

**EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE
PERFORMANCE IN NIGERIAN BANKING INDUSTRY
(A STUDY OF FIRSTBANK NIGERIA LTD., OTA BRANCH)**

BY

AKPAKIP, CHRISTIANA EKOT

15PAC01136

JUNE, 2017

**EFFECT OF WORKFORCE DIVERSITY ON EMPLOYEE
PERFORMANCE IN NIGERIAN BANKING INDUSTRY
(A STUDY OF FIRSTBANK NIGERIA LTD., OTA BRANCH)**

BY

AKPAKIP, CHRISTIANA EKOT

MATRIC. NO: 15PAC01136

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF BUSINESS MANAGEMENT, COLLEGE OF BUSINESS AND
SOCIAL SCIENCES, COVENANT UNIVERSITY, OTA, OGUN
STATE, NIGERIA.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTERS OF SCIENCE (HONOURS) DEGREE IN
INDUSTRIAL RELATIONS AND HUMAN RESOURCE
MANAGEMENT**

JUNE, 2017

DECLARATION

I, **AKPAKIP, CHRISTIANA EKOT** (15PAC01136) hereby declare that this research project was carried out by me under the supervision of Dr. Osibanjo, A. O. of the Department of Business Management, Covenant University, Ota, Ogun State, Nigeria. I attest that this research project has never been presented either completely or partially for the award of any degree elsewhere. All the sources of data and secondary data used in this work have been duly acknowledged.

Akpakip, Christiana Ekot

.....

.....

Researcher

Signature & Date

CERTIFICATION

We certify that this research ‘Effect of Workforce Diversity on Employee Performance in Nigerian Banking Industry’ is the original project conducted by Akpakip, Christiana Ekot with Matric No. 15PAC01136, of Industrial Relations & Human Resource Management programme of the Department of Business Management, College of Business and Social Sciences, Covenant University, Ota, Ogun State, Nigeria. The work has been examined by us and has been found to be satisfactory for the award of Masters of Science (Honours) Degree in Industrial Relations & Human Resource Management.

Dr. Osibanjo, A. O.

.....
Supervisor

.....
Signature & Date

Dr. Iyola, O.

.....
Head of Department

.....
Signature & Date

.....
External Examiner

.....
Signature & Date

DEDICATION

I dedicate this research to the Almighty God, the One who is full of wisdom for His love, mercy and abundant grace made available to me to pursue and complete this academic endeavour. It was His grace that brought me here and His grace has been with me throughout this journey. I would not have made it without His divine wisdom and direction and for this, I am grateful.

ACKNOWLEDGEMENTS

I give my sincere thanks with every sense of humility to the All Wise, All Knowing and Ever Present God Almighty, the creator of all things for His unmerited favour towards me. It was by His grace that I successfully completed this academic programme. It would have been difficult but, His grace made it easy.

To Bishop David Oyedepo and his lovely wife Pastor Faith Oyedepo, I say a big thank you for your great vision to put up an academic institution that is internationally recognized. This has given me an opportunity to learn in a whole class university such as this. May God bless you sir.

To the Vice Chancellor Prof. A. A. A. Atayero, Deputy Vice Chancellor Prof. Shalom Chinedu, the Registrar Mrs. Mary Aboyade and to the Dean of School of Postgraduate Studies Prof. Samuel Wara, Dean of the College of Business and Social Science (CBSS) Prof. Francis Iyoha, the Chaplain Pastor Charles Ehekwa and all other associate chaplains, the Head of Department Dr. Iyiola, O., I appreciate all your contributions to my life, the decisions you took helped in making my stay here a success. May God reward all your efforts.

I also acknowledge and appreciate the efforts of my supervisor Dr. Osibanjo, A. O. for taking time out of his busy schedule to read through the manuscript and making necessary corrections to ensure that it came out well. I also appreciate Dr. Ogunnaike, O., Dr. Kehinde showing me the right steps to take in order accomplish this task successfully. A big thank you to the lecturers in the Department of Business Management; Dr. Adeniji, A. A., Dr. Worlu, R. E., Dr. Oludayo, O., Prof. Akinnusi, E. and every other lecturer who at one time or another added value to my life through the lectures I received.

My gratitude also goes to my family; my parents Chief/Mrs. Ekot Akpkip, my siblings Ruth, Victor, Emmanuel and Favour, aunty and uncle Mr/ Mrs Effiong Mkpat, for all the love, support and encouragement I received from you. The journey was easy because you were both there to assist both physically and spiritually. My appreciation will not be complete without saying thanks you to my spiritual parent Apostle/Mrs. Chris Ukpong for their tireless prayers and encouragement. May God bless you all.

I will not fail to thank the staff of First Bank Nigeria Plc Ota branches. Thank you for providing the relevant data for this study and as such helped me finish this work successfully.

A big thank you to all my friends and colleagues; Idongesit, Ruth, Jenifer, Ayodeji, Opeyemi, Mercy, Ochanya, Stanley, Betty, Mr. George, Kayode, Jeff and Raymond. Thank you all for your contributions and encouragements.

ABSTRACT

The purpose of this paper is to examine the effects of workforce diversity on employee performance. The survey research design method was adopted for the paper. The instrument used to gather relevant data for the study was the questionnaire. The study centred on the Nigerian Banking Sector to examine the level of diversity practiced in terms of gender, age, ethnicity and educational in Nigerian Organizations. First Bank of Nigeria Plc, Ota, Ogun State was the focal organization. A total of 81 copies of questionnaire were disseminated to the respondents of the study and they were all filled and returned and also relevant for the study. In order to attain the research objectives, four hypotheses were created. The data were collated and analyzed using the Statistical Package for Social Sciences (SPSS) percentages and frequencies tables were used to for the descriptive aspects. To test the hypotheses, Spearman Rank Correlation Coefficient Analysis was adopted, Regression Model, Anova were adopted to examine the relationship between variables and identify the influence of the independent variables on the dependent variable. The limitation to the study is that the study made use of only few aspects of workforce diversity and as such, findings can not be generalized to cover other dimensions of diversity not covered in the study. The research findings showed all aspects of workforce diversity used in the study has a significant relationship with employee performance except for ethnic diversity. It was also discovered that gender, age and educational diversity have strong influence on employee performance. Hence, based on findings, it is recommended that management continue to uphold its diversity policies and practices in order to increase the benefits of diversity. Management should ensure that all employees are properly trained on diversity issues as these trainings will also help employees to change those unconscious behaviours that hinder diversity and inclusion practices. This study will add to the already existing literature on diversity and it will help First Bank, other organizations, employees, government and the society as a whole to fully understand diversity issues, how to manage it and how to reap the benefits.

Keywords: Workforce Diversity, Diversity Management and Employee Performance

TABLE OF CONTENTS

Cover Page	1
Title page	2
Declaration	3
Certification	4
Dedication	5
Acknowledgement	6
Abstract	8
Table of contents	9
List of Tables.....	13
List of Figure.....	15

CHAPTER ONE: INTRODUCTION

1.0 Background to the Study.....	1
1.1 Statement of the Problem.....	2
1.2 Research Objectives.....	4
1.3 Research Questions.....	5
1.4 Research Hypotheses	5
1.5 Significance of the Study.....	6
1.6 Research Methodology	7
1.7 Scope of the Study	7
1.8 Limitation of the Study	7
1.9 Outline of the Chapters	8
1.10 Background Study of the Organization.....	8
1.11 Operationalization of Research Variable.....	10
1.12 Definition of Terms.....	11

CHAPTER TWO: LITERATURE REVIEW

2.0 Preamble	12
2.1 Conceptual Framework.....	12

2.1.1	Definition of Diversity	12
2.1.1.0	Dimensions of Diversity.....	13
2.1.1.1	Primary Dimension:	13
2.1.1.2	The Secondary Dimension:	13
2.1.1.3	Organizational Dimension.....	13
2.1.2	Factors Contributing to Increased Diversity within the Workplace.....	14
2.1.3	The Concept of Gender Diversity	15
2.1.4	The Concept of Age Diversity	16
2.1.5	Concept of Educational Background.....	20
2.1.6	Concept of Ethnic Diversity	21
2.1.7	Diversity Management	22
2.1.7.1	Benefits of Diversity and Diversity Management.....	24
2.1.7.2	Barriers to Effective Diversity Management	26
2.1.7.3	HR Approach for Diversity Management	29
2.1.7.4	Best Approaches for Managing Diversity.....	31
2.1.8	Concept of Employee Performance.....	35
2.2	Theoretical Framework	38
2.2.1	Similarity-Attraction Paradigm	38
2.2.2	Social Identity Theory	40
2.2.3	Social Categorization Theory.....	41
2.2.4	Human Capital Theory Explaining Age Diversity	41
2.2.5	Information and Decision Making Theory.....	42
2.3	Empirical Framework	44
2.3.1	Gender Diversity and Employee Performance.....	48
2.3.2	Age Diversity and Employee Performance	48
2.3.3	Ethnic Diversity and Employee Performance	49
2.3.4	Educational Background Diversity and Employee Performance	50
2.4	Gap in Literature	51

CHAPTER THREE: RESEARCH METHODOLOGY

3.0	Preamble	52
3.1	Research Methods.....	52
3.2	Research Design.....	52

3.3	Population of the Study.....	53
3.4	Sampling Technique	53
3.5	Sampling Frame	54
3.6	Sample Size Determination.....	54
3.7	Data Collection Method.....	54
3.8	Research Instrument.....	55
3.9	Validity of Research Instrument	55
3.10	Reliability of Research Instrument	55
3.11	Measurement of Variables	56
3.12	Method of Data Analysis	56

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0	Introduction.....	57
4.1	Data Presentation	57
4.2	Descriptive Analysis of Data and Interpretation.....	60
4.3.	Testing of Hypotheses.....	74

CHAPTER FIVE: SUMMARY OF FINDINGS AND SUGGESTIONS FOR FURTHER STUDIES

5.0	Introduction.....	85
5.1	Summary of Work.....	85
5.2	Findings.....	85
5.2.1	Theoretical Findings.....	86
5.2.1.1	Social Identity Theory	86
5.2.1.2	Social Categorization Theory	87
5.2.1.4	Similarity Attraction Theory	87
5.2.1.5	Human Capital Theory	87
5.2.1.6	Information and Decision Making Theory.....	88
5.2.2	Empirical Findings	88
5.2.2.2	Relationship between Gender Diversity and Employee Effectiveness	88
5.2.2.2	Relationship between Age Diversity and Employee Effectiveness.....	89
5.2.2.3	Relationship between Ethnic Diversity and Employee Efficiency	89

