



## **WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE IN KENYA SCHOOL OF GOVERNMENT**

**<sup>1</sup> Lekaitau Sekeyan Dennis, <sup>2</sup> Dr. Juma Dennis**

<sup>1</sup> Masters, Jomo Kenyatta University of Agriculture and Technology

<sup>2</sup> Lecturer, Jomo Kenyatta University of Agriculture and Technology

### **ABSTRACT**

Various studies have reviewed workforce diversity to have effect on employee performance at different areas but none have dwelled at Kenya School of Government. Therefore, the study was carried out an assessment to determine the effect of workforce diversity on employee performance at Kenya School of Government. The study was guided by the following study objectives: To determine the effect of ethnicity diversity on employee performance at Kenya School of Government, and to examine the effect of level of education diversity on employee performance at Kenya School of Government. The study was underpinned by the following theories Primordia list approach to ethnicity theory, Cognitive diversity hypothesis theory. The study was employed with descriptive study design. The target population of 552 and sample size of 232 respondents was included, that was senior management, middle level management, support management and lower Cadre. The study instruments used in this study was questionnaire. The presentation of the quantitative data from the coded closed ended questions was tabulated using tables, charts, graphs with aid of SPSS software. The analysis of the results can be used to sort out the challenges faced by the organization. The study concludes that objectivity of workforce diversity has positive and significant influence on employees performance at Kenya School of Government. This study therefore recommends that Kenya School of Government should put into consideration factors like recruitment and selection process, competency skills, implementing diversity policies and adopting the best HRM practices.

**Key Words:** Workforce diversity, ethnicity diversity, education diversity

## INTRODUCTION

Performance is the act of carrying out an action, or an accomplishment or achievement. Employee performance is how well an employee is effectively fulfilling his/ her job requirement or discharging his/ her duties so as to achieve good results (Durga, 2017). Armstrong (2012) citing Vroom (1994) said performance or effectiveness is a function of ability and motivation. Thus, employees need both ability and motivation for effective performance.

As the world becomes more globalized, more contact between people from different backgrounds is needed than ever before. This is because people no longer survive and contribute to a narrow environment because they are all a member of a global economy competing in almost every part of the globe (Patel, 2016). On these grounds, organizations are getting to become more diversified so as to realize competitive advantage by becoming more creative, innovative and receptive useful change.

Today's corporate workplace is transforming at a faster rate, and as a result, changes in workforce dynamics, employment growth in the economy, continued globalization, and the need for productive and profitable teamwork have emerged as significant factors driving the role of diversity in organizations. The labor force of all developed countries has become more heterogeneous as a result of globalization and competition. Advances in technology, as well as the emergence of a global economy, have taken the citizens of the world together in one environment, bringing them closer to one another (Bailey, Leonardi & Barley, 2012)

According to Griffin and Moorhead (2014), having a diverse workforce necessitates managers spotting and managing the myriad attributes that exist among employees within the company. As a result, corporations, educational institutions, and other organizations are looking for ways to better represent their customers in order to attract and maintain the brightest and most talented workers (Gupta, 2013). On these grounds, businesses are about to diversify in order to gain a competitive edge by being more imaginative, inventive, and adaptable to change.

Workforce diversity refers to those significant differences and similarities that are present among employees within a corporation (Griffin & Moorhead, 2014). According to Nwinami (2014), it represents an individual's personality, age, gender, ethnicity/race, faith, legal status, salary, job experience, and all those views that assume and maintain an organization's core values. It also means those organizations that are springing up to be more varied with relevance its workforce composition supported characteristics as age, ethnicity, expertise, et cetera (Robbins & Judge, 2013).

Human resource is a vital resource for any association, and in essence, having a diversified labor force could be an essential worry for some associations. In spite of the fact that, it's gotten essential for associations to utilize diversified labor force, at the identical time, it's become quite challenging for organizations with expanding diversified workforce to harvest the advantages of diversity while dealing with its potentially disruptive impacts (Kreitz, 2008; Saxena, 2014). Organizations have perceived the very truth that it's through the collective effort of its differentiated labor force that monetary resources are harnessed to accomplish organizational objectives.

