



EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE IN KENYA: A CASE OF KENYA SCHOOL OF GOVERNMENT

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ABSTRACT

Today, workforce diversity is a major challenge that has easily turned into a losing situation for all involved, leading to demoralization of employees thus affecting employee performance in many organizations. The workforce diversity in terms of ethnicity and education aspects can lead to demoralization of employees thus affecting employee performance. The purpose of the study was to establish the effects of workforce diversity on employee performance in Kenya with a case of Kenya School of Government as the study area. The study adopted a case study research design. The target population was 690 employees at Kenya School of Government. A sample of 87 employees of the target population at Kenya school of Government and the study area was considered because of proximity to the researcher, accessibility and time limit. The study adopted stratified sampling method for primary data collection. The primary data was collected through the use of questionnaires and secondary data was obtained from published documents such as journals, periodicals, magazines and reports to supplement the primary data. A pilot study was conducted to pretest the validity and reliability of instruments for data collection. The raw information was analyzed to yield qualitative and quantitative data. Quantitative data was analyzed with help of SPSS version 21 and MS excel. The variables were regressed and study findings showed that independent variables significantly and positively influenced employee engagement at Kenya School of Government. Education diversity was the most significant factor and had a positive significant relationship at 5% level of significance. It was established that all independent variables influenced employee performance. The study recommends effective policies and strategies regarding the, education background diversity and ethnic diversity in the workforce for better employee performance at Kenya school of government.

Key Words: Workforce Diversity, Employee Performance

INTRODUCTION

The concept of workforce diversity and organizational performance has much been debated in the last five decades. Among the many environmental trends affecting organizations in recent years is the rapidly changing composition of the workforce, a phenomenon known as workforce diversity (Bhadury, 2000). Workforce diversity and organizational culture has been frequently said to be responsible for all manner of positive and negative ills. (Shani& Lau, 2005).Carrell (2006) defines workforce diversity as the ways that people differ which can affect a task or relationship within an organization such as, education, religion, and culture.

A better understanding of the concept would allow employees in organizations to solve problems and improve performance. Diversity issues are now considered important and are projected to become even more important in the future due to increasing differences in the population of many countries. Companies need to focus on diversity and look for ways to become totally inclusive organizations because diversity has the potential of yielding greater productivity and competitive advantages. Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity. Unmanaged diversity in the workplace might become an obstacle for achieving organizational goals. Therefore diversity can be perceived as a “double-edged sword”. In an academic context, diversity encompasses different dimensions including ethnic group, language, color, attitude, values, beliefsand religion (Rau & Hyland, 2003).

Workforce diversity has become one of the most salient management issues in organizations from all sectors. When the Review of Public Personnel Administration (ROPPA) was first published in 1980, White males accounted for 86% of all Senior Executive Service (SES) employees in the U.S. federal government. By 2008, that number had decreased to 65% (Office of Personnel Management, 2008). In addition to more racial/ethnic globalization has led to increases in cultural and linguistic diversity as well. About 18% of all households in the United States use a language other than English, and about 13% of U.S. residents were born in a different country (Rubaii Barrett & Wise, 2007). The legal environment for diversity has been altered dramatically by landmark court decisions such as *Bakke*, *Adarand*, and the *Gratzand Grutter*cases, as well as legislation such as the Americans with Disabilities Act of 1990 and the Civil Rights Act of 1991.

In order to address these problems of institutionalized ethnic, and disability discrimination, Kenya enacted a new constitution in 2010 to replace the independence constitution of 1963. Article 81, 54 and 56 foresees the formulation of an act to promote the representation of women, persons with disabilities, ethnic and other marginalized groups in public offices.

Statement of the Problem

The Quality Assessment and performance improvement strategy report (2014) revealed that the Kenya School of Government had experienced low employee performance and productivity which had led to decline in the customer satisfaction level from 73% in the year

2012/2013 to 65% in the year 2013/2014. Interestingly among other recommendation for improving employee performance and productivity the report recommended that KSG should overhaul its human resource practices specifically in training of staff in new technologies, youth empowerment and eliminate discrimination at work and favouritism and biasness in offices.

According to (Barlow, Bergen, Foster, 2002), Diversity and inclusion is the key to unlocking the full potential of employees and essential to ensuring the success and long term sustainability of every business in accessing vital talent pools and fuelling innovation, to entering new markets and guiding product development, diversity is increasingly recognized as a force driving productivity, performance, and market growth.

Munjuri (2012) was also categorical that workforce diversity management practices enhance organizational performance, productivity, effectiveness and sustained competitiveness.