5.2.2.4	Relationship between Educational Diversity and Employee Efficiency.....	90
5.3	Recommendation	91
5.3.1	Implications to Management.....	92
5.4	Conclusion	94
5.5	Limitation of Study	95
5.6	Suggestion for Further Studies.....	95
5.7	Contribution to Knowledge.....	96

List of Tables	Pages
CHAPTER TWO	
Table 2.1 HR Approach to Diversity Management.....	31
CHAPTER THREE	
Table 3.1 Reliability Test.....	55
CHAPTER FOUR	
Table 4.1 Analysis of Response Rate	57
Table 4.2 Demographic Characteristics of the Respondents	58
Table 4.3 Equal Opportunity for Women	60
Table 4.4 Opposite gender can perform well.....	61
Table 4.5 Discrimination during employment.....	61
Table 4.6 Dissimilarity and performance.....	62
Table 4.7 Workforce can form working groups.....	62
Table 4.8 My team include members of different group	63
Table 4.9 Age differences affect group formation	64
Table 4.10 Age differences affects consensus building.....	64
Table 4.11 Age differences affects group effectiveness	65
Table 4.12 No problem working with employees of different age	66
Table 4.13 Motivated to work in diversity group	66
Table 4.14 Working with colleagues of different ethnicity.....	67
Table 4.15 language and conflict.....	68
Table 4.16 cooperate with colleagues of different ethnicity	68
Table 4.17 Low self esteem due to ethnicity	69
Table 4.18 language differences affect group formation	69
Table 4.19 Educational level affect task performance	70
Table 4.20 Educational background and conflict	71

Table 4.21 lack of confidence due to educational background	71
Table 4.22 Educational background and decision making ability	72
Table 4.23 educational diversity and job performance.....	72
Table 4.24 Educational diversity enhances performance.....	73
Table 4.25 Same educational level enhances performance.....	73
Table 4.26 Rule of Thumb Table.....	74
Table 4.27 Correlation Coefficient of Gender and Employee Performance.....	75
Table 4.28 Regression Model for Gender Diversity and Employee Performance.....	76
Table 4.29 ANOVA Table for Gender and Employee Performance.....	76
Table 4.30 Coefficient Table for Gender Diversity.....	77
Table 4.31 Correlation Coefficient for Age Diversity and Employee Performance.....	77
Table 4.32 Regression Model for Age Diversity and Employee Performance.....	79
Table 4.33: ANOVA for Age Diversity and Employee Performance.....	79
Table 4.34: Coefficient Table for Age Diversity.....	79
Table 4.35: Correlation Coefficient for Ethnic Diversity and Employee Performance.....	80
Table 4.36: Regression Model for Ethnic Diversity and Employee Performance.....	81
Table 4.37: ANOVA for Ethnic Diversity.....	81
Table 4. 38: Coefficient Table for Ethnic Diversity.....	81
Table 4. 39: Correlation Coefficient for Educational Diversity and Employee Performance.....	82
Table 4.40: Regression Model for Educational Diversity and Employee Performance.....	82
Table 4.41: ANOVA for Educational Diversity.....	83
Table 4.42: Coefficient Table for Educational Diversity.....	83

List of Figure	Pages
Figure 2.1 Gender Discrimination and Employee Performance.....	29
Figure 2.2: Conceptual Framework of Workforce Diversity and Employee Performance.....	37
<u>REFERENCES</u>	97
APPENDIX.....	108

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The world's increasing globalization needs a lot of interaction among people from various backgrounds than ever before. This is so because, individuals no longer live and work in narrow surroundings; as they are currently a part of a worldwide economy competing in nearly all part of the world (Patel, 2016). On these grounds, organizations are aiming to become more diversified in order to gain competitive advantage by becoming more creative, innovative and open to useful change.

Today business workplace is changing at an increased speed and the change in the employees' demographics, increase of jobs in the economy, continuing growth of the globalization and requirement for efficient and effective collaboration have surfaced as significant forces driving the importance of diversity in organizations. With the increase of globalization and competition, the workforce in all industrialized countries has become progressively heterogeneous. Advances in technology and the advent of a worldwide economy have brought the people of the world existing in the same place, nearer to each other. Griffin & Moorhead (2014) pointed out that having a diverse workforce requires managers to identify and manage the varied attribute that exist among the employees in the organization. Therefore, businesses, educational systems and other entities are investigating ways to better serve their constituents to attract and retain the finest and most qualified employees (Gupta, 2013). On these grounds, organizations are aiming to become more diversified in order to gain competitive advantage by becoming more creative, innovative and open to useful change.

Workforce diversity refers to those significant differences and similarities that are present among employees within an organization (Griffin & Moorhead, 2014). Nwinami (2014) said it represent those uniqueness which includes; an individuals personality, age, gender, ethnicity/race, religion, marital status, income, the work experience and all those views which supposes and sustains an organizations core values. It also means those organizations that are

turning out to be more varied with respect to its workforce composition based on characteristics such as age, ethnicity, expertise, etc. (Robbins & Judge, 2013).

Human resource is an important asset for any organization, and as such, having a diversified workforce is a primary concern for most organizations. Although, it has become necessary for organizations to employ a diversified workforce, at the same time, it has become quite challenging for organizations with increasing diversified workforce to reap the benefits of diversity while managing its potentially disruptive effects (Kreitz, 2008) (Kreitz, 2008; Saxena, 2014). Organizations have recognized the fact that it is through the collective effort of its diversified workforce that monetary resources are harnessed to achieve organizational goals.

For organizations to reach its goals, the skills, knowledge, attitude and efforts of its workforce have to be sharpened occasionally to optimize the effectiveness of its workforce and to enable them to meet greater challenges. Organizations are made up of individuals and without the workforce, organizations cannot achieve its goals (Mullins, 2010). For this reason, the management of its human resources is also a crucial issue for organizational leaders (Saxena, 2014).

To be successful, it is imperative that organizational leaders understand just how the social work environment has an effect on the employees' beliefs about work and they must have effective communication skills to be able to develop the self-esteem and confidence in all its members (Griffin & Moorhead, 2014). Hence, to achieve and maintain competitive advantage over competitors, managers must be able to draw from the most valuable resources i.e. the competencies of its workers. Based on the growing richness of diversity in the world and in the workforce, managers have to spread out their outlook and use innovative approaches to achieve success.

1.1 Statement of the Problem

The work environment is becoming more complex due to globalization and competition which as a result has necessitated the need for a workforce that is made up of people with varying age, experience, knowledge and backgrounds to maximize competitive advantage (Ragins & Gonzalez, 2003). According to Childs (2005) organizations that want to gain competitive advantage must widen its perspective about workforce diversity and diversity

management, and the management must commit themselves to ensure that diversity management is a part of its daily operations.

Nigeria is known to be the giant of Africa with a population of over 180 million people and more than half the population consists of people of working age (Akinnusi, Sonubi, & Oyewunmi, 2017). Hence, there is a large pool of talent of which organizations draw from to achieve its goals. To manage the workforce, managers have created diversity policies that are in line with the Labour Act and other laws that have been put in place to protect all kinds of employees from discrimination because of his/ her social categorization (Ugwuzor, 2011). However, Foma (2014) opined that some organizations in a bid to escape lawsuit or other legal actions and to also put on a public show that makes them gain good corporate image, they pretend to embrace diversity rather than show a genuine desire for it by demonstrating true commitment to the principles of diversity and inclusion.

As Ugwuzor (2011) citing Mustapha (2005) pointed out, in Nigeria, there appear to still be cases of tribalism, regional identities, nepotism and discrimination both in the public and private organizations. Cases of ethnic bias and other forms of discrimination still take place in organizations during hiring, promotion and other employer-employee relation practices. Hence, managements are faced with the big challenge of managing its diverse workforce and the challenge of making sure that conflict of interest in policies and practice implementation are minimized (Akinnusi, Sonubi, & Oyewunmi, 2017).

Though some organizations train their new intake upon hiring on job related issues yet, individuals still take decisions and showcase attitudes and behaviour that go against diversity principles. One reason could be that with diversity practices, employees enter into an environment that compels everyone to work together with other workers that are dissimilar to them. This kind of forced inclusion can create an environment of conflict amongst employees, discrimination and other challenges of diversity.

Nwinami (2014) said so long as individuals with differences work in the same environment, diversity in the workplace will always be an issue. Though our individual differences can promote creativity and increase satisfaction at work nonetheless, it can be the root of conflict and frustration between groups (Mullins, 2010). Hence, some organizations leaders have failed to understand how the workforce interacts with one another as individuals and as groups, and how the behaviour of the workforce can affect both employee and organizational

performance (Ugwuzor, 2011). Performance is affected when managers fail to understand diversity and are not skilled enough to manage issues of diversity (Assefa, 2014). Another problem is the issue of organizations still depending on the old programs that they have been using over the years to manage the present issues of workforce diversity, minimize bias and increase diversity and inclusion in the workplace. It is important for management to know that the diversity plan that works or is encouraged by one organization may not work in another as it may be challenged by the hierarchical structure that is present in such organization. For this reason, some organizational leaders lack the knowledge on how to effectively management diversity, create an inclusive environment and what strategies to employ to assist them in dealing with issues of diversity in the organization.

From the web search on workforce diversity, it was discovered that only very few researches on workforce diversity and its relative effect have been conducted in Africa precisely Nigeria. Some that exist, focused more on diversity effect on organizational performance or productivity, not so much have been done to inspect the relationship and effect of workforce diversity and employees' performance which in turn improves the entire organizational performance. Few of such studies that exist, have failed to deliver detailed examination of what workforce diversity is. Nigeria just like most countries of the world is diverse in its population content (e.g. people) and the people are ethnically or culturally diverse. Not only ethnically diverse, it is also characterized by other aspects of diversity which are even evident in organizations (e.g. age, gender, educational background etc.) Therefore, this study seek to add to already existing literature on workforce diversity by examining empirically and theoretically concept of workforce diversity in terms of age, gender, ethnicity and educational background and its relationship with employee performance (effectiveness and efficiency).

1.2 Research Objectives

The general objective of this study was to examine the relationship between workforce diversity and employee performance in an organization.

The specific objectives of this study are to:

1. To examine the relationship between gender diversity and employee effectiveness in organization.
2. To investigate the relationship between age diversity and employee effectiveness in organization.

3. To examine the relationship between ethnic diversity and employee efficiency in organization.
4. To inspect the relationship between educational background and employee efficiency in an organization.

1.3 Research Questions

1. Is there any significant relationship between gender diversity and employee effectiveness?
2. Is there any significant relationship between age diversity and employee effectiveness?
3. Is there any significant relationship between ethnic diversity and employee efficiency?
4. Is there any significant relationship between educational diversity and employee efficiency?

1.4 Research Hypotheses

Hypothesis 1:

Ho: There is no significant relationship between gender diversity and employee effectiveness.

