

**EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE WORK
PERFORMANCE: A STUDY OF THE COUNTY GOVERNMENT OF
MOMBASA**

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DECLARATION

This Research Project is my original work and has not been presented for a degree award in any other University.

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DEDICATION

I dedicate this research project to my dear mother, the late Mariam Maere Ndzowa.

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ABBREVIATIONS/ ACRONYMS

TUM	Technical University of Mombasa
CGM	County Government of Mombasa
KPA	Kenya Ports Authority
HRM	Human Resource Manager
HRD	Human Resource Development
SPSS	Software Package for Social Science.

DEFINITION OF TERMS

- Diversity:** The condition of having or being composed of differing elements: variety; especially the inclusion of different types of people (as people of different races or cultures) in a group or organization
- Ethnicity:** Pertaining to or characteristic of a people, especially a group (*ethnic* group) sharing a common and distinctive culture, religion, language, or the like. Referring to the origin, classification, characteristics, etc
- Education:** Knowledge, skill, and development gained from study or training
- Gender:** Culturally and socially constructed difference between men and women (as indicated by terms such as 'gender affairs' and 'gender politics')
- Performance:** The accomplishment of a given task measured against preset known standards of accuracy and completeness.

ABSTRACT

Workforce diversity is a multi-faceted phenomenon that will continue to evolve as the world becomes a global marketplace. No doubt many believe workforce diversity is fundamental for employee performance. This study sought to find out the effect of workforce diversity on employee work performance, using the County Government of Mombasa. In the context of this study the term workforce diversity was defined as the similarities and differences among employees in terms of ethnic background, gender and education. These similarities and differences formed the independent variables of this study. Literature review was done and an attempt was made to link the various published studies with this study with a view to discovering how each variable impacted on employee work performance at the CGM. The study described the target population which comprised of employees of the CGM working in the County Assembly. Judgmental sampling technique was used to get respondents within the County Assembly. The researcher targeted 30 out of 59 employees of the County Assembly of the CGM. Data was collected through self-administered questionnaires and was descriptively analyzed. Data collected through the questionnaire was analyzed statistically by using the Software Package for Social Science (SPSS). It was then summarized using tables. The summarized responses were used to examine the effect of each variable on employee work performance. Correlation Coefficient analysis showed a significant level of association between performance and the tested variables of diversity. Interviews and observations were also used to gather information to aid the study. It became clear from the data analysis that workforce diversity is a well-accepted phenomenon at the CGM and that there was no discrimination detected resulting from ethnic, gender or educational background. The workforce was harmonious but without expectations of high or low performance based on an employee's demographic background. An employee's ethnic, gender and educational background did not have any contributory effect on performance. The objectives of the study were fulfilled with negative results for all the tested variables. It became evident that workforce diversity does not influence employee work performance at the County Government of Mombasa. This study could be a guideline for future studies. While diversity is an acceptable phenomenon, its variables of ethnicity, gender and educational background do not portray significant effect on performance, positively nor negatively. It is therefore important for the County to realize the need to capitalize on these demographic categories in order to stay ahead of other Counties. In order to fully understand the scenario at the CGM, further studies need to be conducted in order to unearth the challenges of employee work performance with a view to discovering what needs to be done to enable the County increase efficiency and make better, its service delivery to the residents.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

For organizations to attract a broader talent pool of employees, it needs to embrace an organizational culture of workforce diversity. This will lead to an enhanced corporate reputation and strengthened cultural values. According to Childs (2005), workforce diversity is a global workplace and marketplace phenomenon. Therefore any business that intends to be successful must have a borderless view and an underlying commitment to ensuring that workforce diversity is part of its day-to-day business conduct. Diversity in workforce can lead to compliance with anti-discrimination laws, increased multicultural work environment and recognition that different perspectives are important.

Workforce diversity include, but are not limited to: age, ethnicity, ancestry, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, religious beliefs, parental status, and work experience Srivastava (2012). According to Bhatia (2008), there are other sources of diversity such as political affiliation, levels of ability, personality, socio-economic background of individuals, membership or non-membership of unions, period and nature of employment, and work style. All these indicate that human beings are different individuals with unique capacities. Employees therefore work together for organizations but they maintain their distinct identities, diverse cultures,

languages and lifestyles. With the advent of the internet and the worldwide web, the concept of a global village underscored the need for organization to promote workforce diversity in order to reach to the global markets Madiha, (2003).

Organizations hire employees from diverse countries, cultures, values and styles. While employees expect returns from the organization, their effective performance is significant for its success. It is therefore important to consider the effect of diversity on employee output. Workforce diversity could present tremendous challenges as well as opportunities to the organization in terms of effective management. The following are some of the challenges that diversity could present to an organization, individual versus group fairness, resistance to change, resentment, group cohesiveness and interpersonal conflict, segmented communication networks, backlash and competition for opportunities Madiha, (2003). It is therefore important to understand the impact of diversity on organizational outcomes, such as organizational performance, employee satisfaction, and turnover (Sungjoo, 2010).

As an organization, County Government of Mombasa (CGM) draws its workforce from diverse backgrounds. Therefore, it faces pertinent issues such as demographic changes, increasing number of women joining its workforce, organizational restructuring, and the implementation of the equal opportunity legislation, which requires organizations to review their management practices and develop new and creative approaches to people management. All these issues play out on the employee and can affect his or her work performance.

This research sought to investigate the effect of workforce diversity on employee work performance in the (CGM), by way of analysis through testing three dimensions of diversity namely: ethnicity, education and gender. The CGM has a total workforce of over 2,000 employees and is run by the County Executive which consists of the Governor, Deputy Governor, and a maximum 10-member County Executive Committee that is appointed by the Governor and approved by the County Assembly. The study focused on the employees in the County Assembly section of CGM who number 59.

1.2 Problem Statement

Workforce Diversity trends were first identified in the mid-1980s and they were proclaimed as an opportunity for organizations to become more creative, to reach previously untapped markets and talents, and in general to achieve and maintain a competitive advantage Roberson (2007).

Erasmus (2007) contended that, diversity management and workforce diversity are a forced integration that creates conflict and uncertainty in the workforce as leadership is not skilled in the discipline of diversity management and its principles. As such, human resource managers are in most cases not well equipped to effectively practice diversity management, or identify what factors contribute to effective diversity management and the tasks that can deal with diversity related issues in the workplace. Research suggests that left unmanaged, workforce diversity is more likely to damage morale, increase turnover and cause significant communication problems and conflict in the organization Roberson et al. (2007).

The County Government of Mombasa has a workforce drawn from almost all the 42 ethnic groups of Kenya (refer to interview schedule), working under unique social and environmental circumstances that provided a rare study on workforce diversity. This study focused on the relationship among ethnicity, gender and educational background, towards employee performance at the County Government of Mombasa.

1.3 Objectives of the Study

The general objective of this study was to analyze the effect of workforce diversity on employee work performance at the County Government of Mombasa.

The specific objectives of this study are:

1.4 Specific Objectives:

1. To determine the effect of ethnicity on Employee work performance at the County Government of Mombasa.
2. To determine the effect of gender on employee work performance at the County Government of Mombasa.
3. To determine the effect of education on employee work performance at the County Government of Mombasa.

1.5 Research Questions

The study sought to answer the following questions:

1. To what extent does ethnicity have an effect on employee work performance at the County Government of Mombasa?

2. To what extent does gender have an effect on employee work performance at the County Government of Mombasa?
3. To what extent does education have an effect on employee work performance at the County Government of Mombasa?

1.6 Justification of Study

Based on the problem stated, it was evident that studies or researches emanating from local scholars and institutions of higher learning and possibly other research organizations related to the stated topic were limited. It was therefore, envisaged that the results of the study would go a long way to enlighten scholars and lay readers on the effects of workforce diversity upon employee work performance at the County Government of Mombasa. The parties that were to benefit immensely from this study included, the Human Resource Manager at the County Government of Mombasa, who could use the findings of this study to review the policies on employment. Also to benefit were the top management at the County Government of Mombasa who would use the findings of this study in policy formulation and review. Other County Governments in Kenya, as well as other organizations, both private and public, that required employee services for their sustainability, would benefit from this study. Finally, future researchers and scholars, in this field of study, would benefit too from the findings of this study.

1.7 The Scope of the Study

The study sought to examine the effects of workforce diversity on employee work performance at the County Government of Mombasa. The research took

three months and involved the use of interviews, observations and questionnaires.