Several other studies (Dessler, 2003; Bekele,2000; Nyambegera et al, 2001;Barlowet al.,2002;Wrigley et.al ,2005) have been done focusing on different aspects of work force diversity and further appreciating the crisis in employee performance and alarming rate of organizational non-performance due to workforce diversity. Hence this study seeks to investigate the effect of workforce diversity has on employee performance in the Kenya school of Government.

Objective of the study

The purpose of the study was to establish the effect of workforce diversity on employee performance in Kenya.The specific objectives of this study were to: Determine the effect of educational level diversity and ethnic diversity on employee performance in the Kenya.

Research Questions

The study sought to answer the following research questions;

- I. What is the effect of educational level diversity on employee performance in Kenya?
- II. Does ethnic diversity on workforce diversity affect employee performance in Kenya?

Scope of the study

This study was conducted on the Kenya School of Government which constituted 690 employees. The study targeted top, middle and low level management staff. The study was also limited to the two variables under study which included educational level and ethnic on employee performance at the Kenya school of government.

LITERATURE REVIEW

Theoretical Review

a) Information/Decision-Making theory

The information/decision-making theory arrives at quite different predictions, holding that diverse groups should outperform homogeneous groups (De Dreu& West, 2001). The idea is that diverse groups are more likely

to possess a broader range of task-relevant knowledge, skills, and abilities that are distinct and no redundant and to have different opinions and perspectives on the task at hand. This not only gives diverse groups a larger pool of resources, but may also have other beneficial effects. The need to reconcile conflicting viewpoints may force the group to more thoroughly process task relevant information and may prevent the group from opting too easily for a course of action on which there seems to be consensus (Copper ,1994).

In addition, exposure to diverging and potentially surprising perspectives may lead to more creative and innovative ideas and solutions (De Dreu& West, 2001).The above theory facilitated understanding of the second study variable and objective to examine the effect of educational level diversity on employee performance in Kenya.

b) Standpoint Theory

Hubble (2004) suggested that to understand co-cultural relations, the life experience of those in subordinate positions should be explored. Co-cultural theory provides a framework to access, from the perspective of historically marginalized individuals, their view of interaction between dominant and non-dominant relations within existing social structures.

Standpoint theory suggest that marginalized groups bring different perspective to an organization that challenges the status quo since their socially constructed world view will differ from that of the dominant group (De Pree, Max,2004). Although the standpoint of the dominant group will often carry more

weight, a transformational leader will encourage conflicting standpoints to coexist within an organization which will create a forum for sanctioned conflict to ensue. Conflicts stem from challenging the way things have always been done, and or ideas and problems that have not been explored from multiple perspectives. Standpoint theory gives a voice to those in position to see patterns of behavior that those immersed in the culture have difficulty acknowledging (Allen, Brenda J. 2002).

These unique and varying standpoints help to eradicate groupthink which can develop within a homogenous group. Scot Page's (2007) mathematical modeling research of team homogeneous teams on a variety of tasks points out that diversity in teamwork is not always simple and that there are many challenges to fostering an inclusive environment in the workplace of diverse thoughts and ideas. The above theory instigated the third study variable and objective to establish the effect of ethnic diversity on employee performance in Kenya.

Conceptual Framework

The conceptual framework is presented in a schematic interpretation as shown in the figure

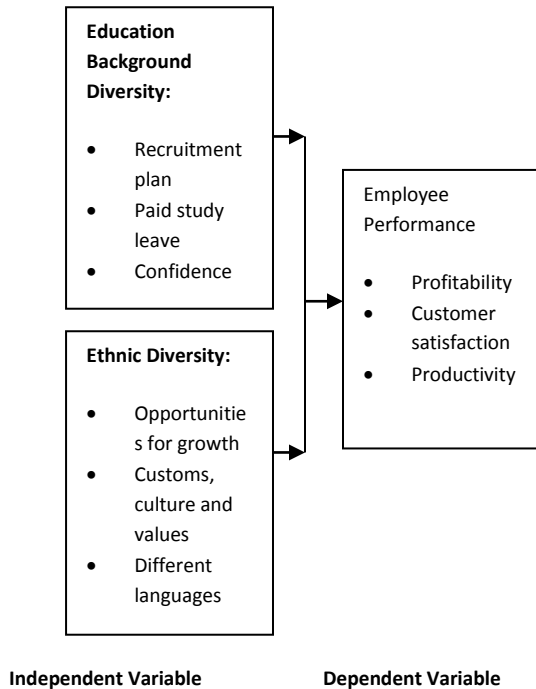


Figure 1. Conceptual Framework

a) Education background Diversity

Organizational leaders implement educational diversity initiatives in efforts to motivate and encourage each individual to work effectively with others so that organizational goals are achieved (Gwendolyn, 2002). A person's educational background can be a significant indicator of their knowledge, skills, and capability. Furthermore, the choice of a specific educational major may reflect one's cognitive strength and personality (Holland, 1997). For instance, an individual educated in computer science can be expected to have a somewhat different cognitive disposition than an

individual educated in marketing or advertising (Hambrick & Mason, 2002). As in functional expertise, dissimilarity in educational background seems to have a positive impact on team performance because it fosters a broader range of cognitive skills (Cohen and Bailey, 2001). Cohen & Levinthal (2000) contend that the absorptive capacity of the organization is likely to increase with variety in knowledge structures as reflected in diverse educational levels.

