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**EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE; A CASE OF JUMUIA RESORTS IN KENYA**

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**Abstract**

Workforce diversity is a reality of the 21<sup>st</sup> Century and thus organisational leaders across the globe are keen to understand workplace diversity and not only create favourable conditions to efficiently utilize the potential of its diverse human resources, but also alleviate the destructive tendencies of diversity. The purpose of this study was to establish the effect of workforce diversity on employee performance in Jumuia Resorts in Kenya. The specific objectives are gender diversity; age diversity; ethnic diversity; and education diversity on employee performance. The study used the Weecha-Maldonado's Model; Social Identification - Categorisation Theory; Similarity-Attraction Theory; and System Transformation Theory to establish and predict the relationship between the independent variables and the dependent variable. Empirical data shows that high levels of diversity improve performance though with some variations. The study would be useful to hotel management as it will help them to manage diversity and take appropriate steps to turn their hotels around and gain competitive advantage over their peers. The study adopted a descriptive research design using census survey method targeting a population of 146 employees of Jumuia Resorts in Kenya. Quantitative data was collected using questionnaires which were then analysed using descriptive statistics and inferential statistics on SPSS version 20; and summarised using percentages, means, standard deviations and frequencies. The information was presented using tables, charts and figures. The research findings indicated that Gender Diversity and Ethnic Diversity had a positive effect on Employee Performance, while Age Diversity and Education Diversity had a negative effect on Employee Performance of Jumuia Resorts. The findings show that Gender Diversity and Age Diversity had a significant positive and negative effect respectively on the Employee Performance ratings; while Ethnic Diversity and Education Diversity had an insignificant positive and negative effect respectively on the Employee Performance rating, at 95% level of confidence. The study recommends a mix of various and homogenous work teams in each department depending on the circumstances. The study also recommends further research in the hospitality industry as a whole; and that measures of diversity should be enhanced to take into account for the unique feelings of marginalization among employees.

**Keyword:** Gender diversity; age diversity; ethnic diversity; and education diversity on employee performance

## **Introduction**

Organisations have made significant strides in embracing a diverse workforce by recruiting employees with diverse characteristics. In addition to the demographic changes within the organisation, organisations are increasingly experiencing cultural changes on account of operating in multi-cultural environments as a result of globalisation. With increased levels of demographic and cultural diversity in the bulk of the workforce, organisations now contend with maximising the value of diversity and minimising its costs (Deloitte, 2014). Workforce diversity has evolved from something that is tolerated to a strategic tool that is crucial for business. Managers are increasingly sharpening their understanding and skills of diversity management and adopting best practice that fits well in the global culture. Managing diversity stems from the fact that different cadre of employees experience diversity differently and it is incumbent upon the organisational leaders to create favourable conditions for each diverse employee to thrive in the workplace (Dishman, 2015). All employees are important, not just a specific category of employees.

Individual employee performance is an observable, dynamic and measurable effect resulting from application of effort by the employee and can be influenced by the employer (Hassan & Ogunkoya, 2014). Employee job performance can be deemed to be either negative or positive depending on the desired goals of the employer. Also, employers invest resources on the employee and in the workplace with the goal of influencing positive job performance outcomes that are in line with the corporate goals. Different organisations employ different objective ways of measuring employee performance (Kochan, *et al.*, 2011). The most common measures are the performance ratings which depict an employee's ability to meet set targets; and the bonus awarded pegged on performance. This data is usually stored by the human resource department. In other cases, performance measures such as levels of employee satisfaction require undertaking an employee satisfaction survey and generating scores for analysis.

Studies on the effect of workforce diversity on employee performance have generally been classified into two groups: those that analyse the effect of diversity in abolishing discriminatory practises in the workplace, and those that seek to ascertain the effect on performance related outcomes in the workplace (Janssens & Steyaert, 2010). The fact that diversity categories are not mutually exclusive poses problems of interpretation of the exact influence of a diverse trait on the performance of the employee. The effect of workforce diversity on employee performance is generally seen to take one of the following patterns: relational interactions, rational decisions, representational brand and unrestrained communications. It has been observed that while the decision and brand pathways are positive outcomes, the interactions is largely negative, and the communication outcomes have mixed effect on the performance of a company (Janssens & Steyaert, 2010). This is view of mixed effect has been supported by Kochan, *et al.*, (2011) who assert that both the positive and negative outcomes can occur simultaneously, sometimes offsetting each other.

According to the 2012 report of Center for American Progress on the state of workforce diversity today, the Asians, African Americans and the Hispanic make up a third of the American workforce. This is a shift from the previous years where only the Non-Hispanic White participated in the labour-force. This diverse workforce arising from an increasingly diverse population is seen to create a strong economy. (Burns, Barton, & Kerby, 2012). Majority of the top level executives in the East African region have come to terms with the fact that workforce diversity is inevitable and are now working towards using it as a strategic tool to gain competitive advantage over their peers (Bhalla, *et al.*, 2011; Deloitte, 2014). Thus organisational leaders are keen to understand the effect of the diversity of their workforce on the performance of their organisations: whether and to what extent it is giving them the strategic edge in the industry, and the diversity elements promoting success of the firms.