For organizations to accomplish their objectives, their workforce's expertise, awareness, mindset, and energies must be sharpened on a regular basis in order to maximize their efficacy and enable them to meet greater challenges. Individuals make up companies, because without them, they will be unable to accomplish their objectives (Mullins, 2010). For this reason, the management of its human resources is additionally an important issue for organizational leaders (Saxena, 2014).

To be successful, corporate leaders must consider how the social care community affects workers' job values, and they must have strong leadership skills in order to improve selfworth and confidence, as all of its participants have been advised (Griffin & Moorhead, 2014). As a result, in order to achieve and retain a strategic edge over rivals, management must be able to tap into the company's most important resource: its employees' skills. Managers must show their perspective and use creative ways to achieve results, despite the growing richness of diversity in the environment and within the workforce.

### **Statement of the Problem**

Workforce diversity management is considered one of the main challenges for human resource management in modern organizations (Fernando, Pedro & Gonzalo, 2013). Workforce diversity is a complex phenomenon to manage in an organization. The management of workforce diversity as a tool to increase organizational effectiveness cannot be underscored, especially with current changes sweeping across the globe. Owing to this, there is need to investigate the awareness of managers on certain skills necessary for the creation of a diverse workforce environment.

Employee performance is how well an employee is effectively fulfilling his/ her job requirement or discharging his/ her duties so as to achieve good results (Durga, 2017). Armstrong (2012) said performance or effectiveness is a function of ability and motivation. Thus, employees need both ability and motivation for effective performance.

Public institutions in Kenya are supposed to portray a balanced diversity in their workforce ethnic composition, gender and minority groups for example disabled. While implementing diversity policy is a challenge both at strategic or even organizational level, organizations must continually improve to turn these challenges into opportunities. Despite government legislations that have been put in place to ensure workforce diversity in public establishments, questions have been raised regarding workforce diversity in public institutions in Kenya. In a report released by the National Cohesion and Integration Commission (2012), it indicated that most of the public institutions in Kenya either had more than one-third of their employees from one community which is against the constitution, had majority of their 8 employees from the local community in which the institutions are located or had majority of their employees from the same ethnic group or had more than one third of one community at the expense of other communities.

KSG has not performed to the expectations in terms of service delivery to its customers (Kamau, 2017). A study by Ouma (2013) on diversity and performance in KSG, Matuga revealed that service delivery and efficiencies of operations was low. Tanui (2017) in the study of KSG revealed that there is ineffective, inefficient and inexperienced employees and managerial incompetence at the institution.

In recent years, most organizations have embraced workforce diversity with an aim to increase profits and productivity. This integration has perhaps been done hurriedly, eyeing the end result and not actually understanding the steps that should be followed. This has resulted in management that is not skilled enough to control and manage workforce diversity, and its ethics such as battling discrimination, fostering inclusiveness, acknowledging the value of diversity, dealing with losses due to prejudice as well as complaints or legal actions against the organizations (Devoe, 2014).

Diversified workforce is the latest and current trend in every organization today. Moreover, the major concern for every organization is to enhance its productivity because organizations are an

economic activity and can only stay afloat by contesting in this cutthroat competitive world by generating more profits. Due to the diversified workforce, people are facing a lot more problems at the workplace. There is less collaboration and teamwork from some colleagues. However in order to achieve the organizational goals all members must be effective in terms of the roles they perform within the department. To those who are not very cooperative, firing is not the solution, which is what most managers have been doing.

Bedi, Lakra and Gupta (2014) indicates some of the consequences of ignoring diversity in an organization is unhealthy tensions between individuals of different culture or race, loss of productivity as a result in increased conflict and inability to retain talented employees. He further adds that good management alone does not necessarily ensure good diversity management. Several managers in organization have always thought being good managers or bosses sets the example of creating friendliness in the office. As a result, poor diversity management has been tolerated in the office, without the management knowing the core problem and consequently, no solution has been formulated.

A number of research studies have been conducted in Kenya's private sector on work diversity in relation to work diversity management strategies and organizational performance. However, none of these has focused on the effect of workforce diversity on employee performance. Munjuri and Maina (2013) and Oluoch (2006) addressed the issue of workforce diversity management practices. None of the above studies focused on workforce diversity management in the public institutions. Therefore, this study aims at filling up knowledge gaps identified in previous studies by establishing the effects of workforce diversity management on employee performance at Kenya Government School

### **Objectives of the Study**

The specific objective of this study was to:

- i. To determine the effect of ethnicity diversity on employee performance at Kenya School of Government.
- ii. To examine the effect of level of education diversity on employee performance at Kenya School of Government.

