MANAGING STAFF DIVERSITY AND EMPLOYEE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: A STUDY OF GULU CITY

BY

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SEPTEMBER, 2026

DECLARATION

I, Martin Gerald, declare that this research dissertation titled, "Managing staff diversity and employee performance in public secondary schools, a study of Gulu city" is my own work. It has been written to partially fulfill one of the requirements for the award of the Master of Arts Degree in Public Administration and Management of Gulu University.

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APPROVAL

This is to certify that this research dissertation titled "Managing staff diversity and employee performance in public secondary schools, a study of Gulu city" has been done, supervised and is prepared for submission with my endorsement.

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Signature..... Date....29/9/2026

MS. DRATERU PERRY VIVIAN

DEDICATION

I hereby dedicate this piece of work to my beloved Mother Mrs. Nakiranda Tofilister for her parental support throughout my studies. Finally, to all my brothers and sisters from the family of the late Mr. Musobya David. Thank you so much for supporting my Masters programme, I love you all.

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LIST OF ABBREVIATIONS

ANOVA:	Analysis of Variance
CEO:	City Education Officer
CVI:	Content Validity Index
EP:	Employee Performance
GUCU:	Gulu University Christian Union
HEIs:	Higher Education Institutions
MoES:	Ministry of Education and Sports
MoH:	Ministry of Health
PhD:	Doctor of Philosophy
RCC:	Residential City Commissioner
ROPPA:	Review of Public Personnel Administration
SICT:	Social Identification and Categorization Theory
SPSS:	Statistical Package for Social Science
UBOS:	Uganda Bureau of Statistics
UNBS:	Uganda National Bureau of Standards

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ABSTRACT

The study was about staff diversity on employee performance in the public secondary schools in Northern Uganda, Gulu city. The study was guided by four objectives as follow to describe the level of staff diversity in the public secondary schools, to establish the status of employee performance in public secondary schools, to examine the relationship between managing staff diversity and employee performance in public secondary schools and to analyze the moderating effect of human resource factors on the relationship between staff diversity and employee performance in Public secondary schools in Gulu city. The study employed a cross-sectional survey design, adopting both qualitative and quantitative methodologies. By use of a questionnaire and interview guide, data was collected from 166 respondents from the selected public secondary schools in Gulu city and analyzed using a statistical software called Statistical Package for Social Sciences (SPSS) version 20.0. The study found out that public secondary schools in Gulu city embrace diversity as a whole as reflected in ethnicity, gender and age. In addition, the findings indicated that employee performance was generally rated high among respondents as reflected in selected schools despite a few challenges. The study found that there is a positive and statistically significant relationship between diversity and employee performance reflected in gender, ethnicity and age respectively. Findings further indicated that human resource factors play a significant moderating role in the relationship between diversity and performance. The study concluded that staff diversity is positively acknowledged and effectively managed in public secondary schools in Gulu City and concluded that employee performance in public secondary schools in Gulu city is generally satisfactory despite challenges in participatory decision-making and resource allocation. The study concluded that there is a significant and positive relationship between managing staff diversity and employee performance. The study concluded that human resource factors significantly affect the relationship between diversity and performance. The study recommends that school administrators should strengthen inclusive recruitment and retention policies that promote ethnic, gender, and age diversity, School administration and management should provide clear performance expectations, schools should integrate diversity management into their organizational strategy with the aim of improving performance.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

One of the greatest concerns in the area of organizational management is the staff diversity and its influence on employee performance especially in the education sector (Inegbedion et al., 2020). By embracing staff workforce diversity, organizations can tap into a broader range of perspectives, skills, and experiences, which in turn can lead to productivity, Task accomplishment, and decision making among employees. This chapter presented sections that looked at the background information, problem statement, objectives of the study, research questions, study scope, significance of the study, conceptual framework, and the operational definitions.

1.1 Background of the study.

Declining employee performance attributes in terms of Task accomplishment, Decision making, Work productivity are identified as growing problems within the education sector (Lambovska & Yordanov, 2020). Low task accomplishment, decision making and Work productivity in workforce is costly not only in resource terms and loss of knowledge but also to the quality of the services, the education sector delivers. Furthermore, in many countries in particular the education sector is affected by the demographic challenge and an ageing and shrinking workforce, that greatly affect Task accomplishment, Decision making and Work productivity (Lambovska & Yordanov, 2020). In this study, the focus is on managing staff diversity (ethnicity, gender and age) in the workplace and its possible importance for male and female Task accomplishment, Decision making and Work productivity intentions.

Managing staff Diversity refers to a conscious choice and commitment by an organization to value these staff differences by using diversity as a source of strength to achieve organizational goals (Ahmad, 2019; Otaye-Ebede, 2018). Employee Performance refers to the act of carrying out an achievement or accomplishment, in the undertaking of a duty. Employee performance also refers to the effective discharge of one's duty for good results (Raja et al., 2011). The concept of performance covers both what has been achieved and how it has been achieved (Nasution & Priangkatara, 2022).The management has to compare the set goals in relation to the employee output to measure the level of performance. Performance in the corporate is largely driven by input of employees. Employee performance has therefore become a key concern of the management (Lambovska & Yordanov, 2020).

Globally, performance in organizations is a diverse and varied concept that deals with the efficiency and effectiveness of achieving organizational goals. It is typically assessed through various metrics such as productivity, decision making, and the achievement of strategic tasks. Kaplan and Norton's Balanced Scorecard framework suggested that organizational performance should be evaluated across financial, customer, internal processes, and learning and growth perspectives, emphasizing a holistic approach to performance management (Kaplan & Norton, 1996). This global perspective emphasizes the importance of aligning employee performance with organizational goals, which is increasingly important in a competitive global economy. Organizations are also recognizing that a diverse workforce can be a strategic asset, contributing to creativity, innovation, and a broader range of perspectives in decision-making (Cox & Blake, 1991). Research by Richard, Barnett, Dwyer, and Chadwick (2004) highlights that staff diversity management, when implemented effectively, can enhance organizational performance by fostering an inclusive environment that maximizes the potential of all employees. However, the impact of staff diversity on performance is complex and can vary depending on how staff diversity is managed within the organization (Onywere & Waiganjo, 2016).

In Africa, particularly in Sub-Saharan Africa, the concept of performance is often connected to socio-economic development goals. In this context, employee performance is crucial for the delivery of public services, including education, healthcare, and infrastructure development. The African Union's Agenda 2063 emphasizes the role of human capital in driving socio-economic transformation across the continent, with employee performance being a key determinant of success (African Union, 2015). However, challenges such as inadequate training, lack of resources, and socio-political instability often hinder performance in this region.

Focusing on Uganda, Employee performance is fundamental to the delivery of quality education because public secondary schools depend on teachers and other staff to convert educational policies, curricula and school plans into daily outputs. In this study, employee performance is considered in terms of task accomplishment, decision making and work productivity. Task accomplishment concerns completion of assigned responsibilities such as lesson preparation, teaching, assessment, record keeping and student support within expected standards and time. Decision making refers to employees' ability to make timely, appropriate and professionally sound choices about instruction, learner needs, departmental activities and routine school operations. Work productivity concerns the quality and quantity of useful work

produced from available time, skills and resources. These aspects capture both what employees achieve and how effectively they discharge their duties, consistent with Nasution and Priangkatara (2022) and Raja et al. (2011). A decline in these areas can result in incomplete or delayed instructional tasks, weak follow-up of learner needs, slow responses to school problems, poor coordination and reduced output. Thus, declining employee performance is a concrete workplace problem that can affect the quality and reliability of educational services, not simply a general institutional concern.

In Gulu City, managing staff diversity within Public secondary Schools presents unique challenges and opportunities for enhancing employee performance. The region's history, marked by conflict and displacement, has resulted in a diverse population with varied cultural backgrounds. This diversity can influence employee interactions and, consequently, their performance. Effective diversity management in Gulu's Public secondary Schools can lead to improved decision-making, innovation, and overall school performance. Ajok (2022), studying seven Universal Secondary Education schools, found that teachers' performance levels were demanding and reported that support supervision, feedback and monitoring of lesson attendance were important to performance. A study in Gulu District found a significant relationship between job satisfaction and teachers' performance and recommended fair treatment and stronger support for teachers (Okello & Lamaro, 2024). A study in public secondary schools in Gulu City also identified limited teacher preparation and training, large classes and inadequate teaching materials as factors that complicated effective implementation of the competency-based curriculum (Kidega et al., 2024).

Ethnicity, gender and age diversities were selected as the diversity indicators because they are core demographic characteristics, are readily identifiable in workforce composition, and are particularly relevant to the Gulu City. Ethnicity is important because Gulu City is predominantly Acholi but also contains other ethnic groups and refugees, according to the city profile based on the 2024 Population and Housing Census (NPA, 2026). Employees from different ethnic backgrounds may bring different cultural experiences, communication patterns and social networks, which can influence belonging, teamwork and participation in decisions if not managed inclusively. Gender was selected because gendered participation in school leadership is a documented local issue. Kidega et al. (2025), studying secondary schools in Gulu City, found continuing disparities in administrative leadership, with female teachers reporting barriers involving mentoring, role modelling, teamwork and access to leadership opportunities. Since decision making and productivity can be influenced by whether employees

are equally recognized, supported and heard, gender is directly relevant to the study. Age was selected because school workforces commonly include employees at different career stages. Younger employees may contribute recent training, new pedagogical ideas and digital skills, while older employees may provide institutional memory, experience and accumulated knowledge.

Existing studies have examined teacher performance in relation to supervision, job satisfaction, remuneration, mentorship and curriculum implementation (Ajok, 2022; Okello & Lamaro, 2024; Orace et al., 2021), but there is limited evidence on whether the management of ethnicity, gender and age is associated with how employees accomplish tasks, make decisions and remain productive. This gap is important because a diverse workforce does not automatically produce better performance; benefits are more likely when school leaders create an environment of fairness, inclusion, employee voice, collaboration and accountability. The study therefore focuses on managing staff diversity as a practical human-resource process that may shape the employees performance in public secondary schools. By examining task accomplishment, decision making and work productivity, the study moves beyond broad statements about institutional performance and provides specific evidence on employee behaviour and output. The findings can guide head teachers, education managers and policymakers in Gulu City and Uganda to strengthen inclusive leadership, equitable professional development, transparent opportunities, mentoring and performance support so diversity becomes a resource for employee contribution. This therefore calls for a study focusing on managing staff diversity (ethnicity, gender and age) in the workplace and its possible importance on employee performance in terms of Task accomplishment, Decision making and Work productivity.

1.2 Statement of the problem

Employee performance is a critical determinant of the quality, efficiency and effectiveness of public secondary education. In public secondary schools, teachers and other staff are expected to accomplish assigned tasks within the required time, make sound and timely decisions, and maintain high levels of work productivity to support effective teaching, learning and school administration. However, there remains a reported low performance level in Uganda's education sector (UNBS, 2019) that raises questions about the extent to which employees are meeting expected performance standards. These concerns are important in a diverse workforce because differences in ethnicity, gender and age may influence eemployee performance. Although diversity can provide varied experiences, skills and perspectives, poor management of such differences may weaken task accomplishment, decision making and work productivity. Inegbedion et al. (2020) emphasize the importance of managing workforce diversity in promoting positive organizational outcomes, suggesting that the manner in which diversity is managed may be associated with employee performance.

Despite the recognized importance of managing staff diversity, there remains insufficient empirical evidence on how managing staff diversity relates specifically to employee performance in public secondary schools in Gulu City. Previous studies have established links between managing staff diversity and organizational performance in different settings (Cho et al., 2017; Nguyen et al., 2021; Region et al., 2021), but much of this evidence comes from organizations outside the education sector and do not adequately explain the public secondary schools. Furthermore, limited attention has been given to the combined influence of ethnicity, gender and age on task accomplishment, decision making and work productivity within the Ugandan public secondary school context. Therefore, the problem addressed by this study was the apparent variation and inadequacy in employee performance among staff in public secondary schools in Gulu City, reflected in challenges associated with completing assigned responsibilities, making effective work-related decisions and sustaining productivity. The study therefore investigated how managing staff diversity, with particular attention to ethnicity, gender and age, was related to employee performance in these schools.

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study is to investigate the impact of staff diversity on employee performance in the Public secondary Schools in Northern Uganda, Gulu city.

1.3.2 Specific objectives

i) To assess the level of staff diversity in public secondary schools in Gulu City in terms of ethnicity, gender, and age.
ii) To establish the level of employee performance in public secondary schools in Gulu City in terms of task accomplishment, decision making, and work productivity.
iii) To determine the relationship between managing staff diversity and employee performance in Public secondary schools in Gulu city.
iv) To analyze the moderating effect of human resource factors on the relationship between managing staff diversity and employee performance in public secondary schools in Gulu City.

1.4 Research questions

i) What is the level of staff diversity in public secondary schools in Gulu City in terms of ethnicity, gender, and age?
ii) What is the level of employee performance in public secondary schools in Gulu City in terms of task accomplishment, decision making, and work productivity?
iii) What is the relationship between managing staff diversity and employee performance in Public secondary schools in Gulu city?
iv) What is the moderating effect of human resource factors on the relationship between managing staff diversity and employee performance in public secondary schools in Gulu City?

1.5 Scope of the study

The study covered the geographical, content, and time scope as described below:

1.5.1 Geographical scope

The study was conducted within public secondary schools in Gulu City, Northern Uganda. Gulu City was selected because it was one of the newly instituted cities by the Government of Uganda, according to the Uganda Bureau of Statistics (2020). As the central hub that brings together several districts in Northern Uganda, Gulu City's schools had begun to experience challenges related to deteriorating employee performance due to increasing diversity among staff, with new employees being posted to the city (Okumu & Opio, 2023). By February 2024, Gulu City was the largest city in Uganda's Northern Region, with over thirty (30) secondary schools. The city is located approximately 333 kilometers (207 miles) by road north of Kampala, Uganda's capital. Its coordinates are 2°46'54.0"N, 32°17'57.0"E (Ikinyom et al., 2023).

1.5.2 Content scope

The study focused on managing staff diversity and employee performance in public secondary schools in Gulu City, Uganda, with emphasis on four areas: the level of staff diversity, the status of employee performance, the relationship between managing staff diversity and employee performance, and the moderating effect of human resource factors on this relationship. The scope was strongly supported by documented evidence of teacher performance challenges in the wider Gulu education context, including inadequate lesson preparation, teacher absenteeism and lesson dodging, with a study reporting that 75% of teachers did not prepare schemes of work and lesson plans, while absenteeism and lesson dodging stood at 17% and 30%, respectively. Evidence specifically from Gulu City also indicates variations in teacher attendance, with reported attendance rates ranging from 70% in some schools to 95% in another, while research in seven Universal Secondary Education schools in Gulu City described teacher performance as demanding and identified monitoring of lesson attendance, feedback and professional support as important factors influencing performance (Okumu & Opio, 2023). These documented trends justified examining employee performance through indicators such as attendance, punctuality, lesson preparation, teaching effectiveness, teamwork and fulfilment of professional responsibilities, while also investigating whether effective management of differences in employees' backgrounds and

appropriate human resource practices can improve performance in public secondary schools in Gulu City.