The female to male labour force participation rate in the public service in Kenya has steadily increased on account of the affirmative action programmes and the ‘not more than two third gender rule’ brought about by the Kenya constitution 2010 (Republic of Kenya, 2010). There has been progressive increase in the number of young people in wage employment, in formal and informal sectors; however the employability of the youth in the various sectors varies with education levels. While 31% of youth with tertiary education are in the formal employment and 4% in informal employment, there are 4% youth with primary education in formal employment and 54% in informal education (Kaane, 2014). Kochan, *et al.*, (2013) categorically reframes the business case for diversity and asserts that there is need to move beyond the positive – negative outcomes of diversity on performance; and strive to analyse the conditions under which investing in employee diversity generates value for the organisation. Ultimately, according to the economic –functional perspective, the organisation that is managing its diverse workforce well is rated efficient.

Jumuia Resorts is a brand name for a group of hotels and a body corporate duly registered in Kenya. It entails a group of hotels spread across the country: Kisumu, Limuru, Nakuru, Nairobi, and Mombasa. The vision of Jumuia Resorts is to be the leading Christian Resort chain in Kenya, offering world class hospitality services with a great focus on customer satisfaction. The services offered by the hotels include business and holiday services for the business travellers, the honeymooners, the family getaway, a meeting and conferencing destination or just a weekend getaway (Jumuia Resorts, 2014). Jumuia Resorts was established so as to provide hospitality services with a Christian touch. The organisation is highly multi-cultural and has a diverse workforce. However, in the last decade, the hotel has experienced high staff turnover, incurred operational losses and low productivity to the extent that the management had at some point considered leasing it out (Jumuia Resorts, 2014). An analysis of the effect of workforce diversity on the employee performance is crucial for the hotel to manage diversity and take appropriate steps to turn itself around and gain competitive advantage over its peers.

### **Statement of Problem**

Employers invest resources on the employee and in the workplace with the goal of influencing positive job performance outcomes that are in line with the corporate goals. It has been observed that performance is a factor of motivation and ability, such that an employee with 100 percent motivation and 75 percent performance ability will often achieve above-average performance; but a worker with only 25 percent ability will not be able to achieve the expected performance levels, regardless of his or her level of motivation (Whetten & Cameron, 2011). Incorporation of diverse interest groups in the workplace is seen to enhance equity, fairness, representation and motivation. Embracing diversity enhances overall performance, creativity and innovation (Smith & Turner, 2015).

Previous studies on workplace diversity on employee performance have focussed on broad diversity (Erhardt, Werbel, & Shrader, 2003) and organisational performance (Kochan, *et al.*, 2003; Bhalla, *et al.*, 2011; Wambui, Wangombe, Muthura, Kamau, & Jackson, 2013). However, few studies (Joseph & Selvaraj, 2015) have devoted their effort to analyse the effect of workplace diversity on individual employee performance.

While workplace diversity has worked largely to alleviate fears of discriminative practices among employees in an organisation (Janssens & Steyaert, 2010), it is still unclear whether the resultant feelings of inclusion among other short term outcomes of diversity enhance the performance of the individual employee.

While there are a number of studies that assess the effect of workforce diversity on performance, these studies have been faulted for their inadequacy in using objective diversity and performance measures (Milliken & Martins, 2010; Kochan, *et al.*, 2011; Dishman, 2015). The difficulty in measuring diversity and performance arguably stems from the fact that the exercise raises sensitive issues which employees and supervisors may not be willing to discuss freely as it may lead to litigation and victimisation.

Thus the previous studies based the measures of observable diversity on human resource data (Omollo, 2010; Wambui, Wangombe, Muthura, Kamau, & Jackson, 2013; ) rather than the more reliable self-reported data by employees, which is relevant and informative in depicting the employee perception of diversity (Smith & Turner, 2015; Joseph & Selvaraj, 2015). This study seeks to investigate the effect of workforce diversity on the performance of the individual employees in an organisation. To this end, the study discusses the concept of workplace diversity, and the relationship between workplace diversity and employee performance. Workplace diversity is analysed in terms self-reported identity of employees based on gender, age, ethnicity and education levels among employees.

## **Objectives of the Study**

### **The General Objective**

The main objective of the study was to find out the effects of workforce diversity on employee performance in Jumuia Resorts in Kenya.

### **Specific Objectives**

- i. To determine how gender diversity affects employee performance in Jumuia Resorts in Kenya.
- ii. To find out how age diversity affects employee performance in Jumuia Resorts in Kenya.
- iii. To establish how ethnic diversity affects employee performance in Jumuia Resorts in Kenya.
- iv. To examine the effect of educational diversity on employee performance in Jumuia Resorts in Kenya.

## **Review of Theoretical Literature**

Review of theoretical literature provides a historical overview of the theory and the research literature, with a special emphasis on the literature specific to the topic of interest of the researcher (Craswel, 2011). It serves as well to support the key propositions in one's research work, using evidence drawn from authorities or experts in your research field. The review must be shaped by a focus on key areas of interest and should be selective (Ridley, 2008).

## **Weecha-Maldonado's Model**

According to this model, an organisation goes through a series of five stages in transforming itself from valuing affirmative action to that which is valuing workplace diversity. The stages are: perception of diversity as having strategic benefits; systematic analysis of how its workforce experience diversity; instituting explorative diversity management practices and procedures; intensification of diversity management techniques in all segments of the organisation; and finally proper integration and inclusion of all aspects of diversity in the organisations' new found identity (Ismael & Peter, 2010). In the context of decision making in diverse teams, it has been observed that different gender, age, ethnic, and education categories bring in diverse yet invaluable pieces of information, tacit knowledge and experience that not only works to open up the teams members to their individual assumptions, but also refines the teams' decision making processes thus improving the quality of decisions made by the team (Pitts & O'Toole, 2010). This view assumes that team members are communicating effectively, working collaboratively, and cohesively pushing towards the group goals.

