can be used to develop and refine cultural competency management methods. KHUH workforce is made up of a broad set of specialists that work together to provide the best possible treatment. Despite encouragement for system-level methods to CD management, the primary focus strategies must be on workforce development for culturally diverse groups that are inclusive.

Today's leadership and management challenges include optimizing workforce diversity. Studies in GCC countries found that having cultural diversity in the workplace had a positive impact on employee performance, resulting in higher productivity and innovation(Maathir et al., 2019)(Velasco et al., 2016)(Alghazo et al., 2016).

Cultural diversity in the workplace was found to have a favorable influence on employee performance in a study done among Shell Oman Marketing Company personnel, and the relevance of language for efficient communication was emphasized. Here the factors like diversity in educational background, nationalities, and languages were found to have a positive effect on the performance of employees(Maathir et al., 2019). Similar findings were observed in a study done in an Oil and Gas company in Saudi Arabia with a highly significant positive correlation between the gender (r =0.797, p <0.001), age (r =0.80, p <0.001), and with the performance, while there is no relation between the education factor and the employee performance(Alghazo et al., 2016).

The workforce diversity among faculties (n=60) of Gulf College Oman was measured based on age, gender, physical ability, ethnicity, and race. The distribution observed was; the number of younger age group (38%), females (53%), Asians (87%), and with Ph.D.(40%). The study supported that sharing of ideas and updating with new trends was enabled by the numerous generations of workers with representation from diverse workgroups (Velasco et al., 2016). A similar study in Saudi Arabia discovered a correlation between the diversity climate and competitive orientation (r =0.331, p <0.01), organizational justice(r =0.772, p <0.01), identity(r =0.579, p <0.01), and values(r =0.441, p <0.01)(Ali, 2021).

Employees are more creative when they work as a team and can readily share their ideas, knowledge, and backgrounds, which leads to increased productivity and creativity on jobs they execute(Velasco et al., 2016).

Conclusions

This part presents the main conclusions in this research. In addition, this part presents the major recommendations derived from this research findings and conclusions.

Referring to the previous parts of this research, especially the analysis, results and findings, this sub-suction provides a summary of the main conclusions derived.

4.1.19. Descriptive Conclusions

Demographic Profile

The sample surveyed in this research represented the targeted population in terms of gender, age, qualification, job, and experience to a fair level. The respondents sampled were a majority of female, young in the age group between 24 to 44 years old, well qualified with diploma to master's degree qualifications, hold the three jobs mainly they are: nursing, allied health, and medical staff, and with relatively long experience years of 5 or more.

Culture Diversity Factors

Culture Diversity Factors studied included AD, EBD, ED, LD and VS.

Age Diversity

The mean sample respondents' perception toward AD was interpreted on a 5-point measure as 'Agree' to 'Strongly Agree'. This mean level reveals a high agreement and implies that AD is an aspect of the surveyed workplace culture. The sample respondents reported the highest mean value to being positive about AD at the organization, as it increases their knowledge and performance level.

Education Background Diversity

The mean sample respondents' perception toward EBD was interpreted on a 5-point measure as 'Agree' to 'Strongly Agree'. This mean level reveals a high agreement and implies that EBD is an aspect of the surveyed workplace culture. The sample respondents reported the highest mean value to the statement that is about different educational background brings diverse experience, and it enhances their performance.

Experience Diversity

The mean sample respondents' perception toward ED was interpreted as 'Strongly Agree'. This mean level reveals a high agreement and implies that ED is an aspect of the surveyed workplace culture. The sample respondents reported the highest mean value to liking to try new techniques to help them be creative in performing their tasks.

Language Diversity

The mean sample respondents' perception toward LD was interpreted as 'Agree' to 'Strongly Agree'. This mean level reveals a high agreement and implies that LD is an aspect of the surveyed workplace culture. The sample respondents reported the highest mean value to cooperating at work well with all colleagues from different languages.

