WORKFORCE DIVERSITY AND ITS EFFECTS ON EMPLOYEE PERFORMANCE: A CASE OF MBITA SUB COUNTY HOMA-BAY COUNTY IN KENYA

BY

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DECLARATION

STUDENT'S DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or institution of higher learning. No part of the thesis may be reproduced without the prior permission of the author and / or Moi University.

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DEDICATION

I dedicate this Thesis is dedicated to my wife Lencer Odhiambo, child Ted Wilson and parents Peter Otiende and Mary Otiende who are the real forces behind academic pursuits.

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ABSTRACT

There is a number of legislation that has been passed to shape the way workforce diversity is managed. However, both the employees and the employers still make decisions to break the rules such as equal opportunity employment, affirmative action and even constitutional provisions. In some organization's the issue of workforce diversity evoke array of emotions since some workers see it as something to be dealt with. It is upon this backdrop that workforce diversity was studied with focus on its effects on the employee performance a case of Mbita Sub County. The objectives of the study were to investigate the effects of gender, age, and ethnicity and education background diversity on the employee performance. In the study different empirical literature were examined to define the relationship between workforce diversity and employee performance in which a gap existed since none of these studies examined was conducted in Mbita Sub County in Homabay County in Kenya. The study was anchored on social identity theory which explains how individuals tend to categorize themselves in terms of gender, age, ethnicity and education background resulting into them (out group) and us (in group). Survey design was used and the sample collected from secondary schools in Mbita Sub County. The data was collected in 28 secondary schools using the set of questionnaire put at the end of this document. Descriptive and Inferential statistics geared to the Pearson's Product moment Correlation (r) and Multiple Regression Analysis were used to identify the patterns of the relationship in the data. From the findings all the objectives were accepted except for education. From Multiple regression analysis, $R^2=0.667$ showed that 66.7% of the variation employee performance is explained by gender, age, ethnicity and education background. The study also explained the managerial implication of workforce diversity and recommended further research since only 66.7% of the employee performance was accounted for by the gender, age, and ethnicity and education background. Therefore there is need to conduct further research to account for the remaining 33.3%

CHAPTER ONE

INTRODUCTION

This chapter provides details on the following; Background to the study, the problem statement and the purpose of the study, specific objectives, Research hypothesis and the significance of the study.

1.1 Background of the study

Efficient management of human resource (HR) is a key issue in any organization's success. It does not only consist appropriately in dealing with single workers' demands, bureaucratic procedures or institutional settings. Properly managing human resource also (and perhaps mostly) implies finding the right workforce mix and to make most of the workers skills. A diverse workforce with the respect to education, veteran status, physical stamina, gender, sexual orientation, and ethnicity is often needed due to a variety of work to be performed within an organization (Choi, 2010).

Workplace diversity is a multi-faceted concept that will continue to evolve especially in secondary schools as many school continue to be opened in many places especially Mbita Sub County where very few secondary schools existed before. Edward (2010) in his study of employee's performance in Chicago argued that workplace diversity has become inevitable and fundamental for sustainable employees' performance. It is therefore imperative for any organization that intends to be successful to have borderless view and an underlying commitment towards workforce diversity as part of its day to day business operation (Webster, 2009). The same point underscored in this study.

Michelle et al (2009) points out that workforce diversity can be examined in six different dimensions such as age, gender, sexual orientation, ethnicity, educational background and religious beliefs. Each dimension has its own unique effect on the employee performance some the dimensions examined in this study.

There are previous studies that have been carried out on the relationship between workforce diversity and the employee performance. For example Michele and Jayne (2009) investigated the reasons for diversity in secondary schools in America, Chicago City. The study concluded that increasing attention given to diversity is not monetary fad or fashion but reflection of its inevitable consequences of global economic and demographic changes and its influence on employee performance.

Magoshi (2010), studied workforce diversity and its effects on employee performance in secondary schools in Japan and concluded that workforce diversity has a direct relationship with employee performance. He adds that, an organization that ignores diversity issues may compete not favorably with others.

Abdel (2012) carried out an investigation on the effects of culture, gender, age, and educational background on the employee performance in secondary schools in Egypt in which the result indicated that two variables – gender and education background were significant in explaining the variance in employee performance.

In Kenya Ndolo, (2013) carried out an investigation on employee performance in selected secondary schools in the lake region. In his research he acknowledged that workforce diversity was inevitable factor on the employee performance. He further argued that a school that is made of more than 80% of employees from the same locality is not likely to

registered good performance of employee same to a school made up of employees of the same age group. Employees of the same age group are more likely to have deviant behaviors that will inhibit their performance. Even though a lot of work has been done on workforce diversity and effects on employee performance, most of these studies have been done in developed countries with few focusing on developing countries like Kenya where the Mbita sub –county is, a gap this study intended to fill.

1.2 Problem statement

In many organizations workforce diversity began as a way of fulfilling governmental requirements. However, what began as a legal requirement has evolved into strategic priority aimed at influencing the employee performance (Joshi et al, 2003). There is a number of legislation that has been passed to shape the way workforce diversity is managed (Monk 2007). However, both the employees and the employers still make decisions to break rules such as equal opportunity employment, affirmative action and even constitutional provisions with their behavior when it comes to workforce diversity (Victoria and Mary, 2010). In many organizations the issues of workforce diversity evoke array of emotions since some employees view diversity as something to be dealt with other than tool for improving their performance. For example, in some Secondary Schools when a new teacher who differs significantly with majority is newly posted or transferred to a school, he/ she is viewed as out of place (Kochan et al, 2003). In some schools also, head teachers/ principals have been rejected and even blocked from entering their new stations due to ethnicity or religious affiliation. Employee performance has also been viewed depending on other factors such as training, skills and level of motivation only but not workforce diversity (Victoria and Mary, 2010) It is upon this backdrop that

workforce diversity and its effects on the employee performance was investigated by considering the effects of age, culture, education background and gender on the employee performance.

1.3 Purpose of study

The main purpose of this study is to investigate the effects of workforce diversity on employees' performance.

1.4 Objectives of the study

1.4.1 General Objective

The general objective of this study is to investigate the effects of workforce diversity on the employee performance a case of Mbita Sub-County. This will require the following specific objectives.

1.4.2 Specific objectives

1. To investigate the effects of gender diversity employee performance.

2. To investigate the effects of age diversity on employee performance

3. To determine the effects of ethnicity diversity on the employee performance

4. To investigate the effects of education background diversity on the employee performance.

1.5 Hypothesis

H_{O1}:   There is no significant relationship between gender diversity and employee performance.

H$_{O2}$:   There is no significant relationship between age diversity and the employee performance.

H$_{O3}$: There is no significant relationship between ethnicity diversity and the employee performance.

H$_{O4}$: There is no significant relationship diverse educational background on the employee performance

1.6 Significance of the study

This study provided a light on the effects of workforce diversity on the employee performance thus enabling employees to acknowledge views and perspectives of one another. The study also showed the importance of a proper workforce mix which would be able to attack a problem from different viewpoints and coming up with proper solution thus increasing the employee performance. The study has also contributed to knowledge by prompting more research on workforce diversity and the employee performance.

