

TITLE: LEADERS' DIVERSITY MANAGEMENT SKILLS AND COMPETENCIES AND THEIR SCHOOL PERFORMANCE, DEPARTMENT OF EDUCATION, DIVISION OF LAGUNA

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Abstract:

The on-set of the twenty – first century along with globalization render sweeping transformation in the environmental composition of social institutions that affect their operation. The millennium requires schools to remain relevant and effective as society becomes more diverse and the social, political and cultural climate within the society changes, the requisite for schools to meet the needs of students, teachers and other education stakeholders is stronger than ever. There are times when principals and their staff are challenged to meet these diverse needs.

As one of the basic social institutions, the Department of Education which is a diverse workplace can be the primary beneficiary of the results of this study as an input to promote, attract, and retain quality employees and increase stakeholders' loyalty. As a public organization, the results may assist the implementers as it also translates into effective delivery of essential services to communities with diverse needs.

This study identified the dimensions of diversity present in the contexts of the Philippine Education System, particularly in Department of Education, Division of Laguna. A questionnaire was used to collect the related data hence establish the importance of leader's diversity management skills and competencies with respect to their school performance. Recommendations were identified to strengthen and improve the skills and competencies between leaders to bridge the gaps towards excellence.

Moreover, the study also determined the skills and competencies possessed by school leaders in diversity management.

After the investigation, the study revealed that there is relationship between skills and competencies of school leaders with respect to their performance in school. It has also been proven that the competency of the school head in terms of diversity management reflects to the school performance, excluding the school level. The greater the level of competency of the school head influences the growth in performance of the school as perceived by the workforce.

Keywords:

dimensions of diversity, diversity management skills and competencies, school performance

Introduction:

Education is one of the primary social institutions and therefore, not spared from changes in diversity that in any case have altered the daily operation of the world of work.

It is surprising that despite the significant social responsibility and accountability education has, the scarcity of researches concerning the impact of diversity and diversity management as practiced by education leaders are not common.

Guided by the preceding ideas and having realized the importance of diversity and diversity management in education, the present research is a humble initiative to explore whether education leaders in developing countries like the Philippines are applying processes related to diversity and diversity management. This simple effort may aid in informed understanding about workplace diversity and equality, and how are these understanding translated by education leaders into skills and competencies. As stressed by Morrison et al (2006) the value of diversity and leadership should not be seen as divisible but integral to the development and enactment of leadership. Likewise, both diversity and leadership should permeate the theory and practice of educational leadership and management.

Objectives:

The study identified the dimensions of diversity present in the contexts of the Philippine Education System, particularly in Department of Education, Division of Laguna. Moreover, the study also determined the skills and competencies possessed by school leaders in diversity management and sought answers to the following questions:

1. What is the mean level of skills possessed by school leaders in managing diverse educators with regards to respect for diversity equity?
2. What is the mean level of competencies possessed by school leaders in managing diverse educators with regards to respect for diversity inclusion and respect for diversity integration?
3. Is there a significant relationship between skills of school leaders and their school performance?
4. Is there a significant relationship between competencies of school leaders and their school performance?

Methodology:

The study is a descriptive-quantitative research and survey method was utilized. Data to satisfy the objectives were elicited from a survey questionnaire. With the assistance of thirteen (13) Public Schools District Supervisors, the locale is confined with randomly selected teacher-respondents, with three (3) teachers to represent the 158 schools situated in the 4th congressional district of Laguna, resulting to 474 teacher – population. Collected data were mainly analyzed through descriptive statistics such as weighted mean, standard deviation, Spearman Rho and regression analysis.

Literature Review:

The purpose of diversity leadership is to create a tolerance-based climate and mutual understanding between individuals who have demographic, cultural and social differences within the organization, and increase employee motivation and performance by building a common culture (Winston, 2013). Educational organizations incorporate much diversity both for teachers and students in which school administrators' diversity leadership skills (e.g. approach to diversity, justice, equity, empathy, conflict management) are needed to increase harmony and cooperation among teachers.

