

Managing Employees' Diversity Practices in Private Higher Education in Ethiopia; Evidence from Selected Private Higher Educational Institutions (PHEIs) in Mekelle, Tigray

Tsegay Gebremedhin Berhe
Mekelle, Tigray, Ethiopia

ABSTRACT

Diversity means having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience and interests. The efforts with regard to the study of managing employees' diversity in private higher educational institutions (PHEIs) have helped private colleges in keeping their global competitiveness and overall ability to have a confrontation at an international level. However, studies show that managing employees' diversity are no longer the only topical issues for argument in organizations but are now a reality to be challenged in the day to day activities of private higher educations. For this case, the debate on issues related to managing employees' diversity practices in private higher education is desire to create safe, welcoming and conflict free work places in the higher education environments established by people of diverse backgrounds. Hence, the objective of this study was to examine employees' diversity management practices in the selected private higher education institutions in Mekelle. The study employed a descriptive cross sectional survey design by applying both qualitative and quantitative approaches. The researcher used open ended interview and a semi-structured questionnaire that used a 5-point Likert scale to collect the primary data from 131 employees and the higher administrative bodies of the selected higher education respectively. The study used descriptive and econometric techniques to analyze the collected data. Following the dimensions of diversity namely; age, nationality, ethnicity, language, physical disability, socio-economic status and gender were considered as they were viewed as being more applicable dimensions for private higher education in Mekelle. Descriptive results of the study showed that respondents slightly agree with performance of physical disability and language on managing employees' diversity; while, they slightly disagree with the other dimensions of diversity. The correlation result shows physical disability and socio-economic status have strong and significant; while, three dimensions (Nationality, Ethnicity and Language) have moderate and significant and the remaining two have weak and significant association with managing employees diversity. Finally, the regression result revealed that 65.7% of managing employees' diversity was explained by the seven diversity dimensions. Moreover, all except age and gender have significant effect on managing employees' diversity in the selected PHEIs. Finally, the study forwarded a number of recommendations for the management of the selected higher education to improve managing employees' diversity practices.

Keywords: Diversity, Management, Dimensions of Diversity, PHEIs, Mekelle, OECD: Organization for Economic Co-operation and Development, PHEIs: Private Higher

Educational Institutions, HEIs: Higher Educational Institutions, DM: Diversity Management, MED: Managing Employees' Diversity

INTRODUCTION

Education is the basic method that will bring about development of an individual and the society. It is also a process which facilitates development of human being physically, intellectually, morally, politically, socially and technologically in order to equip him/her to function in any environment he/she finds himself/herself. Accordingly, private college and university institutions direct their efforts to include more diverse populations of campus leaders that must consider a diverse population of administrators' as well academic level employees (Foo, 2009). This is due to making distinctions between employees in a work setting subsequently results in the exclusion of minorities from group membership and important decision-making processes and gives them less access to support, which, in turn, jeopardizes career advancement (Lumadi, 2008). This perception of unfair treatment of employees eventually creates an overall negative work environment for employees, which led to the issue of having diversity and diversity management in the organizations.

Diversity and diversity management are increasingly becoming subjects of great interest over the last couple of decades owing to the unavoidable diverse nature of workforce in the workplace (Aigare, Thomas & Koyumdzhieva, 2011).

Accordingly, diversity is defined as the collective amount of differences among members within a social unit (Harrison & Sim, 2006). It is considered as a means of understanding that each individual is unique, and recognizing our individual differences. This diversity involves not only how people perceive themselves but also how they perceive others (Patrick & Kumar, 2012). Those perceptions affect employees' interactions in their work place. As a result, this wide assortment of employees to function effectively in an organization and the human resource professionals need to deal effectively with issues such as communication, adaptability and change (Foo, 2009).

Whereas, diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives (Patrick & Kumar, 2012).

This basic concept of managing diversity accepts that the workforce consists of a diverse population of people. This means that the diversity consists of people of visible and non-visible differences which will include dimensions such as age, gender, religion, political background, race, language, disability, marital status and more (Lumadi, 2008) (Figure 1.1).

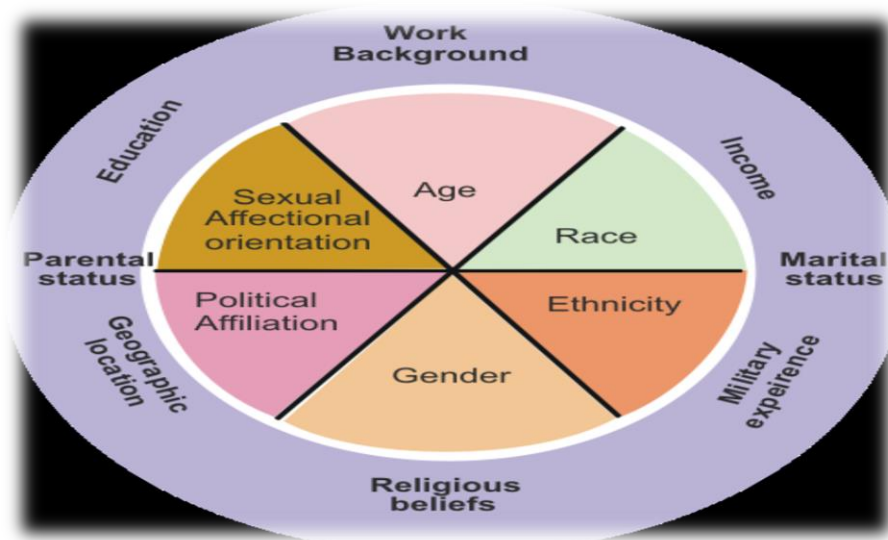


Figure1.1: Dimensions of Diversity

Source: Lumadi, M.W. (2008)

An issue of managing employees' diversity in higher education goes beyond Ethiopian's borders; researchers like Thomas (2004; 2006) have studied the diversity as strategy and building on the promise of diversity respectively. Others also studied diversity in organizations (Shore et al., 2009), managing diversity in higher and training institutions (Lumadi, 2008), work force diversity management (Deshwal & Choudhary, 2012), managing workplace diversity (Patrick & Kumar, 2012) and diversity management practices in higher education (Rudhumbu & Chawawa, 2014). This is due to employees' diversity management in private higher education is desirable because it helps advance "the missions of colleges and universities" regardless of various hostile information (Wilds, 2000); campus diversity also contributes to student academic and personal growth (Hurtado, 2001).

However, Rudhumbu and Chawawa (2014), in their study found two critical short falls; the failure by the private higher education institutions to effectively and adequately communicate diversity policies and strategies to all organizational members as well as failure to ensure parity in terms of gender representation at management levels. This implies that there is a strong empirical confirmation that successful employees' diversity management and a resulting improvement in organizational performance are positively correlated (Ozbilgin&Tatli, 2008). Accordingly, group members' ability to elaborate diverse information may also develop over time as members become more familiar with each other's perspectives and develop transitive memory even if there is a consistent finding that differences should be sought in moderation(Patrick & Kumar, 2012).For this reason, multicultural environments will soon become a rule in most working places for companies which want to survive on the global market (Organization for Economic Co-operation and Development (OECD), 2009), which is why diversity management is becoming an outstanding issue nowadays.Likewise, Shore et al., (2009), in their study recommended doing more research on cultural and societal views of aging as well as other dimensions of diversity.

Although literature shows considerable research on the role, nature, management and benefits of diversity in organizations, few researches has attempted to study employees' diversity

management practices of private higher education institutions using the internal diversity dimensions; age, gender, ethnicity, language, nationality, socio-economic status and physical disability in Ethiopia particularly in Tigray region. Review of research literature also indicates that there was little substantiated body of literature on employees' diversity management practices of private higher education institutions (PHEIs), particularly using the under-listed dimensions.

On the other hand, many institutions are less able to provide support for diversity departments or office as colleges and universities continue to implement strategies designed to ensure student success amid uncertain financial times. Similarly, the issue of managing diversity at the private colleges and university administrative as well as employees level were investigated through discussions on the history of private colleges and management theory, the changing demographics and how the changes affect this employees diversity management. Most importantly, scholars need to move beyond old paradigms and limited ways of thinking to develop integrative and practical managing employees' diversity that help organizational leaders create systems in which diverse human beings are able to thrive, and to help their organizations do likewise. Therefore, more research is needed that incorporates recent theoretical and empirical frameworks on managing employees' diversity in order to have person-organization fit. This research, therefore, is an attempt to bridge both the research and literature gaps.

Objectives of the Study

The general objective of study was to examine the performance of employees' diversity management in the selected PHEIs in Mekelle, Tigray. This objective was supported by the following specific objectives;

- To explore the models that can be deployed for effective employees' diversity management in the selected PHEIs.
- To assess the performance of employees' diversity management in the selected PHEIs.

Significance of the Study

Organizations in Ethiopia are becoming national and global today, particularly the higher education sector. This has led to an increase in the heterogeneity among employees and has increased the challenge of organizations to manage diverse employees. Consequently, incorporating diverse people and their perspectives has become a major concern for every organization like PHEIs. The consequences for not managing diversity would lead to lack of skills, competencies, and interests in employees, which will ultimately increase employees turnover and reduce individuals' and organizations' performance to a great extent. This is due to organizations that manage employees' diversity is beneficiaries of more commitment, and better satisfied as well as better performing their duties and responsibilities.

Past research work has focused on workplace diversity and its organizational management. This study has been undertaken to find out managing employees diversity at the workplace. This would enable the PHEIs to formulate diversity programs that incorporate the diversity of each individual, which in turn would induce more commitment and productivity in their respective roles. The study has also identified the most frequently encountered barriers toward accepting employees' diversity. Some of the strategies to increase inclusiveness and awareness about managing employees' diversity in selected PHEIs have also been identified in

the study. Diverse employees' management will increase significantly in the coming years, and successful organizations recognize the need for immediate action and are ready and willing to spend resources on managing diversity in the workplace now. Hence, the present study was conducted to investigate the performance of managing employees' diversity for the selected PHEIs in Mekelle.

RELATED LITERATURE REVIEW

The Concept of Diversity

The rise of 'diversity' as an acceptable term in research and policy is part of the ongoing development whereby the language of race has been usurped by ethnicity (Bradby, 1995). This has been seen as inappropriate due to its compromised and frequently racialised usage (Bradby, 2003). This intended meaning of term 'diversity' varies by context, both through time and across cultures (Bradby & Brand, 2016). Accordingly, Federal Energy Regulatory Commission (FERC) (2012) defined diversity as a collection of individual attributes (nationality, language, ethnicity, religion, color, race, disability, sexual orientation, age, socio-economic status and gender) that together help agencies pursue organizational objectives efficiently and effectively. It is about *who we are, i.e., it is quantitative* as it describes the extent to which an organization has people from diverse backgrounds and communities working together for the organization (Myers & Wooten, 2009).

