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Human Development**

**THE RELATIONSHIP BETWEEN WORKFORCE DIVERSITY AND
EMPLOYEE PERFORMANCE**

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ABSTRACT

This study investigates the relationship between workforce diversity and employee performance within the construction industry in Kuching, Sarawak. In the context of Malaysia's multiracial and multicultural society, understanding how diversity influences organizational outcomes is vital. The research focuses on four key dimensions of workforce diversity (gender, age, ethnicity, and work experience) as independent variables, and their impact on employee performance as the dependent variable. Grounded in Social Identity Theory (SIT) and the Resource-Based View (RBV), the study conceptualizes diversity as both a source of group identity and a strategic resource. A quantitative, cross-sectional research design was employed, with data collected through structured questionnaires distributed to 80 employees across construction companies. Statistical analyses, including correlation and multiple regression, were conducted using SPSS version 31 to examine the strength and nature of relationships. The findings reveal significant correlations between certain diversity dimensions and employee performance, with some factors exhibiting stronger predictive power than others. This research contributes to the theoretical understanding of diversity in an Asian context and offers practical insights for human resource practitioners and policymakers seeking to manage diversity for improved organizational performance. It also identifies gaps for future exploration, particularly in terms of managing dynamic diversity in multicultural industries and sectors.

Keywords: workforce diversity, employee performance, construction, multicultural, diversity, human resource

ABSTRAK

Kajian ini mengkaji hubungan antara kepelbagaian tenaga kerja dan prestasi pekerja dalam industri pembinaan di Kuching, Sarawak. Dalam konteks masyarakat Malaysia yang berbilang kaum dan budaya, memahami bagaimana kepelbagaian mempengaruhi hasil organisasi adalah sangat penting. Penyelidikan ini memberi tumpuan kepada empat dimensi utama daripada kepelbagaian tenaga kerja (jantina, umur, etnik, dan pengalaman kerja) sebagai pemboleh ubah bebas, serta kesannya terhadap prestasi pekerja sebagai pemboleh ubah bersandar. Berlandaskan Teori Identiti Sosial (Social Identity Theory - SIT) dan Pandangan Berasaskan Sumber (Resource-Based View - RBV), kajian ini mentakrifkan kepelbagaian sebagai sumber identiti kumpulan dan juga sebagai sumber strategik. Reka bentuk penyelidikan kuantitatif secara keratan rentas telah digunakan, dengan data dikumpul melalui soal selidik berstruktur yang diedarkan kepada 80 orang pekerja di beberapa syarikat pembinaan. Analisis statistik termasuk korelasi dan regresi berganda telah dijalankan menggunakan SPSS versi 31 untuk mengkaji kekuatan dan sifat hubungan tersebut. Dapatan kajian menunjukkan terdapat korelasi yang signifikan antara beberapa dimensi kepelbagaian dengan prestasi pekerja, dengan sesetengah faktor menunjukkan hubungan yang lebih kuat daripada yang lain. Kajian ini menyumbang kepada pemahaman teori mengenai kepelbagaian dalam konteks Asia serta menawarkan panduan praktikal kepada pengamal sumber manusia dan pembuat dasar yang ingin menguruskan kepelbagaian bagi meningkatkan prestasi organisasi. Ia juga mengenal pasti jurang untuk diterokai dalam kajian masa hadapan, khususnya dalam mengurus kepelbagaian yang dinamik dalam industri dan sektor berbilang budaya.

Kata kunci: kepelbagaian tenaga kerja, prestasi pekerja, pembinaan, berbilang budaya, kepelbagaian, sumber manusia

CHAPTER 1: INTRODUCTION

1.1 Introduction

This research aims to determine the relationship between workforce diversity from various aspects, such as gender, age, ethnic group, and work experience diversity, with employee performance in the construction industry at Kuching, Sarawak. This study is significant because workforce diversity is a common but vital issue in multiracial countries like Malaysia. To begin with, this chapter introduces the background of the research and identifies the statement of the problem. The chapter also consists of research objectives, research hypotheses, conceptual framework, definition of terms, and significance of research. Besides that, this chapter also reveals the limitations of the research confronted by the researcher.

1.2 Background of Research

Employee performance in Malaysia has been a topic of great interest in recent years, particularly as organizations strive to remain competitive in an increasingly globalized market. Recent shifts in workplace dynamics have further complicated the issue. The COVID-19 pandemic, for instance, has accelerated the adoption of remote and hybrid work models, which have introduced challenges in monitoring, evaluating, and maintaining employee performance. A study by Zhou et al. (2021) highlighted that many organizations struggled to adapt traditional performance management systems to remote work settings, resulting in declining performance and engagement. Similarly, diversity in the workplace, while offering significant benefits such as creativity and innovation, presents unique challenges that may negatively affect performance if not managed effectively. Poor communication, conflicts, and lack of cohesion in diverse teams are some common issues that hinder optimal performance outcomes (Van Knippenberg & Mell, 2021).

Statistics further emphasise the importance of addressing performance-related challenges. Gallup's (2022) report on global workplace trends revealed that only 21% of employees are engaged at work, which has a direct impact on productivity and performance. Additionally, a 2021 report by the Society for Human Resource Management (SHRM) found that 33% of employees attribute declining performance to a lack of recognition and ineffective leadership. These findings underscore the importance of organisations adopting inclusive management practices and refining their engagement strategies to enhance employee performance. Despite extensive research on employee performance, there are notable gaps

in understanding its relationship with workforce diversity. For instance, while studies have explored diversity's potential benefits, the specific impact of dimensions such as gender, age, ethnicity, and work experience on employee performance remains underexplored (Ahmad & Rahim, 2021). Furthermore, most studies have been conducted in Western contexts, with limited research on how workforce diversity impacts performance in Asian or multicultural societies like Malaysia. Another significant gap lies in the inconsistency of performance evaluation metrics, making it challenging to establish universal benchmarks for diverse workplaces (Huang et al., 2020).

In today's increasingly globalized and interconnected business environment, the composition of the workforce has become more diverse, reflecting the heterogeneity of the population. This diversity can offer both opportunities and challenges for organizations, as it can impact employee performance and, consequently, organizational success. (Kumar & Suresh, 2018). The concept of workforce diversity encompasses a wide range of attributes, including but not limited to, age, gender, ethnicity, physical ability, educational background, and work experience. Researchers have long recognized the potential benefits of a diverse workforce, such as enhanced creativity, improved problem-solving, and increased adaptability to changing market demands. (Meena & Vanka, 2017).

Workplace diversity has become one of the impacts of globalization, whereby many companies embrace this trend to become more diverse to deal with a more competitive business world. Having a diverse workforce is more likely to help in appealing to a wider customer base on the external environment and have a richer source of creativity in the internal environment (Dillon, 2017). Malaysia, a multiracial nation, should take workplace diversity into account. Good management in workforce diversity gains various benefits to the organization in three categories: People management, organizational performance, and strategy (Robbins & Coulter, 2014). Workforce diversity is a pivotal factor influencing employee performance in contemporary organizations. As workplaces become increasingly heterogeneous, harnessing this diversity can significantly enhance productivity and innovation. Research indicates that while certain aspects of diversity, such as age and gender, may negatively correlate with performance, experiencing diversity tends to yield positive outcomes (Rehman, 2020). This suggests that managing workforce diversity is not merely an ethical imperative but a strategic necessity for optimizing employee efficacy. However, research on the connection between workforce diversity and employee performance in the Malaysian

context remains limited. This research will explore the relationship between workforce diversity and employee performance in the construction industry in Kuching, Sarawak.

This study was chosen because workforce diversity has become a significant and relevant topic in today's working environment, especially in Malaysia's multiracial and multicultural context. The construction industry is known for having a highly diverse workforce in terms of age, gender, ethnicity, and religion. This diversity can create both opportunities and challenges in managing employee performance effectively. The author decided to focus on the construction industry in Kuching, Sarawak, because this region is experiencing steady development and infrastructure projects, resulting in a high demand for labour and collaboration among people from different backgrounds. Sarawak also stands out as one of the most ethnically diverse states in Malaysia, making it an ideal location to study how diversity impacts organizational outcomes like performance. Exploring this topic will make me understand whether workforce diversity contributes positively or negatively to employee performance in the construction sector.

1.3 Statement of Problem

In today's competitive and globalized economy, managing employee performance is increasingly complex, especially within diverse workforces. As Malaysia embraces multiculturalism in both public and private sectors, understanding how diversity dimensions such as gender, age, ethnicity, and work experience influence performance is crucial yet under-researched. Employee performance is a critical determinant of organizational success, influencing productivity, innovation, and overall competitiveness (Dessler, 2020). Employee performance is a vital measure of organizational effectiveness and a key determinant of success across industries. Research indicates that high-performing employees can increase organizational productivity by up to 20–30% compared to average performers (Gallup, 2022). Additionally, organizations with effective performance management systems report 48% higher employee engagement and 21% greater profitability (Gallup, 2022). These findings highlight the significant role of employee performance in achieving operational efficiency and competitive advantage. Basit et al. (2017) suggest that Malaysian leaders should embrace a democratic leadership approach, actively engaging team members in decision-making, as this style has been proven to yield optimal employee performance. Kamaruddin et al. (2020) highlight that female employees in Malaysia can excel in their tasks and roles if their

organizations carefully plan and consider factors like organizational climate. Hajiali et al. (2022) emphasize that employees' happiness and performance can be boosted by enhancing competency development that should focus on meeting job requirements by advancing skills through innovation and technology. Kalogiannidis (2020) states that effective communication within a business significantly impacts employee performance. However, the study of employee performance in the context of workforce diversity remains an underexplored area, particularly in developing countries like Malaysia.

Employee performance is vital for organizational success. However, in diverse workplaces, managing performance becomes more complex due to differing values, communication styles, and backgrounds among employees. In this context, workforce diversity encompassing age, gender, ethnicity, religion, and cultural background significantly influences employee performance. Previous studies have shown that well-managed diversity can enhance creativity, innovation, and problem-solving within teams (Cox & Blake, 1991; Ely & Thomas, 2001). However, if not properly managed, diversity can lead to workplace conflicts, communication barriers, and reduced collaboration, ultimately lowering performance levels (Salleh et al., 2018). Although many studies have examined the impact of diversity, there is still a lack of research that deeply explores how multiple dimensions of diversity interact and influence employee performance within Malaysia's multicultural context, particularly in the construction sector where teamwork, safety, and coordination are crucial, workforce diversity may either enhance performance through varied perspectives or disrupt it through miscommunication and role ambiguity.

Moreover, this study focuses on gender, age, ethnicity, and work experience as independent variables due to their prominence in shaping workplace dynamics. These factors are particularly relevant in Malaysia, where workforce diversity is deeply rooted in societal structure and national policies (Jain et al., 2015). Research suggests that gender diversity can enhance decision-making but may also encounter challenges related to unconscious bias (McKinsey & Company, 2020). Besides that, age diversity offers a mix of experience and innovation but can lead to generational conflicts (Pitts, 2009). Meanwhile, ethnic diversity fosters creativity but may result in cultural misunderstandings if not managed effectively (Cox & Blake, 1991). Research scholars explained that work experience diversity contributes to knowledge-sharing but may create power imbalances in teams (Jabbour et al., 2017).

While prior studies have explored gender or age diversity in isolation, limited empirical research has examined the combined effects of gender, age, ethnicity, and work experience on employee performance, especially within Malaysia's multicultural construction industry. This study is therefore timely in bridging a critical gap by offering an integrated understanding of workforce diversity and its impact on employee performance within the Malaysian construction industry, a sector where diverse human capital is both a challenge and a competitive asset.

1.4 Research Objectives

1.4.1 General Objectives

To examine the relationship between workforce diversity and employee performance in the construction industry at Kuching, Sarawak.

1.4.2 Specific Objectives

The specific objectives of this research are as follows:

1. To determine the relationship between gender diversity and employee performance.
2. To determine the relationship between age diversity and employee performance.
3. To determine the relationship between ethnic diversity and employee performance.
4. To determine the relationship between work experience diversity and employee performance.
5. To determine the most dominant workforce diversity factor that influences employee performance in the construction industry.

1.5 Research Hypotheses

The following hypotheses are proposed for this study:

H1: There is a significant relationship between gender diversity and employee performance.

H2: There is a significant relationship between age diversity and employee performance.

H3: There is a significant relationship between ethnic diversity and employee performance.

H4: There is a significant relationship between work experience diversity and employee performance.

H5: Among the workforce diversity dimensions, one dimension significantly predicts employee performance more than others.

1.6 Conceptual Framework

The conceptual framework in this research is designed to describe the relationship between workforce diversity dimensions of gender, age, ethnic group, and work experience with employee performance. This framework also integrates Social Identity Theory (SIT) by Tajfel and Turner (1979) and Resource-Based View (RBV) by Barney (1991) insights to explain how workforce diversity influences organisational outcomes. SIT suggests that individuals categorize themselves and others into social groups based on observable characteristics such as gender, age, and ethnicity, which can impact workplace interactions and performance (Tajfel & Turner, 1979). Meanwhile, the RBV emphasizes the value of a diverse workforce as a unique resource that contributes to competitive advantage, particularly in fostering innovation and problem-solving (Barney, 1991).

This study conceptualizes workforce diversity through four independent variables: gender, age, ethnic group, and work experience, while employee performance serves as the dependent variable, as graphically represented by a conceptual framework as shown in figure 3. It was adapted and modified from past scholars, Shrestha & Parajuli (2021); Jayawardana & Priyashantha (2019). While both studies focus on the relationship between diversity and performance, they differ in their scope of analysis, diverse dimensions, outcomes highlighted, research context, and methodological approaches. As shown in Figure 1, Shrestha and Parajuli (2021) consider a wide range of diversity dimensions, including gender, age, education, and ethnicity. On the other hand, Jayawardana and Priyashantha (2019) focus on more visible characteristics, such as race, gender, ethnicity, age, and disability such as shown in Figure 2.