1.5.3 Time scope

The study covered the period from 2020 to 2024, a period characterized by documented concerns and variations in employee performance in public secondary schools in Gulu City. Evidence from Gulu City indicates that teacher attendance varied considerably across schools, with attendance reported at 70% in some schools compared with 95% in another, demonstrating differences in teachers' regularity at work and fulfilment of their professional responsibilities. Similarly, a 2022 study conducted in seven Universal Secondary Education schools in Gulu City found that teachers' performance was "demanding" and reported that monitoring lesson attendance, feedback and support for further studies had significant effects on teachers' performance. Further evidence from the Gulu education context reported that 75% of teachers were not adequately preparing schemes of work and lesson plans, while teacher absenteeism stood at 17% and lesson dodging at 30%, indicating persistent challenges in attendance and instructional preparation. In addition, a 2024 study of public secondary schools in Gulu City documented challenges affecting teachers' effective implementation of the competency-based curriculum, further demonstrating the importance of teacher capacity, working conditions and management practices in employee performance (Okumu & Opio, 2023). The 2020–2024 period was therefore considered appropriate for examining the prevailing performance trends and determining whether effective management of staff diversity and human resource factors were associated with differences in employee performance in public secondary schools in Gulu City (Okumu & Opio, 2023).

1.6 Significance of the study

To the human resource practitioners, this study may help to comprehend how employee performance in the education sector of Uganda is impacted by diversity. It is advantageous to have a varied staff that offers a variety of ideas for solving issues, one at a time. This study may be crucial for policymakers because it may help them create the best policy for an organization to achieve the best performance.

To the employees, this study may assist employees in accepting and respecting the distinctive diversity of their coworkers, including those who are similar to them and those who are different. Teachers may learn that cooperating with one another can enhance their performance.

To the Republic of Uganda and policymakers, Uganda is a nation with a wide range of diversities. This study may open people's eyes to the benefits of having diversity rather than the negative aspects that should be avoided, which may benefit our society. Society may benefit by realizing the value of diversity. It may demonstrate ability to cooperate as a society in spite of the differences. The neighborhood may recognize the significance of the many cultural distinctions that constitute the nation of Uganda.

To the researcher, this study may be helpful to the researcher in obtaining a Master's Degree of Public Administration and Management from Gulu University. Furthermore, to the researchers and academicians, the results of this study may be useful for future research on diversity management and employee performance in the City's higher education sector.

To the academicians, the study's conclusions may be helpful to academics by serving as a foundation for undertaking additional research and adding to the body of knowledge. This may encourage educational institutions to diversify their workforce, which may eventually enhance an organization's performance and performance of the employees.

1.7 The Conceptual framework

The conceptual Framework offers a paradigm for the researcher's perception of the linking categories of potential variables or concepts in the study. Wafula & Susan, (2018) asserts that it presents the ideas or factors of the investigation and demonstrates their relationships. For this study, the conceptual framework is as illustrated below.

Figure 1 summarizes the impact of the independent variable, which is managing staff diversity, the intervening variable which are Human Resource Factors on the dependent variable, that is, employee performance.

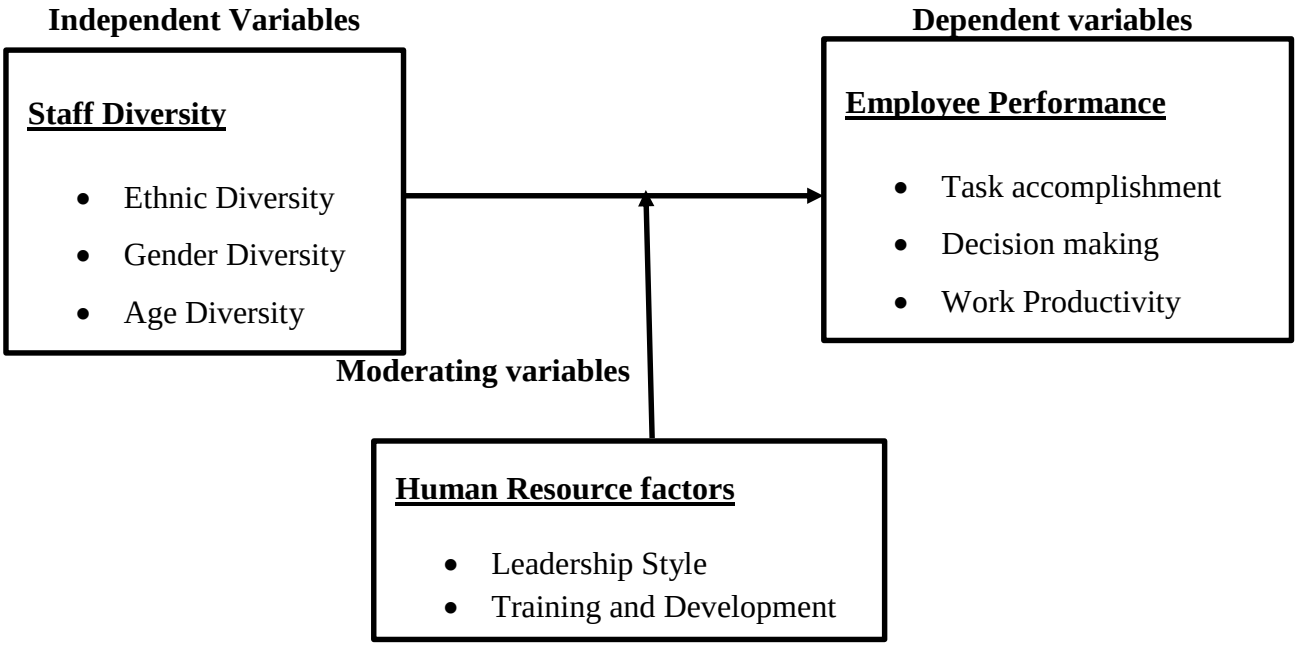

Figure 1: Showing the Conceptual Framework

Source: Adopted from Wafula & Susan, (2018) and modified by Researcher, (2024).

In the illustration above, employees find themselves in a diversified workforce within the different organizations across the globe. In most cases, ethnicity, Gender and Age affect their performance while at the workforce either positively or negatively.

Therefore, the Conceptual Framework above explained the impact of one variable on the other variable, that is to say staff diversity on employees' performance. In this case, staff diversity is in terms of ethnicity, gender and age as an independent variable. This implies that employee performance attributes such as task accomplishment, decision making, work productivity are dependent on ethnic, gender and age diversity while the intervening variables include human resource factors such as leadership style and training and development. This discussion is as illustrated above.

1.8 Operational definition of the key terms

Age Diversity: It is accepting individuals of different ages in a business setup (Calzavara et al., 2020).

Diversity: Diversity is variation of identity in terms of social and culture that exist among individuals in a particular set of markets (Otaye-Ebede, 2018).

Employee performance. Employee performance is defined as the measure of the quality of human capital held by the organization. Performance also refers to doing the proper thing and being evaluated on how well you did it (Akpakip, 2017). For this case, it is measured in terms of Task accomplishment, decision making and work productivity.

Ethnic diversity: Ethnicity diversity refers to a shared way of life and culture(Crossman & Crossman, 2016).

Gender diversity: It is the equal ratio of male and female but is also inclusive of categories that are not gender binary (Laique et al., 2023; Wahid, 2024).

Leadership styles refer to the approaches and behaviors leaders use to interact with their team members, make decisions, and achieve organizational goals. These styles can range from autocratic, where leaders make decisions unilaterally, to democratic, where decision-making is shared, and laissez-faire, where leaders provide minimal direction (Bwalya, 2023).

Managing staff Diversity: This is a conscious choice and commitment by an organization to value these staff differences by using diversity as a source of strength to achieve organizational goals (Ahmad, 2019; Otaye-Ebede, 2018).

Training and development refer to critical factors that enhance the skills and knowledge of employees, leading to improved organizational performance (Ismael et al., 2021).

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter provided literature relevant to the subject area of the study. It was divided into three sections. The first section discussed the theoretical framework. The second section presented a review of related literature, specifically an overview of the work of various authors who had conducted studies on diversity and employee performance in different areas or countries around the world. The literature was organized according to the objectives of the study. Lastly, the chapter highlighted literature gaps and presented a summary of the findings.

2.1 Theoretical review

A significant portion of the theories associating diversity to performance are based on the in-group and out-group psychological principle and research that examines the influence of managing diversity and employee performance builds mainly on these theories. This research is based on two theories, these include the social identification and categorization theory and the similarity/attraction theory. These theories provide foundational perspectives for examining the impact of diversity on employee performance in Public secondary Schools in Gulu city. These theories offer knowledgeable opinions into how individuals perceive and interact with others based on demographic characteristics such as age, gender, and ethnicity, and how these perceptions influence organizational outcomes such as Task accomplishment, decision making, and productivity.

2.1.1 The Similarity/Attraction theory

This theory's proponent is Byrne (1971). He asserts that people are typically drawn to those who have similar values. People with similar backgrounds might discover that compared to people from various backgrounds, they share a lot of traits, which makes them find it simple to collaborate and develop goods or solutions to issues. Similarities strengthen one's values and ideas while differences raise difficult questions about one's values and views. Studies have shown that in situations when people have the chance to contact different people, the likelihood that the person will choose someone they share the same characteristics with is very high (Condon & Crano, 1988).

Studies based on the similarity/attraction theory confirm that a lack of similarities between people reduces attraction, which shows up as less communication, skewed information, and communication errors. Research based on this notion indicates that there are high levels of

diversity that are highly likely to result in poor work practices (Condon & Crano, 1988). Based on this theory, teachers and staff members are more likely to collaborate effectively and experience higher job satisfaction when they share similarities in age, gender, and ethnicity. This can lead to the exclusion of those who are different, thereby limiting diverse perspectives in decision-making processes thus resulting in suboptimal decisions that do not fully consider the diverse needs and potential solutions within the school community (Academy & Journal, 1989).

2.1.2 The Social Identification and Categorization theory (SICT)

The social identification and categorization theory was put forth by Tajfel (1982) and contends that individuals classify themselves and others into social categories, such as age, gender, and ethnicity, which significantly influence their behavior and attitudes within organizations (Brubaker & Brubaker, 2014). Physical characteristics like age, gender, and ethnicity are frequently used in categorization as cited in (O'Reilly et al., 1997). Therefore, the notion of social identification and categorization presupposes that people immediately stereotype and pass judgment on those from different groups. This theory posits a conflict between organizational diversity and results connected to the work (Pitts & Jarry, 2007).

The variables in the social identification and categorization theory form the basis for social categorization, which in turn influences intergroup and individual behavior in the workplace (Brubaker & Brubaker, 2014). For instance, gender-based categorization might lead to biases that affect female teachers' opportunities for leadership roles and professional development, thereby impacting their productivity and job satisfaction. Similarly, age-based categorization could affect perceptions of competence and innovation, influencing Task accomplishment and collaborative efforts within the schools (Chandra, 2006).

The dependent variables in this study Task accomplishment, decision making, and productivity are significantly impacted by the social identification and categorization processes. The SICT suggests that when individuals categorize themselves into specific social groups, their self-esteem and performance are closely tied to the perceived status of their group. This can either motivate them to perform better to enhance their group's status or demotivate them if their group is perceived negatively(Brubaker & Brubaker, 2014). In terms of decision making, in-group favoritism can lead to biased decisions that favor the dominant group, potentially sidelining valuable input from minority groups and adversely affecting overall productivity and Task accomplishment (Chandra, 2006).

Leadership style and training and development serve as critical intervening variables that can mitigate the negative impacts of social categorization and enhance the positive effects of similarity/attraction. Transformational leadership, which emphasizes inclusivity and empowerment, can help bridge the gaps between different demographic groups by promoting a shared organizational identity and collective goals (Sohail et al., 2019). Effective training and development programs can raise awareness about unconscious biases and equip staff with the skills to navigate and embrace diversity. This can lead to more equitable decision-making processes and a more inclusive work environment, ultimately enhancing productivity and Task accomplishment (Sohail et al., 2019).

Therefore, the social identification and categorization theory and Similarity/Attraction Theory provide robust frameworks for understanding the idea of managing diversity and employee performance in Public secondary Schools in Gulu city. By examining how age, gender, and ethnicity influence Task accomplishment, decision making, and productivity through the use of these theories, and considering the moderating effects of leadership style and training and development, this research can offer knowledge that can help in fostering a more inclusive and effective educational environment.

2.2 Managing staff diversity

2.2.1 Ethnic diversity

Ethnicity is a tribalistic grouping of people in terms of religion, language, race, and culture. The adoption of ethnic diversity has been significantly influenced by globalization and the introduction of workforce diversity programs like affirmative action policies. Ethnic diversity in the workplace has been a critical area of study in organizational behavior and human resource management. The presence of individuals from diverse ethnic backgrounds can bring a variety of perspectives, skills, and experiences to the organization (Emerald, 2021). This diversity can enhance creativity and innovation, but it can also pose challenges related to communication, cultural misunderstandings, and potential conflicts. Ethnic diversity can significantly influence group dynamics and performance outcomes, depending on how it is managed and integrated into the organizational culture (Wysocki et al., 2020)

Organizations with higher ethnic diversity tend to outperform less diverse ones in terms of achieving strategic goals. However, the positive effects of ethnic diversity on goal achievement are contingent on the presence of an inclusive environment where all voices are heard and

valued. Without such an environment, the potential benefits of diversity may not be realized, and goal achievement may suffer (Otaye-Ebede, 2018).

Ethnic diversity can have a significant impact on productivity within organizations. Research indicates that ethnically diverse teams can be more innovative and adaptable, leading to higher productivity levels. However, the productivity benefits of ethnic diversity are not automatic and depend heavily on the organizational context and management practices. Organizations that implement diversity training programs and foster inclusive leadership styles are more likely to see positive productivity outcomes from ethnic diversity. Conversely, in environments where ethnic diversity is not well-managed, it can lead to misunderstandings and conflicts that hinder productivity. (Lee & Shin, 2024).

Most of the existing literature looks at the potential benefits of ethnic diversity in organizations, particularly in enhancing goal achievement, decision making, and productivity. However, future research explores the ways in which ethnic diversity impacts organizational performance and best practices for managing diversity in different organizational contexts is greatly needed. Given the growing emphasis on diversity and inclusion in the modern workplace, understanding how to effectively harness the benefits of ethnic diversity is more important than ever thus making the researcher conduct a study on managing diversity and the employee performance in the Public secondary Schools of Gulu City (Tewolde et al., 2024).

