

Workforce Diversity on Employee Performance in Kenya School Of Government

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Abstract:

Background: Employees were the backbone for any institution thus count as an important resource within institution. Workforce diversity was vital for employee performance as it tends to directly influence performance of the employees within an institution. This study was done in all the 5 branches of Kenya School of Government. It sought to establish if employees' performance was influenced by having a different aspect of workforce diversity (gender, age, ethnicity and educational level) within KSG. This study was guided by the following specific objectives; to determine the effect of gender, age, ethnicity and the level of education influence employee performance in KSG. This study review Equity theory, Similarity/Attraction theory and Human Capital theory as well as the empirical review relevant to this research study.

Materials and Methods: The research study utilized a descriptive research where the population target of this study was the staff of KSG that comprises of 568 employees of all its branches. The study adopted a simple random sampling method with a selected sample size of 85. Questionnaires used to gather data contained close-ended and open-ended set of questions. The questionnaires' validity were tested by use of the supervisor and expert opinion and its reliability were checked by use of Cronbach's Alpha. The data collected was checked for errors and then it was analyzed using descriptive statistic by use of mean and standard deviation with the aid of Statistical Package for Social Sciences (SPSS) software version 21 and for inferential statistic, regression analysis was done to ascertain the correlation between workforce diversity and employee performance. The data collected and analyzed was shown in the form of charts, graphs and table.

Results: From the findings, it was discovered that gender diversity influenced employee performance by 0.346 in KSG, followed by ethnic diversity 0.316 and the level of education diversity 0.147. However, the relationship of age diversity on employee performance was inconsequential.

Conclusion: Age diversity had a negative and insignificantly influenced performance of employee at KSG. On the other hand gender diversity, ethnic diversity as well as the level of education diversity significantly and positively influenced employee performance at KSG.

Key Word: workforce, diversity, age, gender, ethnic and the level of education.

Date of Submission: 14-01-2021

Date of Acceptance: 29-01-2021

I. Introduction

1.1 Background of the study

Workforce diversity had been shown to directly influence performance of the employee within an institution. Workforce diversity was strongly linked with inventiveness and critical thinking skills and contrarily associated with tenacity and participation. Furthermore, workforce diversity was acknowledged and employed as an essential resource within an organization with regards to giving exceptional customer service or keep up a competitive advantage. . From the late 1990s economic recession and the economic development in recent decade, Korea and Japan labor markets had gone through drastic changes.

Individual performance affected organizational performance so, the positive result of employee-level workforce diversity worked as a fundamental and variables in developing employee collaboration. Therefore, motivation of employees and human resource management had continuous influenced on the improvement of individual performance of the employee. Performance of employees hence was one of the vital elements of workers, team and institutional development.

Workforce diversity had emerged from being and issue that was accepted to being a strategic tool that was important to most firms. Through recruiting employees with various traits showed how institutions were making significant strides in embracing a diverse workforce. With a huge workforce that had high level of age, gender, ethnic and level of educational diversity, institutions now contended with maximizing the value of diversity and minimizing the cost of operation. Therefore, workforce diversity was essential as it helped

institution brought together and making different employees with varying ideas and ways of thinking work together there by enhancing both institution and employees performance.

1.2 Research Problem

Kenya School of government had been experiencing a decline in the performance of its employees thereby affecting the overall performance of the institution. This had been brought about by lack of having proper policies on issues pertaining to employee promotions, transfers and training. Performance was normally seen as a factor of motivation and skills; employees who tend to have motivation at 100 percent and were 75 percent skillful often attained above average performance as compared to employees with a 25 percent skillful were not able to attain the proposed level of performance despite of their level of motivation, Whetten & Cameron (2011). Owing to this, it was crucial for institutions to adopt proper policies that could assist motivated employees there by improving their performance there by influencing positively the performance of the organization.

Earlier studies focused on broad diversity on institutional and organizational performance Busolo (2017), Wachira (2016) and Otsudi (2017). However few studies Muthiora (2017) and Mwatumba (2016) had devoted their effort to figure out the effect of workforce diversity and employee performance. Kenya school of government had a diverse workforce that consisted of both competent and inadequate employees and this had affected employee performance where the institution had face a decline in the overall performance. This study tried to bridge the gap of employee competence and incompetence through trainings and development the inadequate employees to be adequate hence helped in improving their performance.