According to Hartog, Boselie, and Paauwe (2004) employees interpret human resource management processes as signals which they need to respond to and adjust their behaviour appropriately to boost performance. Organisational practices that embrace diversity should be seen as signals to all cadre of employees to also embrace diversity and reap the benefits thereof at individual and group level. This theory supports the workforce diversity variable (age ,gender ethnic and educational) by highlighting the different stages of workforce diversity organizations

find themselves in, and suggest viable options organizational leaders can use to successfully navigate each stage and reap the benefits of a diverse workforce and minimize its costs. It is predicted that efficient sharing, analysis and processing of information leads to better decisions (O'Flynn, *et al.*, 2011).

### **Social Identification - Categorisation Theory**

According to this theory, an individual is out to assert his self-esteem. To this end, he categorises other people based on specific similarities and matches them against his characteristics. In doing so, he ends up identifying with the group that best represents his identity and deems it to be superior to the rest (Pitts & O'Toole, 2010). The categories can take the form of gender, age, and ethnicity or education level. In the context of diverse grouping, different categories exist thus different members view their identities as superior. The resultant effect is that diversity breeds tension which ultimately poisons relationships, kills communication, coordination and overall group cohesion. This theory supports age diversity on group performance (Korte, 2007). The practical implication of the theory is that employees should receive adequate training and skills on understanding the dynamics of identity and navigating through it to achieve the desired performance goals. It can thus be postulated that education diversity has varying effects on employee performance, but improves performance in instances where the employee understands the dynamics of social identity.

### **Similarity-Attraction Theory**

According to this theory, individuals seek to identify with like-minded individuals who help them reinforce their values as compared to unlike – minded individuals who otherwise would put them in situations where they question their values, passions, interests and aspirations (Pitts & O'Toole, 2010). Naturally, it is a tall order to make the strange familiar thus individuals would tend to almost systematically drive out unfamiliarity by developing a bad attitude and stereotypes of certain groups. The strategies implored in driving out unfamiliarity may include: indifference, contempt, discrimination, decreased communication, among others. According to Harrison, Price, and Bell, (1998) as people interact over time, their surface-level largely demographic differences such as gender, age, ethnicity and education levels tend to diminish as they get to know each other and reconcile their stereotypes; however the deep-seated diversity, largely attitudinal persist and remains unchanged by the length of interaction between individuals. This theory supports the view that the effects of gender, age, ethnicity and educational diversity are adverse in the short-run, and as the differences gets neutralized with frequent interactions and adequate exposure, the effects tend to diminish. Thus it is incumbent upon organizational leaders to wade the organization safely through the turbulent times and build sufficient momentum for the latter years of earning diversity dividends (Bhalla, *et al.*, 2011).

### **System Transformation Theory**

According to this model, whenever causal factors are introduced into a system, it reduces the extent of integration within the system at the same time increasing the diversity of the system component; thus when the system reaches its limit of integration and diversity, transformation of the entire system becomes inevitable. Also, the highly variable a system is, the higher the changes the system will experience (Teune & Mlinar, 1979). This theory focuses largely on transforming a system; however, as noted by Bousquet, *et al.* (2016) sometimes there is need to maintain systems which are functional and efficacious. The relational demography perspective within this theory notes the need not only to properly integrate an individual into the workplace system but also measure the performance metrics against the extent of integration.

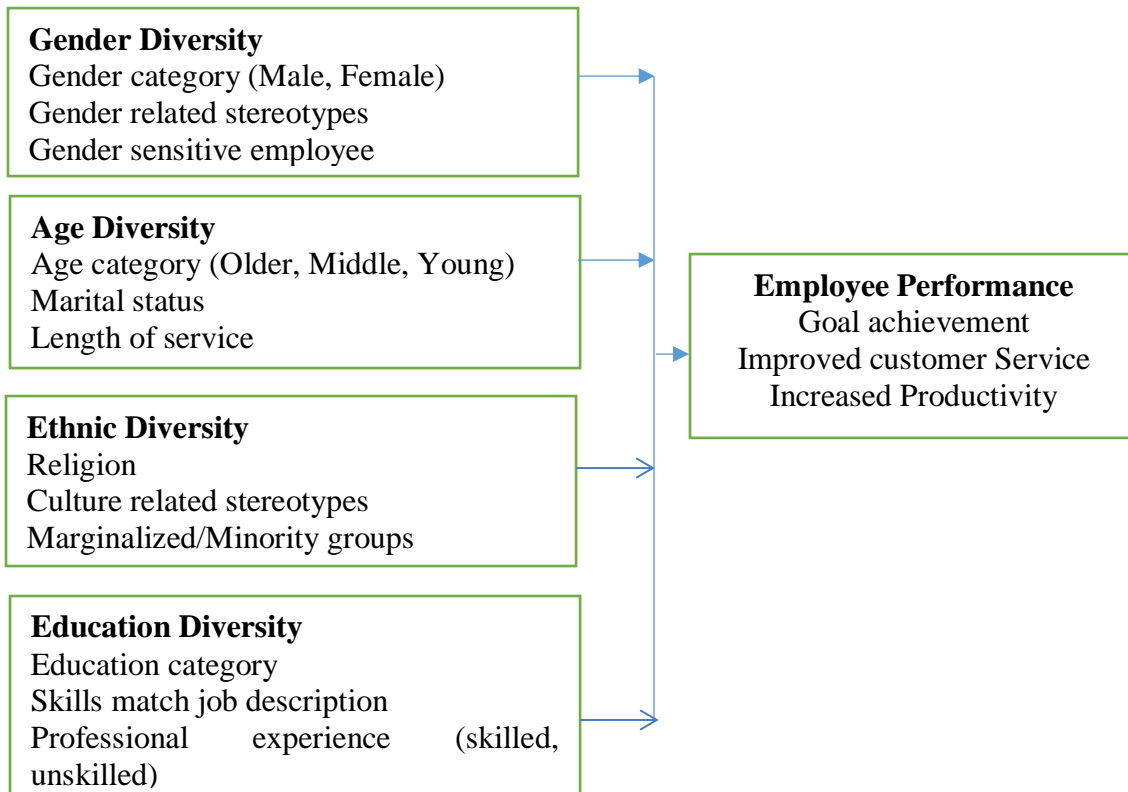
This theory supports workforce diversity by outlining the need to integrate new employees into the system so that they can seamlessly assimilate the organizations' goals, culture and values to boost performance. This view predicts in-optimal performance for individuals who are demographically different and have not been fully integrated into the system. Thus information processing and decision making is largely hampered (O'Flynn, *et al.*, 2011).