Patrick and Kumar (2012) defined diversity as a set of conscious practices that involve understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and building alliances across differences so that we can work together to eradicate all forms of discrimination. Likewise, Bradby & Brand (2016) defined diversity, in a broad sense, as described about the recognition and valuing of differences.

The concept of diversity encompasses acceptance and respect (Patrick & Kumar, 2012). This implies that it focuses on understanding that each individual is unique, and recognizing their individual differences (Lumadi, 2008). It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual (Lumadi, 2008). For this case, increasing population diversity is regularly connected to the need for cultural competency or cultural safety in the provision of educational services (Bradby & Brand, 2016). This means that diversity is the exploration of individual differences in a safe, positive and fostering environment.

According to Foo (2009), diversity has a broad range of uses. In some institutions, it refers almost exclusively to ethno-cultural diversity. In others, "diversity" is used to cover the entire range of issues that may make one human being different from another, including but not limited to race, ethnicity, country of origin, immigration status, aboriginal status, gender, disability, sexual orientation, age, language ability, regional (rural/urban) status, socio-economic status and political viewpoints (Gardenswartz & Rowe, 1991, Lumadi, 2008 and Foo, 2009). At a more complex level, how an institution conceptualizes these issues will have an impact on the how the issues are addressed in terms of consistency of philosophy, prioritization

in the institution and the allocation of resources. These definitions and concepts show that diversity is about differences among people within the organization.

The Concept of Diversity Management

Diversity Management (DM) is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives (Lumadi, 2008). Deshwali & Choudhary (2012) defined diversity management as the process or strategy of promoting the perception, acknowledgement and implementation of diversity in organizations and institutions. Similarly, Bernadi & De Toni (2009) described DM as a strategic management approach to human resources management, which was supported by some programmes, activities and tools directed towards the integration and development of inclusivity in organizations. Barabino, Jacobs & Maggio (2001) also described DM as a mechanism for promoting full participation of everyone in organizational activities by supporting the individual characteristics of each member and utilizing their unique characteristics as a strategic lever.

Diversity Management (DM) concerns itself with the development and deployment of mechanisms that ensure acknowledgement and acceptance of differences between and among the workforce with the goal being to be able to capitalize on the differences in order to create sustainable competitive advantage for the organization (Rudhumbu & Chawawa, 2014). According to Sturm (2010; 2011a), the overarching idea behind diversity management in organizations, therefore, is that all employees need to be afforded full participation in the operations of the organization no matter who or what they are or where they come from such participation.

According to the diversity management theory advocated by Sturm (2011a), the diverse workforce enables to thrive, realize their potentials, engage meaningfully in institutional or organizational life and ultimately contribute to the flourishing of self and others. Hence, managing diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual (Lumadi, 2008). This implies that diversity management intends to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives (Patrick & Kumar, 2012).

Managing Employees' Diversity in Private Higher Educational Institutions (PHEIs)

Workplace diversity refers to the variety of differences between people in an organization (Patrick & Kumar, 2012). Rodriguez (2006), in his study states that diversity executives mention the importance of having an open mind because the job requires them to come out of their comfort zone and experience things that they may not be familiar with or drawn to. This means that organizations with diverse employees are better suited to serve diverse external customers in an increasingly global market. Such organizations have a better understanding of the requirements of the legal, political, social, economic, and cultural environments (Patrick & Kumar, 2012). For this case, diversity determines not only the effects of the diversity within an organization but also the level of openness to dissimilarity characteristics among the organization's members, work groups, and culture (Patrick, 2010).

According to Rudhumbu and Chawawa (2014), private organizations including higher education institutions continue to fail to capitalize on diversity as a source of both competitive advantage and enhancement of organizational performance while there is wide recognition of the fact that diverse individuals and groups exist in organizations. McGuire (2010), in his study states that the need for diversity management at the workplace is the desire to create a workplace that is more inclusive, safe and welcoming since many people spend at least forty hours a week at the workplace making the workplace their second home and co-workers their family. This is due to the biggest driver for higher level diversity strategy is the need to tap the creative, cultural, and communicative skills of a variety of employees and to use those skills to improve company policies, products, and customer experiences (Patrick & Kumar, 2012).

Similarly, more and more higher education institutions are now increasingly demonstrating awareness and appreciation of the need to implement diversity management measures especially in response to globalization which has made the business environment and specifically the workplace more multicultural than ever before (McGuire, 2010). Yoder (2005), in his study recommended that individuals must be prepared to participate in making institutional change, which often requires both, emotional and intellectual investment to change. Gentry necessitates involvement on the part of the leader. This investment is important for all higher education leaders related to the level and scope of interpersonal exchanges that occur on the open-access campus (Rudhumbu & Chawawa, 2014). Moreover, the individuals who serve in leadership positions within private colleges and universities need to be aware of the various cultures that exist within their institution as well as understand that while similarities will exist, no two institutions of higher education have exactly the same cultural dynamic (Rudhumbu & Chawawa, 2014). This means that the various administrative levels, divisions, and departments have a way of being that differs from the ways of being within other levels, divisions, and departments within each institution (Patrick & Kumar, 2012). For this case, the internal organizational culture must be given as much attention as individual cultures and societal expectations (Kezar & Eckel, 2002). Organizations must also attend to their own strengths and weaknesses in certain areas, including their own cultural competencies, biases, desire to develop improved levels of cultural competency, ability to engage the various constituencies served by the institution, ability to develop diverse collaborative partnerships and strategic alliances because leaders in education work to guide their institutions in an ever-changing environment (Rudhumbu & Chawawa, 2014).

Hence, the diversity management in PHEIs, whether on ethnicity, gender, age, language, socio-economic status, sexual orientation or disability, puts as much if not even more emphasis on cultural matters (Bradby & Brand, 2016). Hence, it becomes more and more important to create a wealthy work environment taking care of people's personal and private needs in order to retain and motivate academics and scientists to work in their organizations (OECD, 2009). This implies that the "diversity management" policies and tools may signify a good opportunity to develop pleasant and respectful work places, where different cultures and religions are appreciated, equal opportunities rights policies are really developed and physical handicaps are not an obstacle to professional development. This kind of MD recognizes that people from different backgrounds can bring fresh ideas and perceptions, which can make the way work is done more efficient and make products and services better (Patrick & Kumar, 2012). This in turn implies that the need to accommodate diversity management suggests the need for measures and ordering procedures that provide maximum room for self-determination

and creativity in knowledge formation so as to minimize the dissimilarities in the working place (OECD, 2009).

Benefits of Employees' Diversity Management in Private Higher Education

Most colleges and universities are being seen as business entities for which there are needed to keep close watch on financial inputs and outputs, human resource allocation, and customer service in education just as in business (Lumadi, 2008). OECD (2007), study recommended that higher education institutions must do more than simply educate and research – they must engage with others in their regions, provide opportunities for lifelong learning, and contribute to the development of knowledge-intensive jobs which will enable graduates to find local employment and remain in their communities in order to be able to play their regional role. Such engagements in the higher education institutions has implications for all aspects of these institutions' activities – teaching, research and service to the community – and for the policy and regulatory framework in which they operate (OECD, 2009).

World rankings assume that societies across the world have similar expectations of their higher education institutions (OECD, 2009). Lumadi (2008) claimed that as leaders in education work to guide their institutions in an ever-changing environment, they must attend to their own strengths and weaknesses in certain areas, including; their own cultural competencies, their own biases, their desire to develop improved levels of cultural competency (for themselves and for the other staff, faculty, and administrators), their ability to engage the various constituencies served by the institution and their ability to develop diverse collaborative partnerships and strategic alliances.

U.S EOPEPD(2016) identified three areas of focus encompass practices that research suggests can help advance diversity and inclusion on college campuses: 1) Institutional Commitment to Promoting Student Body Diversity and Inclusion on Campus: research shows that colleges and universities seeking to promote campus diversity identify how diversity relates to their core institutional mission and the unique circumstances of the institution. 2) Diversity across all levels of an Institution: research shows that campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions. And 3) Inclusive Campus Climate: students report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity.

According to Patrick and Kumar (2012), diversity management ensures that all employees have the opportunity to maximize their potential and enhance their self-development and their contribution to the organization. This management of diversity successfully will help organizations to nurture creativity and innovation and thereby to tap hidden capacity for growth and improved competitiveness. Likewise, diverse and inclusive environments at colleges and universities also strengthen the democracy by facilitating the exchange of perspectives and values among students from various ethnic, cultural, and economic backgrounds (U.S EOPEPD, 2016). Hence, colleges and universities have to implement the practices designed to meet the needs of their campuses to provide equitable and valuable experiences to their students as well as other underrepresented populations. Patrick and Kumar (2012), in their study state that to improve corporate culture, organizations like PHEIs need to include diversity as a cultural value in its members. This prevalent strategy can be adopted by unleashing creativity and performance, increasing employee morale, productivity,

and retention, giving new employees the opportunity to work in areas where they can be expected to advance and improving relationships with clients.

The Challenges for Higher Educational Institutions to Manage Employees' Diversity

There are challenges on the implementation managing employees' diversity thought it has several benefits to the PHEIs. Hence, managing diversity is challenging, but possible, to develop an integrative theory of diversity, which will require issues and concerns embedded in the diversity literature that could form the basis for such a theory (Shore et al., 2009). Some of these core human elements consist of organizational and managerial messages of respect, dignity, and clear value to the organization that are not tied to demographic or cultural attributes which are difficult to manage in PHEIs.

According to Foo (2009), universities have sets of initiatives that are driven by different departments in the university and are not necessarily affiliated or coordinated with each other. This creates challenges of discerning what constitutes a "best" practice in that some of the practices are not necessarily individual programs but more a qualitative measure of that individual university's commitment, which was generally in the quality and participation of the university's leadership and various sectors of the university rather than any specific program or initiative. The study by Goldrick-Rab (2010), states that the significant challenge of managing diversity is to help students transition academically when they have attended schools with fewer resources, less-qualified teachers, and limited college preparatory coursework, as well as college knowledge regarding the rigor of coursework in higher education. For this reason, there are unambiguous types of actions for creating positive organizational environments for diverse people although many companies have put in place formal policies, procedures, and statements of organizational values to ensure such elements (Shore et al., 2009). According to OECD (2009), diversity management was the real challenge for human resources managers and a great opportunity for higher education systems to readjust the "return on investment" on all the categories of people, regardless of their gender, nationality, religion or physical disability condition.

To resolve such challenges, there are many potential structural and process variables at multiple organizational levels that need careful reflection and consideration in order for a unified diversity framework to be of explanatory value for organizations (Shore et al., 2009). Baril et al. (2005), in their study recommended a collaborative problem-solving approach to return-to-work issues to minimize employees' diversity challenges. Patrick & Kumar (2012) states that organizations can minimize miscommunication and build relationships with diverse others by implementing the strategies; communicating effectively, working with diverse others, encouraging peers to be open in discussing their personal opinions, and educating employees about differences. Effective management of organizations also enhances the institution's responsiveness to an increasingly diverse world of clients, improves relations with the surrounding community, increases the higher educational institution's ability to cope with change and expands the creativity of the institution by considering the dimensions of diversity (Lumadi, 2008).