b) Ethnic Diversity

Ethnic diversity implies diversity in languages, religions, races & cultures (Alesina & La Ferrara, 2005). The growth of ethnicity was the focus of 90's & it is still gaining more momentum (Zgourides, Johnson & Watson (2002); Milliken & Martins, 1996; Nemetz & Christensen, 1996). There has been an increase in multicultural workforce in the organizations for utilizing greater participation & synergy to improve & increase both employee satisfaction & business performance. This increase is due to multicultural increase of our society. Ethnic diversity is highly relevant in an increasingly globalized world. It is a current fact of life. A moderate level of ethnic diversity has no effect on team performance in terms of business outcomes i.e. sales, profit, & market share. However if at least the majority of team members is ethnically diverse, then more ethnic diversity has a positive impact on performance. (Sander Hoogendoorn, Mirjam van Praag, (2012). All in all, ethnic diversity is an influential source of heterogeneity. Ethnically diverse teams working in relatively homogeneous organizations experienced performance deficits relative to the more homogeneous teams (Joshi & Jackson,

2003). According to Timmermans et al., (2011) study, ethnicity can be used as a proxy for cultural background and diversity in ethnicity can be expected to be positive for innovative performance, since it broadens the viewpoints and perspective in the firm (Richard, 2000). Moreover, based on Timmermans et al. (2011) study some levels of diversity in ethnicity might be positive associated with innovation, high degree of diversity in ethnicity might be negative since it can create conflict and cliques due to social categorization (Dahlin, 2005). Based on the literature review we proposed that P1: A moderate level of ethnically diverse workforce has a positive impact on organizational performance in terms of innovation, productivity, sales and market share.

c) Employee Performance

Previous research on workplace diversity suggests that diversity can be either detrimental or beneficial for employee performance (Williams & O'Reilly, 2004). For instance, employee diversity is positively associated with creativity and problem-solving skills (Jehn et al., 2002) and negatively related with cohesiveness and cooperation (Pelled, 2006). Good work force diversity practices in the area of human resources are believed to enhance both employee and organizational performance (Adler, 2005). Furthermore, employee diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions (Adler, 2005). It is also argued that with decreasing homogeneity in the workforce, it has become crucial for organizations to develop equal opportunities and diversity management policies to maintain the skills of

employees with diverse backgrounds in order to protect their competitive position in the market place (Gilbert & Ivancevich, 2000). Work place diversity generates conflicts between employees. Conflict occurs due to differences of perception, ideas, behaviors, interest, attitudes, religious differences, political differences and unjustified distribution of resources.

Conflict is not always negative and does not always create hostilities. It very much depends on how the conflict is handled. If handled properly, it can become a very rich source of development (Kigali, 2006). When corporate managers ignore the conflicts between co-workers, this will result in clashes amongst them. In turn, these clashes will be converted into personal and emotional conflict in the long run and therefore damages the organizational culture, worker morale, and overall organizational performance. It can also lead to a reduction in creativity, innovation, quality, and performance of employees and organizations ultimately leading to negative effects on the team performance (Passos & Caetano, 2005).

Empirical Review

a) Educational level diversity

Jehn & Bezrukova (2004) observed that informational diversity, such as education and functional areas, were positively related to actual work group performances, although the relationship was mediated by task conflict. Carpenter & Fredrickson (2001) similarly reported that international experience and diverse educational background were positively related to firm's global, strategic postures among top management teams. However, educational background can also negatively

affect team performance and social integration in teams (Cohen & Bailey, 2001).

b) Ethnic diversity

Ehimare & Oghene, 2011 empirically explored that ethnicity is insignificantly negative in its relationship to both employee productivity and performance. Ethnic diversity would benefit team performance due to a more diverse pool of skills and knowledge that leads to complementary and mutual learning. For example, due to complementarities and learning opportunities, ethnically diverse teams are associated with more creativity and innovation (Alesina & La Ferrara, 2005; Lee & Nathan, 2011; Ozgen *et al.*, 2011b). On the other hand, the costs associated with more ethnic diversity would be related to more difficult communication and coordination (Vardy, 2009)

Critique of Literature

Any successful management of workforce diversity must involve a change in the organizational culture. This will also involve the combination of various policies to deal with both the minority and the majority groups; the in-group and the out-group. Any theory that excludes any of the group or that fails to combine both groups is less likely to be successful. A good solution must also go beyond mere affirmative action (Thomas, 2005). Carrel (2006) notes that the reason of moving beyond affirmative action to managing diversity is because affirmative action fails to deal with the root causes of prejudices and inequality suppress the full potential of most employees.