1.8 Limitations

The major limitation during the process of completing this study was eliminating the respondents' bias during the filling of the questionnaire. The questionnaire was designed to measure the attitude of the employees toward diversity and work performance. It was not easy to assess their objectivity in answering the items since they were expected to tick. In future, a questionnaire which would request some explanation would be more appropriate for gauging the objectivity of respondents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the purpose of this study and a comprehensive theoretical framework with regard to workforce diversity. It also highlighted the conceptual framework which critically showed the relationship between the various variables under consideration. The independent variables included ethnicity, gender and education while the dependent variable was employee job performance. An empirical review of relevant literature was discussed which highlighted the previous studies on the topic of workforce diversity and its effect on employee performance. A critical analysis of individual independent variables was undertaken which examined their effects on employee job performance and their overall attitude towards work ethics. Finally the chapter highlighted on the research gap which this particular study was to fill.

2.1.1 Purpose

The main aim of this study was to investigate the effect of workforce diversity on employee work performance at the CGM. According to Janssens, Sels & van den Brande (2003), workplace diversity is a complex, controversial, and political phenomena. It has been conceptualized by researchers from several viewpoints. Nkomo (1995) stated that several researchers have looked at workforce diversity from a very narrow perspective while some from a broad view. According to Cross, Katz, Miller and Seashore (1994), scholars favorably disposed to a narrow definition argue that the concept of diversity

should be restricted to specific cultural categories such as race and gender. Nkomo (1995) opined that diversity based on race, ethnicity and gender cannot be understood in the same way as diversity based on organizational functions, abilities or cognitive orientations. In harmony with Nkomo (1995); Michaéla et al. (2003), argued that since a cultural diversity dimension interacts with other dimensions of diversity, a narrow concept of diversity would be deficient since it will fail to recognize those interactions.

According to Jackson, Joshi and Erhardt (2003), advocates of a broad definition of diversity, argued that, diversity encompasses all the possible ways people can differ. According to this school of thought, individuals do not only differ because of their race, gender, age and other demographic categories but also because of their values, abilities, organizational function, tenure and personality. They contended that an individual has multiple identities and that the manifold dimensions cannot be isolated in an organizational setting.

The advocates of the broad definition of diversity further argued that, apart from bringing their race, age, ethnicity, and gender, individuals also come with their particular knowledge gained from their educational background, personality and cognitive style to the work place. They pointed out that in order to understand the dynamics of a heterogeneous workforce, interactive effects of multi-dimensional diversity have to be addressed.

According to Thomas (1991), a broadening of the concept of diversity has a potential positive effect on diversity management programs, as it will be more

acceptable if it is all inclusive, not only oriented toward specific demographic groups of employees.

McGrath, Berdahl and Arrow (1995) conceptualized workforce diversity by way of developing a five cluster classification. This categorization is widely used and is as follows: demographic characteristic (age, ethnicity, gender, sex, physical status, religion and education), task related knowledge, skills and capacities (values, views and attitudes), personal, cognitive and attitudinal styles (status in the organization such as one`s hierarchical position, professional domain, departmental affiliation and seniority)

This research proposes to adopt the narrow definition of diversity so as to use the demographic categorization to investigate the effect of workforce diversity on employee performance at CGM. Three dimensions of workforce diversity namely ethnicity, gender and education shall therefore form the independent variables. The dependent variable shall be the work performance.

2.2 Theoretical Framework

Theoretically, the workplace diversity literature espouses three different theoretical frameworks for the examination of the possible effects of workplace diversity (Williams & O'Reilly, 1998).

According to Turner (1987), **the first theory** is social categorization theory, which describes employees based on attributes like ethnicity, gender or age. Turner argues that this results in stereotyping. **The second theory** is based on similarity or attraction theory based on non-salient attributes like values and

education, which increase interpersonal attraction and attachment (Berscheid & Walster, 1978). The **third theory is information and decision-making theory**, which examines the impact of distribution of information and expertise on work-teams (Wittenbaum & Stasser, 1996).

According to Michaéla et al. (2003), these theories lead to different and sometimes contradictory hypotheses regarding the effects of diversity on group process and performance. They argued that social categorization and similarity theories lead to a prediction of negative effects, such as reduction in within-group communication, decreased satisfaction and commitment, and increased labor turnover.

According to Williams et al. (1998), **the third theory** on information and decision-making perspective leads to positive effects of diversity since more diverse work-teams are expected to process information differently and members may bring together differing viewpoints. This in turn can lead to more creativity and increased performance.

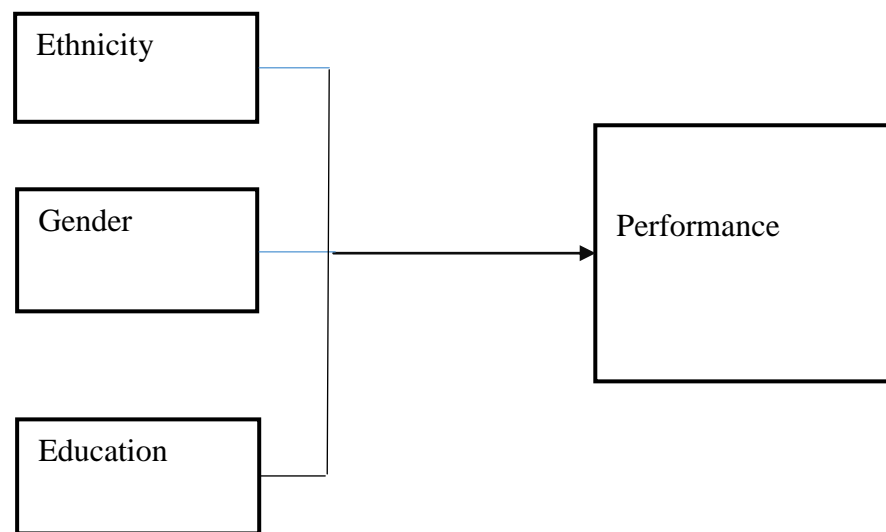
Several research findings by eminent scholars suggest that several factors could be responsible for the conflicts provoked by workforce diversity. Tsui, Egan & O' Reilly (1992), proposed that identifying employees with distinct groups such as ethnic background may disrupt group dynamics. Shaw (1993) agreed with Egan and O'Reilly following their research on self-categorization theory which showed that ethnic identification evoked more disliking, distrust and competition than when categorization arises from within the organization.

This study was based on the third theory which considers attributes like ethnicity, gender or age, Turner (1987).

2.3 Conceptual Framework

The conceptual framework of this study consisted of the independent variables of ethnicity, gender, and education and the dependent variable of employee performance at CGM. These relationships are represented in Figure 2.1 below. The dominant direction of influence is illustrated by the direction of the pointed arrow where the independent variables directly influence the dependent variable of performance.

Figure 2.1: Conceptual Framework



Independent variable

Dependent variable

2.3.1 Ethnicity and work performance

According to a report by Makokolo (2005), an ethnic group is a tribolistic grouping. It has a sense of common historic origins and frequently develops a sense of common destiny. Pitts (2010) contend that, as organizations become more diverse along ethnic lines, it makes sense to pay more attention to how different groups interact with one another at work. Opstal (2009) stated that ethnic diversity can have both advantages and disadvantages for the organization. Jackson et al. (2004) cited examples of ethnic diversity disadvantages as communication problems and conflict. When managers ignore the clashes caused by ethnicity, they might be converted into personal and emotional conflict in the long run and therefore damage organizational culture, employee morale and overall sharp reduction of organizational performance. Kiglai (2006) asserted that conflict resulting from ethnicity does affect quality, performance and profit of an organization. Benschop (2001) cited discrimination as a disadvantage of ethnic diversity. Dahlin, Weingart & Hinds (2005) argued that high degree of ethnicity might be negative since it can create conflict and cliques due to social categorization.

According to Zgourides, Johnson and Watson (2002), differences in cultural characteristics bring an advantage of having ethnically different views for team problem solving which can result in increased team performance when the team learns to utilize these differences to their benefit. Opstal (2009) stated the advantages of ethnic diversity as creativity and innovation. (Van Knippenberg, De Dreu & Homan (2004) observed that ethnicity can provide a large pool of

resources to the organization such as knowledge and abilities. Jackson et al (2004) cited better problem solving as an advantage of ethnic diversity.

Van Esbroek and van Engen (2008) stated that management of diversity is important to help an organization benefit from the advantages and minimize the disadvantages of ethnic diversity that can have negative effect on employee and organizational performance. According to Timmermans, Ostergaard and Kristinsson (2011), ethnicity can be positive toward performance, since it broadens the viewpoints in the firm.

2.3.2 Gender and work performance

According to Connell (2002), gender refers to a description of masculinity or femininity. Empirical research supports the argument that gender diversity is positively linked to an organization`s performance. McMillan-Capehart (2003), used the resource-based view of the firm to argue that gender diversity at the management and organizational levels can provide a firm with a competitive advantage. According to Leonard et al. (2003, gender-based inequities in organizations, are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males. They thus observed that, organizations prefer to hire male employees compared with women because they are perceived to have better performance and abilities to manage their jobs.