Even though there were various studies that evaluated the effect of workforce diversity on employee performance, these studies had neglected their inefficiency in using their diversity objective and performance assessment Darwin (2014), Kochan (2011) and Kishnan & Kanagaraj (2017). From these studies, the problem in evaluating diversity and performance contentiously arose from the fact that the exercise raised sensitive issues. Former employees of GTIs had faced delayed transfer of service and integration of their personnel payroll data resulting to delayed salary payment within some institutions. This issues had resulted to having some employees not be willing to discuss freely as they fear being litigated and victimized.

Previous studies based on the evaluation the effect of workforce diversity on employee performance Zhuwao (2017), Eshetu (2017) and D'Netto & Monga (2009) from different regions, South Africa, Ethiopia and Australia respectively. These research studies established that there was a direct relationship amid the workforce diversity and employee performance. All these research findings were conducted on a study methodologies and locations. This study tried to add more emphasis on the effect of workforce diversity on employees' performance as well as address the gaps raised from the previous studies.

1.3 Research Objective

1.3.1 General Objective

The general objective of this research was to investigate the influence of workforce diversity on employee performance in Kenya School of Government.

1.3.2 Specific Objectives

To establish the effect of age diversity on employee performance in Kenya School of Government.

To determine the effect of gender diversity on employee performance in Kenya School of Government.

To find out the effect of ethnic diversity on employee performance in Kenya School of Government.

To investigate the influence of employees' level of education diversity on employee performance in Kenya School of Government.

II. Literature Review

2.1 Theoretical Review

2.1.1 Equity Theory

Adam, (1963) introduced the theory of equity with the belief that justice and equality were essential factors of a motivated person. The theory argued that "people were influenced by integrity and if they find disparities in the production proportion and their significant group, they tried to change their feedback to achieve their recognized equity." Equity theory involved how people's understanding about how they were viewed in contrast to others. There were theory posited that workers strived to preserve equality among the input they brought to work and the consequences they obtained from it) contrary to the seen input and outcome of other workers. However, since there theory was based on comparison between employees' inputs and outputs, as a result of this comparison, employees might experience a state of either being treated fairly or unfairly. Equity theory looked at what motivated employees. Employees were motivated to perform better by how they were compensated and rewarded. This sometimes might result to employees feeling that their compensation or

reward did not much the input and output they gave to their organization hence it might create a state of them feeling they were being treated unfairly despite the institution feel that its treating all employees with equity and just.

2.1.2 Similarity/Attraction Theory

The theory was devised in 1969 by Ellen Berscheid & Elaine Walster. The theory believed that employee enjoyed to cohort themselves with those employees they think were similar to them mainly because their demographic traits such as age, gender, ethnicity and education. Similarity-attraction theory assisted to clarify how variables such as gender, age, education and ethnicity could be an impetus for a particular employee need. Similarity/attraction theory tried to expound on how employees were likely to be drawn to employees who were comparable to them in the sense that they had kindred attitudes, personalities, physical attributes and lots of other traits, therefore there theory gave the foundation for showing the effect of employees' value diversity other than employee performance. Also, there theory could have an adverse effect towards workforce diversity and employee performance as it could lead to employees with similar traits, attitude, personalities and even attributes favoring each other against those employees who differ from them. This behavior could bring some adverse outcomes such as poor communication, poor teamwork and cohesion, increase in conflict. These might result to low institutional performance resulting from poor performance of the employees.

2.1.3 Human Capital Theory

An institution that had a workforce that was diverse, had both older generation and younger generation employee could benefit from these human capital Grund & Westergard-Nielsen, (2005). To fully utilize the theory, social similarity is so critical for employee coherence, synergy and communication because institution that had social dissimilarity among employees tends to result in a decrease communication, discontent and feeble performance within the employees. The theory had shown that owning a workforce that was diverse in form of age, gender, ethnicity and level of education enhances effectiveness amidst the employees as this could generate mentorship from more experienced or older to less experienced or younger employees. The theory had been used to highlight discrimination against employees either by them being older or young, indicating that they were to be held liable for their disadvantage position within the workforce since older employees gravitated to flop to keep their skills up to date and hence be able to maintain themselves as sufficient competitive employees while younger employees tend not to be included in decision making process by virtue of them being seen as inexperienced.