Values' System

The mean sample respondents' perception toward VS was interpreted as 'Agree'. This mean level reveals a high agreement and implies that VS is an aspect of the surveyed workplace culture. The sample respondents

reported the highest mean value to cultural values affect customer satisfaction.

Employee's Performance

Employee's Performance is the other main studied variable in this research. The mean sample respondents' perception toward Employee's Performance was interpreted as 'Neutral' to 'Agree'. This mean level is the lowest when compared with the culture diversity factors levels. This mean level reveals a moderate agreement and implies that employee's performance can be further improved. The sample respondents reported the relative highest mean value to other employees of different age have contribution to their performance level.

Studied Composite Measures Summary

To compare the studied culture diversity factors and employee's performance, the set of questions in each were combined and the mean values were computed. The composite mean values ranged between 'Agree' to 'Strongly Agree' which is 4 to 5 out of 5. The sample respondents' perception with lowest relative mean value was found for Employee's Performance, while the relative highest sample perception was found for ED.

4.1.20. Generalization on Population and Hypothesis Testing

Demographic Effects on Studied Variables

Bivariate analysis (based on Mann-Whitney and Kruskal-Wallis tests) revealed a demographic effect due to age, qualification, job category and job experience where statistically significant effects were found with

variation on how many studied variables are affected. No statistically significant effect was found due to gender on all studied variables. Age and qualification were found affecting three studied variables, while job and experience had a statistically significant effect one studied composite variable only.

It was revealed that male had the same perception levels when compared to female on all composite variables since there was no statistically significant effect found due to gender.

It was revealed that old age respondents in the age group of more than 45 years had higher perception levels when compared to younger ages on three composite variables (AD, EBD and ED). While for the remaining composite variables studied (LD, VS, and EP), where the perception was the same across different age categories of respondents.

It was revealed that PhD degree holder among the sampled respondents had higher perception levels when compared to lower qualification levels on three composite variables they are: AD, ED and Employee's Performance. However, qualification had no effect on the remaining three variables including: EBD, LD and VS where the perception level of the respondents was on average the same across different qualification levels.

It was revealed that administrative and medical staff among the sampled respondents had higher perception levels when compared with other job categories on only one composite variable that is ED. While the remaining five composite variables (AD, EBD, LD, VS and EP) had the same perception level regardless of the job category of the respondent.

It was revealed that long job experience of 10 years or more had higher perception when compared with other lower job experience categories on only one composite variable which is AD. On the other hand, there was no job experience effect found on the remaining composite variables

including: EBD, ED, LD, VS and EP. The perception of respondents on these variables was the same across the different job experience groups.

Correlational Pairs between Culture Diversity and Employee's Performance

Correlational analysis revealed that there were positive correlations between all culture diversity factors (AD, EBD, ED, LD, VS) and employee's performance. Comparing the correlations found, the relative highest positive correlation was found between EBD and Employee's Performance (Spearman correlation coefficient = 0.551**), while the relative lowest positive correlation was found between ED and Employee's Performance (Spearman correlation coefficient = 0.387**).

Moreover, there was a positive correlation between qualification being a demographic variable with employee's performance while other demographic variables had no correlation.

Effects of Culture Diversity Factors on Employee's Performance

Simple regression analysis where the culture diversity factors is modeled as the independent variable regressed on employee's performance being the dependent variable revealed a positive effect. Ranking the positive effects found due to the culture diversity factors is as follows: EBD (62.6% increase), VS (60.3% increase), AD (57.9% increase), ED (57.5% increase), and LD (50.4% increase).

The multiple regression results revealed that VS had the highest relative positive effect (30.0% increase) on employee's performance, holding other culture diversity factors constant. Followed by EBD (29.4% increase), then LD (23.1% increase), and finally AD (16.2% increase), holding other culture diversity factors constant. ED was found not to have an effect in the multiple regression in contrast to the simple regression. Comparing the

multiple regression effects found with the simple regression effects, it was found that the highest positive effect due to a different culture diversity factor. In the simple regression the highest positive effect was due to EBD (62.6% increase) while in the multiple regression it was VS (30.0% increase).

