The Relationship Between School Principals' Diversity Management Behaviors and Teachers' Job Performance

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Abstract. This research scrutinizes the relationship between teachers' perceptions of diversity management by school principals and teachers' job performances. For this research, a relational survey model was utilized. The sample comprised 216 teachers who work in public middle school Bakırköy, İstanbul. The data were collected from teachers based on a "Diversity Management Scale" and a "Teacher Job Performance Scale". Mean, correlation, and regression analysis were used for data analysis. Results showed that teachers' perceptions of diversity management by school principals were at "good" levels. Teachers' perceptions of their job performances were high in mean (x̄=4.41) in the "always" interval. Thus job performance of teachers can be interpreted as "very good". There was a moderately statistically significant positive relationship of 46.5% between school principals' diversity management and teachers' job performances. This suggests that teachers' job performance increases as school principals' diversity management grades increase. Also, school principals' diversity management behaviors were found to affect teachers' job performances positively by 19.8%. Therefore school principals' diversity management could be a predictor of teachers' job performance.

Keywords: Diversity management, school principal, teacher, teacher job performance.

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In the globalizing world, and with the increase in social, economic, and political developments and the migration movements created by these, there have been significant alterations in the construction and demography of the population in many countries in recent years. These social and societal changes also affect other factors that constitute society (Kevser, 2019, p.87). The most important of these changes is the increasing prevalence of multicultural population structures. Developed countries such as the USA, Australia, Belgium, Canada, India, and the United Kingdom are considered multicultural countries and for these countries, workforce diversity is an important issue that informs global competition (Mujtaba & Mujtaba, 2011, p.70). The multicultural structure in Europe was formed after 1990 as a result of free movement and according to the EU constitution, the motto of the EU was "united in diversity" (Kevser, 2019, p.87). Turkey, on the other hand, has been a transit region for migration movements due to its geopolitical location and has become a country that receives migration due to civil wars and other factors in neighboring countries. It can be said that the population structure of Turkey has started to accommodate more diversity due to both global competition and migration.

Changes that come with globalization can add differences to organizational management and the workforce. In this context, the need for diversity management in organizations arises. Diversity can be an opportunity as it enriches life and nurtures creativity. On the other hand, intolerance of diversity also gives rise to conflicts that are difficult to manage. Therefore, effective diversity management is a great value for organizations. To this extent, the importance of diversity and its management emerge (Tozkoparan & Vatansever 2011, p.91). Organizations, where differences are welcomed, accepted and embraced, can have qualities such as understanding, openness, honesty, fearlessness, learning, responsibility, developed communication network, and avoidance of extrajudicial execution (as cited in Memduhoğlu, 2017, p.288).

The concept of diversity can be considered to have come to the fore in the field of management after the 1950s (Şahin & Karakuş, 2016, p.354). The concepts of equal employment, positive discrimination, and diversity management have been on the agenda for the last forty years. Diversity management is based on the political and philosophical debates created by the anti-discrimination actions that started in the USA in the 1960s (Polat & Arslan, 2020, p.245). The Civil Rights Act was signed in America in 1964 to prevent discrimination in the fields of education, housing, and employment due to differences such as racial, ethnic, and gender (Dobbin et al.2007, p.22). Diversity management has been evaluated as workforce diversity management after the 1980s (Şahin & Karakuş, 2016, p.354). Diversity management, which began to be implemented in the United States

after the 1980s, tries to find solutions by evaluating various problems created by individual differences at the level of individuals, organizations, and society (Polat & Arslan, 2020, p.245; Şahin & Karakuş, 2016, p.354). Diversity management, which is a managerial understanding, emerged after the actions against discrimination and attempts to create equal opportunities in workplaces in the USA and then spread all over the world (Polat & Arslan, 2020, p.245).