With effective guidance, diversity amongst teachers will contribute an extra benefit to students' development. Therefore, it is thought that school administrators' leading of diversity in educational organizations will contribute to school effectiveness. Effective diversity

leadership affects communication, performance, productivity organizational success and organizational commitment positively. Also, it decreases job absenteeism, job turnover and conflicts, (Jauhari and Singh, 2013).

Hopkins and Hopkins (2015) stated that diversity is not a problem that should be managed. On the contrary, diversity is an opportunity for exploring creativities of individuals who have cultural, racial, and ethnic differences via diversity leadership. Hence, it can be stated that diversity leadership is a broader concept that includes diversity management.

Diversity management handles diversities from a managerial perspective, and deals with the management style of organizations and administrators (Surgevil, 2015).

According to the concepts of diversity management, diversification of human resources because of different variables, including age, brings a number of benefits for an organization.

The importance of age for managing an organization has been emphasized in the age management approaches. Age management is a very broad term and can be analyzed from many perspectives.

It can be analyzed from an individual perspective as a way of more efficient use of one's capabilities and a way to stay active on the labor market. Age management is a form of human resources management and is important in processes like recruiting, organizational change, knowledge management. Age management is also a macroeconomic issue which should be considered by policymakers and companies as an approach closely connected to demographic change.

Also, employers appreciate older workers as likely to contribute a lot to the organization, mainly thanks to their rich experience and broad knowledge.

Older workers are seen as mature, experienced, responsible and less likely to change jobs. On the other hand, part of the research suggests that there are a number of prejudices in relation to older workers. There are being perceived, among others, as inflexible, resistant to assimilating new knowledge, learning processes, resistant to change or not innovative and creative.

Therefore, there is a relationship between age and functioning of older people in organizations and their perception and evaluation, (Slaska, 2013).

Individuals with widening differences in gender, age, and ethnicity have participated in the workforce under the impact of globalization and economic reasons in recent decades. The members of organizations who come together to achieve organizational goals such as performance, profitability, productivity, and effectiveness want to adapt to their organizations and colleagues, and also, they want to represent their differences (gender, age, disability, etc.) liberally, and hope to respect these differences in the workforce (Survegil and Budak, 2018).

Respect for diversity is respecting individuals based on the idea that we are all human beings, handling differences as a natural process. Respect for diversity is also respecting an individual's autonomy. Respect for each individual's differences will allow them to be more autonomous in their behaviors and attitudes (Guen, 2014).

Respect is to make people feel valued and being sensitive to their needs. Respect strengthens the relationships, creates positive connections, builds peace among people, and teaches people to respect each other's rights, and this facilitates people living in harmony with one another (Capowski, 2016).

Respect for diversity requires tolerance and understanding of differences, and empathy for decreasing prejudices. As a result, it can be asserted that tolerance, accepting of differences, avoidance of prejudices and stereotypes, sensitivity, and empathy are the foundations of respect for diversity (Keenan, Connolly and Stevenson, 2016).

Organizations that encourage differences should be aware that each employee has different perspectives. Employees of these organizations should be mentored for developing

new strategies, defining their roles in the organization, and understanding the importance of the diversity for the organization (Chin, Desormeaux and Sawyer, 2016).

If the differences of individuals are welcomed, appreciated, and supported by giving equal opportunity to all, differences can benefit to the organization (Anderson, 2014).

Consequently, it can be asserted that acts such as accepting and supporting differences, benefiting from diversity, and building a diversity-friendly climate affects organizational commitment, organizational citizenship behavior, and organizational performance positively by increasing employee motivation, (Doyle and George, 2014).

Research also showed that teacher performance and diversity influences student achievement and completion rate and that this influence is more pronounced for 'non-western students'. This creates a need for reflection on the way teachers cope with their increasingly diverse student population.

Discussion:

Table 1 Level of Skills and Competencies of School Leaders in Managing Diverse Educators in the Department of Education in Terms of Respect for Diversity Equity.