Empirical Review on the Dimension of Diversity

According to the U.S EOPEPD (2016), the interaction of race and ethnicity, family income, and parental education can influence educational and labor market outcomes. A number of such

researches show that there is a positive correlation between diversity and performance of organizations (Mannix & Neale, 2005), and that diversity in organizations encourages integrative insights, creativity and innovation (Avidgor et al., 2007). Other researches point out diversity only positively correlates with performance when the moderating variables include: collectivist and cohesive culture (Jehn & Berzrukova, 2004), team processes (Ely, 2004) and educational levels in information and academic settings (Jehn, Northcraft & Neale, 1999). Others suggest that there is a negative relationship between diversity and performance (Avidgor et al, 2007).

Gardenswartz & Rowe (1991), in their Four Layers Model of dimensions of diversity includes; 1) **Personality:** This includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other three layers throughout one's lifetime and career choices. Secondly, **Internal dimensions:** these include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). This dimension is the layer in which many divisions between and among people exists and which forms the core of many diversity efforts. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments. Third, **external dimensions:** these include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about whom we like to be with.

Finally, **Organizational dimensions:** this layer concerns the aspects of culture found in a work setting. While much attention of diversity efforts is focused on the internal dimensions, issues of preferential treatment and opportunities for development or promotion are impacted by the aspects of this layer. The usefulness of this model is that it includes the dimensions that shape and impact both the individual and the organization itself. While, the "Internal Dimensions" receive primary attention in successful diversity initiatives, the elements of the "External" and "Organizational" dimensions often determine the way people are treated, who "fits" or not in a department, who gets the opportunity for development or promotions, and who gets recognized (Figure 2.2).

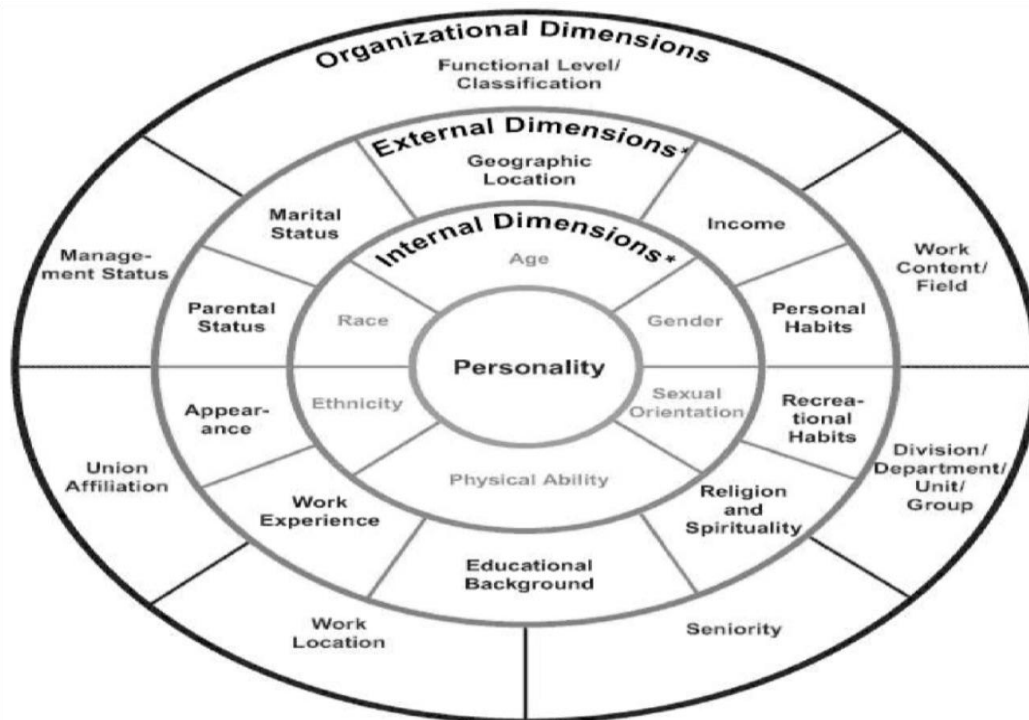


Figure 2.2: Classification of Dimensions of Diversity

Sources: Gardenswartz & Rowe (1991)

Shore et al., (2009), in their study examine six dimensions of diversity (race, gender, age, disability, sexual orientation and national origin) to determine how these literatures have evolved. The purpose of this research review was to provide a basis on which to focus on similarities and differences in these separate literatures, in order to determine the extent to which an integrative framework of diversity is meaningful and appropriate.

Other studies of different researchers use different dimensions of diversity to examine the diversity of the employees' management of higher educational institutions such as Awosogba et al. (2013: 17), in his study argued that dimensions of diversity are the determinants of these disparities that include baseline health status, race and ethnicity, culture, gender identity and expression, socioeconomic status, region or geography, sexual orientation and age. Whereas, a study by Rudhumbu and Chawawa (2014) shows that the dimensions of diversity namely; nationality, race, language, disability and gender were considered as they were viewed as being more applicable in private higher education in Botswana. This research showed that PHEIs were making commendable progress at managing diversity by implementing these dimensions. However, only the following internal dimensions of diversity were included in this study to examine their performance on managing employees' diversity for the selected PHEIs in Mekelle;

Age as Dimension of Diversity:

According to Shore et al. (2009), age discrimination or at least unfair treatment is likely to occur for older workers. This inherent assumption seems to be that when decisions are made about individuals (e.g., performance ratings, hiring decisions, and salary decisions), young employees are preferred over middle-aged or older employees. These effects are especially likely when

employees are relatively older than other employees in their group, organizational level, or manager. Such ageism is predicted for both observers (individuals in the work environment whose age is not the focal point) and focal employees (via self-perceptions of age) (Shore & Goldberg, 2004).

Another important issue in the age diversity literature is the role of stereotypes (Shore et al., 2009). Stereotypes about older workers have been primarily negative, including such views as older people are less productive, flexible, creative, and harder to train (Ringebach & Jacobs, 1994; Kulik, Perry & Bourhis, 2007), more rigid and resistant to change and less comfortable with technology (Rosen & Jerdee, 1976; 1977). Accordingly, Age compositions and age norms may interact with other dimensions of diversity to influence opportunities of individuals and groups (Shore et al., 2009).

Other researchers used theoretical paradigms that yield mixed (neutral and negative), neutral, or positive theoretical predictions. These include social identity and relational demography (Avery, McKay, & Wilson, 2007; Ostroff, Atwater & Feinberg, 2004), organizational demography (Zenger & Lawrence, 1989), social categorization, information and decision making (Ely, 2004), career development (Finkelstein, Allen & Rhoton, 2003), uncertainty reduction theory (Finkelstein, Kulas, & Dages, 2003), and social support (Niessen, 2006). Accordingly, the social identity theory, for example, suggests that people identify more with members who are similar to their category than with dissimilar out-group members. Such distinctions and attachments affect their group and self-attribution, including stereotyping attribution (Lumadi, 2008).

On the other hand, Shore et al., (2009) states that more general societal views influence workplace dynamics, and may account for some of the negative outcomes that relatively older employees experience. Accordingly, Simlin (2006), in his study found that as the age increases, the perception of diversity openness decreases, and hence it is important to orient the older employees about the presence and need of diversity openness in organizations through training, workshops and group discussions.

Gender as Dimension of Diversity:

Sex and gender are often used as if they mean the same thing. Sex is a method of classification based on biological differences between males and females; whereas, Gender is a person's internal, deeply felt sense of being male or female, or something other, or in between (Morgan, 2004). Accordingly, gender roles and expectations are assumed from biological characteristics but gender identity and biological characteristics do not align in everyone. A biological male may, in terms of their gender self-identity, feel female. Gender roles are also social and cultural constructions, to which are attached expectations about what are appropriate expressions of femaleness and maleness (Phillips, 2008). Dwyer et al. (2003), in their study assessed interactions between gender diversity in top management teams and firm's growth orientation and between gender diversity and organizational culture types with findings mostly supporting their approach, which suggests that studying the effects of variables in isolation is not as fruitful as a more holistic view in which interactions among variables are examined. Balkundi et al. (2006), in their study found that moderate levels of structural holes (defined as occurring when an individual occupying a structural hole is friends with two individuals who do not otherwise know each other) within teams was more beneficial for team performance than low or high levels of structural holes. This implies that they found structural

hole diversity within teams to have more of an impact on team performance than demographic diversity in their social network application of structural holes to diverse teams.

According to Shore et al. (2009), most research on gender diversity in organizations is premised on the assumption that diversity is fraught with difficulties, such as in-group bias, or that diversity is a double-edged sword with challenges accompanying the potential benefits. Research based on theoretical perspectives, like structural hole theory (Balkundi et al., 2006) and Schwartz's value framework (Sawyer, Strauss & Yan, 2005) focuses on neutral or positive predictions that would be a valuable addition to the literature on gender in the organizations. Besides, the effect of gender composition on outcomes and instead consider such variables as effective leadership of mixed gender groups and contextual characteristics reduces the effects of stereotyping in mixed gender settings (Shore et al., 2009). Rudhumbu & Chawawa (2014), in their study found that 41% do not discriminate; 17% remained neutral; whereas, the rest 42% discriminate on gender lines during performance management and rewarding.

Shore et al., (2009), in their study recommended research should go beyond examining the effect of gender composition on outcomes and instead consider such variables as effective leadership of mixed gender groups and contextual characteristics that reduce the effects of stereotyping in mixed gender settings. Patrick and Kumar (2012), in their study found significant differences were found among gender for strategies to increase inclusiveness and hence, organizations should implement different strategies for male and female according to their preferences. This implies that men preferred accepting overseas assignment whenever given an opportunity; whereas, women were keen on adapting to customs of the new country and getting to know the local residents like on an overseas assignment, learning other languages and learning about cultural differences.

Nationality as Dimension of Diversity:

According to Shore et al., (2009), unlike many other facets of diversity (e.g., age, race, and gender), developing the definition of national diversity and creating coherency in this literature has been and continues to be a challenge. This means that the need to increase our understanding of the effect of nationality on team performance has been magnified due to a heightened level of international mergers and acquisitions over the past decade (Cartwright & Schoenberg, 2006). Accordingly, diversity based on nationality potentially poses greater challenges when compared with ethnicity because cultural differences (e.g., language, degree of acculturation, values, and norms) among team or organizational members tend to be larger (Snow et al., 1996). Similarly, the cultural differences associated with national diversity can also be fraught with barriers to effective team functioning such as negative stereotyping and social categorization (Dahlin, Weingart & Hinds, 2005) and different expectations for communication practices (Earley & Gibson, 2002) whenever it assumed to be potentially beneficial. The study by Rudhumbu & Chawawa (2014), found that majority of the organizations under the study do not discriminate on nationality lines in terms of performance management and rewarding.