Bringing the concept of diversity and the management of diversity approach to the literature was carried out in the USA in the 1990s (as cited in Polat & Arslan, 2020, p. 245). According to Pitts (2009), R. Roosevelt Thomas, Jr. was one of the people who drew attention to the concept of diversity management. In 1990 he called on organizations to take advantage of diversity as a power and competitive advantage. However, he went beyond the discussion of difference as race and ethnicity and started to interrogate the idea of what difference means. He argued that managing diversities means managing demographic differences or all differences based on function (Pitts, 2009, p.329).

Diversity management is an approach that respects the similarities and diversities of persons and treats each employee fairly by bringing different workforces together, as well as a planned process to create and maintain an inclusive and positive work environment (Onsongo & Maina 2013, p.31; Singh, 2018, p.251). It is also a management philosophy that leads to an increase in performance and profit (Özbilgin, 2007 as cited in Bakaç et al., 2019, p.21). Diversity management approach requires knowing the importance of differences in all kinds of human relations, seeing differences as richness, and understanding differences as the dynamics of change and development (Memduhoğlu, 2017, p.263). Diversity management is concerned with seeing all members of the workforce as assets and is more accepting of differences among employees (Singh, 2018, p.256). As a matter of fact, Singh (2018) in his research exploring the relationship between the diversity management and acceptance of differences revealed that diversity management has a positive impact on the acceptance of differences.

The organizational benefits of managing diversity include increased competition and productivity, job satisfaction, creativity, employee retention and cohesion, synergy, and cost reduction. The disadvantages of not being able to manage diversity are communication problems and an increase in conflicts, deterioration of working order, and a decrease in commitment (Balay et al., 2014, p.234). While the organizational benefits of managing diversity may increase organizational performance, performance may decrease in cases where diversity cannot be managed. In this context, conflict may arise among employees and thus the stress of the employee may increase, motivation

may decrease and job satisfaction may decrease. In addition, the emergence of injustice, discrimination, and communication problems among employees can lead to insecurity, exclusion, unhappiness, and intention to leave the job. It was found in Inegbedion et al. (2020) that when employees perceived marginalization, disagreements and cultural differences at higher levels, then the application of diversity management in the organization was more successful. Also, when teamwork and diversity management were more competent, the organizations were more successful.

There are some problems that managers experience with employees with different characteristics. These problems are; discipline, performance, communication, teamwork, taking risks and initiatives, interpersonal conflict, feedback, and quality problems (Esty et al., 1995 as cited in Sürgevil, 2008, p.96). It can be said that these problems can turn into creativity, problem-solving, teamwork, high motivation, critical thinking, happiness, and satisfaction with effective diversity management.

The most important factor for organizations to maintain their activities and reach their goals is worker performance (Limon & Sezgin-Nartgün, 2020 p.565). Employees seek to achieve their goals based on an organizational standard. This means that "performance" can be defined as both the result of the task and by the method used to get that result (Salajeghe & Tanabandeh, 2016, p.452-453). With this definition of performance, an employee can expect different levels of success according to their personal attributes, role, and other conditions (p.452). This concept of job performance includes a different meaning from genereal the concept of performance. Job performance is "scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals'' (Viswesvaran & Ones 2000, p.216). Elements of job performance are employee relations, attitudes, employee turnover, creativity, and productivity grades (Lagat et al. 2019, p.66). According to Motowidlo et al. (1997), job performance is behavioral (conditions that cannot be controlled by the employee affect performance), episodic (the employee's inability to contribute to organizational goals), evaluative (behaviors show differences in terms of their contribution to organizational goals) and is multidimensional (p.72-75).

According to Risnah et al. (2022), teacher job performance is the performance of teachers while fulfilling their responsibilities, and how they perform the learning process and evaluate the learning outcomes (p.122). Teachers' job performance is not limited to teaching behavior in the classroom or school; it is wherever students are and it is multidimensional (as cited in Limon & Sezgin-Nartgün, 2020, p.567).

