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**THE ROLE OF WORKFORCE DIVERSITY ON  
TRUST AND EMPLOYEE PERFORMANS**

MASTER THESIS

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## **ACKNOWLEDGMENT**

To ... My mother and father, may God prolong their life and give them lasting health

To ... my brothers, may God protect them

To ... the supervisor that has illuminated me the path of knowledge throughout my educational career



# The role of workforce diversity on trust and employee performance

## **ABSTRACT**

At the organizational level, concern for cultural diversity (CD) is paramount, owing primarily to the global economy, which has resulted in the internationalization of businesses and a shift in the composition of the workforce, principally through immigration and foreign workers. CD is becoming an essential complement to development as more firms enter the global economy. This variety leads to the assumption that it is vital to the development of employees. It has led to the conclusion that it is critical to staff development. This underlying conviction forces individuals in decision-making positions to accept and value CD, including dealing with its challenges and benefits.

The objective of this scientific research is to investigate the effects of cultural diversification on employee performance with the mediating role of trust by an organization that is the Iraqi academics Syndicate. This research was carried out by circulating 400 questionnaires to academic professionals in Iraq. The finding of the response parameters was that there is a substantial effect of diversity on the success of employees with the mediating role of trust.

# **İş gücü çeşitliliğinin güven ve çalışan performansı üzerindeki rolü**

## **ÖZET**

Örgütsel düzeyde, kültürel çeşitliliğe duyulan ilgi, öncelikle işletmelerin uluslararasılaşmasına ve esas olarak göç ve yabancı işçiler yoluyla işgücünün bileşiminde bir yön değiştirmeye neden olan küresel ekonomi nedeniyle çok önemlidir. Daha fazla işletmenin küresel ekonomiye girmesiyle kültürel çeşitlilik, gelişimin önemli bir tamamlayıcısı haline gelmektedir. Bu, çeşitliliğin, çalışanların gelişimi için hayati önemde olduğu varsayımına yol açar. Personel gelişimi için kritik olduğu sonucunu da beraberinde getirmektedir. Bu temel inanç, karar verme pozisyonundaki kişileri, zorlukları başa çıkarmak ve faydaları ile ilgilenmek de dahil olmak üzere, kültürel çeşitliliği kabul etmeye ve ona değer vermeye zorlar.

Bu bilimsel araştırmanın amacı, kültürel çeşitliliğin çalışan performansı üzerindeki etkilerini, güvenin aracılık rolü ile Irak Akademisyenler Sendikası kuruluşu üzerinden incelemektir. Bu araştırma, Irak'taki akademik uzmanlara 400 anket dağıtılarak gerçekleştirilmiştir. Yanıt parametrelerinin sonucu, çeşitliliğin, çalışanların başarısı üzerinde önemli bir etkisinin olduğudur.

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## LIST OF SYMBOLS AND ABBREVIATIONS

|             |   |                    |
|-------------|---|--------------------|
| CD          | = | Cultural Diversity |
| EP          | = | Employee           |
| Performance |   |                    |
| T           | = | Trust              |
| B           | = | Beta               |

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# CHAPTER 1

## INTRODUCTION

### **Introduction**

The development in the concepts of work has found its way into legislation over time, as it has helped many individuals, women, ethnic minorities, and older workers to become part of the workforce (1), where the concept of diversity in organizations refers to the sociodemographic differences between people in the organization on the basis of possible observable, such as gender, nationality, age, race, and physical disability, and unobserved foundations, such as learning, religion, gender, cognitive abilities, and scientific backgrounds (2). Through the application of a conceptual model based on the theory of organizational diversity and climate, inclusion refers to diversity management efforts that enhance the climate of association depending on the beneficial and harmful results of this integration (3). Companies are faced with the task of managing this diversity and obtaining from it the commitment, quality, and profits obtained from a homogeneous workforce (4) and must work not only towards culture and ethnicity, but also towards an open, multicultural work that takes advantage of the full potential of each employee without programs or standards, or specific or artificial barriers (5). Work participation is the important driver of innovative work behaviors, which in turn affects the performance of employee tasks, and in addition to that, work behaviors are important to translate the energies of the employees in the performance of this work (6–7). Diversity in the workplace is a central issue for contemporary organizational management and this increasing diversity has been gaining greater interest in public, private, and even non-profit organizations (8). Diversity management has assumed an important role in hosting operations due to the lack of clarity of geographical borders, international labor mobility, and demographic shifts of employees (9) and the perceptions of fair and effective diversity management are linked to high job satisfaction among employees (10). Job performance is negatively affected by the individual, job,

organizational and social levels (11). There is a form of commerce by means of social communication, which involves the convergence of online and offline environments, which leads to the understanding that learning at work via communication is more effective than just knowledge (12). The growing perceptions of a culture of diversity contribute to the employees' awareness of the skills that they use effectively at work, increasing job satisfaction and confidence (13–15). This research aimed to verify the relationship between cultural diversity (CD) and employee performance (EP), and CD and trust. Does trust play a mediating role in the relationship between CD and EP? This chapter includes an introduction, background of the scientific research, view of the problem, and research questions to identify the target of the search, scope, and significance of the research, and critical definitions of the operational terms that will be undertaken.

## **Research Background**

Globalization allows the globe to become more interconnected and continually creates opportunities for organizations to grow globally with beyond country borders. There has been a rapid rise in multinational businesses as the global economy has expanded, which has led to companies becoming a more culturally diverse workforce. Today's multinational companies have various racial and cultural components in their workforce, as they operate in various countries.

In a multicultural workforce setting, cultures play a significant role in communication between employees (16–18). According to Nair (19), the behavior, actions, and levels of engagement between an organization's members reflect the overall cultural environment in which the organization functions. CD is an increasingly significant concept that continues to influence social and political structures and corporate organizations, and the management of CD in organizations has now become important (20).

Over the past decades, organizational culture has gained increasing awareness by scholars and managers. This increased concentration on how a multicultural workforce affects the working environment has increased attention toward how organizations grow

capability. Managers might think that staff within the same international organization, even if the staff have different national backgrounds, will act similarly within a multinational company; workers have diverse national cultural backgrounds that are the basis of CD in different values, attitudes, and behaviors. Within an organization, the multicultural background affects the perspective on management problems and management ideology (21). Culture influences how individuals feel and behave. Organizations must be exposed and evolve to an eclectic business atmosphere because of globalization (22).

If there is a misconception among a culturally diverse workforce, different conflicts can arise. Therefore, organizations need to develop an effective way of managing diversity to gain competitive influence, as it is perceived as a success factor (23, 24). Companies worldwide are constantly forced to reconstruct their policies and keep their staff up to date to meet the continuous variation in demand. Multicultural workforces who understand variation are becoming more common. As long as it serves a useful purpose, it is significant. (25). Failure to adequately manage diversity increases the likelihood of not benefiting from the benefits and not operating as effectively as possible, as internal confusions may arise (25). This highlights the significant understanding of CD and using the workforce's unique differences as a competitive advantage. Therefore, it is of increasing concern to properly manage a multicultural workforce within an organization.

### **Problem Statement**

The economic, environmental setting of the 21st century has dramatically changed, with 3.5% of the world's population calculated as international immigrants (26). Immigrants are defined as individuals who are outside the territory of the state of which they are considered nationals, and who are not considered refugees in the state on its territory, nor patriots, nor members of a diplomatic mission, and it does not matter how they crossed the borders of the harboring state, nor the legality of their residence there, nor if in a transit or destination country (27, 28). Management of CD in multicultural organizations has become a growing problem, particularly as this can affect the

performance of employees along with the overall performance of the organization (29, 30). Previous studies have also stated that CD impacts the performance of an organization (21), and culturally diverse workforces can lead to low performance and organizational inefficiency (31).

Moreover, increased business internationalization provides the chance to work in culturally challenging environments (32). Related challenges include narrow intercultural skills, ineffective communication skills, and a lack of confidence among staff (16, 18, 33). In multicultural organizations, the general issue is that a lack of trust is a common problem between employees, and people like to be in workplaces with strong confidence levels. Many studies have argued that the importance of trust can be assumed, as it would be an indication of a good job setting (34).

According to Mor Barak (35), diversity in the workplace can give rise to a certain level of emotions, as others see diversity as something that needs to be resolved relatively as a tool to improve the organization. Organizations must promote and continue to improve diversity in their workforce by developing a community where variation can flourish instead of merely working for representatives and homogeneity (3).

Furthermore, emerging developments, such as an increasingly culturally diverse workforce, adds new complexity to the growth of confidence. Indeed, the literature recognizes trust as a critical element of the success of a culturally diverse labor force. Hence, the current research aimed to examine the effects of CD on the performance of employees with a mediating role of trust in the Iraqi academics syndicate.

## **Research Questions**

The present study aimed to investigate the following three research questions:

- What is the relationship between CD and EP?
- What is the relationship of CD with trust?
- Does trust play a mediating role in the relationship between CD and EP?

## **Research Objectives**

- To examine the relationship between CD and EP
- To examine the relationship between CD and trust
- To explore the mediating role of trust between CD and EP.

## **Research Scope**

The current search range was restricted to exploring the relationship between CD and EP with the mediating role of trust in multicultural organizations. A quantitative research method was used for the current study, and survey questionnaires were the technique used for collecting the data. The sampling frame consisted of 400 respondents. Finally, the data collected of those who responded was analyzed using SPSS software.

## **Importance of the study**

Organizations that view CD as a key strategy rather than a cost of doing business will benefit significantly more than those that do not. Organizations that view CD as a cost of doing business will see lower costs and higher revenue. (36). The significance of this present research was clarified by Wondrak (37), who stated that diversity can lead to synergistic success when members of the group understand and respect each other and draw on the experiences, skills, and viewpoints of each other. Through clear communication, participants will be able to analyze challenges and situations from different points of view, find underlying cultural favoritism points, construct a shared social truth, better identify and describe culturally synergistic potential solutions, and develop agreed-upon interaction standards (22, 37, 38).

According to Pitts (39), the diversification of workers from diverse backgrounds in education creates opportunities for more extraordinary creativeness and innovative responses to challenges (40). Management is unpredictable, and the trick to ensuring that the business is capable of total profit of fetch under-represented into groups the organization is to concentrate on increasing diversity. Some organizations have implemented diversity management strategies to increase the capacity of various groups to work as a team; however, minimal practical evidence has been shown. According to

Soltani (41), diversified human capital leads to an organization's strategic priorities being identified and achieved, and a comprehensive approach to connecting organizational excellence to influential people management is key to organizational consistency. (41).

Furthermore, this research will become a future reference for fellow researchers or multicultural organizational professionals who seek an understanding to make policies and measurements to control this phenomenon. The ideal outcome of this study will be to assist the Iraqi Academics Syndicate by bringing together top management and staff from various backgrounds to gather data for this scientific research study, which will assist them in recognizing the importance of the diversity of their workforce within their organization. and the definition of essential terms in their operational context. This section contains the critical definitions of the critical variables of this study.

### **Employee Performance**

EP is defined as the activity or task performed within an entity by an individual or group and how successfully the specific action or task was performed (42).

In the present study, EP required fulfilling the job duties assigned as part of the job description and the vital outcome for organizational success.

### **Cultural diversity**

CD can be defined as individuals of various racial or ethnic origins in a country, community, or organization (43).

### **Trust**

Trust is characterized as a party's willingness to be responsible for the acts of another party.' Trust tends to contribute in communication to fairness, dignity, and generosity and affirms healthy relationships among communicating parties (44).

## **Summary**

Chapter 1 explained the background of the multicultural organization and challenges faced due to CD on EP and its importance. This chapter also discloses the dissertation question and objectives. The current study also discussed the significance and contribution to the outcome and structure of the study.