Statements	Skills			Competencies		
	Mean	SD	Remarks	Mean	SD	Remarks
1. Our principals do not discriminate based on the sex of teachers.	4.77	0.56	Very High	4.62	0.73	Very Competent
2. Our principals accept interpersonal differences as normal.	4.67	0.59	Very High	4.57	0.76	Very Competent
3. Our principals show respect for teachers' diversity.	4.66	0.60	Very High	4.55	0.74	Very Competent
4. Our principals approach teachers' problems about their differences by trying to put themselves in their place.	4.49	0.69	Very High	4.42	0.79	Very Competent
5. Our principals do not exclude teachers because of their differences.	4.55	0.66	Very High	4.44	0.81	Very Competent
6. Our principals do not put pressure on teachers because of their differences.	4.52	0.67	Very High	4.44	0.81	Very Competent
Overall Mean	4.61			4.51		
Standard Deviation	0.636			0.777		
Verbal Interpretation	Very High			Very Competent		

Legend:

	Level of Skills	Level of Competence
4.20-5.00	Very High	Very Competent
3.40-4.19	High	Competent
2.60-3.39	Moderately High	Slightly Competent
1.80-2.59	Low	Incompetent
1.00-1.79	Very Low	Very incompetent

The table shows the level of skills and competencies of school leaders in managing diverse educators in the Department of Education in terms of respect for diversity equity with an average mean of 4.61 and 4.51 and standard deviation of 0.636 and 0.777, respectively. From the data, it is perceived that school leaders shows very high level of skills in terms of non-discrimination based on the sex of the teachers. Also, the principals showed very high level of skills on respect for diversity by being approachable and not putting pressures on teachers as to the competencies, the teachers disclosed that they were competent in showing

respect for diversity and equity. This were disclosed by the over-all mean of 4.61 for skills and 4.51 for competencies and with supported standard deviation of 0.636 and 0.777.

According to Yilmaz (2018), income diversity drives commitment in the workforce as this kind of commitment is grounded on the value that the employee derives from the organization.

Table 2 presents the Level of Skills and Competencies of School Leaders in Managing Diverse Educators in the Department of Education in Terms of Inclusion.

Statements	Skills			Competencies		
	Mean	SD	Remarks	Mean	SD	Remarks
1. Our principals treat teachers equally when applying punishments and sanctions.	4.50	0.67	Strongly Agree	4.46	0.79	Very Competent
2. Our principals do not evaluate teachers based on their physical appearance, skin color, hair color, clothing style, and the like.	4.62	0.65	Strongly Agree	4.52	0.79	Very Competent
3. Our principals treat teachers equally and fairly when distributing rewards and achievements without negatively assessing teachers' differences.	4.53	0.67	Strongly Agree	4.48	0.79	Very Competent
4. Our principals ensure that all teachers benefit from school facilities equally unaffected by their differences.	4.55	0.65	Strongly Agree	4.47	0.80	Very Competent
5. Our principals do not show favoritism to teachers because of their different characteristics.	4.43	0.74	Strongly Agree	4.42	0.84	Very Competent
6. Our principals are equally distant from the teachers of different ethnic backgrounds.	4.43	0.78	Strongly Agree	4.38	0.86	Very Competent
7. Our principals do not show favoritism to teachers because of their different ideologies.	4.47	0.71	Strongly Agree	4.46	0.81	Very Competent
8. Our principals do not discriminate against teachers because of their differences in religious/sectarian beliefs.	4.59	0.65	Strongly Agree	4.51	0.79	Very Competent
9. Our principals take performance criteria into consideration instead of teacher's differences when evaluating performance.	4.55	0.68	Strongly Agree	4.49	0.79	Very Competent
10. Our principals do not discriminate against teachers because of their social status differences.	4.58	0.63	Strongly Agree	4.51	0.76	Very Competent
11. Our principals equally treat every teacher during interaction with them despite their different characteristics.	4.53	0.67	Strongly Agree	4.50	0.75	Very Competent
12. Our principals do not approach teachers with prejudice because of their differences.	4.49	0.73	Strongly Agree	4.48	0.79	Very Competent
13. Our principals do not judge teachers because of their differences.	4.57	0.65	Strongly Agree	4.48	0.82	Very Competent
Overall Mean	4.53			4.47		
Standard Deviation	0.685			0.799		
Verbal Interpretation	Strongly Agree			Very Competent		