2.2 Empirical Review

Various reviews on workforce diversity on employee performance were determined with various studies being carried out to establish the relationship. Darwin & Palanisamy, (2014) findings on the effects of work force diversity on employee performance in Singapore organizations, workforce diversity brought various knowledge, skills set and increased the overall employee performance that enables attaining organization objectives. Age diversity was normally linked to innovation, developed and improved solving challenges and market insight which were cable of assisting organization attain and sustain a competitive advantage. This was based on their findings of the self-administered questionnaire used to obtain feedback from workers of both the manufacturing as well as the service industries in Singapore. From the study, three variables (age, gender and ethnicity) were revealed after the analysis as not to have statistically importance impact on the performance of employees, however, the HR programs implied by the workers to add to the effectiveness of workforce diversity had been recommended.

The research finding on gender diversity focused on people's differences based on being male or female. These differences influenced the manner in which employees reacted to the behavior of other employees at a work setting based on their gender. Kyalo & Gachunga (2015), study on Effect of diversity in workplace on employee performance in the banking industry in Kenya looked at how diversity was increasingly identified and applied as a key, organizational resource for providing exceptional customer service and retain a competitive edge. The study looked at the effect of education diversity, ethnic diversity, gender diversity and age diversity on performance of employee in the banking industry in Kenya. The study established that career opportunities for growth advancement endured both for male and female therefore equal consideration was given to both male and female. Additionally, the institution did an excellent work in drawing and employing women.

A research conducted by Bor & Wanyoike (2019) on Workforce diversity and Employee Performance: Ethnic and Socio-Cultural Diversity in Kenya. Workforce diversity had be very crucial in HR due to increase in globalization. It was established that ethnic diversity through language, cultural diversity, norm and believe influenced number of customers served. Additionally, ethnic diversity within an institution aided in so much accountability and transparency hence, depicting that ethnic diversity was vital to the general performance of employees.

III. Research Methodology

The research study adopted descriptive research design which was typical in nature. This study target population come from the Kenya School of Government. Therefore the unit of observation were all the 568 employees of KSG who comprise of top management, administration, faculty, hospitality and support staff. This research study utilized a simple random sampling method as all employees within the population were provided with equal chance to be selected. The sample size for this study was manifested using Mwangi & Boinett (2017) formula. $n = N / [1 + N(e)^2]$ where a sample size of 85 was determined. The research engaged usage questionnaires as the major instrument for conducting this study. The questionnaires were using both the structured question with a combination of 5-point Likert scale and unstructured questions so as to get the responses from the participants. The questionnaire was divided into six sections each of which dealt with specific set of questions to be answered.

A pilot test was carried out to check the appropriateness of the questions on the questionnaire containing question content, wording sequence, form and layout before it's distributed out to the 85 respondent who were targeted. A reliability test and a validity test was done to the questionnaire. The validity of this finding was administered by the researcher and also by reviewing the items with the supervisor and the experts. The feedback looked at the supervisor and experts construct and context validity and this helped in the modification of the instrument. Reliability of questionnaire was measured statistically through evaluating the internal consistency, Cronbach Alpha was applied to measure internal consistency. The Cronbach Alpha coefficient of 0.7 and above was considered acceptable enough to obtain accurate data.

This study produced both qualitative and quantitative data. Quantitative data was coded in reference to the numbering structure of the questionnaire for the various quantitative variables and statistical package of social science (SPSS version 21) was adopted to analyze. Meanwhile qualitative data was coded parochially and statistically analyzed. Multiple regression analysis was utilized to find out the intensity of the rapport between dependent and independent variables. The study applied a 95% confidence level. To establish the relation between the dependent and independent variables, a multivariate regression analysis was done.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where Y = Performance of Employees in Kenya School of Government

β_0 = Constant term

$\beta_1, \beta_2, \beta_3, \beta_4$ = Beta Coefficient

X_1 = Age diversity

X_2 = Gender diversity

X_3 = Ethnicity diversity

X_4 = Level of Education

ε = Error term

IV. Result, Finding And Discussion

This chapter exhibits the research findings on the effect of workforce diversity on employee performance in KSG. The results are presented in tables, charts, figures and frequency tables.

4.1 General Information

The study was guided by following objectives; effects of age diversity, gender diversity, ethnic diversity and educational level diversity on employee performance. The response rate from the respondent through answering of the questionnaire was 71% that represented response from 60 respondents as shown in table 4.1 below.