## **Thesis Outline**

This chapter introduced EP and trust due to CD as a research problem and gap. It was shown that the literature has revealed both the importance of CD and EP and the role of trust in the academics syndicate of Iraq.

Furthermore, chapter one includes the objective, framework, and significance of the research.

**Chapter Two:** A literature review will examine the previous literature and discusses various perspectives on the primary constructs in this study this was discussed in previous studies, as well as how this literature aids in the formulation of the conceptual framework for this research.

**Chapter Three:** The methodology, hypotheses development, and pilot study are discussed in this chapter. The conceptual framework is provided for the current research and the development of hypotheses will be explained. This chapter also covers the data analysis results. To test the hypotheses and their validity and reliability, the Pearson correlation test and mediation analysis will be used.

**Chapter Four:** This chapter contains discussion regarding the results of data analysis, future research limits, and study recommendations.

## CHAPTER 2

### LITERATURE REVIEW

#### **Multicultural Workforce**

The term 'multicultural workforce' focuses on the employees' evolving age, gender, nationality, physical capability, race, and sexual orientation in entire kinds and places of work. However, the term 'diversity' has increasingly superseded the multicultural workforce as a positive term or expression in defining the growing diversity of the workplace over the incorporation of various teams of employees. Although a 'diverse workforce' is also often familiar concerning workers with various social, ethnic, and skill characteristics, the diversity scope drives more and encompasses not just the individual personal characteristics of employees of an organization, but also how an organization reacts to a multicultural or diverse workforce. Therefore, the head of the American Institute for supervision diversity, Roosevelt Thomas (45), defined CD as a "comprehensive executive process for developing an environment that works for whole employees. While the concept of managing diversity arose from social policies aimed at promoting equality, and while these policies have historically been focused on providing equal access to opportunity for disadvantaged social groups in both the UK and the USA, the approach and agenda in each nation have been different context. In the USA, the policy has been shaped by a dedication to 'affirmative action'. On the other hand, affirmative action has been viewed as positive discrimination in the UK and has been virtually prohibited by law (46).

Primarily, multiculturalism is synonymous with workplace campaigns about equality of race and gender. However, the main facets of diversity undoubtedly involve gender, race, age, ethnicity, physical ability and, gradually increasing sexual preference. Consequently, the features of a diverse or multicultural workforce often reflect secondary variables, such as schooling, geographic position, wages, marital status, and experience in the military, parental status, religious orientation, and job skill experience.

The interaction of a person in the workplace is greatly influenced by both primary and secondary features (47).

### **Underpinning Theories**

There are many theories about how the CD of a workplace will guarantee EP. This study was based on three fundamental theories that support the research, which comprise resource-based behavioral theories and competency theory and the behavioral theory

### **Resource-Based Theory**

The resource-based theory was proposed by Wiley (48), who stated that workers were a resource package and claimed that the diversity of resources within the organization makes it unique from other organizations. That is why the focus herein was on the company's assets and, in particular, on employees, as they were essential to enhancing productivity. The company's asset-based view is consequently built on the belief that organizations within an industry guide heterogeneously considered assets. Assets are main assets, capabilities, organizational processes, company properties, records, data, and so on, managed by a company that empowers the company to capture and upgrade structures that drive its competitiveness and adequacy (49). Demonstrated in an unpredicted manner, the attributes that enable businesses to update their measures are assets. Any advantages with unique highlights will prompt valid preferred perspectives, as demonstrated by the resource-dependent view (RBV). In any situation, without being operationalized, an asset-based view method will not convey an upper hand. Operationalization requires the formalization of the thoughts and ideas of the theory into relevant models that empower all stages of comprehensive practices and primary headship. (50). Implementing the RBV hypothesis is important because it guides management in the execution of their asset-based process.

In the view of Penrose (51), the administration is two-fold: asset organization and management as an asset parse, based on the premise that operational assets and capacities are transferred and gained by managers. Equally, both are closely linked because managers, as resources, handle the management of other assets. Similarly, the

administrators' essential part is motivated by the opinion that administrative authorities are the main form of each company concerning every different type of advantageous administration, along with its extraordinary nature as a representative association, that they must make use of it. A business has a discreet positive role or competitive advantage over another company because no contender understands this favored point of view (50). The asset-based view has two assumptions when evaluating sources of competitive gain (50).

First, about the strategic leverage it manages, an organization within the industry can be diverse or heterogeneous. Second, the statement suggests that these assets cannot be completely functional across organizations, so that diversity will continue for a long time. The company's asset-based model explores the implications when these two assumptions of the study of continuous competitive benefit sources. Operational resource-based models must deliver source verification and selection guidance and address the dynamic aspect of resource bundling (52). Thus, prejudices and mistakes resulting from confusion, ambiguity, and organizational disputes must be faced. Resource-based models help design strategies by offering operational resources that allow various effects to be traced to policies. Thus, a resource-founded operational model would “expose flaws and discrepancies in proposals that might not otherwise come to light until the offers are implemented and underway” (52). To determine something like this, operational resource-based models must have four primary characteristics: guidance on defining and choosing valuable resources, outline resource-based resource dynamics, outline how management policies influence resource management, and provide the capacity to monitor possible policies and plans over time. Mainly, the resource-based perspective identifies the two factors that decide the strategic positions of the resource, which are the changing consumption of a resource and the lack of versatility, which lead to the novelty of an asset and, with that novelty, contribute to a possible sustained competitive advantage. When a current or future contestant can imitate a resource, the company will lose its chance to gain a sustainable competitive benefit.

On the other hand, a firm lacks individuality (53). The following factor will hinder imitability: particular historical circumstances. To be overtaken by previous and present competitors, a world-leading development company might have been too large. This could have been because the leading company was more well-informed and well-established and, as a result, the company was not able to exceed these potential and current rivals. Causative uncertainty arises when followers do not know what to mimic, since the performance of the 'successful' is stable and the activities of that company do not draw a causal relationship between them. Social complexity occurs when it is possible, through resources, to be simply too complex, so that other entities cannot control or affect these resources themselves. The corporate culture and social networks of a company are examples of social complexity. Imperfect versatility happens when a resource acquired on the market by another business cannot contribute to a competitive edge. Property rights and prestige are examples of resources that can be exclusive, because other businesses on the market cannot acquire these exclusive resources. Impaired mobility is an abstract type of lack of mobility (50).

Compared to other firms, the lack of mobility makes those resources more critical to one organization. In a product-developing team, an example may be a product developer. The value of the product creator is smaller than the value within his team, apart from the product producing team. Therefore, when a rival sows interest in 'buying' the product maker, he or she may not be of as much value near the excellent business, as he or she works most significantly on the creative design and development group member of the present company.

### **The Behavioral Theory**

The theory of behavior includes the individual's relationship with the appropriate reward, especially when this reward is the start of a monetary or non-monetary goal, and the task that has been accomplished can help him achieve this goal. Some theories overlap now or partially and sometimes implicitly in our practical life. One of them is

the motivation theory, the motivational process that determines people's willingness to act when they think about the immediate future (54).

The target theory assumes that individual priorities are higher than the general objectives, and the problematic objectives lead to higher performance. The setting of goals that contributes to job satisfaction depends on (rewards, objects, actions, outcomes) that includes current ones; assessment (knowledge, values), feelings and desires; predicted existences (incentives, objects, acts, results); assessed instrumentality of expected act and predicted effects, such as achieving goals and action (55).

Situation-specific theories propose that situational factors might affect work satisfaction. The premise that individuals have the exact needs and similar work characteristics can therefore be fulfilled. Most of the other situation-based theories follow the model of work features and the operational method (56). The theory of situational occurrences maintains that the happiness of a person's job is contingent on a mixture of condition characteristics and situational variations (57). Before hiring an employee, an individual considers situational features (salaries, working environments, supervision, promotion, and organizational strategies). Additional conditions that a specific find to be a situational event while at work. Situational incidents can be optimistic (like granting the employee an unexpected wage boost to complete a job unpaid) or negative (coworkers build roadblocks that prevent employees from completing their assignment) (58). The model of work features explains that the effects of work satisfaction are determined by five main job features (skill diversity, role identification, mission meaning, independence, and job response). Job satisfaction results are moderated by key psychological factors (experience, accountability aimed at results, and social diversity of actual results), and other moderators, such as understanding, capacity building, development, the need for power (56).

### **The competency Theory**

The competency theory focuses on its perception of organizations as open arrangements, which are guided by the planned thinking coming from management perceptions and governed by management actions that regulate the inventory and movements of benefits.

The efficiency point of view, in particular, organizational experience, stresses the importance of organizational capital and skills. The resource-based approach to company strategy portrays a business because many physical and intangible assets, resources, or competencies are linked to the company and problematic to emulate. The skills of a company are a collection of specific technical skills or corresponding assets and operational habits due to the competitive capabilities of a company in one or more business sectors (59). Externally, in a specific product area, these competencies can be interpreted as abilities.

Competence is the capability of a company to overcome organizational and technical issues and is thus not restricted to a particular category of products. In reality, companies often have skills that extend into the multiproduct sector. Cases of time-specific abilities comprise the employment of expert workers and internal expertise in the CD of technology, and organizational skills. Such techniques emerge mainly from executive education. Consequently, they remain historically closely linked to the goods and marketplaces that the company uses. These resources allow organizations to take substantially fewer costs or deliver goods and higher quality results than rivals. Companies with superior abilities would prove to be more successful than rivals to the degree that capital donations are sticky (59). Organizational competence must satisfy three criteria for a positively accepted competitive advantage source: it has to be heterogeneously divided inside of the industry.

Organizational experience can be broken down into three main components: delegated skill decisions about what to make and how to evaluate it, transactional skill decisions about what to do or buy and whether to do it alone or in partnership, and administrative skills on how to do it establish a management system and policies that allow for productive results (56). In addition, technical competence was described as the ability to develop and enhance processes and products. This is also the ability to control facilities efficiently (58). Management researchers have paid attention to information tools and processes of knowledge formation as critical sources of competitive advantage in the quest to understand the competitive achievements of companies. Could you construct knowledge barriers for competitors to imitate, given that knowledge is the

foundation on which capacity is built? Knowledge can, to a significant extent, account for part of the value added of a company, since knowledge has been described as the company's most strategically valuable reserve (60).

Information development processes are particularly crucial in dynamic environments, as new knowledge tools empower an organization to adapt to evolving environmental demands over time and absorb new external information (61). The exchange of information between organizational participants without changing its material (62) and incorporating various types of knowledge into such a new research domain are two additional ways of generating knowledge at the organizational level (60).

The advanced knowledge of individuals serves as the groundwork of their capability to perform individual tasks in knowledge integration processes. These advanced individual talents must be merged into organizational capabilities in order to build organizational capabilities (35). Explicit awareness is a required component of all knowledge at this point, and the case for distinguishing between tacit and explicit knowledge is to be missed; all are indissolubly connected (25). Explicit knowledge also takes the form of rules and regulations, and the basis for tacitly conveyed knowledge is dependent on a great deal of explicit knowledge. The development of information and knowledge focuses on organizational processes. In doing so, information and knowledge development discussions are also based on how knowledge enables benefit and rent to be received through its deployment and application to products and services. Grant (60) demonstrated the need to incorporate information to shape an organizational capacity by evaluating knowledge-sharing processes in a private-branch telephone exchange manufacturer.

To effectively manage the development of information and knowledge within an organization, managers need to understand not just the stock of knowledge within the enterprise, but also how to manage the current and potential transfer and diffusion (flow) of knowledge within and through the organization's borders (63). The fundamental differences in the quality of different forms of information need to be understood.