2.3.3 Education background and work performance

According to Tracy & David (2011), organizations commonly reject employing people whose training, experience or education is judged to be inadequate.

They argued that, educational background is important to employees and that employees cannot find a job and perform well without adequate educational background. Daniel (2009), found out that various levels and types of education have different mobility rates. He argued that the occupations available to those with working experience but do not possess a certified tertiary paper may differ from those who possess such education level. Daniel (2009), conducted a study, which showed that an individual will be more productive depending on the level of their education. He observed that the more education an individual employee receives, the more productive the employee will be.

Cohen and Levinthal (2000), contended that the absorptive capacity of an organization is likely to increase with variety in knowledge structures as reflected in diverse educational majors. Jehn and Bezrukov (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.

Cohen et al. (2000), however observed that educational background can also negatively affect team performance and social integration in teams. Horwitz (2005), discovered that heterogeneity in education level was associated with turnover intention. Jehn, Northcraft & Neale (1999), observed that wide differences in educational background led to increase in task-related debates among work teams. Knight et al. (2009) found out that educational diversity was negatively related to decision-making consensus in top management

teams. They asserted that heterogeneous educational backgrounds tend to increase the level of discomfort and conflict that may lead to decreased social integration in teams.

However, according to Eduard (2010), employees who are less educated are likely to suffer inferiority complex, which to a large measure may affect their performance. He argued that such employees might develop a persistent feeling of being inferior. Such employees end up feeling socially insecure and they become less confident at work. He concluded that the lack of confidence would greatly impair their performance and could even make them develop a negative attitude toward other employees and the entire organization. At some instances, they could become rebellious.

2.3.4 Employee Performance

Cascio (2000), defined performance as working effectively which is the way in which somebody does a job, judged by its effectiveness. It is how well an employee is fulfilling the requirements of a job (Rue & Byars, 1993). Smith (2010), argued that good workforce diversity practices in the area of human resources are believed to enhance employee and organizational performance. According to Cornelius (1999), effective performance can be a key determinant in the achievement of business objectives while maximizing the contribution of employees. Schuler (1992), observed that a performance appraisal system should be objective, relevant to the job and the organization, fair to all employees and offers no special treatment.

2.4 Empirical Review of Literature

In this section, the empirical review resultant from studies conducted in four organizations; Malaysia Airline, Egyptian Pharmaceutical Industry, Banking sector in Kenya and Kenya Ports Authority (KPA), which were conducted by Eugene et al. (2011); Elsaid (2012); Munjuri and Maina (2013); Ngao and Mwangi (2013) respectively. This section captures the effect of workforce diversity on employee work performance from results of studies in the organizations mentioned above.

2.4.1 Malaysia Airlines

Malaysia Airlines began in 1947 as Malaysian Airways. It has a workforce of about 20,000 employees Eugene et al. (2011), 43% of the employees are Malaysians, 39% are Indians, 14% are Chinese and 4% are other ethnic groups. The gender distribution consists of 50.3% female and 49.7% male (Eugene et al., 2011)

2.4.2 Egyptian Pharmaceutical Industry

The pharmaceutical sector in Egypt is one of the oldest strategic sectors founded in 1939 and employs a workforce of 39,500, professional staff and production workers Espicom Business Intelligence (2011).

2.4.3 Banking Sector in Kenya

Commercial banking started in 1896 in Kenya. As of December 2010 the Kenya Commercial bank group was the largest financial service in Kenya with an asset base valued at US\$3.5billion. It had the widest network of banking

outlets comprising nearly 220 branches in Kenya, Rwanda, Southern Sudan, Tanzania and Uganda Talk (2012). The study under review was carried out in Kenya within Nairobi Region and the target population was 4,000 employees Munjuri et al. (2012).

2.4.4 Kenya Ports Authority (KPA)

The Kenya Ports Authority (KPA) is a state corporation charged with the responsibility of managing the Port of Mombasa, and other ports along the Kenyan coastline and Kisumu. The workforce consists of over 5,000 employees drawn from all ethnic backgrounds (Beja, 2014).

2.4.5 Effects of Ethnicity on Employee performance

The study by Eugene et al. (2011), at the Malaysia Airlines showed that there is significant relationship between ethnicity group and employee performance. They observed that teams of employees who were ethnically diverse performed poorly compared to the homogeneous teams. According to their results, in ethnically homogeneous organizations, the ethnic differences among members of diverse teams becomes more salient and are more likely to interfere with performance. They further observed that in heterogeneous organizations, the ethnic identities of team members may be less salient and therefore they create less disruption.

2.4.6 Effects of Gender on Employee performance

The study by Eugene et al. (2011), at the Malaysia Airlines showed that there is significant relationship between gender group and employee performance. The

findings of the study showed that gender group and employee performance are positively linked. The study by Elsaid et al. (2012) in the Egyptian Pharmaceutical Industry indicated that high employee performance relates positively with the gender variable.

The study by Munjuri et al. (2012) in the Banking Sector in Kenya revealed that the banking sector had strategies for support to gender groups, and equal employment opportunities. The various tests of hypotheses showed a significant level of association between employee performance and the mean productivity levels of the bank workforce when categorized by gender.

The study by Ngao et al. (2013) at Kenya Ports Authority (KPA) indicated that gender, greatly impacted on organizational performance and success.

2.4.7 Effects of Educational background on Employee performance

The study carried out by Eugene et al. (2011), at Malaysia Airlines indicated that there is significant positive relationship between educational background and employee performance.

They observed that the more different education types, or a more balance in education types an organization possesses the higher the likelihood of having innovations. They further observed that an organization may make an effort to compensate for educational or skill deficiencies of group members by offering specialized training that bring employees up to the required standards (Mosko, 1996).

The study by Elsaid et al. (2012), in the Egyptian Pharmaceutical Industry indicated that educational background was significant in explaining employee performance when employees with different educational levels or background worked together. Those with higher education tended to perform better.

The findings of the study by Munjuri et al. (2012), the Banking Sector in Kenya with respect to the effects of educational background and employee performance showed that employees with higher education performed better.

2.5 A Critique of Existing Literature Related to the Study

Workforce is a primary concern for most businesses. Today`s organizations need to recognize and manage workforce diversity effectively. However there are several critical points when considering workforce diversity. In order to make workforce diversity work effectively, those critical points must be managed correctly.

2.5.1 Ethnic Diversity Problems

From the Malaysia Airlines study by Eugene et al. (2011), ethnicity diversity poses a problem in the sense that it affects employee performance both negatively and positively. According to Oyserma (2013), social identity theory, social categorization theory and similar-attraction paradigm predict that ethnic diversity holds negative consequences for organizations. Thus they concluded that ethnic diversity in work teams may lead to psychological processes such as in-group liking, in-group attraction and in-group favoritism. In turn, these psychological processes may affect the behavior of individuals in such a way that they will favor employees belonging to their own ethnic in-group over

employees belonging to different ethnic group. They argued that this may lead to a number of negative outcomes such as less cooperation, less communication, more conflicts and less cohesiveness.

2.5.2 Gender Diversity Problems

Belief in a male dominated world, with most cultures around the globe adhering to that notion. Consequently, many organizations prefer to hire men compared to women because men are perceived to have better performance and ability to manage their jobs and women are stereotyped against in those characteristics (Leonard et al., 2003).

The study at the Malaysia Airlines showed that gender affects employee performance although it was not an area of concern in the organization. Employees were not conscious of their gender identity. Every employee was expected to meet his or her annual targets in whichever grade level they were working. So the ability to meet the targets was the measure of performance and not their gender. From the results, the organization had more female employees than male employees but the organization was successful in meeting its targets.

The study in the Egyptian Pharmaceutical Industry showed the same results as those at the Malaysia Airlines. The findings showed that gender group and employee performance were positively linked. Performance appraisals were used for making promotions and compensations related decisions but not to gauge gender weakness.

The study of the Banking Sector of Kenya by Munjuri et al. (2012) shows that there existed numerous issues associated with gender diversity which forced the banking sector to develop strategies on how to handle them. Issues to do with equal opportunities, gender groupings were quite sensitive in the banking sector. The results of the study of KPA by Ngao et al. (2013) indicated the necessity of gender diversity.