### **LITERATURE REVIEW**

#### **Theoretical Review**

##### **Primordialist Approach to Ethnicity Theory**

The primordialist approach, explains ethnicity as a fixed characteristic of individuals and communities. According to primordialists, ethnicity is embedded in inherited biological attributes, a long history of practicing cultural differences, or both. Ethnic identity is seen as unique in intensity and durability and as an existential. According to these theory up until the 1970s, and in some cases even later, primordialist accounts of ethnicity were common. Classic primordialist accounts generally view ethnic identity as innate, fixed and permanent. They claim each individual is born into an ethnic group or 'tribe' – the term commonly used up until the 1970s – perceived as a culturally defined unit. This led to tribes and later ethnic groups being classified by aspects of their material culture in addition to biological and territorial features. Primordialist accounts imply that ethnic identity serves a fundamental human need for belonging and meaning. The primordial approach also suggests in what is more commonly known as the 'ancient hatreds' argument that the fundamental cultural differences and divergent values between ethnic groups inevitably results in a 'clash of cultures' and the emergence of ethnic violence Adlparvar (2015).

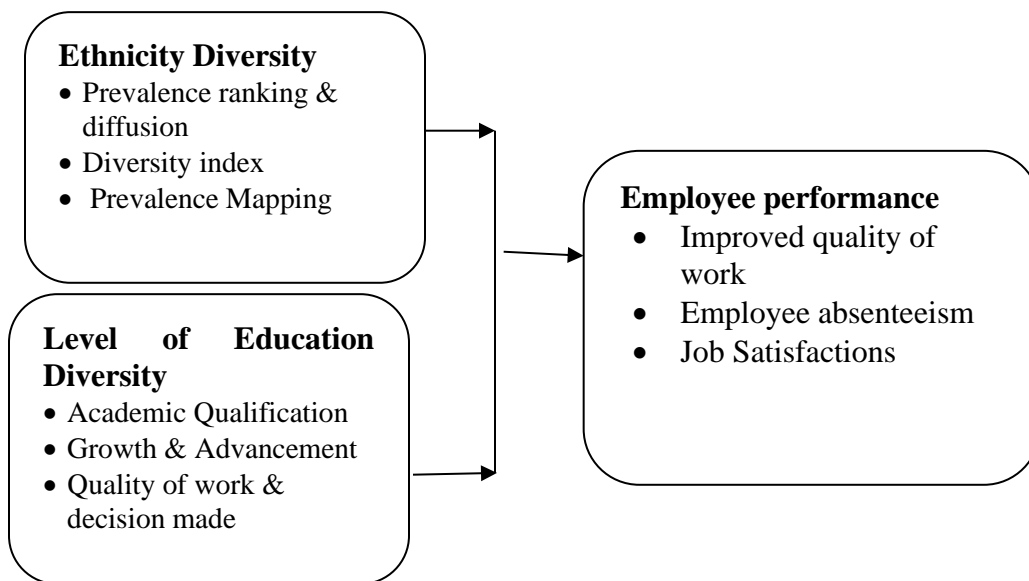
## Cognitive Diversity Hypothesis Theory

Some research shows that diversity has no relationship to group performance, and some shows that there is a relationship. Of the latter research, some shows a negative relationship (greater diversity means poorer group performance, less diversity means better group performance) and some shows a positive relationship. (Miller, Burke & Glick, 1998). These various findings may be due to the difference in how diversity can affect group members. Cognitive diversity refers to differences between team members in characteristics such as expertise, experiences, and perspectives.

Many researchers contend that physical diversity characteristics such as race, age, or sex (also known as bio-demographic diversity) positively influence performance because team members contribute unique cognitive attributes based on their experiences stemming from their demographic background. (Horwitz & Horwitz, 2007).

There is research that supports the relationship between group performance and task-related diversity as reflected in characteristics not readily detectable such as ability, occupational expertise, or education. However, the relationship between bio-demographic diversity and group performance has produced mixed results. (Watson, Kumar & Michaelsen, 1993).