1.7 Scope of the study

This study was concentrated on secondary school teachers in Mbita Sub County of Homabay County in Kenya. The sub county made of two Islands-Rusinga and Mfangano and the Central division which is on the Mainland. It has 28 secondary schools with 354 teachers employed by the Teachers Service Commission and BOMs (Board of Managements) of the respective schools. The study was conducted between June and July 2014.

1.8 Basic Assumptions of the study

It was assumed that the sample that was taken was representative, the instruments were valid and reliable and the respondents gave the information honestly and directly. It was also assumed that the sample of employees taken for study was all round representatives in terms of gender, age, and ethnicity and education background. This explains why the teaching staff in secondary schools in Mbita Sub County was chosen. The primary and the non-teaching staff were not taken since most of the primary teachers in Mbita sub county work in their home districts and are likely to be of the same ethnicity and the same applies to none teaching staff. Most of support staff also performed non skilled jobs which did not require qualifications of diploma, degree or master like the teachers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of reviews of secondary data that researchers have collected from other journals. It also outlines the literature and relevant theoretical models from other journals regarding the dependent variable (employee performance) and the independent variable (workforce diversity) expressed in terms of age, ethnic/cultural, educational background, and gender.

2.1 Employee Performance

Okoro and Washington (2012) in their study analysis of human capital performance in USA defined employee performance as the effective discharge of duty for which one is hired. It is how well an employee is fulfilling their requirement for the job. The same definition was used by Sabine and Fresse (2011), both from German define employee performance in behavioral aspect as what an organization hires the employee to do and do well. They argued that an employee can perform several duties in an organization but only those that are related to the organization objectives are regarded as performance. In USA Edward et al (2014) argues that, work employee performance is not only being at work every day but a variable affected by gender, ethnicity, and age a fact this study is also out to investigate.

Several scholars and organizations have investigated the relationship between employee performance and workforce diversity, for example, the America Research Foundation (2010) investigated the effects of workforce diversity on the employee performance. It

argued that, despite high qualification of employees in America, proper workforce mix of employees must be done in order to achieve high employee performance. This study therefore tried to find out the effects of such a diverse workforce on the employee performance a gap that was investigated in this research also. Fernandez (2010) in his investigation of employees in schools in France argued that good workforce diversity practices enhance employee performance. The same argument was echoed by Mendez (2012), who adds that there is a strong correlation between good workforce diversity and employee performance however this study did not work out the correlation coefficient, a gap this study intended to fill. According to Joshi (2012) the employee performance in Nigeria was strongly affected by the workforce diversity. This proved the link existed but did not measure the strength of the correlation a gap this study is out to envisage.

In Tanzania Oluoch (2009) in his study about the performance of employee in Mara Province found that workforce diversity, has direct effect on employee performance and about 44.4% of the employee performance would be explained by diversity factors such as age and ethnicity, the variables also investigated in this study. According to Kinyanjui (2012), gender, age and cultural diversity have direct effects on employee performance and any organization that desires good employee performance should embrace workforce diversity. Even though all these researchers outline the link between the independent variable (workforce diversity) and the employee performance (dependent variable) none of their work reflects the relationship between employee performance and the elements of workforce diversity(gender, age, ethnicity and education background) when they function together. The gap this research has fulfilled in its findings and analysis.

2.2 Age

A large number of empirical literatures highlight the benefits of age diversity towards employee performance. In Switzerland, Veen S, (2013), points at three benefits of age diversity towards the employee performance. First, age diverse workforce displays a host of different knowledge, values and preferences. They have different interpretation, perspectives and heuristics and their mental models are different. Younger cohorts may have academic skills but socially inexperienced while older cohorts may have lower academic skills but may have good work experience. Combing such workers may reduce the risk of being one sided. However, from Korea, Pik Yuan et al (2011) points at some disadvantages accompanying age diversity such as communication difficulties, value conflict resulting into lower social integration which may in turn lower performance of the employees. Gellner (2009) accept that when age diversity is properly used, it has some advantage over the homogenous workforce. In Africa, Ogaga J. (2009), in his study of workforce diversity in secondary schools in Nigeria concludes that there is positive correlation between age diversity and employee performance. He further recommended that organizations should ensure age diversity is used in for promoting employee performance and not negatively case this study also investigated.

In Egypt, Abdel E., (2012), referring to the work of Kunze (2011) pointed clearly that age diversity has become inevitable fact of life in every organization. However, he further points that heterogeneous workforce may be prone to conflicts that lower productivity of the employees especially where there is a generation gap. In Kenya, Kinyanjui S., (2013) argued that age diversity may be beneficial or detrimental to employee performance depending on how it is used.

2.3 Education background

Tracy and David (2011) in their study about the effects of education background diversity towards the employee performance in Britain found that employers commonly reject employing employees whose training, experience, or education is judged to be inadequate. These studies focused on the centrality of education background on the employee performance the point investigated in this study.

Besides that, from America Daniel (2009) also found that various levels and types of education might expect different mobility rates. For example, 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. Mobility may differ across these occupations, causing the mobility of individuals with working experience to be different from those with non-working experience but possessing a degree certificate.

According to Daniel (2009), an individual will be more productive depending on the level of their education. The more education the individual worker received, the more productive the worker will be. However, Zeng, Zhou, and Han (2009) from Korea, found that those high-level school managers with higher education and the staff whose length of service is 11 to 15 years show unusual decline in work performance because they have not found the suitable development space, so temporary disengagement happens. This reflects that education is affected by work experience and every employee must have relevant education and relevant work experience.

In Africa, Haji et al (2011) their study of employee performance in a sample of secondary school in Senegal found that education background affected the employees performance

and improves employee's capacity. Education background is the first thing that enables the employee handle job related issues. In Kenya, Nyakan (2012) in his study about the effects continuing education towards employee performance in secondary schools in Nakuru District concluded that further education contributed to capacity building of the employees but can also affect their performance negatively since some employees may concentrate on their studies and other benefits accrued to it at the expense their core duty. Once the employee attain higher education more job opportunities open to them in other organization and this could lead to part timing or turnover that in the long run lower employee performance.

2.4 Gender

Takahashi (2010) presented that there are different effects of gender towards employee performance when different gender; male or female headed schools in different India. The studies tested the result of the employee performance under the leadership different gender in which it was reflected that higher employee performance was realized when the organization was headed by the person of the same gender as the employee. The female employees did better in the institutions headed by fellow females. Besides that, Hack and Lammers (2008) suggest that school managers need to be aware that there might be gender differences regarding the relative importance assigned to distributions and communication. This may imply different communication strategies for dealing with male and female employees as management tries to create an optimal environment of fairness. As a result, failure of communication among different gender may lead to unfavorable performance in an organization. However, there are studies from some researchers showed that these relationships may not hold currently due to the changing

nature of the role of women in the workforce. From Egypt, Lee and Farh (2009) for example did not find any gender effects in justice-outcome relationships; they point to narrowing gender gaps and similarity of work values between men and women as a reason (Beldona and Namasivayam, 2011). To put it in a simple way, the studies states that gender diversity in an organization did not affect performance of the employees. Therefore, in their study, hypothesis between gender and employees performance were found to be null. This showed that there was no relationship between gender diversity and the employee performance the hypothesis which was also tested in this study.