Ethnicity as Dimension of Diversity:

The term 'ethnicity' tends to be used as if it was a characteristic of minorities only (Bradby, 1995). Likewise, diversity is regularly used to justify a focus on particular minorities in a way that can have an 'othering' if not a 'racialising' effect (Bradby & Brand, 2016). Bhopal (2007) defines ethnicity as: "the social group a person belongs to, and either identifies with or is

identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry and physical features traditionally associated with race".

The diversity approach led to an assessment of ethnicity as an independent variable, which could be used 'to investigate critically the role of ethnicity in the provision of services more generally' (Griffith, 2010: 289). Arguments against this suggests that ethnic terminology has become reified into reductionist and over-simplified categories that fail to reflect the dynamic complexity of diversity (Bradby & Brand, 2016). According to U.S EOPEPD (2016), the level of experience and exposure to different ethnicities varies for all persons in campus environments for which institutions may wish to develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students by implementing training. Likewise, it is not always clear which sources of cultural effects may be influential (e.g., race and ethnicity) (Shore et al., 2009). These authors concluded that there was a very basic understanding of diversity that involves different combinations of multiple ethnicities in a work setting.

Language as Dimensions of Diversity:

Language is often nominated as the key variable of exclusion when a single dimension of diversity is needed around which to design an intervention to improve the health outcomes of an ethnic or migrant group (Murray & Buller, 2007). It also nominates as aspect of diversity for intervention (Bradby & Brand, 2016). The phrase 'language diversity' (Schiaffino, Al-Amin & Schumacher, 2014) has been used, without explaining how this might differ from a person or community being multilingual. This implies that the linguistic groups are used as a sampling frame to operationalize an aspect of diversity assumed to be relevant for health (Ahmed et al., 2010). As a result, the language management approaches of the institutions leave room for different strategies and models for the implementation of functional multilingualism with this overarching multilingual context (Lumadi, 2008). Rudhumbu & Chawawa (2014) also found that most organizations do not discriminate on language lines in terms of performance management and rewarding.

The regional language used in PHEIs is Tigrigna; whereas, the national and international languages are Amharic and English respectively. These languages are regarded as national assets, and measurable contributions made towards the use of these languages as the languages of higher education.

Socio-economic Status as Dimension of Diversity:

Barnum and Liden (1995) found the existence of disparity in pay rates of women and minority group members compared to white men, increased with age. Ely and Thomas (2001) anticipated three reasons why an organization would encourage cultural diversity. First, an organization could adopt cultural diversity as a moral end to correct historic discrimination (i.e., discrimination-and-fairness perspective). Second, an organization could embrace cultural diversity to gain access to the markets of a cultural or national group (i.e., access-and-legitimacy perspective). Third, an organization could promote cultural diversity as seen as a resource for learning (integration-and-learning perspective). The male employee's workgroup has the most influential on that employee's workplace experience and that more research should be directed at understanding the status of these interpersonal relationships at work (Deitch, Butz & Brief, 2004).

Physical Disability as Dimension of Diversity:

There are different definitions and perceptions of disability. Accordingly, disability is no longer considered to be simply a reflection of an individual's impairment or functioning (Davidson, 2005). It is limited by its focus on individual impairment and health conditions, and by the variety of definitions that hinder comparability and make it difficult to combine data across sources even if there is a significant amount of data on it (Shore et al., 2009). This is an indication of the physical and social environment that plays a large part in acting as a barrier or facilitator in individual lives of organization.

Several theories do not explicitly describe disability as positive or negative, but rather propose variability in how people with disabilities deal with workplace situations and how coworkers respond (Shore et al., 2009).

Theories related to disability in the workplace include medical, moral, social, and post-modernist perspectives (Jaeger & Bowman, 2005; Mason et al., 2004). Accordingly, the social model implicitly promotes the individual (or medical) 'model' diversity climate was found to be the biggest and most consistent predictor of workplace discrimination against those with disabilities (Nelson & Probst, 2004). On the other hand, social psychology theories (e.g., social identity and self-categorization) have served as a foundation for work on disability (Tajfel, 1981).

However, some of theoretical and empirical results in the literature tends to view disability as negative impact on work place diversity; whereas, work in vocational or rehabilitation journals, while more practical than theoretical, is increasingly taking a positive perspective (Shore et al., 2009). This means that almost all national measurement of disability is partial and collects information only on individual impairment and functioning and not on the social and physical environment.

To this end, Ball et al., (2005) found that, 42% included people with disabilities in the definition of a diverse work force, and 15% had supplier diversity policies that include disability in the definition of diversity in organizations with diversity policies. Rudhumbu & Chawawa (2014) also found that organizations under the study do not discriminate along disability lines in terms of performance management and rewarding.

To minimize such physical disabilities, Schur, Kruse and Blanck (2005) and Spataro (2005) have argued that corporate culture is crucial in encouraging or discouraging attitudes and practices incorporating people with disabilities. Likewise, Lumadi (2008) argued that the appointment of disabled people in leadership positions at all levels who reflect the composition of the staff (at all committees), student population (Student Representative Council) and wider society they serve. Patrick and Kumar (2012), in their study recommended that organizations should design and support organizational culture that maximizes the benefits of diversity, and use that culture to manage various groups of organizational members (like disabled employees), project teams, business start-up teams, customer service response teams, and top management.

Conceptual Frameworks

Based on the literature indicated above, the conceptual framework was as indicated below;

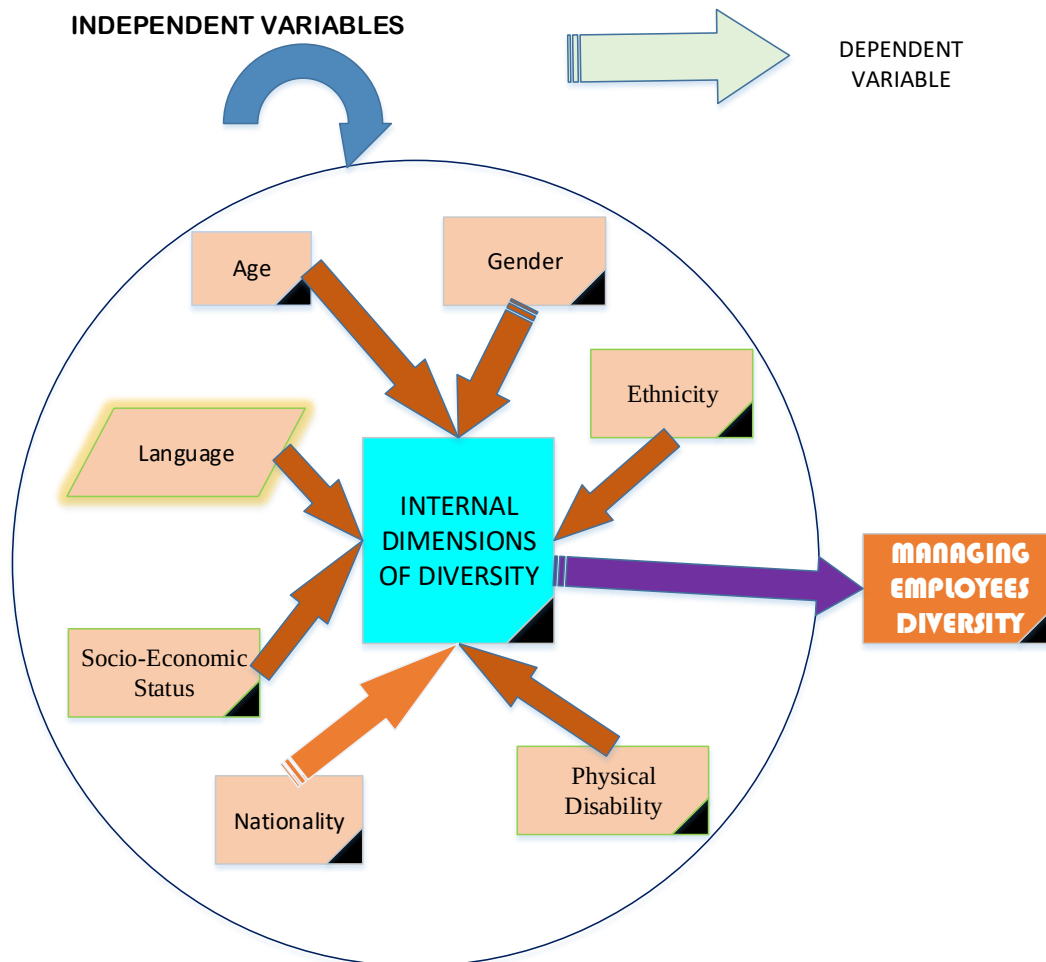


Figure 2.3: Conceptual Framework of the dimension of diversity to manage employees

Sources: Adopted by the researcher

RESEARCH METHODOLOGY

Research Design and Materials

The study used a descriptive cross sectional survey design by applying both qualitative and quantitative approaches. Accordingly, both interviews and questionnaires, which are normally associated with mixed approaches, were used as research instruments for collecting the primary data. Relevant data on the institutional definition of the dimensions of diversity was sought along with evidence that the organizational structure supported managing diversity from different secondary sources materials such reports, journals, unpublished and published papers, books and other related issues from the website and other sources were used to complete the study.

Each educational institution was surveyed to obtain their level of managing employees' diversity. Based upon the information obtained from the research respondents who were the lower-level employees, registrars, deans of the colleges, deans of faculties and directors of

various departments, it became evident that they are charged with the effective management of the institution.

Accordingly, data was collected from 140 (47.7% of the total target population of 294 employees of the selected four PHEIs (Micro-link, Sheba, Ethio-lens and San-Daero university colleges)) respondents from the lower-level employees through questionnaire and 12 higher level employees via key informant interviews. Out of 140 distributed questionnaires, 131 questionnaires were collected and filled, which gives a response rate of 93.6%.

Model Specification

Several researchers used different internal dimensions of diversity to examine the management of employees' diversity practices in PHEIs.

However, the researcher used seven dimensions of diversity to examine the performance of the practice of employees' diversity management. Hence, practice of managing employee's diversity in PHEIs = $f(\text{age, gender, language, nationality, ethnicity, socio-economic status and physical disability})$.

This implies, MED in PHEIs = $\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \varepsilon$

Where: MED is the dependent variable (Managing Employees Diversity)

β_0 is the intercept of the regression equation;

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ and β_7 are the coefficients of the regression equation;

X_1 = Age, X_2 = Gender, X_3 = Nationality, X_4 = Ethnicity, X_5 = Language, X_6 = Socio-Economic Status, and X_7 = Physical Disability; and ε is an error term.