## Conceptual Framework



## Empirical Review

### Ethnicity Diversity

Many factors like language, religion, race, sexual orientation, gender, age, and ethnicity account for the ethnic and cultural differences of persons. As a result, the factors may result in hostility, discrimination or disrespect within the workplace environment. However, since today's workplace comprises of people from all a part of the globe, diversity and therefore the challenges it poses are considered crucial to organizations. The variety of working populations has created an environment of multiracial and multicultural dynamism in many organizations (McKinsey *et al.* 2018).

As a result, it's expected that some individuals won't only harbor unfair prejudices but also project their inherent biases, anger and frustrations to others considered different within the organization. Also, such behavioral tendencies lead to stereotyping of individuals of diverse cultures, ethnicity or religion (Dhuppar, 2015). In the end, such age diversity may result in poor cohesion, team bonding, and build other problems such bullying, scapegoating or harassment within the workplace. The term harassment is defined because the extreme conducts, actions or utterances against a private that make an abusive, hostile or intimidating environment for work. In practice, harassment occurs thanks to the race or color, religion, or nationality of an employee. Other factors can include disability genetic information or affiliation to choose social groups.

In line with Amaliyah (2015), these issues significantly impact on organizations in a much diversified work environment cannot be tolerated or permitted to thrive. Therefore, organizations must carefully consider these challenges ethnic and socio-cultural differences can wear the workplace. Ethnically diverse teams result in more creativity and innovation because of complementarities and learning opportunities (Lee & Nathan, 2011; Ozgen *et al*, 2011). A moderate level of ethnic diversity has no effect on the business outcomes of the teams namely sales, profit, & market share whereas a high level of ethnic diversity improved business outcomes (Sander & Mirjam, 2012). An analogous positive impact of ethnic diversity on sales, productivity, market share, and innovativeness was reported by Gupta (2013).

### **Level of Education diversity**

Barrington and Troske (2001), observed that individual is more result-oriented on their level of education. It means that employee with high education is going to be more result-oriented. As far as Daniel (2009) research study is concerned, he explained that a single employee should be result oriented who depends on the academic level. The higher the academic level of single employees progress more and become more result-oriented. According to Christian *et al.*, (2006), the level of education is treated as a basis of more developed in the growth of the economy.

Emiko and Eunmi (2009) explained that employee is more result-oriented whose qualification is higher. It means that employees with more academic qualifications will be considered more result-oriented. Harrison and Klein (2007), observed that region with the more academic qualification will be considered high economic growth. Besides this, the high education level helps in reducing crime rate and increases become helpful in social participation (Hasan *et al.*, 2009).

Similarly, educational qualification is the most important factor to be considered in the education sector, and it became of utmost importance for the teachers and non-teaching staff for enhancing their performance. Teachers and non-teaching staff with diverse education can deliver better performance.

Based on evidence about education, and lack of literature in local context regarding the influence of education diversity on the performance of teaching and non-teaching staff in government colleges. The current study included this variable in research to check that what relationship exists amongst education diversity and employee performance.

### **STUDY METHODOLOGY**

The study used descriptive research design. Creswell and Poth (2017) define a descriptive research design as the plan and structure of investigation or a plan for investigating the sources and type of information to be used. The advantage of using descriptive research design is that all the subjects

will be observed in their natural setting. The population involved a total of 552 employees of Kenya School of Government. The senior management level target was 86 respondents as middle management level 198, Support management 144 and lower cadres targets were 112 respondents. The sample of 232 was arrived at using the Yamane's (1989) formula. The study used stratified sampling techniques where the population is first divided into subgroups (or strata) who all share a similar characteristic.

Questionnaires was the main instruments of data collection used in this research project. The questions were close-ended. To ensure content validity, a pilot test was done using 23 respondents and results was adjusted where necessary to make sure the instrument measured what it had been purported to measure (Saunders *et al.*, 2007).

The data collected was analyzed mainly by use of quantitative techniques and presented in tables and figures. Descriptive analysis was used to determine the proportions and frequency of the variables. Multiple linear regression analysis model was used to show the link between dependent and independent variables. Statistical Package for Social Science (SPSS) was used for analysis.