H₁: There is a significant relationship between gender diversity and employee effectiveness

Hypothesis 2:

Ho: there is no significant relationship between age diversity and employee effectiveness.

H₁: there is a significant relationship between age diversity and employee effectiveness

Hypothesis 3:

Ho: there is no significant relationship between ethnic diversity and employee efficiency.

H₁: there is a significant relationship between ethnic diversity and employee efficiency.

Hypothesis 4:

Ho: there is no significant relationship between educational diversity and employee efficiency.

H₁: there is a significant relationship between educational diversity and employee efficiency.

1.5 Significance of the Study

The aim of this study was to examine the effect of workforce diversity on employee performance by investigating the correlation between workforce diversity and employee performance in an organization.

Workforce diversity is a significant topic for government, organizations and the society (Akinnusi, Sonubi, & Oyewunmi, 2017). First and foremost, the findings of this study will add to existing knowledge that will aid in understanding of the workforce diversity in general and its relevance to employee performance, which in turn leads to organizational performance and it will be essential to organizations that are equipped with diversified workforce.

To researchers and academicians, the study will serve as a reference to other researchers who intend to conduct similar or related studies on workforce diversity in the future as it will provide reliable insight that are useful for educational purposes. This study has also provided information that could form the basis for future research.

To employers and management of organizations, this study has provided in-depth knowledge explaining how workforce diversity has an effect on performance. The study provides key information in terms of recommendations and suggestions that will be useful in improving the general policies and practices of workforce diversity management in organizations. It provides information that will help organizational leaders to be able to make out solid strategies and best practices for hiring or recruiting, developing, retaining, engaging and motivating a high performing diversified workforce. This study is also beneficial to organizations striving to create a culture that is inclusive rather than exclusive. Also, multinational organizations will also understand the need for diversity management so as to manage its workforce across the globe and also understand the social structures (i.e. the religion, language, etc.) of the country where it is operating.

To Employees: This study will help the employees to accept and respect the unique diversity of follow colleagues who are not only similar to them but also those who are dissimilar. It will help them to realize that working together can help improve their performance.

To Government: Diversity management is a vital topic for a country like Nigeria that is so culturally diverse. This study will help the government in its quest to manage the diversity of its population across regions. It will awaken the government to look into the issue of diversity

and ensure the laws that suppose diversity are obeyed by every organization. This study will help the government to fully embrace the richness of our diversity and harness the benefits that comes from it.

To Society: Nigeria as a country is rich in ethnic diversity. This study will be an eye opener to our society as it will help people to begin to see diversity as a blessing rather than a curse that needs to be avoided. It will help the society to see the need for having diversity. It will confirm that we as a society can work together because of our differences not despite our differences. The community will see the need to value the many cultural differences that makes up the nation Nigeria.

1.6 Research Methodology

In answering the research questions, the research made use of primary and secondary source of information.

Primary source made use of information gathered from First Bank of Nigeria through structured questionnaire prepared by the researcher. The questions concentrated on finding out the organization's view on workforce diversity in characteristics like; age, gender, educational background and ethnicity and how they affect employees' performance.

The secondary source of information was gathered from books, journals, conference papers and the internet regarding workforce diversity. The secondary data were collected by surfing the internet, reviewing books and other related academic materials to get hold of reliable information for the research.

1.7 Scope of the Study

The study was restricted to only First Bank Nigeria Plc. It examined the effect of workforce diversity on employees' performance in First Bank. The study was also limited to few workforce diversity- age, gender, ethnicity and educational background diversity and also limited to employee performance. The population of the study was limited to employees of employees of First Bank Nigeria Plc., Ota (Main Branch and Ota II branch), Ogun State.

1.8 Limitation of the Study

It is imperative to note that the research findings only reveal the view of the organization under study. Therefore, it is can not to be assumed to be generally applicable to all

organizations. Time factor can be considered as the main limitation to the study. The findings of this study were solely based on the information provided by the respondents and the information gotten from the secondary source of data. Another limitation to the study is that the researcher only looked at few dependent variables. However, other variables exist which can reflect the differences in employees' performance.

1.9 Outline of the Chapters

The study is broken down into chapters for analysis and comprehension.

Chapter One: gives an overview of the study by providing background information of the study, the statement of the problem, the research objectives to be achieved. This chapter further outlines the research questions to be answered, the hypotheses to be tested, significance of the study, scope of the study, and limitations of the study, as well as the background study of the organization under view and finally definition of terms to aid the users understanding of the key terms. Chapter Two- centers on the reviewed literature of the academic arguments from the secondary sources of information like; books, journal articles, etc. This chapter also present some empirical studies which were reviewed by the researcher to allow the researcher to put up the hypotheses and theoretical framework for the study. Chapter Three discusses the research methodology adopted for the study in terms of the research design, the population of the study, sampling technique and the sample, and the data collection technique. Chapter Four, presents the analyses and interpretation of the data collected. Chapter Five which is the last chapter of the research study, it gives the summary of this research finding, conclusions and provides recommendations.

1.10 Background Study of the Organization

- **First Bank of Nigeria**

First Bank Nigeria Limited is Nigeria's premier and most valuable banking brand, and largest financial services institution by total assets and gross earnings. With more than 10 million customer accounts, First Bank has more than 750 of its branches that provide an extensive variety of corporate and retail and financial services. The Bank has global presence as a result of its subsidiaries like FBN (UK) Ltd in London and Paris, FBN in Ghana, Republic of Congo, The Gambia, Sierra-Leone, Guinea, Senegal, and also other representative offices in Beijing, Abu Dhabi and Johannesburg.

FBN has been constantly building relationships with its customers which focused on the fundamentals of excellent governance, optimized risk management and leadership and strong liquidation since it was established in 1894. For five times in a row starting from 2011, 2012, 2013, 2014 and 2015, First Bank has been named the “Most Valuable Bank Brand in Nigeria” by the global well-known “The Banker Magazine” of the Financial Times Group; and “Most Innovative Bank in Africa” in the EMEA Finance African Banking Awards 2014. Also, the Bank clinched the “Best Retail Bank in Nigeria” award by The Asian Banker for the fifth consecutive time.

The Bank has a diverse working environment that welcomes people of different genders, ethnicities, ages, culture and abilities. At the top of the banks structure, commitment regulatory compliance and culture is the issue of diversity and inclusion. The bank integrates diversity policies and awareness into its corporate practices and has over the years seen itself as equal opportunity employer. To ensure that diversity is incorporated into its policy, the bank has a diversity team that is responsible for ensuring that the Bank has a diverse workforce and an inclusive workplace offering opportunities for the talents of all its employees to create value and develop innovative solutions for the markets it serves. The Bank also sets aside a Diversity and Inclusion Day to create awareness and ensure an inclusive workplace culture. The Bank also opens its recruitment and posting doors to everyone, so long as they have the qualification not minding the ethnical or cultural differences, age or gender. To ensure that gender diversity is included in its policies, the Bank reviewed it gender policies and demographics. The Bank has a male and female ration at 61% and 39% respectively across its workforce, while at it management level the male and female ratio is 66% and 34% respectively. At the Board level, the male and female ratio is 84% and 16% respectively. FirstBank currently has nine women on its respective boards of subsidiaries that make up FBN Holdings and this has been recognized as the highest of any holding company in Nigeria.

The Bank has a diversity objective to recognize industry leader in workforce diversity and leveraging diversity for its growth and the success of the customers and the communities it serves, by creating a working environment where the various workforce generations will thrive.

1.11 Operationalization of Research Variable

Operationalization is a mathematical presentation of the variables in a construct. The research questions and hypothesis consist of x and y variables. X is the 'independent' variable and 'input' variable. It is also considered as the 'cause' of behavior, while Y is the 'dependent' variable. It is the 'effect' 'outcome' or 'response' variable.

Therefore, the mathematical presentation of the variables is given as;

Employee performance is a function of workforce diversity

$$y = f(x) \text{ i.e. } EP = f(WD)$$

Where y= dependent variable and x= independent variable

Thus, x= workforce diversity- independent variable is the variable with many components.

That is, $x = f(x_1, x_2, x_3, x_4 \dots x_n)$

$x_1 =$ gender

$x_2 =$ age

$x_3 =$ ethnicity

$x_4 =$ educational background

$y = (y_1 \dots y_n)$

Where;

Employee Performance - dependent variable

$y_1 =$ employee effectiveness

$y_2 =$ employee efficiency

These diversity variables (age, gender, ethnicity and education diversity) are important for explaining the variance in employee performance (effectiveness, efficiency) Employee performance can be determine by other factors such as motivation, employee engagement, capacity, promotional rate, etc.

1.12 Definition of Terms

Diversity: means any characteristic that makes people different from one another (Robbins & Judge, 2013). It is the differences and similarities between employees in terms of gender, age, educational background, ethnicity, sexual orientation, or other dimensions. Diversity includes everybody (Daft, 2008).

Workforce: is a combination of male and female employees coming from various backgrounds, older or younger employees, workers who are physically challenged and various other workers who are different from each other (Rao & Bagali, 2014).

Workforce Diversity: this refers to the important similarities and differences that exist among employees of organizations (Griffin & Moorhead, 2014). It means a workforce composed of people with different human qualities or who belong to various cultural groups (Daft, 2008).

Age, Gender, and Educational background: - these are physical dimension of diversity and they refer to demographic diversity which is indicated by the number of people having different demographics in the company, ultimately which will affect employees' performance (Assefa, 2014).

Age Diversity: looks at the ability to accept the different types of age within a business environment.

Gender Diversity: is when a company is represented by a more equal proportion of men and women. It is the equal treatment and acceptance of both male and female in an organization.

Ethnic Diversity: Ethnic diversity implies diversity in language, religions, races and cultures. (Gupta, 2013). It refers to a socio-cultural workforce diversity which is specified by the number of people who have dissimilar ethnicity in the company.

Diversity Management: is defined as acknowledging, understanding, valuing, celebrating, and accepting differences among people with respect to age, gender, ethnicity, class, mental and physical ability (Gupta, 2013).

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

CHAPTER TWO

LITERATURE REVIEW

2.0 Preamble

This chapter focus on the reviewed literature gathered from secondary sources; articles, journals, books, internet, etc. that were relevant to the study. The conceptual framework was discussed to investigate the correlation between the dependent variable (employee performance) and the independent variable (workforce diversity) express in terms of age, gender, ethnicity and educational background. The chapter also reviewed theoretical and empirical literature relevant to the influence of workforce diversity on employee performance. The ideal employee according to Grubb (2016) is one who is not only excellent great at his job but also know how to be part of a diverse workforce.