### Conceptual Framework

According to Milliken & Martins (2010) the various workforce diversity categories have long-term effects on the performance outcomes at the individual, groups and organisational level. The long term effects are mediated by the short term effects which can take the form of affective, cognitive, symbolic and communicative responses as shown in figure 1 below. The model has also been used by Kochan, *et al.* (2003) and Joseph & Selvaraj (2015).

#### Independent Variable

#### Dependent Variable



### **Gender Diversity**

Gender Diversity is herein defined as the extent to which an employee perceives himself different from the rest of the other employees on account of his gender (Pitts & O'Toole, 2010). It is measured by feelings of difference between the employee and his supervisor on account of his gender, feelings of difference between the employee and the rest of the employees who constitute the majority gender; and feelings by the employee of being marginalised by the other employees (whether majority or minority, whether supervisor or subordinates) on account of his gender. Gender diversity has been measured differently by different scholars. Milliken & Martins (2009) measures gender diversity in terms of individuals who see their genders as minority in an organisation or those whose gender is different from their supervisors. Erhardt, Werbel, & Shrader (2013) measures gender diversity in terms of the percentage of women and minority on company boards.

In order to correctly analyse gender diversity, Janssens & Steyaert (2010) suggests that one can opt to adopt a broad or narrow definition of gender diversity; analyse identity as a dynamic or stable trait; and take into account the influence of power – relations among the social groups in their socio-historical contexts such as organisational cultural environment, strategy, policies and practices. Thus, this study takes into account the feelings of inferiority, minority and marginalisation in understanding the effect of gender diversity on employee performance. Hassan and Ogunkoya (2014) note that the differences in performance between men and women stems from their physiological orientations and this in a way tend to affect the type of performance attained. While men are seen to value independence and achievement, their performance largely portrays value for work. On the other hand, while women cherish intimacy and attachment, their job performance outcomes reflect their value for people and relationships.

### **Age Diversity**

Age Diversity is herein defined as the extent to which an employee perceives himself different from the rest of the other employees on account of his age (Pitts & O'Toole, 2010). It is measured by feelings of difference between the employee and his supervisor on account of his age, feelings of difference between the employee and the rest of the employees who constitute the majority age group; and feelings by the employee of being marginalised by the other employees (whether majority or minority, whether supervisor or subordinates) on account of his age or work experience. Age diversity is popularly measured in terms of three categories of age groups: the boomers are those born between 1946 and 1964; the gen-Xers are those born between 1965 and 1980; and the millennials are those born after 1980. Unlike the other age categories of individuals, the millennials are seen to be highly mobile, and that they thrive in workplaces that recognise their individual contribution to organisational outcomes, and cannot downplay their differences (Dishman, 2015). Age diversity is also defined basically into two groups of the young and the old. It happens that what the older generations lose in efficiency (speed), they tend to compensate for it in effectiveness (wisdom) (Skirbekk, 2013). In order to correctly analyse age diversity, it is postulated that one can opt to adopt a broad or narrow definition of age diversity; analyse identity



as a dynamic or stable trait; and take into account the influence of power – relations among the social groups in their socio-historical contexts such as organisational cultural environment, strategy, policies and practices. Thus, this study takes into account the feelings of inferiority, minority and marginalisation in understanding the effect of age diversity on employee performance (Janssens & Steyaert, 2010).

### **Ethnic Diversity**

Ethnic Diversity is herein defined as the extent to which an employee perceives himself different from the rest of the other employees on account of his ethnicity (Pitts & O’Toole, 2010). It is measured by feelings of difference between the employee and his supervisor on account of his ethnicity, feelings of difference between the employee and the rest of the employees who constitute the majority ethnic group; and feelings by the employee of being marginalised by the other employees (whether majority or minority, whether supervisor or subordinates) on account of his ethnicity. Martin (2014) views ethnic diversity as to comprise of differences in first language, upbringing and values. It has been observed that 40% of the youth in Kenya identify themselves as Kenyans first and another 35% see themselves as youth first; only 5% identify themselves by their ethnicity first (Awiti & Scott, 2016). An ethnic grouping can be said to comprise of those individuals who not only share ancestry and cultural heritage, but are also considered by others to belong to the same ethnic grouping (Kenny & Briner, 2007). It is not necessarily a precise ethnic variable but that which is largely based on one’s perception and the individual is actively involved in shaping it through interactions with others. In order to objectively analyse ethnic diversity, Janssens & Steyaert (2010) suggests that one can opt to adopt a broad or narrow definition of ethnic diversity; analyse identity as a dynamic or stable trait; and take into account the influence of power – relations among the social groups in their socio-historical contexts such as organisational cultural environment, strategy, policies and practices. Thus, this study takes into account the feelings of inferiority, minority and marginalisation in understanding the effect of ethnic diversity on employee performance.