## RESEARCH FINDINGS AND DISCUSSIONS

The researcher distributed 232 questionnaires to the respondents during data collection process and 232 were fully filled and returned to the researcher thus making a response rate 100% Kothari (2012) argues that a response rate which is more than 50% is considered adequate while excellent response rate is usually above 70%.

### Descriptive Statistics

#### Effects of ethnicity diversity on employee performance

The respondents were asked to indicate their extent of agreement with the following statements on effects of ethnicity diversity on employee performance at Kenya School of Government on a five point Likert scale, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The findings were as presented in table 1;

**Table 1: Descriptive Statistics-Ethnicity Diversity**

Statement:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Std. Dev.
	Percentage					
1. My customs and culture beliefs dictate how I relate with my colleagues I work with here at KSG.	15.1	24.1	12.5	23.7	24.6	2.81 1.428
2. There are many conflicts within KSG employees resulting from the different languages used for communication.	7.8	15.9	10.3	27.2	38.8	2.27 1.328
3. KSG discourages us from indulging in ethnic differences as they are likely to disrupt peace and harmony existing amongst the employees in this organization.	29.7	38.4	13.4	7.8	10.8	3.69 1.272
4. Our School has been hiring and recruiting employees from all ethnic backgrounds from all over the Country hence leads to increased productivity.	53.0	35.8	5.2	3.0	3.0	4.33 0.933

(Source: SPSS output, Survey data, 2022)

Table 1 shows that 15.1% of the respondents strongly agreed with the statement that ‘my customs and culture beliefs dictate how I relate with my colleagues I work with here at KSG’ 24.1% agreed, 23.7% disagreed, and 12.5% were neutral while 24.6% of the respondents strongly disagreed with the statement.

It was found out that 7.8% of the respondents strongly agreed with the statement that ‘there are many conflicts within KSG employees resulting from the different languages used for communication’ 15.9% agreed, 27.2% disagreed, 38.8% strongly disagreed while 10.3% were neutral with the statement.

The finding shows that 29.7% of the respondents strongly agreed with the statement that ‘KSG discourages us from indulging in ethnic differences as they are likely to disrupt peace and harmony existing amongst the employees in this organization’ 38.4% agreed, 7.8% disagreed, 10.8 strongly disagreed while 13.4% were neutral about the statement.

The finding indicated that 53.0% of the respondents strongly agreed with the statement that ‘our School has been hiring and recruiting employees from all ethnic backgrounds from all over the Country hence leads to increased productivity’ 35.8% agreed, 3.0% disagreed and another 3.0% strongly disagreed while 5.2% were neutral about the statement.

The overall findings therefore indicate that an average of 54.95% of respondents agreed that ethnicity diversity significantly affect the employee performance at Kenya School of Government to a greater extent. Only 34.73% of the respondents were on the contrary opinion.

### **Correlation on Ethnicity Diversity and Employee Performance**

To determine whether study findings on ethnicity diversity had any correlation with employee performance, the findings were subjected to correlation analysis as shown in table 4.6.

**Table 2: Correlations**

		<b>Employee Performance</b>	<b>Ethnicity Diversity</b>
Employee Performance	Pearson Correlation	1	-0.012
	Sig. (2-tailed)		0.851
	N	230	230
Ethnicity Diversity	Pearson Correlation	-0.012	1
	Sig. (2-tailed)	0.851	
	N	230	232

(Source: SPSS output, Survey data, 2022)

### **Ethnicity Diversity and Employee Performance Linear Regression**

Linear regression analysis was conducted to determine the level of correlation significance between ethnicity diversity and employee performance. The findings are shown in table 3 and 4 below:  $Y = \beta_0 + \beta_1 X_1$  linear model was used.

**Table 3: Linear Regression Summary on Employee performance**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.012 <sup>a</sup>	0.000	-0.004	0.56343

(Source: SPSS output, Survey data, 2022)



**Table 4: Level of Education Diversity Linear Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta	Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	4.260	0.174		3.918	4.602		
1 Ethnicity Diversity	-0.010	0.052	-0.012	-0.112	0.092	1.000	1.000

(Source: SPSS output, Survey data, 2022)

According to the findings in table 4 there is a weak negative correlation between ethnicity diversity and employee performance,  $r = (-0.012)$ ;  $p \leq 0.05$ . Table 4.6 adjusted R square of  $-.004$ , indicates that  $-0.4\%$  of variation in employee performance is attributable to variations in level of ethnicity diversity. The formula used to compute the relationship was;

$$\text{Employee Performance} = 4.260 - 0.010X_1,$$

This implies that for every unit increase in ethnicity diversity, employee performance decreases by 0.01 units.