2.1 Conceptual Framework

According to Mullins (2010), our individual diversities are the foundation of diversity. Diversity is the real or perceived differences between individuals. Scott & Sims (2016) opined that human beings no matter the diversity are all naturally equipped with different talents and aptitudes.

2.1.1 Definition of Diversity

Evans & Henry (2007), said diversity means the mixture of workforce from different socio-cultural backgrounds working together in an organization. It could be seen as the characteristics of a social grouping that reveals the degree of objectives or subjective differences existing among groups (Knippenberg & Schippers, 2007).

Scott & Sims (2016) defined workforce diversity “as a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies and practices to guide this approach in work environment” . All these definitions simply shows that diversity is all about thse characteristics that makes us different or similar to one another. In an organizational setting, a diverse workforce consist of a mixture of employeess from various genders, ages, races, ethnic backgrounds, religious beliefs, etc.

2.1.1.0 Dimensions of Diversity

Often diversity is distinguished along the primary, secondary and tertiary or organizational dimensions. Differences among employees can be categorized into two aspects; primary differences such as; age, etc. and the secondary differences such as; educational background, communication style, etc. (Aydan, 2016).

2.1.1.1 Primary Dimension:

This aspect reveals the key dissimilarities among diverse individuals as well as the highest impact on initial encounters, it could be quickly detected and it also serve as a filter through which people view the world. It includes visible identity characteristics such as; gender, age, sexual orientation, physical abilities, ethnicity, race, etc. (Sayers, 2012). Powell (2011) said they are those essential unchangeable personal characteristics that exert significant lifelong impacts and they shape our basic self image sense of identity.

2.1.1.2 The Secondary Dimension:

Secondary differences such as; educational background, communication style, marital status, organizational role and position, religion, geographic location, income, work experience and work style, are those qualities that are not noticeable in the first encounter and can even change throughout different encounters. These dimensions are appear to be less visible, exert a more variable influence on personal, and add a more subtle richness to the primary dimension of diversity (Sayers, 2012). People are usually less sensitive about these aspects because they are element we have made a choice on and we have the power to change them. The secondary dimensions of diversity are referred to by organizational researchers as Experience-based diversity. This form of diversity includes a wide range of differences that are acquired, discarded, and/or modified throughout one's lifetime and as a result, are less pertinent to one's core identity. Powell (2011) said the secondary dimensions are our personal changeable characteristics. Characteristics that over the years we have acquired, we may decide to modify or even abandon throughout our life time.

2.1.1.3 Organizational Dimension

This dimension deal with characteristics within the organization, such as; word location, organizational structure, part time or full time, organizational climate or culture, status, etc. (Sayers, 2012).

The basis for secondary and organizational dimensions of diversity is information processing and decision making theory. This perspective suggest that diversity when managed will have positive implications on work group outcomes since such groups will have a wide array of views, skills, and information. Educational background, functional and industrial experience are part of the competencies that one employs when undertaking a task. The ability to productively discuss and examine task related content issues grounded in a diverse set of perspectives can enhance performance.

2.1.2 Factors Contributing to Increased Diversity within the Workplace

Griffin & Van Fleet (2014), outlined three factors that contributed to organizations becoming more diverse.

- **Globalization**

Globalisation is that process whereby organizations start operating in an international scale. Globalization has resulted in the removal of barriers between markets thereby, allowing a free flow of goods and services, skills and ideas. As these barriers were eliminated, organizations saw an opportunity to enlarge their operations worldwide and increase their market share in order to gain more competitive advantage over their competitors (Nwinami, 2014). Also, when organizations open offices and branches abroad, it must learn to deal with the different customs and social norms of the country where is it opening branches. As the managers and employees move form one job assignment to another across the national boundaries, organizations and their subsidiaries become more diverse.

- **Government Legislation and Judicial Regulations:**

The government legislation and judicial decisions have force a lot of organizations to explain its recruitment strategy and hire more broadly. Unlike like before where organizations were allow to hire as the deemed fit, women could hardly even be seen in office jobs not to mention being among executives. There were issues of stereotype and prejudice that resulted in discrimination against women and other minorities. Today, organizations by regulations and law must employ people based on their qualifications.

- **Composition of the Labour Force**

The composition of the labour force is becoming more and more diverse. Organizations are recognizing that by hiring a diverse workforce, they promote the most talented people

available which will improve their overall quality of their workforce and increase effectiveness. By spreading a wider net in recruiting and looking beyond the traditional sources for new employees, organizations are discovering more largely qualified and better qualified employees from different segments of the society.

2.1.3 The Concept of Gender Diversity

Powell (2011) defined gender as the physiological inference of a someone being either male or female, like expectations and beliefs regarding what kind of attitudes, behaviours, values, knowledge, skills, and interests areas are more suitable for or typical of one sex than the other. The study of gender diversity focuses on how individuals believe that males and females differ. These gender variations influence the manner in which individuals react to the behaviours of others in the work settings or any other group coalition. Gender diversities are visible in prejudice, stereotypes, and discrimination.

In the last decades, those organizational barriers that hinder women from advancing to the top in their career have been a vital area in organizational research. Singh & Vinnicombe (2004) in their study discovered that women are almost if not completely absent when it comes to occupying senior positions in organizations. However, male directors often form an elite group at the top of the corporate world and only very few women are able to breakthrough these glass ceiling into this elite group, despite making inroads into middle management. This point out that gender in the board of directors in some big organization is a barrier for career advancement. Singh & Vinnicombe (2004) argued that this is a matter of concern, because the talents of women are not being fully utilized. The private sectors is seen and characterized as influential, powerful, financially important and generally not controlled by the state. Historically, the private sector, including the board of directors has been male dominated where men have controlled the majority of high-level positions and especially those related to power (Healy, Kirton, & Noon, 2011).

One of the most prevailing metaphors used to describe women's absence in senior organizational positions has been that of the 'glass ceiling'. Mavin (2016) citing Morrison & Von Glinow (1990) said the phrase 'Glass ceiling' was made up in the 1960s. This is used to describe a subtle obstacle that is so clear but yet very powerful that it can hinder women from climbing up the managerial ladder. Glass ceiling was coined to describe those organizational practices and processes which creates difficulties and limitations in which women encounter

when trying to attain the highest position of their particular field. Here, women may be unable to reach the top of the management hierarchy even though they can see it (Gatrell & Swan, 2008).

Although women work in organizations purporting to have policies that offers equality of pay and opportunities, and though they most of the time appear to be well qualified, the career ladder for women in large organizations appear to be often shortened, while the male ladder extends to top of the career tree. Women are often hived off into specialist or gendered positions, such as human resources- known as the 'velvet ghetto' (Gatrell & Swan, 2008). These practices and processes do not only appear in large organizations and public service organizations but also in small and big firms, women are often absent at board level within family businesses, where sons continue to take precedence over daughters and where women's contribution is frequently marginalized. Men have thus become the 'somatic norm' in organizational roles involving management and decision making.

The glass ceiling appears to restrict women's access into top management positions only because they are women (Powell, 2011). Powell adds that in terms of pay, the average female full time worker continues to receive pay that is lower than that of their male counterparts. The economic status of women in most organizations remains lower than that of the men. This gap exists partly due to the lower average wages of workers in female intensive occupations than that of workers in male intensive occupations. Glass ceiling is not a barrier that is based on women's lack of ability to handle upper level management positions. Instead, the barrier keeps women from advancing higher in an organization because they are women. Removing the glass ceiling and other obstacles to women's success, represents a major challenge to organizations. As such, those policies that promotes equality in pay and other benefits programs for women; policies that promotes equality in pay for jobs of equal value and encourage other benefit programs of special interest to women are needed in organizations.

2.1.4 Concept of Age Diversity

Age diversity is a shared phenomenon that is present in nearly all groupings, such as families, higher institutions, sport teams, and work or team groups with members of varying ages (Kunze, Boehm, & Bruch, 2013). Explained that workforce is unique in its generational diversity, which presents new challenges to organizations attempting to attract, retain,

manage, and motivate quality employees. Each generation believes that its strengths are unique and they do not enhance those of other generations (Rowe, 2010). Where age diversity is practiced, the benefits accrue both to the organization and the employees. Having an age diverse environment produces and creates better working relationships and enhances social cohesion for all.

2.1.4.1 Generations in the Workplace

As unique as people's experiences may be, they share a place in history with their generation. Generation is a group of persons born and living as the same period, who have common attitudes, tastes, knowledge and experiences that affect their thoughts, values, beliefs and behaviors (Johnson & Johnson, 2010; Zemke, Raines, & Filipczak, 2013). Each generation have diverse perceptions and expectations that they bring to the work environment. Perceptions of how they are to behave, how they will manage others and expectations of how they will be managed by their employers or managers. The four generations of workforce all possess outstanding work ethics, different point of view on work, unique and preferred ways of managing and being managed. Hence, as the population ages, many older workers are available. As such, there is re-entry of middle aged women to work, retirees returning to supplement pension, internships opportunities bringing in more younger employees. Abrams & Von Frank (2014) stated that, as the labour force get older faster than could be replaced, the baby boomers are leaving or rather preparing to leave the labour market, there are not enough generation Xers to fill the gap and the millennials are becoming an even larger percentage. This section examines the different generations that exist in the workplace and their behavior towards their job performance.

➤ Veterans or Traditionalist- born before 1943.

They are people who grew-up when the Great Depression and World War II began and they face the world with a can do attitude (Zemke, Raines, & Filipczak, 2013).

The vision and hard work of this generation built the foundation of the world we now live and work in despite all its challenges. They shook off the great depression and rejuvenated a failing economy. Their mindsets have dominated world culture causing every other set of beliefs to be weighed against theirs. For instance an employer could refer to his/ her junior employees as lacking work ethics, the employer is simply saying that they young people don't have work ethic that they traditionalist possess. The core values of the Traditionalists stated by Zemke, Raines, & Filipczak (2013) are; honour, patience, dedication, sacrifice, hard

work, duty before pleasure, adherent to rules, respect for authority, conformity, law and order. They are disciplined, have respect for authority, they place a strong emphasis on teamwork and they prefer face-to-face interaction. They are variously labeled the Veterans, matures, silence, loyalties, etc. They make up the tiniest percentage of the present world populations. Presently, most of them have moved into part-time work and some into retirement. They are fair and impartial, with good communication skills, and they have a deep believe in the power of dialogue. They love to be placed as mediators. Though younger people have opinions about other generations and make negative comments about older people, the bahaviour the older generation accepts is considered the standards Detail-oriented: they work by the details provide to them. The traditionalist or veterans are careful when performing tasks and they perform task with efficiently and effectively are committed to delivering quality. Secondly, they tend to work according to standards and are consistent in performing their job role. According to research, they are most loyal and committed to the organization and its goals. They tend to get satisfaction from the work itself and this satisfaction comes from doing the job well. This means that their satisfaction comes from performing a task well. They have both life and work experience that can be useful in organization. They possess a cooperative and team oriented attitude.