### **Educational Diversity**

Educational Diversity is herein defined as the extent to which an employee perceives himself different from the rest of the other employees on account of his education level (Pitts & O’Toole, 2010). It is measured by feelings of difference between the employee and his supervisor on account of his education status, feelings of difference between the employee and the rest of the employees who constitute the majority education group; and feelings by the employee of being marginalised by the other employees (whether majority or minority, whether supervisor or subordinates) on account of his education level. According to Garner & Rycx (2013) education diversity entails the mix of high skilled and low skilled labor-force, and that it is productive only to the extent that it yields complementarity and spill overs in the organisation. Kahtani (2013) argues that education and learning programmes that increase the emotional intelligence of employees achieve much in terms of improving individual performance. The specific emotional intelligence skills that boost

performance include: appraisal of one's emotions and that of colleagues, ability to use emotions to achieve goals; and regulation of emotions to fit various contexts. In order to objectively analyse educational diversity, it is postulated that one can opt to adopt a broad or narrow definition of educational diversity; analyse identity as a dynamic or stable trait; and take into account the influence of power – relations among the social groups in their socio-historical contexts such as organisational cultural environment, strategy, policies and practices. Thus, this study takes into account the feelings of inferiority, minority and marginalisation in understanding the effect of educational diversity on employee performance (Janssens & Steyaert, 2010).

### **Employee Performance**

Individual employee performance is an observable, dynamic and measurable effect resulting from application of effort by the employee and can be influenced by the employer (Hassan & Ogunkoya, 2014). Employee job performance can be deemed to be either negative or positive depending on the desired goals of the employer. Also, employers invest resources on the employee and in the workplace with the goal of influencing positive job performance outcomes that are in line with the corporate goals. According to Ufuophu-Biri and Iwu (2014), job performance is that part of employee behaviour that is necessary to engage in tasks that result in productive work outcomes. It is the employee's discretion and prerogative to discern, engage and continue in productive behaviour that will yield benefit to the firm. Considering the fact that job performance is a personal initiative, it is safe to conclude that it has the potential of varying across individuals; and that there should be a difference between mediocre performance and effective performance. Different organisations employ different objective ways of measuring employee performance (Kochan, *et al.*, 2011). The most common measures are the performance ratings which depict an employee's ability to meet set targets; and the bonus awarded pegged on performance. This data is usually stored by the human resource department. In other cases, performance measures such as levels of employee satisfaction require undertaking an employee satisfaction survey and generating scores for analysis. Employee Performance rating is measured based on the Jumuia Resorts Performance Management Tool. The following indicators have been used to measure performance rating: ability to meet set goals; sensitivity to other people's feelings; protection of the company image; communication skills; and ability to separate work and personal issues (Jumuia Resorts, 2014).

### **Research Methodology**

This study adopted a descriptive research design such that the data was collected as it is the environment without modifying the environment. Descriptive study is preferred in this study because it demonstrates associations or relationships between workforce diversity and employee performance.

The target population for this study comprised all employees and other support staff of Jumuia Resorts in Kenya. The total target population is 146 and is distributed as shown in Table 3.1. The

researcher notes that this population is best suited to give the study relevant information for addressing the purpose and research questions of the study.

**Table 3.1: Target Population**

<b>Population Category</b>	<b>Population Number</b>
<b>Jumuia Kisumu</b>	41
<b>Jumuia Kanamai</b>	36
<b>Jumuia Limuru</b>	31
<b>Jumuia Nakuru</b>	25
<b>Jumuia coffee shop-Nairobi</b>	13
<b>Total</b>	<b>146</b>

*Source: Jumuia Resorts Annual Report (2016)*

The sampling frame for this study is the updated list of all the 146 Jumuia Resorts employees as at beginning of end of February 2017. The list was retrieved from the Jumuia Resorts call centre which updates and shares the list every three months.

Given that descriptive designs are characterised by surveying large numbers of people from whom adequate quantitative information is collected, and taking into account the total population is 146, this study adopted a census survey method. Census method refers to complete enumeration of all the elements of the universe (Mugenda & Mugenda, 2003). Census method is seen to increase the accuracy of the findings of the study since all the elements of the population are taken into account. Questionnaires were used as the data collection method in the study. Questionnaires are easy to address, consumed less time, and when well-structured have high validity. The questionnaire used in the study was semi-structured where both closed and open-ended questions were asked. The questions were presented in a scale such that respondents were allowed to choose the best answer they agreed to and resonated with.

The data collection process began with the researcher seeking authority from the institution and the leadership of Jumuia Resorts. The researcher identified the most appropriate day for data collection when most of the respondents were available. The respondents were contacted and an appointment booked with them through the human resource office. The respondents were taken through the ethical considerations before they filled in the questionnaires.

The researcher piloted the instrument to ensure reliability and validity. The researcher carried out the pilot test on 14 respondents from the targeted population but who did not participate in the final study. In two groups of seven people each, the researcher administered the pilot run and the responses given were correlated to detect whether the content validity desired was attainable. To the other group, the data collection tool was administered at a different time. Inconsistencies were then be addressed before deployment of the final tool for data collection.