2.2.2 Gender diversity

Gender diversity is the degree to which an employee feels that his or her gender makes them distinct from the other employees. The employee's feelings of being marginalized by the other employees (whether majority or minority, whether supervisor or subordinates) because of his or her gender, as well as his or her feelings of difference with the rest of the employees who belong to the majority gender, are used to measure it (Carvajal et al., 2022) . Different academics have used different methods to measure gender diversity. Gender diversity is measured by using the proportion of women and underrepresented groups on corporate boards (Cucari et al., 2018). Gender diversity in the workplace has been widely studied, revealing both its potential benefits and challenges (Cucari et al., 2018).

Research indicates that gender diversity can significantly enhance Task accomplishment in organizations. Gender-diverse teams are more likely to set and achieve ambitious goals due to varied perspectives and approaches. In educational settings, having a balanced representation of male and female teachers can lead to a more inclusive environment that promotes the

achievement of academic and organizational goals. Studies suggest that schools with gender-diverse staff are better at addressing the needs of a diverse student body, thereby enhancing overall performance and goal attainment (Grissom et al., 2015).

Gender diversity also plays a crucial role in decision-making processes. Diverse teams are found to be more innovative and effective in problem-solving. In secondary schools, where decisions impact educational outcomes and student welfare, the presence of gender diversity can lead to more comprehensive and well-rounded decisions. Research highlights that gender-diverse teams consider a wider range of perspectives, which leads to more effective and inclusive decision-making (Roy, 2022). This diversity in thought and experience is essential in an educational context, where decisions must cater to the varied needs of students and staff (Street, 2016).

The impact of gender diversity on productivity is mixed, with some studies reporting positive effects and others indicating potential challenges. Gender diversity can enhance productivity by bringing together complementary skills and perspectives (Ngalo et al., 2023). However, it may also lead to conflict and misunderstandings if not managed properly. In secondary schools, productive outcomes are often linked to collaborative efforts among teachers and staff. Research suggests that schools with gender-diverse teams experience improved collaboration and productivity when inclusive practices and effective communication are in place (Ngalo et al., 2023).

Galdiero et al., (2024) discusses the systematic review of literature highlights that gender diversity has a significant impact on employee performance in secondary schools. Gender-diverse teams are more likely to achieve goals, make effective decisions, and enhance productivity. However, the success of gender diversity initiatives depends on how well these variables are managed. In order to give more sight on how to effectively manage these variables, the research has conducted a study on managing diversity and employee performance in the Public secondary Schools in Gulu City (Laique et al., 2023).

2.2.3 Age diversity

Age diversity has become a critical area of focus in organizational research, particularly in educational settings like secondary schools. The concept refers to the inclusion and representation of individuals from various age groups within a workplace, aiming to leverage the unique experiences and perspectives that different age cohorts bring. Age diversity is seen as a potential enhancer of organizational performance, contributing to richer decision-making

processes and more innovative problem-solving capabilities (Hanif et al., 2022). Understanding how age diversity impacts employee performance in Public secondary Schools is essential for developing effective management strategies and policies that foster a productive and harmonious work environment (Appannah & Biggs, 2015).

Research indicates that age diversity can significantly influence Task accomplishment within organizations. Mixed-age teams often exhibit a balance between the energy and technological savvy of younger employees and the experience and institutional knowledge of older employees. In the context of secondary schools, this synergy can enhance the achievement of educational goals. For instance, older teachers might bring tried-and-tested teaching methodologies, while younger teachers could introduce innovative techniques and digital tools. However, the success of such diversity largely depends on the ability of school leadership to manage and integrate these diverse contributions effectively(Zhuwao et al., 2016).

Research suggests that age-diverse teams make more balanced decisions because they consider a broader spectrum of ideas and viewpoints, which can lead to more effective decision-making processes (Diversity, 2021). Diverse age groups contribute to a broader range of perspectives, which can lead to more comprehensive and robust decision-making. In secondary schools, this can manifest in improved curricular decisions, more effective student management strategies, and enhanced conflict resolution approaches. However, the presence of age diversity alone does not guarantee better decisions. It requires an inclusive culture where all age groups feel valued and heard. Leadership plays a crucial role in fostering such an environment by promoting open communication and mutual respect (Syakhroza et al., 2021).

Some studies suggest that age diversity can enhance productivity by combining the strengths of different age groups. In secondary schools, the diverse skills and knowledge of teachers from various age cohorts can lead to more effective teaching and a more dynamic educational environment. However, age diversity can also pose challenges, such as potential intergenerational conflicts and varying work styles, which can hinder productivity if not managed properly (Paul & Jr, 2024).

Therefore, age diversity holds significant potential to enhance employee performance in Public secondary Schools through improved Task accomplishment, decision making, and productivity. However, realizing these benefits requires effective management of age diversity, future research is highly needed to explore the impacts of age diversity in educational settings, considering the unique challenges and opportunities presented by the diverse age groups within

school faculties. Policymakers and school administrators should prioritize strategies that foster an inclusive culture and provide ongoing support for diversity initiatives to maximize the potential of age-diverse teams (Yang & Matz-costa, 2018). This calls for this study.

2.3 Employee performance

2.3.1 Task accomplishment

Task accomplishment refers to the extent to which individuals or teams meet their objectives and perform their assigned duties effectively (Sun et al., 2017). In the context of secondary schools, task accomplishment is crucial for both academic and administrative staff, as it directly impacts student outcomes and institutional effectiveness. Research indicates that various factors influence task accomplishment, including individual characteristics such as age, gender, and ethnicity, as well as organizational elements like leadership style and training programs (Sun et al., 2017).

Education plays a critical role in shaping employee performance within organizational settings. The significance of servant leadership and religiosity as predictors of employee performance in the education sector emphasizes how leaders' commitment to serving their subordinates and the influence of religiosity positively impact employee performance by fostering a conducive work environment and enhancing employee morale and motivation (Abbasi et al., 2021; Altassan, 2024).

The study on the influence of servant leadership and religiosity on employee performance in the education sector highlighted how leaders' servant-like behavior and employees' religiosity positively correlated with enhanced performance levels. Servant leadership fosters a supportive work environment, emphasizing the growth and development of employees, while religiosity instills a sense of purpose and commitment, ultimately contributing to Task accomplishment (Abbasi et al., 2021).

Another study to examine the effect of employee training on job performance in the education sector of Pakistan highlighted a significant positive relationship between training programs and employee performance. Effective training equips employees with the necessary skills and knowledge to perform their tasks efficiently, thereby contributing to task accomplishment (Sohail et al., 2019).

Lastly on Task accomplishment, (Decramer et al., 2013) made a study on the relationship between employee performance management culture and system features in higher education. Their study revealed that a conducive performance management culture, coupled with well-designed performance management systems, positively influenced employee satisfaction and performance. Clear performance expectations and feedback mechanisms facilitate goal alignment and performance improvement (Decramer et al., 2013).

2.3.2. Decision making

A study that investigated the impact of employee involvement in decision making on organizational performance found out that active participation in decision-making processes positively correlated with improved employee performance. When employees are engaged in decision-making, they feel a sense of ownership and responsibility, leading to higher motivation levels and increased efforts towards goal attainment (Akpakip, 2017).

The manner in which decisions are made within organizational contexts significantly impacts employee motivation, engagement, and ultimately, performance outcomes. Akpakip, (2017) investigated the effect of employee involvement in decision-making processes on worker satisfaction and performance. Their study reveals a positive correlation between participative decision-making and enhanced performance levels, as employees who are actively engaged in the decision-making process demonstrate higher levels of commitment, ownership, and job satisfaction.

Another study that examined the determinants of employee performance through management decision-making processes by (Inegbedion et al., 2020) underscores the critical role of effective decision-making in driving performance improvements within organizations. By making informed and strategic decisions, managers can align organizational goals with employee capabilities, resources, and expectations, thereby optimizing performance outcomes and achieving sustainable competitive advantage (Inegbedion et al., 2020).

The research to explore the effect of employee participation in decision-making on the performance of small and medium enterprises (SMEs) demonstrates that participatory decision-making processes positively impact productivity and performance by fostering a culture of collaboration, teamwork, and innovation. By involving employees in the decision-making process, organizations can leverage their diverse perspectives, insights, and expertise to identify opportunities for improvement and implement effective solutions (Ojokuku & Sajuyigbe, 2014).

A study on the impact of managerial decision-making on employee motivation in manufacturing companies emphasizes the importance of inclusive decision-making practices in fostering a supportive work environment where employees feel valued, respected, and empowered to contribute their ideas and perspectives. This, in turn, enhances employee motivation, job satisfaction, and overall performance outcomes (Habanik et al., 2020).

2.3.3 Work productivity

Productivity serves as a key determinant of employee performance, with organizational initiatives aimed at enhancing productivity yielding significant performance benefits. Omolo & Mose, (2019) propose a fuzzy approach to employee performance evaluation, highlighting the importance of productivity measures in assessing performance outcomes. Their study emphasizes the need for organizations to adopt comprehensive performance evaluation frameworks that capture both quantitative and qualitative aspects of employee productivity.
Research provides further insights into the relationship between education and employee performance by examining the influence of education, training, experience, and work discipline. For example Rivaldo & Nabella, (2023) findings suggest a strong positive association between these factors, indicating that investments in employee education and training programs, coupled with work discipline, lead to improved performance outcomes. This emphasizes the importance of continuous learning and skill development in enhancing employee effectiveness and productivity.

Another study reveals that higher levels of education tend to positively impact performance outcomes, as individuals with advanced education levels possess enhanced cognitive abilities, problem-solving skills, and analytical capabilities, which are crucial for performing complex job tasks effectively thus achieving productivity (Juliani & Windu, 2017)

While studying the role of employee training in improving job performance within the education sector. Amin et al., (2013)demonstrates that targeted training programs tailored to the specific needs of employees lead to significant improvements in performance levels. By equipping employees with the necessary knowledge, skills, and competencies, organizations can enhance their capacity to meet job demands and achieve optimal performance outcomes.

A study on proposed framework linking quality management systems, employee satisfaction, and productivity emphasizes the interconnectedness of these factors in driving employee performance outcomes. By implementing robust quality management systems, fostering a

supportive work environment, and prioritizing employee satisfaction, organizations can enhance productivity levels, boost employee morale, and ultimately, achieve superior performance outcomes (Othman, 2020).

2.4 Human resource factors

2.4.1 Leadership Style

Effective leadership and management practices are critical for driving employee performance and organizational success (Atatsi et al., 2021). Transformational leadership styles characterized by vision, charisma, inspiration, and intellectual stimulation have been shown to positively impact employee motivation, engagement, and performance (Aldoseri & Almaamari, 2020). Supportive management practices, such as providing clear direction, constructive feedback, and opportunities for skill development, contribute to employee empowerment, autonomy, and performance (Darmawan et al., 2020).

2.4.2 Training and development

Investments in employee training and development are essential for enhancing performance outcomes (Mesiya, 2019). Continuous learning and skill development enable employees to adapt to changing job requirements, improve job performance, and contribute to organizational effectiveness (Pawirosumarto et al., 2020). Training programs that focus on enhancing technical, interpersonal, and leadership skills are particularly valuable in equipping employees with the competencies needed to excel in their roles.

2.5 The Literature gap

Despite the extensive literature on managing diversity and employee performance, several gaps remain, particularly in the context of Public secondary Schools in Gulu city. Most studies have focused on corporate settings, overlooking the uniqueness within educational institutions (Gee & Nahm, 2023; Roberson, 2019; Roberson & Bell, 2023; Wambui & Jackson, 2013). Research highlights the importance of age, gender, and ethnicity in shaping workplace interactions and outcomes, yet there are few studies on how these diversity factors specifically influence the performance of educators in secondary schools. Additionally, while the impact of diversity on student outcomes has been studied (Dee, 2005), the correlation between managing diversity and employee performance in educational settings remains under researched. Thus, there is a need to understand how managing diversity at various levels affects teachers' Task accomplishment, decision-making, and productivity in Gulu city's Public secondary schools.

The existing body of literature on employee performance predominantly focuses on business sectors, with an emphasis on measurable outputs such as sales and profitability (Gee & Nahm, 2023). In the educational sector, performance metrics such as Task accomplishment, decision-making, and productivity are less straightforward and more subjective (Ingersoll & Ingersoll, 2001). Robinson, (2017) suggest that Task accomplishment in schools can be influenced by various factors, including organizational culture and teacher motivation. However, specific research linking these performance aspects to diversity management practices in Public secondary Schools is scant. There is a gap in understanding how diversity influences decision-making processes among teaching staff and how it affects their overall productivity. This gap is particularly pronounced in the context of Gulu city, where the cultural and socio-economic environment presents unique challenges and opportunities for diversity management.

Human resource factors such as leadership style and training and development are critical for fostering an inclusive workplace (Alghazo & Shaiban, 2016; Ngalo et al., 2023). While there is substantial literature on the impact of transformational and transactional leadership styles on employee performance, their effectiveness in the context of managing diversity in Public secondary Schools is less understood. Research by (Chinyere, 2022) suggests that training and development can enhance awareness and sensitivity among employees, yet there is limited evidence on its long-term impact on performance metrics within schools. Furthermore, the role of leadership in facilitating or hindering the effectiveness of training and development remains an underexplored area. In Gulu city's secondary schools, where leadership styles and training programs may differ significantly from those in more urbanized settings, understanding these factors is crucial. Addressing these gaps will provide knowledgeable opinions on how human resource practices can be applied to improve diversity management and employee performance in this unique educational context.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methodology used in data collection, including techniques and procedures aligned with the objectives and research questions of the study. It specified the research design, study population, sample size, sampling techniques, data collection methods and instruments, validity and reliability of research instruments, data collection procedures, data analysis, and ethical considerations.

3.1 Research design

The study employed a cross-sectional survey design, adopting both qualitative and quantitative methodologies. This research design was chosen due to its suitability for collecting data at a single point in time and its cost-effectiveness compared to longitudinal designs (Neumann, 2003). Cross-sectional research served exploratory, descriptive, and explanatory purposes. The study incorporated both qualitative and quantitative approaches. According to Creswell et al. (2003), qualitative research helped provide an in-depth understanding of the problem under investigation, while quantitative research was used to describe current conditions and explore relationships, including causal effects. Furthermore, the quantitative approach assisted in answering questions related to the current state of the subject under study.

3.2 Area of study

Study area is referred to as the geographic place where the study has been carried out (Kothari, 2004). For the case of this study, Schools in Gulu city were selected. This is because Gulu City is the largest urban center in Northern Uganda and it is a home to a diverse population. Its public secondary schools were experiencing inefficient service delivery, often constrained by unrealized employee performance targets due to unidentified diversities. This situation stemmed from its recent elevation from the greater Gulu District, which had previously consisted of most districts in Northern Uganda (Gulu City Education Office, 2024). Therefore, Gulu City provided a relevant and rich context for this study.