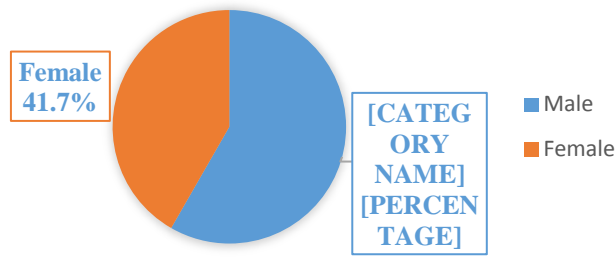
Table 4.1; Response Rate.

	Frequency	Percentage (%)
Responded	60	71
Not responded	25	29
Total	85	100

Source: Survey Data (2020)

The gender representation of the respondent at KSG were both males and females. This is indicated in Figure 4.1 where the majority 35 constitute a 58.3% of the respondent at Kenya School of Government were male and 25 which is 41.7 % were female. This shows that both genders were fairly represented in this study hence the results don't agonize from gender biasness.

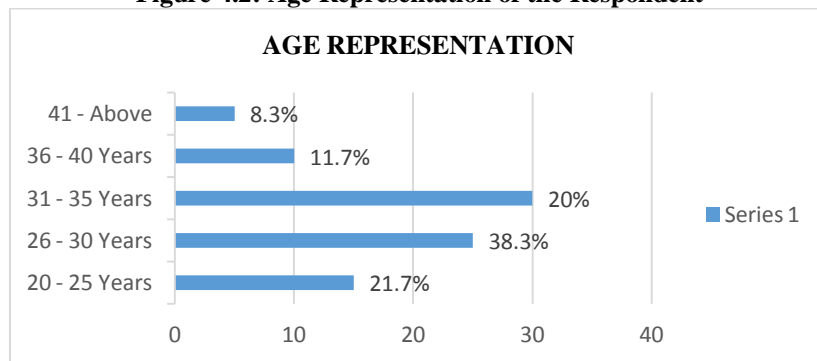
GENDER DISTRIBUTION



Source: Survey data (2020)

The participants were clustered according to their ages where it was noted that respondent of the age of 20 to 25 years were 5, 26 to 30 years 7, 31 to 35 years 12, 36 to 40 years 23 and 41 and above 13 as shown in figure 4.2.

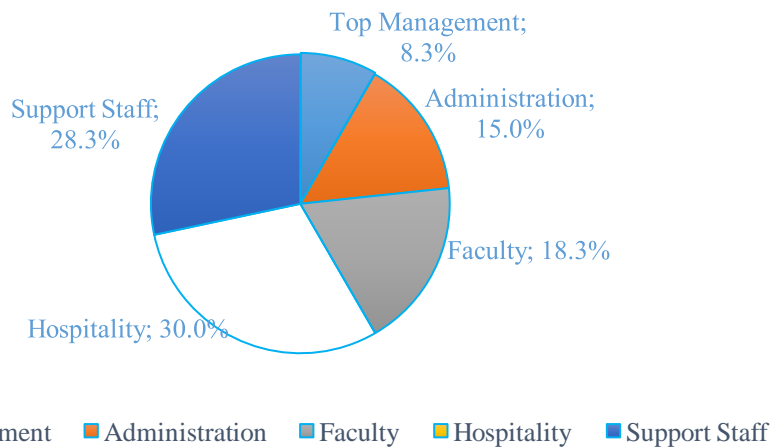
Figure 4.2: Age Representation of the Respondent



Source: Survey data (2020)

The staff distribution in the institution showed a reasonable representation of the population as

POSITION IN THE ORGANIZATION



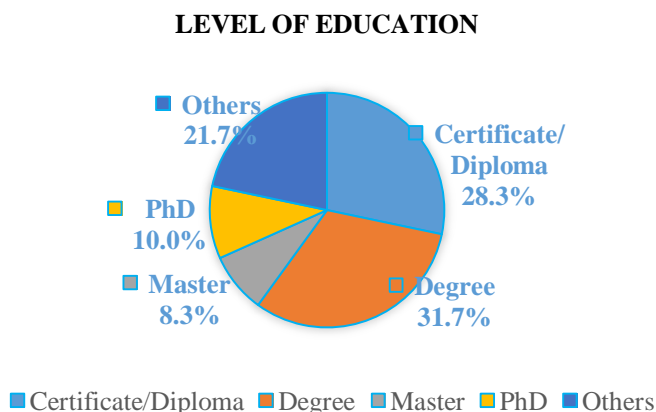
indicated in figure 4.3.