Accordingly, it is possible to differentiate the understanding and know which types of knowledge relate to the state, process, and intentional forms of system knowledge.

However, the idea of a product as a system can be created by any technical process or feature, by the organization itself, and by its environment can also be included in the concept of a system. Understanding is the practical awareness of “how do the system elements in the current situation of the system are interrelated”. We understand why a system's components exist. They work together; that is, its technical knowledge is necessary to understanding how parts can be designed to achieve some overall function in a system design. Know-how is defined as strategic knowledge about “which alternatives for an action are open to the organization” to employ this know-how and types of information. (64).

Know-how is the understanding of how the components of an internal system are interconnected within an organizational context sense, and thus resembles a functional or operational type of the architectural information of the company. Know-why, however, is understanding why and how the components of an organization work together and allow the organization to operate in the same way. Similarly, know-how is the managerial understanding of the strategic goals that could be achieved by implementing the know-how of the organization (65).

## **Summary**

The theories above are considered a cornerstone in understanding the primary variables of the multicultural workforce due to the interrelationship of the influencing factors among them. Therefore, taking an overview of these theories will contribute to building an idea of the extent of the interdependence and convergence of these factors. These theories help to understand the scientific background of each of the variables, such as the diversity factor, trust factor, and performance factor.

### **Definition of Employee Performance**

EP is considered an essential variable in any organizational work setting, and many studies have supported it as an essential factor in measuring organizational performance. According to (66), EP can be defined as evaluating an employee's ability to determine whether the employee has done their job well. EP could also be assessed by various predicted behavior and task-related aspects, while financial grounds mainly measure performance. Performance depends on the absolute quality, or comparative assessment may represent the organizational performance (68).

Other than that, an employee's job performance is often a person's production concerning the quality and measure required of each employee in a specific job. This indicates that individual performance is determined most of the time by encouragement rather than the motivation to accomplish work. (70). Literature suggested that employees' job performance into three categories: task performance, adaptive performance, and contextual performance. Task performance requires explicit task activities that involve key job roles assigned as part of the job description (70, 71). Contextual performance is an employee's pro-social behavior that supports job responsibilities but is not part of the job description (72). Adaptive performance determines the employee's personal ability to adapt and provide additional support for the job role in a complex working environment (74).

However, according to (67), previous organizational variety research has indicated that variety may be disruptive or beneficial to the success of the workgroup in the right way (75). The diversity of the working groups, for example, is associated with innovation and problem-solving skills (76, 77) and is negatively linked to collaboration and cooperation (78). It is believed that effective human resource diversity practices will increase the workforce's efficiency and that of the organization. (22).

Diversity management means utilizing and exploiting cultural changes in the skills, thoughts, and vision of famous people to contribute to a public mission and doing it in a way that allows the business to have a competitive advantage (79). Based on recent research, there is a clear link between good diversity practices and benefits. Diversity reassures improved conception, a wider variety of lookouts, a more precise explanation of problems, more options, and better answers (67). This is also suggested that, with declining workforce homogeneity, it becomes the need of the organizations to provide the potential opportunities and develop policies that help to preserve the skills of workforces with a diverse background in the matter is preserving popular competitive advantages in the market (79–81).

### **Cultural diversity**

CD is used to define the various aspects of ethnic of cultural groups that can be found in a society. The focus of CD includes race, faith, traditions, languages, backgrounds, and nationalities. When compared to this, diversity covers a broader dimension, including things like age, race, gender, disabilities, religion, maternity, customs, ethnicity, and so on, in which other cultures have respect for. The presence of CD in a society provides a way decrease any discrimination that might occur, especially in areas such as the workplace. Additionally, if the diversity within the company is managed positively, then CD will help the organization to achieve success. However, if this diversity is improperly managed, this will decrease the level of employee morale and performance and increase the occurrence of conflicts and misunderstandings.

For this reason, a great number of organizations focus special attention on managing and maintaining CD within the workplace. Such companies receive

encouragement regarding the hiring of employees of diversity from various nationalities, ethnicities, backgrounds, and languages to manage and run their companies in a more effective manner, because instilling CD will aid in the company's ability to increase their productivity and innovation on a global scale. This can be achieved through teamwork, which is among the ways to reduce the occurrence of conflicts and misunderstandings, and also encourage the employees and management to be accepting of other cultures. Moreover, CD has a number of advantages with regard to the employees, and the organization itself as a whole. CD brings about an improvement in the knowledge and performance that the employees have, increases the mutual respect that they have toward others, and allows for the use of different languages. All of this, in turn, will result in the company having a better reputation and improved customer satisfaction. Additionally, it will increase the value that the organization has and that of job promotions. Moreover, CD should be managed appropriately to be able to gain the desired benefits and respect that it will bring from other cultures. All of this will aid in reducing conflict and will encourage all members of the organization to interact with openness and flexibility toward others.

### **Management of Cultural Diversity**

Any noticeable variation in a person seen in a community is CD. On a societal stage, the cultural climate in the workplace represents existing demographics, socioeconomic, and cultural disparities. Managing culturally diverse employees is a big hurdle for any company (82). No individual is the same; each person is different depending on their faith, context, age, education, perceptions, etc. (83). CD has also been believed to make the workforce heterogeneous, as many multicultural people live and work there (84). The changing marketplace and the environment are also expressed in a workplace with CD.

Sharma (85) clarified six reasons why a diverse workforce is essential, which include:

- 1) Enhanced knowledge of the client base
- 2) Productivity improved
- 3) Higher innovation and innovation

- 4) Increased set of skills,
- 5) Improving the recruiting and retention of new hires
- 6) A greater pool of talent.

In the first clarification, “Amended understanding of the client base”, it is easy to assist consumers with a large variety of ethnic workers of diverse backgrounds and experiences. CD comes from different ways of thinking, integrating different perspectives and skills that contribute to teamwork, higher job performance. The second reason states that a diverse workforce drives a large scale of expertise, skills, concepts, and renewal (86).

The third explanation states that it contributes to improving the scale of experience, talents, ideas, and creativity in having a varied workforce. The fourth explanation notes that it becomes easy to thrive in this fast-growing adaptive behavior with many different skills. Reason number five discusses that new hires are more relaxed in a multicultural world because they can interact with others and are more respected. Far ahead, this helps to develop an employee's knowledge and experience. In the last reason, the author notes that companies would profit from taking advantage of a broader talent pool instead of observing and sign to solely select groups of potential candidates, as there are individuals from different backgrounds who have domain of skills (87).

The fourth explanation notes that it becomes the easiest for them to be competitive, adapt, and continue to be successful in a rapidly evolving market with a highly competitive market environment with many different skills. Reason number five debates that new hires are more relaxed in a multicultural world because they can easily interact with others and feel more respected. Later, this helps to develop an employee's knowledge and experience. Diversity has also been believed to make the workforce heterogeneous as many multicultural people come together to live and work there (84).

## **Different Kinds of Cultural Diversity**

Diversity has several aspects, so diversity is intricate, and much research is required . The literature has proposed different kinds of diversity, including primary dimensions concerning inherited differences like age, race, ethnicity, gender, and impairment. This dimension accord shapes the fundamental self-image of a person and fundamental worldviews (88). The secondary factor relates to faith, values, family histories, community, sexual orientation, lifestyle, schooling, etc. Clarifies This factor is less apparent and affects Self-definition and self-esteem.

Moreover, the tertiary aspects are based on opinions, faith, expectations, behaviors, emotions, and values. Mazur (88) States that the historical moments encountered are demonstrated in these dimensions (82). It further explains that these different kinds effectively deal with individuals to influence the working environment in turn. The primary dimensions of inborn disparities will be discussed in this study, particularly in terms of gender and age, how these diverse workers are viewed, and how they interpret university practices.

## **Relationship between cultural diversity (gender, age) and employee performance**

Researchers have discovered that workplace CD positively impacts employee efficiency, contributing to greater productivity and innovation due to disparities in educational backgrounds, nationalities, and languages. Amla (89) carried out an exploratory study to understand whether there is any connection in an organization between CD and employee efficiency. Factors including age, culture, nationality, gender, and race were studied. They proved that there is a significant association between the organization of social assortments and execution. They suggested that companies should provide adequate management of their CD in all reviews.

Qasim (90) said that presently, with significant changes in business with the demands of globalization, there is a need for additional contact and cooperation between individuals from various cultural backgrounds. Hence, to gain competitive advantages, each company should have more workforce diversity. The study was conducted in the

textile industry to observe the relevance amid the variety of the labor force then the execution of workers. He selected a sample of 120 employees from the material companies of Noida and larger Noida via the convenience sampling process. The research findings showed that only the academic experience of workers has an impact on EP.

Rizwan (91), in his research in Jalalabad, Afghanistan, endorsed the effect of diversity in the labor force on worker efficiency. The findings showed that workforce diversity has a direct effect on employee success (90). They undertook the research to identify the connection between workplace diversity and worker efficiency. The findings showed that gender and age have a direct association with the output of employees. Gaunya (92) stated that gender, age, educational background, and ethnicity were considered the most critical variables among employees. They circulated 230 questionnaires to workers at Lahore's leading banks. The findings showed that when the workers were from different backgrounds, this had a massive impact on worker's performance. Gaunya (93) suggested that organizations should increase levels of contact and interaction between people of different views, backgrounds, and cultures as globalization increases. The review was undertaken to examine the effect on the execution of employees in Kenya's government section, using a contextual study. Feedback from the study showed a strong positive correlation between educational diversity and worker's level of performance and a poor association between age and EP.

Mwatumwa (94) claimed that workplace diversity would bring significant value to the company against its rivals. Sex, age, and ethnicity are the most diversified demographic variables in most organizations. This study was conducted in Singapore for employees in the manufacturing services industry. No statistical significance was shown to among the three variables from hand and EP from another hand. Kochan (95) claimed that the diversity of human resources is mainly for the execution of workers. Hence, in the Mombasa government, they conducted a study to discover the impact of workforce variety on worker execution. They used the methodology of judgmental sampling. For all of the variables that were used, the research objectives were accomplished with negative results. The results showed that the employees' race, gender, and level of

education had little impact on worker execution. Thus, organizational diversity does not impact worker performance.

**Gender:** According to Jehn (96), the idea of the implementation of such pieces of training has extended the idea from diversity, and society is starting to understand and identify demographic changes, because gender may affect labor relations and their outcomes. Remarkably, community processes are improved by gender diversity. Moreover, diversity provides attention to HR activities. Last but not least, it increases the positive influence of gender diversity on constructive community processes (97).

In addition, Lee (98) indicated that managers need to be mindful that gender disparities may exist related to distribution and communication. As management aims to establish an ideal atmosphere of justice, this can mean different contact techniques for coping with male and female subordinates.

There are findings by some researchers that these relationships cannot hold because of evolving the quality of the turn women plays in the workforce. Beldona (99), For example, in justice-outcome relationships, there were no gender effects; the studies noted, to put it plainly, that gender diversity in a company does not influenced EP (100)

**Age:** According to Gellner (101), the young generation is keen to learn new inventions and concepts while studying. Additionally, it was claimed that the outcomes indicated that older and younger workers would come together to be consistent and viable. reported that Western outcomes have shown that older and younger workers need to come together to form cohesive and productive employees. In organizations, these shared values, shared with different age groups, are valued and helpful to produce better results.

Young people with the learning process are more likely to study new things and embrace new concepts, according to Gellner (101). Older people who have many experiences in life are more experienced and have improved solving problems abilities. Also claimed that results showed that older and younger workers need to work together to create cohesion and corporate culture sustainable. In firms, the different age groups that carry these values will accompany each other and achieve better firm results. In the

results of it was shown that different age groups have different values for businesses, and these values can support each other to improve the performance of businesses.