Legend:

	Level of Skills	Level of Competence
4.20-5.00	Very High	Very Competent
3.40-4.19	High	Competent
2.60-3.39	Moderately High	Slightly Competent
1.80-2.59	Low	Incompetent
1.00-1.79	Very Low	Very incompetent

Table 2 presents the level of skills and competencies of School leaders in managing diverse educators in the Department of Education in terms of inclusion.

The statement perceived that school leaders showed a very high level of skills by not evaluating teachers based on their physical appearance, skin color, hair color, clothing style, and the like. The principals showed a very high level of skills by not discriminating teachers because of differences in religious/sectarian beliefs, not showing favoritism to teachers because of different characteristics and equally distant from the teachers of different ethnic backgrounds, the principals disclosed that they were competent in showing inclusion disclosed by the overall mean of 4.53 for skills and 4.47 for competencies and with supported standard deviation of 0.685 and 0.799.

The principals accept and supports teachers' differences, build a diversity-friendly climate by involving teachers in organizations' functions, treating them fairly without favoritism of any discrimination which affects organizational commitment and performance positively.

Diversity inclusion focuses on employee development, and integrating them with organizational system and processes. Building an inclusive environment that welcomes and develops everyone's contributions is quite important for diversity leaders who aim to develop diversities (Aguirre & Martinez, 2016).

Table 3 presents the Level of Skills and Competencies of School Leaders in Managing Diverse Educators in the Department of Education in Terms of Diversity Integration.

Statements	Skills			Competencies		
	Mean	SD	Remarks	Mean	SD	Remarks
1. Our principals try to gain information about teachers' different aspects to benefit from their differences.	4.50	0.71	Strongly Agree	4.45	0.82	Very Competent
2. Our principals try to understand teachers' emotions and thoughts about their differences.	4.56	0.65	Strongly Agree	4.47	0.78	Very Competent
3. Our principals contribute to effective communication among different groups of teachers.	4.51	0.71	Strongly Agree	4.49	0.79	Very Competent
4. Our principals create an environment that teachers can express their ideas clearly and freely especially those related to their differences.	4.51	0.68	Strongly Agree	4.45	0.79	Very Competent
5. Our principals try to understand the reasons for teachers' behavior brought about by their differences.	4.55	0.62	Strongly Agree	4.44	0.80	Very Competent
6. Our principals try to ensure that teachers accept each other 's differences.	4.54	0.63	Strongly Agree	4.45	0.79	Very Competent
7. Our principals try to meet teachers' expectations about their differences.	4.50	0.64	Strongly Agree	4.46	0.79	Very Competent
8. Our principals are sensitive to the expectations of teachers based on their differences.	4.47	0.67	Strongly Agree	4.42	0.80	Very Competent
9. Our principals are careful about the differences that teachers are sensitive to.	4.49	0.68	Strongly Agree	4.43	0.80	Very Competent
10. Our principals try to build a common culture within the school by starting from teachers' differences.	4.50	0.65	Strongly Agree	4.44	0.81	Very Competent
11. Our principals try to ensure that the parties understand each other during conflicts among teachers with different qualifications.	4.52	0.69	Strongly Agree	4.47	0.80	Very Competent
12. Our principals help teachers in improving their different aspects. .	4.54	0.66	Strongly Agree	4.47	0.78	Very Competent
13. Our principals support teachers in improving their personal values based on their differences.	4.56	0.65	Strongly Agree	4.49	0.77	Very Competent
14. Our principals try to help teacher in protecting their various cultural values.	4.52	0.68	Strongly Agree	4.50	0.78	Very Competent
15. Our principals try to turn conflicts arising from teachers' differences into a school benefit.	4.50	0.69	Strongly Agree	4.48	0.78	Very Competent
16. Our principals try to raise awareness about the differences of teachers in school.	4.55	0.64	Strongly Agree	4.49	0.74	Very Competent
17. Our principals strive to build a common value system based on the differences of teachers.	4.54	0.64	Strongly Agree	4.48	0.76	Very Competent
18. Our principal consider the views of teachers about their differences while solving the problems.	4.52	0.68	Strongly Agree	4.50	0.74	Very Competent
Overall Mean	4.52			4.47		
Standard Deviation	0.665			0.784		
Verbal Interpretation	Strongly Agree			Very Competent		