Research Gaps

Researchers such as Hofstede (cited in Schultz *et al.*, 2003) have revealed that work force diversity promotes creativity, innovative problem solving and productivity. This occurs through the sharing of diverse ideas and perspectives. Kanter (2006) was one of the first to investigate this relationship. She found that innovative companies deliberately used heterogeneous teams to solve problems and they employed more women and people of color than less innovative companies. This is because diverse groups possessed a broader base of experience and perspectives (Kreitner & Kinichi, 2004). Similarly, effective education whether full or part time enhances exposure, training and development. This is what Bransford (2000), assert would promote understanding and congenial acceptance towards the realization of overall goals of the organization through performance.

Although arguments such as the business case for diversity are intuitively appealing and politically popular, there is little evidence that organizational diversity can be used to boost performance. Whether employee diversity improves organizational performance is an empirical question that has not been adequately tested in the public sector context.

RESEARCH METHODOLOGY

Research Design

Descriptive research design was used to obtain information concerning the current status of the phenomena to describe, "what exists" with respect to variables or conditions a situation so as to generalize the findings in respect to employee performance in public parastatals (Cooper & Emory, 1996). The study was descriptive in nature as it is deemed

appropriate because it involve use of written questionnaires administered to respondents.

Target population

The target population of this study was 690 staff working at the Kenya School of Government. The target population of the study was categorized into top management employees who were the policy makers, those in middle management were involved in the policy implementation and those in lower management were the actual implementers of the service.

Sample size and Sampling technique

The sampling frame that was used was the human resource register at the Kenya School of Government. An appropriate sample size was calculated. A representative sample size with known confidence and risk levels was selected, based on the work of Yamane (1967) formula. An appropriate response rate (sample size) was determined. The formula used by Yamane (1967) which gave a sample size of 87 responses.

Table 1 Sample size Distribution

| Stratum | Population(N) | Sample size(n) |
|-------------------------|---------------|----------------|
| Top Management | 70 | 8 |
| Middle level Management | 234 | 30 |
| Low level Management | 386 | 49 |
| Total | 690 | 87 |

Data Collection Instruments

In this study the main data collection instrument used were questionnaires containing both open ended and close ended questions with the quantitative section of the instrument utilizing a nominal format. Questionnaires were used since according to Dempsey (2003) they are effective data collection instruments that allow respondents to give much of their opinions pertaining to the researched problem. Questionnaires were used since according to Dempsey (2003) they are effective data collection instruments that allow respondents to give much of their opinions pertaining to the researched problem. The questions addressed by the questionnaires sought to gather quantitative and qualitative data on the effects of work diversity on employee performance at the Kenya School of Government.

Data Collection Procedure

The study used primary data. This was collected through self-administered questionnaires – drop and pick method. Structured questionnaire consisted of both open ended and closed ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively. The questionnaire sought to obtain information pertaining to general information of the respondents. The respondents were expected to give an insight on the effect of work force diversity on employee performance.

Data Processing and Analysis

The study used both descriptive statistics, and content analysis to analyze the data. The descriptive and inferential statistical tools such as analysis of frequencies and distribution were employed. Content analysis was used in qualitative data which was first coded to allow the use of some quantitative data analysis instruments. SPSS version 21 was used to aid in data analysis and the results were then to be presented in tables to summarize responses for further analysis and facilitate comparison. For this study, the researcher is interested in assessing the effect of work force diversity on employee performance, a case of the Kenya School of Government. This generated quantitative reports through tabulation, and measure of central tendencies. Regressions and ANOVA test was used to analyze the study variables.

$$Y' = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Where Y'=Dependent variable and X₁, and X₂ are the two independent variables

Where Y'- Employee Performance I Kenya School of Government; B₀- Constant; X₁- Education background Diversity; X₂- Ethnic Diversity; β₁...β₂..... coefficients.

FINDINGS AND DISCUSSIONS

Response Rate

The study targeted a sample size of 87 respondents from which 59 filled in and returned the questionnaires making a response rate of 67.81%.

Reliability Test Results

A pilot study was carried out to determine reliability of the questionnaires. The pilot study involved the sample respondents. Reliability analysis was subsequently done using Cronbach's Alpha which measured the internal consistency by establishing if certain item within a scale measures the same construct. The findings were as shown in Table 2.