➤ **The Baby Boomers-** born between 1943-1960.

These set of people were born during and after the World War II and they were raised in the time of opportunities, extreme optimism, and progress. They are known to be rational, inclusive, collaborative, task-oriented, and highly productive. They value experience, listening and encouraging rather than sharing leadership. They believe in participative leadership but they don't delegate easily. They like to uphold the status quo(Abrams & Von Frank, 2014) .

➤ **Generation X-** born between 1960-1980:

This generation is made up of people who were born after the blush of the baby boomers, who came of age deep in the shadows of the Boomers and the rise of the Asian tiger. With regards to leadership, generation Xers are effective leaders in crisis. They are fair, straightforward, perceptive, practical and strategic leaders who do not like to lead by crafting vision statements or having meetings. Instead, they lead their groups by providing them with task that challenges their thinking into bring the group into effective decision making. They want to eliminate obstacles, leave individuals to do their work on their own, and then offer

feedback and share credit. Their greatest skills are that they are competent in observing, identifying unmet needs, they have the ability to conceal feelings when it is necessary, ability to move quickly when the moment is right, and to make sure that whatever people try does in fact work as intended. They believe in taking incredible risk is the best way to win. For instance in an organization, if a manager or an employer wants to get things done without minding how it was done, generation Xers are the right people for the job. They have they capacity to distinguish between mistakes that matters and those that do not. As leaders, they excel at cunning, flexible, and deft timing. They are plain spoken, sensible, and quick on their feet and are more inclined t deal than to argue.

- **Generation Y or the Millennials:** born between 1980 - 2004: these are the people born by the Boomers and early Xers into a culture where children were cherished, nurtured, and protected. This is the newest generation on the job market. They see and take their parents as their heroes. They are so tied to technology and social medias e.g. facebook, twitter, etc. and they make and have friends scattered all over the globe which they contact at any time of the day. They have entered the workforce and they have found it to be so crowded place with older employees who have not retired and generation X employees. One characteristic of this generation is that they work to get more than just the pay check they receive. They want jobs and organizations that are interested in the achievement of their own personal goals. While other generations (e.g. generation Xers and generation Yers) patiently wait for promotion or more opportunities, millennials easily quit jobs that they do not like in search of another (Grubb, 2016). The millennials are vibrant and they come with fresh energy into the organization but they also bring challenges. They expect a work to be tailored to them due to their upbringing. They often want just-in-time knowledge and the see and appreciate coaching as a means to such knowledge. Abrams & Von Frank (2014) said the millennials may be under 30 but they have a lot to contribute to discussion. They always desire to be heard and respected. In terms of leadership style, the strength of the millennials is that they are selfless, rational, and competent in their leadership style. They do not resist change rather they have a positive view about change and see it something desirable. Though they see change as something positive, yet they examine the ideas of other people and their position regarding the change. Their training in collaboration is good for building consensus and community (Abrams & Von Frank, 2014).

Johnson & Johnson (2010) said these group value don't value the working hours of nine to five set by the organization instead they are more active and involved when they can set their

own working hours. Secondly, they understand the rapid rate at which technology is changing as such, they are very interested in developing their skills continually, thirdly, they are so eager to start contributing in the organization as soon as they are part of the organization. Lastly, they become loyal and committed to the organizations soon as long as they feel that the organization supports their goals.

Prejudice and Performance Reality of Older Employees

According to Josef (2010) it is believed that older employees have the attitude of resisting change. Due to their advancement in age, they tend to have failing memories and are more likely to be absent from work due to ill health and injuries, which could be the result of their being less energetic and enthusiastic unlike the younger employees. Furthermore, they like to perform their job the same way they have been used to and by focusing on the past. Thus, they are unwilling to be trained on how to use new technologies, new processes or new skills. The resulting effect of these are the main causes for their decline in work capacity and performance.

According to Grigg & Zenzen (2009) communication is one of the vital tools needed to manage multigenerational employees. Communicating information in multiple ways is one of the most successful ways for handling multigenerational workforce. The needs of the multigenerational workforce are different, while younger employees may desire work-life balance, older workers may cherish retirement benefit more.

2.1.5 Concept of Educational Background

It is a common perception that people who are educated can perform certain tasks easily, effectively and efficiently than those who are not. This means an individual who is knowledgeable can perform better at tasks that require those skills and knowledge. Educational background could be seen as the type of formal training or education or even career that a person has acquired over the years. Daniel (2009) discovered that different types of education and levels of education expect different mobility rates. For instance, there are various occupations that are available for different sets of people. The type of occupation that is available for someone who has gained some years of work experience but does not have a university degree in a course of study is different from the one who has the required certificate from the university. Based on Daniel's findings, a person's productivity depends on the level of education he/she has acquired. Tracy & David (2011) discovered that

organizations and employers usually refuse to employ someone whom they perceive lacks the adequate education, training, knowledge, skills, experience or expertise to fill a position within the organization. This signifies that education is very vital to both employers and employees. As such, without adequate or proper education, individuals cannot get employed or even perform well if they are eventually employed into the organization.

2.1.6 Concept of Ethnic Diversity

Ethnicity could be seen as an assembly of individuals who share common cultural traditions and customary practices and also provide their members with a self-conscious identity as a nation (Sayers, 2012). Ethnic diversity implies diversity in language, religions, races and cultures. There has been an increase in multicultural workforce in the organization for utilizing greater participation and synergy to improve and increase both employee satisfaction and business performance. A moderate level of ethnic diversity has no effect on team performance in terms of business outcomes i.e. sales, profit, and market share. However, if at least the majority of team members are ethnically diverse, then more ethnic diversity has a positive impact on performance (Gupta, 2013). Following the rise of diversity in recent times, there has been a rise in work groups with the intention of making increased participation to enhance employee and organizational performance as a whole. However, in as much as the nature of the composition of employees is speedily getting more and more varied in terms of ethnicity, age, gender, education, etc., similar attention has been growing with respect to the effect of these diversities in academic institutions (Watson, Johnson, & Zgourides, 2002).

The growth of multi-cultural in organizations today comes as a result of the increase of different cultures in society and it thus spread through the ancestral, educational, and religious circles. Watson, Johnson, & Zgourides (2002) said the increase in performance of teams comes as a result of the diverse cultural composition of employees and this is seen as the benefit of embracing various ethnical perceptions for finding solutions to problems and enhancing the outcome of team members after they have learned ways in which they can make use of their dissimilarities for their advantage. According to Harrison & Klein (2007) firms can experience negative consequences of having demographic diversities like race/ethnicity, nationality, gender, and age. It is important to note that individuals from the minority groups are more likely to be less satisfied with their jobs, less committed to the organization, have problems with their identities and feel or experience discrimination

(Milliken & Martins, 1996). Nevertheless, as the minority group grows, most of the problems encountered tend to fade away. Based on the study of Timmermans, Ostergaard, & Kristinsson (2011) ethnicity can stand as a replacement or substitute for cultural background and ethnic dissimilarity can be bring about positive creative and innovative performance among members, seeing as it expands the point of view of employees in the organization Furthermore, following the study of Timmermans, Ostergaard, & Kristinsson (2011) few level of ethnic dissimilarity could have a positive correlation with creativity and innovation while a higher degree of ethnic diversity could have a negative effect because it has the tendency to create in-groups due to social categorization, create conflict among employees and cause poor cohesion among work team (Dahlin, Weingart, & Hinds, 2005).

Ethnicity is self identification of socio cultural identity as opposed to something that can be imposed on someone by just gazing at the individual and making judgement about who they are based in what they look like (Sayers, 2012). From the aspect of the social identity theory, since ethnicity is a surface level characteristic of diversity, it can be quickly used to divide a group of people into ethnic backgrounds. People tend to frequently identify with their ethnic background as it gives them a sense of belonging and connects them to a group of closely related people. It is believed that people tend to favour those who belong to their ethnic background more than others.

2.1.7 Diversity Management

Scott & Byrd (2012) diversity management have emerged as a power strategy for handling diversity issues. Valuing and managing diversity is becoming more and more essential for delivering higher level of performance and creativity, enhancing problem solving and decision making. Scott & Byrd (2012) citing Roosevelt (1990) said diversity management does not mean containing, controlling or stifling diversity rather it means management recognizing the utility of every feature of diversity and tapping the potentials.

Evans & Henry (2007) defined diversity management as a planned methodical commitment of an organization to attract, recruit and retain an heterogeneous group of people. Managing diversity means enabling employees to make use of their full potentials by making the work environment an equitable one where no employee the other has advantage over him. Organizational leaders are responsible for creating effective diversity policies and ensuring its implementation. To effectively manage diversity means they must work to ensure that

unfair discriminations are eliminated within the work environment (Robbins & Judge, 2013). Top executives play the role of communicating the value of diversity and a commitment to diversity within the organization while the managers ensure that the work environment is one that embraces diversity (Scott & Byrd, 2012).

Diversity management is grounded on the idea that people are key asset for organizational success. By recognizing that people are characterized by many intersected diversities that needs to be managed, a diversity management approach maintains that only the conscious management of these diversities can establish a real outstanding and lasting competitive advantage for the organization. For diversity program to be effective, it requires the commitment of organization's board and managers. Seeing that these are the people who are responsible for extending the awareness of, and the attention and commitment to people's diversities to all employees, inducing them to respect, enhance, include and integrate these diversities in the workplace. It requires organizations to have intention and capacity to promote and shape a "cultural change" establishing a "culture of inclusion" (Cole & Salimath, 2013). Organizational culture means the cluster of principles, values and behavioral rules that a group has discovered, invented and adapted to solve issues concerning both external environment adaptation and inter-group integration (i.e. organizational identity, languages, symbols, ceremonies, accepted behaviors, procedures followed to attribute status and power). It is the set of assumptions that have worked sufficiently well such that it is considered valid enough to be taught to new employees as the right way to perceive, think and feel in similar situations and internal. It can be said that diversity management promotes the fulfillment of an organizational culture of inclusion, a culture where diversities are recognized, valued and engaged. Effective management of diversity requires that the leaders first understand the cultural beliefs and values of the organization (Dansby, Stewart, & Webb, 2001). Diversity management is now a strategic imperative for many organizations as well as a crucial element for the survival of the organization. As such, different kinds of organizations are coming up with programs and opportunities to increase the involvement of all their workforce, most especially those where were not excluded from occupying important positions within the organization. The concept of diversity management recognizes that the organization can achieve better organizational results if it builds a non-discriminatory and equitable (i.e. an environment where people perceive fairness of outcomes, (distributive justice), fairness of the formal policies and procedures used for making such distribution

decisions (procedural justice) and fairness of the quality of interpersonal treatment (interactional justice) environment.