Bhat and Beri (2016) proposed a concept for developing and measuring job performance, building on earlier scholarship. It suggested a division between 1) Completing tasks to improve organizational performance (Task Performance), 2) Completing tasks where the main goal is not organizationa performance, (Contextual Performance) and 3) Actions made in response to new demands or changesin the environment (Adaptive Performance) (p.937). This paper will be using these three general divisions in evaluating teachers' perception grades.

Task Performance is based on the success of employees in meeting appointed standards (Altunova,2019, p.17). Contextual Performance can be a method of creating and maintaining psychological, social, and organizational environments (as cited in Limon & Sezgin-Nartgün, 2020, p.566). This is where behaviors centered around rule-following, caring about a job, volunteering, and institution loyalty shown by adopting institutional aims can be seen (Altunova, 2019, p.17). Adaptive Performance is where the employee shows their coping behaviors, and ability to learn new approaches and skills (as cited in Limon & Sezgin-Nartgün, 2020, p.566).

Some studies reveal the relationship between diversity management and job performance in organizations where differences are inevitable. When the literature is reviewed, the studies and their results are given below.

Pitts (2009) concluded that diversity management had a positive and strong relation with job performance. In their research in the communication sector, Makonyango and Bichanga (2015) concluded that there was a positive relationship between effective workplace diversity management and job performance. Kowo & Sariat (2018) show that diversity management practices are important for any organization and are positively associated with high employee performance. Yeşil and Purtaş (2018) concluded in their research in the textile industry that there was a positive relationship between management diversities, corporate reputation, and the performance of the business. In Kocuk (2019), it was found that diversity management applied in enterprises has a significant efficiency for employee productivity. Keceli et al. (2020) recorded empirical findings that support the positive impacts of diversity management on organizational and individual performance. In a literature review, Kevser (2019) showed that diversity management provided a positive effect (Etsy et al., 1995); the reason for decreased impact of minorities was the inability to manage diversity (Ensari, & Miller, 2006); the relationship between diversity management processes and performance was examined (Özkaya et al., 2008; Sürgevil & Budak, 2008). In Bayar (2021), it was found that management of individual differences had a negative impact on employee productivity.

The above studies can show how diversity management is reflected in organizational and individual performances. Accordingly, it can be said that diversity management in organizations has positive and negative impacts on job performance. There was no research found showing the relationship between diversity management in schools, which is one of the most important organizations, and teacher job performance.

The fact that demographic, social, cultural, and individual differences are natural and widespread makes it inevitable for individuals with different characteristics to work in the same environment. In this context, as in all organizations, schools are places where differences are experienced. Therefore, diversity management, which is important for all organizations, is also important for schools as educational organizations. According to Ergül and Kurtulmuş (2014), diversity management is more important in schools than in other organizations, since a school environment where differences are not accepted and people are excluded, has negative effects on students.

According to Çetin and Bostancı (2011), good management of schools with an approach that includes diversity management and respect for diversity will create a democratic environment in those schools. For this reason, school principals need to have some skills to foster an effective diversity management process. Diversity management skills for managers' could be listed as; being fair, integrative, mediator, tolerant, empathizing, and preserving values (Polat & Ölçüm, 2016, p.72). Effective use of these skills can increase the success of the school by increasing the performance of the teachers. As a matter of fact, in research (Harris & Sass, 2012) based on teacher performance evaluation, it was found that teachers who were evaluated by principals as having higher performance had higher success rates for their students. These skills can also form the basis of corporate culture with concepts such as an environment of trust, respect, tolerance, empathetic behavior, perception of justice, equality, inclusion and integration, merit and unconditional acceptance at school.

In schools where diversity is well managed, there will be no prejudices, discrimination, or exclusion. This will create a democratic environment free from anxiety and fear, high performance, and commitment to the school. In this context the main element of high performance at school is the teacher. As a matter of fact, high teacher job performance is the most important factor in terms of the quality of education. It is a significant factor when researching the grade of diversity management of school principals and its impact on teacher job performance and how it may increase the quality of

education. In this extent the main question of this research is to expose the impacts of school principals' grade of diversity management on teacher job performance.