### Effects of Level of Education Diversity on employee performance

The respondents were asked to indicate their extent of agreement with the following statements on the effects of level of education diversity on employee performance at Kenya School of Government on a five point Likert scale, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The findings were as presented in table 5;

**Table 5: Descriptive Statistics-Level of Education Diversity**

Statement:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Std. Dev.
	Percentage					
1.Differences in employees academic qualifications does not affect work performance	24.1	44.0	15.1	11.2	5.6	3.70 1.122
2.Educational diversity amongst employees has enhanced the quality of work and decision made in KSG	34.9	46.6	12.1	3.9	2.6	4.07 .925
3.The recruitment design of the KSG depends on the education background of the workers	23.3	50.0	16.8	4.3	5.6	3.81 1.023
4.Opportunities for growth and advancement exist for KSG Staff who have lower Qualification in education	28.4	41.4	13.4	10.8	6.0	3.75 1.157

(Source: SPSS output, Survey data, 2022)

Table 5 shows that 24.1% of the respondents strongly agreed with the statement that 'differences in employees academic qualifications does not affect work performance' 44.0% agreed, 11.2% disagreed, 15.1% were neutral, while 5.6% of the respondents strongly disagreed with the statement. The finding revealed that 34.9% of the respondents strongly agreed with the statement that 'educational diversity amongst employees has enhanced the quality of work and

decision made in KSG, 46.6% agreed, 3.9% disagreed, 2.6% strongly disagreed while 12.1% were neutral about the statement.

The analysis revealed that 23.3% of the respondents strongly agreed with the statement that ‘the recruitment design of the KSG depends on the education background of the workers’ 50.0% agreed, 4.3% disagreed, 5.6% strongly disagreed while 16.8% of the respondents were neutral about the statement.

Further, the study found that 28.4% of the respondents strongly agreed with the statement that ‘opportunities for growth and advancement exist for KSG Staff who have lower qualification in education, 41.4% agreed, 13.4% were neutral, 6.0% strongly disagreed while 10.8% of the respondents disagreed with the statement. The overall findings therefore indicate that an average of 73.18% of respondents agreed that level of education diversity significantly affects the employee performance at Kenya School of Government to a greater extent. A meager 12.5% of the respondents were on the contrary opinion.

### Correlation on Level of Education Diversity and Employee Performance

**Table 6: Correlations**

		Employee Performance	Level of Education Diversity
Employee Performance	Pearson Correlation	1	0.370**
	Sig. (2-tailed)		0.000
	N	230	229
Level of Education Diversity	Pearson Correlation	0.370**	1
	Sig. (2-tailed)	0.000	
	N	229	231

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

(Source: SPSS output, Survey data, 2022)

Table 6 indicates a weak positive correlation exists between Level of Education Diversity and employee performance, where  $r(0.370)$ ;  $p \leq 0.05$ , therefore correlation was statistically significant.

### Level of Education Diversity and Employee Performance Linear Regression

Linear regression analysis was conducted to determine the level of correlation significance between level of education diversity and employee performance. The findings are shown in table 7 and 8 below:  $Y = \beta_0 + \beta_2 X_2$  linear model was used.

**Table 7: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.370 <sup>a</sup>	0.137	0.133	0.52239

(Source: SPSS output, Survey data, 2022)

a. Predictors: (Constant), Level of Education Diversity

**Table 8: Level of Education Diversity Linear Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta	Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	2.989	0.209		2.578	3.400		
1 Level of Education Diversity	0.322	0.054	0.370	0.216	0.427	1.000	1.000

(Source: SPSS output, Survey data, 2022)

#### a. Dependent Variable: general performance of KSG Employees

According to the findings in table 4.12 a positive correlation exist between Level of Education Diversity and employee performance,  $r = (0.370)$ ;  $p \leq 0.05$ . Table 4.8 adjusted R square of 0.133, indicates that 13.3% of variation in employee performance is attributable to variations in level of education diversity. The formula used to compute the relationship was;

Employee Performance =  $2.989 + 0.322X_2$ , this implies that for every unit increase of level of education diversity, increase employee performance by 0.322 units.