2.5 Ethnicity

In America policy makers, employees and members of ethnic communities and school leaders argued that Education profession needed employees with diverse ethnic background. Such employees add the number of role models to young employees thus increasing employee's performance (National Collaboration on diversity in America, 2013). According to Don Jung (2010) in his study on the effects of ethnicity on the employee performance in Korea, the effect was only a creation of the ratee. For example, in most cases the ratees will receive a better grade if the rater is from the same ethnicity as the ratee. According this argument, effect of ethnicity diversity was just a mere fabrication that exists in the minds of employees an issue this study also investigated.

Johnson and Perker in their research about the effects of ethnicity towards employee performance in secondary schools in Ghana argued that, ethnic diversity creates a multiple perspective in dealing with problems and increases creativity thus high employee performance.

In South Africa, Williams (2012) argued that ethnic diversity in Secondary Schools may result into negative social integration and increases conflicts thus lowering employee performance.

According to Rosen (2011) in his study about the influence of Ethnicity diversity lowers the performance of the employee who does not belong to majority group.

In Kenya Mwangi (2013) argued that ethnic diversity may lower performance of employees especially during days especially during the days when the country is nearing elections since some employee run away from their stations due to violence associated with Kenyan elections.

2.6 Theoretical frame work

This study was pegged on social identity theory advanced by Henri Trajfel (1979), according to this theory individual employees tend to classify themselves based on groups to which they belong. Such groups may base on tribe, gender, age and education among others. The groups become source of pride and self esteem or sometimes sorrow and low self esteem. In many cases a group will increase her self esteem by discriminating and holding prejudices against those members who do not belong to their group what Trajfel call classification as us (in-group) and them (out group). These prejudiced views on cultures and tribes results into racism and tribalism which can go to the extremes of genocide like the case of Hutus and Tutsis of Rwanda. Trajfel further explains that an employee will define appropriate work behavior based on the group to which they belong and this will have direct influence on employee performance.

2.7 Conceptual framework

Based on empirical literature and the theoretical framework the researcher developed the conceptual framework below.