In this research, with the emergence of the relationship between the management of diversity in schools and teacher job performance, there will be an opportunity for school principals to review their managerial practices and approaches to diversity. In addition, no research has been found that suggests a relationship between school principals' skill to manage diversities and teachers' job performance. Thus, it can be said that the results of this research will contribute to the literature.

Aim of the Research

The main aim of the research is to analyze the relationship between teachers' perceived diversity management of school principals and teachers' job performance accordingly. To this end, responses to the following questions were studied:

1. What is the grade of middle school teachers' perceived diversity management of school principals'?

2. What is the grade of middle school teachers' perceived job performances?

3. Is there any statistically significant relationship between school principals' diversity management behaviors and teachers' job performances, depending on teachers' perceptions?

Method

Research Model

The current search investigates the relationship between teachers' job performances and school principals' diversity management behaviors in 13 state middle schools in Bakırköy, Istanbul. In the search, a relational screening model is used.

Universe and Sample

The universe of the search consists of 493 teachers who work in middle schools in Bakırköy District of Istanbul Provincial in the 2021-2022 academic year. The sample consists of 216 teachers who were selected with simple random sampling technique. The research was held with a sample of 216 teachers which was applied with the help of the formula below. The formula is as follows (Özdamar, 2003 as cited in Demir, 2019, p.17):

$$n = \frac{N.t^2 p.q}{d^2.(N-1)+t^2 p.q} \qquad \frac{493(1,96)^2(0,5)(0,5)}{(0,05)^2(493-1)+(1,96)^2(0,5)(0,5)} = 216.16$$

Data Collection Tools

The data collection tool consists of two sections. In the first section, there is a "Teacher Job Performance Scale" and in the second section there is "Diversity Management Scale". Both scales are 5-point Likert scales. The scale scores were "1=Never", "2=Rarely", "3=Sometimes", "4=Mostly" and "5=Always" in the "Teacher Job Performance Scale" and "Diversity Management Scale". The mean scores and meanings that can be obtained from the Diversity Management Scale are given in Table 1 (Ergül & Kurtulmuş, 2014, p.306).

Table 1.

Mean scores from the Diversity Management Scale and the meanings

Interval	Meaning
1.00-1.80	Very bad
1.81-2.60	Bad
2.61-3.40	Partly good
3.41-4.20	Good
4.21-5.00	Very good

In the Teacher Job Performance Scale, it is seen that the scale results are distributed over a width of 4/5 points. The meanings of the score range of the Teacher Job Performance Scale are presented in Table 2.

Table 2.

Teacher Job Performance Scale score ranges and the meaning

Scores	Interval	Meaning
1	1.00-1.80	Never
2	1.81-2.60	Rarely
3	2.61-3.40	Sometimes
4	3.41-4.20	Mostly
5	4.21-5.00	Always

The Teacher Job Performance Scale was developed by Limon and Sezgin-Nartgün (2020). The scale consists of 37 items in total, including the task performance dimension with 16 items, contextual performance dimension with 9 items, and adaptive performance dimension with 12 items. The Cronbach's Alpha values are the reliability values of the scale. These values are .890 in the task performance dimension, .881 in the contextual performance dimension, .889 in the adaptive

performance dimension, and .93 in the overall scale. Ergül and Kurtulmuş (2016) have developed the "Diversity Management Scale". The scale has two dimensions as approach dimension and managerial practices dimension and contains 20 items. The Cronbach's Alpha values are .91 in the approach dimension, .88 in the managerial practice dimension, and .94 in the scale.

The reliability analysis of the scales was made by the researcher as follows:

The Cronbach's Alpha values of the Job Performance scale were found to be .937 in the scale, .892 in the task performance dimension, .844 in the contextual performance dimension, and .897 in the adaptive performance dimension.