The questionnaires were developed based on the theories and empirical evidence of existing research on workforce diversity and employee performance. The content validity was ensured by selecting variables that are informed by past theoretical reviews. In addition, expert guidance from

the Research Supervisor ensured that the research questions adequately covered the area under study, as recommended by Main (2011). The Research Supervisor also provided guidance on phrasing and sequencing of questions.

The researcher did a pre-test to each of the questionnaires to the pilot sample. Pre-testing was conducted to check the questionnaires structure and the sequence, meaning and ambiguity of questions. Pre-testing was done in order to refine and ascertain the reliability of the research instruments before they were applied in the actual research. Reliability was then calculated using Cronbach's alpha. According to Orodho (2009) an alpha of 0.7 and above is adequate to declare the research instruments as reliable.

Since the data to be collected was quantitative, so was the analysis method. Collected data was coded and converted into numerical codes that represented measurement of the variables (Mugenda & Mugenda, 2003). Any irrelevant information was discarded. The metrics of workforce diversity was measured for each independent variable. Performance rating scores were tabulated from the questionnaire. Descriptive statistics (frequencies, means, standard deviation and percentages) was the first step used to analyse the data. Presentation of findings was done using tables, bar charts and pie charts. Qualitative data was analysed using content analysis, a method common in the analysis of non-numerical data. The findings were presented in continuous prose. The following multiple regression model was adopted from Bertolino, Truxillo, & Fraccaroli, (2013) was used to undertake regression analysis using the SPSS software. The prediction equation is shown below:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \epsilon$$

Where:

$Y$  Employee Performance

$x_1$  Gender Diversity

$x_2$  Age Diversity

$x_3$  Ethnic Diversity

$x_4$  Educational Diversity

$\beta_0$  is the intercept; and reflects the constant of the equation

$\beta$  is the regression coefficient associated with each independent variable

$\epsilon$  is the error term

The regression results were interpreted using the Analysis of Variance (ANOVA) table. This entailed interpretations based on the Pearson correlation, R-squared, adjusted R-squared, Test of significance using F statistic through the Analysis of Variance (ANOVA), coefficients of the independent variables and their p-values.

### **Research Findings, Analysis and Discussion**

A total of 146 questionnaires were administered to the total population, out of which 113 were returned, which represented a response rate of 77%.

#### **Gender Diversity**

From the findings in Table 4.2, on a scale of 1 to 5, the mean score of Gender Diversity was 2.13 (SD = 0.50). This shows that the respondents rate Gender Diversity at 42.6%. Gender Diversity has a standard deviation of 10.0% implying that the aggregate rating ranges between 32.6% and 52.6%. Hassan and Ogunkoya (2014) note that the differences in performance between men and women stems from their physiological orientations and this in a way tend to affect the type of performance attained. While men are seen to value independence and achievement, their performance largely portrays value for work. On the other hand, while women cherish intimacy and attachment, their job performance outcomes reflect their value for people and relationships. Thus, placing each gender in their appropriate type of work tends to yield long-term productive performance.

Table 4.1: Descriptive Statistics - Gender Diversity

<b>Gender Diversity</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Gender Diversity	113	2.1305	.49983
Employees are respected irrespective of their gender category	113	2.3644	.43977
There exists no gender stereotypes in our organization	113	2.3305	.49153
The policies in our organization are gender sensitive	113	2.6186	.49557
Employees of all gender are involved in decision making	113	2.1390	.43750
In our organization, there is a policy prohibiting discrimination on account of gender	113	1.9632	.48965
Leadership opportunities are open to all gender	113	2.2424	.49575
Employees of all gender are supported equally when they have family problems	113	2.0932	.43764
Leaders are committed to embrace gender diversity	113	2.2299	.42194
Valid N (listwise)	113		

### **Age Diversity**

From the findings in Table 4.2, on a scale of 1 to 5, the mean score of Age Diversity was 1.78 (SD = 0.41). This shows that the respondents rate Age Diversity at 35.6%. Age Diversity has a standard deviation of 8.2% implying that the aggregate rating ranges between 27.4% and 43.8%. According to a study done by Smith and Turner (2015) employees' view of diversity and the resultant performance outcomes are largely informed by the generation the employee identifies with in the organisation. Those born prior to 1960s were seen to view diversity with human rights lenses; while those born after 1980s reportedly view diversity from an economic perspective. Whereas the

older generation cherished fairness and equity in representation of diverse groups, those born after 1980s valued collaboration among diverse teams to boost performance.

**Table 4.2: Descriptive Statistics – Age Diversity**

<b>Age Diversity</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Age Diversity	113	1.7824	.40539
Employees are respected irrespective of their age category	113	1.8824	.41220
Equal opportunities are extended to all employees irrespective of their marital status	113	1.4831	.40330
In our organization there are no discriminatory practices based on one's length of service	113	1.9661	.41579
Employees of all ages are involved in decision making	113	1.7220	.40470
In our organization, there is a policy prohibiting discrimination on account of age	113	1.7373	.40882
Leadership opportunities are open to both young and old.	113	1.9576	.40536
Employees of all ages are supported equally when they have family problems	113	1.4831	.42408
Leaders are committed to embrace age diversity	113	1.8889	.41682
Valid N (listwise)	113		

### **Ethnic Diversity**

From the findings in Table 4.2, on a scale of 1 to 5, the mean score of Ethnic Diversity was 1.91 (SD = 0.42). This shows that the respondents rate Ethnic Diversity at 38.2%. Ethnic Diversity has a standard deviation of 8.4% implying that the aggregate rating ranges between 29.8% and 46.6%. It has been observed that 40% of the youth in Kenya identify themselves as Kenyans first and another 35% see themselves as youth first; only 5% identify themselves by their ethnicity first (Awiti & Scott, 2016).