Employees Self categorization   definition of appropriate work

```
┌──────────────┐                        ┌─────────────────────────────┐
│   Gender     │──────────────┐         │ Determination, punctuality, │
└──────────────┘              └────────▶│ integrity, or negative      │
                                        │ behaviors like absenteeism, │
┌──────────────┐                        │ laziness etc                │
│    Age       │───────────────────────▶│                             │
└──────────────┘              ┌────────▶│                             │
                              │         └─────────────┬───────────────┘
┌──────────────┐              │                       │
│  Education   │──────────────┘                       │
│  background  │                                       │
└──────────────┘                                       ▼
                              ┌────────────▶  ┌─────────────────────────────┐
┌──────────────┐              │               │   Employee performance      │
│  Ethnicity   │──────────────┘               └─────────────────────────────┘
└──────────────┘
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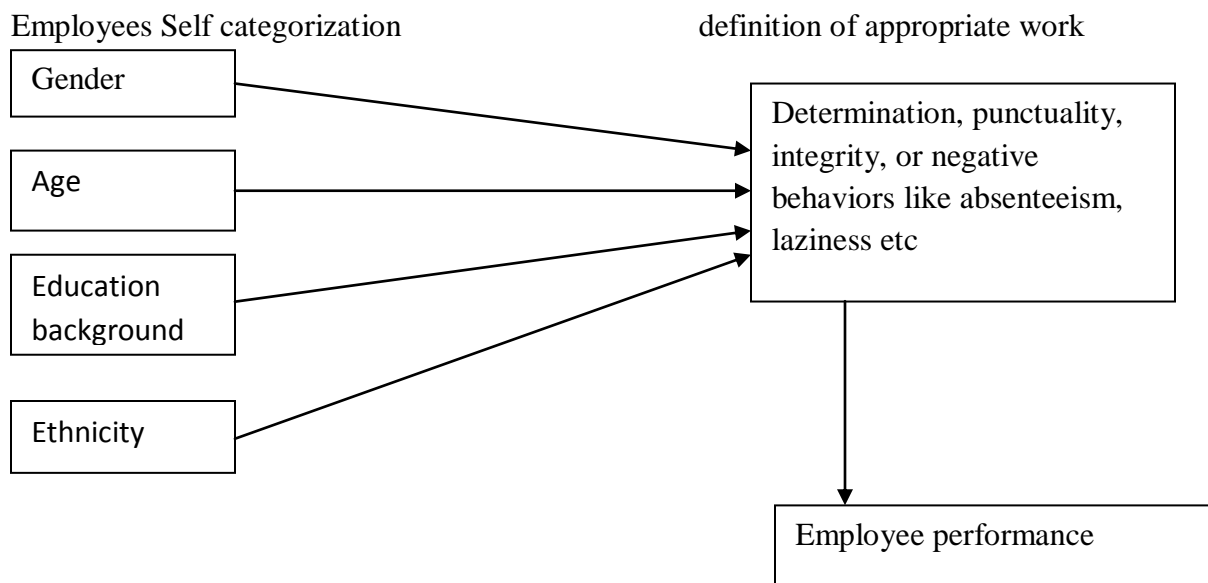
Source: self conceptualization by researcher 2014

From the diagram above the employees categorize themselves as young and old based on age, male and female based gender, ethnicity for example the Hutus and Tutsis of Rwanda and diploma and degree based on education background (Trajfel, 1979). Based on these groups an individual employee will redefine appropriate work behavior which will in turn affect their performance.

2.8 Summary of Literature Review

The empirical literature has discussed the dependent variable (employee performance) and the independent variable (workforce diversity) in the conceptual framework. In this chapter workforce diversity concept and the employee performance have been

extensively reviewed in the empirical literature. The gaps have been highlighted and addressed through the study.

The empirical literature showed a direct interaction between employee performance and workforce diversity factors such as gender, age, and ethnicity and education background. But since these studies were carried out in developed countries, a further research was done to show the interaction of these variables in developing countries like Kenya where Mbita sub county in the Homa- Bay County is located.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides the details on research design, population, sample and sample size and data collection instrument used in the study.

3.1 Research Design

This research took survey design, since it was to investigate the workforce diversity and its effects on employee performance in different secondary schools in Mbita Sub County. Survey study therefore allowed the research to shade light on the topic under study from a multiple of perspectives based on the context (Blumberg, 2011). Survey also allowed the study to use different approaches and rely on different sources of evidence such as unstructured, semi-structured and structured interview along secondary data simultaneously (Blumberg, 2011).

3.2 Population

The target population was 354 Teachers in 28 secondary schools Mbita Sub County. The Teachers were categorized as principals, deputy principals, heads of departments and Assistant teachers after which the sampling was done. Even though the support staffs are also employees within school setting, they were not included in the sample since most of them perform unskilled duties whose qualification could not be classified as diploma, degree and masters.

3.3 Sample size and sampling

Table 3.1 population of each category of teachers

CATEGORY	POPULATION	SAMPLE
Principal	28	24
Deputy Principal	30	28
HODs	84	70
Assistant teachers	212	132
TOTAL	354	254

The size was determined using Krejcie and Morgan formula of determining the sample size which is shown in the diagram below.

$$S=X^2 NP(1-P) \div d^2 (N-1)+X^2 P(1-P)$$

Where:

S= required sample size

X= the table value for Chi-square for 1 degree of freedom at the required confidence level (3.841)

P= the population portion with desired characteristic.

N=Population size

And d=degree of accuracy expressed as a portion (0.5)

From the population of 354 teachers a total sample of 254 was obtained from which the data was collected.

3.4 Data Collection Instrument

The study needed both questionnaire and interview schedule. The questionnaire was chosen due to its ability to collect a large number of information in a reasonably quick

space of time. The questionnaire had both closed and open ended set of questions. Closed ended set of questions in the questionnaire were used to restrict respondents while open ended set of questions in the questionnaire was used to get the opinion of the respondents (Cooper and Schindler, 2001). Personal interview which was a discussion initiated by the interviewer to obtain the information from the respondents was also used to obtain the required data from the teachers sampled.

Copies of the questionnaire were administered to the respondents and Likert scale was used to measure the attitude of respondents to indicate how strongly they agree or disagree with carefully constructed statements that range from very positive to negative toward as attitudinal object (Zikmund, 2003). All questions in Section B and C of the questionnaire use Likert scale to allow respondents to indicate to what extent they agree or disagree with the particular statement (i.e. the question). For each of the questions which use Likert scale, there are five responses that may be checked and numerical score was assigned to each of the questions as follow:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

3.5 Quality of Research instruments

3 .5.1 Validity

Validity is the appropriateness, meaningfulness and usefulness of a specific inference the researcher make on the data collected. It is the degree of success with which the results obtained from analysis of the data collected actually represent the phenomenon under study (Blumberg, 2011). It is the degree of success with which the instrument measures what it is supposed to measure (Verma and Beard, 1981). In order to check the content and construct validity of the instruments, questionnaires were first scrutinized by the University Supervisor. The researcher then carryout a pre-test of the instruments by carrying out a pilot study.

3.5.2 Reliability of the instrument

This is the measure of the degree to which a research instrument yields a consistent results or data after repeated trials (Mugenda and Mugenda, 2003). This was done by carrying out test retest of the instruments to determine if response to the same question many times gives the same answer. Similar questions were given to the same responds at different times to check if they would yield the same answers.

Internal reliability test for pilot test

There were five constructs and a total of 33 items which were measured by the reliability test and Crobanch alpha was used to test the internal constancies and stability of the multi- item scale. The closer the crobanch's alpha to one the higher the consistency of that particular item.

The constructs of gender is measured using 9 items and shows coefficient alpha at 0.807. Second construct which is age is measured using 5 items and has its coefficient alpha at 0.790. Third item ethnicity shows co efficient alpha at 0.721 measured by 7 items. Finally the employee performance with five items and coefficient alpha had 0.736. Therefore the reliability coefficient of all the examined constructs showed Crobanch alpha of more than 0.6 which is acceptable.

3.6 Data analysis

The data was analysed both qualitatively and quantitatively. The quantitative data was analysed using descriptive statistics such as mean score, standard deviation, skewness and kurtosis. These made the findings more understandable to ensure clarity and preciseness. skewness and kurtosis were used to summarise the effects of independent variables- age, educational background, cultural and gender on the employee performance (dependent variable). The statistical packages for social sciences were used for presentation and analysis of data. Qualitative data was analysed by content analysis. Content analysis is the systematic and replicable way of expressing many words into a few content categories (Mugenda and Mugenda, 2003). It is a technique used for making inferences by objectively and systematically identifying the specified characteristic of messages. Multiple Linear Regression Analysis was performed to test the relationship between dependent (employee Performance) and all the independent variables when acting together.

The model is given by:

Employee Performance = $\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + ei$

X_1 = Age

X2= Gender

X3 = Education Background

X4 = Ethnicity

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = **Coefficients**

x_0 **= constants**

3.7 Ethical Considerations

The participants were allowed to participate on open and voluntary basis and the respondents also had the right to withdraw partially or completely from the process. Confidentiality of the data provided by individuals was maintained. Privacy of the respondents was also upheld and none of the respondents was coerced into participation. The respondents were also treated with respect and courtesy including those who were not autonomous.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRATION

4.0 Introduction

This chapter encompasses data analysis, interpretation of results and discussions. The analysis was summarized and presented by descriptive statistics through use of tables and figures.

4.1 Descriptive Analysis

The research discusses the respondent's demographic profile, central tendencies and measures of dispersion of constructs.

4.1.1 Respondent Demographic Profile