In the Diversity Management Scale, Cronbach's Alpha values are .968 overall, .942 in the managerial practices dimension, and .956 in approaches dimension. Reliability analysis results show that it is highly reliable across the scale and in its dimensions. The high grade of reliability overall and in dimensions of the scales increases the expectation that the measurements and results of the search will be consistent.

Data Analysis

For data analysis, the data were converted into numerical values and entered into the IBM SPSS 25 software. Before the analysis, the normal distribution of the mean scores of the scales and dimensions was examined with the Kolmogorov-Smirnov test. The mean scores of the scales and their dimensions were used for the findings regarding the perception grades of the teachers about the diversity management and job performance. The relationship between the two scales was calculated by Spearman Correlation analysis as one of the scales did not conform to the normal distribution. The relation grade between the scales were arranged according to the following criteria (Alpar, 2020 p.444): 0.00-0.19 no relation; 0.20-0.39 weak relation; 0.40-0.69 intermediate grade relation; 0.70-0.89 strong relation; 0.90-1.00 very strong relation. At the same time, regression analysis was conducted to examine to what extent Diversity Management affects Teachers' Job Performance. In the analyses, a 95% confidence grade and 5% margin of error were set and in the results, the statistical value grade was seen as $p<0.05$.

Results

The Grades of School Principals' Diversity Management

Mean scores of Diversity Management Scale based on teachers' perceptions of the grades of School principals' diversity management are presented in Table 3.

Table 3.

Information on School Principals' Diversity Management Behavior Grades

Scale and Dimensions	n	x̄	*ss*
Diversity Management Scale	216	4.20	0.77
Managerial Practices Dimension	216	4.22	0.76
Approaches Dimension	216	4.18	0.85

In Table 3, it was in sight that the mean score of perceived school principal diversity management grades according to the teachers who participated in the search is (x̄=4.20). In this context, according to the teachers' perceptions, it can be suggested that school principals' diversity management grades are at a good grade, compared to the meanings of mean score on the scale. When the dimensions of the scale is evaluated, school principals indicated very well (x̄ = 4.22) performance in managerial practices dimension and a good (x̄ =4.18) performance in approaches dimension. According to these findings, it can be said that teachers are satisfied with the school principals' approach to diversity and their managerial practices.

Teachers' Job Performance Grades

The mean scores of the job performance scale, which shows the perception grades of teachers' job performances are presented in Table 4.

Table 4.

Information on Teachers' Job Performance Perception Grades

Scale and Dimensions	n	x̄	ss
Job Performance Scale	216	4.41	0.37
Task Performance Dimension	216	4.59	0.33
Contextual Performance Dimension	216	4.06	0.59
Adaptive Performance Dimension	216	4.43	0.44

In Table 4, the perception grades of the teachers found in the research regarding job performance were determined as the mean score (x̄ = 4.41) and it is in the range of "always". It is in sight that teachers' perceptions of task performance dimension (x̄ = 4.59) and adaptive performance dimension are in the range of "always", while their perceptions of contextual performance dimension (x̄ = 4.06) are in the range of "mostly". Considering the mean score of teachers' perceptions, the task performance dimension has the highest; contextual performance dimension has the lowest value.

According to the perceptions of the teachers, it can be said that they fulfill the defined tasks related to the teaching profession and adapt to changes. Contextual dimension, on the other hand, may have been perceived at a lower grade due to extra-role behaviors.

Correlation Analysis

Since the Diversity Management Scale does not agree with the normal range, the Spearman Correlation Coefficient is used to examine the relationship between the two scales. Spearman's Correlation Coefficient is the non-parametric equivalent of the Correlation Coefficient. In other words, it is the correlation coefficient used in cases where the assumption of normality is not met.

Findings regarding the relationship between school principals' grades of diversity management and teachers' job performance.

According to the perceptions of the teachers participating in the search, the findings showing the relationship between school principals' diversity management and teachers' job performance are presented in Table 5.

Table 5.