Research Hypotheses Testing

Based on simple and multiple regression analysis which was used to test this research hypothesis, as well as the correlational analysis performed using Spearman correlation test, the summary of the conclusions revealed are shown in the table below. The below table showing that there was sufficient statistical evidence to support this research hypotheses 1 to 6.

Table 36: Summary of the Research Hypotheses Testing

Research Hypothesis	Statistical Test	Statistical Evidence
Hypothesis 1: H1: Age diversification is positively related to employees' performance	Simple regression & Multiple regression	Supported at 1% and 5% significance levels respectively
Hypothesis 2: H2: Employee's education is positively related to employees' performance	Simple regression & Multiple regression	Supported at 1% and 5% significance levels respectively
Hypothesis 3: H3: Work experience is positively related to the employees' performance	Simple regression	Supported at 1% significance level
Hypothesis 4: H4: Language is positively related to employees' performance	Simple regression & Multiple regression	Supported at 1% and 5% significance levels respectively

Research Hypothesis	Statistical Test	Statistical Evidence
Hypothesis 5: H5: Values' system is positively related to employees' performance	Simple regression & Multiple regression	Supported at 1% and 5% significance levels respectively

Practical implications on the wider governmental institutions in GCC and Bahrain:

1 Workforce diversity within the organization will educate the employees to respect others differences which will bring a high value of the company and increase the competitiveness among the employees. However, management should provide trainings that can improve cultural competence within the organization or perhaps in a larger scope within Bahrain using the same concept of improvement in institutional performance with the presence of strong cultural competence. This is supported in a study by Alghazo, A. (2016) in an Oil and Gas company in the United Arab Emirates where workforce diversity in age, and gender related has a positive correlation to employee performance. In addition, it is significant the healthcare institutions should discuss cultural competency at workplace, as a high degree of cultural competency can positively impact employee performance. This is supported in a study conducted in Saudi Arabia in 2020 on Transcultural competence of nurses where participants' scores indicated high levels

of perceived cultural awareness, sensitivity, and cultural competence behavior for performance.

2 In Bahrain where it is a melting pot of cultures from countries in Asia, South Asia, Westerns and Europeans diversity in workforce can positively influence the efficiency of service. Employees' language differences are very important to communicate with others especially in customer services as services provided to all nationalities mentioned. This is supported in a study conducted in Oman by Al Raisi, M.Y (2019) where language diversity positively impacts the service delivery of a Marketing Company who caters to multicultural customers.

3 As part of a multispecialty, inter-professional, and multi-skilled employee workforce adopted by the healthcare institution where the study was conducted, it showed that the diversity in educational attainment has a positive relationship to employees' performance. This could be greatly attributed to shared decisions among inter-professional through shared experience backed by available experts in multi-clinical settings across the organization. This can definitely positively impact patient care outcomes in all other hospitals in Bahrain if incorporated into their Human Resources Management process. Although there is a focus on employing more Bahrainis, talent management by providing opportunities for continuous education and training to enhance performance has to be part of the primary objective. This ensures that the level of education, work experience and expertise are available in organizations, if decisions where other nationals will take a minimal role in the workforce.

Recommendations

This research is about investigating CD factors and the EP based on a case study on King Hamad University Hospital. The major recommendations were derived from all previous chapters and particularly the analysis, results, and findings chapter as well as the main conclusions presented in the previous sub-section of this chapter. The recommendations were categorized into the following sets:

- Recommendations for HR Management
- Recommendations for Employees, and
- Recommendations for Future Researchers

4.1.21. Recommendations for HR Management

It is highly recommended to HR Management of King Hamad University Hospital be informed by the findings of this research especially the relations and effects of the CD factors on employee's performance. As per the information found in this research about the CD factors effect on employee's performance the existing HR Management policies and practices can be reviewed and further enhanced. The HR Management is highly recommended to adopt strategies, policies, approaches, and practices that maintains the CD factors that were found in this research relatively high. In addition, HR Management is highly recommended to adopt strategies, policies, approaches, and practices that enhances further the employee's performance level which was fond relatively low in this research. Also, Cultural Training and Education is recommended by Provide Courses such as : cultural differences adaption and acceptance and Expanding a culture of "Religious Tolerance" awareness.