As well, age dissimilarity alone has a detrimental impact on the productivity of individuals. There are not sufficient profits for age dissimilarity in the case of routines tasks, which may compensate for the growing costs resulting from more significant age heterogeneity. Therefore, the increasing heterogeneity of age overall contributes to a reduction in productivity in companies with routine types of work (102). Similarly, (134) did not observe any significant influence on the diversity of age in the processes or team success assessment goals of employees. Since the current study investigates the overall impact of CD on job efficiency, it is hypothesized that, based on previous literature:

### **Relationship between cultural diversity and trust**

Diversity is commonly characterized using the current differences between the characteristics of multiple persons, having it a configurable team property (2). While diversity has been regarded as a significant research area due to globalization (103), most of the work in this field does not provide an understanding of the potential mechanisms (104). While research has shown an influence of the homogeneousness or heterogeneity of members without the explicit definition of the category of diversity (105, 106), when several categories of diversity are condensed instead of divided, the effect of CD is likely to be damaged. As the workforce becomes more heterogeneous, CD can reveal different dissimilarities (107,108). In particular, greater levels of conflict and lower confidence have been correlated with ethnic diversity, reducing team effectiveness (109).

People usually have greater faith in others with whom they share beliefs (110). Shared principles suggest less ambiguity of what constitutes acceptable social behavior. In other words, people are more likely to trust someone who has the same beliefs because they know what to expect better than people of different backgrounds.

(111) reviewed the literature on diversity and trust and concluded that cultural differences among employees can decrease trust due to the psychological impact of

differences (112). However, they also suggested that a community atmosphere that encourages positive attitudes to diversity will turn this relationship around. Indeed, it has been shown that CD enhances psychological protection, a closely linked construct to trust (8).

### **Relationship between trust and employee performance**

Firms with a high standard of trust among employees benefit from increased employee engagement and improved financial performance. Meanwhile, those with confidence issues experience low productivity, high turnover, and low profits. The standard of trust within a company can have a profound effect on business results. High-trust organizations are more likely to be high-revenue companies when compared to their low-trust counterparts. According to Curseu (108), trust can be an essential factor in an employee's decision-making process regarding information sharing. It was argued that faith is crucial because it is not possible to rely on technology, infrastructure, and management impact alone to promote the communication flow. If companies want to gain the advantage of a worker's knowledge and ability, effective communication is essential. Trust is connected to an individual's view of various factors, such as how the company, management, and other personnel have handled them (113, 114). It is also a precondition for high enough levels of communication to be established to enable the efficient sharing of skills and information (115). Goh (116) found that management must provide opportunities for staff to communicate with others to achieve maximum collaboration and sharing of skills and information to create an appropriate level of trust for that collaboration and sharing to continue. Chami (117) claimed the dependence between individuals has a significant impact on the propensity of a person to participate. In an extended relationship, little trust is likely to grow, and so less information is likely to be transmitted in situations when the relationship is remote or complex to communicate. Building trust is the basis for the belief that workers will meet the above expectations (119). (118) argued that if the degree of confidence that the organization promotes and cultivates is substantial and it possesses sufficient elasticity, it is possible to promote the creation of a correlation of interactions. Confidence is often visible as a

vital factor to organizational success, to available contributions from employees are not always be easily found or imitated (120). Management policies and procedures that are likely to represent management's principles and beliefs can have a significant impact on how the company is perceived by employees. Hence, it is hypothesized that:

### **Mediating effects of Trust**

In today's diverse workforce, the tendency of people to categorize groups could lead to fault lines (121). More precisely, diversity has been shown to affect output negatively (122, 123), especially the less task-related diversity categories (124, 125). However, the correlation between CD and the performance of employees has also shown different outcome trends that conflict with previous research, such as a favorable relationship (126, 127) or a non-significant relationship (129, 130).

Several studies have fault lines, for example, have been found to adversely affect EP through a lack of confidence and exchange of knowledge (131, 132). It has been shown that confidence mediates relationships between several significant team inputs and outcomes (133), including that between diversity and actions of organizational citizenship. Jackson (134) indicated that it could be a critical emerging state to promote interesting team outcomes. As mentioned above, processes of social classification might cause people to view different team members as outsiders. In addition, those who are dissimilar are also seen as less predictable (136), exacerbating the adverse effect on trust of CD, as trust is profoundly dependent on the idea of trust.

Lowered trust can prevent group members from sharing information and new ideas with each other, properly distributing workflows, and depending on each other, and prevent them from concentrating on a larger mission if they are too engaged in thinking about the success and intent of others, all of which undermine the overall performance of the workers. Nevertheless, on the other hand, certain forms of diversity associated with tasks (e.g., functional diversity) can help to improve confidence and, in turn, employee efficiency when people consider CD to be an attribute that is important to the success of staff. This increased optimism would encourage team members to be

involved in more collaborative team practices, thus promoting the achievement of positive team outcomes. Therefore, hypothesized the following based on these arguments:

### Conceptual Framework

The conceptual setting of this study was grounded on the objectives of the study and the knowledge obtained from the literature review, as shown below in Figure 2.1.

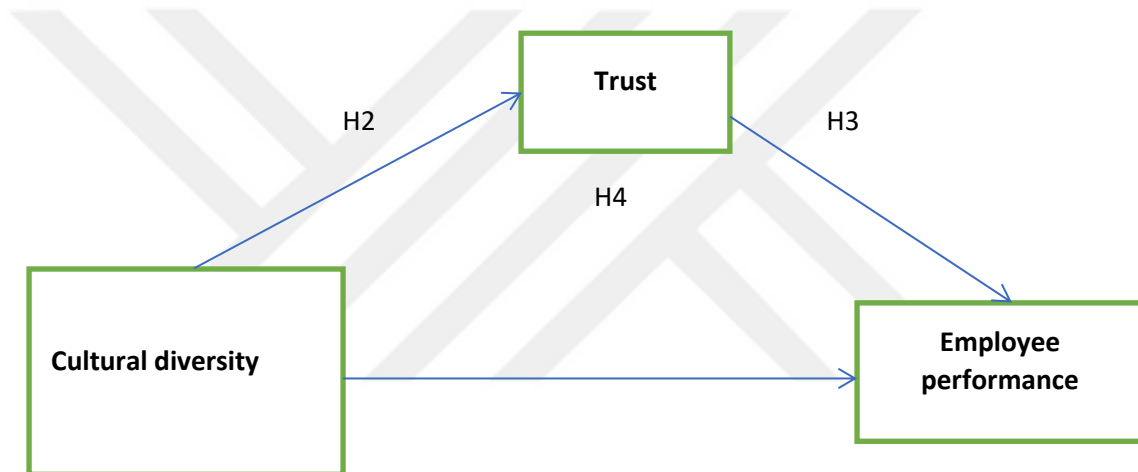


Figure 2.1: Conceptual Framework

An organization’s success depends on the capacity to uphold a varied skill; it can come up with new ideas, experiences, and perspectives for its job. Insomuch as a company can capitalize on that melting pot from varied skills. It is possible to change a strategic organizational advantage. By combining talents from diverse cultural backgrounds, gender, age groups, and lifestyles, an organization can work more efficiently and creatively on employment opportunities, especially at the global level, which should be one of the most important organizational goals to be realized. More importantly, when diversity is not generally embraced by the corporate climate, this creates the risk of losing talent to rivals.

Every group of employees must be efficient in terms of its internal operational activities to achieve its organizational objectives. Additionally, every team has to manage effective relationships with groups other than the people in the organization. Team members can have access to opportunities through their relationships and use the power that benefits the team and its members (137). Based on the research by (138), (139) stated that professional resources need to switch from the point of opinion (our way is the better way) to a cultural relativist viewpoint (let's pick the best-varied paths) to effectively handle organizational diversity. In planning, coordinating, leading, and regulating organizational capital, this transition in methodology must be embedded in the supervisory structure of the human resource manager.

In the real world, it is not easy to classify diversity, and the companies that adapt to human complication by utilization the skills of a varied workforce will become more successful by increasing their work client base. Because of the need to maintain their competitiveness, react to globalization, and enhance innovation and productivity in their enterprises, companies must understand the importance of variety. The argument has never been more apparent for recognizing and handling diversity. The need for diversity programs will be the cornerstone of influential future companies, as new potential and opportunities begin in the professional business world. Today's world is more diversified than ever before. Unique individuals are formed by their race, faith, life experiences as well as all other personal attributes.

## CHAPTER 3

### METHODOLOGY AND DATA ANALYSIS

#### Research Design

The research literature review showed that there may be no widely accepted method for assessing the efficacy of communication. The large population base required the quantitative research process to obtain a "numerical characterization of direction, position, or opinions" (140). Several qualitative kinds of research were also required "to unravel the concept and version that participants grant, to their experience (141).

The quantitative market research was used in the conduct of this study. Quantitative business research is research that, through analytical analysis, addresses research objectives. It provides numerical methods for calculating and examining (142). It produces data using approaches such as questionnaires or interviews with systems by using a large-scale questionnaire. The type of study design is descriptive research that characterizes features of artifacts, individuals, organizations, groups, or environments. It handles questions about who, what, when, why, and how. With a comprehensive understanding of the status being analyzed, descriptive studies are performed. Successful research purposes include that the gathered knowledge is essential and helpful for more productive and practical research projects. Causal analysis is made to determine the reason and impact relationships between variables while the research issue is broadly established (143). The current research was based on researching and analyzing the influence of CD on performance inside an organization. There are four requisite techniques to gain insight and a clearer view of the cases: derivative information analysis, pilot studies, state studies, and questionnaire surveys. In the present research, the survey questionnaire was selected a method for analyzing the variables in the performance of employees in an organization.

## **Methods of Data Collection**

The main sources comprise two types of data: primary data and secondary data (142). Primary data sources will be used in this analysis to address the hypotheses and research questions.

Primary data are described as data collected through contacts or interviews or meetings with people, survey groups, and focus groups, and that the primary data are collected specifically for the proposed research projects at hand (144). The main reason for primary data analysis is to directly evaluate and improve the understanding of the research topic by collecting the data from the first hand. Primary data were obtained in this research employing a survey questionnaire. submit the questionnaire, get acquainted with it, and consider it a self-management survey for segments of people or specific goals to collect the required information and data. For the purposes of the research, 400 questionnaires were distributed online. The primary purpose of the survey was to ensure the completion of the information collected. It was the only available way to reach a variety of audiences. Results taken from the statistical analysis were used as guidance in the research projects. It was performed in a structured way, where all of the respondents could provide their interpretation through the questionnaires distributed to them, which ensured that no essential points were left out.

## **Sampling design**

### **Population**

Population indicates the whole group of people, activities, or things a researcher needs to examine (145). The central objective of this study was to check the impacts of CD on the performance of employees with a mediating role of trust in an organization. The field to be targeted was the Iraqi Ministry of Education. The target population for this research was, therefore, staff employed in the universities of Iraq.

### **Sampling technique**

Sampling is a technique of sorting and choosing units from the population. Sampling is generally performed because it is difficult to evaluate every single person in

the population. The literature supports two kinds of sampling techniques: probability sampling and non-probability sampling. Probability sampling can be used when every group variable has a known non-zero probability of pick (145). Nevertheless, non-probability sampling is used when the population units do not have a known or predictable probability of being chosen as topics for survey purposes. (145).

The present research employed a convenience sampling technique under the non-probability sampling technique. Questionnaires were distributed to appropriate respondents who met the criteria required to respond; they had requested to fill out the questionnaire form, which was sent directly to them. A total of 400 questionnaires were distributed to the target population.