Table 2: Reliability test results

| Scale | Cronbach's Alpha | Number of Items | Comments |
|-----------------------|------------------|-----------------|----------|
| Educational diversity | 0.875 | 7 | Accepted |
| Ethnic diversity | 0.935 | 8 | Accepted |

Gliem & Gliem (2003) established the Alpha value threshold at 0.7, thus forming the study's benchmark. Cronbach Alpha was established for every objective which formed a scale. The table shows ethnic diversity management had the highest reliability (α= 0.935), followed by educational diversity management (α=0.875). This illustrates that all the two variables were reliable as their reliability values exceeded the prescribed threshold of 0.7.

Demographic Information

Gender of the respondent

The study sought to determine the gender composition of the population. From the findings, it was established that majority of the respondents 58% were males whereas 42% of the respondent were females, this is an

indication that both genders were well involved in this study and thus the finding of the study did not suffer from gender bias all through the study.

Age Distribution

The study requested the respondent to indicate their age category. From the research findings, the study revealed that most of the respondents 44% were aged between 30 to 39 years, 36% of the respondents were aged between 20 to 29 years, 15% were aged between 40 to 49 years whereas 5% of the respondents were aged 50 years and above. This implies that respondents were well distributed in terms of their age.

Ethnic Region

Respondents were requested to indicate the region they came from, from the research findings, Most of the respondents as shown by 21% indicated that they hailed from central Kenya, 16% indicated that they hailed from rift valley region 14% indicated that they hailed from western Kenya region 13% indicated that they hailed from Nyanza region 11% indicated that they hailed from north eastern region 10% indicated that they hailed from Nairobi region 9% indicated they hailed from Eastern region whereas 6% indicated that they hailed from Coast region; This implies that respondents from different regions were fairly involved in this study. This is shown in Figure 4.3.

4.2.4 Educational Level

The study sought to establish the educational background of the respondents and from the study findings, most of the respondents as shown by 36% indicated that they held college diploma certificates, 26% of the respondents held bachelors degree, 18% of the respondents

held STPM, 12% of the respondents held masters degree whereas 8% of the respondents held PhD, this implies that respondents were well educated and that they were in a position to respond to research questions with ease.

Work Experience

The research sought to establish to find out the work experience of respondents. The study revealed that most of the respondents 43% indicated to have served for a period of 10 to 15 years, 32% of the respondents indicated to have served for a period of 6 to 10 years, 15% of the respondents indicated to have served for a period of 2 to 5 years whereas 10% of the respondents indicated to have served for more than 15 years. This implies that majority of the respondents had served for a considerable period of time and that they were in a position to give credible information relating to this study.

Position in the Organization

Respondents were requested to indicate their job position, from the research findings, the study established that 33.6 % of the respondents held positions of managers, 24% of the respondents held positions of senior managers', 16.3% of the respondents held positions of senior executive managers' 13% of the respondents held positions of executive managers' whereas 13.1% of the respondents held positions of employee entry level. This implies that different workgroups were equitably engaged in this research

a) Ethnicity Diversity

The study sought to determine the elements relating to effects of generational diversity on employee performance in the organization. The findings were as shown in Figure 2.

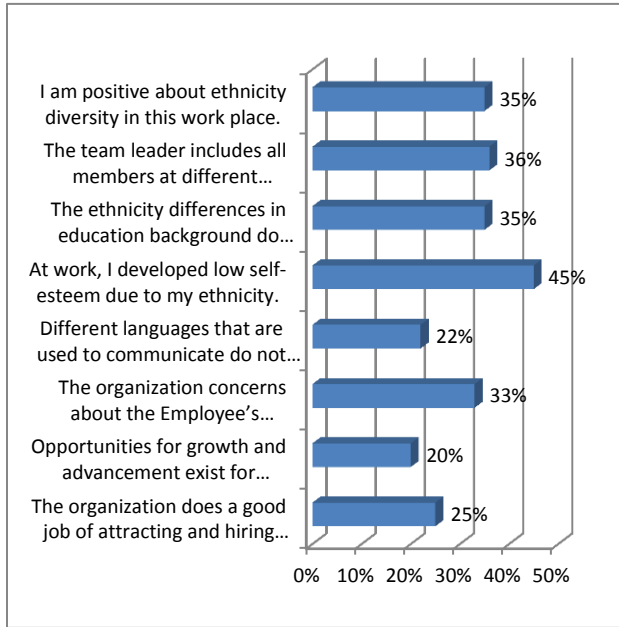


Figure 2: Elements of Ethnicity diversity

From the research findings, 45% of the respondents stated that significant number of employees developed low self-esteem due to their ethnicity at work place, 22% indicated different languages that are used to communicate do not create problem among employees, 25% of the respondents indicated that the organization does a good job of attracting and hiring minorities, 33% of the respondents cited that the organization concerns about the employee’s customs, cultures, and values, 35% of the respondents indicated that employees were positive about ethnicity diversity in this work place, 35% of the respondents cited the ethnicity differences in education background do not encourage

conflict, 20% of the respondents indicated that opportunities for growth and advancement exist for minorities in the organization,36% indicated the team leader includes all members at different ethnicity in problem solving and decision making. The above findings concur with the research findings by Alesina& La Ferrara, (2005). That ethnic diversity management will help organizations to nurture creativity and innovation and thereby to tap hidden capacity for growth and improved competitiveness at the same time encouraging public acceptance.