The Relationship Between Diversity Management Scale and Job Performance Scale

		n	Job Performance
Diversity Management	Spearman rho	216	.465*

p* <.05

In table 5 it is in sight that a positive 46.5% significant medium grade relation was found between school principals' skills to manage diversities and teachers' job performance (Sig.=0.000 < p=0.05). Based on this finding, it can be said that as teachers' perceptions of school principals' skills to manage diversities increase, teacher job performance also increases at a moderate grade.

In addition, according to the perceptions of the teachers participating in the search, the relationship between diversity management and the dimensions of the job performance scale was also analyzed and the findings are presented (see Table 6).

Table 6.

The Relationship Between Dimensions of Diversity Management Scale and Dimensions of Job Performance Scale

			n	Task Performance	Contextual Performance	Adaptive Performance
Diversity Management	Managerial Practices	Spearman rho	21	.353*	.355*	.400*
	Approaches		21	.350*	.423*	.433*

$p^*<0.05$

In Table 6, it can be seen that there was a low grade of positive correlation of 35.3% between the Managerial Practices dimension of Diversity Management and the Task Performance dimension of Job Performance, and 35.5% between the Contextual Performance dimension. Again, in the same research, it was deduced that there was a 40.0% positive and meaningful medium-grade relationship between the Managerial Practices dimension of Diversity Management and the Adaptive Performance dimension of Job Performance. To this extent, it can be expressed that as teachers' perceptions of managerial practices increase, their task performances and contextual performances will increase at a low grade, and their adaptive performances will increase at a median grade.

Similarly, as seen in the table, there is a positive and low grade of correlation of 35% among the Approaches dimension of Diversity Management and the Task Performance dimension of Job Performance. Again, a positive moderate correlation of 42.3% was found between Approaches dimension of Diversity Management and the Contextual Performance dimension of the Job Performance, and 43.3% between the Adaptive Performance dimension. According to these results, it can be said that where teachers' perception of approach to diversity management increases, the contextual and adaptive performance dimension of job performance will also increase moderately.

Regression Analysis

The regression analysis examined the extent to which diversity management affects teachers' job performance. In the regression analysis, it is sufficient for the dependent variable to provide the

assumption of normality. In this   search, it is seen the mean scores of the Teacher Job Performance Scale provide the assumption of normality.

Table 7**.**

Regression Analysis of School Principals' Grades of Diversity Management and Teacher Job Performance

Model	B	Std. Error	p	t	F	R_S	R^2
(Coefficient)	3.577	.128	.000	27.917			
Diversity Management	.198	.030	.000	6.59	43.427	.465	.169

As seen in Table 7, school principals' grades of managing differences affect teacher job performance show that there is a positive relationship between the grade of diversity management and teacher job performance (R^2=.169). In addition, it is seen that the behavior grades of diversity management explain 16.9% of teacher job performance (R^2=.169). It was determined that the impact of diversity management practice on teacher job performance was significant (F=43.427; p=.000). The equation regarding the impact of school principals' grade of diversity management on teacher job performance can be established as follows (t=27.917; p=.000):

$$Y_{\text{Job Performance}} = 3.577 + 0.198 * X_{\text{Diversity Management}}$$

When examining the regression equation, it is seen that school principals' diversity management executions have a positive impact on teacher job performance. As a result, when one-unit increases in the values of school principals' skill to manage differences, the teachers' job performance will increase by 0.198 units. In other words, it can be stated that the diversity management has a positive impact of 19.8% on teacher job performance.

Discussion and Conclusion

The objective of this research was to analyze the relationship between school principals' grade of diversity management and teacher job performance according to teacher perceptions. Three search questions were used to achieve this aim. Discussions and conclusions regarding the analysis of the search questions are below.