The differences between Shrestha and Parajuli (2021) and Jayawardana and Priyashantha (2019) highlight the multifaceted nature of workforce diversity and its impact on employee performance. By incorporating the broader organizational perspective and diverse dimensions emphasized by Shrestha and Parajuli alongside the interpersonal dynamics and nuanced findings of Jayawardana and Priyashantha, a comprehensive conceptual framework can be developed. This framework guides the formulation of the study's specific objectives and hypotheses and supports the statistical analysis to be conducted. Figure 1 below shows the conceptual framework of this research.

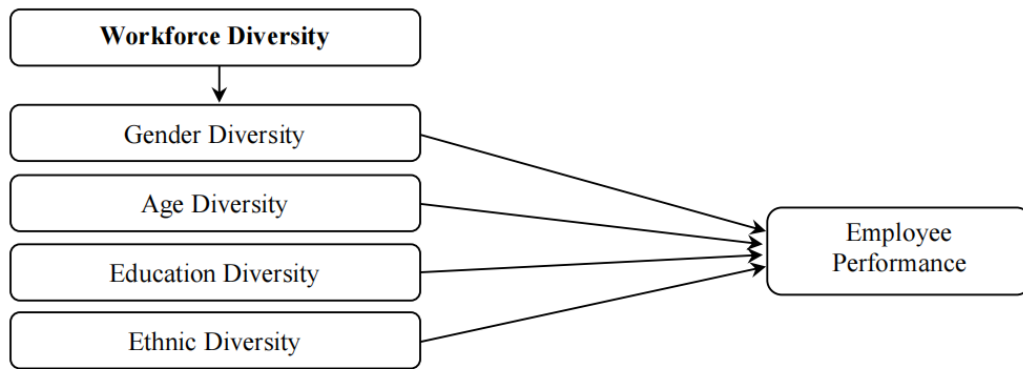


Figure 1. Research Framework by Shrestha and Parajuli (2021).

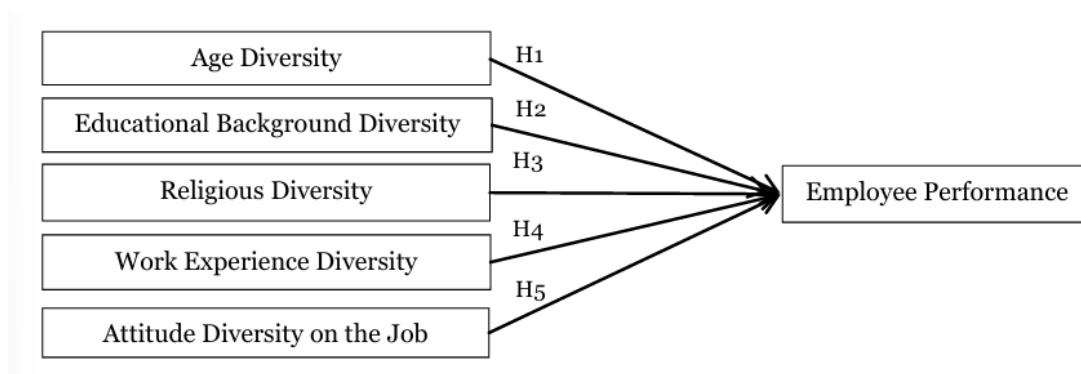


Figure 2. Research framework by Jayawardana and Priyashantha (2019).

Independent Variables

Workforce Diversity:

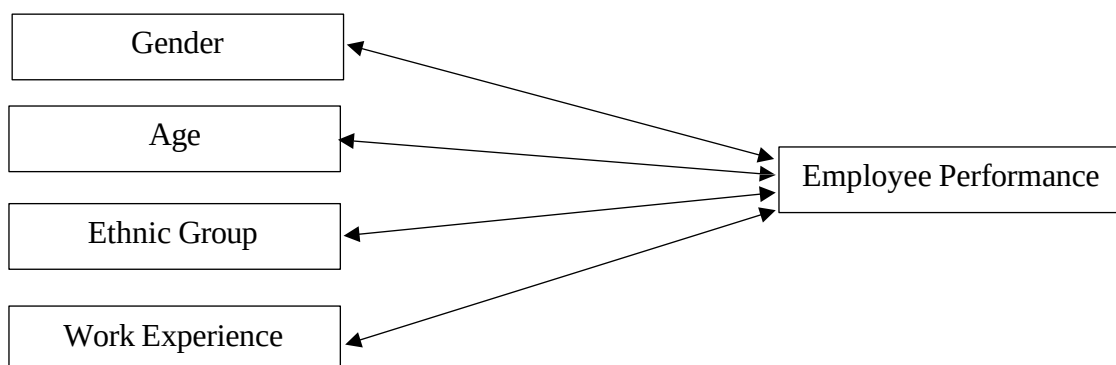


Figure 3. Conceptual framework. Adapted from: Shrestha & Parajuli (2021); Jayawardana & Priyashantha (2019).

1.7 Definition of Terms

1.7.1 Workforce Diversity

Workforce diversity is defined as the variety of differences among employees within an organization, encompassing aspects such as age, cultural background, physical abilities and disabilities, race, religion, gender, and sexual orientation (Saxena, 2014). This broad definition highlights the multifaceted nature of diversity in contemporary workplaces. In this study, workforce diversity is an independent variable that is measured by four factors, such as gender diversity, age diversity, ethnic group diversity, and work experience diversity.

1.7.2 Gender

American Psychological Association (2015) defined “gender” as the condition of being male, female, or neuter. The term is considered different from sex orientation as it implies the psychological, behavioural, social, and cultural aspects of being male or female, in other words, masculinity or femininity (American Psychological Association, 2015). The concept “gender” is one of the workforce diversity factors in this study that not only refers to the biological state of being male or female but also concerns social roles among employees. Operationally, gender diversity is reflected through specific organizational behaviors and employee perceptions. This includes the organization's commitment to hiring individuals from diverse gender backgrounds and providing fair treatment regardless of gender. It also encompasses offering equal career advancement opportunities for women and ensuring their involvement in decision-making processes alongside their male counterparts. Additionally, gender diversity involves promoting collaboration between employees of different genders and maintaining balanced gender representation in the workforce, such as having a significant proportion of female employees. Positive perceptions of gender diversity, where employees view it as beneficial, and the representation of women in leadership positions, such as managers and executives, further operationalize this concept. These elements together define and measure gender diversity within the workplace context.

1.7.3 Age

Traditionally, age has been defined as the number of years a person has lived since birth; however, this simplistic view fails to capture the complexities inherent in the notion of age (Räsänen, 2021). Age can be perceived through different lenses, including biological age, reflecting an individual's physiological state and subjective experience, which considers personal feelings and societal roles associated with aging. In this study, age refers to the distribution of employees in the construction industry in Kuching, ranging from 18 to 60 years old. Besides that, age diversity is reflected in organizational practices and employee perceptions in multiple ways. This includes the recruitment of employees from different age groups and their inclusion in team settings and decision-making processes. It also involves providing equal opportunities for training, career development, and workplace engagement to employees regardless of age. The organization's encouragement of collaboration among employees from various age groups, along with policies to minimize age-related conflicts and promote inclusivity, further operationalizes age diversity. Positive attitudes toward age diversity, where employees perceive it as beneficial, and the organization's efforts to ensure fairness in career advancement and bonding across generations, serve as key indicators of how age diversity is experienced within the workplace.

1.7.4 Ethnic Group

Barth (1969) defined an ethnic group as a population that shares fundamental cultural values, realized in overt unity in cultural forms. It is also known as “ethnicity”, which refers to a group of people sharing a common and distinctive culture, religion, language, or favours (Mwatumwa, 2015). The ethnic groups in this study, as the workforce diversity factor, refers to major ethnic groups in Sarawak, Malaysia: Iban, Chinese, Malay, Bidayuh, Indian, and as well as other minor groups. Operationally, ethnic group diversity is demonstrated through organizational practices and employee experiences. This includes hiring staff and appointing leaders from different ethnic backgrounds, ensuring fair opportunities for career advancement, including for minority groups, and creating an environment where communication barriers arising from different languages are minimized. Ethnic diversity is also reflected in the organization's sensitivity to employees' cultural values and efforts to prevent conflicts stemming from ethnic differences in group work. Positive attitudes toward ethnic diversity, where employees see it as a strength and an integral part of the workplace, are key indicators of how ethnic group diversity is experienced and perceived within the organization.

1.7.5 Work Experience

Work experience refers to the cumulative knowledge, skills, and expertise an individual acquires through formal employment, internships, or other professional activities. It encompasses the duration, roles, industries, and tasks an individual undertakes, collectively shaping their professional competence, adaptability, and problem-solving abilities (Ng & Feldman, 2010). Work experience diversity specifically involves the differences in these professional backgrounds among individuals within an organization, such as variations in job functions, industries, and organizational levels (Joshi & Roh, 2009). Operationally, work meaningfulness and satisfaction are reflected through various employee perceptions and experiences. These include feeling that their work holds significance and contributes to personal growth, having diverse and challenging tasks, and being engaged in work that aligns with their training and expertise. Satisfaction is also indicated by positive emotions about going to work, a manageable workload that allows tasks to be completed effectively without undue time pressure, and adherence to scheduled working hours without the need for excessive overtime. Together, these dimensions capture how employees experience and evaluate their work environment and its impact on their well-being and professional fulfilment.

1.7.6 Employee Performance

According to Robbins and Coulter (2014), employee performance is the work effort needed to accomplish organizational goals. Maingi and Makori (2015) proposed that employee performance can be measured by profitability, customer satisfaction, and productivity. Operationally, employee performance is reflected in several measurable aspects. These include the employee's ability to work effectively with colleagues from diverse ethnic, gender, and age groups, as well as their adaptability when collaborating with individuals of varying work experiences. Performance is further demonstrated through positive feedback received from employers and colleagues, strong interpersonal relationships, and respect among peers. Indicators such as the employee's ability to meet organizational expectations, achieve high ratings in performance appraisals, and minimize errors in their work provide a concrete measure of their job performance. These indicators are reflected in Section C of the questionnaire using a 5-point Likert scale. These elements collectively define how an employee's performance is perceived and evaluated in the workplace.

1.8 Significance of Research

This research is significant for several reasons, offering contributions to both theoretical knowledge and practical applications:

1.8.1 Theoretical Contributions

This study contributes to bridging the theoretical gap by focusing on workforce diversity in the under-researched context of Malaysia's construction industry, especially in Sarawak, where multicultural dynamics are pronounced yet poorly understood. While studies have explored diversity's impact on organizational outcomes globally, limited research has focused on Malaysia's unique multicultural environment. By investigating diversity dimensions such as gender, age, ethnicity, and work experience, this study provides a nuanced understanding of how these factors collectively influence employee performance. Furthermore, integrating Social Identity Theory and Resource-Based View strengthens the theoretical foundation for diversity management and performance research.

1.8.2 Practical Contributions

For policymakers and human resource practitioners, this study offers actionable insights into managing diversity effectively to enhance employee performance. The findings can inform strategies for fostering an inclusive workplace culture, mitigating conflicts, and leveraging diversity as a competitive advantage. Specifically:

Diversity Management Strategies: Organizations can use the results to tailor initiatives that address potential challenges arising from gender, age, ethnicity, and work experience diversity, ensuring better collaboration and productivity.

1.8.3 Societal Contributions

Promoting inclusivity in workplaces contributes to broader societal harmony in a diverse country like Malaysia. The results can guide construction companies in Kuching to harness workforce diversity as a strategic resource, especially in managing project teams composed of multiracial and multigenerational workers.

1.8.4 Contribution to Future Research

Therefore, it gives several contributions that could form the basis for various studies that could be conducted in the future relating to workforce diversity and employee performance. This study examines how dimensions of diversity in relation to gender, age, ethnicity, and work experience affect employee performance within Malaysian multicultural and developing economies. The contribution of this research will:

1. **Contextual expansion:** Address the current gap that exists within the literature concerning the effects of diversity on performance in Asian settings. Previous research has targeted Western contexts; thus, limited knowledge has been developed of how diversity operates in culturally heterogeneous settings such as Malaysia. Future research can then use this study as a building block toward comparing findings across different cultural or organizational contexts, enabling a broader understanding of diversity's global implications.
2. **Framework replication:** The study also conceptualized and operationally defined workforce diversity and employee performance so that future researchers can replicate the framework of the study accordingly. Specific dimensions of diversity or other factors that could affect employee performance, such as educational background or cultural values, can be further elaborated in future studies based on measurable variables such as gender, age, ethnicity, and work experience.
3. **Variable extension:** The study gives way to performance management to show how workforce diversity is important to achieve increased organizational outcomes. This study can be extended by researchers in terms of leadership styles, team cohesion, and organizational culture that may act as a mediator or moderator between the effects of diversity on performance. These may provide managers with practical input on how to foster a more inclusive yet productive organization.
4. **Longitudinal scope:** This study can, therefore, form a basis for longitudinal research that will study the long-term impacts of diversity on employee performance. By studying how diversity influences performance over time, several trends and patterns could be unravelled in future studies that could make such management practices sustainable. Moreover, research could also be expanded to include the role of technology, automation, and artificial intelligence in managing diverse teams effectively.

1.9 Limitation of Research

The limitations of research define the boundaries within which the research findings are applicable and reveal potential flaws that may affect the validity of those findings. These limitations can arise from various sources, including methodological weaknesses, resource constraints, or small sample sizes (Labaree, 2022). The researcher acknowledges that some limitations might affect the results throughout the process of conducting research:

- **Contextual limitation**

The research focuses on the construction industry in Kuching, which operates within a unique socio-cultural and policy-driven context. Therefore, the findings may not be fully generalized to public-sector organizations, multinational corporations, or construction industries in other countries with different workforce demographics and organizational cultures that may restrict causal inference and reduce data accuracy.

- **Design limitations:**

The study employs a cross-sectional research design, which captures data at a single point in time. While this approach is efficient, it limits the ability to infer causal relationships between workforce diversity dimensions (gender, age, ethnicity, and work experience) and employee performance. A longitudinal study would provide deeper insights into how these relationships evolve.

- **Measurement limitation:**

As the data collection process involves self-reported measures, there is a risk of response bias. Participants may overstate or understate their perceptions of diversity or performance due to social desirability or fear of judgment, potentially affecting the accuracy of the results.