The research investigated whether ethnicity diversity affects employee performance in the organization and the findings were as illustrated in Table 3.

Table 3: Effects of Ethnicity Diversity on Employee Performance in the Organization

| Opinion | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 42 | 71.19 |
| No | 17 | 28.81 |
| Total | 59 | 100 |

From the research findings, majority of the respondents as shown by 71.19% agreed that ethnicity diversity affects employee performance in the organization whereas 28.81% of the respondents were of the contrary opinion, this is an indication that ethnicity diversity affects employee performance in the organization.

b) Educational diversity

The study sought to establish the elements relating to effects of educational level diversity

on employee performance in the Kenya school of government. The findings were as illustrated in Figure 3.

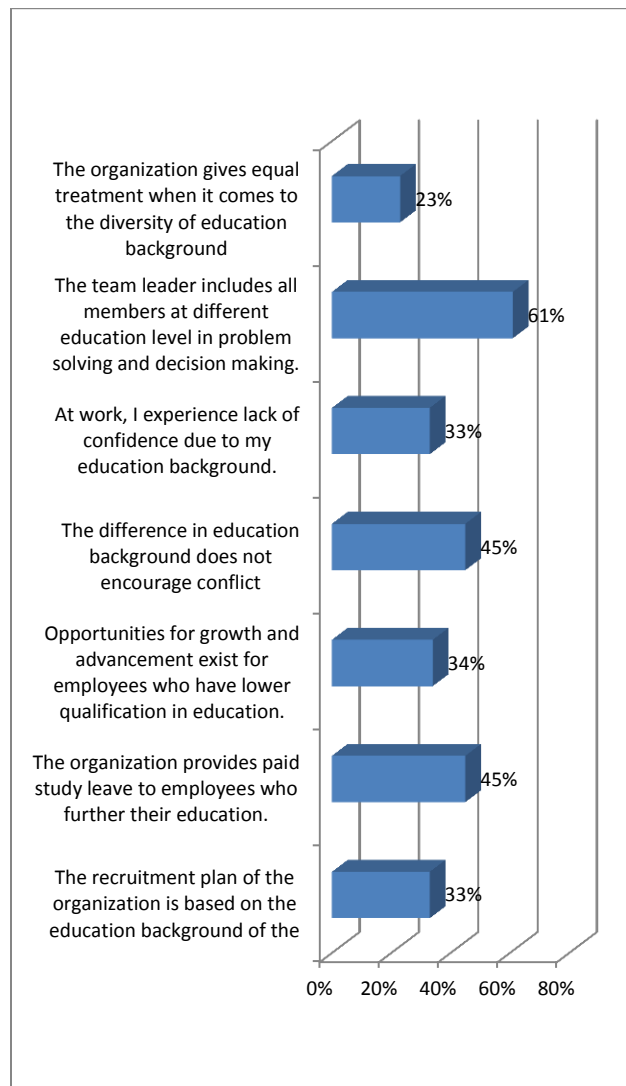


Figure 3: Elements of Ethnicity diversity

From the research findings, 23% the respondents indicated that the organization gives equal treatment when it comes to the diversity of education background, 33% stated the recruitment plan of the organization is based on the education background of the employees, 61% indicated the team leader

includes all members at different education level in problem solving and decision making, 45% of the respondents stated that the difference in education background does not encourage conflict, 45% of the respondents posited that the organization provides paid study leave to employees who further their education, 34% of the respondents indicated that opportunities for growth and advancement exist for employees who have lower qualification in education and 33% indicated that at work employees experience lack of confidence due to their education background. The above findings concur with the research findings by Gwendolyn, (2002). Educational Diversity management ensures that all employees have the opportunity to maximize their potential and enhance their self-development and their contribution to the organization.

The research sought to determine whether education diversity affects employee performance in the organization. The information is as illustrated in Tale 4.7.

Table 4: Effect of Education Diversity on Employee Performance in Your Organization

| Opinion | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 30 | 50.84 |
| No | 29 | 49.16 |
| Total | 59 | 100 |

From the research findings, majority of the respondents as shown by 57.47% agreed that education diversity affects employee performance in the organization whereas 49.16% of the respondents were of the contrary opinion, this is an indication that education

diversity affects employee performance in the organization.

c) Employee Performance

The study sought to establish the extent to which respondents indicated elements relating employee performance in the Kenya school of government. The results were as illustrated in Figure 4.