In the questionnaire survey, each respondent was asked four questions regarding their demographic profile, including gender, age, ethnicity, and education level. This part provides an analysis of the demographic profile

Table 4.1 shows demographic profile of respondents

		Gender		Total
		Male	**Female**	
Age	20-29 years	55	0	55
	30-39 years	95	0	95
	40-49 years	30	25	55
	>50 years	0	49	49
Total		180	74	254
Education	diploma	64	0	64
	degree	116	54	170
	masters	0	20	20
Total		180	74	254
Ethnicity	Same	80	0	80
	Different	100	74	174
Total		180	74	254

Source: researchers' survey 2014.

From the table 4.1 above, it can be seen that majority of the employees who were taken as respondents are degree holders. It is also evident that many teachers are in schools where there teachers were from one ethnic group that is 180 out of 254 teachers are in schools with teachers of same ethnicity. Most of the teachers were in their prime working age since only 50 teachers out of 254 teachers sampled are above 50 years old.

Constructs On Gender and Their Response

The table 4.2 below shows items that were used to measure effects of gender on employee performance and the results obtained computed in terms of mean, standard deviation, Kurtosis and Skewness. Respondents were required to measure the 9 items by rating on the five point Likert scale with the range from strongly agree (5) to strongly disagree (1)

Table 4.2 constructs on gender and response

Question	Mean	Std Deviation	Skewness	Kurtosis
Q1. The employees have been discriminated by employer while hiring and recruiting	2.535	0.6571	0.852	0.375
Q2. The organization does a good job in attracting and hiring women	3.929	0.6792	-0.599	0.941
Q3. Fair treatment is given to all employees whether male or female	3.689	0.4722	-0.897	0.913
Q4. Opportunities for growth exist for both men and women in our organization	3.328	0.9028	-0.563	0.300
Q5. A career development that include women is encouraged in our school	3.991	0.7004	-0.756	1.243
Q6. The trainings and development programs are developed to meet the requirements for both men and women.	4.725	0.5150	-1.665	1.909
Q7. Women are involved in school decision making as much as men	2.586	1.4972	8.606	111.461
Q8. The performance targets set for men are higher than that set for the women.	1.385	0.541	0.992	-0.666
Q9.I am positive about gender diversity in our school	2.110	0.9717	0.663	0.144

Source: Researcher's Survey 2014

From the table 4.2, question 6 which is about the training programs has the highest mean of 4.725 and question 8 about performance targets has the lowest mean of 1.385. Question 7 about involvement of women in organization decision making has the highest standard deviation. The items 1, 2 and 3 are negatively skewed while rest is positively skewed. Kurtosis is positive for most of the item except item 7.

Interpretation

Item number 6 is the most accepted since its mean is about five showing that majority of the respondents strongly agree with this construct. The data is negatively skewed meaning the data had long left tail. The kurtosis is positive for most of the items meaning have flat tops and almost conforming to Gaussian distribution because the values are not far from zero with exception of item number 7 about involving women in decision making.

Table 4.3 Modification operation definition operation construct for age and the results obtained.

Question	Mean	Std Deviation	Sk	Kurtosis
Q10. My employer provides equal opportunity for training and career development in spite of age	3.6024	0.8022	-0.546	-0.207
Q11. My leader includes all members of staff in decision making without considering their age.	2.3504	1.1792	0.326	-1.395
Q12. Age difference in work do not cause conflict	2.2402	1.062	0.370	-1.083
Q13. At workplace I experience lack of bonding with people of different age group.	3.0472	1.1919	0.177	-0.644
Q14. I am positive about age diversity in this place	3.0354	0.5505	0.020	0.326

Source: Researcher's Survey 2014

From the table 4.3 highest and the lowest mean are in question 10 and 12 respectively. Question 13 has higher standard deviation and variance. The kurtosis and skewness have low positive and negative values for all the items.

Interpretation

The mean for most of the items in this section fall at three meaning most of the respondents are either neutral or strongly agree with the items. The kurtosis is negative in all items this shows that the data had sharp tops. The skewness is positive for most of the items meaning the data is tailed to the right. The kurtosis is negative except for the last question.

Table 4.4 shows the questionnaire on the effects of ethnicity on employee performance and the results

Question	Mean	Std Deviation	Skewness	Kurtosis
15. The organization does a good in attracting and hiring minorities.	1.322	0.7091	2.181	3.821
16. the organization is concerned about customs and values of the employees	3.8031	1.3838	-0.351	-1.326
17. different languages used do no cause conflict	3.4200	0.7740	0.137	-0.339
18. at work I develop low self esteem due my ethnicity	1.7874	1.100	1.039	-0.449
19. Ethnicity difference in different work groups does not encourage conflict.	3.3543	0.8804	0.714	-0.294
20. The team leader includes all members in making decisions.	3.3268	1.0741	0.32	-1.333
21. I am positive about ethnic diversity in this workplace.	3.0709	1.1364	-0.205	0.756

Source: Researcher's Survey 2014

From the table 4.4, item number 16 on culture has the highest mean while item 15 has the lowest mean. From the dispersions the data obtained shows that the respondents' views are not widely dispersed without any measure of dispersion beyond 1.5

Interpretation

The respondents show fairly dispersed opinions of the respondents as indicated by the standard deviation. The data is tailed to the right as indicated by the positive skewness. Since the kurtosis is negative the data has slightly sharp tops, almost assuming the Gaussian distribution.

TABLE 4.5 Modified operational definition construct for Education background.

Question	Mean	Std Deviation	Skewness	Kurtosis
Q22.The recruitment plan for employee is based on the employee education background.	4.8701	0.3369	-2.225	2.927
Q23. The employer provide paid study leave for the employees who want to further their education	1.9882	0.8688	1.044	1.958
Q24. Opportunities for growth and advancement exist for the employee who have further education	4.0276	0.7135	-0.632	0.755
Q25. Difference in education background do not encourage conflict	2.8740	0.5622	-0.028	0.030
Q 26. At work, I experience lack of confidence due to my education back ground	3.4961	0.9688	0.182	-0.631
Q27. The team leader includes all members at different education level in problem solving and decision making	3.4567	1.0157	-0.646	0.486
Q28. The organization gives equal treatment when it comes to diversity of education background	2.8819	1.153	-0.480	-0.859

Source: Researcher's Survey 2014

The highest mean is obtained in item 22 while the lowest is obtained by item 23 i.e. 4.8701 and 1.9882 respectively. The highest standard deviation is 1.15 while the lowest is 0.336. The skewness is negative in most of the items while kurtosis positive in two items (23 and 24) negative in the rest of the items item 23.

Interpretation

Item 22 is strongly accepted by the respondents while 23 is the least accepted. The respondents show widely dispersed opinions on item 23 since it has the highest standard deviation in this section. The data is tailed to the left since the skewness is negative for all items except item 23. The data almost assume the Gaussian distribution for the items 25sine the kurtosis is almost zero i.e. 0.030.

The table 4.6 shows the items used to measure employee performance and the result obtained.

Question	Mean	Std Deviation	Skewness	Kurtosis
Q29. I am committed to mission and direction of my organization	4.0984	0.7160	-0.139	0.957
Q30. I am motivated to complete the task that is assigned to me.	4.0551	0.8510	-0.300	-1.100
Q31. I am motivated to complete the task that is assigned to me.	3.9291	0.9754	-0.501	-0.793
Q32. My performance level affect my salary	3.6260	0.8232	-0.495	-0.265
Q33. I registered an improvement in my subject mean score	2,5394	1.1018	1.214	-0.504

Source: Researcher's Survey 2014

The highest mean is obtained by item Q29 commitment of the respondents to direction and mission of their schools. The highest standard deviation is 1.001. The kurtosis and skewness are negative in both are negative in all the items in this section.

Interpretation

Item Q29 is the most accepted since it has the highest mean. The data is tailed to the left for all items since the data is positively skewed for most of the items. The kurtosis is negative for most of the items except item 29. This shows that the data obtained has sharp peaks for most of the items

4.2 Inferential Analysis

4.2.1 Pearson's Correlation Co efficient

This is a method of measuring the correlation and it is based on the method of co-variance. Pearson's correlation coefficient will indicate the direction strength and significance of the bivariate relationship among all the variables that were measured at an interval. The number representing Pearson's relationship is known as correlation coefficient. Coefficient of +1 means there is a perfect positive relationship between two variables, -1 means perfect negative relationship whereas zero (0) means no relationship or independence between the variables (Samouel et al, 2007).

The table 4.7 below shows the Pearson's Correlation Coefficient for each independent variable and the dependent variable.

Correlations

		gender	age	ethnicity	Education
Employee performance	Pearson Correlation	.577**	.888**	.342**	-.107**
	Sig. (2-tailed)	.000	.000	.000	.088
	N	254	254	254	254

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

Source: Researcher's Survey 2014

From the table 4.9, the independent variable age had the highest positive relationship with the dependent variable employee performance. The relationship between age and the employee performance shows an almost perfect positive correlation. The independent variable education had a slight negative correlation with employee performance.