Finally, the HR Management is highly recommended to adhere to the demographic effects found on the CD factors and/or employee's performance. Such demographic effects might suggest either continuing with the existing practices or adopting different and various HR strategies, policies, approaches, and practices since there were demographic effects found.

4.1.22. **Recommendations for Employees**

Employees working in King Hamad University Hospital are highly recommended to be aware of the findings and conclusions of this research with regard to each of the CD factors studied and their relationship with the employee's performance as perceived by the sample respondents. In addition, the employees are highly recommended to maintain the relatively high or good perception levels which were uncovered in this research. The employees are also recommended to support HR management team and the top management team to achieve further higher levels of employee's performance and continuously.

4.1.23. **Recommendations for Future Researchers**

The future researchers who may be interested in this research are highly recommended to replicate it in another government or private hospital in Bahrain or outside Bahrain such as in the Gulf Cooperation Council (GCC) region, Middle East and North Africa (MENA) region or other places in the world and to highlight on medical workforce. Another recommendation for future researches is to investigate a more reliable measure for Education Background Diversity since it was found close to the minimum reliability level threshold in this research. Also, for future researchers are highly recommended to investigate and study effects that might be hypothesized

with other variables such as characteristics of the hospital, the place which respondents are working in, and personality traits of the respondents.

Research Limitations

Like any other research work, this research is associated with few limitations. This research is limited to the setting where it was conducted which is King Hamad University Hospital in Bahrain. Therefore, the results and findings of this research might not be generalized to many other hospitals. Another limitation associated with this research is that the main findings were based on a self-reporting self-administered structured questionnaire. This research instrument is usually limited in terms of sampling bias risk, accuracy risk and the understanding ability by the respondent. Finally, this research might be limited to the total sample size collected over a limited period due to COVID-19's circumstances to which medical staffs were sent to support emergency patients at the isolation centers, and to cover the shortage in the hospital for the regular patients during the pandemic.

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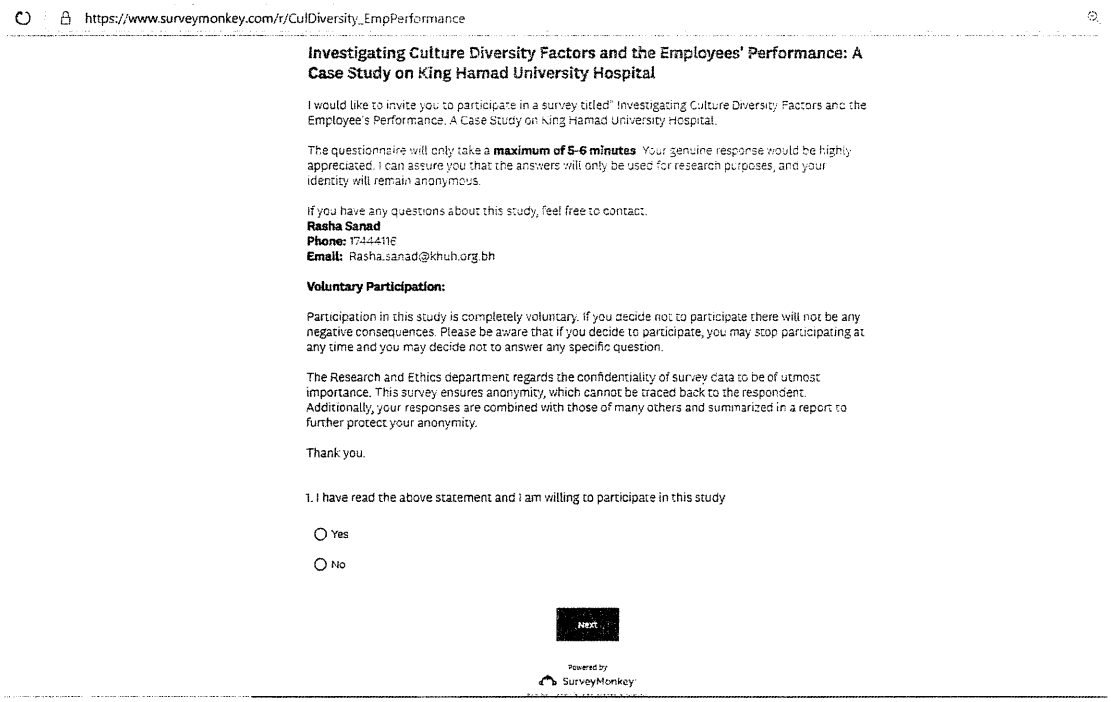
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Appendix (1) Information Sheet and the Study Questionnaire