According Morais, et al., (2014) diversity management is much more than hiring a heterogeneous workforce but more about ensuring that an environment that welcomes, appreciate and respects such diversity is created, such an environment where the needs of the employees are also taken into consideration. Diversity management means to recognize people's differences and then accept these differences as valuable. Diversity management goes beyond gaining knowledge on age, gender and race. As such, organization leaders must try to view diversity as a strategy that can enhance both employees' creativity and overall organizational growth (Betchoo, 2015).

2.1.7.1 Benefits of Diversity and Diversity Management

Research indicates that when diversity is accepted and valued, it boost employee effectiveness, organization's productivity, and ensure the organization's continuous competitiveness. Managers that are able to encourage and promote a diverse work environment invariably attract and retain valuable workforce and thus, enhance the loyalty of customers. Looking at public corporations, this also turns into a successful delivery of vital services to communities with varied wants.

Loewy & Guffey (2011) suggested three benefits of diversity. They are;

1. Work Team

In organizations, employees are sometimes group into teams. These teams are made up of people from different background. When people from different background come together in a team, it gives room for creativity, effective problem solving techniques and quick decision making.

2. Business Organization

Diversity is an important bottom line business strategy organizations use to improve employees' relationship and increase their productivity. Organizations that create time and put aside resources to cultivate, harness and take advantage of diversity will experience less discrimination law suits, less union conflict and fewer government regulatory actions

3. Consumers

Customer preferences are always changing. Consumers desire for organizations to have specialized products and services that will always satisfy their needs at all times. When

organizations have teams made up of persons from various backgrounds and experiences, such groups are better equipped to create products that the consumers required. Having employees from different backgrounds provides the organization with array of skills and experiences in recommending ideas that are flexible in adjusting to changing customer demands (Saxena, 2014). Consumers desire to transact with organizations that respect their values and reflex themselves. Also organizations that have a wide pool of employees with skills and experience can provide service to customer in a global basis.

A diversified workforce can bring helpful ideas into marketing goods to a highly diverse customer base. Diverse workforce may be more creative and innovative than homogenous employees. According to Esty, Griffin, & Hirsch (1995) other benefits of diversity management includes;

4. **Increased productivity:** when employees feel respected, included and valued in the organization, they become committed to its goal and hence work towards achieving the goals.
5. **Fewer lawsuits:** there will be fewer lawsuit since both management and employees have been trained on how to respect and value difference and treat every one equally without discrimination.
6. **Retention of business:** organizations now pay careful attention to other organizations that they transact with. Seeking out for businesses that suppose inclusion.
7. **Increased market marketing capabilities:** having diverse workforce can provide an organization with insight into the thinking of a wide range of customers. As markets are segmented, even the smaller market begins to gain importance. Therefore, attracting prospective customers can be the critical difference between the organization surviving or dying out.
8. **The organization can become an employer of choice:** as people hear of how well the company accepts and manages diversity, it grows the company's image. People want to be a part of such organization.
9. **Better morale or improved morale:** the ambience of the work environment can become more fun and lively when there is a mix of workforce.
10. **Improved decision making:** diverse workforce have the potential for making high quality decisions because they must deal with dissenting views before the move forward.

Although diversity and diversity management comes with a lot of benefits as listed above, Gasper, Bierman, Kolari, Hise, Smith, & Arreola (2010) argued that diverse workforce may be less cohesive and have communication problems. There may be cases of mistrust and tension in a diverse workforce. Some outcomes of not handling diversity are; ambiguity, low employee morale, frustration, confusion, communication problems, tensions and conflict.

2.1.7.2 Barriers to Effective Diversity Management

There are some barriers to that could hinder effective diversity management in the workplace. Some of such barriers are; (Kreitner & Kinicki, 2001) spoke about gender stereotype as an idea people have that it is because men and women have different traits and abilities, that makes them most appropriate for specific roles.

- **Stereotypes-** these are those set of beliefs people have about the personal attributes of groups of people. It is about generalizing. It comes as a result of our learning, thinking and remembering the differences between various set of people. The reason why there is stereotype in the workplace is that role assignment according to gender still persists. That is, organizations and the environment at large are still classifying some jobs or occupations as women's jobs and are given less value and other occupations or jobs are only suitable for their men counterparts. Stereotyping are the firm philosophies we have about a group of people. It shows up our bias and experience with one member of a group is applied to every member of the group. Stereotype is closely connected to what we see, how we judge and what actions. Hubbard (2004) said Stereotype "is a double-edged sword" as it may be rational (rational stereotype helps us predict how an individual is most likely to behave or what might occur in a given situation) or irrational (this stereotype is the type we have already formed in our minds without adequate evidence). Irrational stereotype if left alone without being mindful of how it affects the way we categorize, it can cause problem within the group.

Therefore there is a possibility that as more women take up masculine roles, there will be a significant change in gender stereotype. Men could also be stereotyped in the sense that there are some jobs that they are not seen as been fit to perform e.g. stereotype about men that they cannot make good flight attendant (Syed & Ozbilgin, 2015).

- **Prejudice-** People, who displays prejudice or negative attitude towards members of other groups, are engaging in an emotional activity. Prejudice can show up in different forms. It can show up during the hiring process, promotion, or even the daily interactions that take place with the work environment. It can show up even in generational differences, when the older workers make assumptions about the younger workers and vice versa.

Hubbard (2004) defined prejudice as a preconceived bias. It can appear in the form of backlash. For instance when diversity is perceived to be nothing but an attempt to fill quotas and take other people's jobs away from them. Once this way of thinking exist in the organization, it can lead to low or poor teamwork spirit, feeling of resentment, conflict, sabotage, etc. and all these can negatively affect employee and organizational productivity in general. Said it can be found in all types of individuals and in all ethnic groups. It is something of the mind though it can be acted out in so many ways that exclude other people. Thirdly, both the prejudiced and the non prejudiced individuals can act out prejudice. Prejudice in the workplace can be sexism (this prejudice is based on a person's gender and it is assumed to be the foundation of all types of discrimination and prejudice), ethnic prejudice, racism (prejudice related to societal problem, where a predominant majority group and one or more minority groups), ageism, etc.

Organizational leaders should uphold and maintain policies that will enable everyone to be successful. To address the issues of prejudice, it is very important for managers to recognize and acknowledge its existence with the organization. Secondly, managers should recognize those issues and situations that cause people to feel devalued and disrespected in the workplace. Managers should encourage these sets of people to apply for positions where they are qualified for.

- **Discrimination-** is a behavioural activity, and it is demonstrated in the way people treat individuals of other groups and in the kinds of decisions they make about others. The fear of experiencing discrimination could make some individuals to feel reluctant when it comes to applying for jobs where there are various nationalities other than their own. It is the act of treating people negatively, differently and unequally because they belong to a certain groups. Prejudice unchecked turns into stereotypes and then develops into discrimination (Hubbard, 2004). Discrimination in the workplace has the tendency to affect employees' career progress, their trust level, motivation, and

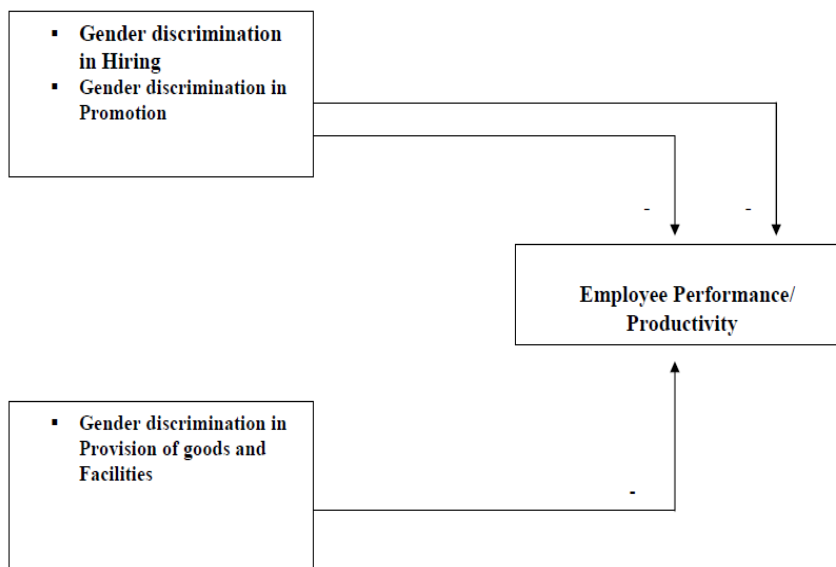
their relationship with their co-workers and also their productivity level (Hubbard, 2004). Discrimination affects employees in every phase and aspect of their work experience, such as; the recruitment practice (**See fig. 1** of gender discrimination)- e.g. unwillingness to hire persons who are different; during the screening exercise- e.g. using certain preference when selecting and not considering the real job requirements for job effectiveness; the terms and conditions of employment-e.g. offering men better pay and increased benefits than women; job segregation- e.g. classifying jobs as 'men's job', 'women's job' etc.; promotional practice employed- e.g. jumping into conclusion that women's career potentials are based on their family status, having unwritten and informal expectations that hardly shared or communicated equally to everyone (e.g women); glass ceiling or sticky floors- e.g. men in executive positions prefer to have their fellow colleagues as men not giving room for women advancement or poor succession and development programs that exclude women and minorities; layoff or disengagement practice e.g. manager having a practice of protecting those workers who have been in the organization.

- **Budget:** to implement diversity initiatives, budgets cannot be left out. When a country is experiencing a downturn in its economy, this can affect an organization leading to layoffs or loss of employees. This could be as a result of the organization must have the financial capacity to maintain a diverse workforce.
- **Resistance to Change:** some employees may be so comfortable with the old system that they refuse to welcome or accept a new system of work, processes, procedures or even new policies or new rules set by the organizational leaders. To show their discomfort and disapproval, they may rebel against the organization by sabotaging management efforts to change (Foma, 2014).
- **Language:** this can also be a barrier to diversity management. Diverse workforce comes into the organization with different types of language and cultural traditions. This can lead to communication problems, whereby employees' can not adequate communicate each other. It can also lead to mistrust.
- **Unsupportive Attitude of Organizational Leaders** - Arredondo (1996) observed that the HR department of an organization can be a barrier to diversity management initiative. In his study he found power struggle among organizational leaders. He said the HR department or other managers may demonstrate obstructive and unsupportive behaviour when it comes to who takes responsibility for the implementation of the

initiative. As such they refuse to follow up on tasks that support diversity initiatives because they believe that since HR deals with people issues, diversity initiative should be controlled by them (Arredondo, 1996).