4.2 .2 Test for the hypothesis

Hypothesis 1

H_0: There is no significant relationship between gender diversity and employee performance.

H_1: There is significant relationship between gender diversity and employee performance.

The relationship between gender diversity and employee performance is significant. It is because the p value 0.000 is less than the alpha value 0.01. Therefore the null hypothesis Ho is rejected and the alternative hypothesis H_1 is accepted.

Hypothesis 2

H_0: There is no significant relationship between age diversity and employee performance.

H_1: There is significant relationship between age diversity and employee performance.

The relationship between age diversity and employee performance is significant. It is because the p-value 0.00 is less than alpha value 0.01. Therefore, null hypothesis (H_0) is rejected but alternative hypothesis (H_1) is accepted.

Hypothesis 3

H_0: There is no significant relationship between ethnicity group and employee performance.

H_1: There is significant relationship between ethnicity group and employee performance.

The relationship between ethnicity group and employee performance is significant. It is because the p-value 0.001 is less than alpha value 0.01. Therefore, null hypothesis (H_0) is not accepted but alternative hypothesis (H_1) is accepted

Hypothesis 4

H_0: There is no significant relationship between education background group and employee performance.

H_1: There is significant relationship between education background group and employee performance.

The relationship between education background group and employee performance is not significant. It is because the p-value 0.001 is less than alpha value 0.01. Therefore, null hypothesis (H0) is accepted but alternative hypothesis (H1) is rejected.

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable.

4.3.1 Hypothesis 5

H_0: The four independent variables (gender, education background, age, and ethnicity) are not significant to explain the variance in employee performance.

H_1: The four independent variables (gender, age, ethnicity and education background) are significant explain the variance in employee performance.

The R value is the correlation coefficient between the dependent variable and the independent variables. According to the Model Summary, the value of correlation coefficient(R) of four independent variables (gender, age, ethnicity and education

background) with the dependent variable (employee performance) is 0.672. Therefore, there is positive and almost perfect correlation between four independent variable and dependent variable.

Besides that, Model Summary also indicates the coefficient of determination (R square) which can help in explaining variance. The R square figure of the four independent variables is 0.672.This also means that independent variables (gender, age, and ethnicity and education background) can explain 67.2% of the variation in dependent variable (employee performance). However, it is still leaves 32.8% (100% - 67.2%) unexplained in this research. In other words, there are other additional variables that are important in explaining employee performance that have not been considered in this research.

Table 4.8: Multiple regression model

	Unstandardised Coefficients		Standardised Coefficients				Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	2.283	0.141		16.189	0.00		
Gender	-0.419	0.123	0.237	-3.444	0.001	0.276	3.595
Age	0.793	0.50	0.396	15.996	0.000	0.339	2.953
Ethnicity	0.108	0.047	0.008	0.170	0.865	0.627	1.593
Education background	-0.007	0.055	-0.005	-0.170	0.905	0.963	1.018
R Square	0.672						
Adjusted R Square	0.666						
Durbin-Watson	0.090						
Sig	0.000						

Dependent Variable: employee performance

Source: Author, 2014

The four independent variables are the factors that determine perceived employee Performance can be represented by the equation as below:

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + ei$$

Based on the Coefficients, the regression equation for the employee performance is employee Performance = 2.283 + (0.237) Gender Group + (0.396) Age Group + (0.008) Ethnicity Group -(0.107). This shows that the independent variables age, gender, education background and ethnicity predict the dependent variable at 35.87% and the rest can be accounted for by the residual error. From the Coefficient's table, *age group* is the first and most significant independent variable in this research since its t-value is 15.996 and p-value is 0.000, which is lower than alpha value 0.01. Unstandardized coefficients indicate how much the dependent variable varies with an independent variable, when all other independent variables are held constant. The independent variable age has the highest probability of predicting the dependent variable the employee performance. Increase age factor by one unit results into an increase of 39.6% on employee performance and vice versa. Increasing the value of the predictor variable (gender) by one unit results into an increase of the independent variable (employee performance) by 23.7%. The predictor variable education is the least predictor of employee performance in this case since increasing it one unit lowers the dependent variable (employee performance by 0.5%).

The value of Durbin Watson autocorrelation is 0.09 which is close to zero and this shows a highly positive autocorrelation between the independent variables and the dependent variable. Gender, age, education background and ethnicity are therefore very good predictors of the employee performance.

The Variance Inflation Factors are below 4 which is the required maximum according to Pan and Jackson (2008). This shows a good level of tolerance between the independent variables since each variable does not affect significantly affect others.

The unstandardized coefficients show the effects of the independent variables when all other independent variables are assumed.

4.9 Analysis on variance

Table 4.11 ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	115.159	4	28.790	127.308	.000[a]
	Residual	56.309	249	.226		
	Total	171.469	253			

    a. Predictors: (Constant), EDUCATION, ETHNICITY, AGE, GENDER

    b. Dependent Variable: employee performance

Source: Researcher's survey 2014

Based on (ANOVA), the p-value is 0.000 which lesser than alpha value 0.01. Besides that, the F-statistic is significant at the value of 127.308. Therefore; the model is a good descriptor of the relation between the dependent and predictor variables. As a result, the independent variables (Gender, age, ethnicity and education background) are significant explain the variance in perceived employee performance. Null hypothesis (H0) is not accepted but alternative hypothesis (H1) is accepted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the prominent finding of this research. The descriptive and inferential analysis presented in previous chapter is summarized. Furthermore, the reasons or evidences will be given to support the hypothesis. In addition, the recommendations and limitation of research will be included. In the last section of this chapter, the overall conclusion of the entire research thesis is also included.

5.1 summary of the respondents' demographic profile

From the results in chapter 4, the respondents' demographic data show that there are more male than female teachers in Mbita Sub County. In fact71% are male while 29% are female. Majority of the teachers are in their prime working age. About 60% of the teachers are below 40 years old.

Only 20% of the teachers are 50 plus years old. 69% of the teachers work in stations where there are other teachers of different ethnicity. Only 31% of the teachers in Mbita Sub County are teaching in school with teachers of the same ethnicity. Majority of the Secondary teachers in Mbita Sub County are degree holders with only 25% being diploma holders while 8% have masters.

5.2 Summary of Internal Reliability Test

Reliability test and Cronbach's alpha were applied to observe the 33 items which used to measure the internal consistencies of five constructs in the questionnaire. The alpha coefficient of gender (9 items) is 0.827, age (5items) is 0.738, ethnicity (7 items) is 0.723,

education background (7items) is 0.800, and employee performance (5 items) is 0.729. According to Sekaran (2003), all the constructs are found to have the internal consistency reliability if the result passed the minimum accepted level of 0.6.

5.3 Summary of Pearson's Correlation Analysis

The computed correlation between employee performance and gender is 0.577, employee performance and age is 0.888, employee performance and ethnicity is 0.342 and employee performance and education background is -0.107. All the constructs are statistically significant at the 0.01 level except the correlation for teachers' performance and education background which has a negative correlation at -0.107. Hence, the results proved that gender, ethnicity and age have a significant positive relationship with employee performance.

5.4 Summary of Multiple Regression Analysis

Multiple regressions are used to examine the nature of relationship between the independent variables and dependent variable, the strength of relationships, and the significance of the relationships of several independent variables on dependent variable. Based on the results of multiple regression analysis, $R^2=0.667$ means that 66.7 percent of the variation employee performance is explained by gender, age, ethnicity and education background. Besides that, the F-value of 127.308 is significant at the 0.00 level means that this model is a good descriptor of the relation between the employee performance and predictor variables (gender, age, ethnicity, and education background). In other words, the independent variables (gender, age, ethnicity, and education background) are significantly explaining the variance in employee performance.