2.5.3 Educational Background Diversity Problems

According to Slaughter, Feldman & Thomas (2009), the relationships between educational level and the dimensions of job performance are moderated by job level. The relationships will be stronger for managerial jobs than for non-managerial jobs. Based on similar reasoning, it is expected that the relationships between education and job performance will be stronger for individuals in higher complexity jobs

2.6 Summary

From the various literature reviews it was apparent that workforce diversity is a complex, controversial and indeed a political phenomenon Janssens et al. (2003). Thus any diversity studies should be as inclusive and engage a broad overview of the dimensions of diversity. According to Michael et al. (2003), there is always an interaction of the dimensions of diversity and therefore a narrow approach to the study of diversity would be failing to recognize these interactions and how they can influence the final results.

2.7 Research gap

This research sought to investigate whether there existed an un-severable link between workplace diversity and employee performance through examining the effect of three variables of diversity at the County Government of Mombasa (CGM), namely, ethnicity, gender and education. From the literature review, the effect of workplace diversity on employee performance had not been adequately tested under such social and environmental factors as exist at the CGM. The extremely socialized and easy going friendly culture in the CGM provided a peculiar opportunity for a rare study on workforce diversity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the methods of research, provided guidance to implementation of the research towards the realization of the objectives. Having considered the underpinning theories, and the research questions, this section described the background to this study from the methodological point of view. The following sections were covered; research design, population, sampling technique instruments, sampling frame, sample size and, data collection procedures, data processing and analysis.

3.2 Research Design

Research design is the overall plan or strategy for conducting or carrying out the research (Oso & Onen, 2008). The research design for this particular study was descriptive in nature. The study involved eliciting of opinion of some employees of different cadres at CGM.

The study focused on investigating and examining factors of workforce diversity towards employees' performance in an organization. A questionnaire was used as a tool to examine those factors of diversity in relation to work performance. The researcher examined a sample that was representative of the whole population so as to obtain a more in-depth and rich description. The descriptive design was adopted because it has the advantage of using questionnaires, observations and interviews without necessarily having to change the environment of the study (Yin 1984)

3.3 Target Population

Mugenda and Mugenda (2003) defined population as the entire group of individuals, events or objects having common observable characteristics.

Population can also refer to an entire group of individuals, objectives or items from which the researcher wants information (Kothari, 2004).

This study targeted the CGM because of its unique workforce that is drawn from all over Kenya and beyond and specifically, the Count Assembly of the CGM and from the HRM office records the total number of workers was 59

Table 3.1: Target Population by Gender.

GENDER	NO. OF STAFF	%
FEMALE	24	41
MALES	35	59
TOTAL	59	100

Note: From the table above, there are more male workers than female workers at the County Assembly of the CGM.

3.4 The Sample Frame

A sample frame is a list of all those within a population who can be sampled out and should reflect the whole population. The sampling frame consisted of the employees of the Count Assembly of the County Government of Mombasa. A sample is a finite part of statistical population whose properties are studied to gain information about the whole (Webster, 1985). A good sample should be reflective on the whole population. Gay (1992) suggested that 10 percent of accessible population is adequate to serve as sample. Cooper and Schindler (2003) argued that if well chosen, samples of 10% to 30% of a population could give reliable findings. Based on the argument by Cooper (2003), the researcher took a sample of 30.

Table 3.2: Sample population

S/NO	TARGET POPULATION(N)	SAMPLE POPULATION(S)	%
1.	59	30	50.85%

3.5 The Sampling Technique

According to Orodho (2009), sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

Judgmental sampling technique was used to get respondents from among the workforce at the County Assembly of the CGM. In judgmental sampling the researcher targets a group of people believed to be reliable for the study.

3.6 Instruments

The study employed the use of questionnaires as the main instruments for carrying out this research as well as one on one interviews. From preliminary investigations, it was found that most of the sample elements are employees with adequate knowledge and background capable of responding to a questionnaire favorably. The questionnaire was used in this study due to the following reasons; it enabled the respondents to express themselves more freely and clearly, it enabled the responses to be gathered in standardized way; it saved time by enabling information to be gathered within the shortest possible time and also that it facilitated the collection of potential information from a sizable sample of respondents. The questions consisted of 4- point Likert scale where the respondent was expected to strongly agree, agree, disagree and strongly disagree with carefully constructed that ranged from very positive to very negative toward an attitudinal phenomenon. The questionnaire was Pilot tested using Cronbach reliability coefficient testing. The researcher also made observations in the course of the study that backed up the research findings.

3.7 Data Collection

The study used both primary as well as secondary data. Primary data was collected directly from respondents through the use of questionnaires.

Interviews were conducted especially with senior staff due to the fact that the number involved was small and therefore manageable. Secondary data was collected from HRM office.

3.8 Data Processing and Analysis

After the questionnaires were received, the data was descriptively analyzed and presented in the form of tables, charts and graphs. In this way it was hoped that the information collected would easily be understood by readers and would comprehend the findings of the research. According to Latham and Locke (2006), Likert scale responses are treated as ordinal data and were therefore collated into tables. The tables were clearly labeled and presented so that the readers could be able to make sense of the information contained in them. All the data collected through the questionnaire was analyzed statistically by using the Software Package for social Science (SPSS). The variables used in this research served as key points for the researcher to find out if the objectives of the study were tenable. Pearson`s correlation Coefficient was used to determine the relationship between the independent variables and the dependent variable.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter reviews the results of primary data collected by presenting the patterns of results and analysis of results relevant to the research questions and objectives. The chapter has six main sections which include: questionnaire response rate, demographic information of respondents, measurement of the constructs, reliability test, Pearson's correlation coefficient analysis and summary.

4.2 Response Rate

Out of a total number of 30 questionnaires distributed only 27 responded. This amounted to 90% response. The reasons why the 3 never responded can be manifold. One reason would be that they were too busy to take time off to answer 34 probing items or they could have lost interest in participating. However, in the researcher's view the 90% response was adequate for reliable findings. It is more than the limits advocated by Cooper (2003) for research reliability.

4.3 Demographic Characteristics

This consists of the background information of the respondents. They were requested to state their gender, age, and years of service in the organization.

4.3.1 Gender

The responses classified according to gender were received as indicated in the table below:

Table 4.1: Gender Distributions by Percentages

SEX	NO	PERCENTAGE
MALES	14	51.50%
FEMALE	13	48.50%
TOTAL	27	100.00%

The respondents were both male and female as indicated in the table above. The table above shows an almost balanced percentage of respondents where male are indicated as 51.50% while female are shown as 48.50%. In other words, from the 27 respondents, 14 of them were males while the rest, 13 were females.

4.3.2 Age Bracket

The researcher categorized the respondents age wise in order to gauge their attitudes toward diversity with respect to their age brackets. Table 4.2 below shows age brackets of the respondents.

Table 4.2: Age Bracket

AGE BRACKET	NO. OF RESPONDENTS	PERCENTAGE
18-30	16	59.26%
31-40	2	7.41%
41-50	6	22.22%
51-60	3	11.11%
TOTAL	27	100.00%

The majority of the respondents fall under the age bracket 18-30 years old (16 respondents) which is 59.26%. This implies that the workforce at the CGM is largely youthful.

4.3.3 Duration served in the organization

The table below shows the duration of service of the respondents to the study

Table 4.3: Duration of service

YEARS	NO. OF RESPONDENTS	PERCENTAGE
0-10	19	70.38%
11-15	4	14.81%
16-20	1	3.70%
OVER 20	3	11.11%
TOTAL	27	100.00%

The table above shows years of service of the respondents. It was found that majority of the respondents fell in the bracket 0-10 years of service in the organization. This forms 70.38% of the workforce. Majority of the employees are relatively new to the organization.

4.4 Measurements of Constructs

Measurement of central tendencies is used to get the mean scores for the four interval-scaled constructs. All of the items (questions) were asked using 4 point Likert scale with 4 indicating- Strongly agree, 3 indicating – agree, 2 indicating- disagree and 1 indicating- strongly disagree.

4.4.1 Ethnicity

Respondents were asked questions with regard to ethnicity and their responses were recorded as shown in the table below.