### **Research Questionnaire**

As previously mentioned, a questionnaire would be the most appropriate way to achieve the survey, given the overall sample size and the geographical tests. The questionnaire scales of the respective variables in this analysis were taken from previous studies, which were validated and confirmed as accurate. Changes were made to the wording of the questionnaire items with the purpose of ensuring continuity among the questionnaire items. After the questionnaires were distributed directly to the employees, the respondents were given about 10–15 min to complete the survey.

### **Formulation of Questionnaire**

This research was divided into three parts, as Sections A, B, C, and D. In Section A, the demographic data of respondents were gathered, which contained elements such as gender, ethnicity, age, level of qualifications, and work experience. Section B consisted of an independent variable to determine the primary influence of cultural variety (age, gender) on the performance of employees. Section C contained a dependent variable with ten questions about the performance of employees. Section D contained a mediation variable with ten questions about trust. Table 3.1 shows all of the details of the instrument.

**Table 3.1: Details of the instrument of cultural diversity (gender)**

| Sr # | Item code | Items  | Source |
|------|-----------|--|--------|
| 1    | G1        | The employees have not been there discriminated against by the employer when hiring and recruitment operation on a gender basis. | (146)  |
| 2    | G2        | The organization is good at attracting women while they are recruiting.  |        |
| 3    | G3        | All employees are treated fairly, both male and female.  |        |
| 4    | G4        | there are opportunities for growth and advancement to women exist in our organization  |        |
| 5    | G5        | Career development that covers women is supported within our organization.   |        |
| 6    | G6        | The organization training for development program is developed to realize the norm/requirement for male and female gender.       |        |
| 7    | G7        | Women share in decision-making inside the organization just as much as men.  |        |
| 8    | G8        | Performance standards for success are in prospect to be higher level for men comparing for women.                                |        |
| 9    | G9        | I'm optimistic about diverse gender in the workplace.  |        |

Table 3.1 displays nine elements that are utilized to assess the impacts of CD (gender) in an organization on the performance of employees. Regular assessment is expected to be element nine by arranging on the 5- Point that point LIKERT with a very unacceptable group (1) to strongly agreeable (1). (5).

**Table 3.2: Details of Instrument of Cultural Diversity (age)**

| Sr # | Item code | Items   | Source |
|------|-----------|---|--------|
| 1    | A1        | This organization supplies me with similar opportunities for training and occupational development. | (146)  |
| 2    | A2        | My team leaders include all members of various ages in issue-solving and decision-making.           |        |
| 3    | A3        | The age differences in a workgroup do not cause struggle.   |        |
| 4    | A4        | At work, I experience a shortage from bonding with people of different age group                    |        |
| 5    | A5        | I am optimistic about the age diversity at this workplace   |        |

Table 3.2 displays five elements that were used to assess the effects of the CD age in the organization on EP. The respondents were requested to rate these answers from strongly disagree (1) to strongly agree (5).

**Table 3.3: Details of the instrument of EP**

| Sr # | Item code | Items   | Source |
|------|-----------|---|--------|
| 1    | EP1       | I seldom miss work, even while I have a legal reason for doing so.                | (147)  |
| 2    | EP2       | I implement my work with unusually few mistakes.                                  |        |
| 3    | EP3       | I implement my tasks with additional special attention                            |        |
| 4    | EP4       | I consistently meet or defeat deadlines to completing work.                       |        |
| 5    | EP5       | I stand for my organization when other workers criticize it.                      |        |
| 6    | EP6       | I stand for my organization when strangers criticize it.                          |        |
| 7    | EP7       | I am pleased when I represent my organization in public workplaces                |        |
| 8    | EP8       | I strongly encourage my organization's products and services for potential users. |        |

Table 3.3 displays eight elements used to measure staff performance. Uses the LIKERT scale of five points to answer questions is robustly not agree (1) to robustly - agreeable (5).

**Table 3.4 Details of Instruments of Trust**

| Sr # | Item code | Items  | Source |
|------|-----------|--|--------|
| 1    | T 1       | Management at my institution is truthful in its attempts to meet the employees' point of view.           | (148)  |
| 2    | T2        | Our institution has a poor future except if can attract better directors                                 |        |
| 3    | T3        | If I got into hardness time at work, I know my Work colleagues would try and support me out              |        |
| 4    | T4        | Management can be trusted to manufacture reasonable decisions for the institution's future.              |        |
| 5    | T5        | I can trust the people I work with them to give me a hand if asked for                                   |        |
| 6    | T6        | Management at work appeared to do an efficient job.  |        |
| 7    | T7        | I feel totally confident that the institution will constantly attempt to treat me fairly.                |        |
| 8    | T8        | Most of my Work colleagues can be depended on to do as they say they shall do.                           |        |
| 9    | T9        | I have total trust in the skills level of my work colleagues.  |        |
| 10   | T10       | Most of my fellow Work colleagues would get on with their work even if there were no supervisors around. |        |
| 11   | T11       | I can depend on other employees not to make my job more complex by the careless job                      |        |
| 12   | T12       | Our management would be fully ready to earning an advantage by tricking the workers.                     |        |

Table 3.4 displays 12 items that are used to calculate trust. By ranking the LIKERT scale of five points, respondents must judge the 12-scale items varies from maximum ignition (1) to maximum (1).

### **Pilot Testing**

Pilot testing was used to assess if the tool was suitable and comprehensible. Validity and reliability problems can also be addressed by pilot testing. The pilot group was asked to comment on the format, material, and flow of the survey and make any necessary recommendations. Threats to reliability were vague or undefined problems (140). The survey instrument pilot testing helped to recognize uncertainty in the survey questioner as well as other problems that could endanger accuracy and reliability. Table 3.5 describes the details below.

**Table 3.5: Ranges of Reliability (Coefficient Alpha)**

| Coefficient alpha | Reliability ranges      |
|-------------------|-------------------------|
| .8 - .95          | Very Strong reliability |
| .7 - .8           | Good reliability        |
| .6 - .7           | Fair reliability        |
| < 0.6             | Poor reliability        |

Source: (149)

### **Reliability Test**

The reliability analysis was conducted from the evolution of the questionnaire to ensure that the measurements were accurate for this study. The pilot test comprised a survey conducted on a small number of respondents to ensure that the questions are suitable. There were 20 sets of questionnaires that were issued. The participants were asked to comment on the questionnaire and propose changes to it. Most of the feedback

centered on the comprehensibility of the items; thus, some of the items were changed to enhance their clarity. Errors were corrected in the questionnaire and the challenges of delivering it to the 400 intended respondents were resolved before moving forward. Using the Statistical Package for Social Science (SPSS) software, the reliability of the questionnaire and the reliability test were tested. The output of the pilot test is given below:

**Table 3.6: Results**

| No | Constructs                       | Coefficient alpha | No. of items | Result   |
|----|----------------------------------|-------------------|--------------|----------|
| 1  | Cultural diversity (gender, age) | .764              | 14           | Reliable |
| 2  | Employee performance             | .779              | 8            | Reliable |
| 3  | Trust                            | .784              | 12           | Reliable |

### **Testing Assumptions**

An evaluation of data normality is required in many statistical tests for parametric research; ordinary data is an underlying supposition. With regard to graphical and numerical methods, there are two critical methods for determining normality. The observed and predicted values are plotted on a graph in the visual system, while the other values are numerically plotted. The evaluation of normality uses graphical methods that prevent interpretation problems; it takes a great deal of practice. The Shapiro-Walk test, Kolmogorov-Smirnov test, histogram, box map, skewness, kurtosis, P-P Plot, Q-Q Plot, and mean with SD are the most popular techniques available for verifying the normal state for continuous data. The two most frequently used methods for assessing the normality of data are the two well-known standardized tests, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test. Standard condition tests may be done in SPSS (10). The normality test. Details of the current analysis are given in Table 3.7.

**Table 3.7: Assessment of Normality**

| Variables                        | Skewness | Kurtosis | Result |
|----------------------------------|----------|----------|--------|
| Cultural diversity (gender, age) | 0.245    | 0.079    | Normal |
| Employee performance             | -0.125   | 1.136    | Normal |
| Trust                            | 0.090    | 0.180    | Normal |

### **Analysis of Data**

Data analysis is a method of logic to explain, clarify, and interpret the data or data obtained by questionnaires (150). and we were using the IBM SPSS Statistics for Windows 21.0 Student Edition (IBM Corp., Armonk, NY, USA). The data collected through the questionnaires were analyzed, and the use of a graphical presentation (such as a bar graph and a histogram) aided in displaying the data correctly. Approaches such as multi-mediated regression analysis and Pearson correlation analysis were used. SPSS was used as an approach to evaluate the association among dependent and independent variables. The results of the research hypotheses were evaluated using SPSS to see if the research supported the hypotheses.

### **Descriptive Analysis**

Descriptive analysis is the analysis through which the primary data is converted into a model that facilitates the researcher to understand, interpret, and rearrange the information to provide descriptive data, and is also utilized to define the main patterns of the variables and some measurements, such as the standard deviation, mode, and range, which are descriptive for the analysis and are utilized to define the sample data matrix.

**Table 3.8: Intervals of Application Degrees (161)**

| Ranges        | Degree of level |
|---------------|-----------------|
| 1 to 1.80     | Very low        |
| >1.80 to 2.60 | Low             |
| >2.60 to 3.40 | Moderate        |
| >3.40 to 4.20 | High.           |
| >4.20 to 5.00 | Very high.      |

Nevertheless, to get a better idea of the results of the descriptive analysis, each structure will be discussed independently in the subsections below.

### Cultural Diversity

CD is the independent variable, and it was measured using a 14-item scale. Table 4.8 illustrates the descriptive statistics of all of the items of CD for all of the cases.

**Table 3.9: Cultural Diversity Descriptive Statistics**

| Cultural diversity   | Code | Min | Max | Mean | Std. Dev | Degree of Application |
|--|------|-----|-----|------|----------|-----------------------|
| Cultural diversity- All items  |      |     |     |      |          |                       |
| The employees have not been there discriminated against by the employer when hiring and recruitment operation on a gender basis. | CD1  | 1   | 5   | 3.13 | 0.950    | Moderate              |
| The organization is good at attracting women while they are recruiting.  | CD2  | 1   | 5   | 3.97 | 1.122    | High                  |
| All employees are treated fairly, both male and female.  | CD3  | 1   | 5   | 3.74 | 1.002    | Moderate              |
| there are opportunities for growth and advancement to women exist in our organization  | CD4  | 1   | 5   | 3.75 | 1.156    | High                  |
| Career development that covers women is supported within our organization.   | CD5  | 1   | 5   | 3.74 | 1.011    | High                  |
| The organization training for development program is developed to realize the norm/requirement for male and female gender.       | CD6  | 1   | 5   | 3.52 | 1.002    | High                  |
| Women share in decision-making inside the organization just as much as men.  | CD7  | 1   | 5   | 3.68 | 1.156    | High                  |
| Performance standards for success are in prospect to be higher level for men comparing for women.                                | CD8  | 1   | 5   | 3.59 | 1.011    | High                  |
| I'm optimistic about diverse gender in the workplace.  | CD9  | 1   | 5   | 2.53 | 1.122    | Moderate              |
| This organization supplies me with similar opportunities for training and occupational development.                              | CD10 | 1   | 5   | 3.54 | 1.002    | High                  |
| My team leaders include all members  | CD11 | 1   | 5   | 3.26 | 1.156    | Moderate              |

|  |      |   |   |      |       |          |
|--|------|---|---|------|-------|----------|
| of various ages in issue-solving and decision-making.                            |      |   |   |      |       |          |
| The age differences in a workgroup do not cause struggle.                        | CD12 | 1 | 5 | 3.39 | 1.011 | Moderate |
| At work, I experience a shortage from bonding with people of different age group | CD13 | 1 | 5 | 3.85 | 1.002 | High     |
| I am optimistic about the age diversity at this workplace                        | CD14 | 1 | 5 | 3.90 | 1.156 | High     |
| Calculated Average Mean  |      |   |   | 3.53 |       | High     |

As seen in Table, all of the CD elements had a minimum of "1" and a maximum of "5" according to the data points available in the questionnaire. This indicated that the study demonstrated a high variance in CD. Values of the standard deviation of all of the items were below or around 1, while all of the mean values were between 2 and 3. The value of the standard deviation 1 was relatively low when compared to the average of the value 3. This relative discrepancy means that the data points in most cases of the elements were closer to the average value, and it can be said that it depicted the average of each element with a high degree that represents the data. The mean values show that item two of the CD contained the maximum value of 3.97, which means that the Iraqi Academics Syndicate strongly believe in communicating the vision of CD to all employees. The average mean of all of the items was  $m = 3.53$ ; it is the total mean value. It is found higher with 3.53 of total mean value, which indicated that CD had significant importance for the Iraqi Academics Syndicate.