All these barriers must be well assessed in order to establish a starting point for implementing diversity initiatives. Stereotype, prejudice and discrimination have the tendency to hurt people and as result destroy the effectiveness of an organization.

Figure 1: Gender Discrimination and Employee Performance



Source: Adopted from Hameed & Waheed (2011)

2.1.7.3 HR Approach for Diversity Management

As the workforce becomes more diverse and the environment become more open to new ideas and new ways of thinking HR managers in recent years have acknowledged the importance of diversity and as such, they have seen the need to adopt an effective diversity management practices that will help organization to overcome the obstacles of diversity and obtain the benefits of having a diverse workforce (Mor Barak, 2014). The following are the four HR approached for diversity management as cited in Mor Barak (2014). Each approach has a goal, a strategy and a general assumption, see **Table 1**.

1. Diversity Enlargement

The focus of this approach is to increase the number of persons of ethnically varied backgrounds in the organization. The assumption here is that there will be no need for additional intervention as the new employees will conform to the already existing

practices of the organization. Hence, the HR goal for using the diversity enlargement approach is to change or modify the existing organizational culture by changing the demographic mix of the workforce. It is believed that just the simple presence of rising number of workforce from diverse backgrounds will produce a culture change which will bring about the desired outcomes.

2. Diversity Sensitivity

This approach acknowledges the likely problems that are launched by pulling together individuals from various demographic backgrounds and ethnicity to the work environment. It tries to conquer these troubles through diversity training that is intended to sensitize workers to stereotypes, prejudice and discrimination and at the same time, promote communication relationship. The assumption here is that increased sensitivity to differences will improve performance.

3. Cultural Audit

The focus of this approach is to identify those obstacles that are limiting the improvement of employees from different backgrounds and that obstruct the cooperation among groups in the organization. Following this approach, external consultants come into the organization and gather data through focus groups and survey. From the analyses, they identify those areas where individuals who are different from those of the dominant group, sense that they are not allowed to perform to the best of their capacity. With this approach it is believed that the source of the problem is in the dominant group and although change is recommended, such change can only come from that dominant cultural group.

4. Strategy for Achieving Organizational Outcomes

Mor Barak (2014) citing Kossek and Lobel (1996) proposed this approach as a broad framework for managing diversity. With this strategy, management or organizational leaders must first identify the link that connects the diversity management objectives, individual desires and organizational outcomes. Since the corporate strategy of organizations are observed from the perspective of the external environmental drivers such as the global economy, changing composition of the labour market and the government and legal pressures, examining and evaluating these environmental forces can help the organization to decide on the specific benefits it is anticipating from

managing its diversity and how these benefits are connected to its business strategy as a whole.

Table 2.1: HR Approach to Diversity Management

HR Approach	Goal	Strategy	Assumptions
Diversity Enlargement	The goal is to change the culture of the organization by changing the workforce composition	Recruitment scheme should include employees from different backgrounds	New employees will change the existing culture of the organization by their mere presence
Diversity Sensitivity	To rise above difficulty and promote productive communication and collaboration	Managers should train employees to increase their sensitivity and also improve their communication collaboration	Increased sensitivity will affect performance of the employees
Cultural Audit	To identify those obstacles faced by employees of different background and then change the organization's practices accordingly.	The organization's current practices should be audited using surveys and focus groups and managers should generate changes to address the deficiencies identified	It is assume that the problems of diversity are caused by the dominant cultural group in the organization and the problems need to be tackled by that group.
Strategy for Achieving Organizational Outcomes	To achieve organizational goals through diversity management	Diversity management practices must be integrated into the HR policy areas and organization's strategic choice as a whole.	Diversity management practice must be connected to the desired individual and organizational outcomes.

Source: adapted from (Mor Barak, 2014)

2.1.7.4 Best Approaches for Managing Diversity

Diversity management is a process that encompasses systems, policies and practices. It is creating a workplace and making it one where employees' differences and views are valued, respected and used to increase the capacity of the organization (CDMP, 2004).

According to Mor Barak (2014) diversity management "refers to the voluntary organizational actions that are designed to create through deliberate policies and programs greater inclusion of employees from various backgrounds into the formal and informal organizational structures". It is recognizing how individual's similarities and differences can be organized for the good of not just the individual and the organization but for the society as a whole. Diversity management strategies can help organizations to construct a link between its internal and external aspects of work. That an organization is having or hiring a diverse workforce does not at all translate into positive benefits. Instead, managers and organizational leaders must effectively manage diversity in order to reap the benefits thereof (EU, 2015). The focus of diversity management is to maximize the ability of the entire workforce, to contribute to achievement of organizational goals (UCSF, 2012).

Ignoring diversity issues could cause organizations its time, money and efficiency. It could also result in unhealthy tensions, inability to attract and retain all kinds of talented people (which could result in lost investment in recruiting and training), low productivity due to increased conflict, increased complaint and legal actions.

To avoid the costs associated with ignoring diversity and to successfully manage diversity, it is important that organizations take active measures to build an inclusive culture (NIWGW, 2009). According to Oracle (2014) organizations can adopt these strategies to build an inclusive workplace are;

- **Look Beyond Compliance**

To build an inclusive organization, the first step is to have an understanding that diversity management is much more than just complying with the initiative of affirmative action (Oracle, 2014). Diversity management indicates a shift away from the assumptions and activities of affirmative action to inclusive management practices that embraces the similarities and differences of all the employees (UCSF, 2012). It is about building a workforce that is as diverse as the organization's customer base and utilizing those differences to ignite creativity and improve efficiency that will drive business to success.

- **Identify New Talent Pool**

Often time, organizations only limit their recruitment to traditional new hire source such as; the university programs and industrial organizations. To make the workplace an inclusive one, organizations must enlarge its recruitment scheme to spot and inculcate new talent pools both within or outside the organization.

- **Address Diversity in Every Aspect of Talent Management**

Managers should address diversity issues all through the employee's lifecycle. Diversity and inclusion topics should go beyond recruitment and selection and also extend beyond human resource to the organization as a whole. It should also be considered in every phase of talent management starting from recruitment, selection, on-boarding to workforce planning, leadership training, performance management, professional development, etc.

- **Make Diversity a Part of the Organization's Brand**

Diversity and inclusion should not only be a word a mouth thing by managers should ensure to also work the talk. The society should know that the organization is one that welcomes, celebrates and utilizes differences and this is achieved by making diversity and inclusion a part of the business brand. To achieve this, management can promote volunteerism among employees, offer scholarship and internship to individuals from the underrepresented groups, etc.

- **Encourage Reverse Mentoring**

The traditional idea about mentoring normally involves an experience mentor developing a subordinate mentee. On the other hand, reverse mentoring acknowledges that the junior workers also have insights which some senior employees do not have and can benefit from the junior employees (NIWGW, 2009). Management should allow the junior employees to feel valued by encouraging the senior employees to gain fresh insights and perspective from the younger employees as this can help to improve older employees' effectiveness and relevance within the organization.

- **Promote Diversity from Top-Down and Bottom-Up**

Encourage an inclusive culture from all levels and corners of the overall organization. Having everyone involved is vital for the success of diversity management. Hence,

everyone should be involved including the top management in the effort to embrace diversity and inclusion.

- **Model Good Behaviour**

Executive management should model the behaviour they expect to see in the managers and employees by living according to the values of the organization, demonstrating an inclusive behaviour and taking active part in all the initiatives that promotes diversity, inclusive and harmonious work environment (NIWGW, 2009). Executives should be models of diversity and inclusion. The fact is workers often follow the cue of their top management. Therefore, top executives should be capable of articulating the business case for diversity. Let the employees see that their top executives support diversity (Kampf, 2017).

- **Communication**

The importance of diversity, inclusion and other organization's cultural practices should be well communicated to all employees so as to set the tone for the organization. Managers can inculcate this during company events, management meetings, or even at informal meetings with employees (NIWGW, 2009). New employees' orientation and induction periods can be effectively used to communicate the culture of diversity and inclusion to employees.

- **Training**

Diversity training is vital strategy to address workplace diversity issues. As organizations become more diverse, it is imperative that management conduct trainings on diversity for all hierarchical levels within the organization. This is enable all the management and employees to be aware of the elements of individual's difference among employees and how to accept, respect and value the similarities and differences among differences (Scott & Byrd, 2012).

Management of diverse organization should ensure to train everyone on diversity issues. Managers must be well-informed on the subject of diversity and the practices necessary for achieving diversity. Employees have to receive the mentoring, coaching and skills they need to be able to work with each other. Without training, organization is at the risk of losing its best talents to its competitors. Team members should receive training on how

to deal with behavioural issues that arise in teams and how to cooperate with each other. Training in areas like conflict management, communication and decision making is valuable (Powell, 2011). Diversity training should also help team members to be aware of gender and age stereotypes and the possible effects of these stereotypes on members' interactions. Diversity trainings should not only be for a selected few or for only men or only women. Rather the training should be conducted for all employees irrespective of gender. Powell advised that women could be coached to increase their task contributions while and men to elicit and consider women's contributions.

2.1.8 Concept of Employee Performance

Durga (2017) defined performance as the act of executing a task or an accomplishment or achievement. He adds that employee performance is how well an employee is effectively fulfilling his/ her job requirement or discharging his/ her duties so as to achieve good results. O'Flynn, et al. (2001) citing William and O'Reilly (1998) said employee performance is defined using three criteria. First criteria, is that employees' output meets the standard of performance set by the organization's external customers. Secondly, employee performance can be defined in terms of how the social processes utilized in the performance of their jobs enhances or maintain the capability of the employees to work together on subsequent group tasks. Finally, that employee's personal needs are satisfied instead of them being frustrated by the group performance. Performance is an individual's behaviour and results. It is also seen as the way in which people get their work done (Armstrong, 2012). However O'Flynn, et al. (2001) citing William (1998) argues that the performance of employees is not truly representative of what a group performance is. Rather, it is the personal experience of group members and the subsequent ability of the employees to perform in the future that also defines the employee's performance. O'Flynn, et al. (2001) citing Ancona (1992) argue that there are multiple dimensions when it comes to rating of performance seeing that different constituents have their different performance criteria and access to data. For instance, management may be more interested in looking at the output of the employees whereas; the employees may be interested in creating a productive environment for themselves. They may have daily information about their interactions with co-workers or group members and use this data to evaluate performance. Information and decision making theory predict that a positive outcome exist between employee performance in intellectual and complex tasks and

information as employees have diverse knowledge, skills, experience and expertise which results in innovation, new product design and improved decision making.

Different scholars have developed different formulas or factors that are considered to determine performance such as;

Employee Effective: Effectiveness is a function of performance (i.e. the value free maker of employee behaviour) (Borman, Ilgen, & Klimoski, 2003). It is the capacity of the workforce to generate the right results. It has to do with employees working on those things that creates or adds value and their ability to produce high quality (Blackard, 2000).