https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

I would like to invite you to participate in a survey titled" Investigating Culture Diversity Factors and the Employee's Performance. A Case Study on King Hamad University Hospital.

The questionnaire will only take a **maximum of 5-6 minutes**. Your genuine response would be highly appreciated. I can assure you that the answers will only be used for research purposes, and your identity will remain anonymous.

If you have any questions about this study, feel free to contact:
Rasha Sanad
Phone: 17444116
Email: Rasha.sanad@khuh.org.bh

Voluntary Participation:

Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

The Research and Ethics department regards the confidentiality of survey data to be of utmost importance. This survey ensures anonymity, which cannot be traced back to the respondent. Additionally, your responses are combined with those of many others and summarized in a report to further protect your anonymity.

Thank you.

1. I have read the above statement and I am willing to participate in this study

- ○ Yes
- ○ No

Next

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https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Demographics

* 2. Gender

- Male
- Female

* 3. Age group

- <24
- 24-34
- 35-44
- 45+

* 4. Qualification

- High school
- Diploma
- Bachelor's degree
- Master's Degree
- PhD

* 5. Job Category

- Administrative Staff
- Allied Health Staff
- Nursing Staff
- Medical Staff

* 6. Job Experience

- <5 years
- 5-10 years
- 10+ years

[redacted]

https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Age Diversity

* 7. Select the answer that reflects your views on the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
My team leaders include members of different age groups for the problem solving and decision-making process	○	○	○	○	○
At work, I'm dealing with people of different age groups, making the team stronger in performing our tasks	○	○	○	○	○
I am positive about age diversity at my organization, as it increases my knowledge and performance level.	○	○	○	○	○
There are no emotional conflicts and anxiety within the team at my work due to the status difference between young and old employees, which smooths our workflow.	○	○	○	○	○
The expertise of young employees with high tech tools helps older employees improve their knowledge of the latest technologies and develop their performance.	○	○	○	○	○

[redacted]

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See how easy it is to create a survey.

https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Education Background Diversity

* 8. Select the answer that reflects your views on the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The recruitment plan of my organization is based on the education (qualification) background of the employees	○	○	○	○	○
The team leader/ manager includes all members of different (qualification) education levels in problem-solving and decision-making.	○	○	○	○	○
Different educational background brings diverse experience, and it enhances my performance.	○	○	○	○	○
My educational level background affects my ability to perform my core task responsibility positively.	○	○	○	○	○
Having employees of the same educational levels and background leads to performance effectiveness.	○	○	○	○	○