- **Scope limitations:**

This research only measures the relationship between four factors of workforce diversity (gender diversity, age diversity, ethnic group diversity, and work experience diversity) and employee performance in Malaysia. Other factors of workforce diversity are significant in influencing employee performance and should be considered, such as cultural diversity, employees with disabilities, and so forth.

- **Sampling limitation:**

The sample size of respondents is inadequate to represent the whole population of employees who work in the construction industry in Malaysia when compared to other researchers who use larger sample sizes. This might decrease the accuracy of the results compared to other similar studies.

Despite these limitations, the findings provide valuable insights into workforce diversity in Malaysia's construction sector and offer a solid foundation for future, broader investigations.

2.0 Summary

In conclusion, this chapter outlined the key elements of an introduction, background of the study, problem statement, research objectives, research hypotheses, conceptual framework, the significance of the study, definition of terms, and limitations of the study. Chapter 1 acts as a roadmap for the rest of the study, especially for the literature review, methodology, and analysis. The next chapter will discuss the literature review of the study based on some similar findings and issues related to the topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of the literature on workforce diversity and employee performance. It discusses the theoretical foundations, examines key diversity dimensions (gender, age, ethnicity, and work experience), explores the concept of employee performance, and identifies gaps in the existing research. In using the previous findings for discussion, the results would be used as a guideline to conduct research. In this way, the researcher would have a way to achieve the stated research objectives. Next, the theory or model related to the topic is used to determine the overall situation of the research. The researcher would have a general idea of what to expect during the ongoing process. Lastly, issues related to the topic are also being discussed to identify the needs of the current situation of the real world regarding this research.

2.2 Theoretical Foundations

2.2.1 Social Identity Theory

Social Identity Theory (SIT), developed by Tajfel and Turner (1979), explains how individuals categorize themselves and others into social groups based on shared characteristics such as gender, ethnicity, or age. According to David (2015), a person's self-definition is strongly shaped by the groups to which they belong, offering them a sense of belonging in their social environment. Chew et al. (2011) further emphasized that individuals tend to classify themselves and others into specific groups based on personally significant dimensions, typically demographic factors. Furthermore, SIT posits that people seek to enhance their self-image by favouring their group (in-group) and sometimes by viewing other groups (out-groups) more negatively (Islam, 2014; McLeod, 2008). These behaviors stem from psychological processes of group-based categorization and self-enhancement. Trepte (2006) outlined four core principles of SIT: social categorization, social comparison, social identity, and self-esteem.

In workplace settings, SIT provides valuable insight into group dynamics and behavior among employees from diverse backgrounds. Employees often align themselves with colleagues who share similar attributes such as age, gender, ethnicity, or work experience, which creates natural in-groups. This dynamic can foster collaboration within the group but

also potentially lead to communication challenges and reduced cooperation with out-group members. For instance, gender diversity may lead to the formation of gender-based in-groups, influencing how employees interact and collaborate (Tajfel & Turner, 1979). Similarly, generational diversity may result in distinct groups such as Millennials and Baby Boomers, each with different values and communication styles, potentially causing misunderstandings or resistance to knowledge sharing (Ashforth & Mael, 1989).

In multicultural societies like Malaysia, ethnic identity plays a crucial role in shaping workplace interactions. Employees may bond more closely with those of the same ethnic background, but this could also result in implicit biases against others (Tajfel & Turner, 1979). In addition, differences in work experience may form groups based on seniority or industry exposure, where experienced employees may resist collaboration with newcomers (Van Knippenberg & Schippers, 2007).

In the context of this study, SIT is relevant as it offers a theoretical lens to examine how workforce diversity affects employee performance. It helps explain how individuals' identification with social groups influences team dynamics, collaboration, and productivity. As Nishii (2013) highlighted, a strong in-group identity can enhance internal collaboration but may hinder cooperation across different groups, potentially lowering team performance. This implies that if dimensions of diversity such as gender, age, or ethnicity are not effectively managed, they may lead to exclusion, conflict, and reduced performance. Conversely, promoting a shared organizational identity may overcome in-group/out-group divisions, enhance inclusivity, and improve collaboration.

To conclude, Social Identity Theory is a suitable and vital foundation for this research. It offers a comprehensive explanation of how social group affiliations influence workplace behaviour and performance outcomes. By applying SIT, this study can examine how demographic diversity, if not properly managed, can create group-based divisions, but when aligned with a shared organizational identity, it can also foster improved employee performance and workplace cohesion.

2.2.2 Resource-Based View

The Resource-Based View (RBV), as introduced by Barney (1991), is a strategic management theory that emphasizes the internal resources of an organization as the primary source of sustained competitive advantage. Among these resources, human capital, particularly a diverse workforce, is considered crucial. In this context, diversity in gender, age, ethnicity, and work experience is positioned as a strategic asset capable of enhancing organizational outcomes, particularly employee performance. RBV posits that for a resource to contribute to sustained competitive advantage, it must meet four essential criteria: Valuable, Rare, Inimitable, and Non-substitutable, known collectively as the VRIN framework. Workforce diversity encompasses a range of differences among employees, including demographic characteristics such as gender, age, ethnicity, and work experience. RBV posits that such diversity qualifies as a valuable resource, enabling organizations to achieve better performance and gain a competitive advantage.

- **Valuable:** A diverse workforce fosters innovation, creativity, and improved decision-making, all of which are essential for addressing complex challenges and adapting to dynamic environments. For example, Ely and Thomas (2001) demonstrated that diverse teams often outperform homogeneous teams in tasks requiring innovation.
- **Rare:** In many organizations, achieving a truly diverse workforce is rare, especially in industries or regions where the representation of certain demographic groups is limited. In Malaysia, for instance, women remain underrepresented in senior leadership roles, and ethnic diversity in some sectors has yet to be fully realised (Department of Statistics Malaysia, 2022).
- **Inimitable:** The unique combination of diverse attributes within an organization, shaped by its culture and management practices, is difficult for competitors to replicate. Each organization's diversity profile is influenced by specific historical, social, and cultural factors, making it inherently unique.
- **Non-Substitutable:** The skills, perspectives, and experiences brought by a diverse workforce cannot be easily replaced by homogeneity or automation. For instance, the interpersonal and cultural insights provided by employees from varied ethnic backgrounds are critical for effectively serving diverse client bases, particularly in the construction industry.

The potential of workforce diversity to improve employee performance is well-documented in the literature. First, diverse teams bring together varied perspectives, enabling them to approach problems innovatively and make more informed decisions (Cox & Blake, 1991). Second, employees with different work experiences contribute to knowledge sharing, enhancing efficiency and task performance (Jabbour et al., 2017). Third, diversity equips organizations to better understand and adapt to the needs of a heterogeneous customer base, fostering adaptability and resilience (Robbins & Judge, 2013).

Gender diversity introduces a range of perspectives and problem-solving styles. RBV regards this diversity as a valuable resource that promotes cognitive variety, leading to improved decision-making, collaboration, and creativity. This study explores how gender diversity can enhance employee performance by enabling innovation and adaptability (Barney, 1991).

Age diversity blends generational strengths; young employees bring fresh perspectives while older employees contribute experience and institutional knowledge. When managed effectively, such diversity becomes a rare and valuable internal resource that improves productivity and performance (Grant, 1996).

Ethnic diversity equips organizations with cultural insights and varied communication styles, enabling better engagement with diverse markets. Under RBV, this is seen as a strategic resource that enhances adaptability and broadens organizational capability to innovate (Barney, 1991).

Diversity in work experience provides a rich pool of industry knowledge and practical skills. Employees with different career backgrounds offer unique perspectives that can improve team performance, mentoring quality, and knowledge sharing. According to Peteraf (1993), such diversity is inimitable and contributes significantly to sustained organizational success.

While workforce diversity meets RBV's VRIN criteria, its benefits are only fully realized when diversity is strategically managed. This includes implementing inclusive policies, facilitating knowledge exchange, and fostering shared goals among diverse employees. Cox and Blake (1991) and Jabbour et al. (2017) affirm that diverse teams, when well-integrated, perform better in terms of innovation and efficiency. Conversely, poorly managed diversity may lead to conflict and diminished performance. Therefore, aligning diversity initiatives with organisational strategy is crucial. Furthermore, RBV emphasises the importance of employee performance as a key organisational resource. Diversity should not only be acknowledged but also leveraged through effective HR practices to enhance both individual and collective outcomes.

RBV serves as a critical theoretical foundation for this study, offering a framework to understand how workforce diversity functions as a strategic internal resource. By evaluating diversity through the VRIN lens, this study aims to explore how gender, age, ethnicity, and work experience diversity contribute to enhanced employee performance, innovation, and organizational competitiveness.

2.3 Diversity

According to Washington (2008), the Four Layers of Diversity Model proposed by Gardenswartz and Rowe (1994) is used to understand more about diversity. In this model, diversity is described as like an onion, possessing layers that once peel away reveal the core. The four layers of diversity are personality, internal dimension, external dimension, and organizational dimension. Personality is the core layer that is influenced by another three layers. Next, the internal dimension contains characteristics which an individual has no control over, such as age, gender, sexual orientation, physical ability, ethnicity and race. After that, external dimensions consist of characteristics when an individual deals with life choices, such as geographic location, income, personal habits, recreational habits, religion, educational background, work experience, appearance, parental status, and marital status. The organizational dimension is the outermost layer, consisting of aspects that are under the control of an organization, which are functional level or classification, work content field, work location, division or department, union affiliation, seniority and management status (Washington, 2008; Maj, 2015). In this study, the internal dimension (age, gender and ethnicity) and external dimension (work experience) will determine its relationship with employee performance.

2.4 Workforce Diversity Dimensions

Workforce diversity encompasses differences in demographic and non-demographic characteristics among employees, including gender, age, ethnicity, and work experience (Roberson et al., 2017). It is increasingly recognized as a strategic asset in modern organizations due to globalization and the demand for inclusiveness. Diversity is generally categorized into surface-level diversity, which includes observable traits such as age, gender, and ethnicity, and deep-level diversity, which includes traits like work experience, values, and skills (Hossain et al., 2022).

2.4.1 Gender Diversity

Gender diversity is a critical aspect of workforce diversity, reflecting an organization's commitment to equity and inclusiveness. Research highlights the positive outcomes associated with gender-diverse teams, including improved decision-making, creativity, and organizational performance (Ali et al., 2018). Gender-diverse organizations often experience better financial performance and customer satisfaction. However, persistent barriers, such as gender bias and underrepresentation in leadership roles, highlight the need for effective gender diversity management (Akpan, 2020). In Malaysia, gender diversity is still evolving, with women underrepresented in leadership roles, particularly in the public sector (Department of Statistics Malaysia, 2022). Women possess competencies which are beneficial for organizational performance; their participation helps firms to accrue benefits in terms of financial performance, brand image, employer branding, strong corporate governance, and innovation (Sahoo & Lenka, 2016). However, men are still more dominant in most labour forces, although women hold the same or better qualifications than men.

Recent studies have identified some important factors or main barriers that prevent potential female employees from climbing up the corporate ladder. In general, the factors are classified into three main aspects: personal barriers, organizational barriers, and social barriers. In terms of personal barriers, women are usually seen as lacking basic traits and skills to succeed in leadership positions (Singh & Terjesen as cited in Kiaye & Singh, 2013). Furthermore, in terms of organizational barriers, women are facing gender discrimination in organizations. For instance, barriers are created when women are excluded from internal organizational networks and seek no help while facing problems (Nandy et al., 2014). Moreover, in terms of social barriers, the roles that are played by women (such as wife, mother, and single breadwinner) have prevented women from progressing further in their careers (Kiaye & Singh, 2013). The barrier exists when women are not given adequate support either in their careers or families, thus, conflict between the multiple roles arises.

In the Malaysian context, as Subramaniam et al. (2016) proposed, family responsibilities are viewed as one of the challenges for women's career progression. Besides that, gender bias in the workplace in terms of promotions and training opportunities still exists. According to the findings, having family responsibilities and gender discrimination are the two biggest

challenges for Malaysian working women (Subramaniam et al., 2016). Specifically, the study explores how gender diversity, as an independent variable, impacts organisational outcomes such as decision-making, creativity, and productivity. The research aims to understand the challenges and barriers that influence gender diversity, particularly in the construction industry.

2.4.2 Age Diversity

The workforce in today's trend normally consists of a wide range of age distribution among the employees. According to Gordon (2017), a variety of demographic and Socioeconomic changes encourage an ageing workforce in the new millennium. McQuerrey (2017) stated that diversity in age distribution in the workforce creates professional environments that are rich with experience and maturity as well as youthful exuberance. Moreover, the workforce will be composed of diverse skills and talents with different age demographics. For instance, young employees are more likely to have the knowledge and skills to use technology in doing their jobs, older employees also contribute to the workforce with their unique working experiences. Thus, sharing knowledge and learning among each other among employees without concern about seniority is essential in a workplace and beneficial to the organization, as Schneid, Isidor, Steinmetz, and Kabst (2016) suggested, "younger and older members may be included in the same team for the sake of knowledge transfer" (p. 10).

However, several challenges or issues exist due to age diversity in the workplace. For instance, misperceptions towards older employees, as Robbins and Coulter (2014) mentioned, older workers are perceived as weak and frequently sick, as well as cannot work as hard or as fast as younger workers. This phenomenon can be also known as negative stereotyping, where older workers are being treated as burdens rather than assets to a country (Ramely, Ahmad, & Harith, 2016). Other than that, Ramely et al. (2016) also claimed that ageism is one of the challenges confronted by older people in labour force participation, whereby people are being discriminated against and lack job opportunities because of their age. Thus, the Minimum Retirement Age Act 2012 is one of the initiatives introduced by the Malaysian government to protect the rights of the elderly to participate, contribute, and remain productive in the labour force despite their age (Ramely et al., 2016). Research indicates that age diversity contributes to organizational performance by blending experience and innovation (Van Knippenberg et al.,

2004). However, generational differences can create conflicts if intergenerational collaboration is not facilitated (Gellert et al., 2020). This research investigates the relationship between age diversity and employee performance, focusing on its implications within the Malaysian workplace context. Specifically, the study explores the benefits, challenges, and dynamics of integrating employees from different age groups and how this diversity influences organizational performance.