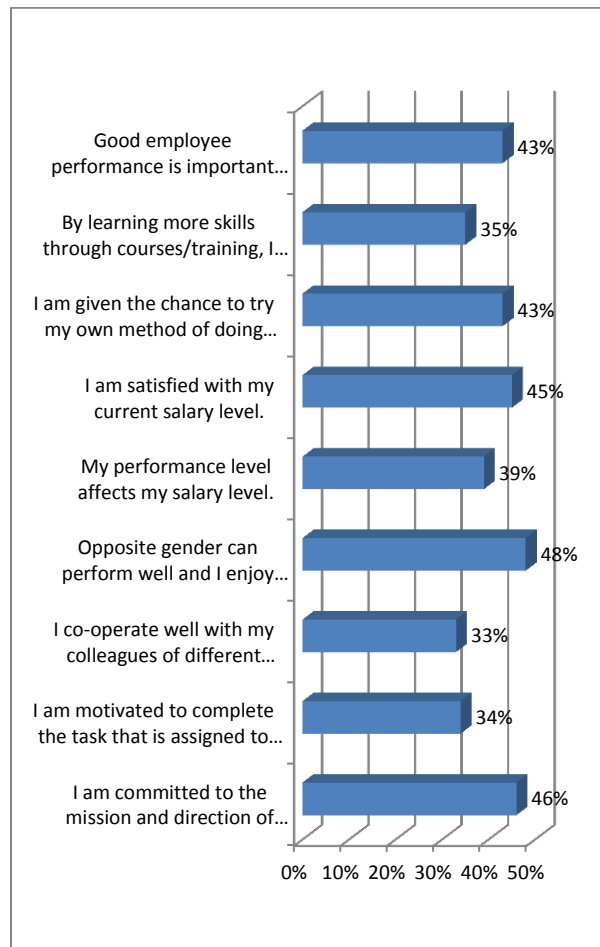


Figure 4: Elements of Employee performance

From the research findings, 43% the respondents stated that good employee performance is important for the future growth of my organization, 34% of the respondents indicated that employees were motivated to complete the task that is assigned to them, 46%

indicated that they were committed to the mission and direction of their organization, 39% of the respondents posited that employee's performance level affects their salary level, 48% indicated opposite gender can perform well and significant number of employees enjoyed working with them, 35% of the respondents cited that by learning more skills through courses/training, employees felt that they can improve my task performance, 33% indicated the employees co-operated well with their colleagues of different ethnicity, 45% stated that employees were not satisfied with their current salary level and 43% of the respondents indicated that employees were given the chance to try their own method of doing the job. the above findings concurs with the argument by Williams & O'Reilly, (1998) that diversity management intends to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives.

Multiple Regression Analysis

The study used multiple regression analysis so as to establish the relationship of independent variables and dependent variable that is employee performance at Kenya school of government. The study applied SPSS version 21 to code, enter and compute the measurements of the multiple regression. Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable.

Table 5: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| | .859 | .738 | .689 | .323 |

The value of adjusted R squared was 0.689 an indication that there was variation of 68.9 percent on employee performance due to changes in educational diversity management, and ethnic diversity management at 95 percent confidence interval. This shows that 68.9 percent changes in employee performance in Kenya school of government could be accounted to educational diversity management, and ethnic diversity management. R is the correlation coefficient which shows the relationship between the study variables, from the findings shown in the Table 5 is notable that there exists strong positive relationship between the study variables as shown by 0.859.

Analysis of Variance

From the ANOVA statics in Table 6, the study established the regression model had a significance level of 0.2% which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value (3.7079>2.197) an indication that educational diversity management, and ethnic diversity management all affects employee performance. The significance value was less than 0.05 indicating that the model was significant.

Table 6: Analysis of Variance^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 1.894 | 2 | .4735 | 3.7079 | .002 ^b |
| Residual | 6.896 | 56 | .1277 | | |
| Total | 8.790 | 58 | | | |

- a. Dependent Variable: Employee Performance in Kenya school of Government
- b. Predictors: (Constant), Ethnic diversity, Education diversity

Critical value =2.197

4.10 Regression Coefficients

Table 7: Regression Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficient | t | Sig. |
|-------------------------|-----------------------------|------------|--------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 11.443 | 1.033 | | 1.494 | .005 |
| 1 Educational diversity | .816 | .125 | .216 | 2.528 | .000 |
| Ethnic diversity | .776 | .113 | .251 | 3.327 | .001 |

- a. Dependent Variable: Employee Performance in Kenya school of Government

The findings revealed that educational diversity management, and ethnic diversity management to a constant zero, employee performance in Kenya school of Government would be at 11.443, at one percent change in educational diversity management would lead to increase employee performance in Kenya school of Government by a variations of 0.816%, and a at one percent change in ethnic diversity management would increase employee

performance in Kenya school of Government by a variations of 0.776%. Further, the study established that all the variables were significant as their significant value was less than ($p < 0.05$). At 5% level of significance, Educational diversity had a p-value of 0.0000; Ethnic diversity had a p-value of 0.001 Therefore, the most significant factor was Educational diversity.