3.3 Study population

In research, the term population refers to the unit of inquiry/analysis from which the researcher arranges to collect data from and make useful analysis and generalization, (Keya et al., 1989). The target population of this study comprised of head teachers, deputy head teachers and teachers from all public secondary schools in Gulu City. In total, the number of targeted

participants was estimated at 284 individuals (Gulu City Education Office, 2024). This population was selected because these individuals were directly involved in educational processes and organizational operations where the impacts of staff diversity were most evident. Specifically, the study population included teachers, deputy head teachers and head teachers from the following public secondary schools: Gulu Army S.S (30), Gulu High S.S (39), Gulu S.S (63), Pece S.S (17), Sacred Heart S.S (48), Sir Samuel Baker S.S (38), and St. Joseph's College Layibi (49).

3.4 Inclusion and exclusion criteria

3.4.1 Inclusion criteria

The inclusion criteria were only the teachers, deputy head teachers, and head teachers who had worked in the selected public secondary schools for at least one year and were willing to participate in the study. Creswell discussed the importance of defining inclusion criteria to ensure the study's population was appropriate for addressing research questions. This reference was widely respected and offered methodological clarity. (Creswell et al., 2019).

3.4.2 Exclusion criteria

The exclusion criteria were supporting staff, students, and individuals who were not directly involved in teaching or school administration. This exclusion criterion provided a solid foundation for excluding non-teaching or administrative staff, ensuring the focus was on employees directly involved in school performance (C. R. Kothari, 2004).

Head teachers, deputy head teachers and teachers who could not provide informed consent due to intellectual disabilities or other limitations were excluded (Creswell et al., 2019). Creswell et al. (2019) covered ethical issues in research, including informed consent and participant exclusion criteria. It offered guidance on handling such situations with respect and thoroughness, making it a valuable resource for ensuring ethical standards in research involving vulnerable populations.

3.5 Sampling

3.5.1 Sample size

Sample size refers to the number of items selected from the universe to constitute a sample (C. R. Kothari, 2004; Wanjala et al., 2017). Out of the 284 teachers in the seven public secondary

schools within Gulu City, the study sample consisted of a total of 173 study units. The selected sample was distributed among teachers, headteachers, and deputy headteachers within the different public secondary schools in Gulu City. The categories of respondents were as broken down in the table below.

Table 3.1: Showing Category of respondents, accessible population, sample size and Sampling Technique.

Table 3.1: Showing Category of respondents, accessible population, sample size and Sampling Technique.

Category of Respondents	Study Population	Sample size	Sampling Technique
Head teachers and Deputy Headteachers	14	14	Purposive Sampling.
Teachers	270	159	Simple Random Sampling.
Total	**284**	**173**	

Source: (Researcher's Proposed Sample, 2024)

Explanation

The researcher had a sample of 173 respondents, with 14 of them being headteachers and deputy head teachers while 159 teachers. All the calculations were guided by the Krejcie and Morgan Table (1970).

3.5.2 Sampling techniques

Sampling procedures involve the techniques to which the sample is drawn from the population (Wanjala et al., 2017). Both purposive sampling and simple random sampling techniques were used to guide the researcher in selecting respondents. Purposive sampling was used to obtain information from the 7 headteachers and 7 deputy headteachers. The rationale for selecting these individuals was their knowledge of the nature and type of diversity present at the institution. In simple random sampling, also known as chance sampling or probability sampling, each item in the population had an equal chance of inclusion in the sample, and each possible sample, in the case of a finite universe, had the same probability of being selected (Kothari & Sagar, 2008). The researcher used this technique to select 159 teachers within the

public secondary schools in Gulu City to participate in the study. However, 152 participated in the study as indicated in the table 3.2 below.

Table 3.2: Response rate

Category	Sample size	Actual size	Response rate
Headteachers and Deputy Headteachers	14	14	100%
Teachers	159	152	95.6%
Total	**173**	**166**	95.95%

The response rate table presents data on the participation of selected respondents in a study. Out of a total sample size of 173 individuals, 166 actually responded, resulting in an overall response rate of 95.95%. All 14 headteachers and deputy headteachers responded, achieving a perfect response rate of 100%. Among the 159 teachers sampled, 152 participated, yielding a high response rate of 95.6%. This indicates a strong level of engagement and reliability in the data collected for the study.

3.6 Data collection source

3.6.1 Primary data

Primary data are gathered by researchers and usually done by survey research or case study. Primary Data is the data collected by the researcher himself / herself or by research assistants from the field for the purpose of answering research questions on specific objectives. Primary sources included original facts from the field, presented in their original form (McCrea et al., 2011). Interview and questionnaire guides were filled out during the primary data collection. The researcher then aggregated the responses to provide the results of the study.

3.6.2 Secondary data

Secondary data referred to data that had been collected and recorded by someone else and was readily available from other sources. In this research, different documents were reviewed, such as teachers' personal files to examine gender, age, and educational level of the respondents. Publications from secondary sources, including dissertations, publications, journals, and the internet, were also reviewed as secondary data to obtain relevant and supporting literature (Adams et al., 2012).

3.7 Data collection methods and instruments

Structured questionnaires and interview method were used for this study.

3.7.1 Survey questionnaire method

Questionnaires are one of most commonly used tools in surveys. In this study, a structured questionnaire was utilized more specifically self-administered Questionnaire Method. Questionnaires as a method are ideal for saving time, are cost effective and provide room for high response rate (Creswell et al., 2019). The first research instrument used in this study was questionnaires, which were administered to all respondents.

3.7.2 Interview method

The interview method was a commonly used data collection methodology in research that involved direct interaction between the interviewer and the respondent. In this interview method, the researcher conducted face-to-face questions with participants and recorded their responses, allowing for an in-depth study of the participants' experiences, opinions, and insights on the main constructs in the study.

3.8. Data collection instruments

This study utilized both questionnaires and an interview guide.

3.8.1 Questionnaires

The study considered a closed ended questionnaire. This questionnaire is to be self-administered, comprising of section A to B based on Linkert scale. Each of the constructs had five statements. It was answered by respondents in the category of teachers in selected public

3.8.2 Interview guide

A face to face interview with the Headteachers and Deputy Headteachers was conducted in the selected public secondary schools in Gulu city.

3.9 Data quality control

For every research study, the quality of data is very important. This is through ensuring validity and reliability of study of instruments (Yin et al., 2014).

3.9.1 Validity

Validity refers to the best available approximation to the truth or falsity of a given inference (Barron & Yost, 2008). The validity of a measurement tool is also considered as the degree to which the tool measures what it claims to measure (Amin et al., 2013). For the instruments to yield relevant and correct data, they were given to two lecturers and four other experts who were conversant with the study area to comment on the ambiguity, difficulty, and relevance of the questions. This was done to ensure construct, content, and face validity.

The researcher used clear language and instructions in the questionnaire, appropriate for the respondents. Questions were phrased to ensure consistency in the responses of the participants. The researcher ensured that the respondents who participated in the study were informed and knowledgeable about the study, which helped ensure the reliability of the findings. The validity of the questionnaire was determined by presenting it to experts and professionals in research to review the questions and assess whether they could capture the intended responses, including the researcher's supervisors. The relevant items were recorded, and the average number of relevant items considered suitable by all judges was noted. A Content Validity Index (CVI) was calculated to establish the validity of the research instrument. The researcher used the following formula to establish the validity of the research instruments as shown below.

$$\text{Content validity Index (CVI)} = \frac{\text{Total number of items rated relevant}}{\text{Total number of all items}}$$

The computation of CVI is as presented in the table below:

Table 3.3: Content validity index

Experts	Computations	CVI
Expert 1	42/47	0.89
Expert 2	45/47	0.95

3.9.2 Reliability

Reliability is the extent to which an instrument generates consistent results over time (Creswell et al., 2019). Reliability is concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately time (Creswell et al., 2019). It involved an instrument yielding the same or compatible results in different clinical experiments or statistical trials. To ensure the degree to

which the instruments would produce consistent results if used under the same conditions, a pilot study was conducted with 20 respondents, and the results were subjected to Cronbach's alpha reliability test. If the Cronbach's alpha was above 0.70, as recommended by Nunnally, cited by Kent (2001), the instrument would be considered reliable for collecting data.

The reliability was tested using SPSS and the result was at .970, which was above the minimum 070 hence the reliability of the data.

3.9.3 Measurement of variables

The study variables were measured using constructs adapted from existing studies that used similar constructs and modified to match the context of Uganda. The independent variable, which is managing staff diversity, was measured in terms of ethnicity, gender, and age. The dependent variable, which is employee performance, was measured in terms of task accomplishment, decision-making, and work productivity. Finally, the intervening variables, which are human resource factors, were measured in terms of leadership style and training and development.

3.10 Data collection procedure

The researcher obtained a letter from Gulu University after successfully completing the report writing, granting permission to go to the field. An acceptance letter from the City Town Clerk and the City Principal Education Officer was also obtained, along with clearance from the different school administrations. Subsequently, the researcher made appointments with the respondents to schedule a suitable time for both parties to meet and exchange information regarding the topic under investigation. The researcher then presented the letters to the respective respondents in the different public secondary schools within the city and collected the required information from them.

3.11 Method of data analysis

Data analysis as per (Khalid et al., 2012) is an application of scientific method in order to understand and interpret the data that have been collected in the research. Data was analyzed using Pearson's correlation with the help of a statistical software called SPSS.

3.12 Ethical considerations

The researcher obtained an introductory letter from the Dean of the Faculty of Business and Development Studies at Gulu University, which introduced the researcher to the City. An acceptance letter from the City Town Clerk and the City Principal Education Officer was also

obtained. In additionally, clearance was sought from the different school administrations of the public secondary schools in Gulu City.

Secondly, a clear introduction and elaboration of the objectives of the study were provided to every respondent before engaging with them.

Thirdly, each selected respondent was informed that participation would be voluntary, and only those willing to provide verbal and written consent would take part in the study. Respondents were not motivated by money or other incentives for their participation.

Confidentiality of data provided by individuals was maintained throughout the research. The names of respondents were not included in the data collection instruments. The researcher also ensured the privacy of each respondent when they provided information, and no respondent was forced to provide any information. All research tools containing respondents' identities were securely stored to prevent any harm to the respondents.

3.13 Limitations and delimitations of the study

Data collection challenges: Data collection in schools was complex due to several challenges, including issues related to data privacy, access, and the cooperation of schools and employees. Some individuals were reluctant to participate or provide honest responses due to concerns about potential repercussions. To address this, the researcher clearly explained the purpose of the study to the respondents, while limiting the types of data sources (e.g., surveys, interviews, and secondary data) to those that were easily accessible and reliable.

Response bias: Participants responded differently based on their own backgrounds, which introduced bias into the findings. Some individuals had personal biases or preferences that influenced their views on diversity, while others provided responses they believed were socially desirable, potentially masking their true feelings or experiences. To reduce response bias, the researcher emphasized the anonymity and confidentiality of responses.

Language and cultural barriers: The research was conducted in a diverse cultural context, and language or cultural differences affected communication and understanding, leading to potential misinterpretation of responses. Since the research was primarily conducted in secondary schools, English was the official language. In addition, the use of translators was considered, if required, to ensure clear communication and understanding.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the data analysis, presentation, and interpretation of the findings of the study based on the research objectives, which were: to describe the level of staff diversity in the public secondary schools in Gulu city; to establish the status of employee performance in public secondary schools in Gulu city; to examine the relationship between managing staff diversity and employee performance in public secondary schools in Gulu city; and to analyze the moderating effect of human resource factors on the relationship between staff diversity and employee performance in public secondary schools in Gulu city. The chapter also presents the background information of the respondents.

4.1 Background Information of Respondents

The background information of the respondents consisted of their sex, age, marital status, level of education, position in the school, and duration of service in the respective public secondary schools in Gulu City, as presented in the section below.

Table 4.1: Background Information of respondents

Variable	Category	Frequency	Percent (%)
Gender of respondents	Male	118	71.1
	Female	48	28.9
	Total	166	100.0
Age of respondents	18-25	24	14.5
	26-33	71	42.8
	34-41	30	18.1
	42-49	26	15.7
	50-57	10	6.0
	58-Above	5	3.0
	Total	166	100.0
Education level	O level	1	0.6
	A level	3	1.8
	Diploma	18	10.8
	Degree	122	73.5
	2nd Degree	20	12.0
	Ph.D.	2	1.2
	Total	166	100.0
Position in the school	Head of Department	33	19.9
	Class Teacher	64	38.6
	Teacher	67	40.4
	Senior Woman Teacher	2	1.2
	Total	166	100.0
Work experience	1-5 years	61	36.7
	5-10 years	47	28.3
	11-20 years	37	22.3
	21-30 years	13	7.8
	More than 30 years	8	4.8
	Total	166	100.0

Source: primary data, 2024

Data from the gender distribution shows that 71.1% of the respondents were male, while 28.9% were female. This indicates a significant gender disparity among staff in public secondary schools in Gulu City, with males being more dominant. This imbalance may influence decision-making and team dynamics, potentially affecting how diversity is managed in these institutions. It highlights the need for initiatives to promote gender balance for inclusive participation and equitable opportunities within the schools.

The majority of respondents (42.8%) were aged between 26-33 years, followed by 18.1% aged 34-41 years and 15.7% aged 42-49 years. Only 3.0% were 58 years and above. The dominance of younger staff suggests a relatively youthful workforce in Gulu City's public secondary schools. This may bring energy and innovation but also points to the importance of creating mentorship opportunities with older, more experienced colleagues to enhance performance and manage generational diversity effectively.

Findings revealed that majority of respondents hold a degree (73.5%), followed by 2nd degree holders (12.0%) and diploma holders (10.8%). Only a small percentage had O-level (0.6%) or A-level (1.8%) qualifications, while Ph.D. holders made up 1.2%. This implies that the staff in public secondary schools in Gulu City is highly educated, which may positively influence their understanding and implementation of diversity management strategies to enhance employee performance.

The largest group of respondents (40.4%) were teachers, followed by 38.6% class teachers and 19.9% heads of departments. Senior woman teachers made up a small proportion (1.2%). This distribution reflects a typical school hierarchy where the majority are generally teachers. The low representation of senior woman teachers suggests potential gender gaps in leadership roles, calling for interventions to address gender equity in leadership and enhance diversity management in schools.

The majority of respondents (36.7%) had 1-5 years of experience, while 28.3% had 5-10 years and 22.3% had 11-20 years. Only 4.8% had more than 30 years of experience. This implies that most staff are relatively early in their careers, which may present opportunities for introducing diversity management initiatives to shape their performance and professional growth.

4.2 The level of staff diversity in the public secondary schools in Gulu city.

This section comprised the level of staff diversity in the public secondary schools in Gulu city. The concept of diversity in this context involved three key dimensions: ethnicity, gender, and age. The findings were analyzed in the form of percentages, as presented in the tables below.