In the findings of the first search question, it was determined that school principals' skill to manage differences was at a good grade according to teacher perceptions. It has been determined that

the school principals' managerial practices regarding the diversity management are at a very good grade, and their approaches to differences are at a good grade. In this context, school principals; it can be said that they have positive perspectives, managerial practices and policies against differences. In addition, it can be stated that school principals are respectful towards different thoughts, behaviors and tendencies. In the schools participating in this research, it can be mentioned that there is no discrimination and exclusion, no injustice, no ignorance of differences and there is a democratic school environment. The result regards the views of teachers and principals made in high schools (Memduhoğlu, 2011) and preschool education institutions (Memduhoğlu, & Ayyürek, 2014). Doğan, et al. (2015) showed that teachers' perception grade of diversity management was at the grade of "agree". Şahin Kılıçlar (2015) found that teachers' perceptions of school principals on diversity management were high in their search in primary schools. Keskinkılıç Kara and Alabay (2016) also concluded that teachers and school principals had high perceptions of diversity management in pre-school education. Bakaç et al. (2019) found that teachers had positive views on diversity management by school principals. Similarly, Karakaş (2021) found that school principals and teachers had a high grade of perceptions about diversity management. The results of these researches are parallel with the consequence of the current search. In Çako (2012), according to teachers' perceptions, school principals' diversity management was not at the expected level. Çetin and Bostancı (2014), according to teachers' opinions, school principals' diversity management behavior grades were at the lowest grade in the dimension of managing differences. Balay et al. (2014), diversity management is moderate according to the perceptions of principals and teachers. In Balyer and Gündüz (2010), it was deduced that the perceptions of school principals and teachers regarding management diversity in their schools were in the direction of "somewhat agree" and not very positive. The results of the present search are not supported by these studies.

In the findings of the second question, teachers' perception of their job performance levels are in the range of "always". It is seen that teachers' perceptions of task performance and adaptive performance regarding job performance are in the range of "always", and their perceptions of contextual performance are in the range of "mostly". According to the mean scores of teachers' perceptions of their job performance grades, teachers' task performance is the highest and their contextual performance is the lowest dimension. The mean scores of teachers' adaptive performance are at a value between task and contextual performance. In this context, according to teachers' perceptions, their job performance can be said to be at a very good grade. Teachers' task and adaptive performance grades can be described as very good and their contextual performances as good. In

Limon (2019), it was found that teachers' perception of their job performance, task performance, and adaptive performance related to teacher job performance were in the range of "always" and their contextual performances were in the range of "often". In several studies (Altunova, 2019; Sayın Dilbaz & Arslan, 2018; Yılmaz & Çokluk Bökeoğlu 2008), it was determined that teachers had the opinion that their performances were sufficient. The results of this previous research are similar to the results of the current research. In Sincer (2021), teachers' views on job performance were specified at the grade of "strongly agree", task performance, and adaptive performance, as the dimensions of job performance, "strongly agree", and contextual performance "strongly agree". The results of this research are also parallel with the results with the current research. One can say that the teachers who participated in this research are responsible in their duties, adaptable to changes, and mostly showed organizational citizenship behaviors (e.g. following the rules, caring about the job, volunteering to do the job, devotion to the institution). At the same time, one can say that the self-efficacy beliefs of the teachers attending in the search are at a higher grade.

The findings of the third search question show the increase in teachers' perceptions of school principals on diversity management also moderately improves their job performance. However, it can be said that school principals' skill to manage diversity is a predictor of teachers' job performance. In other words, school principals' good diversity management can positively affect teacher work performance. Pitts (2009) concluded that diversity management had a positive and strong relation with job performance and job satisfaction. In research in the textile sector (Yeşil, & Purtaş, 2018), it was concluded that diversity management had a positive impact on job performance. In research in the communication sector (Makonyango, & Bichanga, 2015), it was found that there was a positive relationship between effective managerial executions on workplace diversity and job performance. In Kocuk (2019), it was concluded that diversity management applied in enterprises had a substantial impact on employee productivity. Similarly, in research conducted in the maritime sector (Keceli et al., 2020), it was found that diversity management increased job performance and employee productivity. It can be said that the research results conform with the current research results. Bayar (2021) found that individual-grade diversity management executions had a negative impact on employee productivity, which did not support the current research's findings.