Prev Next

https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Experience Diversity

* 9. Select the answer that reflects your views on the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I prefer new experiences at work to develop my work performance.	○	○	○	○	○
I would like to try new techniques to help me be creative in performing my tasks.	○	○	○	○	○
I can share my experience with culturally different colleagues, which help us develop our performances.	○	○	○	○	○
I feel comfortable performing in groups with employees who have more experience than I do.	○	○	○	○	○
My performance gets better because of working with employees of different work experience.	○	○	○	○	○

Prev Next

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https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Language Diversity

* 10. Select the answer that reflects your views on the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Different languages used to communicate help perform tasks with (colleagues/customers) who have a different language.	○	○	○	○	○
I co-operate at work well with all my colleagues from different languages.	○	○	○	○	○
The language differences among employees affect group formation and cohesion positively in performing teamwork.	○	○	○	○	○
Having different cultural understanding and languages allow my organisation to provide customer service on a global basis.	○	○	○	○	○
My organisation provides us with language learning courses such as Arabic, English, etc., to all new employees who need to learn a language to perform better.	○	○	○	○	○

[redacted]

https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Values' system

* 11. Select the answer that reflects your views on the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My cultural values greatly influence job performance.	○	○	○	○	○
My company's values are in line with cultural values.	○	○	○	○	○
Cultural values affect customer satisfaction.	○	○	○	○	○
My cultural values emphasise much teamwork.	○	○	○	○	○
My company emphasises positive cultural values.	○	○	○	○	○

Prev Next

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https://www.surveymonkey.com/r/CulDiversity_EmpPerformance

Investigating Culture Diversity Factors and the Employees' Performance: A Case Study on King Hamad University Hospital

Employee's Performance

*10. Select the answer that reflects your views on the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Cultural diversity helps develop new skills and way to work, which helps increase the employees and the organisation's performance	O	O	O	O	O
Other employees of different age have contributions in my performance level.	O	O	O	O	O
The promotion system in my organization is fair to all employees regardless of their cultural differences, which gives the employee confidence to perform more.	O	O	O	O	O
Cultural diversity promoted healthy competition in the team, which increased performance and contributed to outstanding achievements.	O	O	O	O	O
Working with employees of different culture employees helps to increase our performance to reach our organization's goals	O	O	O	O	O

Prev Done

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Create your own survey

Appendix (2) Codebook:

Variable Values

Value		Label
Participation	0	No
	1	Yes
gender	1	female
	2	male
age	1	Less than 24 years
	2	24 and less than 34 years
	3	34 and less than 45 years
	4	45 years and above
qualification	1	High school
	2	Diploma
	3	Bachelor
	4	Master
	5	PhD
Job Category	1	Administrative Staff
	2	Allied Health Staff
	3	Nursing Staff
	4	Medical Staff
Job Experience	1	Less than 5 years
	2	5 and less than 10 years
	3	10 + years

diversity1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
diversity2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
diversity3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
diversity4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
diversity5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

lu_diversity1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
lu_diversity2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
lu_diversity3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
lu_diversity4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
lu_diversity5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

experience_diversity1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
experience_diversity2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
experience_diversity3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
experience_diversity4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
experience_diversity5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

language_diversity1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
language_diversity2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
language_diversity3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
language_diversity4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
language_diversity5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

alues_system1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
alues_system2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
alues_system3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
alues_system4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
alues_system5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

employees_performance1	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
employees_performance2	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
employees_performance3	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
employees_performance4	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree
employees_performance5	1	Strongly Disagree
	2	Disagree
	3	Neutral
	4	Agree
	5	Strongly Agree

جامعة البحرين

كلية: إدارة الأعمال

قسم: الإدارة والتسويق

البحث في عوامل التنوع الثقافي وأداء الموظفين: دراسة حالة في مستشفى الملك حمد الجامعي.

أطروحة مقدمة كجزء من متطلبات الحصول على درجة الماجستير في الموارد البشرية

إعداد:

رشا عيسى سند

20064269

إشراف:

أ.موفق الكبيسي

جامعة البحرين

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