4.2.1 Ethnic diversity

Table 4.2: Ethnic diversity

Ethnic Diversity	SD	D	SD+D	N	A	SA	A+SA
Our school staff includes members from diverse ethnic backgrounds.	3.0%	3.6%	6.6%	9.6%	42.8%	41.0%	83.8%
The policies in my school ensure equal opportunities for professional growth regardless of ethnic background.	2.4%	7.8%	10.2%	12.0%	52.4%	25.3%	77.7%
I feel supported and valued regardless of my ethnic heritage.	0.6%	6.6%	7.2%	12.0%	58.4%	22.3%	80.7%
The leadership in our school actively seeks input from staff of diverse ethnic backgrounds in decision-making processes.	4.8%	8.4%	13.2%	10.2%	60.8%	15.7%	76.5%
Our staff members respect and appreciate the cultural differences among colleagues.	2.4%	6.6%	9.0%	12.7%	54.2%	24.1%	78.3%
Average	**2.64%**	**6.60%**	**9.24%**	**11.30%**	**53.72%**	**25.68%**	**79.40%**

Source: Field data, 2024

The analysis of the data on ethnic diversity in public secondary schools in Gulu City reveals a relatively high level of agreement among respondents regarding the presence and management of ethnic diversity. The survey results indicate that 83.8% of respondents agreed that their school staff includes members from diverse ethnic backgrounds, making it the highest-rated statement.

Findings further reveled that, 80.7% of respondents feel supported and valued regardless of their ethnic heritage, reflecting a positive perception of inclusivity. Furthermore, 78.3% of staff members agree that cultural differences among colleagues are respected and appreciated. On

average, 79.40% of respondents agree or strongly agree with the statements regarding ethnic diversity, suggesting a general consensus that diversity is well-managed and valued in the schools.

The qualitative analysis of data on ethnic diversity in public secondary schools in Gulu City highlights a strong appreciation for inclusive policies and practices. The data from interviews reflect that respondents recognize efforts by school leadership to foster an ethnically diverse and inclusive environment. This was echoed in an interview where a participant stated:

> *"Our school has a diverse teaching staff, and everyone is treated fairly regardless of where they come from. We work together as a team, and the administration ensures that all voices are heard."(KII, HT01, Nov, 2024).*

This statement illustrates how school policies and leadership practices contribute to a culture of inclusivity and teamwork that contributes to learner's academic performance.

Another participant remarked:

> *"Our school celebrates cultural diversity through different activities like cultural day that is celebrated in term two every year. This has strengthened our relationships as colleagues and helped us understand and appreciate each other's backgrounds.."(KII, HT01, Nov, 2024)*

This feedback underscores the importance of diversity initiatives in strengthening professional relationships and enhancing workplace harmony.

In summary, the qualitative analysis of data on ethnic diversity in public secondary schools in Gulu City reveals a strong endorsement of inclusive practices by respondents. The findings suggest that ethnic diversity is not only acknowledged but actively managed to create an equitable and harmonious work environment. The combination of survey data and qualitative insights indicates that diversity in public secondary schools is perceived as a valuable asset that enhances teamwork, cultural appreciation, and overall staff cohesion.

4.2.2 Gender diversity

The analysis of gender diversity in public secondary schools in Gulu City focuses on the representation of male and female employees, professional opportunities, and policies on gender inclusivity. The table below presents the findings.

Table 4.3: Gender Diversity

Gender Diversity	SD	D	SD+D	NS	A	SA	A+SA
Our school staff includes a balanced representation of both male and female employees.	0.0%	15.7%	15.7%	15.7%	46.4%	22.3%	68.7%
I feel that my gender identity does not hinder my professional opportunities.	2.4%	3.6%	6.0%	15.7%	52.4%	25.9%	78.3%
Policies are in place to prevent discrimination based on gender in our school.	1.8%	13.3%	15.1%	18.7%	51.2%	15.1%	66.3%
The leadership in our school actively encourages gender inclusivity in all aspects of school operations.	1.8%	6.0%	7.8%	17.5%	53.6%	21.1%	74.7%
Gender diversity is valued and promoted within our school's hiring and promotion practices.	3.0%	7.8%	10.8%	19.9%	51.2%	18.1%	69.3%
Average	**1.80%**	**9.28%**	**11.08%**	**17.50%**	**50.96%**	**20.50%**	**71.46%**

Source: Field data, 2024

The analysis of gender diversity in public secondary schools in Gulu City indicates a general perception of inclusivity among staff members. The survey results show that 78.3% of respondents agree or strongly agree that their gender identity does not hinder professional opportunities, reflecting a positive view of gender equity in career progression. In addition, 74.7% believe that leadership actively encourages gender inclusivity in school operations, reinforcing the perception of equitable policies in place.

A significant proportion, 68.7%, agree that their schools have a balanced representation of male and female employees, although 15.7% remain uncertain about this aspect. Furthermore, 66.3% of respondents affirm that policies are in place to prevent gender-based discrimination, yet a notable 15.1% express disagreement, suggesting areas for improvement in policy implementation. The average agreement level (A+SA) for gender diversity across all indicators stands at 71.46%, indicating a generally positive assessment of gender inclusivity in public secondary schools in Gulu City.

The qualitative analysis further supports these findings, with respondents acknowledging efforts to create an inclusive work environment.

One participant remarked:

> "*The school ensures that both male and female teachers are given equal opportunities to participate in leadership roles and professional development programs" ."(KII, HT02, Nov, 2024).*

The findings revealed that gender diversity has encouraged a more balanced and supportive working environment that is key for performance.

Another respondent emphasized the role of leadership in fostering gender inclusivity:" as she noted that:

> "*The school leaders actively promote gender balance in staff recruitment and promotions. They recognize that both men and women bring unique strengths to the institution, which contributes to overall school performance" (KII, HT03, Nov, 2024).*

This implies that school leaders prioritize gender balance in hiring and promotions, valuing the diverse contributions of both men and women to enhance overall performance.

In summary, the findings indicate that gender diversity is largely valued and supported within public secondary schools in Gulu City. However, there is room for improvement, particularly in ensuring equitable opportunities for leadership and addressing lingering biases in professional advancement.

4.2.3 Age diversity

The third aspect under managing diversity focused on age diversity and the findings were presented as below.

Table 4.4: Age diversity

Age Diversity	SD	D	SD+D	NS	A	SA	A+SA
Our school staff comprises individuals from various age groups.	2.4%	4.8%	7.2%	13.3%	47.6%	31.9%	79.5%
Our staff members of different ages feel valued and respected for their contributions.	0.6%	9.0%	9.6%	16.9%	51.8%	21.7%	73.5%
Policies ensure fair treatment and equal opportunities for career advancement regardless of age in our school.	1.8%	9.6%	11.4%	19.9%	44.6%	24.1%	68.7%
Our leadership values the wisdom and innovation that different age groups bring to the school's educational mission.	1.8%	5.4%	7.2%	12.7%	62.0%	18.1%	80.1%
Our school provides professional development opportunities that cater to the needs of staff members at different career stages.	2.4%	10.8%	13.2%	16.3%	53.0%	17.5%	70.5%
Average	**1.80%**	**7.92%**	**9.72%**	**15.82%**	**51.80%**	**22.66%**	**74.46%**

Source: Field data, 2024

The findings indicate that 80.1% of respondents agreed that school leadership appreciates the wisdom and innovation contributed by different age groups in the school environment. The findings were emphasized by one of the deputy headteachers, who noted that:

> *"To promote innovation among staff, the school administration promotes both older and young staff equally to ensure that all staff members feel valued and motivated" (KII, HT03, Nov, 2024).*

The findings implied that the school administration in different secondary Schools in Gulu City as a strategy by promoting both older and younger staff equally, the administration seeks to create a balanced and fair work environment where every staff member, regardless of age, feels recognized and encouraged to contribute.

In addition, findings indicated that 79.5% acknowledge that their schools have a diverse age representation among staff, while 73.5% feel that staff members of different ages are valued and respected. Policies ensuring fair treatment regardless of age received 68.7% agreement, and 70.5% of respondents affirmed that professional development opportunities cater to all career stages. The overall agreement level of 74.46% suggests that age diversity is well embraced in the schools.

This was further emphasized by key informants from the interviews, where one of the Headteachers noted that perception:

> *"Our school leadership understands that both experienced and younger teachers bring unique strengths, the experienced staff provide mentorship, while younger staff introduce fresh idea and, creating a vibrant learning environment" (KII, HT04, Nov, 2024).*

The findings indicated that age diversity encourages mentorship, collaboration, and professional development, leading to improved teaching practices, staff retention, and a more dynamic and effective learning environment for students.

In summary, the findings indicated that that age diversity in public secondary schools in Gulu City is not only acknowledged but also actively supported through policies and leadership initiatives, fostering an inclusive and balanced work environment.

4.3 The status of employee performance in public secondary school

The analysis of employee performance in public secondary schools in Gulu City was assessed based on task accomplishment, decision-making, and work quality. The findings are presented in the sections below.

4.3.1 Task accomplishment

Table 4.5: Task Accomplishment

Task Accomplishment	SD	D	SD+D	NS	A	SA	A+SA
Our School staff members are clear about their individual tasks and objectives.	0.6%	7.2%	7.8%	12.7%	60.8%	18.7%	79.5%
Our school provides adequate resources and support for staff to achieve their daily tasks.	3.6%	17.5%	21.1%	10.8%	54.8%	13.3%	68.1%
I feel like the goals set by staff align with the overall mission and vision of our school.	3.0%	7.2%	10.2%	19.3%	60.8%	9.6%	70.4%
Our school acknowledges and celebrates staff achievements and milestones.	2.4%	12.0%	14.4%	17.5%	51.2%	16.9%	68.1%
Our Staff members receive constructive feedback to help them track their progress towards tasks.	4.2%	7.8%	12.0%	20.5%	53.6%	13.9%	67.5%
Average	**2.76%**	**10.34%**	**13.10%**	**16.16%**	**56.24%**	**14.48%**	**70.72%**

Source: Primary data, 2024

The findings presented in the table 4.5 indicates that a significant proportion of respondents acknowledge clarity in task expectations, with 79.5% agreeing that school staff members understand their individual tasks and objectives that increases their level of performance. This was affirmed by one of the Headteachers who noted that:

> *"The school ensures that all teachers understand their roles to play which helps in effective service delivery. However, sometimes we lack the necessary resources to perform optimally"(KII, HT03, Nov, 2024).*

The findings implies that clarity in roles played by teachers at school is a key factor in enhancing staff performance in that when teachers clearly understand their roles, they are more likely to work efficiently and contribute positively to the institution's goals.

In addition 70.4% of respondents believe that the goals set by staff align with the overall mission and vision of the school, highlighting a strategic approach to task execution. However, other respondents 68.1% feel that their school provides adequate resources and support for staff to achieve their daily tasks, suggesting that resource allocation may still pose challenges.

Furthermore, 68.1% of respondents agree or strongly agree that the school acknowledges and celebrates staff achievements and milestones in academics. This is in line with one of the Deputy Headteachers in charge of academic affairs whose affirmed that:

> *"The school values outstanding performance by recognizing and rewarding the best teachers through certificates of appreciation, verbal recognition during staff meetings, and occasional small tokens of appreciation, which serve to motivate and encourage continued excellence" (KII, DHT01, Nov, 2024).*

The findings indicated that 67.5% of respondents believe they receive constructive feedback to monitor their progress. Overall, the average level of agreement across all statements related to task accomplishment was 70.7%, suggesting generally strong staff performance. However, the results also highlight areas for improvement, particularly in the provision of adequate resources and the effectiveness of feedback mechanisms.

4.3.2. Decision making

Table 4.6: Decision-making

Decision-Making	SD	D	SD+D	NS	A	SA	A+SA
Our School staff members feel involved in the decision-making processes that affect their work.	3.6%	12.7%	16.3%	21.1%	45.8%	16.9%	62.7%
Our school leadership considers diverse perspectives when making decisions.	3.6%	12.0%	15.6%	14.5%	55.4%	14.5%	69.9%
Our Staff members trust the decision-making process within the school.	3.0%	15.7%	18.7%	20.5%	48.2%	12.7%	60.9%
I feel like the decisions made align with the goals and values of our school community.	3.0%	5.4%	8.4%	21.7%	62.0%	7.8%	69.8%
There is a sense of collective responsibility and ownership among staff members in my school.	3.0%	9.0%	12.0%	13.9%	63.3%	10.8%	74.1%
Average	**3.24%**	**10.96%**	**14.20%**	**18.34%**	**54.94%**	**12.54%**	**67.48%**

Source: Primary data, 2024

Findings indicated that 62.7% of the respondents feel involved in decision-making processes, indicating a fairly high level of engagement.in addition, the perception that school leadership considers diverse perspectives when making decisions was particularly high, with 69.9% of staff agreeing with the statement. This was affirmed by respondent in the interview that:

> "*There's a real team effort when it comes to decision-making. We all contribute, and it feels like our input is valued. It's not just top-down; there's a sense that we're all working toward the same goals.*" *(KII, DHT02, Nov, 2024).*

The statement reflects a collaborative decision-making environment where all team members feel their input is appreciated. It highlights a shared commitment to common goals rather than a strictly hierarchical approach. In addition, findings on trust in the decision-making process was also high, with 60.9% of staff members expressing trust.

Aligning decisions with the goals and values of the school community garners strong agreement (69.8%), which reflects a solid alignment between leadership actions and the school's vision. In addition, there is a strong sense of collective responsibility, with 74.1% of respondents agreeing or strongly agreeing. This is a positive indicator of shared ownership and collaboration within the school.

On the same note, another respondent commented on the alignment of decisions with the school's values that:

> *"I strongly agree that most decisions made in the school are in line with our goals, but there are times when it feels like the leadership's priorities shift. Clearer explanations behind decisions would help us understand the bigger picture*." *(KII, HT04, Nov, 2024).*

This indicates a desire for more transparency and consistency in decision-making to reinforce the alignment with shared goals and values, this statement highlights the positive outcomes of involving staff in the decision-making process and underscores the importance of collective responsibility in fostering a collaborative environment.

In summary, while the school is generally perceived positively in terms of decision-making, both the quantitative and qualitative data suggest that more consistent communication, involvement, and transparency would enhance the decision-making process further, strengthening staff engagement and trust in leadership.

4.3.3 Work Productivity

The data and analysis presented in this section reflect work productivity as a critical aspect of staff performance within the public secondary school environment.