MAJOR FINDINGS OF THE STUDY

Discussion for Demographic Profiles of Respondents

Table 4.1: Demographic profile of respondents

S.N	Demographic profile	Description	Number of respondents (n)	Percent (%)
1	Sex	Male	61	46.56
		Female	70	53.44
		Total	131	100
2	Age	Less than 26 years	5	3.82
		26-36	93	70.99
		37-47	19	14.50
		Greater than 47 years	14	10.69
		Total	131	100
3	Marital Status	Single	84	64.12
		Married	42	32.06
		Divorced	5	3.82
		Total	131	100
4	Educational Qualification	Masters and above	42	32.06
		First Degree	70	53.44
		Certificate up to Diploma	9	6.87
		Grade 12 completed	5	3.82

		Below Grade 12	5	3.82
		Illiterate	0	0
		Total	131	100
5	Monthly Income (Basic Salary)	Below 2000	37	28.24
		2000-6000	66	50.38
		Above 6000 and below 10,000	14	10.69
		10000 – 20,000	14	10.69
		Above 20000	0	0
		Total	131	100
6	Physical Status	Enabled	117	89.31
		Disabled	5	3.82
		Someone disabled	9	6.87
		Total	131	100

The profile of respondents is presented in table 4.1, which include sex, age, marital status, education qualification, monthly income and physical status. In terms of sex, 70 (53.44%) respondents were female and the rest 61 (46.56%) were male. This shows majority of the respondents were female. In terms of age group, the majority of respondents were in the 26- to 36-year age group (70.90%), followed by the age group in the 37 to 47 years (14.5%), above 47 years (10.69%) and the rest 5(3.82%) were below 26 years age group. This depicts that majority of the employees were within the age of 26-36 years old.

In terms of marital status, out of the 131 total respondents, 84 (64.12%) were single, 42 (32.06%) were married and the remaining 5(3.82%) were divorced. This implies that majority of the employees of the PHEIs were single. In terms of educational background, out of the total 131 respondents, 70 (53.44%) were first degree holders, 42(32.06%) were masters and above, 9(6.87) were certificate up to diploma, 5(3.82%) was grade 12 completed and the rest 5(3.82%) were below grade 12. However, there is no illiterate employee hired in the selected PHEIs.

In terms of monthly income, out of 131 total respondents, 66(50.38%) had monthly income of birr 2000-6000, 37 (28.24%) had below 2000, 14(10.69%) had above 6000 and below 10,000 and the remaining 14(10.69%) had monthly income from 10000 – 20,000. However, no employee had monthly income above birr 20,000. This means that most of the employees have monthly income in between birr 2000 to 6000. Finally, in terms of physical disability; 117 (89.31%) had not any physical problem, 9(6.87%) were someone disabled and the rest 5 (3.82%) were physically disabled. This implies majority of the employees had no physical problem. They can able to work in their colleges.

Descriptive Analysis of the Dimensions of Employees' Diversity Management
Table 4.2: Descriptive results of the Dimension of Diversity

S.N	Description of the Dimensions of Diversity	N	Mean	Standard Deviation
Age			2.6349	.59704
1	The institution management considers age level of their employees	126	2.6825	1.14298
2	Most of the employees of the institution are aged (employees who took retirement scheme)	126	2.2540	1.10950
3	The age of Management bodies of the institution is suitable to the level of employees' diversity	117	3.0684	1.15016
Gender			2.8639	.48119
4	The institution develop strategies that include Gender issues of employees	126	2.9762	1.39980
5	The institution encourages the formation of more diverse hiring committees that include women and take steps to mitigate workload gender issues	122	2.6639	1.21022
6	The institution establishes more diverse hiring practices to consider Gender issues	126	2.6349	1.38335
Nationality			2.4631	.62747
7	The institution develop strategies that include nations and nationality issues of employees	131	2.3282	1.41118
8	The employees of institution hired from different nations of the country	127	2.4016	1.45983
9	The institutions hire employees from different regions of the country	131	2.5420	1.20422
Ethnicity			2.4249	.48226
10	The institution develops strategies that include ethnic issues	131	2.2214	1.17859
11	The institution re-examine ethnic issues when they hire employees	131	2.5115	1.18560
12	Interaction between employees with different ethnic background in your institution create tensions and arguments along ethnic lines	131	2.7634	1.19507
Language			3.0840	.52962
13	The institution develops strategies that include different employees with different languages	131	2.7634	1.19507
14	The institution evaluates its strategy on language issues when it hire employees	131	2.6794	1.34889
15	The employees within the institution have different languages to support students	122	3.8361	1.18084
Socio-economic status			2.8772	.44209
16	The institution develop strategies that include socio-economic issues of employees	131	2.4198	1.25854
17	Employees of the institution are in low economic level	117	3.1282	1.28344
18	Most employees of the institution have low social status in comparison to other sectors	123	3.0163	1.24126
19	Employees of the institution have low socio-economic status in comparison to government higher education	122	3.0492	1.31647

Physical Disability			3.1399	.60723
20	The institution develops strategies that include physical disability employees	117	3.0513	1.26523
21	The institution has less inclusion of physical disable employees in comparison to the government higher education	123	3.3577	1.21554
22	The human resource policy of the institution considers hiring of the physical disability employees	122	2.8689	1.31080

Age

Table 4.2 shows mean and standard deviation of the variables of age. Accordingly, respondents slightly agree with the age of management bodies of the institution is suitable to manage the level of employees' diversity (mean = 3.0684 & SD = 1.15016), the institution management considers age level of their employees (mean = 2.6825 & S.D = 1.14298); whereas, they slightly disagree with most of the employees of the institution are aged (employees who took retirement scheme) (mean = 2.2540 & S.D = 1.10950). Moreover, respondents slightly disagree with age as dimensions of age for managing employees' diversity in PHEIs with mean score of 2.6349 and standard deviation of .59704. This is an indication that the age dimension has moderate performance for managing employees' diversity for the selected PHEIs in Mekelle. Other studies by Patrick and Kumar (2012), in their study found that discrimination was the most frequently encountered barrier for accepting workplace diversity and then employees and applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of age.

Gender

Table 4.2 shows the standard deviation and mean of the variables of Gender. Accordingly, respondents slightly disagree with the development of strategies that include Gender issues of employees by the institution (Mean = 2.9762 & S.D = 1.39980), the encouragement of institution on the formation of more diverse hiring committees that include women and take steps to mitigate workload gender issues (mean = 2.6639 & SD = 1.21022) and establishment of the institution on more diverse hiring practices to consider Gender issues (mean = 2.6349 & SD = 1.38335). Similarly, the aggregate mean score of gender was 2.8639 with standard deviation of .48119, which depicts gender has moderate performance for managing employees' dimension for selected PHEIs in Mekelle. This means that gender has moderate performance to manage employees' diversity in the selected PHEIs.

Interview results also indicated Gender as important dimensions of managing employees' diversity in the selected PHEIs in Mekelle. Similarly, the findings by Ellis and Riggle (1995) states that men were more likely to choose occupations that were female-identified, which could play a role in having lower wages due to the gender wage gap. Rudhumbu and Chawawa (2014), in their study argued that diversity management policies of PHEIs fail to adequately and effectively address gender imbalances as women still lag behind in leadership positions. As a result, gender issues have become more important simply because we have to get a higher profitability from women's contribution to work (OECD, 2009). Patrick and Kumar (2012), in their study also found that discrimination in terms of gender was the most frequently encountered barrier for accepting workplace diversity. Hence, it is recommended that employees and applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of gender.

Nationality

Table 4.2 shows the standard deviation and mean of the variables of Nationality. Accordingly, Respondents slightly disagree with the institutions hire employees from different regions of the country (mean = 2.5420 & SD = 1.20422), the employees of institution hired from different nations of the country (mean = 2.4016 & SD = 1.45983) and the institution develop strategies that include nations and nationality issues of employees (mean = 2.3282 & SD = 1.41118). Likewise, the aggregate mean score of nationality was 2.4631 with standard deviation of .62747, which indicates respondents' slightly disagree with the aggregate performance of nationality on managing employees' diversity for the selected PHEIs in Mekelle. Interview results also depicted that considering the nationality of employees in PHEIs has important issue on managing their employees' diversity. As greater numbers of global organizations utilize multinational or global teams to manage their international projects, researchers need to shed more light on how people with different nationalities work together to achieve their collective goals (Shore et al., 2009). Patrick and Kumar (2012), in their study recommended that employees and applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of national origin.

Ethnicity

Table 4.2 shows the standard deviation and mean of the variables of Ethnicity. Accordingly, Interaction between employees with different ethnic background in your institution create tensions and arguments along ethnic lines (mean = 2.7634 & SD = 1.19507), the institution re-examine ethnic issues when they hire employees (mean = 2.5115 and SD = 1.18560) and the institution develops strategies that include ethnic issues (Mean = 2.2214 & SD = 1.17859). Similarly, the aggregate mean score of ethnicity was 2.4249 with standard deviation of .48226, which implies respondents disagree with the performance of Ethnicity with managing employees' diversity for the selected PHEIs in Mekelle. Interview results also showed consideration of the ethnicity helps to manage PHEIs employees' diversity. Patrick and Kumar (2012), in their study found that discrimination was the most frequently encountered barrier for accepting workplace diversity and then applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of ethnicity.

Language

Table 4.2 shows the standard deviation and mean of the variables of language. Accordingly, respondents almost agree with the employees within the institution have different languages to support students (mean = 3.8361 & SD = 1.18084); whereas, they slightly disagree with the institution develops strategies that include different employees with different languages (mean = 2.7634 & SD = 1.19507) and the institution evaluates its strategy on language issues when it hire employees (mean = 2.6794 & SD = 1.34889). Likewise, the aggregate mean score of language was 3.0840 with standard deviation of .52962, which designates respondents slightly agree with the performance of language on managing employees' diversity for the selected PHEIs in Mekelle. Interview results also depicted that having diverse language in PHEIs is an important indicators of good management status of employees' diversity. The phrase 'language diversity' (Schiaffino et al., 2014) has been used, without explaining how this might differ from a person or community being multilingual.

Socio-economic Status

Table 4.2 shows the standard deviation and mean of the variables of socio-economic status. Accordingly, Employees of the institution have low socio-economic status in comparison to government higher education (mean = 3.0492 & SD = 1.31647), employees of the institution are in low economic level (mean = 3.1282 & SD = 1.28344), most employees of the institution have low social status in comparison to other sectors (mean = 3.0163 & SD = 1.24126), the institution develop strategies that include socio-economic issues of employees (mean = 2.4198 & SD = 1.25854). Likewise, the aggregate mean score of socio-economic status was 2.8772 with standard deviation of .44209, which implies that respondents slightly disagree with the performance of socio-economic status on managing employees' diversity for the selected PHEIs in Mekelle. Interview results also indicated socio-economic status also as an important diversity management dimension in the selected PHEIs. Multicultural environments are more and more necessary to fulfill companies' needs of updated skills and of knowledge about local markets (OECD, 2009). Patrick and Kumar (2012), in their study recommended that employees and applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of sexual orientations. There is also no equal pay policy for people in the same grade level, with same experience and same qualifications in PHEIs (Rudhumbu & Chawawa, 2014).