Table 4.4: Responses to items on Ethnicity

ITEM	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
	COUNT	%	COUNT	%	COUNT	%	COUNT	%
THE CGM ATTRACTS AND HIRES EMPLOYEES FROM ALL ETHNIC BACKGROUND	7	26	18	66.7	2	7.41	0	0
OPPORTUNITY FOR GROWTH AND ADVANCEMENT EXIST FOR ALL ETHNIC GROUPS	10	37	14	51.9	3	11.1	0	0
CGM IS CONCERNED ABOUT EMPLOYEES` CUSTOMS, CULTURES AND VALUES.	8	29.6	17	63	2	7.41	0	0
DIFFERENT LANGUAGES USED TO COMMUNICATE CREATE PROBLEMS AMONG EMPLOYEES AT CGM	4	14.8	6	22.2	16	59.2	1	3.74
I DEVELOP LOW SELF-ESTEEM AT WORK AT CGM	3	11.1	3	11.1	16	59.3	5	18.5
THE ETHNIC DIFFERENCES IN WORK GROUPS DO NOT ENCOURAGE CONFLICT AT CGM	6	22.2	17	63	2	7.41	2	7.41
I AM POSITIVE ABOUT ETHNIC DIVERSITY AT THE	12	44.4	13	48.2	2	7.41	0	0

The count, and percentage of all responses for the Ethnicity with regard to employee work performance are shown in table 4.4 Majority of the respondents (66.67%) agreed that the CGM attracts and hires employees from all ethnic

backgrounds. 25.96% of the respondents strongly agreed that CGM attracts and hires employees from all ethnic backgrounds. Only

7.41% feel that CGM does not attract and hire employees from all ethnic backgrounds. On the item on opportunities for growth and advancement, majority of the respondents (51.85%) agree that there are opportunities for growth and advancement at the CGM with 37.04% strongly agreeing that indeed those opportunities are there for all ethnic groups. Only 11.11% feel that the opportunities for growth and advancement are not for all ethnic groups. Considering customs, cultures and values majority of the respondents (62.96%) agree CGM is concerned about employee customs, cultures and values with 29.63% strongly agreeing. With regard to different languages, majority of the respondents (59.23%) disagree that different languages used at CGM create problems among employees with 22.22% agreeing that they create problems.

Meanwhile the item on low esteem with respect to one`s ethnic background, majority of the respondents (59.23%) disagreed that they develop low esteem at work at the CGM with 18.52% strongly disagreeing.

The question on work groups with ethnic differences, majority of respondents (62.96) agreed that ethnic differences in work groups do not encourage conflict at CGM with 22.22% strongly agreeing that there are no conflicts resulting from ethnic differences. Finally on ethnicity, 48.15% agree that they are positive about ethnicity at the CGM with 44.44% strongly agreeing.

According to Jackson (2004), ethnicity can bring about communication problems and conflict. From the responses, this experience is not there at the CGM. Benschop (2001) cited discrimination as a disadvantage of ethnicity while Ely (1996) cited lack of social cohesion in organizational work groups as a disadvantage of ethnicity but from the analysis, this perception is not experienced at the CGM.

4.4.2 Gender

Respondents were subjected to items with regard to gender sensitivity and their responses were recorded statistically and are shown in table 4.5 below.

Table 4.5: Responses to items on Gender

ITEM	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
	COUNT	%	COUNT	%	COUNT	%	COUNT	%
EMPLOYEES ARE NOT DISCRIMINATED BY CGM DURING HIRING AND RECRUITMENT PROCESS ON GENDER BASIS	9	33.33	15	55.56	1	3.7	2	7.41
CGM DOES A GOOD JOB OF ATTRACTING AND HIRING WOMEN	9	33.33	14	51.85	4	14.82	0	0
AT CGM FAIR TREATMENT IS GIVEN TO ALL EMPLOYEES WHETHER MALE OR FEMALE	7	25.93	14	51.85	4	14.81	2	7.41
AT CGM WOMEN ARE NEVER GIVEN AN OPPORTUNITY TO WORK IN POSITIONS THAT UTILIZE THEIR SKILLS, EDUCATION AND TRAINING	2	7.41	3	11.11	8	29.63	14	51.85
OPPORTUNITIES FOR GROWTH AND ADVANCEMENT EXIST FOR WOMEN AT CGM.	6	22.22	15	55.56	5	18.52	1	3.7

A CAREER DEVELOPMENT THAT INCLUDES WOMEN IS ENCOURAGED AT THE CGM	12	44.44	7	25.93	7	25.93	1	3.7
CGM'S TRAINING AND DEVELOPMENT PROGRAM IS STRUCTURED TO MEET THE CRITERIA OF MALE AND FEMALE GENDER.	5	18.51	18	66.67	2	7.41	2	7.41
WOMEN ARE INVOLVED IN THE CGM'S DECISION MAKING PROCESS AS MUCH AS MEN.	8	29.63	15	55.56	4	14.81	0	0
AT CGM, THE PERFORMANCE CRITERIA FOR SUCCESS ARE EXPECTED TO BE HIGHER FOR MALE EMPLOYEES THAN FOR FEMALE.	0	0	4	14.81	16	59.26	7	25.93
I AM POSITIVE ABOUT GENDER DIVERSITY AT CGM	7	25.93	17	62.96	3	11.11	0	0

The count and percentages of all responses for the gender with regard to employee work performance are shown in table 4.5

With regard to the item on discrimination, 55.56% agreed that employees are not discriminated by the CGM during hiring and recruitment process on gender basis with 33.33% strongly agreeing with the item. Majority of the respondents (51.85%) agreed that CGM does a good job of attracting and hiring women with 33.33% strongly agreeing. Again 51.85% agreed that at CGM fair treatment is given to all employees whether male of female with 25.93% strongly agreeing. Meanwhile 51.85% strongly disagreed that at the CGM,

women are never given an opportunity to work in positions that utilize their skills, education and training with 29.63% disagreeing.

Majority of the respondents (55.56%) agreed that opportunity for growth and advancement existed for women at the CGM, with 22.22% strongly agreeing. With regard to career development for women, 44.44% strongly agreed that a career development that includes women was encouraged at the CGM. However, 25.93% disagreed. With respect to the training and development program, In terms of decision making process, majority of respondents (55.56%) agreed that women were involved in the CGM's decision making process as much as men with 29.63% strongly agreeing. 59.26% disagreed that at the CGM, performance criteria for success was expected to be higher for male than for female with 25.93 strongly disagreeing.62.96% agreed that they were positive about gender diversity at the CGM with 25.93% strongly agreeing.

According to Leonard (2003), gender based inequities in organizations are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to males. They argued that organizations prefer to hire male employees compared to females because they are perceived to have better performance and abilities to manage their job. From the study and analysis of the responses this is not the perception at the CGM. The situation at the CGM seems to be tending toward what Beldona (2006) pointed out that there are narrowing gender gaps and an increase in similarity of work values between men and women.

4.4.3 Educational Background

Respondents were subjected to items with regard to their perception on education and its role in work performance. Table 4.6 below shows the responses, statistically

Table 4.6 Responses to items on educational Background

ITEM	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
	COUNT	%	COUNT	%	COUNT	%	COUNT	%
THE RECRUITMENT PLAN OF CGM IS BASED ON THE EDUCATIONAL BACKGROUND OF APPLICANT.	8	29.6	12	44.5	4	14.8	3	11.1
CGM PROVIDES PAID STUDY LEAVE TO EMPLOYEES WHO FURTHER THEY EDUCATION	4	14.8	13	48.2	5	18.5	5	18.5
AT THE CGM OPPORTUNITIES FOR GROWTH AND ADVANCEMENT EXIST FOR EMPLOYEES WHO HAVE LOW EDUCATIONAL QUALIFICATION	4	14.8	11	40.7	10	37	2	7.41
AT THE CGM DIFFERENCES IN EDUCATIONAL BACKGROUND DO NOT BRING CONFLICT AMONG EMPLOYEES.	10	37	12	44.4	2	7.41	3	11.1
AS AN EMPLOYEE OF CGM, I EXPERIENCE LACK OF CONFIDENCE DUE TO MY EDUCATIONAL BACKGROUND.	0	0	5	18.5	12	44.4	10	37
CGM GIVES EQUAL TREATMENT WHEN IT COMES TO EDUCATIONAL BACKGROUND.	5	18.5	12	44.4	6	22.2	4	14.8

The count and percentage of all responses for the educational background with regard to employee work performance are shown in table 4.6.

With regard to the recruitment plan, 44.45% of the respondents agreed that the recruitment plan of the CGM was based on the educational backgrounds of applicants. Meanwhile 48.15% agreed that CGM provides paid study leave to employees who further their education with 14.81% strongly agreeing.

On low education qualifications, 40.74% of the respondents agreed that at the CGM, opportunities for growth and advancement existed for employees with low educational qualifications with 14.81% strongly agreeing. However 37.04% disagreed with 7.41% strongly disagreeing.

On differences on educational background, 44.44% agreed that at the CGM differences in educational background did not bring conflict among employees with 37.04% strongly agreeing.

On lack of confidence due to one's educational background, 44.44% of the respondents disagreed that as employees of CGM they experienced lack of confidence due to their educational background with 37.04% strongly disagreeing. Again 44.44% of the respondents agreed that CGM gave equal treatment when it came to educational background of its employees with 18.52% strongly agreeing.