#### Employee performance

The respondents were asked to respond to the questions related to employee performance and the assessment was done on a five point Likert scale, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The descriptive statistics on table 4.21 are based on respondents' response on questions concerning employee performance as a dependent variable;

**Table 9: Descriptive Statistics-Employee Performance**

Statement:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Percentage
1. KSG employees deliver timely results as well as meeting targets assigned to them.	34.9	49.6	12.5	2.6	0.4	100.0
2. There is an increase in my productivity generated from working in an organization with a diverse group of employees.	31.0	59.9	5.6	1.7	1.7	100.0
3. My innovation and creativity skills have been developed from interacting with employees of diverse backgrounds.	34.1	53.4	8.6	3.0	0.9	100.0
4. I strive hard to learn as well as explore new ways of providing my customers with an unforgettable customer satisfaction services.	56.0	33.6	6.0	2.2	2.2	100.0

(Source: SPSS output, Survey data, 2022)

Table 9 shows that 34.9% of the respondents strongly agreed with the statement that 'KSG employees deliver timely results as well as meeting targets assigned to them' 49.6% agreed, 12.5% were neutral, 2.6% disagreed while 0.4% of the respondents strongly disagreed with the statement.

The finding indicated that 31.0% of the respondents strongly agreed with the statement that ‘there is an increase in my productivity generated from working in an organization with a diverse group of employees’, 59.9% agreed, 5.6% were neutral 1.7% disagreed, while another 1.7% of the respondents strongly disagreed with the statement.

The analysis revealed that 34.1% of the respondents strongly agreed with the statement that ‘my innovation and creativity skills have been developed from interacting with employees of diverse backgrounds’, 53.4% agreed, 3.0% disagreed, and 0.9% strongly disagreed while 8.6% of the respondents were neutral about the statement.

Further, the study found that 56.0% of the respondents strongly agreed with the statement that ‘I strive hard to learn as well as explore new ways of providing my customers with an unforgettable customer satisfaction services’, 33.6% agreed, 2.2% strongly disagreed, 6.0% were neutral, while 2.2% of the respondents disagreed with the statement.

## **Conclusion**

### **Ethnicity diversity and employee performance**

According to the findings, research question one indicated that there is a positive relationship between ethnicity diversity and employee performance,  $r = (0.012)$ ;  $P \leq 0.05$ . The adjusted R square of .004, indicates that -0.4% of variation in employee performance is attributable to variations in level of ethnicity diversity. Therefore the relationship is significant. The formula used to compute the relationship was; Employee Performance =  $4.260 - 10X_1$

The overall findings therefore revealed that an average of 54.95% of respondents agreed that ethnicity diversity significantly affect the employee performance at Kenya School of Government to a greater extent.

### **Level of education diversity and employee performance**

The study findings on research question two further indicated that a positive correlation exist between Level of Education Diversity and employee performance,  $r = (0.370)$ ;  $P \leq 0.05$ . The adjusted R square of 0.133 indicates that 13.3% of variation in employee performance is attributable to variations in level of education diversity. Therefore the relationship is significant. The formula used to compute the relationship was; Employee Performance =  $2.989 + 322X_2$

The overall findings therefore indicated that an average of 73.18% of respondents agreed that level of education diversity significantly affects the employee performance at Kenya School of Government to a greater extent.

## **Recommendations of the Study**

### **Ethnicity diversity and employee performance**

In order for KSG to enhance and sustain the gains made on ethnicity diversity the school should have a concerted effort in aligning organizational objectives and values into how employees relate to each other to avoid indulging in ethnic differences as they are likely to disrupt peace and harmony existing amongst the employees in the Institution. Such alignments should also promote transparent hiring and recruitment processes to employees from all ethnic backgrounds from all over the Country

### Level of education diversity and employee performance

Based on the findings of the study there is educational diversity amongst employees which has enhanced the quality of work and decision made in KSG. However, an organizational assessment should be done to determine the skills and competency alignments and establish what individual employees would desire to be trained on to enhance service delivery. Such alignments have to be done and mechanisms for monitoring the same developed by the institution.