Physical Disability

Table 4.2 shows the standard deviation and mean of the variables of physical disability. Accordingly, the institution has less inclusion of physical disable employees in comparison to the government higher education (mean = 3.3577 & SD = 1.21554), the institution develops strategies that include physical disability employees (mean = 3.0513 & SD = 1.26523) and the human resource policy of the institution considers hiring of the physical disability employees (mean = 2.8689 & S.D = 1.31080). Similarly, the aggregate mean score of physical disability was 3.1399 with standard deviation of .60723, which depicts that respondents slightly agree with the performance of physical disability on managing employees' diversity for the selected PHEIs in Mekelle. Interview results also indicated consideration of physical disability helps to manage employees' diversity in the selected PHEIs. Similar to this finding, OECD (2009) states that disabled people have to be integrated because no company can consider them as a cost and nothing else any longer. Top management should hire qualified individuals with disabilities on their staff (Lumadi, 2008). Patrick and Kumar (2012) states that discrimination was the most frequently encountered barrier for accepting workplace diversity, employees and applicants for employment should be treated fairly in their employment and advancement, based on their abilities, and not based on arbitrary characteristics of physical handicap.

Table 4.3: The performance of managing employees' diversity within the selected PHEIs

Likert scale	Frequency(n)	Percent (%)
Very low	14	10.77
Low	34	26.15
Moderate	23	17.69
High	36	27.69
Very high	23	17.69
Total	130	100

Table 4.3 shows the level of managing employees' diversity within the selected PHEIs. Accordingly, 36 (27.69%) of the respondents replied high, 34(26.15%) said low, 23(17.69%) replied moderate, 23(17.69%) said very high and the remaining 14 (10.77%) said very low. This result indicates most respondents agree with moderate and above performance on the level of managing employees' diversity for the selected PHEIs in Mekelle. However, significant number of respondents considered as low and below performance for managing employees' diversity within the PHEIs.

The interview results also shows that the selected PHEIs have moderate performance on the dimensions of managing employees' diversity particularly on the inclusion of the dimensions; ethnicity, gender, language and socio-economic status. Research findings by Rudhumbu and Chawawa (2014) claimed that PHEIs need to have clear systems of rewarding effective diversity management and sanctioning non-compliance as this ensures all members are able to more actively and effectively participate in diversity management programmes. Sims (2006) suggests that issues associated with a lack of on-campus mentoring, feelings of isolation, and hostile environments are factors that lead to attrition.

Similarly, Patrick and Kumar (2012), in their study states that the major strategies adopted by organizations to increase inclusiveness is by training employees to be sensitive to cross-cultural differences, encouraging employees to accept overseas assignments, and offering foreign language training. Diversity among faculty, and employees is seen as important not only for the support such individuals provide for specific groups but also for the importance of diverse perspectives to institutional success and quality (Smith & Wolf-Wendel, 2005; p. 49).

Other researchers like Shore et al. (2009), in their study concluded that the realization of the importance of having an atmosphere of integration, attracting a diverse workforce and promoting tolerance in the workplace by the management. Lumadi (2008), in his study recommended that diversity initiatives such as recruitment and selection, mentoring, staff retention, performance appraisal and succession planning should be considered to ascertain if the workplace is structured to exclude certain employee groups. Hence, organizations can minimize miscommunication with diverse others and build relationships with diverse others by implementing the following strategies, that is, by communicating effectively, working with diverse others, encouraging peers to be open in discussing their personal opinions, and educating employees about differences (Patrick & Kumar, 2012).

Correlation Analysis

Correlation is a statistical method that determines the degree of relationship between two different variables. It is also known as a "bivariate" statistic, with bi- meaning two and variant indicating variable or variance. The two variables are usually a pair of scores for a person or object. The relationships between any two variables can vary from strong to weak or none. When a relationship is strong, this means that knowing a person's or object's score on one variable helps to predict their score on the second variable.

Table 4.4: Correlation results of the Dimension of Diversity

		Managing Employees Diversity
Managing Employees Diversity	Pearson Correlation	1
	Sig. (2-tailed)	
Age	Pearson Correlation	.221*
	Sig. (2-tailed)	.011
Gender	Pearson Correlation	.282**
	Sig. (2-tailed)	.001
Nationality	Pearson Correlation	-.431**
	Sig. (2-tailed)	.000
Ethnicity	Pearson Correlation	-.447**
	Sig. (2-tailed)	.000
Language	Pearson Correlation	.331**
	Sig. (2-tailed)	.000
Socioeconomic Status	Pearson Correlation	-.511**
	Sig. (2-tailed)	.000
Physical Disability	Pearson Correlation	.589**
	Sig. (2-tailed)	.000

*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 4.4 shows the correlation coefficient of the dimensions of diversity against managing the diversity of employees in the selected PHEIs in Mekelle. The seven dimensions of diversity affecting managing employees' diversity (Physical Disability, Nationality, Gender, Language, Age, Ethnicity and Socio-economic Status) differ in the degree to which they decide the management of employees' diversity for the selected PHEIs in Mekelle. Accordingly, there was strong and positive correlation between physical disability (.589) and the overall results of managing employees diversity followed by the correlation between Socio-economic Status(-.511), Ethnicity (-.447), Nationality (-.431), Language (.331), Gender (.282), and Age (.221) and managing employees diversity. Such a coefficient of correlation values for physical disability and socio-economic status was greater than 0.5, suggesting a clear link between the two dimensions and managing employees' diversity. This implies there is a strong correlation between dependent variables and these two independent variables; whereas, the dimensions; Nationality, Ethnicity and Language have moderate and the remaining two dimensions; age and gender have weak associations with managing employees' diversity respectively.

The degree of each factor/input under sig is important. This Sig. (2-tailed) implies that the correlations at $P < 0.001$ (2-tailed) are significant, which shows that there is a significant association between all the dimensions and managing employees' diversity. This indicates that there is a meaningful relationship between the dimensions; Physical Disability, Nationality, Gender, Language, Age, Ethnicity and Socio-economic Status and managing employees' diversity for the selected PHEIs in Mekelle. Similar to this findings, Rudhumbu and Chawawa (2014), in their study states that private higher education institutions effectively manage diversity along nationality, disability, gender and language lines during employee recruitment, selection and training and development issues.

Regression Analysis

Regression analysis deals with the way one variable changes (Y) based on how one or more other variables change (X1 and X2 etc.).

Table 4.5: Model Summary

Model	R	R -Square	Adjusted R- Square	Std. Error of the Estimate
1	.810 ^a	.657	.637	22.86516

- Dependent Variable: Managing Employees Diversity
- Predictors: (Constant), Physical Disability, Nationality, Gender, Language, Age, Ethnicity, Socio-economic Status

Table 4.5 shows the model summary of the regression analysis with the determination coefficient i.e. the R- square (R^2) value of 0.657, representing 65.7 percent variation of the dependent variable (the result of managing employees diversity) due to the independent variables; Physical Disability, Nationality, Gender, Language, Age, Ethnicity, Socio-economic Status; while the remaining 34.3% could be due to the influence of other independent variables. Similarly, the overall R-value (0.810) for dimensions of employees' diversity indicated a clear influence of these seven independent variables on managing employees' diversity for the selected private higher educational institutions (PHEIs) in Mekelle.

Table 4.6: ANOVA results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	123023.671	7	17574.810	33.616	.000 ^b
Residual	64306.329	123	522.816		
Total	187330.000	130			

- Dependent Variable: Managing Employees Diversity
- Predictors: (Constant), Physical Disability, Nationality, Gender, Language, Age, Ethnicity, Socio-economic Status

Table 4.6 shows the ANOVA results concerning these seven dimensions of employees' diversity. Accordingly, it is found to be $F = 33.616$, $P < 0.001$, indicating statistical significance. This indicates that the overall model was reasonably fit.

Table 4.7: Estimation of the Coefficients of the Dimension of Diversity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	42.629	31.131		1.369	.173		
	Age	-6.966	4.087	-.110	-1.704	.091	.676	1.480
	Gender	12.629	4.724	.160	2.674	.009	.778	1.285
	Nationality	-14.719	4.157	-.243	-3.541	.001	.591	1.692
	Ethnicity	-19.946	5.137	-.253	-3.883	.000	.655	1.526
	Language	13.474	4.137	.188	3.257	.001	.838	1.194
	Socio-economic Status	-14.357	5.948	-.167	-2.414	.017	.582	1.720
	Physical Disability	28.642	3.817	.458	7.504	.000	.749	1.336

- Dependent Variable: Managing Employees Diversity

The variance inflation factor (VIF) is in between 1 and 10, and Tolerance is in between 0.1 and 1.0 to have no Multicollinearity effect in the regression analysis (Pallant, 2007). As we can see in table 4.7 on collinearity statistics, there are no values out of the limit of both tolerance and VIF, which shows there is no Multicollinearity problem here.

Based on the standardized coefficients indicated in table 4.7, managing employees' diversity can be expressed as; $MED = 105.767 - .110 X_1 + .160 X_2 - .243 X_3 - .253 X_4 + .188 X_5 - .167 X_6 + .458 X_7$.

The Effect of Age on Managing Employees Diversity:

The coefficient results from the linear regression model in the above table 4.7 indicates negative sign for Age ($\beta = -.110$), which implies negative association between age and managing employees diversity. This shows a unit increase in this dimension will cause a direct decrease in managing employees' diversity by .110, holding constant scores on the other six dimensions of managing employees' diversity. This implies that an increase in age of employees leads to decrease in managing employees' diversity and vice-verse. Moreover, the Sig. statistic or p-value of this dimension (.173) is larger than the chosen significance level (0.05 or 5 percent), which indicates the negative association between age and managing employees' diversity is statistically insignificant i.e., the age the employees does not contribute to the variance in probability of managing employees diversity in the selected PHEIs. The study by Patrick and Kumar (2012), found as insignificant differences among different age groups for strategies to increase inclusiveness and then organizations must implement different strategies according to the preferences of different age groups toward strategies to increase inclusiveness.

The Effect of Gender on Managing Employees' Diversity:

The coefficient results from the linear regression model in the above table 4.7 indicates positive sign for Gender ($\beta = .160$), which implies positive association between Gender and managing employees diversity. This shows a unit increase in gender dimension will cause a direct increase in managing employees' diversity by .160, holding constant scores on the other six dimensions of managing employees' diversity. This implies that an increase in Gender of employees leads to an increase in managing employees' diversity. Moreover, the Sig. statistic or p-value of this dimension (.093) is larger than the chosen significance level (0.05 or 5 percent), which indicates the positive association between Gender and managing employees' diversity is statistically insignificant i.e., the Gender of the employees does not contribute to the variance in probability of managing employees diversity in the selected PHEIs. The study by Patrick and Kumar (2012), found a significant difference among gender for strategies to increase awareness about workplace diversity and then organizations ought to implement different strategies for male and female employees to increase awareness about workplace diversity.