### **Employee performance**

EP is the dependent variable of the current study and was measured by 8 items. Table 4.9 illustrates the descriptive analysis of EP

**Table 3.10: Employee Performance Descriptive Statistics**

| Construct  | Code | Min | Max | Mean | Std. Dev | Application degree |
|--|------|-----|-----|------|----------|--------------------|
| Employee performance   |      |     |     |      |          |                    |
| I seldom miss work, even while I have a legal reason for doing so. | EP1  | 1   | 5   | 3.34 | 0.816    | Moderate           |
| I implement my work with unusually few mistakes.                   | EP2  | 1   | 5   | 3.02 | 0.787    | Moderate           |
| I implement my tasks with additional                               | EP3  | 1   | 5   | 3.12 | 0.792    | Moderate           |

|   |      |   |   |      |       |      |
|---|------|---|---|------|-------|------|
| special attention.  |      |   |   |      |       |      |
| I consistently meet or defeat deadlines to completing work.                       | EP4  | 1 | 5 | 3.68 | 0.807 | High |
| I stand for my organization when other workers criticize it.                      | EP5  | 1 | 5 | 3.68 | 0.774 | High |
| I stand for my organization when strangers criticize it.                          | EP6  | 1 | 5 | 3.68 | 0.780 | High |
| I am pleased when I represent my organization in public workplaces.               | EP7  | 1 | 5 | 3.62 | 0.776 | High |
| I strongly encourage my organization's products and services for potential users. | EP8  | 1 | 5 | 3.06 | 0.799 | High |
| Calculated Average Mean   | 3.93 |   |   |      |       | High |

Table 3.10 indicates the mean scores and standard deviation values for employee results. Both items had a minimum number of 1 and a maximum number of 5, which represent the minimum and the maximum number of data points available in a survey. The overall grade of the total indicators was  $m = 3.93$ , which was the total average EP score. This demonstrated that EP is an acceptable construction to research in the Iraqi Academics Syndicate.

## Trust

Trust is a mediating variable in the study and was measured by 12 items. Table 3.11 shows the details of the descriptive analysis.

**Table 3.11: Trust Descriptive Statistics**

| Construct  | Code | Min | Max | Mean | Std. Dev | Application degree |
|--|------|-----|-----|------|----------|--------------------|
| Trust  |      |     |     |      |          |                    |
| Management at my institution is truthful in its attempts to meet the employees' point of view. | T1   | 1   | 5   | 3.91 | 0.592    | High               |
| Our institution has a poor future except if can attract better directors                       | T2   | 1   | 5   | 3.49 | 0.966    | High               |
| If I got into hardness time at work, I know my Work colleagues would try and support me out    | T3   | 1   | 5   | 3.59 | 1.001    | High               |
| Management can be trusted to manufacture reasonable decisions for the institution's future.    | T4   | 1   | 5   | 3.94 | 0.852    | High               |
| I can trust the people I work with them to give me a hand if asked for                         | T5   | 1   | 5   | 3.98 | 0.850    | High               |
| Management at work appeared to do an efficient job.  | T6   | 1   | 5   | 3.79 | 0.881    | High               |
| I feel confident that the institution will   | T7   | 1   | 5   | 3.92 | 0.848    | High               |

|  |     |   |   |      |       |      |
|--|-----|---|---|------|-------|------|
| constantly attempt to treat me fairly.   |     |   |   |      |       |      |
| Most of my Work colleagues can be depended on to do as they say they shall do.                           | T8  | 1 | 5 | 3.95 | 0.811 | High |
| I have total trust in the skills level of my work colleagues.  | T9  | 1 | 5 | 3.89 | 0.756 | High |
| Most of my fellow Work colleagues would get on with their work even if there were no supervisors around. | T10 | 1 | 5 | 3.91 | 0.883 | High |
| I can depend on other employees not to make my job more complex by the careless job.                     | T11 | 1 | 5 | 3.93 | 0.833 | High |
| Our management would be fully ready to earning an advantage by tricking the workers.                     | T12 | 1 | 5 | 3.89 | 0.760 | High |
|  |     | 1 | 5 | 3.81 | 0.821 | High |
| Calculated Average Mean  |     |   |   | 3.84 |       | High |

As demonstrated above in Table 3.11, all of the items of trust were measured with 1 point, as the minimum, and 5 points, as the maximum, on the questionnaire. The values of the standard deviation for the internal marketing items were all were below or around 1, while the all of the mean values were between 2 and 3. The standard deviation value of 1 was lower when compared to the mean of 3. Item 5 contained the highest value of means, which indicated that trusting other workers was perceived to be a positive gesture. The total mean value for the items was 3.84. This is a clear indication that the employees of the Iraqi Academic Syndicate are trusted.

### **Demographics Profile**

A descriptive review was performed in this current research to collect data on the five personal specifics from the respondents, such as gender, age, ethnicity, level of qualifications, job experience, and work practice. This study addressed the demographic profiles of the respondents and central tendencies in building measurement. This segment included an overview of the demographic features of the respondents depending on the frequency analysis.

SPSS 21.00

| <b>Table 3.12: Statistics</b> |         |                      |                   |                 |                                   |                                  |
|-------------------------------|---------|----------------------|-------------------|-----------------|-----------------------------------|----------------------------------|
|                               |         | gender of respondent | age of respondent | ethnicity group | qualification level of respondent | job experience of the respondent |
| N                             | Valid   | 400                  | 400               | 400             | 400                               | 400                              |
|                               | Missing | 0                    | 0                 | 0               | 0                                 | 0                                |

Table 3.12 shows that there were no missing values in the data.

| <b>Table 3.13: Gender of Respondents</b> |        |           |         |               |                    |
|--|--------|-----------|---------|---------------|--------------------|
|  |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                    | Male   | 309       | 77.3    | 77.3          | 77.3               |
|  | Female | 90        | 22.5    | 22.5          | 99.8               |
|  |        | 1         | .3      | .3            | 100.0              |
|  | Total  | 400       | 100.0   | 100.0         |                    |

Table 3.13 calculates the percentage is participants for males (77.3%) and females (22.5%). In other words, from 400 respondents, 309 were male, while the remaining 90 were female.

| <b>Table 3.14: Age of Respondents</b> |       |           |         |               |                    |
|---------------------------------------|-------|-----------|---------|---------------|--------------------|
|                                       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                 | 20-29 | 3         | .8      | .8            | .8                 |
|                                       | 30-39 | 129       | 32.3    | 32.3          | 33.0               |
|                                       | 40-49 | 214       | 53.5    | 53.5          | 86.5               |
|                                       | 50-59 | 54        | 13.5    | 13.5          | 100.0              |
|                                       | Total | 400       | 100.0   | 100.0         |                    |

The age groups of the respondents are shown in Table 3.14. The plurality of the participants fell within the age group of specifically 40–49 years of age and (53% or 214 respondents), alongside the age group of 20–29 years of age (8% or 3 respondents), 30–39 years of age (32.3% or 129 respondents), and 50–59 years of age and older (13.5% or 54 respondents).

| <b>Table 3.15: Ethnicity Group of Respondents</b> |        |           |         |               |                    |
|---|--------|-----------|---------|---------------|--------------------|
|   |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Arabic | 23        | 5.8     | 5.8           | 5.8                |
|   | q      | 377       | 94.3    | 94.3          | 100.0              |
|   | Total  | 400       | 100.0   | 100.0         |                    |

Table 3.15 displays that the highest proportion of respondents were Arabic (94.3% or 377 respondents), followed by Asians (5.8% or 23 respondents).

| <b>Table 3.16: Qualification level of respondent</b> |                 |           |         |               |                    |
|--|-----------------|-----------|---------|---------------|--------------------|
|  |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | Intermediate    | 52        | 13.0    | 13.0          | 13.0               |
|  | Graduation      | 168       | 42.0    | 42.0          | 55.0               |
|  | post-graduation | 180       | 45.0    | 45.0          | 100.0              |
|  | Total           | 400       | 100.0   | 100.0         |                    |

Table 3.16 demonstrates the qualification level of the respondents. Most of the respondents had master’s degrees (45% or 180 respondents), followed by graduate degrees (42% or 168 respondents), and intermediate (13% or 52 respondents).

| <b>Table 3.17: Job experience of the respondent</b> |                   |           |         |               |                    |
|---|-------------------|-----------|---------|---------------|--------------------|
|   |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | less than 1 year  | 11        | 2.8     | 2.8           | 2.8                |
|   | 1-2 year          | 18        | 4.5     | 4.5           | 7.3                |
|   | 2-3 year          | 39        | 9.8     | 9.8           | 17.0               |
|   | 3-5 year          | 92        | 23.0    | 23.0          | 40.0               |
|   | 5-10 year         | 94        | 23.5    | 23.5          | 63.5               |
|   | more than 10 year | 146       | 36.5    | 36.5          | 100.0              |
|   | Total             | 400       | 100.0   | 100.0         |                    |

Table 3.17 revealed that the highest proportion of respondents had more than ten years of work experience (36.5% or 146 respondents), followed by 5 to 10 years of work experience (23.5% or 94 respondents), less than 1 year of work experience (2.8% or 11 respondents), 1–2 years of work experience (4.5% or 18 respondents), 2 to 3 years of work experience (9.8 % or 39 respondents), and 3 to 5 years of work experience (23% or 92).

### **Inferential Analysis**

Inferential analysis was used to provide a viewpoint on the characteristics of the population founded on available information. This also helped to observe the various variables and their relationship to extra variables.

### **Pearson Correlation Coefficient**

The Pearson correlation coefficient is a recognized correlation calculation method and is concentrated on the covariance method. The Pearson correlation coefficient determines the length and importance of the bivariate association between all of the variables at the range or ratio level. The number reflecting the Pearson correlation refers to the coefficient of correlation. A correlation of +1 means that there is a perfect

relationship between the two variables. The acceptable range of coefficient range and strength of association are shown below in Table 3.18.

| Size of Correlation        | Acceptable range                          |
|----------------------------|---|
| .90 - 1.00 (-.90 to -1.00) | Very high positive (negative) correlation |
| .70 - .90 (-.70 to -.90)   | High positive (negative) correlation      |
| .50 - .70 (-.50 to -.70)   | Moderate positive (negative) correlation  |
| .30 - .50 (-.30 to -.50)   | Low positive (negative) correlation       |
| .00 - .30 (.00 to -.30)    | Slightly correlation                      |

Source: (152)

### Hypothesis 1

H0: There is no positively significant relationship between CD and the employee's performance

H1: There is a significant positive association between CD and EP.

|                      |                     | Cultural Diversity | Employee Performance |
|----------------------|---------------------|--------------------|----------------------|
| Cultural Diversity   | Pearson Correlation | 1                  | .702**               |
|                      | Sig. (2-tailed)     |                    | .000                 |
|                      | N                   | 400                | 400                  |
| Employee Performance | Pearson Correlation | .702**             | 1                    |
|                      | Sig. (2-tailed)     | .000               |                      |
|                      | N                   | 400                | 400                  |

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

From Table 3.19 above, it can be seen that the moderate association between CD and EP was strongly optimistic due to the positive value of the association coefficient. There was a 0.702 correlation between the CD variable and the EP variable. The association between CD and the performance of employees is essential. As the P-value of 0.000 is smaller than the alpha value of 0.01, and based on that alternative, (H1) hypothesis is accepted, and the null hypothesis (H0) is rejected.