### **Descriptive Statistics – Ethnic Diversity**

<b>Ethnic Diversity</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Ethnic Diversity	113	1.9137	.42491
Employees are respected irrespective of their religion	113	1.9504	.52349
Equal opportunities are extended to all employees irrespective of their culture	113	1.9949	.40013

In our organization there are no discriminatory practices against the minority groups	113	1.9915	.40414
Employees of all ethnicity are involved in decision making	113	1.7373	.42472
In our organization, there is a policy prohibiting discrimination on account of ethnicity or religion	113	1.8814	.43525
Leadership opportunities are open to all ethnic groups.	113	1.9776	.40555
Employees of all ethnicity are supported equally when they have family problems	113	1.9102	.46049
Leaders are committed to embrace ethnic diversity	113	1.8559	.45632
Valid N (listwise)	113		

### Education Diversity

From the findings in Table 4.2, on a scale of 1 to 5, the mean score of Education Diversity was 1.86 (SD = 0.34). This shows that the respondents rate Education Diversity at 37.2%. Ethnic Diversity has a standard deviation of 6.8% implying that the aggregate rating ranges between 30.4% and 44.0%. According to Ng & Feldman (2009) education has a positive effect on performance of both core and non-core work related outcomes, and that with much training and mentorship opportunities the performance levels can be significantly enhanced.

**Table 4.3: Descriptive Statistics – Education Diversity**

Education Diversity	N	Mean	Std. Deviation
Education Diversity	113	1.8606	.33977
Employees are respected irrespective of their education level	113	1.5754	.37115
There is fairness in employment terms for employees with similar job-skills match	113	1.7458	.31834
In our organization there are no discriminatory practices based on whether one is skilled or unskilled	113	1.9949	.34607
Employees of all education levels are involved in decision making at various levels	113	1.7542	.32721
In our organization, there is a policy prohibiting discrimination on account of education background	113	1.7831	.32107

Leadership opportunities are open to all who meet basic education requirements.	113	1.7881	.33869
Employees of all education level are supported equally when they have family problems	113	1.7610	.34775
Leaders are committed to embrace education diversity	113	1.8826	.34444
Valid N (listwise)	113		

### Employee Performance

From the findings in Table 4.2, on a scale of 1 to 5, the mean score of Employee Performance was 0.59 (SD = 0.14). This shows that the respondents rate Employee Performance at 59.0 %. Employee Performance has a standard deviation of 14.0% implying that the aggregate rating ranges between 45.0 % and 73.0%. Individuals who perceive themselves as minority in an organisation or those whose perceive themselves as significantly different from their supervisors tend to report higher levels of absenteeism, higher rates of role conflict and ambiguity and attain low performance ratings (Milliken & Martins, 2009).

**Table 4.4: Descriptive Statistics – Employee Performance**

Employee Performance	N	Mean	Std. Deviation
Employee Performance	113	.5876	.14087
I consistently meet set goals	113	.5814	.1751
I am sensitive to other people's feelings	113	.5711	.1850
I protect the image of the organization	113	.6561	.1576
I proactively act on information received and communicate in timely fashion	113	.6037	.1205
I separate work and personal issues	113	.5390	.1867
I relate and work with others amicably and with respect	113	.5621	.1587
I consistently adhere to high quality professional standards and ethics	113	.4261	.1191
I am a good steward of the organisation's resources	113	.5241	.1442
I consistently keep time	113	.5845	
I lessons learnt and best practices with others	113	.6833	.1352
Valid N (listwise)	113		.1401

### Multiple Regression Analysis



Multiple regression analysis adopted to predict the unknown values of dependent and independent variables was analyzed using SPSS software as follows:-

**Table 4.5: Regression Model summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.344 <sup>a</sup>	.118	.085		.13495

a. Predictors: (Constant), Education Diversity, Gender Diversity, Age Diversity, Ethnic Diversity

The "R" column represented the value of R (the multiple correlation coefficients). R being the measure of the quality of the prediction of Employee Performance. From the findings, a value of 0.344 indicated a moderate level of prediction. The "R Square" column represented the R<sup>2</sup> value (also called the coefficient of determination), which was the proportion of variance in the dependent variable that could be explained by the independent variables. R<sup>2</sup> is used to show the variation of dependent variable due to changes in the independent variables. From the findings, the R<sup>2</sup> value of 0.118 indicated that Education Diversity, Gender Diversity, Age Diversity, Ethnic Diversity factors explained 11.8% of the variability of the Employee Performance in Jumuia Resorts; 88.2% of the variability of Employee Performance is explained by other factors.

**Table 4.6: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.261	4	.065	3.589	.009 <sup>b</sup>
	Residual	1.949	107	.018		
	Total	2.210	111			

a. Dependent Variable: Employee Performance  
 b. Predictors: (Constant), Education Diversity, Gender Diversity, Age Diversity, Ethnic Diversity

The F-ratio was used to test whether the overall regression model was good for the data. The table showed that the independent variables statistically significantly predicted the dependent variable,  $F(4, 107) = 3.589, p = .009$  implied the regression model was good fit of the data.

**Table 4.7: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.647	.093		6.949	.000
	Gender Diversity	.066	.027	.228	2.445	.016
	Age Diversity	.079	.039	.228	2.03	.045
	Ethnic Diversity	.001	.042	.002	.015	.008

Education Diversity	.032	.047	.075	.676	.015
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a. Dependent Variable: Employee Performance

The co-efficient of Gender Diversity was 0.066 indicating that when the number of the employees rating Gender Diversity increases by 1%, the Employee Performance rating increases by 0.066%. The t-value and corresponding p-value indicates that the coefficient is statistically significantly different to 0 (zero), since p = 0.016.