The multiple regression equation is formed as following: Employee Performance = 2.283 - 0.237 (Gender Group) +0.996 (Age Group) + 0.0081 (Ethnicity Group) -0.107 (Education Background Group) Furthermore, according to the Copper, (2011), the higher the perceived presence of the difference approach was, the higher respondents perceived the employee performance. This implies that the focus on mutual learning and the possibility to benefit from the diverse resources that an ethnically diverse workforce brings into the organization, may lead to amore positive evaluation of organizational performance (Opstal, 2009).This is consistent with Ely and Thomas (2011) learning-and-integration perspective. Their perspective is similar to the difference approach and led to the best work group functioning in their research.

Table 5.1 summary of the research results

HYPOTHESIS	SUPPORTED	NOT SUPPORTED
There is significant relationship between gender group and employee Performance.	β=0.577 p=0.000<0.01	
There is no significant relationship between age group and employee performance.	0.888 0.000<0.01	
There is significant relationship between ethnicity group and employee performance.	β=0.342 p=0.001<0.01	
There is significant relationship between education background group and employees performance		-0.107 0.088>0.01

Source: Researcher's survey 2014

5.2.1 Relationship between gender group and employee performance

H_1: There is significant relationship between gender group and employee performance

Based on the result from Chapter 4, there is significant positive and small but definite Relationship between gender group and employee performance which carries correlation coefficient value of 0.577 and p-value of 0.000 which is significant at the alpha value 0.01.The finding in this research showed that gender group and teacher performance is positively linked. Based on the information provided in the research the overall feeling is that, for the most part, gender was not an area of concern. All divisions of the school must meet annual targets for the representation of majority and minority males and females in each teacher grade level (Kochan, Bezrukova and Ely, 2012).In order to enforce the employee performance described above, performance appraisals employees included measures employee's ability to achieve the targets. According to the Kochan, Bezrukova and Ely (2012), the Performance appraisals were used for making promotion and compensation related decisions. Training practices included intensive diversity training. Trainers used behavioral modeling techniques to help develop managerial capabilities for interacting with subordinates and colleagues irrespective of demographic differences. Thus the training efforts focused more on skill-building than on building awareness or modifying attitudes.

5.2.2 Relationship between age group and employee performance

H_0: There is significant relationship between age group and employee performance

Based on the result from Chapter 4, there is significant and very relationship between age group and employee performance which carries correlation coefficient value of 0.808 and p value of 0.00 which is significant at the alpha value 0.01.Age is also regularly viewed

as one dimension of social category diversity (Jehn, 2010) and we find influence of age diversity on performance, which agrees to the findings of the empirical studies reviewed in Erhardt (2003). A possible reason why we find no effect of age diversity is the less pronounced numerical distinctiveness between younger and older managers as compared to the numerical distinctiveness between female and male managers. Thus, age is probably more salient than gender and consequently age diversity has more pronounced influence. According to Baer (2007), a further increase in group heterogeneity with the extreme case of an equal number of team members in each diversity category mitigates this effect. Furthermore, in the sample, age might also be a proxy for experience or status rather than for social category. Young and old employees are likely to have varied status seeking tendencies.

5.2.3 Relationship between ethnicity group and employee performance

H_1: There is significant relationship between ethnicity group and employee performance

Based on the result from Chapter 4, there is significant positive and slight, almost negligible relationship between ethnicity group and employee performance which carries correlation coefficient value of 0.342 and p value of 0.001 which is significant at the alpha value 0.01.

When we examined the role of ethnic diversity, we found a slightly different pattern. However, we did find a significant moderating effect of school ethnic demography when we examined objective employee performance. Ethnically diverse teams working in relatively homogeneous organizations experienced performance deficits relative to the more homogeneous teams (Joshi and Jackson, 2013). Furthermore, the performance deficit was not evident for ethnically diverse teams working in ethnically diverse schools.

Given the nature of the tasks performed by these teams, this finding is consistent with predictions. In ethnically homogeneous school organizations, the ethnic differences among members of diverse teams become more salient and are more likely to interfere with performance. In ethnically heterogeneous organizations, however, the ethnic identities of team members may be less salient and therefore they create less disruption (Joshi and Jackson, 2003).

5.2.4 Relationship between education background group and employee Performance
H_1: There is no significant relationship between education background group and employee performance.

Based on the result from Chapter 4, there is significant positive and slight, almost negligible relationship between education background group and employee performance which carries correlation coefficient value of – 0.107 and p-value of 0.088 which is not significant at the alpha value 0.01.Different education types, or a more balance in the education types a firm possesses would increase the likelihood of having an innovation. However, for the case of teachers, the education background may not affect their performance if all of them posses high qualification as in this study. There is a bias in the education diversity measure, since it measures diversity within the highly educated group, meaning the teachers with diploma, bachelor degree or higher. All employees with a degree below bachelor are put in a single Category. According to the Ostergaard (2012), as a result a higher entropy value can be explained by having a larger share of employees with a higher education and multiple types of higher educated people. Having a higher educated employee alone would be positive for innovation performance, having more different types would increase the likelihood. (Ostergaard, 2012). Schools with a

higher share of employees with a higher education and diversity in the types of educations have a higher likelihood of innovating. A school/ teachers employer may make an effort to compensate for educational or skill deficiencies of group members by offering specialized training that brings employees up to the required standards (Moskos and Butler, 1996). However in this case, there was no relationship since all the employees sampled had the required educational qualification thus the level could not cause any difference.

5.3 Implications of the Study

5.3.1 Managerial Implications

As our research result shows that high employee performance relates positively with variables such as gender, ethnicity and age. Organizations should therefore start realizing the need for tackling such demographic categories in order to stay ahead of its competitors. According to Erasmus (2007), gender groups follow the overall trend of diversity management but males perceive diversity related issues more positively than females. Therefore both gender groups must have the same viewpoint and communication channels in order implement their actions successfully.

Age is also regularly viewed as one dimension of social category diversity (Sheriff, 2011), the emphasis on the benefits of workplace diversity will improve interaction and interrelations between the workforces. The ability to harness the human resources aimed at achieving organizational performance is a key element to the effective management of employees. That is, identifying what can enhance good attitude, commitment and positive behaviors of diverse group at work. By applying diversity management, employers can

gain value from diversity and by tapping into each employee's strengths. This on a long term will reduce labor turnover of younger employees and get them more committed. Baer et al. (2007) study founded diversity dimension is positively related to performance.

It is also indicated that educational diverse well as tenure diverse teams outperform teams that are less diverse. A mixture of managers and employees with different education background as well as of experienced managers and managers who just entered the industry seems to be an optimal combination to generate superior performance. The research also stand on the point that teams consisting of members that differ with respect to their tenure know different set of people, have different technical skills and have a different perspective on the organization's culture and history. This will provide employee with broader range of contacts and knowledge and thus improving decision quality and individual performance. Based on this reason, it would be expected that tenure homogenous teams perform better. Demonstrating how diversity ties directly to the organization's business strategy provides a foundation for linking the diversity initiative to Organizational outcomes. Richard (2010), found a positive relationship between racial diversity and firm performance in organizations pursuing growth strategy. This finding supports the argument that a diverse workforce offers several benefits to organizations entering new markets such as, the added insight and cultural sensitivity that women and minorities provide (Cox, 2014). Research also suggests that diversity efforts can support and contribute to an organizational growth strategy and reinforces the importance of linking diversity initiatives directly to the business strategy.