Table 4.7: Work Productivity

Work Productivity	SD	D	SD+D	NS	A	SA	A+SA
Our school supports a positive work environment that enhances productivity among staff.	1.8%	7.8%	9.6%	12.7%	57.2%	20.5%	77.7%
Our Staff members have clear expectations and goals that contribute to their productivity.	0.0%	8.4%	8.4%	17.5%	60.2%	13.9%	74.1%
Our school encourages collaboration and teamwork, which improves overall productivity.	0.0%	6.6%	6.6%	15.1%	59.0%	19.3%	78.3%
Our School staff members feel that they have the necessary resources and tools to be productive in their roles.	4.2%	13.9%	18.1%	12.7%	55.4%	13.9%	69.3%
There are processes in place to identify and address barriers to productivity within my school.	4.2%	9.6%	13.8%	20.5%	53.6%	12.0%	65.6%
Average	**2.04%**	**9.26%**	**11.30%**	**15.70%**	**57.08%**	**15.92%**	**73.00%**

Source: Primary data, 2024

The results indicate a strong perception of support for a positive work environment, with 77.7% of respondents agreeing or strongly agreeing that the school fosters a productive atmosphere. This suggests that the school has cultivated an environment conducive to work productivity. The majority of staff members (74.1%) also feel they have clear expectations and goals that contribute to their productivity, indicating a strong sense of direction and purpose in their roles.

Collaboration and teamwork are also highlighted as significant factors in enhancing productivity, with 78.3% of respondents affirming that these elements improve overall performance. This indicates that the school emphasizes teamwork as a key component of its productivity strategy. In addition, 69.3% of staff members feel that they have the necessary resources and tools to be productive. Findings on the school's ability to identify and address barriers to productivity recognized by 65.6% of respondents.

Another participant commented on the clarity of expectations:

> *"We know what's expected of us, which is great. The goals are clear, but there are occasions when we're given new priorities that aren't explained well. Clear communication around changing priorities would help us stay aligned and focused." (KII, HT02, Nov, 2024).*

This highlights the importance of transparent communication, especially when priorities shift, ensuring that staff can maintain productivity without confusion.

In summary, while the school's work environment, goal clarity, and teamwork are viewed positively by staff, there are areas for improvement, particularly in the provision of resources, clearer communication of changing priorities, and quicker resolution of productivity barriers.

4.4: The relationship between managing staff diversity and employee performance in Public secondary Schools in Gulu city.

Correlation coefficient was used to determine the relationship between managing staff diversity and employee performance in Public secondary Schools in Gulu city.

Table 4.8: Relationship between staff diversity and employee performance in public secondary schools in Gulu City

Correlations					
	Ethnic Diversity	**Gender Diversity**	**Age Diversity**	**Task Accomplishment**	**Decision Making**
Ethnic Diversity	1				
Gender Diversity	.638**	1			
Age Diversity	.712**	.662**	1		
Task Accomplishment	.590**	.635**	.531**	1	
Decision Making	.541**	.519**	.549**	.706**	1
Work Productivity	.461**	.504**	.500**	.611**	.624**

Source: Primary Data (2024)

The objective was to assess the level of employee performance in public secondary schools in Gulu City in terms of task accomplishment, decision making, and work productivity. The correlation results provide evidence on how the three dimensions of employee performance relate to the different dimensions of staff diversity.

Task accomplishment showed positive and statistically significant relationships with ethnic diversity ($r = .590$, $p < .01$), gender diversity ($r = .635$, $p < .01$), and age diversity ($r = .531$, $p < .01$). This indicates that the presence and management of diversity were associated with employees' ability to accomplish their assigned tasks. The strongest relationship was between gender diversity and task accomplishment ($r = .635$), followed by ethnic diversity ($r = .590$) and age diversity ($r = .531$). In addition, task accomplishment was strongly related to decision making ($r = .706$, $p < .01$) and work productivity ($r = .611$, $p < .01$).

Decision making also demonstrated positive and statistically significant relationships with ethnic diversity ($r = .541$, $p < .01$), gender diversity ($r = .519$, $p < .01$), and age diversity ($r = .549$, $p < .01$). This suggests that the different dimensions of staff diversity were associated with employees' decision-making performance. Among the three diversity dimensions, age

diversity had the strongest relationship with decision making (r = .549), followed by ethnic diversity (r = .541) and gender diversity (r = .519). Decision making also had a strong positive relationship with task accomplishment (r = .706) and work productivity (r = .624).

Work productivity was positively and significantly related to ethnic diversity (r = .461, p < .01), gender diversity (r = .504, p < .01), and age diversity (r = .500, p < .01). This indicates that staff diversity was associated with employees' productivity at work. Gender diversity had the strongest relationship with work productivity (r = .504), closely followed by age diversity (r = .500), while ethnic diversity had a comparatively lower relationship (r = .461). Work productivity was also strongly related to task accomplishment (r = .611) and decision making (r = .624).

Overall, the findings indicate that employee performance was positively associated with all three dimensions of staff diversity ethnic, gender, and age diversity. All the relationships were statistically significant at the 1% level (p < .01). Among the three dimensions of employee performance, task accomplishment had the strongest observed relationships with the staff diversity dimensions, particularly gender diversity (r = .635), while work productivity had the comparatively weaker relationship with ethnic diversity (r = .461).

However, because this table reports correlations rather than descriptive means, it is more appropriate to conclude that the results demonstrate significant positive associations rather than state the absolute "level" (low, moderate, or high) of employee performance. To establish the actual level of employee performance in Gulu City public secondary schools, the means and standard deviations for task accomplishment, decision making, and work productivity should also be presented.

4.5 The moderating effect of human resource factors on the relationship between staff diversity and employee performance in public secondary schools in Gulu City

The moderation analysis was conducted using Andrew F. Hayes Macro Process and the findings were in the table below.

Table 4.9: Model Summary for the Moderating Effect of HR Factors on the Relationship between Managing Diversity and Employee Performance.

Model	R	R^2	MSE	F	df1	df2	p-value
Moderation Model	0.82	0.68	0.13	113.84	3	162	<0.001

Key: R = multiple correlation coefficient; R^2 = coefficient of determination; MSE = mean squared error; F = F-statistic; df = degrees of freedom. The overall regression model was statistically significant at the 0.05 level.

The model produced a strong overall correlation (R = 0.82) between the predictors and employee performance. The model explained 68% of the variance in employee performance ($R^2 = 0.68$), while the remaining 32% was explained by factors outside the model. The overall regression model was statistically significant, $F(3, 162) = 113.84$, $p < 0.001$, indicating that the predictors jointly significantly explained variations in employee performance.

Table 4.10: Moderating Effect of HR Factors on the Relationship between Managing Diversity and Employee Performance

Predictor/Interaction	B (Coeff.)	SE	t	p-value	LLCI	ULCI
Constant	0.11	0.76	0.14	0.89	-1.40	1.62
Managing Diversity	0.40	0.21	1.95	0.05	-0.01	0.81
HR Factors	0.61	0.22	2.70	0.01	0.16	1.05
Managing Diversity × HR Factors	-0.02	0.06	-0.28	0.78	-0.13	0.10

Key: B = unstandardized regression coefficient; SE = standard error; LLCI = lower limit of the confidence interval; ULCI = upper limit of the confidence interval.

The interaction term represents the product of Managing Diversity × HR Factors. Significance was assessed at the 5% level. The moderation analysis examined whether HR factors significantly moderate the relationship between managing diversity and employee performance in public secondary schools in Gulu City. The results show that managing diversity had a

positive effect on employee performance (B = 0.40, p = 0.05), while HR factors also had a positive and statistically significant effect on employee performance (B = 0.61, p = 0.01).

However, the interaction between managing diversity and HR factors was not statistically significant (B = -0.02, p = 0.78, 95% CI [-0.13, 0.10). The confidence interval includes zero, further indicating that the interaction effect is not statistically significant. Therefore, HR factors did not significantly moderate the relationship between managing diversity and employee performance.

Thus, while managing diversity and HR factors independently showed positive relationship with employee performance, the findings indicate that HR factors did not significantly alter the strength or direction of the relationship between managing diversity and employee performance. The moderation hypothesis was therefore not supported.

CHAPTER FIVE
DISCUSSIONS

5.0 Introduction

This chapter presents a comprehensive discussion of the findings pertaining to staff diversity, employee performance, and the moderating role of human resource factors in public secondary schools in Gulu City. The discussion is organized in line with the research objectives and is compared with what previous researchers and scholars have documented regarding managing staff diversity and its effect on employee performance. Literature used in this chapter was derived from peer-reviewed journal articles, books, and published reports to support and critically evaluate the findings of the study.

5.1 Discussions

5.1.1 Managing diversity

The findings on ethnic, gender and age diversity in Gulu City public secondary schools can be explained using the Similarity/Attraction Theory developed by Byrne (1971)**,** which proposes that individuals tend to be attracted to and communicate more easily with people who share similar characteristics, values and backgrounds, while differences may create challenges in interaction and communication. Regarding ethnic diversity, the findings indicate that staff generally recognize the presence of diverse ethnic backgrounds, feel supported regardless of ethnicity and perceive respect for cultural differences, suggesting that ethnic diversity is managed within a relatively inclusive organizational environment.

This is consistent with Wysocki et al. (2020) and Otaye-Ebede (2018), who emphasize that effectively managed ethnic diversity can enhance team interaction, goal achievement and organizational performance. In the researcher's view, the positive findings in Gulu City public secondary schools suggest that although ethnic differences may create potential challenges in interaction as proposed by the Similarity/Attraction Theory, effective diversity management and an inclusive organizational environment can minimize such challenges and enable staff from different ethnic backgrounds to work together effectively.

The findings from Gulu City's public secondary schools strongly align with existing literature on ethnic diversity, indicating that these institutions are fostering a supportive and inclusive environment. Majority respondents recognized the presence of diverse ethnic backgrounds

among staff. In the other findings, respondents affirmed that their feeling supported regardless of ethnicity, the findings suggests a healthy organizational culture that appreciates diversity. This supports the perspectives of Wysocki et al. (2020) & Otaye-Ebede (2018), who emphasize that ethnic diversity, when managed well, enhances team dynamics, goal achievement, and organizational performance.

In addition, on respect for cultural differences, the findings suggested that inclusivity was not merely symbolic but embedded in everyday interactions. This was in line with the literature also warns that without proper management, diversity can lead to conflict the findings imply that these risks are being effectively mitigated, potentially through inclusive leadership or diversity training as advocated by Lee & Shin (2024). Therefore, the Gulu City case illustrates a successful integration of ethnic diversity principles into school environments, enhancing both social cohesion and performance.

The findings on gender diversity reveal a generally positive perception among staff in Gulu City's public secondary schools, though there remain areas for growth. This was illustrated in the findings where in conformity with the existence of anti-discrimination policies, the schools appear to have laid foundational efforts toward gender inclusivity. This aligns with Carvajal et al. (2022), who note that gender diversity is influenced by perceptions of inclusion and marginalization. While Grissom et al. (2015) and Roy (2022) highlights the value of gender-diverse teams in educational settings, especially in decision-making and addressing student needs benefits that Gulu secondary schools likely experience, given their 71.46% average agreement level. However, the literature also warns that the impact of gender diversity on productivity is mixed and context-dependent (Ngalo et al., 2023). This implies that Gulu schools must continue to build inclusive practices and communication strategies to fully harness the benefits of gender diversity while minimizing potential conflicts.

The study findings demonstrate a strong endorsement of age diversity in Gulu City's secondary schools, acknowledging the value of contributions across age groups and confirming diverse age representation. This supports the literature by Hanif et al. (2022) and Zhuwao et al. (2016), which emphasizes the strategic advantage of combining the wisdom of older staff with the innovation of younger employees. These results mirror the academic view that well-managed age diversity enhances collaboration, improves task accomplishment, and leads to a more dynamic and productive organizational environment (Appannah & Biggs, 2015). The respondent's overall agreement with the views on age diversity, implies that leadership has

been effective in managing generational differences, likely creating a culture where both seasoned experience and fresh perspectives are respected and utilized in advancing educational goals.

5.1.2 The status of employee performance in public secondary school

The findings on employee performance in Gulu City's public secondary schools can be explained using the Social Identification and Categorization Theory (SICT) developed by Tajfel (1982)**,** which posits that individuals categorize themselves and others according to characteristics such as age, gender and ethnicity, and that such categorization can influence workplace attitudes, relationships and behaviour (Brubaker & Brubaker, 2014). The findings on task accomplishment, decision making and work productivity indicate generally positive perceptions, particularly regarding clarity of roles, alignment of staff goals with school missions, supportive working environments and collaboration, which is consistent with Sun et al. (2017), Akpakip (2017), Omolo and Mose (2019), and Rivaldo and Nabella (2023).

However, the moderate level of inclusivity in decision making suggests that social categorization may still influence whose perspectives are recognized or given greater consideration, as SICT explains that in-group identification can result in preferential treatment and the marginalization of other groups (Chandra, 2006). In the researcher's view, the findings suggest that although employee performance in Gulu City public secondary schools is generally positive, effective management of differences in age, gender and ethnicity remains important because inclusive participation and equal recognition of staff perspectives can strengthen task accomplishment, decision making and overall work productivity.

The findings on task accomplishment in Gulu City's public secondary schools indicate a generally positive environment for achieving work-related goals, this was shown respondents confirming clarity in individual roles. This aligns with Sun et al. (2017), who assert that clear task expectations are fundamental to achieving organizational objectives. Furthermore, the major findings indicated on alignment between staff goals and the schools' mission reflects strategic coherence, which is critical for institutional effectiveness, particularly in educational settings. As postulated to Abbasi et al. (2021), supportive leadership and motivation significantly enhance task performance; therefore, resource limitations might undermine otherwise strong structural and strategic efforts.

Findings indicated that decision making processes in the schools show moderate inclusivity, which supports Akpakip's (2017) who postulated that participatory decision-making enhances

performance through increased ownership and motivation. The findings indicated that that leadership considers diverse perspectives indicates an appreciation for inclusivity in strategic planning with a minimal level of agreement from the respondents and this gap may reflect inconsistencies in transparency or communication, which could weaken commitment and morale.

On work productivity findings indicated that staff acknowledge a conducive environment as major factor to development echoing Omolo & Mose (2019), who emphasize that a supportive organizational climate is central to high productivity. The presence of clear expectations and strong collaboration was further supporting Rivaldo & Nabella's (2023) findings that well-defined goals and teamwork foster performance. This resonates with Juliani & Windu (2017), who linked high productivity with education and resource accessibility.

5.1.3 The relationship between managing staff diversity and Employee performance in the Public secondary Schools in Gulu city

The study examined the level of employee performance in public secondary schools in Gulu City in terms of task accomplishment, decision making, and work productivity. The findings revealed positive and statistically significant relationships between the three dimensions of employee performance and staff diversity. Task accomplishment was positively related to ethnic diversity ($r = .590$, $p < .01$), gender diversity ($r = .635$, $p < .01$) and age diversity ($r = .531$, $p < .01$). Decision making also had positive relationships with ethnic diversity ($r = .541$, $p < .01$), gender diversity ($r = .519$, $p < .01$) and age diversity ($r = .549$, $p < .01$). Similarly, work productivity was positively related to ethnic diversity ($r = .461$, $p < .01$), gender diversity ($r = .504$, $p < .01$) and age diversity ($r = .500$, $p < .01$). In the researcher's view, these findings indicate that the presence of differences among employees in the schools does not necessarily undermine performance; rather, when such differences are accommodated within the workplace, employees can effectively accomplish their assigned tasks, participate in decision making and maintain productivity.