2.4.3 Ethnic Group Diversity

Ethnicity in Malaysia is the result of its history. Robbins and Coulter (2014) explained that ethnicity refers to "social traits such as one's cultural background or allegiance - that are shared by a human population" (p. 136). Malaysia has been known as "Asia in a microcosm" in terms of ethnicity (Montesino, 2007), whereby Malaysia's population can be divided into various ethnic communities such as Malay (or Bumiputera), Chinese, Indian, and other minority ethnic groups. This uniqueness of ethnic group diversity is said as Malaysia's strength and should be valued as well as encouraged in any workplace.

Race and ethnic group diversity are common yet vital types of workforce diversity in organizations. As Qasim (2017) stated, ethnicity is one of the most prominent directions and the importance of individual and team heterogeneity. Different ethnic groups consist of heterogeneity in religion, race, languages and cultures. The study has proven that diverse ethnic groups in an organization have positive effects on employees' job performance. Likewise, it is believed that ethnic groups enhance organizational performance and support productive decision-making (Maingi & Makori, 2015; Qasim, 2017).

Issues such as favouritism and racism exist in ethnic diversity. Favouritism in the workplace occurs when individuals tend to favour colleagues of their ethnic group in performance evaluations, promotion decisions, and pay raises (Robbins & Coulter, 2014). Abun (2014) commented that favouritism is considered as workplace discrimination, which is illegal, unethical and immoral. Favouritism brings negative effects not only to the organization but also to the employees. For instance, it is a poison in employee relations as organizational conflict may occur. Furthermore, organizational performance declines when the company recruits based on favouritism, not qualification or skills required (Abun, 2014). Research shows

that ethnic diversity can enhance problem-solving but may also lead to cultural misunderstandings (Hofstede, 1980; Pitts, 2009). The role of ethnic diversity in the construction industry to employee performance remains underexplored in Malaysia, providing a gap for this study to address.

2.4.4 Work Experience Diversity

Diversity in work experience can enhance team performance by promoting knowledge sharing and skill complementarities. Work experience diversity refers to the variation in the professional backgrounds, skills, and tenure of employees within an organization (Jabbour et al., 2017). This dimension of workforce diversity is particularly significant as it can influence knowledge sharing, team dynamics, and overall organizational performance. Scholars have increasingly explored how differences in work experience among employees contribute to workplace outcomes, particularly employee performance. However, disparities in experience levels may lead to miscommunication or perceived inequities if not managed effectively.

Work experience diversity is viewed as a strategic resource under the RBV theory. Employees with varied professional experiences bring a broader range of skills and perspectives, which can enhance problem-solving, decision-making, and innovation (Barney, 1991). These unique capabilities can collectively improve organizational performance, provided the diversity is effectively managed. From the SIT perspective, differences in work experience can create in-group and out-group dynamics, influencing collaboration and trust among team members. For instance, individuals may gravitate towards those with similar backgrounds while inadvertently sidelining others who could contribute valuable insights (Veríssimo et al., 2024). Such divisions can hinder communication and reduce the overall effectiveness of teams if not addressed properly. Thus, while diverse work experiences hold significant potential for enhancing organizational performance through innovative solutions to complex problems (Veríssimo et al., 2024), recognizing and managing interpersonal relationships becomes essential for fostering an inclusive environment.

Such divisions can hinder communication and reduce the overall effectiveness of teams if not addressed properly. Thus, while diverse work experiences hold significant potential for enhancing organizational performance through innovative solutions to complex

problems (Veríssimo et al., 2024), recognizing and managing interpersonal relationships becomes essential for fostering an inclusive environment. Therefore, this study aims to examine how work experience diversity contributes to employee performance in the construction industry at Kuching.

2.5 Employee Performance

Employee performance is a multidimensional construct encompassing various aspects such as task performance, organizational citizenship behavior (OCB), and innovative behavior (Borman & Motowidlo, 1993). It refers to the quality and quantity of work completed by an individual while fulfilling their job duties and responsibilities (Hermina & Yosepha, 2019). Employees are a critical component of an organization, and their success or failure significantly depends on their performance (Hameed & Waheed, 2011). High-performing employees contribute to organizational productivity, goal achievement, and long-term sustainability.

Several factors influence employee performance, including leadership, motivation, workplace environment, and increasing workforce diversity (Robbins & Judge, 2013). Workforce diversity can affect employee performance both positively and negatively. On the one hand, it promotes innovation, creativity, and adaptability. On the other hand, it may lead to interpersonal conflict due to differences in values, communication styles, and expectations (Elsaid, 2012; Maingi & Makori, 2015). However, conflict is not inherently detrimental; it depends on how it is managed. If approached strategically, diversity can foster growth, learning, and improved employee well-being.

From a Resource-Based View (RBV) perspective, employee performance is an outcome of how well an organization leverages its human capital, including the diverse experiences, skills, and backgrounds of its workforce (Barney & Wright, 1998). Meanwhile, Social Identity Theory (SIT) highlights how social categorization processes within teams, such as identifying with in-groups based on age, gender, or experience, can influence collaboration, communication, and ultimately performance outcomes.

This study focuses on the construction industry in Kuching, Sarawak, where employee performance is essential for ensuring timely project delivery, safety compliance, and

operational efficiency. Performance in this sector is particularly critical given the project-based, time-sensitive nature of construction work. This research examines performance through the dimensions of task performance, OCB, and innovative behavior to provide a comprehensive view of how workforce diversity influences outcomes at the individual and team levels. Therefore, this study aims to assess how various dimensions of workforce diversity (gender, age, ethnicity, and work experience) affect employee performance, particularly within the construction industry context in Kuching, Sarawak.

2.6 Review of Previous Study

2.6.1 Gender Diversity and Employee Performance

Gender-diverse teams are often associated with enhanced decision-making, creativity, and innovation. According to Ali and Konrad (2017), gender diversity contributes to cognitive diversity, allowing teams to approach problems from various perspectives, leading to improved solutions. For instance, a study by Hoobler et al. (2018) found that gender-diverse leadership teams positively influenced organizational performance by fostering inclusive decision-making and promoting innovative practices. In a meta-analysis, Shore et al. (2018) observed that organizations with balanced gender representation performed better financially and operationally. The authors emphasized that gender diversity facilitates knowledge sharing and improves employee satisfaction, which are critical for high-performance outcomes. Additionally, gender-diverse teams have been shown to better understand and respond to diverse customer needs, further boosting organizational success.

Kyalo and Gachunga (2015) discovered there are a positive relationship between gender diversity and employee performance in Kenya's banking industry. Gender equality, male-female ratio, fair treatment and gender consideration in recruitment and promotion are among the aspects that influence employee performance. The study indicated gender diversity provides opportunities for organizational growth and advancement. Therefore, gender issues should be first recognized and managed to ensure the effectiveness of workforce diversity management.

Similarly, Alghazo and Al Shaiban (2016) found out there is a highly significant positive

relationship between gender diversity and employee performance at an oil and gas company in Saudi Arabia. However, Joseph and Selvaraj's (2015) study, indicated that workforce diversity in gender has no significant relationship with employee performance in Singapore organizations. Thus, there is an inconsistency in results from similar previous studies on gender diversity and employee performance.

2.6.2 Age Diversity and Employee Performance

In Kyalo and Gachunga's (2015) study on Kenya's banking industry, they found there is a weak negative and insignificant relationship between age diversity and employee performance. The study found that older people have richer experience and better problem-solving skills, but they did not consider technological advances. On the other hand, young people are perceived as too proud and unrealistic in their ambitions. Age heterogeneity can negatively affect productivity concerns and differences in the values and preferences of distinct age groups. However, all age groups have equal chances to be involved in training and career development, problem-solving as well as decision-making (Kyalo & Gachunga, 2015).

On the other hand, Joseph and Selvaraj (2015) found out there is no significant relationship between age diversity and employee performance in Singapore organizations. Nonetheless, there is a highly significant positive relationship between age diversity and employee performance at an oil and gas company in Saudi Arabia (Alghazo & Al Shaiban, 2016). Through empirical review, the researcher discovers there is an inconsistency in results among previous studies on age diversity and employee performance.

2.6.3 Ethnic Group Diversity and Employee Performance

Kyalo and Gachunga (2015) indicated that there is a positive significant relationship between ethnic diversity and employee performance in Kenya's banking sector. Team leaders involve all members of different ethnicities in problem-solving and decision-making. The study also showed employee performance can be influenced by customs, cultures, values, and languages of various ethnicities. However, members from minority groups could have experienced some unfavourable issues such as low job satisfaction, low commitment, problems with identity, and perceiving discrimination among others (Kyalo & Gachunga, 2015). Thus, it is crucial to design an appropriate policy or procedure for protecting minorities' rights in the

organization. It is discovered that there is no significant relationship between ethnic diversity and employee performance in Singapore organizations (Joseph & Selvaraj, 2015). Thus, it shows that there is an inconsistency in findings regarding ethnic group diversity and employee performance.

2.6.4 Work Experience Diversity and Employee Performance

Work experience is a vital determinant of an employee's ability to perform job-related tasks. Studies indicate that individuals with diverse work experience often demonstrate higher adaptability and problem-solving skills due to exposure to various professional environments. For example, Srikanth and Jomon (2019) found that employees with broader work experience exhibit greater creativity and resilience in handling complex tasks. Their research emphasized that a diverse career background enhances an individual's ability to approach problems from multiple perspectives, ultimately improving task performance. Similarly, a study by Huang et al. (2021) highlighted that prior experience in different industries provides employees with cross-functional knowledge, enabling them to collaborate more effectively within teams. This increased exposure fosters better decision-making and task execution, particularly in roles that require innovation and strategic thinking.

At the team level, work experience diversity positively influences group dynamics and collective performance. Employees with varied professional backgrounds bring unique perspectives and skill sets, leading to improved problem-solving and decision-making capabilities (Joshi & Roh, 2020). Diverse experiences within a team create an environment of shared learning, where members benefit from each other's expertise. This collaborative approach enhances team productivity and performance outcomes. However, challenges may arise if team members struggle to integrate diverse work practices and expectations. According to Wang et al. (2018), the success of diverse teams depends heavily on effective leadership and communication. Poorly managed diversity may lead to misunderstandings and reduced cohesion, ultimately hindering team performance.

The impact of work experience diversity on performance varies depending on organizational and cultural contexts. The study emphasized the importance of aligning individual experiences with organizational needs to maximize performance benefits. In

contrast, Al-Jenaibi (2017) observed that in some culturally homogeneous environments, employees with diverse work experiences might face challenges in gaining acceptance or navigating workplace norms. These findings suggest that the benefits of work experience diversity are context-dependent, highlighting the need for tailored diversity management practices.

2.7 Workforce Diversity and Employee Performance: Empirical Evidence

Workforce diversity, encompassing gender, age, ethnicity, and work experience, significantly influences employee performance. Empirical evidence highlights the benefits of diversity in fostering creativity, enhancing decision-making, and improving organizational outcomes. Gender diversity promotes varied perspectives and communication but requires inclusive policies to mitigate biases (Ali et al., 2019; Ahmad & Rahim, 2021). Age diversity combines the experience of older employees with the innovation of younger ones, though generational differences may cause conflicts if not managed well (Taras et al., 2020; Ng & Feldman, 2020). Ethnic diversity contributes to innovation through diverse cultural perspectives but demands inclusive environments to overcome communication barriers (Yusoff et al., 2018; Cox & Blake, 2018). Work experience diversity enriches problem-solving and innovation but requires effective integration strategies to address differing work approaches (Srikanth & Jomon, 2019; Huang et al., 2020). The Malaysian context offers an opportunity to examine how cultural, policy and organizational factors mediate this relationship. Limited research on the combined impact of gender, age, ethnicity, and work experience diversity on employee performance in Malaysia. Insufficient exploration of contextual factors such as cultural values and organizational policies influence diversity's impact on employee performance.

2.8 Chapter Summary

By synthesising past studies and identifying inconsistencies, this chapter lays the groundwork for its highlighted empirical findings and identifies gaps in the literature that this study aims to address. This chapter has presented a comprehensive review of key theoretical foundations, including the Resource-Based View (RBV) and Social Identity Theory (SIT), to frame the relationship between workforce diversity and employee performance. Four dimensions of diversity were explored: gender, age, ethnicity, and work experience, each of which was discussed with previous empirical findings.

The literature revealed both positive associations and inconsistencies in how diversity influences performance, suggesting that the impact of workforce diversity is highly context-dependent and influenced by organizational culture, policy frameworks, and industry-specific dynamics. Notably, there is a scarcity of empirical research addressing the construction industry in Malaysia, particularly in the context of Kuching, Sarawak.

This research seeks to address these gaps by investigating the extent to which workforce diversity affects employee performance in this setting. The insights derived are expected to contribute both theoretically and practically to diversity management practices in Malaysia's construction sector.

The next chapter outlines the research methodology adopted to achieve the study's objectives, including the research design, sampling methods, data collection procedures, and analysis techniques.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter outlines the methodological framework adopted to investigate the relationship between workforce diversity and employee performance within the construction industry in Kuching, Sarawak. The chapter elaborates on the research design, sampling strategy, data collection procedures, research instruments, and data analysis techniques. A quantitative approach was selected for this study to allow for statistical measurement of relationships between variables and to enhance the objectivity and generalizability of the findings. Data was collected using structured questionnaires adapted from validated instruments in previous studies, ensuring consistency and reliability.

3.2 Research Design

According to Kothari (2004), a research design is “the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data” (p. 31). A good research design ensures that the study proceeds efficiently, produces reliable data, minimizes bias, and yields appropriate information for analysis. Creswell (2014) also describes research design as the strategies of inquiry embedded within quantitative, qualitative, and mixed methods approaches, providing a systematic framework to conduct research. In line with the research objectives, a quantitative research approach was adopted for this study. This method allows for the measurement of relationships between variables using statistical techniques. As noted by Ahmad et al. (2014), quantitative methodology typically uses structured instruments and standardized response categories, which facilitate accurate analysis and interpretation of data.