Richard (2000) study also supported the fact that diversity has a positive impact on firm performance. So, it is important to clearly articulate how diversity supports the business strategy of the organization. Competition for the best talent requires organizations to reach out and embrace an increasingly diverse labor pool. Secondly, a global economy requires that organizations have a diverse workforce so that they can effectively deal with an increasingly diverse customer base. Thus, a diverse workforce can lead to an increased market share, whereas lack of diversity in the workforce can lead to a shrinking market share.

Demographic diversity also unleashes creativity, innovation, and improved group problem solving, which in turn enhances the competitiveness and the level of performance in an organization. In a multicultural society, attempting to increase workforce diversity is simply the right and ethical thing to do as corporate citizens, regardless of the economic implications.

Clearly it is important for any organization to implement diversity management, especially in the service industry because performance can be evaluated by the customers and stakeholders. Michele, Jayne, Dipboye (2014) pointed out that the increasing attention given to diversity management reflects the inevitable consequence of a global economy and demographic changes. Therefore by achieving a diverse workforce, it can effectively manage to yield huge benefits for an organization.

5.4 Limitations of the Study

There are numbers of limitation that are identified during the process of completing this research study. Firstly, a major problem that can never be eliminated during the process

of generating information is respondents' bias. This is where respondents may not willing to participate in the survey because answering the questionnaires will be time consuming and does not bring any benefits to them. Therefore, the unresponsive and inactive behavior of the respondents may affect them to provide inaccurate answer in questionnaire. This consequence had limited us from obtaining the reliable information related to the study.

The next limitation is the limited financial resource. Therefore, I was not able to have direct access to many research papers that deemed to be important and related to this study. Thus we have to spend plenty of time in allocating and finding other resources which might affect the progress of the research project.

Even though, we are able to obtain information through secondary sources, but the secondary sources' authors might not be able to include all information that are crucial to our study.

Finally, the number of independent variables is another limitation of this research study. The resulted R_2 which is 0.667 identifies that the 66.7% of the variance in employee performance is accounted for by the 4 variables which are gender, age, ethnicity, and education background diversity. There are still 33.3 of the variance in employee performance which are not explained. This indicates that there are still other variables that can affect the variance of employee Performance other than the variables carried out in this research.

5.5 Recommendation for Future Study

This study can serve as a guideline for future research. My focus is on the gender, age, ethnicity, and education background of the employees and whether it will affect their performance in an organization. Firstly, my result is a comparison on the performance of the individual employee (teacher) and had no comparison based on team performance. Hence we believe that future research can go deeper in this area.

Secondly, researchers should achieve consensus on how workforce diversity is view and to develop a generally accepted definition of workforce diversity, thus allowing more researches to take place to explore more benefits and implications of workforce diversity towards Organizations' performance.

Thirdly, measurements and items adapted from other researches should be adjusted to fit into the research's context. Validity test should be done to assure the validity of the measures. Future researches should expand sample size to better represent the population for better and more accurate results. Last but not least, since our study only focuses on quantitative measure, future

Works are encouraged in several areas in both quantitative and qualitative measure. It is recommended that future research can get a better understanding forth effects of workforce diversity towards employee performance in an organization in order to go deeper for the study.

5.6 Conclusion

Based on the results showed, the overall effects of workforce diversity (gender, age, ethnicity and education background) towards employee performance in an organization (secondary schools) is significant in most of the ways. The objectives of the research are fulfilled with the results acceptance except for age. Since the workforce diversity is becomes one of most popular ways to evaluate employee performance in an organization in recent year, the research tends to provide the evidence to support future research related to this field.

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APPENDICES

APPENDIX 1

THE QUESTIONNAIRE

Dear Respondent

I am a second year master student from Rongo University College pursuing Masters Degree in Human Resource Management. As a partial fulfillment for requirement for award of this degree, I am required to conduct a research work. The title of this research is effects of workforce diversity towards employee performance. A case of secondary teachers in Mbita sub county in Homabay County in Kenya. I would be so grateful if you spend a few minutes of your time to complete this questionnaire. I assure you that any information collected will be used strictly for academic purposes and will be confidential. Thank you for your assistance. If there is any doubt please contact.

Dr. Ambrose Kemboi

School of business and human resource studies

0724900596

FROM WALTER OTIENDE

0713593792

APPENDIX 2

SECTION A (DEMOGRAPHIC ISSUES)

1. Indicate Your Gender (Tick   Appropriate one)

Male ( )   Female ( )

2. Tick the age bracket in which you fall

   20-29 years old   ( )

   30-39 years old   ( )

   40-49 years old   ( )

   ≥50 years old   ( )

3. Indicate your highest level of education

   Diploma   ( )

   Degree   ( )

   Masters   ( )

   PhD   ( )

4. Do you work in a school where there are teachers from different ethnic groups?

              Yes ( )   No ( )

QUESTION	SD	D	N	A	SA
Q1. The employees have not been discriminated by employer while hiring and recruiting	1	2	3	4	5
Q2. The organization does a good job in attracting and hiring women	1				

Q3. Fair treatment is given to all employees whether male or female					
Q4. Opportunities for growth exist for both men and women in our organization					
Q5. A career development that include women is encouraged in our school					
Q6. The trainings and development programs are developed to meet the requirements for both men and women.					
Q7. Women are involved in school decision making as much as men					
Q8. The performance target set for men is higher than that set for the women.					
Q9.I am positive about gender diversity in our school					

The table above shows items that are used to measure effects of gender towards employees performance. Respondents are required to measure the 9 items by rating on the five point Likert scale with the range from strongly agree (5)to strongly disagree (1)

Table 2. Modification operation definition operation construct for age

The table above shows items that are used to measure effects of age towards employees performance. Respondents are required to measure the 9 items by rating on the five point Likert scale with the range from strongly agree (5) to strongly disagree (1)

QUESTIONS	SD	D	N	A	SA
Q15. The organization does a good job in attracting and hiring minorities					
Q16. The school organization concerns about the employees customs, culture and values					
Q17. Different languages that are used do not create conflict among employees					
Q18. At work I develop low self-esteem due to my ethnicity					
Q19. Ethnicity differences in different work groups do not encourage conflict					
Q20 The team leader includes all members different ethnicity in problem solving and decision making					
Q21. I am positive about ethnic diversity in this workplace					

Modified operational definition construct for Education background.

QUESTION	SD	D	N	A	SA
Q22.The recruitment plan for employee is based on the employee education background.					
Q23. The employer provide paid study leave for the employees who want to further their education					

Q24. Opportunities for growth and advancement exist for the employee who have further education					
Q25. Difference in education background do not encourage conflict					
Q 26. At work, I experience lack of confidence due to my education back ground					
Q27. The team leader includes all members at different education level in problem solving and decision making					
Q28. The organization gives equal treatment when it comes to diversity of education background					
Q29. I am committed to mission and direction of my organization					
Q30. I am motivated to complete the task that is assigned to me.					
Q31. I am motivated to complete the task that is assigned to me.					
Q32. My performance level affect my salary					
Q33. I registered an improvement in my subject mean score					
Q34. Good employee performance is important for future growth of an employee in our organization.					