The findings on task accomplishment showed relatively strong positive relationships with ethnic, gender and age diversity, with gender diversity recording the strongest association (**$r = .635$, $p < .01$).** This suggests that a diverse workforce may provide complementary experiences and perspectives that are useful in accomplishing school responsibilities. The finding is consistent with Grissom et al. (2015) and Roy (2022)**,** who emphasize the contribution of gender-diverse teams to decision making and addressing diverse needs within educational

settings. It also agrees with Hanif et al. (2022) and Zhuwao et al. (2016)**,** who argue that age diversity enables organizations to combine the experience of older employees with the perspectives and innovative ideas of younger employees. The researcher therefore observes that the positive association between diversity and task accomplishment in Gulu City public secondary schools may reflect an environment in which employees with different characteristics are able to complement one another in fulfilling institutional responsibilities.

With respect to decision making and work productivity, the results similarly revealed significant positive relationships with all dimensions of staff diversity. Decision making was most strongly associated with age diversity **(**r = .549**),** while work productivity was most strongly associated with gender diversity **(**r = .504**).** These findings are consistent with Wysocki et al. (2020) and Otaye-Ebede (2018)**,** who indicate that effectively managed diversity can improve interaction and organizational performance. The findings are also supported by Appannah and Biggs (2015)**,** who emphasize the value of effectively managing age differences within organizations. However, Ngalo et al. (2023) caution that the relationship between gender diversity and productivity may vary according to organizational context. In the researcher's view, the positive relationships found in Gulu City may therefore be partly attributed to the supportive environment reported by respondents, including respect for cultural differences and perceptions of inclusion across ethnic and gender groups.

The findings can further be explained by Similarity/Attraction Theory**,** advanced by Byrne (1971)**,** which proposes that individuals tend to interact more easily with people who share similar characteristics, values and backgrounds. The theory suggests that differences can sometimes create communication and interaction challenges, as supported by Condon and Crano (1988)**.** However, the current findings present a more positive picture, since diversity was significantly associated with all three dimensions of employee performance. This may imply that the schools have developed practices that enable employees to work effectively despite differences in ethnicity, gender and age. The researcher therefore concludes that, although similarity may facilitate interpersonal attraction, effective management of diversity can enable differences to become compatible with effective employee performance, particularly in task accomplishment, decision making and work productivity.

5.1.3 The moderating effect of human resource factors on the relationship between staff diversity and employee performance in public secondary schools in Gulu city.

The study examined whether human resource factors significantly moderate the relationship between staff diversity and employee performance in public secondary schools in Gulu City. The findings showed that managing diversity had a positive relationship with employee performance (B = 0.40, p = .05), while human resource factors also had a positive and statistically significant relationship with employee performance (B = 0.61, p = .01). The overall moderation model was statistically significant, explaining 68% of the variation in employee performance (R^2 = .68, F = 113.84, p < .001). However, the interaction between managing diversity and human resource factors was not statistically significant (B = −0.02, SE = 0.06, t = −0.28, p = .78, LLCI = −0.13, ULCI = 0.10). This finding indicates that human resource factors significantly contribute to employee performance but do not significantly change the strength or direction of the relationship between staff diversity and employee performance. The researcher therefore observes that the presence of supportive human resource practices is important for employee performance, but the evidence does not demonstrate that such practices strengthen or weaken the effect of staff diversity on performance.

The finding is partly consistent with Atatsi et al. (2021), who emphasize that effective leadership and human resource management practices are important foundations for improving employee performance. In the present study, the positive coefficient for human resource factors (B = 0.61, p = .01) provides empirical support for the importance of HR-related practices in the performance of employees in public secondary schools. Similarly, Aldoseri and Almaamari (2020) argue that transformational leadership characterised by vision, inspiration and intellectual stimulation can improve employee motivation and engagement, particularly within diverse workforces. However, while these scholars emphasize the importance of management and leadership in diverse organisational environments, the current study found no significant interaction effect between managing diversity and HRM factors. The researcher interprets this to mean that HR practices such as leadership, support, guidance and employee development can contribute directly to performance, but their contribution does not necessarily depend on the level of staff diversity within the schools.

The findings are also related to Darmawan et al. (2020), who emphasise that supportive management practices, including clear direction, constructive feedback and opportunities for skills development, can enhance employee empowerment and autonomy. The current findings

support this position because human resource factors had a statistically significant positive coefficient, suggesting that appropriate HR practices are associated with better employee performance. Nevertheless, the non-significant interaction effect ($p = .78$) indicates that these practices did not significantly alter the relationship between staff diversity and employee performance in the sampled public secondary schools. The researcher therefore argues that the positive contribution of HRM factors should be understood primarily as a direct contribution to employee performance rather than as a mechanism that conditions the effect of ethnic, gender and age diversity on performance. This distinction is important because a significant overall regression model or a significant predictor does not automatically mean that moderation has occurred.

From the perspective of Similarity-Attraction Theory by Byrne (1971), individuals may find interaction and communication easier when they share similar values, backgrounds and characteristics, while differences may create challenges in communication and interpersonal relationships. However, the current study demonstrates that the relationship between staff diversity and employee performance cannot be explained solely by whether human resource practices strengthen or weaken that relationship. The non-significant interaction between managing diversity and HRM factors suggests that HRM practices did not significantly condition the effect of diversity on employee performance in the study context. This does not diminish the importance of HRM, since the direct effect of HR factors on performance was statistically significant.

Rather, the findings suggest that human resource practices and staff diversity represent related but distinct aspects of the organisational environment. The researcher therefore concludes that schools should maintain effective HR practices such as supportive leadership, clear guidance, constructive feedback and staff development because these practices are associated with employee performance, while the present evidence does not establish that they significantly moderate the relationship between staff diversity and employee performance.

CHAPTER SIX
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.0 Introduction

This chapter presented a summary of the research findings, conclusions in relation to the study objectives, and offers elaborative recommendations aimed at enhancing diversity management and employee performance in public secondary Public Secondary Schools in Gulu City. The chapter proposes areas for further research to support effective policy-making and institutional reform in the education sector.

6.1 Summary of the major findings

6.1.1 The level of staff diversity in the Public secondary Schools in Gulu city

Findings revealed that ethnic diversity was highly recognized in most Public Secondary Schools, with 83.8% of respondents affirming the presence of staff from various ethnic backgrounds, and 80.7% reporting that they felt supported regardless of ethnicity. This suggests that public secondary Public Secondary Schools in Gulu City are becoming increasingly inclusive, creating a work environment that values cultural and ethnic differences. Respect for cultural differences was also acknowledged by 78.3% of the respondents, indicating a strong commitment to inclusivity.

In terms of gender diversity, the results showed that 68.7% of respondents agreed that there was a fair representation of both men and women in staff structures, while 66.3% confirmed the existence of anti-gender discrimination policies. These findings point to a need for stronger enforcement mechanisms to ensure gender equity is not only legislated but also practiced on the ground.

Regarding age diversity, the study revealed that 80.1% of respondents acknowledged the value of contributions from all age groups in their Public Secondary Schools. This demonstrates that Public Secondary Schools in Gulu City are increasingly embracing intergenerational diversity, encouraging collaboration across age groups for improved organizational performance.

6.1.2 The status of Employee performance in Public secondary Schools in Gulu city.

The findings indicated that employee performance was generally rated high among respondents as reflected by significant percentage 79.5% who reported that clarity in role assignment, while

77.7% agreed that the working environment enabled them to be productive. Despite these positive indicators, a portion of the respondents mentioned that lack of resources occasionally hampered their ability to deliver, suggesting a need for further investment in school infrastructure and teaching materials.

6.1.3 The relationship between managing staff diversity and Employee performance in Public secondary Schools in Gulu city

The findings indicated that staff diversity had positive and statistically significant relationships with employee performanc**e**. Task accomplishment was positively related to ethnic (**r = .590**), gender (**r = .635**) and age diversity (r = .531), all at **p** < .01**.** Decision making and work productivity also had significant positive relationships with ethnic, gender and age diversity (**p < .01**). Therefore, the findings suggest that staff diversity is positively associated with task accomplishment, decision making and work productivity among employees in public secondary schools in Gulu City.

6.1.4 The moderating effect of Human Resource Factors on the relationship between staff diversity and employee performance in Public secondary Schools in Gulu city.

The interaction between managing staff diversity and human resource factors was not statistically significant **(**B = −.02, p = .78). This indicates that HRM factors did not significantly change the relationship between staff diversity and employee performance. Although HRM factors independently had a significant positive effect on employee performance, their interaction with staff diversity was weak and negative. Therefore, the findings did not support the moderating effect of HRM factors on the relationship between staff diversity and employee performance.

6.2 Conclusion

The study concluded that staff diversity is positively acknowledged and effectively managed in public secondary schools in Gulu City. Ethnic, gender, and age diversity were all evident and fostered through inclusive practices which indicate a supportive environment that values cultural and generational differences.

The study concluded that employee performance in public secondary schools in Gulu city is generally satisfactory, with most staff demonstrating role clarity, goal alignment, and productivity despite challenges in participatory decision-making and resource allocation.

The study concluded that there is a significant and positive relationship between managing staff diversity and employee performance. Institutions that embraced diversity more effectively experienced stronger outcomes in task accomplishment, decision-making, and productivity.

The study concluded that human resource factors play an important role in employee performance in public secondary schools in Gulu City. However, the findings did not support a moderating effect of human resource factors on the relationship between staff diversity and employee performance. This implies that although human resource practices such as training, communication, supportive leadership, feedback and employee support contribute to employee performance, they did not significantly change the relationship between staff diversity and employee performance.

6.3 Recommendations

Based on the findings and conclusions drawn, this study recommends a number of practical strategies based on the study objectives as below.

School administrators should ensure that recruitment, deployment and retention of teachers and other staff are based on qualifications and institutional needs while providing equal opportunities to staff from different ethnic, gender and age groups. Where schools have staff from different cultural backgrounds, heads of schools should organise short staff orientation and diversity-awareness sessions at the beginning of each school year. Staff meetings should also provide opportunities for employees to discuss cultural differences, workplace expectations and any concerns affecting cooperation. This can promote mutual respect and reduce misunderstandings among staff.

School administrators should provide employees with clear responsibilities, work schedules and performance expectations at the beginning of each term. Heads of department should conduct regular departmental meetings to review progress, identify challenges and provide constructive feedback rather than waiting for the annual appraisal. Schools should also ensure that teachers have access to essential teaching materials and other resources required to perform their duties. Staff appraisal should involve discussion between the employee and supervisor so that employees can identify their achievements, challenges and areas requiring improvement.

School administrators should make practical use of the different experiences, ages, genders and cultural backgrounds of their staff when assigning responsibilities and organising school

activities. For example, heads of schools can form mixed-age and mixed-background departmental teams and committees so that employees contribute their different experiences and perspectives. The principle of **"**making every staff member count" should be applied by giving employees responsibilities that match their skills, experience and areas of competence. This can strengthen teamwork, participation in decision making and task execution without favouring staff on the basis of ethnicity, gender or age.

Schools should establish practical mentorship arrangements in which experienced teachers support newer or less experienced staff, while younger staff can also contribute new approaches, particularly in areas such as technology and modern teaching methods. Heads of schools should identify training needs during staff appraisal and use available school or government training opportunities to address them. In addition, good performance should be recognized through appreciation during staff meetings, certificates, recommendations for professional development and opportunities to take on appropriate responsibilities. These practices can improve motivation, cooperation and employee performance while creating a more supportive working environment.

6.4 Areas for further research

i. This study focused on ethnic, gender, and age diversity in public secondary schools. Future research should consider other diversity dimensions such as disability, religion, and language to provide a broader understanding of diversity management in public secondary schools.
ii. There is also a need to conduct similar studies in rural secondary public secondary schools to compare how diversity is managed in different contexts and how it affects employee performance in less-resourced environments.
iii. Lastly, future studies should adopt a longitudinal approach to assess the long-term impact of diversity management and human resource practices on employee performance and institutional outcomes over time.

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Appendices

Appendix I: Consent form

Background

I am Martin Gerald**,** Reg. No. 22/U/1091/MPA/PS, A Master student of Gulu University pursuing Master of Arts in Public Administration and Management. I am doing research titled "Managing staff Diversity and Employee performance in Public Secondary Schools: A Study of Gulu City**"**

Declaration

The research conducted is purely for academic purposes only. Your participation is fully voluntary and your identity is confidential throughout and after the entire research process.

Participation

Participation in this study is voluntary. If you agree to participate in this study, then I will take approximately 15 minutes of your time. You will be free to respond to questions that make sense to you and you can ask those questions that you do not understand well.

Benefits

There will be no financial benefits given to you for your participation in this research.

Risks

There will be no risks or harm to you when you participate in this research. The information collected is only for academic purposes to enable the researcher obtain his Master's Degree from Gulu University.

Clarification or concerns: If you have any concerns about this study, or wish not to participate, you may contact the researcher at +256 787055740, (Martin Gerald).

Signature

Now that you know the main purpose of the study, I would like to request you to sign below if you would like to participate in this study.

Sign…… Date…….

Appendix II: Questionnaire for Respondents.

Dear respondent,

I am **Martin Gerald**, a student at Gulu University. I am undertaking an academic research about "Managing staff Diversity and Employee performance in Public Secondary Schools, A Study of Gulu City". It is being carried out as a partial fulfillment of the requirements of the award of a Master of Public Administration at Gulu University. As one of the respondents, your opinions are very important to this study. The information provided will only be used for academic purposes and will be treated with utmost confidentiality.

The researcher requests you to spare a few minutes of your time and answer the questions that are in this questionnaire. Your cooperation is highly appreciated.

Section A: Demographic Information

Please specify your answer by placing a (√) on the relevant answers provided. The following questions will be used only in determining our sample demographics and answers will be kept strictly confidential.

1. Gender:

Male ☐ Female ☐

2. Age of respondents (in years)

18-25 ☐ 26-33 ☐ 34-41 ☐

42-49 ☐ 50-57 ☐ 58-Above ☐

3. Educational level

O-level ☐ A-level ☐ Diploma ☐

Degree ☐ 2nd degree ☐ PhD ☐

5. Work Experience

1- 5 years ☐ 5-10 years ☐ 11-20 years ☐ 21-30 years ☐
More than 30 years ☐

6. Position in the Organization

Head of Department ☐ Class teacher ☐ Teacher ☐

Senior woman teacher ☐

Section B

Based on your dispositions, please use this scale to answer the following questions by ticking the most appropriate response.

RESPONSE	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
NO.	1	2	3	4	5

PART 1: Managing diversity.