3.2.1 Type of Research

This study employs a correlational research design, which is suitable for examining the strength and direction of the relationship between two or more variables. In this case, the study investigates the relationship between workforce diversity dimensions (gender, age, ethnicity, and work experience) and employee performance. A correlational design is appropriate as it does not involve manipulation of variables but rather seeks to determine how naturally occurring variations in diversity relate to performance outcomes.

3.2.2 Design Strategy

In addition to a correlational design, a cross-sectional study is used. A cross-sectional study involves collecting data from a population at a single point in time. This is ideal for capturing a snapshot of the current state of workforce diversity and employee performance within selected construction companies in Kuching, Sarawak. By comparing responses across various demographic groups, insights can be gained into how different aspects of diversity influence performance.

3.2.3 Rationale for Quantitative Method

A quantitative approach was chosen to allow for objective measurement of the variables and to enable statistical testing of the hypotheses. The use of structured questionnaires ensures consistency in data collection, and the large sample size enhances the generalizability of the findings. Furthermore, this approach aligns with the need to statistically validate the relationships proposed in the theoretical framework based on Social Identity Theory (SIT) and Resource-Based View (RBV).

3.2.4 Data Collection and Analysis Tools

Data will be collected using survey questionnaires distributed to employees from two construction companies in Kuching. Survey research is advantageous as it allows random sampling, ensuring that the selected respondents represent the broader population of the workforce.

For data analysis, both descriptive and inferential statistics will be applied using SPSS Version 31. Descriptive statistics (such as frequency, mean, and standard deviation) will be used to summarize respondent characteristics and variable distributions. Inferential statistics (such as correlation and regression analysis) will then be applied to test the proposed relationships between workforce diversity and employee performance.

As Wiliam (2006) explains, descriptive statistics help simplify and present large amounts of data in an understandable way, while inferential statistics enable researchers to draw conclusions from sample data and generalize findings to the population.

3.3 Population, Sample and Sampling Procedure

A research population is a large and well-defined collection of individuals or objects that are known to have the same characteristics; the entire group of individuals or objects researchers are interested in generalising the conclusions referred to as the target population (Explorable.com, 2009). A sample is simply a subset of the population (Explorable.com, 2009), where a group of participants is selected from a larger population to conduct a research survey (Mugo, 2002). Sampling is defined as a process of collecting information about a particular population by examining only a part of it (Kothari, 2004). The sampling process is important in every research because it helps reduce costs and is less time-consuming. The target population, sample size, and sampling technique used in this study will be discussed as follows:

3.3.1 Population of the Study

The target population of this study is employees who work at construction companies in Kuching, Sarawak. Employees from the construction sector are mainly targeted by the researcher, because they work with different backgrounds and age groups, thus a diverse workplace should help them a lot. The target population size is around 100 employees.

3.3.2 Sample Size of the Study

The sample size used in this research consists of 80 respondents. As Sekaran and Bougie (2010) mentioned, Roscoe (1975) has proposed rules of thumb for determining sample sizes: sample sizes larger than 30 and less than 500 are appropriate for most research. On the other hand, the researcher also uses the table for determining sample size from a given population which is proposed by Krejcie and Morgan (1970). The table is shown below.

Table for Determining Sample Size of a Known Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
Note: N is Population Size; S is Sample Size					Source: Krejcie & Morgan, 1970				

Source: Krejcie & Morgan, 1970

Table 1. Table for determining the sample size of a known population. Adapted from Determining Sample Size for Research Activities, by R. V. Krejcie and D. W. Morgan, 1970, Educational and Psychological Measurement, 30, p. 608.

As referred to in the table, when the target population size is 100 employees, the minimum sample size required for this research would be 80 employees. The researcher therefore distributes 100 questionnaires to the targeted company and then receives 80 complete questionnaires that can be used for data analysis.

3.3.3 Sampling Technique of the Study

Random sampling, a probability sampling technique, is used in this research to ensure that every individual in the population has an equal chance of being selected (Ahmad et al., 2014). This technique minimizes selection bias and enhances the representativeness of the sample, as respondents are randomly chosen from various age groups, races, and backgrounds. This approach reflects the multiracial culture of Malaysia and provides a more generalized representation of the population.

3.4 Instrument

The instrument is described as a tool that a researcher uses to collect appropriate data in research. The selection of an instrument is a vital step for data collection in the research process. According to Bastos, Duquia, Gonzalez-Chica, Mesa, and Bonamigo (2014), developing a new instrument and using an existing instrument are two alternatives to the data collection method. The instrument used in the study for data collection is a questionnaire. The questionnaire is adapted from past researchers who studied the relationship between the factors of workforce diversity and employee performance. The use of an existing, standardized questionnaire ensures greater consistency, comparability, and ease of analysis across respondents. The questionnaire is divided into three sections:

- **Section A:** Consists of closed-ended questions with multiple choices. This section records respondents' demographic characteristics such as gender, age, ethnicity, highest education level, marital status, and total years of working experience.
- **Section B:** Measures the independent variables (gender, age, ethnic group, and work experience diversity), which are the factors of workforce diversity towards employee performance.
- **Section C:** Consists of questions measuring the dependent variable, which is employee performance

Section B and Section C consist of closed-ended questions with a Five-point Likert scale that ranged from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Closed-ended questions were chosen to allow for efficient data analysis and facilitate comparisons across respondents. This approach also enhances the objectivity of responses and supports the use of statistical tools such as SPSS for analysis.

3.5 Pilot Study

A pilot study was conducted to evaluate the validity and reliability of the questionnaire before its full implementation. According to Teijlingen and Hundley (2001), a pilot or feasibility study serves as a small-scale rehearsal of the main study to identify potential weaknesses in the research design or instrumentation. Before distribution, the questionnaire was reviewed and approved by the research supervisor. Subsequently, 30 sets of the questionnaire were distributed to employees in one construction company in Kuching. The respondents represented a diverse group in terms of age, gender, and ethnicity, reflecting the characteristics of the actual target population. The pilot study aimed to test:

- Clarity and comprehensibility of questions.
- Time required to complete the questionnaire.
- Appropriateness of language and structure.

Based on the feedback, minor adjustments were made to improve the phrasing and layout of certain items. To assess the reliability, a Cronbach's Alpha test was conducted using SPSS Version 31. A Cronbach's Alpha value of above 0.70 was considered acceptable, indicating that the instrument items were internally consistent and suitable for the actual data collection.

3.6 Validity and Reliability

In any research study, ensuring the validity and reliability of the instrument is essential to guarantee the quality and accuracy of the data collected. According to Ahmad et al. (2014), *validity* refers to the extent to which an instrument measures what it is intended to measure, while *reliability* pertains to the consistency or stability of the instrument over time. To ensure content validity, the questionnaire was reviewed by the research supervisor, who provided expert feedback on the appropriateness, clarity, and alignment of the items with the study's objectives. Revisions were made accordingly to improve the clarity and relevance of each item. Additionally, a pilot study involving 30 respondents was conducted to test the face validity and refine the questionnaire before full data collection.

Reliability of the instrument was evaluated through Cronbach's alpha coefficient (α), which measures the internal consistency of items within each construct. Tavakol and Dennick

(2011) assert that alpha values ranging from 0.70 to 0.95 are considered acceptable. In this study, a threshold of $\alpha \geq 0.70$ was used as the benchmark for acceptable reliability. The reliability analysis was conducted using SPSS Version 31, and items that did not meet the required internal consistency were revised or removed accordingly.

3.7 Ethics of the Study

Ethical issues should be considered by all researchers when conducting their studies. According to Resnik (2015), it is vital to consider ethical norms in research because norms promote the aims of research, such as knowledge, truth, and avoidance of mistakes. Besides that, ethical standards also promote values that are essential to collaborative work (Resnik, 2015). On the other hand, research ethics are for protecting individuals, communities and environments, as well as increasing the potential of making the world a better place (Israel, 2014).

According to Ahmad et al. (2014), ethics are moral principles and values that influence the way research activities are conducted. Some ethical principles, such as confidentiality and respect for intellectual property as well as human rights, are concerned in this research. For instance, the researcher upholds participants' rights by making the right to participate in this research entirely optional and voluntary. Participants, therefore, must choose whether to be involved or withdraw from the research. Respondents are informed that all the collected data for this research is to be kept confidential and only used for academic purposes. All the responses to the questionnaires are anonymous since no private information is required from respondents. In addition, the researcher has respect for intellectual property throughout the research process, where the researcher gives proper acknowledgement or credit for all contributions to the research, for example, writing proper citations and references in the research report.

3.8 Data Collection Technique

Data collection is an important stage in the research process. The methods of data collection techniques should suit research by achieving its stated research objectives. Various techniques can be used in the data collection procedure, such as in a quantitative way, qualitative way or both. For instance, a questionnaire survey is a quantitative technique used to collect data in this research. The following steps are followed by the researcher in the process of quantitative data collection (Creswell, 2012):

1. Determining target participants to study, for instance, this study has targeted employees who are working in the construction sector in Kuching.
2. Permission is needed, such as applying for an approval letter from the faculty of the university and getting permission from the organisation for a research location.
3. Considering which type of information needs to be collected, the data collected should be able to answer the research questions proposed.
4. Locating and selecting appropriate instruments, for instance, a questionnaire is being used to collect necessary data in this research.
5. Administering data collection by considering its standardisation and ethical issues.

There are two types of data collected in this study: primary data and secondary data. According to Kothari (2004), primary data are to be originally collected for the first time, whereas secondary data refers to data that are already available or a compilation of someone's works which have already passed through the statistical process.

In this quantitative study, primary data is collected through questionnaires in personal and electronic ways. A set of questionnaires is sent to each person from the target population with a request to answer several questions and return the questionnaire to the researcher. In a personal way, questionnaires are given face-to-face by the researcher to the respondents, whereas electronically, questionnaires are sent through electronic mail to the respondents. The electronic questionnaire is low-cost even in the case of big enquiries; on the other hand, respondents have adequate time to think about their answers. The advantage of questionnaires that are sent personally is less time-consuming, and the researcher can collect all the complete questionnaires within a short time frame.

3.9 Analysis of Data

Once the data collection process was completed, the data were analysed using the Statistical Package for the Social Sciences (SPSS) version 31. The objective of data analysis is to summarise, interpret, and derive meaningful conclusions that align with the research objectives and hypotheses (Kothari, 2004). The data analysis in this study was conducted in two phases:

1. Descriptive Analysis

Descriptive statistics were used to summarise the demographic profiles of respondents and to present general patterns in the data. Frequency distributions, percentages, means, and standard deviations were employed and presented using tables, graphs, and charts. According to William (2006), descriptive statistics are essential for simplifying large data sets and making them manageable for interpretation.

2. Inferential Analysis

Two inferential statistical techniques were applied:

- **Pearson's Correlation Coefficient:**

This test measures the strength and direction of the linear relationship between two variables. The correlation coefficient (r) ranges from -1 to +1. In this study, Pearson's r was used to examine the relationship between workforce diversity factors (gender, age, ethnicity, and work experience) and employee performance (Ahmad et al., 2014).

- **Multiple Linear Regression Analysis:**

This technique was employed to determine the effect of multiple independent variables (dimensions of workforce diversity) on the dependent variable (employee performance). Multiple regression is particularly relevant here as it allows the researcher to identify the most influential diversity variable on performance (Kothari, 2004).

A reference interpretation guide for correlation strength is shown below:

Correlation ranges	Interpretation	Correlation type
-.7 to -1	Very strong	Negative
-.5 to -.7	Strong	Negative
-.3 to -.5	Moderate	Negative
0 to -.3	Weak	Negative
0	None	Zero
0 to .3	Weak	Positive
.3 to .5	Moderate	Positive
.5 to .7	Strong	Positive
.7 to 1	Very strong	Positive

Table 2: Interpretation of Correlation Coefficients
(Adapted from Emmanuel, Pratik, & Isiaq, Olufemi, 2024)

3.10 Chapter Summary

This chapter outlined the methodology adopted in this study, including research design, sampling methods, instrument selection, validity and reliability procedures, ethical considerations, data collection techniques, and data analysis strategies. It also described statistical tools (SPSS), the use of descriptive and inferential analysis, and their relevance in answering the research objectives. The next chapter will present and interpret the findings of the study based on the data collected and analysed.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.0 Introduction

In the previous chapter, the research methodology was outlined, including the determination of sample size, the design of the questionnaire, and the procedures for data collection, processing, and analysis. In this chapter, the focus shifts to reviewing the data collected from the selected sample. The results are presented and analysed based on the research questions and hypotheses outlined in Chapters 1 and 2. This includes a detailed discussion of the respondents' demographic profiles, frequency analysis, scale measurements, and inferential statistical analysis.

4.1 Preliminary Data Analysis

4.1.1 Data Editing

Data editing refers to the process of reviewing and adjusting collected survey data to ensure its quality (Ferguson, 2014). This is the initial step in data processing, conducted after all completed questionnaires have been gathered from respondents via Google Forms. Once the data collection is complete, the responses are transferred to an Excel spreadsheet. The researchers then examine the data for any omissions, unclear entries, or errors. Incomplete responses are discarded to ensure the dataset is accurate and complete. This preparation facilitates a smooth transition to data analysis using SPSS version 31 software.

4.1.2 Data Entry

Once the data had been thoroughly checked, edited, and coded, it was transferred into SPSS software for analysis. The questionnaire was distributed to respondents via Google Forms using various channels, including email, WhatsApp, and in-person delivery. A total of 80 completed questionnaires were collected for this study. Since all responses were fully completed, none were rejected, and all 80 were included in the SPSS dataset. The data collection process took approximately one month, followed by an additional week for data editing and entry into the SPSS software.