The Effect of Nationality on Managing Employees' Diversity:

The coefficient results from the linear regression model in the above table 4.7 indicates negative sign for Nationality ($\beta = -.243$), which implies negative association between Nationality and managing employees diversity. This shows a unit increase in this dimension will cause a direct decrease in managing employees' diversity by .243, holding constant scores on the other six dimensions of managing employees' diversity. This implies that an increase in Nationality of employees leads to decrease in managing employees' diversity and vice-verse. Moreover, the Sig. statistic or p-value of this dimension (.009) is smaller than the chosen significance level (0.05 or 5 percent), which indicates the negative association between

Nationality and managing employees' diversity is statistically insignificant i.e., the Nationality of the employees contributes to the variance in probability of managing employees diversity in the selected PHEIs.

The Effect of Ethnicity on Managing Employees' Diversity:

The coefficient results from the linear regression model in the above table 4.7 indicates negative sign for Ethnicity ($\beta = -.253$), which implies negative association between Ethnicity and managing employees diversity. This shows a unit increase in this dimension will cause a direct decrease in managing employees' diversity by .253, holding constant scores on the other six dimensions of managing employees' diversity. This implies that an increase in Ethnicity of employees leads to decrease in managing employees' diversity and vice-versa. Moreover, the Sig. statistic or p-value of this dimension (.001) is smaller than the chosen significance level (0.05 or 5 percent), which indicates the negative association between Ethnicity and managing employees' diversity is statistically significant i.e., the Ethnicity of the employees contributes to the variance in probability of managing employees diversity in the selected PHEIs.

The Effect of Language on Managing Employees' Diversity:

The coefficient result from linear regression model in the above table 4.7 designates positive sign for language variable ($\beta = 0.188$), which implies positive association between language and managing employees' diversity. This shows that managing employees' diversity is also directly affected by the language of employees; where a unit increase in language will cause a direct increase in managing employees' diversity by .188, holding constant scores on the remaining dimensions. Moreover, since the Sig. statistic or p-value of the dimension language (.001) is smaller than the chosen significance level (0.05 or 5 percent), the positive association between language and managing employees' diversity is statistically significant i.e., language contributes to the variance in probability of managing employees' diversity.

The Effect of Socio-economic Status on Managing Employees' Diversity:

The coefficient results of the linear regression model in the above table 4.7 indicates negative sign for the socio-economic status variable ($\beta = -.167$), which implies negative association between the socio-economic status of employees and managing employees' diversity. This shows a unit increase in the socio-economic status will also cause a direct decrease in the managing employees' diversity by .167, keeping the remaining dimensions constant. Furthermore, since the Sig. statistic or p-value in some other statistical application (.017) is smaller than the chosen significance level (0.05 or 5 percent), the negative association between Socio-economic status and managing employees' diversity is statistically significant i.e., the socio-economic status contributes to the variance in probability of managing employees' diversity. This shows that the socio-economic status has significant effect on managing employees' diversity for the selected PHEIs in Mekelle.

The Effect of Physical Disability on Managing Employees' Diversity:

The coefficient results of the linear regression model in the above table 4.7 indicates positive sign for physical disability variable ($\beta = .458$), which implies positive association between the physical disability dimension and managing employees' diversity. This shows a unit increase in the physical disability of employees will also cause a direct increase in managing employees' diversity by .458, keeping the remaining dimensions constant. Furthermore, since the Sig. statistic or p-value for physical disability (.000) is smaller than the chosen significance level

(0.05 or 5 percent), the positive association between the physical disability and managing employees' diversity is statistically significant i.e., the physical disability of employees contributes to the variance in probability of managing employees' diversity.

CONCLUSION AND RECOMMENDATION

Conclusions

From the descriptive results, the study concluded that respondents slightly disagree with the performance of age, gender, nationality, ethnicity and socio-economic status; whereas, respondents slightly agree with language and physical disability on the performance of managing employees' diversity in the selected PHEIs in Mekelle. This implies that the selected PHEIs have better performance in the inclusion of employees with different languages and physically disabled; whereas, they have less consideration of age, gender, nationality, ethnicity and socio-economic status in managing employees' diversity.

Similarly, most respondents agree with moderate and above on the performance of managing employees' diversity for the selected PHEIs in Mekelle. This means that the inclusion of seven dimensions (age, gender, nationality, ethnicity, socio-economic status, language and physical disability) have moderate and above performance on managing employees' diversity. However, significant number respondents indicated as low and below performance of managing employees' diversity. This is an indication of the existence of some problems on managing employees' diversity in the selected PHEIs.

These problems include: the absence of diversity management policy and procedure blue print, lack of training and development on diversity issues given for the employees, less inclusion of dimensions of diversity in their vision and mission statements, absence of clear rewarding system, lack of resource allocation strategies, absence of the separation of management and ownership of the institution and less consideration of dimensions of diversity during employees recruitment, selection, training and development, and career development procedures.

The interview results also depicted the implementation of different dimensions of diversity helps to learn about people, learn about ourselves, examine the attitude of employees, as parts of employees' solutions and to treat people as individuals.

From the correlation results, the study concluded that physical disability has the highest positive association followed socio-economic status, ethnicity, nationality, language, gender and age with managing employees' diversity in the selected PHEIs in Mekelle. Of these seven dimensions, physical disability, language, gender and age have positive and significant relationship; while, the remaining three dimensions (socio-economic status, ethnicity and language) have negative and significant association with managing employees' diversity. This implies that these dimensions are important indicators for managing employees' diversity of the selected PHEIs in Mekelle.

From the regression results, the study concluded that Nationality, Ethnicity, Language, Socio-economic Status and Physical Disability have significant effect on managing employees' diversity; whereas, two dimensions: Age and Gender have insignificant effect on the performance of managing employees' diversity for the selected PHEIs in Mekelle. Similarly, four

dimensions: age, nationality, ethnicity and socio-economic status have negative relationship with managing employees' diversity; while, the remaining three dimensions: gender, language and physical disability have positive relationship with the performance of managing employees' diversity for the selected PHEIs in Mekelle. This means that Nationality, Ethnicity, Language, Socio-economic Status and Physical Disability have significant contribution for managing employees' diversity in the selected PHEIs. In other words, physical disability has the highest contribution followed by ethnicity, nationality, language and socio-economic status to the effectiveness of managing employees' diversity in those institutions.

Recommendations

Based on the findings, the researcher forwarded the following recommendations;

- ✓ The Diversity Management blue print of policies and strategies in PHEIs needs to be widely communicated to all stakeholders in the organizations to ensure that everybody from upper to lower levels of the institutions understands the diversity and managing diversity goals and objectives of their institutions. This is due to people implement what they know better if they see the diversity management document, read and understand its goals and objectives in their work place.
- ✓ Diversity should be included in the vision and mission statements of the selected PHEIs. This means that key deliverables that influence the role of the diversity and its management in the institution's overall strategy and the efficiency of the diversity deliverables should be included in their vision and mission statements.
- ✓ PHEIs need to have clear systems of rewarding for effective diversity management and sanctioning non-compliance as this enhances all members are able to more actively and effectively participate in diversity management programmes.
- ✓ PHEIs need to develop and implement resource allocation strategies to ensure human, material and financial resources availability for effective management of diversity. This means that PHEIs need to know that diversity management can only succeed in the presence of adequate resources.
- ✓ The selected PHEIs are better to empowering employees, have clear diversity policy, have competitive payment and develop participatory decision making to keep such healthy diversity management of employees in their institutions.
- ✓ The selected PHEIs need to ensure periodic organization-wide employee training and development on diversity and diversity management to ensure that all organization members understand and appreciate the role and benefits of including diverse population in organizations and why it should be effectively managed.
- ✓ The selected PHEIs have to consider physical disability, ethnicity, nationality, language and socio-economic status whenever they develop their strategies on the inclusion of diverse employees in their institutions.

References

- Ahmed, A.I., Cameron, S., Dickson, C. & Mountain, K. (2010). Arabic-speaking students' primary care experiences in Scotland. *Community Pract. J. Community Pract. Health Visit. Assoc.* 83, 23–26.
- Aigare, A; Thomas, P.L & Koyumdzhieva, T. (2011). *Diversity Management in Higher Education Institutions*. Dissertation submitted to the Jönköping International Business School, Jönköping University

Avery, D. R., McKay, P. F. & Wilson, D. C. (2007). Engaging the aging workforce: the relationship between perceived age similarity, satisfaction with coworkers, and employee engagement: *Journal of Applied Psychology*, 92, 1542–1556.

Avigdo, A., Braun, D., Konkin, J., Kuzmycz, D & Ferdman, B.M. (2007). *Work Group Inclusion, Diversity and Performance*. Interactive Paper Presented at the Annual Meeting of the Academy of Management, August 7.

Awosogba, T., Betancourt, J.R., Conyers, F.G., Estapé, E.S., Francois, F., Gard, S.J., Kaufman, A., Lunn, M.R., Nivet, M.A., Oppenheim, J.D., Pomeroy, C. & Yeung, H. (2013). Prioritizing health disparities in medical education to improve care. *Ann. N. Y. Acad. Sci.* 1287, 17–30.

Balkundi, P., Kilduff, M., Barsness, Z. I & Michael, J. H. (2006). Demographic antecedents and performance consequences of structural holes in work teams: *Journal of Organizational Behavior*, 28(2), 241–260.

Ball, P., Monaco, G., Schmeling, J., Schartz, H. & Blanck, P. (2005). Disability as diversity in Fortune 100 companies. *Behavioral Sciences and the Law*, 23, 97–121.

Barabino, M.C., Jacobs, B. & Maggio, M.A. (2001), "Diversity Management", *Sviluppo & Organizzazione*, No.184, Marzo.

Barnum, P., & Liden, R. C. (1995). Double jeopardy for women and minorities: pay differences with age: *Academy of Management Journal*, 38(3), 863–880.

Bernardi, E. & De Toni, A. F. (2009). Managing cultural diversity: integration values and management skills. POMS 20th Annual Conference Orlando, Florida U.S.A. May 1 to May 4, 2009.

Bhopal, R (2007). Glossary of terms relating to ethnicity and race: for reflection and debate: *Journal of Joseph Rowntree Foundation. Poverty and ethnicity in the UK*. York: JRF.

Bradby, H. & Brand, T. (2016) 'Dimensions of Diversity: Terminology in health research', IRiS Working Paper Series, No.12/2015 (UPWEB Working Paper Series, No. 1/2016) Birmingham: Institute for Research into Super diversity.

Bradby, H (1995). Ethnicity: not a black and white issue. A research note; *Social. Health Illn.* 17, 405–417.

Bradby, H (2003). Describing Ethnicity in Health Research. *Ethn. Health* 8, 5–13. doi:10.1080/13557850303555

Cartwright, S. & Schoenberg, R. (2006). Thirty years of mergers and acquisitions research: recent advances and future opportunities: *British Journal of Management*, 17, 51–55.