According to Tracy (2011), organizations commonly reject employing people whose training, experience or education is judged to be inadequate. They argued that education background is important to employees and that

employees cannot find a job and perform well without adequate educational background. Daniel (2009) conducted a study which showed that an individual will be more productive depending on the level of their education. From the responses received at the CGM, this argument does not hold water. According to Eduard (2010), employees who are less educated are likely to suffer inferiority complex which to a large measure may affect performance but again the perception at the CGM is very different with regard to low qualification. From the analysis educational background at the CGM does not seem to have advantages or disadvantages at the CGM.

4.4.4 Employee Work Performance

Employee work performance was the dependent variable and respondents were subjected to some very specific items in its respect and the responses were recorded statistically in table 4.7 below.

Table 4.7 Responses to items on Employee Work Performance

ITEM	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	
	COUNT	%	COUNT	%	COUNT	%	COUNT	%
AT CGM I ENJOY MY TASKS AND THE DIVISION OF WORK APPROACH	6	22.22	14	51.85	7	25.9	0	0
I AM ALWAYS COMMITTED TO THE MISSION AND VISION OF CGM	9	33.34	16	59.26	1	3.7	1	3.7
I LOVE MY WORK AND I AM MOTIVATED TO COMPLETE THE TASKS THAT ARE ASSIGNED TO ME ALWAYS	11	40.74	15	55.56	1	3.7	0	0
I COOPERATE WELL WITH MY COLLEAGUES OF DIFFERENT ETHNIC BACKGROUND	14	51.85	13	48.15	0	0	0	0
OTHER EMPLOYEES OF OPPOSITE GENDER PERFORM WELL BUT I ENJOY WORKING WITH THEM	8	29.63	13	48.15	5	18.5	1	3.7
MY PERFORMANCE LEVEL HAS DIRECT EFFECT ON MY SALARY LEVEL	1	3.7	11	40.74	7	25.9	8	29.63
I AM HAPPY WITH MY CURRENT SALARY	1	3.7	13	48.15	10	37	3	11.11
AT CGM EMPLOYEES ARE GIVEN A CHANCE TO APPLY THEIR OWN METHODS OF DOING THEIR WORK	1	3.7	16	59.26	7	25.9	3	11.11
BY LEARNING MORE SKILLS THROUGH TRAINING, I CAN IMPROVE MY WORK PERFORMANCE	17	62.96	10	37.04	0	0	0	0
AT CGM EMPLOYEES WITH HIGHER EDUCATIONAL QUALIFICATION PERFORM BETTER THAN THOSE WITH LOWER QUALIFICATION	3	11.11	7	25.93	10	37	7	25.93
GOOD EMPLOYEE WORK PERFORMANCE IS IMPORTANT FOR THE FUTURE GROWTH OF THE CGM	23	85.19	3	11.11	0	0	1	3.7

With regard to the item on enjoying one`s tasks, 51.85% of the respondents agreed that at CGM, they enjoyed their tasks and the division of work approach, with 22.23% strongly agreeing. However, 25.85% disagreed. 59.26% of the respondents agreed that they were always committed to the mission and vision of the CGM with 33.34% strongly agreeing.

On the item on motivation, 55.56% of the respondents agreed that they loved their work and were motivated to complete the tasks that were assigned to them always with 40.74% strongly agreeing. Meanwhile 51.85% of the respondents strongly agreed that they co-operated well with colleagues of different ethnic backgrounds with 48.15% agreeing.

With respect to the item on gender sensitivity, 48.15% of the respondents agreed that they enjoyed working with employees of opposite gender who performed well, with 29.63% strongly agreeing. Meanwhile with regard to salary and performance levels, 40.74% agreed that their performance levels had direct effect on their salary levels. However, 25.93% disagreed with 29.63% strongly disagreeing. Considering contentment with salary, 48.15% agreed that they were happy with their current salaries. However, 37.04 disagreed.

On responsibility, 59.26% of the respondents agreed that at CGM, employees are given a chance take responsibility of work. However, 25.93% disagreed. Meanwhile on training and development, 62.96% strongly agreed that by

learning more skills through training, they could increase their work performance, with 37.04% agreeing.

With the item on education and performance, 37.04% of the respondents disagreed that at CGM, employees with higher educational qualifications performed better than those with lower qualifications with 25.93% strongly disagreeing. However, 25.93% agreed, with 11.10% strongly agreeing.

Finally, on work performance, 85.19% of the respondents strongly agreed that good employee work performance was vital for the future growth of the CGM, with 11.11% agreeing. However, 3.70% strongly disagreed that good employee work performance was vital for the future growth of CGM.

According to Aswathapa (2008), employee performance can be systematically measured against many factors including cooperation. From the analysis of the responses, employees of the CGM are cooperative and happy.

4.5 Reliability Test

Reliability analysis is very important in research and is widely used to measure the accuracy of the study. The questionnaire for the study was Pilot tested using the Cronbach test using the Alpha Coefficient. Tables 4.8 and 4.9 below show how the coefficient alpha is labeled and the results of the reliability test respectively.

Table 4.8: The Alpha Coefficient

ALPHA COEFFICIENT	LEVEL OF RELIABILITY
0.8- 0.95	VERY GOOD RELIABILITY
0.7- 0.8	GOOD RELIABILITY
0.6- 0.7	FAIR RELIABILITY
<0.6	POOR RELIABILITY

Table 4.9: The Reliability Test

CONSTRUCT	COEFFICIENT ALPHA	NO. OF ITEMS
ETHNICITY	0.735	7
GENDER	0.817	10
EDUCATIONAL BACKGROUND	0.846	6
EMPLOYEE PERFORMANCE	0.733	11

During the study, 4 constructs and a total of 34 items were measured by reliable test. The Alpha coefficient was used to test the internal consistency and stability of the items. Referring to table 4.9, the closer the Alpha coefficient is to the value 1, the higher the internal consistency of the construct.

Ethnicity was measured by 7 items and had coefficient alpha at 0.735. The second construct was gender and was measured by 10 items and had a

coefficient alpha at 0.817. The third construct was educational background which was measured by 6 items and had a coefficient alpha of 0.846. The final construct was employee performance, which had a coefficient alpha of 0.733 and was measured by 11 items.

Therefore the coefficient alpha of all examined constructs was acceptable. All the constructs showed a coefficient alpha above 0.6 which reflected the fact that, there was consistency and reliability of the tested items.

4.6 Pearson`s Correlation Coefficient Analysis

Pearson`s Correlation Coefficient indicated the direction, strength and significance of the bivariate relationship among all the variables that were tested (ethnicity, gender, educational background and work performance). The number representing the Pearson correlation is referred to as Correlation Coefficient. Correlations of +1 mean that there is a perfect relationship between two variables. Hair, Money and Page (2007) proposed rules of Thumb on coefficient range and strength of association as show in the table below:

Table 4.10: Rules of Thumb about Correlation Coefficient Size

COEFFICIENT RANGE	STRENGTH OF ASSOCIATION
0.91 TO 1.00	VERY STRONG
0.71 TO 0.90	HIGH
0.41 TO 0.70	MODERATE
0.21 TO 0.40	SMALL BUT DEFINITE RELATIONSHIP
0.01 TO 0.20	SLIGHT ALMOST NEGLIGIBLE

4.6.1 To Determine the Effect of Ethnicity on Employee Work Performance at CGM

The researcher determined the effect of ethnicity on work performance through examining the correlation between ethnicity and work performance. The result of this examination is presented statistically in table 4.11 below.

Table 4.11: The Correlation between Ethnicity and Work Performance

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	NO. OF RESPONDENTS	CORRELATION COEFFICIENT	COEFFICIENT RANGE
ETHNICITY	WORK PERFORMANCE	27	0.195	0.01 TO 0.20

4.6.1.1 Direction of Relationship

From the table above, the relationship between ethnicity and work performance is positive. The ethnicity variable has a 0.195 correlation with the employee work performance variable.

4.6.1.2 Strength of Relationship

The value of this correlation coefficient (0.195) falls under coefficient range 0.01 to 0.20. This implies that the relationship between ethnicity and employee performance is slight, almost negligible.

4.6.1.3 Significance of Relationship

The relationship between ethnicity and employee work performance is significant.

4.6.2 To determine the Effect of Gender on Employee Work Performance.

The researcher determined the effect of gender on work performance through examining the correlation between gender and work performance. The result of this examination is presented statistically in table 4.12 below.

Table 4.12: The Correlation between Gender and Work Performance

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	NO. OF RESPONDENTS	CORRELATION COEFFICIENT	COEFFICIENT RANGE
GENDER	WORK PERFORMANCE	27	0.335	0.21 TO 0.40

4.6.2.1 Direction of Relationship

From the table above, the relationship between gender and work performance is positive. The gender variable has a 0.335 correlation with the employee work performance variable.

4.6.2.2 Strength of Relationship

The value of this correlation coefficient (0.335) falls under coefficient range 0.21 to 0.40. This implies that the relationship between gender and employee performance is small but definite relationship.