Legend:

Level of Skills

Level of Competence

4.20-5.00	Very High	Very Competent
3.40-4.19	High	Competent
2.60-3.39	Moderately High	Slightly Competent
1.80-2.59	Low	Incompetent
1.00-1.79	Very Low	Very incompetent

Presented in Table 3 is the level of skills and competencies of school leaders in managing diverse educators in the Department of Education in terms of diversity integration.

The data perceived that school leaders showed very high level of skills by understanding teachers' emotions and thoughts about their differences.

The principal showed very high level of skills on understanding the reasons for teachers' behavior brought about by their differences, raise awareness about the differences of teachers in school, and sensitive to the expectations of teachers based on their differences disclosed by the over-all mean of 4.52 for skills and 4.47 for competencies and with supported standard deviation of 0.665 and 0.784.

The diversity integration of the school heads embrace diversity through skills and competencies that is observed in the school thus increasing satisfaction in the workforce.

This is demonstrated as supported by the claims of Lim (2015) that this will help diversity of abilities to have positive impacts on the effectiveness of actions, and illustrate that diversity of the group is more important than mastery when finding creative solutions.

Table 4 presents the Relationship Between Skills of School Leaders and Their School Performance.

Performance	Respect for diversity equity			Inclusion			Diversity integration		
	R-value	p-value	Analysis	R-value	p-value	Analysis	R-value	p-value	Analysis
Test Result	-0.024	0.617	Not Significant	-0.009	0.853	Not Significant	0.004	0.939	Not Significant
Enrollment Rate	-0.019	0.676	Not Significant	-0.002	0.973	Not Significant	0.013	0.781	Not Significant
Cohort Survival Rate	-0.036	0.453	Not Significant	-0.017	0.719	Not Significant	0.001	0.976	Not Significant
Completion Rate	-0.033	0.492	Not Significant	-0.009	0.843	Not Significant	0.006	0.898	Not Significant
Graduation Rate	-0.031	0.519	Not Significant	-0.010	0.829	Not Significant	0.004	0.932	Not Significant
School Level	-0.011	0.815	Not Significant	-0.022	0.641	Not Significant	-0.01	0.764	Not Significant

Legend:

Scale	Interpretation
±0.00	no correlation, no relationship
±0.01-±0.20	very low correlation, almost negligible relationship
±0.21-±0.40	slight correlation, definite but small relationship
±0.41-±0.70	moderate correlation, substantial relationship
±0.71-±0.90	high correlation, marked relationship
±0.91-±0.99	very high correlation, very dependable relationship
±1.00	perfect correlation, perfect relationship

Table 4 shows the relationship between skills of school leaders and their school performance, the independent variable composed of the (1) respect for diversity equity; (2) inclusion; and (3) diversity integration regress to the performance in terms of test result, enrollment rate, cohort survival rate, completion rate, graduation rate and school level at 95% confidence interval and p-value.

The skills of the school leaders significantly relate to the school performances. The results suggest that there is negligible association between skills and each of the measures of

school performances since the R-values are very close to 0. Furthermore, these coefficients of correlations are not statistically significant since the p-values are not less than .05

Based on the data, it is shown that there is no relationship between skills of school leaders and their school performance at 0.05 level of significance. It shows that the null hypothesis stating that “There is no relationship between skills of school leaders and their school performance” accepted, it can infer that there is “no significant” relationship between them.

The skills of school leaders in respect for diversity equity, inclusion and diversity integration relates to the school performance, excluding school level. Skills of the school head in terms of the aforementioned has effects on the school’s output and performance.