4.1.3 Recode Item

In this research, SPSS software was used to recode 3 items, which are questions A5 from the Age Diversity factor, EG3 from the Ethnic Group Diversity dimension, and WE9 from the Work Experience Diversity dimension. The reason is that A5, EG3 and WE9 are negatively toned questions among all the positively toned questions. Thus, those three questions had been recoded into a positively toned question in SPSS to align with other questions. In this case, the Likert scale for this question is recoded (refer to *Table 3*). We recoded the question to ensure all the data in this report has unidirectional tone data. Therefore, we can find the accurate overall mean and standard deviation of the data.

Original	After Recode
1	5
2	4
3	3
4	2
5	1

Table 3: Likert Scale for Question A5, EG3 and WE9

4.2 Descriptive Statistics of Respondents

In the questionnaire survey, respondents were asked to provide information on four key aspects of their demographic profile: gender, age, ethnicity, highest education level, marital status, the total years of working experience. This section presents a frequency analysis of these demographic characteristics to offer a clearer understanding of the sample's composition.

4.2.1 Gender

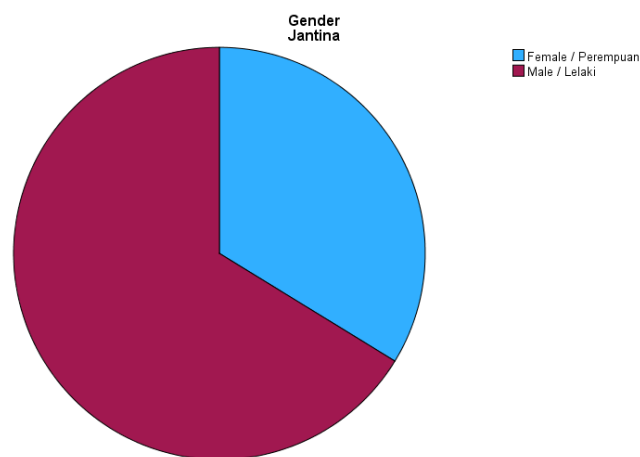


Figure 4: Pie chart of the gender of the respondents

Gender Jantina					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female / Perempuan	27	33.8	33.8	33.8
	Male / Lelaki	53	66.3	66.3	100.0
	Total	80	100.0	100.0	

Table 4: Gender of the Respondents

The gender distribution of the respondents shows that out of 80 participants, 66.3% (53 respondents) were male, while 33.8% (27 respondents) were female. This indicates that most of the respondents were male, comprising approximately two-thirds of the total sample. This gender distribution aligns with the male-dominated nature of the construction sector in Sarawak. There were no missing responses for this variable, as the total number of valid cases equals the total sample size.

4.2.2 Age

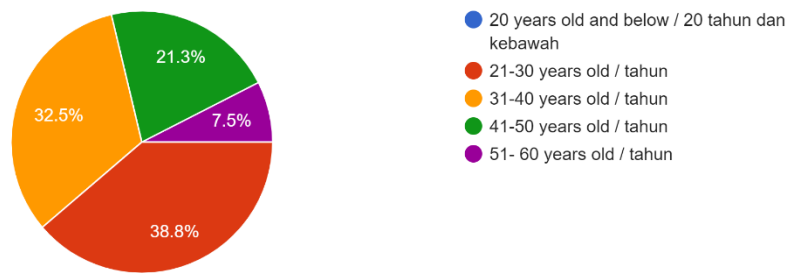


Figure 5: Pie chart of the age of the respondents

Age Umur					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years old / tahun	31	38.8	38.8	38.8
	31-40 years old / tahun	26	32.5	32.5	71.3
	41-50 years old / tahun	17	21.3	21.3	92.5
	51- 60 years old / tahun	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Table 5: Age of the Respondents

The table displays the age distribution of 80 respondents. The largest age group is 21–30 years old, comprising 38.8% (31 individuals) of the total sample. This is followed by the 31–40 age group, which accounts for 32.5% (26 individuals). The 41–50 age group makes up 21.3% (17 individuals), while the smallest group, aged 51–60, represents only 7.5% (6 individuals). The cumulative percent column shows that 71.3% of respondents are 40 years old or younger, indicating that most of the respondents are relatively young.

4.2.3 Ethnicity

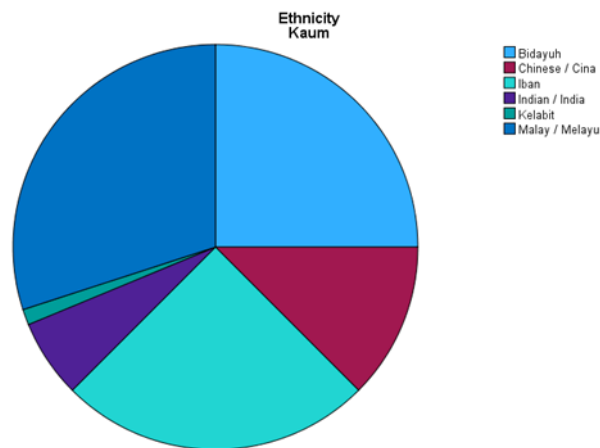


Figure 6: Pie chart of the ethnicity of the respondents

		Ethnicity Kaum			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bidayuh	20	25.0	25.0	25.0
	Chinese / Cina	10	12.5	12.5	37.5
	Iban	20	25.0	25.0	62.5
	Indian / India	5	6.3	6.3	68.8
	Kelabit	1	1.3	1.3	70.0
	Malay / Melayu	24	30.0	30.0	100.0
Total		80	100.0	100.0	

Table 6: Ethnicity of the Respondents

The table presents the ethnic composition of 80 respondents. The largest ethnic group is Malay (Melayu), making up 30% (24 individuals) of the sample. This is followed by the Bidayuh and Iban groups, each comprising 25% (20 individuals). Chinese respondents account for 12.5% (10 individuals), while Indian and Kelabit participants represent 6.3% (5 individuals) and 1.3% (1 individual) respectively. Overall, the data reflects a diverse sample with notable representation from major ethnic groups in Kuching, particularly the Malay, Bidayuh, and Iban communities.

4.2.4 Highest Education Level

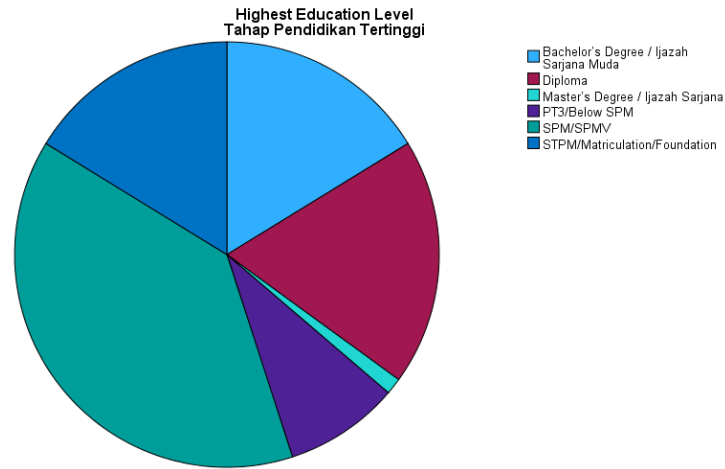


Figure 7: Pie chart of the highest education level of the respondents

Highest Education Level Tahap Pendidikan Tertinggi					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree / Ijazah Sarjana Muda	13	16.3	16.3	16.3
	Diploma	15	18.8	18.8	35.0
	Master's Degree / Ijazah Sarjana	1	1.3	1.3	36.3
	PT3/Below SPM	7	8.8	8.8	45.0
	SPM/SPMV	31	38.8	38.8	83.8
	STPM/Matriculation/Foundation	13	16.3	16.3	100.0
	Total	80	100.0	100.0	

Table 7: Highest Education Level of the Respondents

The table shows the highest education levels attained by 80 respondents. The largest group, comprising 38.8% (31 individuals), holds an SPM/SPMV qualification. This is followed by those with Diplomas (18.8% or 15 individuals) and STPM/Matriculation/Foundation qualifications (16.3% or 13 individuals). Another 13 respondents (16.3%) have a bachelor's degree, while only 1 individual (1.3%) holds a master's degree. Meanwhile, 8.8% (7 individuals) have education levels of PT3 or below. The data suggests that most respondents have at least secondary education, with a smaller proportion achieving tertiary qualifications.

4.2.5 Marital Status

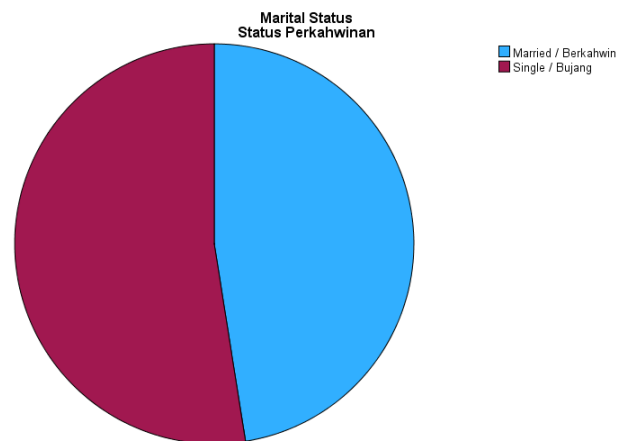


Figure 8: Pie chart of the marital status of the respondents

Marital Status Status Perkahwinan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married / Berkahwin	38	47.5	47.5	47.5
	Single / Bujang	42	52.5	52.5	100.0
Total		80	100.0	100.0	

Table 8: Marital Status of the Respondents

The table outlines the marital status of 80 respondents. A slight majority, 52.5% (42 individuals), are single, while 47.5% (38 individuals) are married. This nearly even distribution indicates a balanced representation of marital status in the sample, with a small lean toward single individual.

4.2.6 Total Year of Working Experience

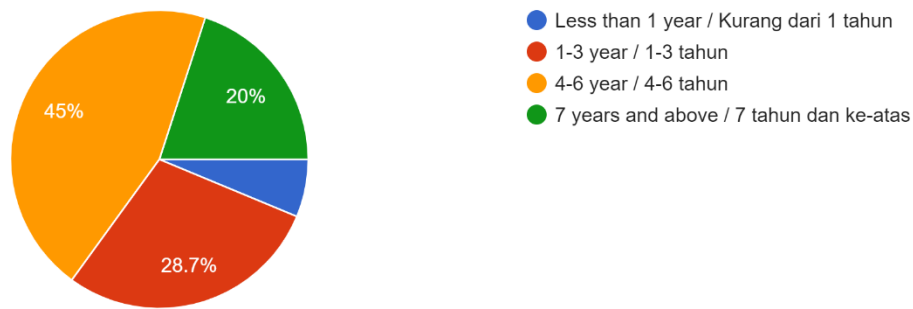


Figure 9: Pie chart of the total year of working experience of the respondents

Total year of working experience Jumlah tahun pengalaman bekerja					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 year / 1-3 tahun	23	28.7	28.7	28.7
	4-6 year / 4-6 tahun	36	45.0	45.0	73.8
	7 years and above / 7 tahun dan ke-atas	16	20.0	20.0	93.8
	Less than 1 year / Kurang dari 1 tahun	5	6.3	6.3	100.0
	Total	80	100.0	100.0	

Table 9: Total years of working experience of the respondents

The table presents the total years of working experience among 80 respondents. The largest portion, 45% (36 individuals), have 4–6 years of experience. This is followed by 28.7% (23 individuals) who have 1–3 years of experience and 20% (16 individuals) with 7 years or more. A small minority, 6.3% (5 individuals), have less than 1 year of experience. Overall, the data indicates that most respondents possess moderate work experience, with nearly three-quarters (73.8%) having between 1 and 6 years of employment history.

4.3 Reliability Test for Pilot Test

Variables	No. of Items	Cronbach's Alpha	Result
(DV) Employee Performance	10	.854	Very Good
(IV 1) Gender Diversity	8	.847	Very Good
(IV 2) Age Diversity	8	.750	Good
(IV 3) Ethnic Group Diversity	8	.727	Good
(IV 4) Work Experience Diversity	8	.731	Good

Table 10: Cronbach's Alpha

A pilot test was done with the first 30 respondents who had submitted their responses early via a Google form. Pilot test refers to a pre-test or carrying out a particular research instrument to see whether it is suitable or not (Bakers, 1994). In this research, a pilot test was conducted to see whether all the variables are reliable or not. Data needs to have a Cronbach's Alpha of above 0.6 to be reliable (Hair, 2011). A reliable score indicates that the data can accurately represent its population. Based on Table 4.9 above, all the Cronbach's Alpha scores are reliable because it is higher than 0.6. All the (IV 1) Gender Diversity, (IV 2) Age Diversity, (IV 3) Ethnic Group Diversity and (IV 4) Work Experience Diversity. (DV) Employee Performance has the highest Cronbach's Alpha score of 0.854, which indicates that the instrument is highly reliable for measuring this variable. This suggests that all measurement constructions are internally consistent and suitable for further analysis.

4.4 Central Tendencies Measurement of Construct & Normality Test

Measurement of central tendencies is used to discover the mean scores for the five interval-scaled constructs. A total of 52 items (questions) with a particular mean score were obtained from the SPSS output. All the items are being asked using a 5-point Likert scale with 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree, and 5 indicating strongly agree.

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DV	80	3.40	5.00	4.2113	.34932	.410	.269	-.303	.532
IV1	80	1.63	5.00	3.7750	.60208	-.697	.269	1.348	.532
IV2	80	3.38	5.00	4.1656	.38708	.094	.269	-.448	.532
IV3	80	2.63	5.00	4.1422	.37566	-.784	.269	2.520	.532
IV4	80	3.25	5.00	4.1328	.36584	.148	.269	.026	.532
Valid N (listwise)	80								

Table 11: Descriptive Statistics

A descriptive statistical analysis was conducted for the dependent variable (DV) and four independent variables (IV1 to IV4). The results showed that **DV** had a mean of 4.21 (SD = 0.35), with values ranging from 3.40 to 5.00. **IV1** had a mean of 3.78 (SD = 0.60), ranging from 1.63 to 5.00, and showed a negative skewness of -0.70, indicating a slight left-tailed distribution. **IV2** had a mean of 4.17 (SD = 0.39), with a minimum value of 3.38 and a maximum of 5.00, and exhibited near-normal skewness (0.09) and slight platykurtic distribution (kurtosis = -0.45). **IV3** had a mean of 4.14 (SD = 0.38), with skewness of -0.78 and kurtosis of 2.52, indicating a left-skewed and leptokurtic distribution. Lastly, **IV4** had a mean of 4.13 (SD = 0.37), with skewness (0.15) and kurtosis (0.03), suggesting a distribution close to normal. All variables had 80 valid responses.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
DV	.175	80	<.001	.957	80	.009

a. Lilliefors Significance Correction

Table 12: Tests of Normality

A Shapiro-Wilk test was conducted to assess the normality of the dependent variable (employee performance) distribution before proceeding with further statistical analysis. The results indicated that the data significantly deviated from a normal distribution, $W(80) = .957$, $p = .009$. Similarly, the Kolmogorov-Smirnov test also showed a significant deviation from normality, $D(80) = .175$, $p < .001$. These results suggest that the assumption of normality was violated.