4.6.2.3 Significance of Relationship

The relationship between gender and employee work performance is significant.

4.6.3 To determine the Effect of Educational background on Employee Work Performance.

The researcher determined the effect of educational background on work performance through examining the correlation between educational background and work performance. The result of this examination is presented statistically in table 4.11 below.

Table 4.13 The Correlation between Educational background and Work Performance

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	NO. OF RESPONDENTS	CORRELATION COEFFICIENT	COEFFICIENT RANGE
EDUCATIONAL BACKGROUND	WORK PERFORMANCE	27	0.185	0.01 TO 0.20

4.6.3.1 Direction of Relationship

From the table above, the relationship between educational background and work performance is positive. The educational background variable has a 0.185 correlation with the employee work performance variable.

4.6.3.2 Strength of Relationship

The value of this correlation coefficient (0.185) falls under coefficient range 0.01 to 0.20. This implies that the relationship between educational background and employee performance is slight, almost negligible.

4.6.3.3 Significance of Relationship

The relationship between educational background and employee work performance is significant

4.7 Summary

From the responses to the various items and the correlations of the tested variables, it became clear that diversity is a well embraced phenomenon at the CGM. It could be deduced from the findings that all employees of the CGM were fully involved but it appeared diversity does not influence the attitude of worker with respect to performance.

4.7.1 Effect of Ethnicity on Employee Work Performance.

The study sought to determine the effect of ethnicity on employee work performance at the CGM. On analyzing the responses to the items on ethnicity it became apparent that ethnicity was acceptable. The responses reflected the fact that there was ethnic harmony amongst the workers. Majority of the responses indicated that employees were happy with the ethnic composition. Ethnic differences did not interfere with work groups.

4.7.2 Effect of Gender on Employee Work Performance.

The study also sought to determine the effect of gender on employee work performance at the CGM. From majority of responses received to items on gender sensitivity, it appeared there was a great deal of gender tolerance amongst the workers. It became apparent that there was no gender discrimination on hiring and recruitment processes and that CGM attracted and

hired women prodigiously. All employees were given fair treatment whether male or female. A performance criterion for success was not expected to be higher for males than for females. All employees were equal. No one suffered inferiority or superiority due to his/her gender.

4.7.3 Effect of Educational background on Employee Work Performance

From the responses to the items on educational background, it became evident there was no discrimination based on one`s educational background and that low educational qualifications did not make employees feel inferior or lose confidence. Further, it became apparent that differences on educational background did not bring conflict amongst employees.

4.7.4 Employee Work Performance

Work performance was the dependent variable which the researcher sought to determine the extent at which it was influenced by the three independent variables, namely ethnicity, gender and educational background. From the responses to the items on employee work performance, majority of the employees enjoyed their daily tasks and that they were fully committed to the vision and mission of the CGM. It was also evident that there was full co-operation among employees of different ethnic background. It also came out clearly from the responses that one`s performance was appreciated without regard of gender. In the opinion of majority of the respondents, work performance did not go with an employee`s educational background.

4.7.5 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method used to determine the variance of a dependent variable subjected to testing using more than one, independent variables. In this section of the study the researcher examined the significance of the three independent variables namely; ethnicity, gender and educational background, in explaining the variance in employee work performance. The table below is a model summary of the regression analysis of the four variables under study.

Table 4.14: The Model Summary

MODEL	R	R SQUARE	ADJUSTED R SQ	STD ERROR OF ESTIMATION
1	0.501	0.305	0.205	0.37115

The predictors or constants were the independent variables: Ethnicity, Gender and Education. The tested or dependent variable was Employee Work Performance. R in the table above is the correlation coefficient between the dependent variable and the independent variables. In this summary model the value of R is 0.501. Therefore, there is a positive and moderate correlation between the three independent variables and the dependent variable of employee work performance. R Square indicates the coefficient of determination which helps in explaining variance.

In this study the R Square for the three independent variables was 0.305. This means that the independent variables of ethnicity, gender and educational background can explain only 30.5% of the variation in the dependent variable of employee work performance. It implies that it leaves 69.50% unexplained in study. In essence, there other additional variables that are crucial in explaining the variations of employee performance at the CGM that were not considered in this study

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the research findings. The descriptive analysis presented in previous chapter is summarized. In addition, the recommendations of the researcher are included. The last section of this chapter gives the overall conclusion of the entire research project.

5.2 Summary of Descriptive Analysis

This is aimed at giving the conclusions regarding the characteristics of the population based on the sample data and the analysis done. This section will give a summary of the effect of each tested variable on work performance based on the analysis in the previous chapter.

5.2.1 Ethnic Diversity and Employee Work Performance

From the research findings, it was evident that ethnicity had no significant effect on employees` work performance at the CGM. Employees were found to be ethnically harmonious. Dahlin (2005) argued that ethnicity is negative since it can create conflict and cliques due to social categorization but that is not the case at the CGM. Over 85% of the respondents felt that ethnic differences in work groups never encouraged conflict. However, even though there was harmony, ethnicity did not seem to have any significant contributory effect, negatively or positively on work performance.

5.2.2 Gender Diversity and Employee Work Performance

From the analysis it became evident that gender diversity was well encouraged. A performance criterion for success at work was equally expected to be higher for female as well as for male employees. It was evident from the research that there was no discrimination during hiring and recruitment process on gender basis at the CGM. It also became apparent that CGM attracted and hired women prodigiously and that employees were given fair treatment throughout, whether male or female. The researcher observed that at the CGM, women were given opportunity to work in positions that utilized their skills, education and training. Kundu (2003) stated that hiring women helps an organization tap niche in the market. However, it was evident that being a man or woman did not encourage or discouraged one on performance.

5.2.3 Educational background Diversity and Employee work Performance.

It became evident from the results that educational background did not have significant effect on work performance at the CGM. During the study, educational background appeared very crucial since it formed the basis of the recruitment plan at the CGM. However, low educational qualifications seemed not to lower the esteem of workers since opportunities for growth and advancement existed for all employees regardless of their educational background. From the responses the researcher found out that difference in educational background did not bring conflict among the employees. Tracy (2011) argued that educational background is important to employees and that they cannot perform well without education but that is contrary at the CGM.

5.2.4 Employee Work Performance

From the study, it became evident that employees of the CGM enjoyed their tasks and that they were fully committed to the mission and vision of the organization. According to the responses, the researcher observed that there was motivation of workers at the CGM and that there was full cooperation amongst workers of different ethnic backgrounds. It was also apparent that different gender groups worked well and that there was appreciation of one's performance by members of the opposite gender. 62.97% of respondents disagreed that employees with higher educational qualification performed better. Finally, 85.19% of the respondents agreed that good employee work performance was important for the future growth of the CGM.

5.3 Recommendations for Future Study

This study could serve as a guideline for future researches at the CGM. The focus of this research was on workforce diversity. The results indicated employee performance is not significantly affected when the diversity variables of ethnicity, gender and educational background are considered at the CGM. Diversity is a well-accepted phenomenon at the CGM. It is important for the County therefore to realize the need to capitalize on these demographic categories in order to stay ahead of other Counties. Smith (2010) argued that good workforce diversity practices are believed to enhance employee and organizational performance. However, at the CGM there seems to be no link between workforce diversity and performance. To fully understand the scenario at the CGM, further studies need to be conducted in order to unearth the challenges of employee work performance, with a view to discovering what

needs to be done to enable the County increase efficiency and make better its service delivery to the people.

5.4 Conclusion

The objectives of this study have been fulfilled with negative results for all the tested variables. From the findings, workforce diversity has no significant effect towards employee work performance at the CGM. There is no discrimination on the basis of ethnicity, gender and educational background. Normally discrimination either directly or indirectly curtails the potential of available talents or underutilizes the employees. The CGM has a diverse workforce with a satisfying work environment which is highly socialized. It became clear from the study that low or higher employee work performance is not influenced by workforce diversity at the CGM.

Several researches suggest that whether or not diversity has positive or negative effect, depends on different aspects of the organization's strategies, culture and HRM practices. This indicates that diversity may be beneficial under certain conditions and may fail to have any impact in others, Pugh (2008). The following factors are known to affect the effectiveness of workforce diversity: size of organization, age of organization, type of organization and diversity of community surrounding an organization.

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APPENDICES

APPENDIX A: LETTER TO RESPONDENTS

Date: _____

MBA STUDENT

ST. NO: MBA/OOIO/2012.

Department of Business Studies

Technical University of Mombasa

To Respondent,

Dear Sir/Madam

RE: RESEARCH QUESTIONNAIRE

I am a student of MBA- Human Resource Management Option at TUM. In partial fulfillment of the course, I am required to carry out a Research Project.