### Hypothesis 2

H0: There is no correlation between CD and trust.

H1: There is a positive relationship between CD and trust.

| <b>Table 3.20: Correlations Results</b> |                     |                    |        |
|---|---------------------|--------------------|--------|
|   |                     | Cultural Diversity | Trust  |
| Cultural Diversity                      | Pearson Correlation | 1                  | .688** |
|   | Sig. (2-tailed)     |                    | .000   |
|   | N                   | 400                | 400    |
| Trust                                   | Pearson Correlation | .688**             | 1      |
|   | Sig. (2-tailed)     | .000               |        |
|   | N                   | 400                | 400    |

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

Table 3.20 above shows a moderate positive association between CD and trust because the correlation coefficient value was positive. The CD variable had a 0.688 correlation with the trust variable. The correlation between CD and trust is essential. This is because the P-value of 0.000 is smaller than the alpha value of 0.01. The null hypothesis (H0) is also not accepted, but the alternative hypothesis (H1) is accepted.

### Hypothesis 3

H0: There is no significant positive relationship between trust and EP.

H1: There is a significant positive relationship between trust and EP.

| <b>Table 3.21: Correlations Results</b>                      |                     |        |                      |
|--|---------------------|--------|----------------------|
|  |                     | Trust  | Employee Performance |
| Trust  | Pearson Correlation | 1      | .930**               |
|  | Sig. (2-tailed)     |        | .000                 |
|  | N                   | 400    | 400                  |
| Employee Performance   | Pearson Correlation | .930** | 1                    |
|  | Sig. (2-tailed)     | .000   |                      |
|  | N                   | 400    | 400                  |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |        |                      |

There was a very good positive association between confidence and EP in Table 3.21 above, since the correlation coefficient results were positive. There was a 0.930 association of the confidence variable with the trust variable. The relationship between trust and EP is essential. This is because the P-value of 0.000 is smaller than the alpha value of 0.01. The null hypothesis (H0) is also not accepted, but the alternative hypothesis (H1) is accepted.

## **Hypothesis 4**

Trust mediates the relationship between CD and employee's performance

### **Pearson Correlation and Mediation**

The correlation results for CD and EP was  $a = 0.702$ , and for CD and trust it was  $0.688$ , whereas for trust and EP it was  $0.930$ . All of the constructs were statistically significant. As the P-value of  $0.000$  was less than the alpha value of  $0.01$ .

Hence, the findings proved that CD has a significant positive relationship with EP, with a partially mediating effect of trust in the Iraqi Academics Syndicate. Based on the findings of the multi-regression study, the total effect of CD on EP was reduced from  $\beta = 0.587$  towards an employee after evaluating the mediating effect of trust by  $\beta = 0.089$ . This showed that the partial mediating as the total effect was not reduced to zero.

### **Mediation analysis**

(153) elaborated on the general understanding for analysis the mediation effect through multiple regression analysis in SPSS, which includes the following information discussed below.

- The independent variable (CD) must show to be consistent with the result (EP), is a test for path c.
- The independent variable should appear to be correlated along with the mediator (trust) to determine path a.
- In a model for both the independent variable and the mediator deciding the outcome, it should be tested that the mediator is associated with the result (path b) but that, in this multiple regression model, the path between both the

independent variable and the outcome (known as path c' in this two-predictor model) if the effect is reduced significantly to zero it represents as total mediation) or reduced by a substantial amount, it shows partial mediation.

In the current model, trust was partially mediated in the relationship between CD and EP because the direct effect of CD  $\beta = 0.587$  towards an employee was reduced after establishing the mediating effect of trust by  $\beta = 0.089$ . This shows that trust was partially mediated. Table 3.17 shows the detailed results of the regression analysis performed in SPSS.

| <b>Table 3.22: Coefficients Outcomes of Path c</b> |                   |                             |            |                           |        |      |
|--|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model  |                   | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|  |                   | B                           | Std. Error | Beta                      |        |      |
| 1  | (Constant)        | -3.648                      | 1.827      |                           | -1.997 | .046 |
|  | CULTURALDIVERSITY | .587                        | .031       | .696                      | 19.070 | .000 |
| a. Dependent Variable: EMPLOYEEPERFORMANCE         |                   |                             |            |                           |        |      |

| <b>Table 3.23: Coefficients <sup>Results</sup> of Path a</b> |                   |                             |            |                           |        |      |
|--|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model  |                   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|  |                   | B                           | Std. Error | Beta                      |        |      |
| 1  | (Constant)        | -1.634                      | 1.010      |                           | -1.618 | .106 |
|  | TRUST             | .719                        | .024       | .843                      | 29.929 | .000 |
|  | CULTURALDIVERSITY | .089                        | .024       | .105                      | 3.723  | .000 |
| a. Dependent Variable: EMPLOYEEPERFORMANCE                   |                   |                             |            |                           |        |      |

| Table 3.24: Coefficients Results of Path b, & c' |                   |                             |            |                           |        |      |
|--|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model  |                   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|  |                   | B                           | Std. Error | Beta                      |        |      |
| 1  | (Constant)        | -2.847                      | 2.143      |                           | -1.329 | .185 |
|  | CULTURALDIVERSITY | .694                        | .036       | .700                      | 19.184 | .000 |

a. Dependent Variable: TRUST

Direct and indirect effects:

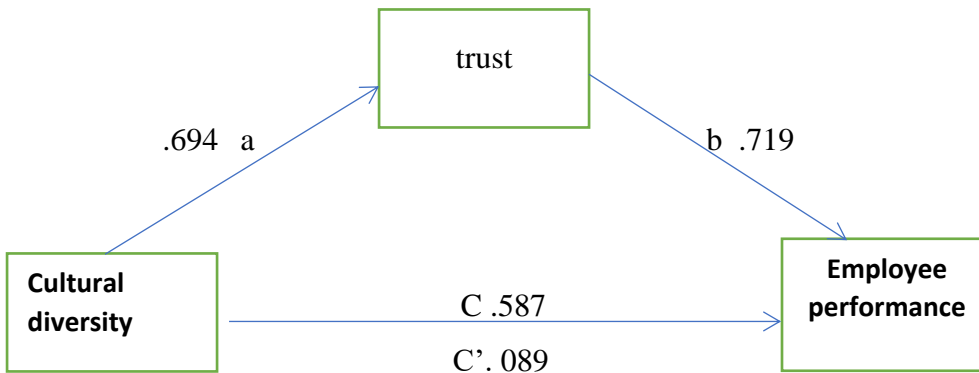


Figure 3.1

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

#### **Overview of the Study**

The literature discussed in Chapter 2 revealed the lack of theoretical framework research on CD and its effect on the performance of employees with a mediating role of trust in the education sector. This acknowledged the profound understanding of CD and the issues of confidence that constitute and affect the effectiveness of employee results. In addition to a wide range of personnel, productivity, and other problems, including operational, technical, and language communication concerns, other issues are being tackled concerning Iraq. Much work has been undertaken to assess the effectiveness of CD. The proposed structure would also help to enhance the efficiency of other services provided by the Iraqi Ministry of Education. This study explored these questions to contribute to a much deeper understanding of the advantages and problems of CD in the Iraqi context. A detailed analysis of the literature in chapter 2 and the research goals set provided the basis for the structure. Chapters 4 provided the data for the evaluation of the proposed conceptual structure presented in Chapter 3, and for the achievement of the objective of this report. Chapter 4 validated the proposed structure and checked the hypotheses of the analysis using the structural modeling methodology. Following an in-depth statistical review of the data and the results of the research in the later phase, the goal was to explore how the defined structures of the proposed system and the results of the research improved the performance assessment.

As stated earlier in Chapter 4, the findings of the statistical analysis carried out in Chapter 3 are used to provide more explanations that may be given during the discussion and to bridge the gap in understanding the performance of the employee's effectiveness assessment. Furthermore, this chapter seeks to summarize the empirical results to be obtained from the research carried out in Chapter 3 and update the conceptual framework suggested in Chapter 3 based on the factors found to affect the performance of employees in the Iraqi context.

## **Results Summary**

From the results of Chapter 3, the demographics of the respondent showed that there were 22.5% female respondents, and 77.3% of male respondents. The mainstream of respondents the age range of 40–49 years of age (53%). With regard to ethnicity, highest proportion of respondents were Arabic (94.3%), whereas the others were Asian (5.8%). Most of the respondents had master's degrees (45% or 18 respondents), followed by graduate degrees 42%, and were intermediate 13%. The highest proportion of respondents had more than 10 years of work experience (36.5%), followed by 5 to 10 years of work experience (23.5%), followed by less than 1 year work experience (2.8%), 1–2 years of work experience (4.5%), 2–3 years of work experience (9.8%), and 3–5 years of work experience (23%).

## **Reliability Analysis**

The reliability analysis was performed to determine the 32 items used to measure the internal consistency for three combinations on the questionnaire. The alpha coefficient of the CD (14 items) was 0.764, EP (8 items) with reliability of 0.779, and for trust (10 items) with reliability of 0.784. According to Sekaran (2003), if the results meet the lowest accepted range of 0.6, all of the constructions are found to have internal consistency reliability.

## Inferential Analysis summary

**Table 4.1: Summary of Results**

| <b>Research Question</b>  | <b>Hypotheses</b>   | <b>Results</b> |
|---|---|----------------|
| RQ1: What is the relationship of CD on EP?                                  | H1: There is a significant positive association between CD and EP                   | Supported      |
| RQ2: What is the effect of CD on trust?                                     | H2: There is a significant positive association between CD and trust.               | Not Supported  |
|   | H3: There is a significant positive association between trust and EP.               | Supported      |
| RQ4: Does trust plays mediating role in the relationship between CD and EP? | Hypothesis 4: Trust mediates the relationship between CD and employee's performance | Supported      |

Based on the findings reported, the significant effect of CD (gender, age) on the performance of employees in the Iraqi Academics Syndicate was vital in most aspects. The results of the findings supported the study objectives since CD management had to be one of the most common behaviors to estimate employee success in an organization through the last year. This research tends to provide evidence to support future research in this area.

## **Theoretical Implications**

As described above, focusing on its research objectives, this study aimed to discover the contribution of physical characteristics to support the performance of employees and work organizations, as it is necessary to start to understand the desire to resolve similar demographic categories to remain ahead of competitors.

As claimed by (154), gender groups follow-up the general direction of diversity management. Then, all gender groups must have the same point of view, in addition to communication networks, to carry out their acts effectively. (152) also stated that an entity uses a hierarchical or grapevine communication pattern while at the same time being mindful of the distortion of communication.