The co-efficient of Age Diversity was 0.079 indicating that when the number of the employees rating Age Diversity increases by 1%, the Employee Performance rating increases by 0.079%. The t-value and corresponding p-value indicates that the coefficient is statistically significantly different to 0 (zero), since p = 0.045.

The co-efficient of Ethnic Diversity was 0.001 indicating that when the number of the employees rating Ethnic Diversity increases by 1%, the Employee Performance rating increases by 0.001%. The t-value and corresponding p-value indicates that the coefficient is statistically significantly different to 0 (zero), since p = 0.008.

The co-efficient of Education Diversity was 0.32 indicating that when the number of the employees rating Education Diversity increases by 1%, the Employee Performance rating increases by 0.32%. The t-value and corresponding p-value indicates that the coefficient is statistically significantly different to 0 (zero), since p = 0.015.

Unstandardized coefficients were used to indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The fitted regression model of the variables is presented below:

$$EmployeePerformance = 0.647 + 0.066(GenderDiversity) + 0.079(AgeDiversity) + 0.001(EthnicDiversity) + 0.32(EducationDiversity) \dots\dots\dots(i)$$

The coefficients of regression showed the change expected on the dependent variable (y) when there was change in each of the independent variables (x<sub>1</sub>, x<sub>2</sub>, x<sub>3</sub> and x<sub>4</sub>) while other variables were held constant. From the estimated regression equation (i) above β<sub>0</sub>, which was the value of y in the absence of all the other independent variables or when all the other variables were equals to zero assumed a value of 0.647.

**Correlation Analysis**

**Table 4.8: Correlation Analysis**

		<b>Gender Diversity</b>	<b>Age Diversity</b>	<b>Ethnic Diversity</b>	<b>Education Diversity</b>	<b>Employee Performance</b>
<b>Gender Diversity</b>	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	113				
<b>Age Diversity</b>	Pearson Correlation	.096	1			

	Sig. (2-tailed)	.605				
	N	113	113			
<b>Ethnic Diversity</b>	Pearson Correlation	.117	.610**	1		
	Sig. (2-tailed)	.645	.000			
	N	113	113	113		
<b>Education Diversity</b>	Pearson Correlation	.469	.397	.309**	1	
	Sig. (2-tailed)	.122	.066	.003		
	N	113	113	113	113	
<b>Employee Performance</b>	Pearson Correlation	.593*	.761*	.602*	.713*	1
	Sig. (2-tailed)	.027	.003	.038	.001	
	N	113	113	113	113	113

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

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

From the findings in table 4.3, it is clear that there is a positive correlation between Gender Diversity and Employee Performance as shown by a correlation figure of 0.593 (P-value < 0.05), it was also clear that there was a positive correlation between Age Diversity and Employee Performance with a correlation figure of 0.761 (P-value < 0.05), it was also clear that there was a positive correlation between Ethnic Diversity and Employee Performance with a correlation figure of 0.602 (P-value < 0.05), it was also clear that there was a positive correlation between Education Diversity and Employee Performance with a correlation figure of 0.713 (P-value < 0.05). This shows that whereas Gender and Ethnic Diversity positively influence Employee Performance, Age and Education Diversity has a negative influence on Employee Performance.

## Conclusions

The findings show that Gender Diversity is a critical component in employee performance. The research findings indicated that Gender Diversity had a positive effect on Employee Performance in Jumuia Resorts. The findings show that Gender Diversity had a significant positive effect on the Employee Performance ratings, at 95% level of significance.

The findings show that Age Diversity is a critical component in employee performance. The research findings indicated that Age Diversity had a negative effect on Employee Performance in Jumuia Resorts. The findings show that Age Diversity had a significant positive effect on the Employee Performance ratings, at 95% level of significance.

The findings show that Ethnic Diversity is a critical component in employee performance. The research findings indicated that Ethnic Diversity had a positive effect on Employee Performance in Jumuia Resorts. The findings show that Ethnic Diversity had a significant positive effect on the Employee Performance ratings, at 95% level of significance.

The findings show that Education Diversity is a critical component in employee performance. The research findings indicated that Education Diversity had a negative effect on Employee Performance in Jumuia Resorts. The findings show that Education Diversity had a significant positive effect on the Employee Performance ratings, at 95% level of significance.

### **Recommendations**

The study recommends a mix of various genders in each department depending on the circumstances. Gender diversity accounts for huge variations in the employee performance of different stations.

The study recommends diverse work teams for both young and older employees since this enhances the individual performance ratings. It happens that what the older generations lose in efficiency (speed), they tend to compensate for it in effectiveness (wisdom).

The study recommends fair treatment of different ethnic groups in the organization. The effect of ethnicity on job behaviour varies according to workplace experiences and can be moderated both by changes in stereotypes, perceptions and diversity promotion, and changes in conceptualisation of one's ethnic identity.

The study recommends that organizational leaders focus on aligning training with employee needs. The effect of education on performance is enhanced especially when education programmes are aligned to other human resource aspects such as inter-personal relationships, conducive work environments that boost performance.

### **Suggestions for Further Research**

This research contributed to the existing body of knowledge on Workforce Diversity and Employee Performance. While the findings of this research singled out the determinants of employee performance in Jumuia Resorts, the research should be extended to the hospitality industry as a whole. Measures of diversity should be enhanced to take into account for the unique feelings of marginalization among employees.

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