### Areas for further research

This study aimed at examining the effect of workforce diversity on employee performance in Kenya School of Government. However, this study was limited to Kenya School of Government hence the findings cannot be generalized to other institutions in Kenya. Therefore, the study recommends that further research should also be conducted on the factors influencing implementation of competence based framework in the public service in Kenya.

### REFERENCES

- Barrington, L. & Troske, K. (2001). *Workforce Diversity and Productivity: An Analysis of Employer-Employee Matched Data*. *Strategic Management Journal*, 10 ( ) 107–124.
- Bedi, P., Lakra, P., & Gupta, E. (2014) workforce diversity management: Biggest challenge or opportunity for 21<sup>st</sup> century organization. *IOSR journal of business and management* ver. III, 16(4), 102-107. <http://doi.org/10.9790/487x-1643102107>.
- Christian, J., Porter, L. W., & Moffitt, G. (2006). Workplace diversity and group relations: An overview. *Group Processes & Intergroup Relations*, 9(4), 459-466
- Cooper, D. R., Schindler, P. S., & Sun, J. (2003). *Business study methods*.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2015). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209, 240
- Daniel, C. (2009). *The effects of higher education policy on the location decision of individuals: Evidence from Florida's Bright Futures Scholarship Program*. *Regional Science and Urban Economics*, 8(39), 553-562.
- Devoe, D. (2014) *Managing a diverse workforce*. San Mateo, Ca: infor world media group.
- Emiko, M. & Eunmi, C. (2009). *Diversity management and the effects on employees' organizational commitment: evidence from Japan and Korea*. *Journal of World Business*, 44, 31-40
- Fernando, M. A., Pedro, M. R. & Gonzalo, S. G. (2013). Workforce diversity in strategic human resource management models. *Cross cultural management: an international journal*, 20 (1), 39-49. <http://doi.org.1108/13527601311296247>
- Griffin, R., & Moorhead, G. (2014). *Organizational Behavior: Managing People and Organizations: Ricky W. Griffin, Gregory Moorhead. Cengage Learning*.
- Gupta, A., Dey, A., & Singh, G. (2017). Connecting corporations and communities: Towards a theory of social inclusive open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 3(3), 17
- Harrison, D. & Klein, K. (2007). What's the difference? *Diversity constructs as separation, variety, or disparity in organizations*. *The Academy of Management Review*, 32(4), 1199–1228.
- Hasan, A., Muhammad, A. K. & Imran, A. (2009). *Linkage between Employee's Performance and Relationship Conflict in Banking Scenario*. *International Journal of Business Management*, 4(7), 45-52.
- Horwitz, S.K., & Horwitz, I.B. (2007). *The effects of team diversity on team outcomes:*

- A meta-analytic review of team demography. *Journal of Management*, 33 (6): 987-1015.
- Kreitz, P. A. (2008). Best practices for managing organizational diversity. *The Journal of Academic Librarianship*, 34(2), 101-120.
- Miller, C. C., Burke, L. M., & Glick, W. H. (1998). Cognitive diversity among upper-echelon executives: *Implications for strategic decision processes*. *Strategic Management Journal*, 19: 39-58.
- Mullins, L. J. (2010). *Management and Organisational Behaviour*: Financial Times.
- Munjuri, M. G., & Maina, R. M. (2012). Workforce diversity management and employee performance in the banking sector in Kenya. *Workforce*, 3 (1), 1- 21. Nairobi: Masola Publishers.
- Oluoch, J. O. (2013). *Influence of best human resource management practices on employees performance: A case of college of humanities and social sciences University of Nairobi, Kenya*. Unpublished Thesis, University of Nairobi.
- Saxena, A. (2014). Workforce diversity: A key to improve productivity. *Procedia Economics and Finance*, 11(1), 76-85
- Thorgren, S., & Wincent, J. (2013). Passion and challenging goals: drawbacks of rushing into goal-setting processes. *Journal of Applied Social Psychology*, 43(11), 2318-2329. doi:10.1111/jasp.12181.
- Watson, W.E., Kumar, K., & Michaelsen, L.K. (1993). *Cultural diversity's impact on interaction process and performance: Comparing homogeneous and diverse task groups*. *Academy of Management Journal*, 36(3): 590-602.