Employees want to consider the value of handling diversity and the inspiration behind the introduction of diversity management. (155) also addressed the importance of training employees with regard to CD to expect better results and service employees and managers while they gain more talents and person-confidence. Age is frequently routinely regarded as one dimension of the diversity of the social categories (156, 157). Age may also be a symbol of experience or reputation (158, 159) demonstrate that teams of too many high-ranking individuals do not cooperate reasonably because their effort to obtain status disrupts the exchange of knowledge. As stated by (160), focusing on the advantages of diversity in the workplace will enhance engagement and interrelation between the workers. The willingness to use human capital purposed at realizing organizational efficiency is an essential crucial factor in the efficient management of employees. This means recognizing what can improve the excellent mood, engagement, and constructive actions of a diverse community at work. Employers can gain benefit from diversity by applying diversity management and taping into the strengths of each employee. This would reduce the labor turnover of younger workers in the long run and make them more dedicated.

The research of (156) concentrated on the diversity dimension and was closely related to the findings herein. This research also pointed out that teams made up of members who vary in terms of their occupancy know specific types of employees with different technical skills and different approaches for the organization of culture and

history. This will allow for a staff with a more significant range of contacts and skills and thereby improve decision-making efficiency than individual outcomes. On this basis, it is expected that primarily homogeneous teams would do much well in the tenure.

Illustrating how diversity applies directly to an organization through a corporate plan provides the basis for relating the diversity program to organizational results. (40) found a positive association between ethnic diversity and success in organizations following a growth strategy. Illustrating how diversity applies directly to an organization through a corporate plan provides the basis for relating the diversity program to organizational results. (40) also found a positive association between ethnic diversity and success in organizations following a growth strategy. The present research also endorsed the reality that the diversity had a positive effect on the firm's results. This is why it is vital to express explicitly how diversity supports an organization's business plan.

The demand for highly skilled talent allows companies to reach and accept an increasingly diverse workforce. Moreover, the global economy requires companies to have a diverse workforce to successfully deal with the gradually diversifying world. Hence, a diverse workforce can contribute to increasing its market proportion when a lack of diversity in the workforce can be led to a decrease in labor market share. Demographic variety as well contributes to creativity, cooperation, and the promotion of joint solving problems. In doing so, it enhances the competitive ability and efficiency of the enterprise. In a diverse society, seeking to improve the variety of the workforce is the right and moral thing to do as responsible citizens, although economic consequences obviously mean that every organization needs to manage diversity, particularly in the education sector. (161) noted that the growing attention paid to CD represents the unavoidable implications of a worldwide market and demographic change. Thus, having a diverse employee can successfully continue to deliver tremendous benefits to the company. The findings generated from the present study contributed to filling the gap in the research body on this issue and supported the research already carried out on this topic.

## **CHAPTER 5**

### **CONCLUSION**

Other than the theoretical implications listed above, there are some practical effects for the study results. The scale that was developed for this study will provide a fair guide to the assessment of efficiency and can act as a reference source in determining reliable quality benchmarks for academic performance. The suggested framework offers an effective method for departmental decision-making authorities to decide which considerations need to be weighed to include diverse employees in the organization. At the same time, it would ensure that people embrace and prefer to communicate with employees with various qualities. On the other hand, the research provides an insight into the views of the culturally diverse labor force. In practice, this study sets out recommendations for the education ministry, planners, and decision-makers in Iraq to build more viable campuses for current or potential universities. Universities around the world, especially in smaller regional contexts, can also benefit from the findings of this study to pursue CD in their campuses, particularly when aspects such as location and culture are taken into account.

The present research had certain limitations, which were discovered during the progress of the completion of this research. Moreover, the critical thing that can never be overcome during the knowledge generation process is the bias of the respondents. Consequently, the unanswered and inactive actions of the respondents can influence them to provide an incorrect response to the questionnaire. As a result, this study was limited to obtaining credible information relevant to the analysis.

In addition, the communication barriers were an additional drawback of the research, where target respondents could not thoroughly and correctly understand the questionnaire. The respondents were diversified within the organization; it may be challenging to interpret questions that have been constructed in one language, which was English. Respondents can misunderstand when delivering a correct response to the questionnaire. As a consequence, the questionnaire arrangement can lead to confusion of

the questions, missing values, and unstructured responses that will lead to incorrect findings in the research sample.

Finally, the current study was conducted with two dimensions as a whole concerning CD, so other variables might have more impact on performance, such as education, ethnicity, religion, etc.

The present research will be a guide for future researchers. Attention was focused on the gender, age, diversity of employees, and whether their performance in the business will be affected. Moreover, the results showed the association between the variables, but future research could include a comparison of the performance of employees since there was no or a lack of comparison on the performance of the team. This study expects that future studies in this area will be explored further. Researchers should reach a consensus about how CD is viewed and create a usually agreed determination of labor diversity, permitting more studies to be carried out to explore the more significant benefits and implications of labor diversity for well-performing organizations.

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## APPENDIX A



### QUESTIONNAIRE

I am currently conducting research on examining the relationship between cultural diversity and employee performance with the mediating role of trust in the Iraqi Academics Syndicate. Your participation of 20–25 min to fill out this questionnaire will genuinely be appreciated.

All information given in this questionnaire will be kept strictly confidential and used for academic purposes only.

Thanks for your kind support.

**Student:**

**Supervisor:**

## Section A: Respondent's Demographic

Instructions: Please tick (/) the most appropriate box where applicable

### 1. Gender

|                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | Male   |
| <input type="checkbox"/> | Female |

### 2. Age (years)

|                          |            |
|--------------------------|------------|
| <input type="checkbox"/> | 20 or less |
| <input type="checkbox"/> | 20–29      |
| <input type="checkbox"/> | 30–39      |
| <input type="checkbox"/> | 40–49      |
| <input type="checkbox"/> | 50–59      |

### 3. Ethnicity

|                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | Asian  |
| <input type="checkbox"/> | White  |
| <input type="checkbox"/> | Black  |
| <input type="checkbox"/> | Arabic |

### 4. Qualification level

|                          |                 |
|--------------------------|-----------------|
| <input type="checkbox"/> | Matriculation   |
| <input type="checkbox"/> | Intermediate    |
| <input type="checkbox"/> | Graduation      |
| <input type="checkbox"/> | Post-Graduation |

### 6. Work experience (years)

|                          |                   |
|--------------------------|-------------------|
| <input type="checkbox"/> | Less than 1 year  |
| <input type="checkbox"/> | 1–2 years         |
| <input type="checkbox"/> | 2–3 years         |
| <input type="checkbox"/> | 3–5 years         |
| <input type="checkbox"/> | More than 5 years |

**Section B: Cultural diversity**

Instructions: Please indicate on the scale below to what extent you agree with each of the following statements.

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

| <b>Cultural diversity</b> |   |                          |                 |                |               |                       |
|---------------------------|---|--------------------------|-----------------|----------------|---------------|-----------------------|
| <b>No.</b>                | <b>Items</b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree,</b> | <b>Strongly Agree</b> |
| 1                         | The employees have not been discriminated against by the employer during hiring and recruitment operations on a gender basis. | 1                        | 2               | 3              | 4             | 5                     |
| 2                         | The organization is good at attracting women while they are recruiting.   | 1                        | 2               | 3              | 4             | 5                     |
| 3                         | All employees are treated fairly, both male and female.   | 1                        | 2               | 3              | 4             | 5                     |
| 4                         | There are opportunities for growth and advancement for the women who exist in our organization                                | 1                        | 2               | 3              | 4             | 5                     |
| 5                         | Career development that covers women is supported within our organization.  | 1                        | 2               | 3              | 4             | 5                     |
| 6                         | The organization training for development program is developed to realize the norm/requirement for male and female gender.    | 1                        | 2               | 3              | 4             | 5                     |
| 7                         | Women share in decision-making inside of the organization just as much as the men.  | 1                        | 2               | 3              | 4             | 5                     |
| 8                         | Performance standards for success are likely to be at a higher level for the men when compared to the women.                  | 1                        | 2               | 3              | 4             | 5                     |
| 9                         | I am optimistic about diverse gender in the workplace.  | 1                        | 2               | 3              | 4             | 5                     |
| 10                        | This organization supplies me with similar opportunities for training and occupational development.                           | 1                        | 2               | 3              | 4             | 5                     |

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 11 | My team leaders include all members of various ages in issue-solving and decision-making. | 1 | 2 | 3 | 4 | 5 |
| 12 | The age differences in a workgroup do not cause difficulties.                             | 1 | 2 | 3 | 4 | 5 |
| 13 | At work, I experience a lack of bonding with people of different age group                | 1 | 2 | 3 | 4 | 5 |
| 14 | I am optimistic about the age diversity at this workplace                                 | 1 | 2 | 3 | 4 | 5 |

Instructions: Please indicate on the scale below to what extent you agree with each of the following statements.

| <b>Employee performance</b> |   |                   |          |         |        |                |
|-----------------------------|---|-------------------|----------|---------|--------|----------------|
| No                          | Items   | Strongly Disagree | Disagree | Neutral | Agree, | Strongly Agree |
| 1                           | I seldom miss work, even if I have a legitimate reason for doing so.              | 1                 | 2        | 3       | 4      | 5              |
| 2                           | I implement my work with usually few mistakes.                                    | 1                 | 2        | 3       | 4      | 5              |
| 3                           | I implement my tasks with additional special attention.                           | 1                 | 2        | 3       | 4      | 5              |
| 4                           | I consistently meet or defeat deadlines for completing work.                      | 1                 | 2        | 3       | 4      | 5              |
| 5                           | I stand up for my organization when other workers criticize it.                   | 1                 | 2        | 3       | 4      | 5              |
| 6                           | I stand up for my organization when strangers criticize it.                       | 1                 | 2        | 3       | 4      | 5              |
| 7                           | I am pleased when I represent my organization in public workplaces.               | 1                 | 2        | 3       | 4      | 5              |
| 8                           | I strongly encourage my organization's products and services for potential users. | 1                 | 2        | 3       | 4      | 5              |

Instructions: Please indicate on the scale below to what extent you agree with each of the following statements.

|           |  | <b>Trust</b>      |          |         |       |                |
|-----------|--|-------------------|----------|---------|-------|----------------|
| <b>No</b> | <b>Items</b>   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 1         | Management at my institution is truthful in its attempts to meet the employees' point of view.         | 1                 | 2        | 3       | 4     | 5              |
| 2         | Our institution has a poor future unless I can attract better directors                                | 1                 | 2        | 3       | 4     | 5              |
| 3         | If I encountered a difficult time at work, I know my work colleagues would try and support me          | 1                 | 2        | 3       | 4     | 5              |
| 4         | Management can be trusted to make reasonable decisions for the institution's future.                   | 1                 | 2        | 3       | 4     | 5              |
| 5         | I can trust the people I work with to give me a hand if asked for.                                     | 1                 | 2        | 3       | 4     | 5              |
| 6         | Management at work appear to do an efficient job.  | 1                 | 2        | 3       | 4     | 5              |
| 7         | I feel confident that the institution will constantly attempt to treat me fairly.                      | 1                 | 2        | 3       | 4     | 5              |
| 8         | Most of my work colleagues can be depended on to do as they say they will do.                          | 1                 | 2        | 3       | 4     | 5              |
| 9         | I have total trust in the skills level of my work colleagues.  | 1                 | 2        | 3       | 4     | 5              |
| 10        | Most of my fellow colleagues would continue to do their work even if there were no supervisors around. | 1                 | 2        | 3       | 4     | 5              |
| 11        | I can depend on other employees to not make my job more complex by doing their jobs carelessly.        | 1                 | 2        | 3       | 4     | 5              |
| 12        | Our management would be fully ready to earn an advantage by tricking the workers.                      | 1                 | 2        | 3       | 4     | 5              |