The subject of my research is the Effect of Workforce Diversity on Employee Work Performance: A case study of County Government of Mombasa (CGM).

You have been selected to participate in this study as a respondent. The information you provide shall be treated entirely for academic purposes and shall be held with high confidentiality.

Your cooperation shall be highly appreciated.

Yours sincerely,

Abdallah Mwatumwa.

APPENDIX B: QUESTIONNAIRE

This questionnaire consists of five sections. The respondent will be required to answer four questions in section one of the questionnaire on his/her background. All the items in sections 2-4 require responses ranging from strongly agree to strongly disagree. The respondent is expected to tick whichever is appropriate with his or her opinion.

SECTION 1: Background Information

Gender

Male ()

Female ()

2. What is your age bracket?

18-30 years ()

31- 40 years ()

41- 50 years ()

51- 60 years ()

3. Give your job title

4. How long have you been employed at the CGM?

0- 10 years ()

11- 15 years ()

16- 20 years ()

Over 20 years ()

SECTION 2

Attribute on Ethnic Background

1=Strongly agree,
2=Agree, 3=Disagree,
4=Strongly disagree.

A The County Government of Mombasa attracts and hires employees from all ethnic background. 1 2 3 4

B Opportunities for growth and advancement exist for all ethnic groups. 1 2 3 4

C CGM is concerned about employees` customs, cultures and values. 1 2 3 4

D Different languages used to communicate create 1 2 3 4

problems among employee at CGM.

- E I develop low self- esteem at work at the CGM. 1 2 3 4
- F The ethnic differences in work groups do not encourage conflict at CGM. 1 2 3 4
- G I am positive about ethnic diversity at the CGM. 1 2 3 4

SECTION 3

Attribute on Gender **1=Strongly agree,**
2=Agree, 3=Disagree,
4=Strongly disagree

-
- A Employees are not discriminated by the CGM during hiring and recruitment process on gender basis. 1 2 3 4
- B CGM does a good job of attracting and hiring women. 1 2 3 4
-

-
- C At CGM fair treatment is given to all employees whether male or female. 1 2 3 4
- D At the CGM, women are never given an opportunity to work in positions that utilize their skills, education and training. 1 2 3 4
- E Opportunities for growth and advancement exist for women at the CGM. 1 2 3 4
- F A career development that includes women is encouraged at the CGM. 1 2 3 4
- G CGM's training and development program is structured to meet the criteria/ requirement of male and female gender. 1 2 3 4
- H Women are involved in the CGM's decision making process as much as men. 1 2 3 4
- I At the CGM, the performance criteria for success is expected to be higher for male employees than for female. 1 2 3 4
- J I am positive about gender diversity at the CGM. 1 2 3 4
-

SECTION 4

Attribute on Educational Background	1=Strongly	2=Agree,	3=Disagree,	4=Strongly disagree
A The recruitment plan of the CGM is based on the educational background of applicants.	1	2	3	4
B CGM provides paid study leave to employees who further their education.	1	2	3	4
C At the CGM, opportunities for growth and advancement exist for employees who have low educational qualifications.	1	2	3	4
D At the CGM differences in educational background do not bring conflict among employee.	1	2	3	4
E As an employee of CGM, I experience lack of confidence due to my educational background.	1	2	3	4
F CGM gives equal treatment when it comes to educational background.	1	2	3	4

SECTION 5

	Attribute on Employee Work Performance	1=Strongly	agree,		
		2=Agree,			
		3=Disagree,4=Strongly			
		disagree			
A	At the CGM, I enjoy my tasks and the division of work approach.	1	2	3	4
B	I am always committed to the mission and vision of the CGM.	1	2	3	4
C	I love my work and I am motivated to complete the tasks that are assigned to me always.	1	2	3	4
D	I co-operate well with my colleagues of different ethnic backgrounds.	1	2	3	4
E	Other employee of opposite gender perform well but I enjoy working with them.	1	2	3	4
F	My performance level has direct effect on my salary level.	1	2	3	4
G	I am happy with my current salary.	1	2	3	4
H	At the CGM employees are given a chance to apply	1	2	3	4

their own methods of doing their work.

I By learning more skills through training, I can 1 2 3 4
improve my work performance.

J At CGM employees with higher educational 1 2 3 4
qualifications perform better than those with lower
qualification.

K Good employee work performance is important for 1 2 3 4
the future growth of the CGM.

APPENDIX C: INTERVIEW SCHEDULE

A. Ethnicity

1. Question: What is the composition of the employees of the CGM in terms of ethnic background?

Answer: Its made up of workers from all over; we have Kambas, Kikuyus, Kalenjin, Luo, Luhyas, Arabs, Indians, Digos, Giriama, Chonyi, Rabai, Somali, Teso, Kauma, Taita, Taveta, Pokomo, Sagala, Bajuni, Segeju Meru...etc....quite a composition!

2. Question: Are there expectations. Any particular ethnic group expected to work better than others?

Answer: No, no...we have no expectation that one ethnic group is a better performer

from others. There is no stratification of any kind. All employees work as a block.

3. Question: Which ethnic group forms the majority?

Answer: Miji Kenda...eeh..Digo....or.... I'm not so sure

4. Question: What`s the composition of the top brass here?

Answer: Well... Luos, Bajunis, Digo and even Kikuyu and Taita have positions here.

B. Gender

1. Question: Are women very active here?

Answer: Oh yes, very active and sometimes very vocal

2. Question: What do you mean very vocal?

Answer: They talk a lot and can sometimes mix you up.

3. Question: What of their male counterparts?

Answer: They are equally active and cool...just there.

4. Question: Is there a sense of gender superiority? Occasions when the male employees feel superior and vice versa?

Answer: Very rare and in fact under some very personal circumstances, not in relation to work and responsibility. We have females in higher positions and we have to respect them.

5. Question: Generally, who can be said to be better workers; females or males?

Answer: No, no, we all are there working. No measure. You can't say men worker better than women. Only some jobs requiring physical manipulation; sometimes women appear clumsy.

C. Educational Background

1. Question: Do you have workers with PhDs here...Drs?

Answer: Hahahaha.....no, no...no PhDs.....just a couple of Masters, probably in the future.

2. Question: Does education make a difference?

Answer: Oh yes...but not in terms of work output.

3. Question: Come again.....explain further please.

Answer: Well, education is crucial but does not always go with output. Even the less educated are sometimes more motivated and hard working.

4. Question: Do you have workers who sometimes pride themselves that they are better educated and that they should be respected or even feared?

Answer: No, not at all. There isn't a lot of emphasis on one's education. People say little about their education here.

4. Question: Are there many workers who push the County Government for sponsorship to pursue further education?

Answer: We have but not very many

APPENDIX D: OBSERVATION SCHEDULE

S/N	ITEM	OBSERVATION
1	Incidents of conflict	NO
2	Happiness and relaxed atmosphere	Yes
3	Jokes	Common
4	Empty offices	Yes
5	Long queues of customers waiting for service	Yes
6	Common Language(s)	Kiswahili and English
7	Dressing code	Freestyle
8	Common offices /sharing offices	Yes
9	Animated Chatting	common
10	General appearance of employees	Healthy looking and well groomed

APPENDIX E: WORK PLAN

MONTH	WEEK	ACTIVITY	ACTION BY
JULY 2015	ONE	DISTRIBUTION OF QUESTIONNAIRES AT THE COUNTY ASSEMBLY OF THE CGM	RESEARCHER
	TWO	CONDUCTING INTERVIEWS AND MAKING OBSERVATIONS OF EMPLOYEES AT CGM	RESEARCHER
	THREE	COLLECTING BACK QUESTIONNAIRES FROM RESPONDENTS	RESEARCHER
	FOUR	COMPILING CHAPTER FOUR, DATA ANALYSIS.	RESEARCHER
AUGUST 2015	ONE	FORWARDING CHAPTER FOUR TO SUPERVISORS FOR CORRECTIONS	RESEARCHER
	TWO	COMPILATION OF CHAPTER FIVE, RECOMMENDATION AND CONCLUSION.	RESEARCHER
	THREE	FORWARDING ENTIRE RESEARCH PROJECT TO SUPERVISORS FOR CORRECTIONS	RESEARCHER
	FOUR	MAKING CORRECTIONS, FORMATTING AND FINE TUNING THE DOCUMENT.	RESEARCHER

APPENDIX F: BUDGET

ITEM	COST
STATIONARY	5,000
PHOTOCOPY	5,000
TRANSPORT	3,000
RESEARCH ASSISTANT WAGE	10,000
LAPTOP	35,000
BINDING	3,000
COMMUNICATION	5,000
TOTAL	66,000