In the current research, there is a low grade of a positive and significant relationship between school principals' managerial practices regarding diversity management and teachers' task performance and contextual performance, according to teacher perceptions. It can be stated that the administrative practices of the school principals regarding diversity affects the task performance of

the teachers at a negligible grade. It can be said that this situation is related to the teachers' perspectives on the task, their work discipline, and work ethic. Contextual performances of teachers can be affected by school principals' managerial practices and approaches to diversity at a low level. As a matter of fact, the behaviors exhibited by teachers, such as volunteering, collaborative approach, commitment to organizational goals, willingness, respect for friends, and effort are reflections of contextual performance to behaviors (Robbins & Judge, 2012 as cited in Şekertağ, 2021, p.24). It can be said that the fact that teachers do their duties with extra-role behaviors is due to the love and interest they have for their profession.

Administrative practices of school principals towards diversity and their approaches to diversity affect teachers' adaptive performance positively and moderately. In other words, school principals' effective diversity management and approach to diversity can positively affect teachers' adaptation to changes. Accordingly, it can be said that teachers can readily settle with alterations in the process. It is seen that school principals' approaches to differences increase teachers' contextual performance positively and moderately. Also, the increase in the grade of the school principal's approach to differences increases the organizational citizenship behaviors, which shows the contextual performance of the teachers.

As a result, with this research, the perspectives of school principals' managerial practices of diversity management and approaches to diversity have emerged according to the teachers' perceptions. In this context, it can be said that school principals have a respectful and tolerant perception of differences. Concurrently, it can be stated that the job performance grade of teachers increases with the reflection of these perspectives on managerial practices and approaches to differences. In this case, it can be said that teachers are satisfied with the managerial understanding of school principals and their approaches to diversity. Yardibi (2018) found that teachers' satisfaction with their administrators had an impact on teachers' job performance. In the current search, it was observed that the behaviors of school principals regarding diversity management positively affected teachers' work performance. The teachers who participated in the research are thought to be the ones who commonly fulfill the defined duties of the teaching profession, are responsible, can exhibit organizational citizenship behaviors, and do not show resistance to change.

Effective diversity management in schools will increase teacher work performance. The high performance of teachers, who are a factor in the success of schools, will increase the quality of education. Thus, a qualified and trained workforce and population will be produced. In this context,

it will be possible for Turkiye to be in an important position in the competitive environment brought about by globalization.

This search reveals the impact of diversity management on teacher job performance in participating schools. It also revealed the importance of school principals' managerial understanding and approaches to diversity in terms of teacher job performance. It can be said that the research raises awareness of school principals' managerial practices and approaches to diversity by pointing out the positive impact of school principals' perspectives on diversity on teacher job performance. When the books and articles are reviewed, no research was found that investigates the relationship between diversity management and teacher job performance. Therefore, one can say that this research can contribute to the literature.

Recommendations

The research is limited to the self reports of 216 secondary school teachers working in Bakırköy district. For this reason, it is recommended to research the relationship between diversity management and teacher job performance at different grades, in different districts, and regions. Comparisons can be made between the results obtained in the previous research. The cause and impact relationship can be discussed in these comparisons. It would be beneficial to examine the search subject in the special education area as well. In this way, teacher job performance can be compared within the scope of diversity management in private and public schools. The relationship between diversity management and teacher job performance can be examined together with variables that affect performance, such as educational status and length of service in the organization. Awareness can be raised by including diversity management and teacher job performance in the in-service trainings of school principals. In addition, organizing trainings on diversity management can contribute to the effectiveness of school principals' administrative practices.

About Authors

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Conflict of Interest

The authors declare that there is no conflict of interest. The authors contributed equally to the study.

Ethical Standards

The permission of this research was approved by decision number 25 of meeting number 154 of the ethics committee of Okan University held on 27.04.2022. Data were collected with the permission of the scale owners. However, volunteer teachers working in public schools participated in the research.

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