Finally, from the data in Table 7, the study established regression equation was $Y = 11.443 + 0.816 X_1 + 0.776 X_2$. Therefore, Employee performance in Kenya school of Government = $11.443 + (0.816 \times \text{Educational diversity}) + (0.776 \times \text{Ethnic diversity})$. From the results of this study, Educational diversity contributed more to the Employee performance in Kenya school of Government.

SUMMARY OF THE FINDINGS

Ethnicity Diversity

The study established the extent to which responded agreed with the above statements relating to effects of ethnic diversity on employee performance in the Kenya school of government; from the research findings, majority of the respondents agreed that; significant number of employees developed low self-esteem due to their ethnicity at work, different languages that are used to communicate do not create problem among employees, the organization does a good job of attracting and hiring minorities, the organization concerns about the employee's customs, cultures, and values, most of the employees were positive about ethnicity diversity in this work place, the ethnicity differences in education background do not encourage conflict, opportunities for growth and advancement exist for minorities in our

organization in each case, the team leader includes all members at different ethnicity in problem solving and decision making, and That ethnic diversity management can help organizations to nurture creativity and innovation and thereby to tap hidden capacity for growth and improved competitiveness at the same time encouraging public acceptance, ethnicity diversity affects employee performance in the organization. This implied that ethnicity diversity statistically and significantly was an important factor that affected employee performance at Kenya School of Government.

Educational level diversity

The study established that; the organization gives equal treatment when it comes to the diversity of education background, the recruitment plan of the organization is based on the education background of the employees, the team leader includes all members at different education level in problem solving and decision making, the difference in education background does not encourage conflict, the organization provides paid study leave to employees who further their education, opportunities for growth and advancement exist for employees who have lower qualification in education and that at work, most of the employees experience lack of confidence due to my education background and that education diversity affects employee performance in the organization. This infers that educational diversity was important factors that influence employee performance at Kenya school of Government.

Employee Performance

The study established that; good employee performance is important for the future growth of my organization; significant numbers of the employees were motivated to complete the task that is assigned to me. most of the employees were committed to the mission and direction of my organization, employee's performance level affects their salary level, opposite gender can perform well and significant number of employees enjoyed working with them, by learning more skills through courses/training, employees felt that they can improve my task performance most of the employees co-operated well with their colleagues of different ethnicity, employees were not satisfied with my current salary level, most of the employees were given the chance to try my own method of doing the job and that diversity management intends to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives

Conclusions

The study also revealed that employee job confidence, Level of skills, employee training and job exposure are great determinants of organizational performance, therefore the study concludes that educational level diversity had a positive influence on employee performance in the Kenya School of Government.

The study further established that employees from different ethnic backgrounds can supply an organization with a greater variety of solutions to problems in service, sourcing, and allocation of resources. Therefore the study

concludes that ethnic diversity had a positive influence on employee performance in the Kenya School of Government.

Recommendations

The Kenya School of government need to need to embrace employee diversity management strategies as this can contribute to organizational performance through enhanced decision-making and problem-solving by providing a range of perspectives, a broad spectrum of expertise and a more robust process for critical evaluation.

The HR should formulate strategies to eliminate negative ethnic discrimination climate within the organization. Awareness-based training programs can be induced to help employees to reflect on their stereotypes. Behavioral-based training can also provide concrete recommendations on how to deal with an ethnic diverse workforce.

The HR management needs to formulate policies that encourage employee development, or recruitment of employees with diverse educational backgrounds, this will create a wide pool of knowledge within the organization thus enhancing organizational competitiveness.

Suggestions for Further Research

The study sought to investigate the effect of workforce diversity on employee performance in Kenya, it was established that from literature review few studies are conducted in Kenya. More so very little has been undertaken to explore workforce diversity on employee performance related to Kenya School of Government reason why the researcher call for further studies to be undertaken in Kenya. The researcher also recommends further studies on workforce diversity on employee performance

related to employee satisfaction and encourage more studies on workforce approaches, discursive approaches and workforce design theories to build up more scholarly work in this field. Similar studies should also be conducted on the other contemporary trends in workforce

diversity on employee performance to provide realistic and contextual solutions to these employee productivity issues in human resource management.

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