Figure 4.3: Position in the organization representation

Source: Survey data (2020)

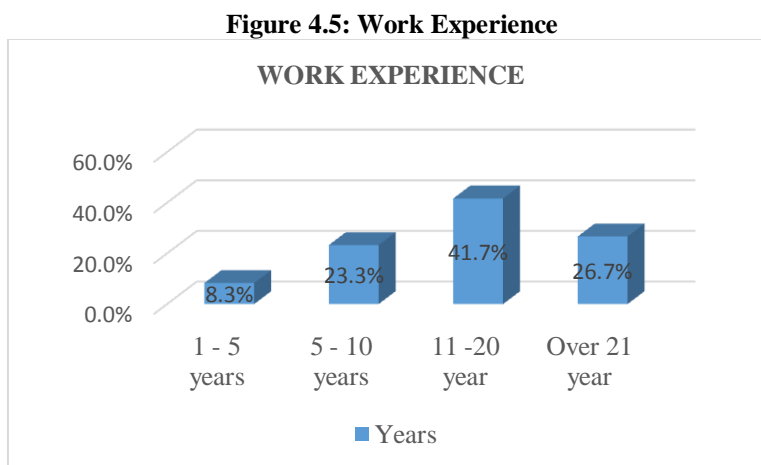
All the respondents had adequate educational background to read and understand the questionnaire. The distribution of the education level was also considered as shown in figure 4.4.

Figure 4.4: Level of Education Representation



Source: Survey data (2020)

Respondents were also clustered based on the work experience where it depicted a high turnover of staff in the institution with large dependence on new graduates for new staff as indicated in figure 4.5.



Source: Survey data (2020)

4.2 Descriptive Analysis

From the questionnaire findings, the respondent disagreed that the staffs of KSG lacked bonding with their fellow colleague from different ages, with a mean of 2.7347 and a standard deviation of 1.15263. Further, the respondent were neutral on the statement that KSG had strategies that ensure that both old and young employee worked together. This as depicted by a mean of 3.6938 and a standard deviation of 1.01183. The respondent also agreed with a mean of 3.5326 and a standard deviation of 0.84675 that all employees of various ages are included in problem solving as depicted in table 4.3.

Table 4.3: Age diversity on employee performance

Statement	Mean	Std.ve
Do staff of KSG lack bonding with their fellow colleague from different ages	2.7347	1.15263
KSG has strategies that ensure that both old and young employees work together	3.6938	1.01183
There is inclusion of all employees of various ages in problem solving at KSG	3.5326	0.84675
Decisions made at KSG consider all opinions raised from the diverse ages of her staffs	3.7126	0.88989
Employees' work who have worked for long are appreciated and valued at KSG	3.0123	0.76902
Older employees at KSG have more work experience as compared to younger employees.	3.9857	0.81501

Source: Survey data (2020)

The respondent agreed that gender representation at the top management at KSG was equal as depicted by a mean of 3.7413 and a standard deviation of 1.0195. The respondent further agreed that the institution policy makers and decision makers factor in gender representation when making policies and decision affecting the institution as shown by a mean 3.6645 and a standard deviation of 0.97598. Additionally, the respondents agreed with a mean of 3.6456 and a standard deviation of 0.92438 that training and development programs were structured to meet both male and female criteria.

Table 4.4: Gender diversity on Employee Performance

Statement	Mean	Std.ve
There is equal gender representation at the top management of KSG	3.7413	1.01957
The institution policy makers and those that make decisions for the institution factor in gender representation when making policies and decisions.	3.6645	0.97598
There is training and development programs structured to meet both male and female criteria at KSG	3.6456	0.92438
Training & development opportunities are fairly and equally provided to both male and female employees of KSG	3.94876	0.96111
There is no employee discrimination based on gender during hiring and recruitment process	3.7526	1.00518
The institution does a good job in attracting and hiring employees from both male and female	3.5703	0.92934

Source: Survey data (2020)

4.3 Regression Analysis

The research study used a multivariate regression analysis to establish the weight of the relationship between the dependent and the independent variables. From the table 4.8, the R-Squared is the proportion of variance in the dependent variable that can be explained by the independent variable. In this study the R-Squared was 0.664 that indicted that the four independent variable, can explain that 66.4% of the dependent variable. Therefore the other factors not studied in this study explain the 33.6% of the dependent variable.