4.5 Inferential Analysis

Inferential analysis refers to a set of statistical techniques used to generalise, predict, or make decisions about a population based on data collected from a sample. Unlike descriptive statistics, which merely summarise data, inferential statistics allow us to draw conclusions that go beyond the immediate data alone.

4.5.1 Pearson's Correlation Coefficient

Pearson's correlation coefficient is a statistical measure used to assess the relationship between two variables, based on the concept of covariance. It reveals the direction, strength, and significance of the relationship between pairs of variables that are measured on an interval or ratio scale (such as gender, age, ethnicity, and work experience). The value obtained from this analysis is known as the correlation coefficient. A value of +1 indicates a perfect positive relationship between the two variables.

		Correlations				
		DV	IV1	IV2	IV3	IV4
DV	Pearson Correlation	1	-.013	.321**	.388**	.529**
	Sig. (2-tailed)		.911	.004	<.001	<.001
	N	80	80	80	80	80
IV1	Pearson Correlation	-.013	1	.332**	.278*	.044
	Sig. (2-tailed)	.911		.003	.013	.698
	N	80	80	80	80	80
IV2	Pearson Correlation	.321**	.332**	1	.532**	.315**
	Sig. (2-tailed)	.004	.003		<.001	.004
	N	80	80	80	80	80
IV3	Pearson Correlation	.388**	.278*	.532**	1	.526**
	Sig. (2-tailed)	<.001	.013	<.001		<.001
	N	80	80	80	80	80
IV4	Pearson Correlation	.529**	.044	.315**	.526**	1
	Sig. (2-tailed)	<.001	.698	.004	<.001	
	N	80	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 13: Pearson Correlation

A Pearson correlation was conducted to examine the relationship between workforce diversity dimensions and employee performance (DV). There was no significant correlation between gender diversity (IV1) and employee performance, $r(80) = -.013$, $p = .911$. There was a moderate positive and significant correlation between age diversity (IV2) and employee performance, $r(80) = .321$, $p = .004$. There was a moderate positive and significant correlation between ethnic diversity (IV3) and employee performance, $r(80) = .388$, $p < .001$. There was a strong positive and significant correlation between work experience diversity (IV4) and employee performance, $r(80) = .529$, $p < .001$. These findings provide support for H2, H3, and H4, indicating significant positive relationships between age, ethnic group, and work experience diversity and employee performance. However, H1 is not supported, as no significant relationship was found between gender diversity and employee performance. Among all dimensions, work experience diversity (IV4) showed the strongest correlation with employee performance, supporting H5 that one diversity dimension (IV4) predicts performance more strongly than the others.

4.5.2 Multiple Linear Regression Analysis

Simple linear regression focuses on the relationship between a single dependent and independent variable, while multiple regression evaluates how several independent variables together influence a dependent variable, revealing each variable's effect (Rosenthal, 2017). In this study, multiple regression was used to examine the relationship between workforce diversity and employee performance. A multiple linear regression was conducted to examine the extent to which IV2 (Age Diversity), IV3 (Ethnic Group Diversity), and IV4 (Work Experience Diversity) predicted the dependent variable (DV), Employee Performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.283	.29577

a. Predictors: (Constant), IV4, IV2, IV3

Table 14: Multiple Linear Regression

The model was found to be statistically acceptable, with a multiple correlation coefficient (R) of .557, indicating a moderate positive relationship between the predictors and the dependent variable. The model explained approximately 31.0% of the variance in employee performance, $R^2 = .310$, with an adjusted R^2 of .283, suggesting that 28.3% of the variability in employee performance can be explained by the diversity dimensions included in the model. The standard error of the estimate was .296, indicating the average distance that the observed values fall from the regression line.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.991	3	.997	11.397	<.001 ^b
	Residual	6.649	76	.087		
	Total	9.640	79			

a. Dependent Variable: DV
b. Predictors: (Constant), IV4, IV2, IV3

Table 15: One-Way ANOVA

A one-way ANOVA from the multiple regression model revealed that the combination of work experience diversity (IV4), age diversity (IV2), and ethnic diversity (IV3) significantly predicted employee performance, $F(3, 76) = 11.40$, $p < .001$. This indicates that

the regression model was statistically significant and that, collectively, the independent variables reliably predicted the dependent variable. These results provide further support for H5, suggesting that at least one of the diversity dimensions significantly contributes to the variance in employee performance.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.631	.464		3.515	<.001
	IV2	.124	.102	.138	1.223	.225
	IV3	.076	.117	.082	.651	.517
	IV4	.423	.107	.443	3.950	<.001

a. Dependent Variable: DV

Table 16: Regression Coefficients

The regression model was statistically significant, $F(3, 76) = 11.40, p < .001$ (see Table 15). The model explained approximately 31.0% of the variance in the dependent variable, $R^2 = .310$, Adjusted $R^2 = .283$ (see Table 14). The regression coefficients are presented in Table 16. Among the three predictors, work experience diversity (IV4) significantly predicted diversity value, $B = 0.423, t = 3.95, p < .001$, indicating that higher levels of work experience diversity are associated with higher diversity value scores. This variable also had the highest standardized beta ($\beta = .443$), suggesting it was the most influential predictor in the model. Age diversity (IV2) did not significantly predict diversity value, $B = 0.124, t = 1.22, p = .225$. Ethnic group diversity (IV3) also did not show a significant relationship with diversity value, $B = 0.076, t = 0.65, p = .517$. The findings suggest that among the diversity dimensions examined, only **work experience diversity** has a significant positive effect on how diversity is valued within the workplace.

4.6 Conclusion

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

CHAPTER 5: CONCLUSION

5.0 Introduction

This chapter provides a comprehensive discussion of the findings derived from the research, draws relevant conclusions, highlights the study's implications, and acknowledges its limitations. Through a combination of descriptive statistics, Pearson's correlation, and multiple linear regression analysis, the study sought to identify which diversity factors have the most significant influence on employee performance and how these relationships manifest in a multicultural organizational setting.

5.1 Discussion of Key Findings

The most notable finding from this study is that work experience diversity showed a significant and positive influence on employee performance. Among all the diversity variables examined, only work experience diversity emerged as a statistically significant predictor in the multiple regression analysis. This finding suggests that employees with varied professional experiences bring valuable knowledge, skills, and perspectives that enhance team collaboration, adaptability, and overall effectiveness. This result aligns with the Resource-Based View (RBV), which recognizes human capital as a valuable and strategic asset that contributes to organizational performance when utilized effectively.

Age diversity and ethnic group diversity demonstrated some positive correlations with employee performance, but did not significantly predict performance outcomes in the regression analysis. These results imply that although diverse age and ethnic backgrounds may offer potential benefits, their impact may be moderated by other factors such as communication dynamics, team cohesion, or management practices. For instance, generational gaps may lead to misunderstandings, and cultural diversity may cause unintentional communication barriers if not managed with sensitivity and inclusiveness.

Gender diversity, on the other hand, was not significantly related to employee performance in this study. This finding contrasts with some previous research which highlights the benefits of gender-diverse teams. One possible explanation is that gender diversity in the Malaysian construction industry may not yet be fully integrated or effectively supported. Women may still be underrepresented or face barriers to equal participation in leadership, project management, or technical roles. As a result, the potential benefits of gender diversity may not be fully realized without organizational commitment to gender-

inclusive policies and practices.

5.2 Implications of the Study

The findings of this study present important implications for both theoretical development and practical application. From a theoretical perspective, this study advances the discourse on workforce diversity by situating it within the unique socio-cultural context of Malaysia, a multicultural society often underrepresented in mainstream diversity research. Most diversity-performance studies are grounded in Western-centric models; hence, this research contributes valuable insight by demonstrating how diversity is perceived and functions in a Southeast Asian construction industry setting. By incorporating Social Identity Theory (SIT) and the Resource-Based View (RBV), this study affirms that diversity, particularly in terms of work experience, can enhance organizational performance when appropriately leveraged. The findings also suggest that not all diversity dimensions exert uniform effects on performance, pointing toward the need for context-sensitive models of diversity management.

From a practical standpoint, the strong positive effect of work experience diversity underscores the importance of designing inclusive recruitment, onboarding, and team composition strategies. HR managers and business leaders should recognize that employees with varied career backgrounds bring distinct value, especially in problem-solving, innovation, and adaptability, elements crucial for sectors like construction that demand agility and teamwork. Organizations could benefit from developing mentorship programs, job rotation schemes, and cross-functional teams to harness these diverse experiences more effectively.

Additionally, while age, ethnicity, and gender diversity were not found to significantly impact performance in this study, their role in shaping organizational climate, employee morale, and long-term inclusion outcomes should not be overlooked. These dimensions may still hold strategic importance in fostering trust, belonging, and social cohesion, especially in multicultural environments. Therefore, companies should continue to implement diversity training, enforce anti-discrimination policies, and promote equitable career development pathways to support a truly inclusive workforce.

5.3 Limitations of the Study

This research is subject to several limitations. First, the study focused exclusively on the construction industry in Kuching, Sarawak. As such, the findings may not be generalizable to other sectors or regions in Malaysia. Different industries may exhibit different diversity and subjectively experience diversity in the workplace. These methods could complement quantitative findings by capturing emotional, behavioural, and social interpretations of diversity beyond statistical associations.

Another limitation lies in the data collection method. The study relied on self-reported questionnaires, which may be influenced by social desirability bias. Respondents may have over- or under-reported their experiences with diversity or their perceived performance. Additionally, this study focused on four dimensions of diversity (gender, age, ethnic group, and work experience). Other potentially relevant diversity factors, such as educational background, disability status, or personality traits, were not included. Lastly, the sample size of 80 respondents, while acceptable for statistical analysis, may not fully represent the larger population of employees in Malaysia's construction industry.

Lastly, future research should investigate potential mediating or moderating variables that may influence the relationship between workforce diversity and employee performance. Variables such as leadership style, organizational culture, psychological safety, or team cohesion may either amplify or buffer the effects of diversity. Exploring these mechanisms would contribute to the development of more integrated and contextually grounded models of diversity-performance linkages.

5.4 Recommendations for Future Research

Building upon the insights and limitations of this study, several directions are recommended for future research. Firstly, future researchers are encouraged to adopt longitudinal research designs to explore how workforce diversity influences employee performance over time. Unlike cross-sectional studies, longitudinal approaches can uncover developmental patterns, establish clearer causal inferences, and account for the evolving dynamics of team composition, learning, and adaptation in diverse environments.

Secondly, subsequent studies may consider broadening the scope of diversity dimensions beyond age, gender, ethnicity, and work experience. Incorporating cultural background, educational level, socioeconomic status, or language proficiency could offer more nuanced understandings of team interactions, communication effectiveness, and performance outcomes. These additional variables may reveal subtler forms of inclusion or marginalisation that affect team cohesion and productivity.

Thirdly, replication of this study in different industrial sectors such as healthcare, education, or services and geographical contexts across Malaysia, including East Malaysia and rural areas, would enhance the generalizability and external validity of the findings. Comparative studies involving cross-country or intercultural contexts could also shed light on how cultural norms shape diversity-management practices.

Fourth, the integration of qualitative methods such as semi-structured interviews, focus groups, or ethnographic observations could yield deeper insights into how employees subjectively experience diversity in the workplace. These methods could complement quantitative findings by capturing emotional, behavioural, and social interpretations of diversity beyond statistical associations.

Lastly, future research should investigate potential mediating or moderating variables that may influence the relationship between workforce diversity and employee performance. Variables such as leadership style, organizational culture, psychological safety, or team cohesion may either amplify or buffer the effects of diversity. Exploring these mechanisms would contribute to the development of more integrated and contextually grounded models of diversity-performance linkages.

5.5 Conclusion

In summary, this study affirms that workforce diversity holds important implications for employee performance, particularly in the context of the construction industry in Malaysia. Of all the diversity dimensions examined, work experience diversity emerged as the most influential factor, reinforcing the idea that employees with varied professional histories bring valuable skills, adaptability, and problem-solving capabilities that enhance organizational performance.

While gender, age, and ethnic diversity did not show statistically significant direct effects on performance in this study, their presence remains strategically and socially important in fostering a truly inclusive workplace. These dimensions, although statistically modest in this context, still shape the everyday experiences of employees, influence interpersonal dynamics, and contribute to the broader values of equity and representation.

The findings highlight that diversity alone is not sufficient; it must be supported by intentional strategies, including inclusive policies, open communication, leadership commitment, and a culture that values every employee's contribution. As Malaysia's workforce becomes increasingly multicultural and multigenerational, organizations that effectively manage diversity stand to gain not only in performance outcomes but also in employee engagement, innovation, and long-term sustainability.

Ultimately, this study contributes to the growing discourse on workforce diversity by offering localized insights and reaffirming the need for context-sensitive and people-centred approaches to diversity management, particularly within labour-intensive and male-dominated sectors such as construction.