S/N	**Managing diversity.**	**Response.**				
		SD	**D**	**N**	**A**	**SA**
	Ethnic diversity					
01	Our school staff includes members from diverse ethnic backgrounds.					
02	The Policies in my school ensure equal opportunities for professional growth regardless of ethnic background.					
03	I feel supported and valued regardless of my ethnic heritage.					
04	The leadership in our school actively seeks input from staff of diverse ethnic backgrounds in decision-making processes.					
05	Our Staff members respect and appreciate the cultural differences among colleagues.					
	Gender diversity.					
06	Our school staff includes a balanced representation of both male and female employees.					
07	I feel that my gender identity does not hinder their professional opportunities.					

08	Policies are in place to prevent discrimination based on gender in our school.					
09	The leadership in our school actively encourages gender inclusivity in all aspects of school operations.					
10	Gender diversity is valued and promoted within our school's hiring and promotion practices.					
	Age Diversity					
11	Our school staff comprises individuals from various age groups.					
12	Our Staff members of different ages feel valued and respected for their contributions.					
13	Policies ensure fair treatment and equal opportunities for career advancement regardless of age in our school.					
14	Our leadership values the wisdom and innovation that different age groups bring to the school's educational mission.					
15	Our school provides professional development opportunities that cater to the needs of staff members at different career stages.					

PART 2. Employee Performance.

S/N	Employee Performance.	Response.				
		SD	D	N	A	SA
	Task accomplishment.					
01	Our School staff members are clear about their individual tasks and objectives.					
02	Our school provides adequate resources and support for staff to achieve their daily tasks.					
O3	I feel like the goals set by staff align with the overall mission and vision of our school.					
04	Our school acknowledges and celebrates staff achievements and milestones.					
05	Our Staff members receive constructive feedback to help them track their progress towards tasks.					
	Decision making.					
06	Our School staff members feel involved in the decision-making processes that affect their work.					
07	Our school leadership considers diverse perspectives when making decisions.					

08	Our Staff members trust the decision-making process within the school.					
09	I feel like the decisions made align with the goals and values of our school community.					
10	There is a sense of collective responsibility and ownership among staff members in my school.					
	Work Productivity					
11	Our school supports a positive work environment that enhances productivity among staff.					
12	Our Staff members have clear expectations and goals that contribute to their productivity.					
13	Our school encourages collaboration and teamwork, which improves overall productivity.					
14	Our School staff members feel that they have the necessary resources and tools to be productive in their roles.					
15	There are processes in place to identify and address barriers to productivity within my school.					

PART 3: Human Resource Factors.

S/N	**Human Resource Factors.**	Response.				
		SD	D	N	A	SA
	Leadership style					
01	Our school staff perceives the leadership style as inclusive and participatory.					
02	Our Staff members feel that leadership communicates effectively and transparently.					
03	Our Staff members trust the decisions made by the leadership team.					
04	There is a sense of fairness and equity in how leadership interacts with our staff.					
05	I feel that the leadership style aligns with the values and goals of our school community.					
	Training and development					
06	Our School staff members consistently engage in training and development programs to enhance their understanding of different cultural backgrounds.					
07	The training and development sessions are regularly attended by all our school staff.					
08	Our Staff members feel that training and development is relevant to their teaching practice.					
09	The training and development program effectively addresses the needs of our diverse student population.					
10	Training and development at our school effectively equips staff with the skills to handle cultural differences in the classroom.					

Thank you for your time

The End

Appendix III: Interview Guide

For Headteachers and Deputy Headteachers

Interview Questions.

1. What do you think is the feeling of your staff members towards ethnic, gender, and age diversity in your secondary school?

2. What challenges do you face in managing ethnic gender, and age diversity among the staff in your school?

3. In your experience, how does staff diversity impact task accomplishment, decision-making, and overall work productivity?

4. In what ways do leadership, training, and development affect staff diversity and employee performance?

5. Do you have any other information you wish to share with me on the Managing Staff Diversity and Employees performance in Secondary Schools?

The End thank you for your responses

Appendix IV: Research Budget

S/N	Item Description	Unit	Quantity	Unit cost	Amount
1	Internet services	Lump sum			100,000
	Printing of proposal	Books	16	10,000	160,000
	Binding of proposal	Books	16	2,000	32,000
	Printing, binding dissertation	Books	11	50,000	550,000
	Photocopying progress reports	Copies	9	300	2,700
	Printing drafts and corrections of Proposal and dissertation	Lumpsum			280,000
	Printing questionnaires of 6 pages	Copies	136	600	81,600
3	Research Assistants	Persons	2	250,000	500,000
4	Printing papers	Cartons	2	90,000	180,000
5	Envelops	A 4 and A3 Pieces	8	1000	8,000
6	Spring Files	Pieces	2	3500	7,000
7	Pens	Pieces	12	1000	12,000
8	Transport costs	Lump sum		1, 000,000	1,000,000
9	Flush Disks of 15 GB	Pieces	3	35,000	105,000
10	Airtime	Lump sum		50,000	50,000
11	Dairy Book	Pieces	2	20,000	40,000
12	Miscellaneous	Lump sum			500,000
	Total				**3,608,300**

Appendix V: Research Work Plan

Activity	**MARCH-APRIL 2024**		**MAY 2024**	**JUNE 2024**	**JULY 2024**	**AUG-SEPT 2024**	**OCT 2024**
Proposal Writing							
Approval of Proposal							
Data collection							
Data analysis and Interpretation							
Writing and Submission of report 1st draft							
Addressing Corrections							
Approval of Research Dissertations							

Appendix VI: Morgan's Table.

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	256	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	100000	384

Appendix VII: Extract of Qualitative Analysis Framework

S/NO	Key question	Emerging themes	Key quotation.
1	What is the level of staff diversity in the Public secondary Schools in Gulu city?	Ethnic diversity	Our school has a diverse teaching staff, and everyone is treated fairly regardless of where they come from. We work together as a team, and the administration ensures that all voices are heard."(Interview, 2024). Our school celebrates cultural diversity through different activities like cultural day that is celebrated in term two every year. This has strengthened our relationships as colleagues and helped us understand and appreciate each other's backgrounds.
		Gender diversity	The school ensures that both male and female teachers are given equal opportunities to participate in leadership roles and professional development programs. The school leaders actively promote gender balance in staff recruitment and promotions. They recognize that both men and women bring unique strengths to the institution, which contributes to overall school performance.
		Age diversity	To promote innovation among staff, the school administration promotes both older and young staff equally to ensure that all staff members feel valued and motivated" Our school leadership understands that both experienced and younger teachers bring unique strengths, the experienced staff provide mentorship, while younger staff introduce fresh idea and, creating a vibrant learning environment"
2	What is the status of employees' performance in the Public secondary Schools in Gulu city?	Task accomplishment	The school ensures that all teachers understand their roles to play which helps in effective service delivery. However, sometimes we lack the necessary resources to perform optimally" The school values outstanding performance by recognizing and rewarding the best teachers through certificates of appreciation, verbal recognition during staff meetings, and occasional small tokens of appreciation, which serve to motivate and encourage continued excellence"

		Decision making	There's a real team effort when it comes to decision-making. We all contribute, and it feels like our input is valued. It's not just top-down; there's a sense that we're all working toward the same goals. "I strongly agree that most decisions made in the school are in line with our goals, but there are times when it feels like the leadership's priorities shift. Clearer explanations behind decisions would help us understand the bigger picture."
		Work productivity	We know what's expected of us, which is great. The goals are clear, but there are occasions when we're given new priorities that aren't explained well. Clear communication around changing priorities would help us stay aligned and focused.

Appendix VIII: Introductory Letter

GULU UNIVERSITY

P.O. Box 166
Gulu, Uganda

Tel: 0471-42923
Fax: 256-471-42094

OFFICE OF THE DEAN FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

Date: 22nd October,2024

TO WHOM IT MAY CONCERN

RE: MARTIN GERALD **REG. NO. 22/U/1091/MPA/PS**

The above-named person is a final year student pursuing Master of Public Administration and Management (MPA) Degree of Gulu University.

In partial fulfillment of the requirements for the award of the master's degree, he is carrying out research on the topic: **Managing Staff Diversity and Performance of Employees in Secondary Schools: A Case Study of Gulu City.**

Due consideration accorded to him shall be highly appreciated.

Yours Faithfully,

GULU UNIVERSITY
22 OCT 2024
FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

For Dr. Wakwabubi Michael Jackson - Research Coordinator (Ph.D.)
Faculty of Business and Development Studies

Appendix IX: Acceptance Letter

GULU UNIVERSITY,
P. O BOX, 166 ,
LAROO DIVISION, GULU CITY (U).

24TH OCTOBER, 2024.

THE TOWN CLERK,
GULU CITY COUNCIL,
PO BOX 140,
GULU.

City Education Officer
No objection / Guide the Trust Manager
the researcher - Liase with Key
stakeholders
RLW DTC 29/10/2024

Dear Sir /Madam,

RE: REQUEST FOR PERMISSION TO COLLECT DATA.

I am **MARTIN GERALD** Registration Number **22/U/1091/MPA/PS**, a student of Gulu University pursuing a master of Arts in Public Administration and management as a requirement for the award of Master of Arts in Public Administration and Management. I am required by the university to conduct academic research from the field and submit to the faculty.

I have written this letter to kindly request your office to permit me to collect data in the secondary schools of your locality to accomplish my study. Attached is a copy of introductory letter from Gulu University and Student Identity Card. My research topic is "**Managing staff diversity and performance of employees in secondary schools, a study of Gulu city**". I will be very grateful if my request is considered.

Thank you

Yours sincerely,

MARTIN GERALD
22/U/1091/MPA/PS
0787055740
martinrealgerald@gmail.com

Appendix X: School stamps and signatures from selected schools

GULU UNIVERSITY
P.O. Box 166
Gulu, Uganda
Tel: 0471-42923
Fax: 256-471-42094

OFFICE OF THE DEAN FACULTY OF BUSINESS AND DEVELOPMENT STUDIES

Date: 22nd October,2024

TO WHOM IT MAY CONCERN

RE: MARTIN GERALD REG. NO. 22/U/1091/MPA/PS

The above-named person is a final year student pursuing Master of Public Administration and Management (MPA) Degree of Gulu University.

In partial fulfillment of the requirements for the award of the master's degree, he is carrying out research on the topic: **Managing Staff Diversity and Performance of Employees in Secondary Schools: A Case Study of Gulu City.**

Due consideration accorded to him shall be highly appreciated.

Yours Faithfully,

GULU UNIVERSITY 22 OCT 2024

For Dr. Wakwabubi Michael Jackson - Research Coordinator (Ph.D.)
Faculty of Business and Development Studies

Request Permission to Conduct research Granted.

PECE SECONDARY SCHOOL-GULU 07 NOV 2024 P. O. BOX 125, GULU DEPUTY HEADTEACHER

Granted 05/11/24

DEPUTY HEADTEACHER ST. JOSEPH'S COLLEGE LAYIBI

GULU ARMY SECONDARY SCHOOL 13 NOV 2024 DEPUTY HEADTEACHER P.O BOX 971 GULU

Request granted

SACRED HEART SECONDARY SCHOOL P.O. BOX 309, Gulu (U) 06 NOV 2024 DEPUTY HEADTEACHER

Request granted

SIR SAMUEL BAKER SCHOOL 07 NOV 2024 Deputy Headteacher P. O. Box 100, GULU

Request granted

DEPUTY HEADTEACHER (CURRICULUM & WELFARE) GULU HIGH SCHOOL P. O. Box 202, Gulu - Uganda

DEPUTY HEADTEACHER ACADEMIC 07 NOV 2024 Granted GULU SECONDARY SCHOOL P.O BOX 49, GULU (U)

Appendix XI: List of Secondary Schools in Gulu City

GULU CITY
EDUCATION AND SPORTS DEPARTMENT
P.O. BOX 140, GULU. Email: gulucitycouncil@gmail.com
Mobile Contact: +256 (0) 777049417 gceducationinfor@gmail.com
OFFICE OF THE CITY EDUCATION OFFICER

Ref: GCC/EDU/305 Date: 31st October, 2024

LIST OF SECONDARY SCHOOLS IN GULU CITY

S/N	School	Parish/Ward	Sub-County/Division	funding	Number of Teachers
1.	Bishop Angel Negri College	Bardege Parish	Bardege Layibi Division	Private	
2.	Bishop Angelo Negri Girls S.S	Patuda Parish	Bardege Layibi Division	Private	
3.	Bright Valley Girls S.S	Techo Parish	Bardege Layibi Division	Private	
4.	Charity College	Tegwana Parish	Laroo Pece Division	Private	
5.	Destiny College	Kirombe Parish	Bardege Layibi Division	Private	
6.	Dr. Luglle Corti Science College	Pageya Parish	Laroo Pece Division	Private	
7.	Gershibon Christian H.S	Kasubi Parish	Bardege Layibi Division	Private	
8.	Graceland Girls S.S	Patuda B Parish	Bardege Layibi Division	Private	
9.	Gulu Army S.S	Kanyagoga Parish	Bardege Layibi Division	Gov't	30
10.	Gulu Bethel Christian Seconday School	Paminano Parish	Bardege Layibi Division	Private	
11.	Gulu Central H.S	Iriaga Parish	Laroo Pece Division	Private	
12.	Gulu College	Library Parish	Bardege Layibi Division	Private	
13.	Gulu Crested Crane S.S	Agwee Parish	Laroo Pece Division	Private	
14.	Gulu High S.S.	Kanyagoga Parish	Bardege Layibi Division	Gov't	39
15.	Gulu Horizon S.S	Kweyo Parish	Laroo Pece Division	Private	
16.	Gulu S.S.	Kanyagoga Parish	Bardege Layibi Division	Gov't	63
17.	Heligoland H.S	Laroo Parish	Laroo Pece Division	Private	
18.	Laroo Seed S.S	Agwee Parish	Laroo Pece Division	Private	
19.	Layibi H.S	Tegwana Parish	Laroo Pece Division	Private	
20.	Mt. Olive S.S.S	Patuda A Parish	Bardege Layibi Division	Private	
21.	Northern City H.S	Kasubi Parish	Bardege Layibi Division	Private	
22.	Ocer Campion Jesuit College	Unyama A Parish	Laroo Pece Division	Private	
23.	Pece S.S	Pawel Ward	Laroo Pece Division	Gov't	17
24.	Pope Francis S.S	Tegwana Parish	Laroo Pece Division	Private	
25.	Sacred Heart SS	For God Parish	Bardege Layibi Division	Gov't	48
26.	Sir Samuel Baker	Pakwelo Parish	Laroo Pece Division	Gov't	38
27.	St. John Paul II College Gulu	Layila Parish	Laroo Pece Division	Private	
28.	St. Joseph's College Layibi	Techo Parish	Bardege Layibi Division	Gov't	49
29.	Trinity College Gulu	Kasubi Parish	Bardege Layibi Division	Private	
	Total				**284**