Table 4.8: Employee Performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.814 ^a	0.664	0.662	0.46154

Source: Author (2020)

4.4 Analysis of Variance

The analysis of variance was used to establish if the model is a good fit for the dat. From the finding, the p-value was 0.000 which is less than 0.05 thus, the model is good in predicting how the four independent variables influenced employee performance in Kenya School of Government. Additionally, the F calculated (18.456) was more than the F-critical (2.45) that shows the model was fit in predicting the influence of workforce diversity on employee performance.

Table 4.9: Analysis of Variance

Model	Sum of Square	df	Mean Square	F	Sig.
1 Regression	15.652	4	3.913	18.456	0.000
Residual	44.431	55	0.215		
Total	57.083	59			

Source: Author (2020)

4.5 Regression Coefficient for Workforce Diversity on Employee Performance

Based on table 4.10, the equation for the regression

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Based on the intercept(β_0), when the four independent variables are held constant the value of performance of employee in KSG will be 2.343. Additionally a unit increase in age diversity while holding the other independent variables would lead to a 0.011 increase in employee performance in KSG. This relationship was significantly indicated by a p-value of 0.868. Moreover, holding other independent variable constant, a unit increase in gender diversity would lead to a 0.346 increase in employee performance in KSG. The relationship was significantly shown with a p-value of 0.001.

Table 4.10: Regression Coefficient

	Unstandardized	Standardized		t	Sig
	Coefficient	Coefficient			
	B	Std. Error	Beta		
(Constant)	2.343	0.306		7.631	0.000
Age Diversity	0.011	0.069	-0.01	0.156	0.868
Gender Diversity	0.346	0.047	0.461	7.208	0.001
Ethnic Diversity	0.316	0.062	0.114	5.010	0.000
Level of Education Diversity	0.147	0.052	0.058	2.773	0.030

Source: Author (2020)

Further, maintaining all other independent variable fixed, a unit increase in ethnic diversity would result to an increase in employee performance in KSG by 0.316 with a significant relationship depicted with a p-value of 0.000. In addition, , having all other independent variable constant, a unit increase in level of education diversity would result to an increase in employee performance in KSG by 0.147 with a significant relationship depicted with a p-value of 0.030. Lastly the findings indicted that there was no significant relationship between age diversity and employee performance in KSG. This study concurred with Kimani (2015) conclusion that age diversity had no significance to employee performance in the Ministry of Land and Physical Planning in Kenya.

According to this discoveries, we can deduce that mostly gender diversity was affecting employee performance in KSG followed by Ethnic diversity and level of education diversity. However the relationship between age diversity and employee performance was inconsequential.

V. Conclusion

Age diversity has a negative and insignificantly influence performance of the employee in the KSG. From the research findings showed incorporation of all age groups influenced employee performance. Younger age staff were viewed as too proud and ambitious while employee of older age are perceived as folks who have experience and enjoy better problem solving technique. Gender diversity positively and significantly impacted employee performance in the public institutions. From the findings, it concluded that equal gender ratio within the workforce affected the employee output significantly at KSG. The results also indicated that well-balanced workforce more so in gender, especially at the management and top leadership, provides a diverse insightful and transformative leadership and managerial decision in KSG.

From the study also concluded that ethnic diversity significantly and positively influenced employee performance in KSG. This demonstrated that a heterogeneous workforce in terms of ethnic backgrounds would lead to a positive and significant addition in employee output in KSG. A well-balanced workforce with ethnic diversity would assist institutions obtain efficient and cohesive working groups that ensures that employee synergy is achieved within the institution thereby having less conflicts occur among the staff. Therefore, the study concluded that ethnic diversity would significantly affect employee performance in Kenya School of Government.

The level of education positively and significantly influenced employee performance in KSG as educated employees have a better understanding of the information concerning the job description in terms of principles applied in performing the task, facts and even rules. The higher the level of education the more efficient and effective employee output is. Employee with higher level of education have a better understanding of issues and make sound and innovative decision in KSG.

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