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

Deitch, E. A., Butz, R. M., & Brief, A. P. (2004). Out of the closet and out of a job? The nature, import, and causes of sexual orientation discrimination in the workplace. In R. W. Griffen & A.M. O'Leary-Kelly (Eds.), *the Dark Side of Organizational Behavior* (pp. 187–234). San Francisco, CA: John Wiley & Sons.

Davidson, S. (2005). Disability: A report for Scottish Neighborhood Statistics. Glasgow: NHS Health Scotland; available at www.scotpho.org.uk/nmsruntime/saveasdialog.asp?lid=2628&sid=1711

Deshwal, P. & Choudhary, S. (2012). Workforce Diversity management: Biggest Challenge for the 21st century Managers. *International journal of Multidisciplinary Research*, 2(4): 74 – 87.

Earley, P. C & Gibson, C. B. (2002). *Multinational teams: A new perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Ellis, J. & Riggle, E. D. B. (1995). The relation of job satisfaction and degree of openness about one's sexual orientation for lesbians and gay men: *Journal of Homosexuality*, 30, 75–85.
- Ely, R. J. (2004). A field study of group diversity, participation in diversity education programs, and performance. *Journal of Organizational Behavior*, 25, 755–780.
- Ely, R. J. & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2): 229-273.
- Federal Energy Regulatory Commission (FERC) (2012). *Diversity and Inclusion Strategic Plan, 2012 – 2016* of Botswana.
- Finkelstein, L. M., Allen, T. D. & Rhoton, L. A. (2003). An examination of the role of age in mentoring relationships: *Group and organization management*, 28, 249–281.
- Finkelstein, L. M., Kulas, J. T. & Dages, K. D. (2003). Age differences in proactive newcomer socialization strategies in two populations: *Journal of Business and Psychology*, 17, 473–502.
- Foo, k. (February, 2009). *Best Practices In Equity and Diversity; A Survey of Selected Universities; Project Report for the Equity Office University of British Columbia, London, UK.*
- Gardenswartz & Rowe (1991). *Diverse Teams at Work: Internal Dimensions and External Dimensions* are adapted from Marilyn Loden and Julie Rosener, *Workforce America*; Business One Irwin.
- Goldberg, C. B., Finkelstein, L. M., Perry, E. L. & Konrad, A. M. (2004). Job and industry fit: the effects of age and gender matches on career progress outcomes: *Journal of Organizational Behavior*, 25, 807–829.
- Goldrick-Rab, S. (2010). "Challenges and Opportunities for Improving Community College Student Success," *Review of Educational Research* 80(3) (2010): 437-469, at pages 451-452.
- Griffith, L., (2010). Motherhood, ethnicity and experience: a narrative analysis of the debates concerning culture in the provision of health services for Bangladeshi mothers in East London. *Anthropology. Med.* 17, 289–299.
- Hurtado, S. (2001). Linking diversity and educational purpose: how diversity affects the classroom environment and student development. In G. Orfield (Ed.). *Diversity challenged: Evidence on the impact of affirmative action* (pp. 187-203). Cambridge, Mass: Harvard Education Publishing Group.
- Jaeger, P. T. & Bowman, C. A. (2005). *Understanding disability: inclusion, access, diversity and civil rights*. Westpoint, CT: Praeger.
- Kezar, A. & Eckel, P.D. (2002). The effect of institutional culture on change strategies in higher education. *The Journal of Higher Education*, 73(4), 435-460.
- Kulik, C. T., Roberson, L. & Perry, E. L. (2007). The multiple-category problem: category activation and inhibition in the hiring process: *Academy of Management Review*, 32, 529–548.
- LaBare, M.J. (2005). Demanding, attracting, and developing diversity leadership. *Diversity Digest*, 9(2), 2-3.
- Lumadi, M.W. (2008). *Managing Diversity at Higher Education and Training Institutions: A Daunting Task*. *Journal of Diversity Management – Fourth Quarter 2008, Vol. 3, No. 4.*
- Mannix, E & Neale, M. A. (2005). What differences make a difference? *Psychological Science in the Public Interest*, 6, 31–55.
- McGuire, S. (2010). *Diversity Management in the Workplace*. Retrieved from <http://sarahmcguire.myefoli...%20Workplace.pdf&ei> on 11/03/20.

Morgan, L. T. (2004). Understanding the issues. Glasgow: Beyond Barriers. Available at www.stonewall.org.uk/documents/lori_bb_trangender_booklet_cropped.pdf.

Murray, S. & Buller, A.M. (2007). Exclusion on grounds of language ability--a reporting gap in health services research? *J. Health Serv. Res. Policy* 12, 205–208. doi:10.1258/135581907782101642.

Myers, V. & Wooten (2009). The Transformational Power of a Mission-Driven Strategy: Extraordinary Diversity Management Practices and Quality of Care. *Organizational Dynamics*, 38(4): 297-304.

Nelson, N. L. & Probst, T. M. (2004). Multiple minority individuals: multiplying the risk of workplace harassment and discrimination. In J. L. Chin (Ed.), *The psychology of prejudice and discrimination: Ethnicity and multiracial identity*, Vol. 2. (pp. 193–217). Westport, CT: Praeger Publishers/Greenwood Publishing.

Niessen, C. (2006). Age and learning during unemployment: *Journal of Organizational Behavior*, 27, 771–792.

Northouse, P.G. (2004). *Leadership theory and practice* (3rd Ed.). Thousand Oaks, CA: Sage.

OECD (2007). *Higher Education and Regions, Globally Competing, Locally Engaged*, OECD, Paris.

OECD (2009). *Higher education management and policy*; volume 21/1, OECD, Paris. 1682-3451.

Ostroff, C., Atwater, L. E & Feinberg, B. J. (2004). Understanding self-other agreement: a look at rater and rate characteristics, context, and outcomes: *Personnel Psychology*, 57, 333–375.

Ozbilgin, M. & Tatli, A. (2008). *Global diversity management: An evidence-based approach*. London, England: Palgrave.

Patrick, H. A. (2010). Organization culture and its impact on diversity openness in the information technology organizational context. *Dimensions*, 1(1), 67-72.

Patrick, H.A & Kumar, V.A (2012). *Managing Workplace Diversity: Issues and Challenges*; Sage Open, April-June 2012: 1– 15.

Phillips, SP (2008). Measuring the health effects of gender; *Journal of Epidemiology and Community Health*; 62: 368-71.

Reagans, R.& Zuckerman, W. (2001). Networks, diversity, and productivity: The social capital of corporate R&D teams. *Organization Science*, 12, 502-517.

Reed, M. (2005). Learning to listen as we lead: *Diversity Digest*, 9(2), 6-7.

Ringenbach, K. L. & Jacobs, R. R. (1994). Development of age stereotypes in the workplace scale. Nashville, TN: Society of Industrial and Organizational Psychology Conference.

Rodriguez, R. (2006). Diversity finds its place. *HR Magazine*, 51, 56-61.

Rosen, B.& Jerdee, T. H. (1976). The influence of age stereotypes on managerial decisions: *Journal of Applied Psychology*, 62, 428–432.

Rosen, B. & Jerdee, T. H. (1977). Too old or not too old: *Harvard Business Review*, 55, 97–106.

Rudhumbu, N. & Chawawa, M. (2014). Diversity management practices in higher education: Evidence from private higher education institutions in Botswana: *Journal of Education and Practice*; Vol.5, No.18.

- Sawyer, O. O., Strauss, J & Yan, J. (2005). Individual value structure and diversity attitudes: the moderating effects of age, gender, race, and religiosity: *Journal of Managerial Psychology*, 20(6), 498–521.
- Schiaffino, M.K., Al-Amin, M. & Schumacher, J.R. (2014). Predictors of language service availability in U.S. hospitals. *Int. J. Health Policy Manag.* 3, 259–268. doi:10.15171/ijhpm.2014.95.
- Schur, L., Kruse, D. & Blanck, P. (2005). Corporate culture and the employment of persons with disabilities. *Behavioral Sciences and the Law*, 23, 3–20.
- Shore, L. M., Chung-Herrera, B.G., Dean, M.A., Ehrhart, K.H., Jung, D.I., Randel, A. E & Singh, G. (2009). Diversity in organizations: where are we now and where are we going? *Human Resource Management Review* 19 (2009), 117–133.
- Shore, L. M. & Goldberg, C. B. (2004). Age discrimination in the work place. In R. L. Dipboye & A. Colella (Eds.), *the psychological and organizational bases of discrimination at work*. Frontier Series, Society for Industrial and Organizational Psychology. Dissertation submitted to the Jönköping International Business School, Jönköping University.
- Simlin, J. (2006). Organization culture and impact of diversity openness in the IT-ITES sector (Unpublished MBA dissertation thesis). Christ College Institute of Management, Karnataka.
- Smith, D.G. & Wolf-Wendel, L.E. (Eds.). (2005). *organizing for diversity: Fundamental issues*. ASHE Higher Education Report, 31(1), 1-100.
- Snow, C. C., Snell, S. A., Davison, S. C. & Hambrick, D. C. (1996). Use transnational teams to globalize your company. *Organizational Dynamics*, 24(4), 50–67.
- Spataro, S. E. (2005). Diversity in context: how organizational culture shapes reactions to workers with disabilities and others who are demographically different. *Behavioral Sciences and the Law*, 23, 21–38.
- Sturm, S. (2006). The architecture of inclusion: Advancing workplace equity in higher education. *Harvard Journal of Law and Gender*, 29, 247-334.
- Sturm, S. (2010). Activating systemic change toward full participation: The pivotal role of mission-driven institutional intermediaries. *Saint Louis Law Journal*, 54: 1117-1137.
- Sturm, S. (2011a). Reframing the equality agenda. Presented at Harvard Law School conference on *Evolutions in Anti-Discrimination Law in Europe and North America*, April 30, 2011.
- Thomas, D. A. (2006). *Building on the promise of diversity: How we can move to the next level in our workplaces, our communities and our society*. New York: Amacon.
- Thomas, D. A. (2004). Diversity as strategy; *Harvard Business Review*, 82 (9): 98-108.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary (U.S EOPEPD) (2016). *Advancing Diversity and Inclusion in Higher Education*, Washington, D.C. Available at <http://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>.
- Wilds, D.J. (2000). Minorities in higher education, 1999-2000. Seventeenth annual status report. Report No. HE-034-424. Fairfield, CT: GE Fund (ERIC Document Reproduction Service No. ED 457768).
- Yoder, D.M. (2005). Organizational climate and emotional intelligence: An appreciative inquiry into a “leader-ful” community college: *Community College Journal of Research and Practice*, 29, 45-62.
- Zenger, T. R. & Lawrence, B. S. (1989). Organizational demography: the differential effects of age and tenure distributions on technical communication: *Academy of Management Journal*, 32, 353–376.