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Appendix

RESEARCH SURVEY (QUESTIONNAIRE)

Research Topic:

The Relationship Between Workforce Diversity and Employee Performance in the Construction Industry

Dear Participants,

I am Lucy Jesslyn Anak Layang, a final-year undergraduate student in Human Resource Development (HRD) at Universiti Malaysia Sarawak (UNIMAS). I am currently conducting research for my Final Year Project (FYP) titled ***“The Relationship between Workforce Diversity and Employee Performance in the Construction Industry at Kuching, Sarawak.”***

This survey aims to examine how workforce diversity, specifically in terms of **age, gender, ethnicity, and work experience**, impacts employee performance within the construction industry. Your valuable insights will help in understanding how a diverse workforce influences employee performance and contribute to the development of more inclusive human resource practices.

The survey is divided into three sections:

Section A: Demographic Information (6 items)

Section B: Factors of Workforce Diversity (33 items)

Section C: Employee Performance (10 items)

The survey will take approximately **5–8 minutes** to complete. Kindly answer **ALL** the questions. Please be assured that your identity and responses will be treated with the **strictest confidentiality** and will be used **solely for academic purposes**.

Thank you for your time, cooperation, and participation in this research.

Kepada Responden,

*Saya Lucy Jesslyn Anak Layang, merupakan pelajar tahun akhir dalam program Pembangunan Sumber Manusia (HRD) di Universiti Malaysia Sarawak (UNIMAS), sedang menjalankan kajian untuk Projek Tahun Akhir (PTA) saya yang bertajuk **“Hubungan antara Kepelbagaian Tenaga Kerja dan Prestasi Pekerja dalam Industri Pembinaan di Kuching, Sarawak.”***

Kajian ini bertujuan untuk meneliti bagaimana kepelbagaian tenaga kerja, khususnya dari

segi umur, jantina, etnik dan pengalaman kerja, mempengaruhi prestasi pekerja dalam industri pembinaan. Pandangan anda amat penting untuk membantu memahami bagaimana tenaga kerja yang pelbagai dapat mempengaruhi prestasi kerja serta menyumbang kepada amalan pengurusan sumber manusia yang lebih inklusif.

Tinjauan ini dibahagikan kepada tiga bahagian:

Bahagian A: Maklumat Demografi (6 item)

Bahagian B: Faktor Kepelbagaian Tenaga Kerja (36 item)

Bahagian C: Prestasi Pekerja (10 item)

*Tinjauan ini dijangka mengambil masa lebih kurang **5-8 minit** untuk disiapkan. Mohon kerjasama anda untuk menjawab **SEMUA** soalan. Segala maklumat dan jawapan anda akan dirahsiakan sepenuhnya dan hanya digunakan untuk tujuan akademik.*

Terima kasih atas masa, kerjasama dan penyertaan anda dalam kajian ini. Jika terdapat sebarang pertanyaan atau kemusykilan, sila hubungi saya di:

Student's Name: Lucy Jesslyn Anak Layang

Student's Matric Number: 84369

Student's Email: lucyjssalyn27@gmail.com

Supervisor: Dr Faizan Iza binti Zainuddin

Supervisor's Email: zfiza@unimas.my

SECTION A: DEMOGRAPHIC / DEMOGRAFI

1. Gender / Jantina

- ☐ Male / Lelaki
- ☐ Female / Perempuan

2. Age / Umur

- ☐ 20 years old and below / 20 tahun dan kebawah
- ☐ 21-30 years old / tahun
- ☐ 31-40 years old / tahun
- ☐ 41-50 years old / tahun
- ☐ 51- 60 years old / tahun

3. Ethnicity/ Kaum

- ☐ Malay / Melayu
- ☐ Chinese / Cina

- Indian / *India*
- Iban
- Bidayuh
- Others / *Lain-lain*: _____

4. Highest Education Level / Tahap Pendidikan Tertinggi

- PT3/Below SPM
- SPM/SPMV
- STPM/Matriculation/Foundation
- Diploma
- Bachelor's Degree / *Ijazah Sarjana Muda*
- Master's Degree / *Ijazah Sarjana*
- PhD

5. Marital Status/ Status Perkahwinan

- Single / *Bujang*
- Married / *Berkahwin*

6. Total year of working experience / Jumlah tahun pengalaman bekerja

- Less than 1 year / *Kurang dari 1 tahun*
- 1-3 year / *1-3 tahun*
- 4-6 year / *4-6 tahun*
- 7 years and above / *7 tahun dan ke-atas*

SECTION B: WORKFORCE DIVERSITY DIMENSIONS / DIMENSI

KEPELBAGAIAN TENAGA KERJA

Instruction: Please read every item statement carefully and click the box provided based on the scale (1 to 5) that represents your level of agreement for each item statement. Your response should be one of the five numbers given for each item statement.

Arahan: Sila baca setiap pernyataan item dengan teliti dan klik kotak jawapan yang disediakan berdasarkan skala (1 hingga 5) yang mewakili tahap persetujuan anda untuk setiap pernyataan item. Jawapan anda hendaklah satu daripada lima nombor yang diberikan untuk setiap pernyataan item.

Please indicate your response based on the scale below:

Sila nyatakan respons anda berdasarkan skala di bawah:

1	2	3	4	5
Strongly Disagree / <i>Sangat tidak setuju</i>	Disagree / <i>Tidak setuju</i>	Neutral	Agree / <i>Setuju</i>	Strongly Agree / <i>Sangat Setuju</i>

1. Gender Diversity

No.	Item	1	2	3	4	5
1	My organization recruits employees from diverse gender backgrounds.					
2	Fair treatment is given to the employee regardless of their gender.					
3	My organization's career advancement also covers women if they are qualified.					
4	Women are also involved in the organization's decision making similar to their male counterparts.					
5	My organization encourages employees to work with employees from different genders.					
6	Half of the workforce in my organization is female employees.					
7	I am positive about gender diversity at the workplace.					
8	My organization has a female employee holding high position too (example: manager and above)					

2. Age Diversity

Please indicate your response based on the scale below:

Sila nyatakan respons anda berdasarkan skala di bawah:

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

No.	Item	1	2	3	4	5
1	My colleagues are from different age groups.					
2	My organization recruits employees from different age groups in decision making.					
3	My division leader includes all members from different age groups in decision making.					
4	I experience a lack of bonding with people of different age groups at the workplace.					
5	My organization provides all the employees regardless of their age group with equal opportunities for training.					
6	My organization encourages employees to work with employees from different age groups.					
7	Age does not play an important role in my company because the same opportunities are given to all as long as they are qualified.					
8	My organization provides equal opportunities of career development to all employees regardless of their age.					
9	I am positive about age diversity at the workplace.					

3. Ethnic Group Diversity

Please indicate your response based on the scale below:

Sila nyatakan respons anda berdasarkan skala di bawah:

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

No.	Item	1	2	3	4	5
1	My organization's staff are from different ethnic groups.					
2	The team leaders in my organization are from different ethnic backgrounds.					
3	I developed low self esteem due to my ethnic at the workplace.					
4	Opportunities for advancement are also available for minorities in my organization.					
5	My organization is concerned about the employee's cultures.					
6	My organization hires employees from different ethnic backgrounds.					
7	The ethnic differences in group works do not encourage conflict at the workplace.					
8	I am positive about ethnicity diversity at the workplace.					

4. Work Experience Diversity

Please indicate your response based on the Five Likert Scale below:

Sila nyatakan respons anda berdasarkan skala di bawah:

1	2	3	4	5
Strongly Disagree / <i>Sangat tidak setuju</i>	Disagree / <i>Tidak setuju</i>	Neutral	Agree / <i>Setuju</i>	Strongly Agree / <i>Sangat Setuju</i>

No.	Item	1	2	3	4	5
1	I find my work meaningful.					
2	My job offers a good level of challenge.					
3	I feel I am growing and developing in my role.					
4	My tasks vary and keep the work interesting.					
5	I usually perform work that matches my skills and training.					
6	I look forward to coming to work.					
7	I can usually finish my work on time without feeling rushed.					
8	I often feel pressured to work overtime to meet deadlines.					

Adopted from: Chew, E. W., Lee, K. M., Tan, S. C., & Tee, S. F. (2011). *The effects of workforce diversity towards the employee performance in an organization* (Doctoral dissertation, UTAR). <http://eprints.utar.edu.my/450/1/BA-2011-0807009.pdf>
Work Experience Measurement Scale – WEMS. (n.d.).

SECTION C: EMPLOYEE PERFORMANCE

BAHAGIAN C: PRESTASI PEKERJA

Instruction: Please read every item statement carefully and click the box provided based on the scale (1 to 5) that represents your level of agreement for each item statement. Your response should be one of the five numbers given for each item statement.

Arahan: Sila baca setiap pernyataan item dengan teliti dan klik kotak jawapan yang disediakan berdasarkan skala (1 hingga 5) yang mewakili tahap persetujuan anda untuk setiap pernyataan item. Jawapan anda hendaklah satu daripada lima nombor yang diberikan untuk setiap pernyataan item.

Please indicate your response based on the Five Likert Scale below:

Sila nyatakan respons anda berdasarkan skala di bawah:

1	2	3	4	5
Strongly Disagree / <i>Sangat tidak setuju</i>	Disagree / <i>Tidak setuju</i>	Neutral	Agree / <i>Setuju</i>	Strongly Agree / <i>Sangat Setuju</i>

No.	Item	1	2	3	4	5
1	I complete my job accurately and on time, ensuring that diverse perspectives from different genders, ages, ethnic backgrounds, and work experiences are considered in achieving the work objectives.					
2	I meet work hours, schedule, and attendance expectations, respecting the diverse needs and commitments of my colleagues.					
3	I am able to identify, analyze problems, and find solutions, taking into account the varied viewpoints and expertise from diverse genders, age groups, ethnicities, and work experiences.					

4	I deal confidently and efficiently with top management and colleagues from diverse backgrounds.					
5	I demonstrate the necessary knowledge and skills to perform the job effectively, embracing the diverse range of skills and experiences across different genders, ages, ethnicities, and work experience.					
6	I establish my job objectives in alignment with both department and company goals, ensuring that these objectives consider and support the diversity in gender, age, ethnicity, and work experience within the team.					
7	I am capable of completing my tasks within the set time frame, while effectively collaborating with colleagues of different genders, ages, ethnicities, and work experiences to ensure timely and efficient project completion.					
8	I volunteer to complete extra tasks, recognizing the importance of diversity in the construction industry and offering assistance to colleagues from diverse backgrounds when needed.					
9	I produce high-quality work, ensuring that diverse perspectives and experiences contribute to the overall excellence of the project.					
10	I complete duties according to established procedures, while also being mindful of the diverse working styles and approaches that arise from workforce diversity.					

Adopted from: Hee, O. C., & Jing, K. R. (2018). The Influence of human resource management practices on employee performance in the manufacturing sector in Malaysia.

International journal of human resource studies, 8(2), 129-147.

<https://doi.org/10.5296/ijhrs.v8i2.12826>

28 April 2025

Joseph Anak Iyus
Pegawai Urusan
Greenchain Capital Sdn Bhd
Lot 107, 1st Floor, Blk L,
RH Plaza Commercial Centre,
Lorong Lapangan Terbang 1
93250 Kuching
Sarawak

Tuan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Lucy Jesslyn anak Layang (84369)** adalah pelajar **Program Pembangunan Sumber Manusia**, Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS). Beliau sedang menjalankan kajian untuk menyiapkan Projek Tahun Akhir bagi memenuhi syarat bergraduasi program tersebut.

Maklumat lanjut tentang pelajar dan kajian adalah seperti berikut:

Tajuk Kajian	: <i>"The Relationship Between Workforce Diversity And Employee Performance In The Construction Industry At Kuching, Sarawak"</i>
Penyelia	: Dr Faizan Iza binti Zainuddin
No.Telefon Penyelia	: 082-584153
E-mel Penyelia	: zfiza@unimas.my
No.Telefon Pelajar	: 011-18650682
E-mel Pelajar	: 84369@siswa.unimas.my

Sehubungan itu, sukacita kiranya pihak tuan dapat memberikan kerjasama kepada pelajar berkenaan untuk mendapatkan maklumat yang diperlukan. Segala maklumat yang diperolehi akan hanya digunakan untuk tujuan akademik semata-mata dan dijamin akan kerahsiaannya.

Di atas kerjasama yang diberikan oleh pihak tuan, kami dahului dengan ucapan setinggi-tinggi terima kasih.

Sekian,

Yang benar,



Julia Anak Clifton Akoi@Empadeng
Penyelaras
Program Pembangunan Sumber Manusia

Figure 10: Permission Letter to Greenchain Capital Sdn Bhd

28 April 2025

Alexander Jalin
Pengarah Urusan
Axilence Builder Sdn Bhd
No.11, 1st & 2nd Floor,
Lot 5425, RH Plaza,
Jalan Lapangan Terbang
93350 Kuching
Sarawak

Tuan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Lucy Jesslyn anak Layang (84369)** adalah pelajar **Program Pembangunan Sumber Manusia**, Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS). Beliau sedang menjalankan kajian untuk menyiapkan Projek Tahun Akhir bagi memenuhi syarat bergraduasi program tersebut.

Maklumat lanjut tentang pelajar dan kajian adalah seperti berikut:

Tajuk Kajian	: <i>"The Relationship Between Workforce Diversity And Employee Performance In The Construction Industry At Kuching, Sarawak"</i>
Penyelia	: Dr Faizan Iza binti Zainuddin
No.Telefon Penyelia	: 082-584153
E-mel Penyelia	: zfiza@unimas.my
No.Telefon Pelajar	: 011-18650682
E-mel Pelajar	: 84369@siswa.unimas.my

Sehubungan itu, sukacita kiranya pihak tuan dapat memberikan kerjasama kepada pelajar berkenaan untuk mendapatkan maklumat yang diperlukan. Segala maklumat yang diperolehi akan hanya digunakan untuk tujuan akademik semata-mata dan dijamin akan kerahsiaannya.

Di atas kerjasama yang diberikan oleh pihak tuan, kami dahului dengan ucapan setinggi-tinggi terima kasih.

Sekian,

Yang benar,



Julia Anak Clifton Akoi@Empadeng

Penyelaras

Program Pembangunan Sumber Manusia

94300 Kota Samarahan, Sarawak, MALAYSIA
Tel + 60 82581157

Community Driven University For a Sustainable World

Figure 11: Permission Letter to Axilence Builder Sdn Bhd