It can be stated that the school heads demonstrate respect for diversity that requires tolerance and understanding of differences, and empathy for decreasing prejudices (Keenan, Connolly and Stevenson, 2016).

Table 5 presents the Relationship between Competencies of School Leaders and their School Performance

Performance	Respect for diversity equity			Inclusion			Diversity integration		
	R-value	p-value	Analysis	R-value	p-value	Analysis	R-value	p-value	Analysis
Test Result	0.001	0.988	Not Significant	-0.023	0.631	Not Significant	-0.014	0.768	Not Significant
Enrollment Rate	0.037	0.429	Not Significant	-0.006	0.901	Not Significant	-0.001	0.975	Not Significant
Cohort Survival Rate	0.027	0.569	Not Significant	-0.009	0.835	Not Significant	-0.007	0.884	Not Significant
Completion Rate	0.033	0.484	Not Significant	-0.006	0.905	Not Significant	-0.002	0.963	Not Significant
Graduation Rate	0.025	0.595	Not Significant	-0.013	0.778	Not Significant	-0.010	0.833	Not Significant
School Level	0.027	0.569	Not Significant	0.021	0.662	Not Significant	0.016	0.729	Not Significant

Legend:

Scale	Interpretation
±0.00	no correlation, no relationship
±0.01-±0.20	very low correlation, almost negligible relationship
±0.21-±0.40	slight correlation, definite but small relationship
±0.41-±0.70	moderate correlation, substantial relationship
±0.71-±0.90	high correlation, marked relationship
±0.91-±0.99	very high correlation, very dependable relationship
±1.00	perfect correlation, perfect relationship

Table 5 shows the relationship between competencies of school leaders and their school performance, the independent variable composed of the (1) respect for diversity equity; (2) inclusion; and (3) diversity integration regress to the performance in terms of test result, enrollment rate, cohort survival rate, completion rate, graduation rate and school level at 95% confidence interval and p-value.

The competencies of the school leaders significantly relate to the school performances. The results suggest that there is negligible association between competencies and each of the measures of school performances since the R-values are very close to 0. Furthermore, these coefficients of correlations are not statistically significant since the p-values are not less than .05

Based on the data, it is shown that there is no relationship between competencies of school leaders and their school performance at 0.05 level of significance. It shows that the null

hypothesis stating that “There is no relationship between competencies of school leaders and their school performance” is accepted, it can infer that there is “no significant” relationship between them.

As with the statement that leaders who do not discriminate for reasons of differences in race, gender, language, religion, and ideology will benefit the creation of a common culture and a positive climate by avoiding inner and outer groups developing in the organization (Owen, 2014).

Recommendations:

Based on the data gathered & analyzed, the following were hereby recommended:

1. It may be recommended that the school heads demonstrate respect for diversity that requires tolerance and understanding of differences to change beliefs, policies and practices that shape the organization towards inclusion of diversities.
2. Also, it is recommended that leaders do not discriminate for reasons of differences in race, gender, language, religion, and ideology for the creation of a common culture and a positive climate in the school and organization as well.
3. In addition, it may be recommended that practice of diversity inclusion focus on employee development and integrating them with organizational system and processes that may increase good perception of the workforce towards the school head.
4. Furthermore, it is also recommended that organizations integrate diversity highly, which may also increase workforce diversity in order to minimize the negative outputs and develop positive school culture.
5. It is also recommended that school leaders may take advantage of different individuals' perspectives in organizational decision-making processes that ensures the sharing of individuals' information that may increase motivation of the workforce.
6. Finally, it is recommended that schools leaders may build an inclusive environment that welcomes and develops everyone's contributions that may develop diversities in school as well.

Conclusions:

Based on the data, it is shown that there is a relationship between skills of school leaders and their school performance at 0.05 level of significance. It shows that the null hypothesis is partially rejected. On the other hand, it is shown that there is a relationship between competencies of school leaders except and their school performance at 0.05 level of significance. Thus, the null hypothesis is partially rejected.

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