Employee efficiency refers to either cost of achieving a task or the speed at which task is accomplished (Secord, 2003). Blackard (2000) sees efficiency as the general cost of the employee's effort in relation to the results achieved. Efficiency is making better use of time and/ or materials to achieve result (Khan, et al., 2015). Employee efficiency looks at the degree to which an employee is able to accomplish task with minimum resources available.

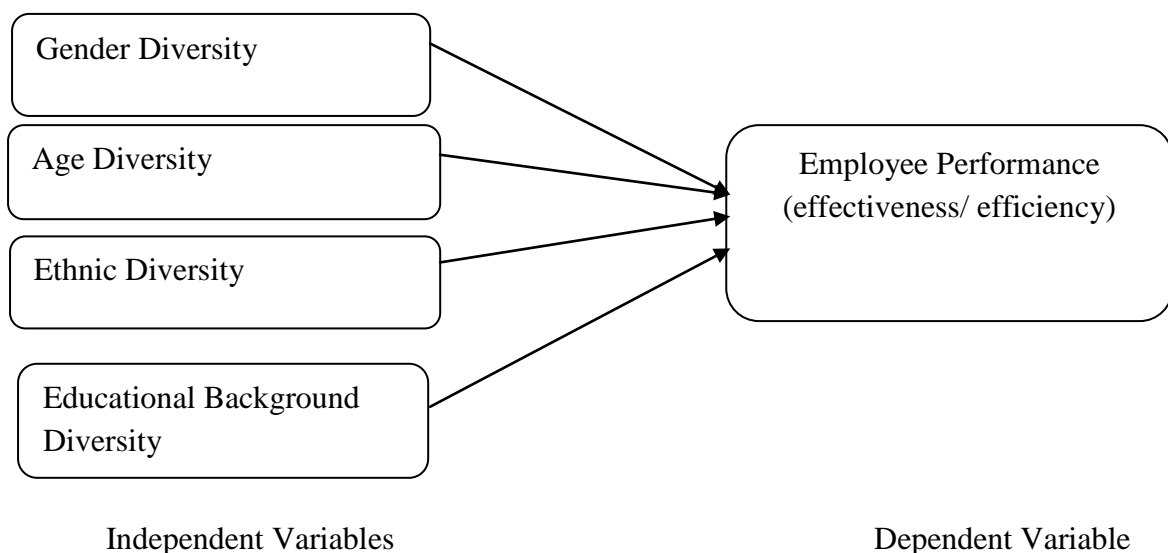
Effective is the ability to accomplish a purpose or produce an intended or expected result. Employee performance, effectiveness or efficiency according to Vroom (1994) cited in Armstrong (2012) is a function of ability and motivation. Thus, employees need both ability and motivation for effective performance. This formula is also supposed by (Robert, Leonard, & Leonard, 2015) who stated that $\text{performance} = f(\text{ability} \times \text{motivation})$ and it is a means by which human resource management conceptualize the determinants of performance. This means that if employees' motivation or ability is low, the resulting effect is that employees' performance will also be low.

Rahman, Hussain, & Hussain (2011) citing Stott and Walker (1995) stated that employee performance can be determined based on three factors; work environment, ability and motivation, thus expressed by the formula; $\text{Performance} = f(\text{work environment} \times \text{ability} \times \text{motivation})$. Ability here has to do with the employee's physical, emotional and intellectual capability to carry out his task. That is the employee possesses the skills and knowledge needed for the job. Robert, Leonard, & Leonard (2015) listed performance indicators as ability i.e. competencies, commitment and self efficacy (self efficacy is a motivational factor and it is that believe that an employee has concerning his or her ability to perform the task assigned to him/her); motivation- contingencies, goal-task clarity, feedback; system-technology, task interference opportunity, workplace layout. System factors include factors

such as poor relationship among employees, lack of adequate training, etc. Motivation looks at the employee’s desire and commitment to his job.

Blumberg and Pringle (1982) cited in Armstrong (2012) formulated a performance equation as; performance = individual attribute x work effort x organizational support. Bailey et al. (2001) cited Armstrong (2012) introduced yet another factor ‘opportunity to participate’ to the formula. However, Boxall and Purcell (2003) cited in Armstrong (2012) formulated AMO formula combining Bailey et al. and Vroom idea on performance (Armstrong, 2012). That is employees having the opportunity to make use of their skills and knowledge to contribute to both workgroup and organizational success. Thus, Purcell, Kinnie, Hutchinson, Rayton, & Swart (2003) said the Boxall and Purcell (2003) model of performance indicates that performance is a function of ability, motivation and opportunity which is referred to as AMO. Employee performance is having the capacity and the commitment to do job. The formulated postulated is; performance=capacity x commitment. Capacity is having the competencies (the skills, knowledge, behaviours and personal attributes), resources (having the resources needed to do job) and the opportunity to complete a task or job (OPM.GOV, 2017).

Figure 2.2: Conceptual Framework on Effects of Workforce Diversity on Employee Performance



Source: adapted from Weiliang, Mun, Fong, & Yuan (2011)

2.2 Theoretical Framework

Workforce diversity is a very broad field which arguably, has been generalized across many boundaries. That is, management research, functional categories, social categories and psychological research.

Diversity theorists have recently turned to the well-established field of social psychology for insights into how diversity affects individuals and groups in organizations. Social psychologists have examined the processes involved with social identity and intergroup relations and diversity scholars recognized that this research tradition can provide a solid background for emerging theories on workplace diversity.

Organizational researchers often refer to inborn human characteristics as dimensions of diversity, or social category diversity. The theoretical foundations for primary dimensions of diversity include the self categorization theory (Turner, 1982), the social identity theory (Tajfel, 1978), the similarity paradigm theory (Thatcher, 1999), and the racial identity theory (Jehn,1999). These theories describe how people react to observable demographic characteristics. The primary dimensions of diversity shape people's perception and behavior without regard to work-task relevance. According to O'Flynn, Ricciotti, Nicholas, Lau, Sammaritino, & Fisher (2001) the three most commonly used theories of diversity are the social categorization theory, the similarity attraction paradigm and the informational diversity and decision making perspective. These theories according to the researchers all produce inconsistent and contradictory results.

2.2.1 Similarity-Attraction Paradigm

This theory was put forward by Byrne (1971) and it is used to explain group formation. This theory focuses on people's preference to interact with other individuals who share common life values, beliefs and experiences with them. One reason for this preference is that having knowledge of this shared attitude could help them to predict the future behaviour of the other person or people.

Similarity attraction theory assumes that people like to associate themselves with those whom they perceive to be like them based on demographic characteristics such as age, ethnicity, etc. It is believed that this attraction helps to promote cohesion, communication and cooperation among team members (Kunze, Boehm, & Bruch, 2011). For instance it is possible to find younger employees in an organization pursuing common social activities with fellow

colleagues within their age group and even going for lunch breaks with their colleagues who are of the same age group. This kind of attraction and personal ties tends to promote communication and cooperation among them because they are able to share similar life and work experiences with one another and as such develop their similar life attitudes and beliefs. However, employees who are either older, middle aged or younger than such unified group, may conclude that the reason why they are not invited or accepted in such group is due to their age and as a result may start generating and exhibiting age prejudiced attitudes in the organization (Kunze, Boehm, & Bruch, 2011). This paradigm also assumes that people tend to apply negative assumptions and attitude to their colleagues who are different from them. Thus, stereotypes and prejudice, based on gender, ethnicity/race, and age often reflect the categorization process of distinguishing between similarity and difference, and often lead to miscommunication.

The theory helps to explain how variables such as educational background, cultural background can be a motivation which a set of needs hold for a particular employee. Such needs could be satisfied by meaningful social and interpersonal relationships with other employees (Aswathappa, 2007). Employees may be motivated to work by the good relations he/ she has with co-workers (Koontz & Weihrich, 2010). Relatedness needs are those needs that draw people into interpersonal contact for social- emotional acceptance, caring and status. Belonging to such category may make them feel accepted and thus increase their job motivation (Singh K. , 2015). This theory deals with employees' need to be accepted by others, achieve mutual understanding on matters that are important to them and exercise some influence over those with whom they interact with on daily basis in the organization (Acquinas, 2006).

The similarity attraction paradigm is said to result in improved communication among employees, increase their social integrations and also increase their longing to maintain group relationship (O'Flynn, et al., 2001). Most studies have found the similarity attraction theory, the social identity theory and the social categorization theory to be the reason for the negative effect of workforce diversity; seeing that it can result in members liking, cooperating and favoring each other against the out-group, and these behaviors can bring some negative outcomes like; low communication, cooperation, cohesion and increased conflict. For instance if an employee is from a different ethnic background as compared to the rest of his/her colleague, it is assumed that such employee may have less job satisfaction and may

showcase less organizational commitment, and have turnover intent as oppose to workforce of the same ethnic background working in a group.

2.2.2 Social Identity Theory

This theory predicts that people tend to group themselves into specific groups based on certain areas which are of personal importance to them such as demographic characteristics like ethnicity, gender, etc. the result of this is that they tend to favour colleagues of their in-group at the expense of the out-groups.

This theory was initially formulated by Tajfel (1978) to explain exclusion in the workplace. Tajfel (1978) said social identity theory is “that part of an individuals self concept which originates in his/ her membership in a social group(s), along with the importance and the emotional importance attached to that group membership”. Korte (2007) citing Hogg et al., (1995) said that social identity theory tries to explain group membership and behaviour. It is a theory that explains the conditions under which a person perceives the collection of people (plus themselves) as a group as well as the consequences of perceiving people in group terms. This theory puts forward a negative effect between workforce diversity and performance (O’Flynn, et al. 2001).

Turner (1982) said when individuals engage in the process of classifying themselves and others into social categories using most important attributes; it allows them to define themselves in terms of the social identity that links to a particular social group. Therefore, when individuals assign themselves to a particular group, it raises the perceived similarity between their social identity and the identity of the group and the perceived differences between their group and other groups is increased. As a result, such individual does not see him or herself as a unique person any more but now sees himself or herself as a representative member of the group where he or she belongs and that their behaviour symbolizes the group’s model social identity.

Furthermore, it is possible for people to easily identify themselves with their own ethnic group seeing that it connects them with those who are from the same background and share common culture; it also gives them a sense of belonging. Thus, when people identify themselves with a certain ethnic group (e.g. Yoruba to Yoruba, etc.) which usually happens, the social identity theory expects that individuals will most likely favour those who share the same ethnicity with them (in-group) over those of other ethnicity (out-groups).

2.2.3 Social Categorization Theory

The most popular theory for explaining diversity is the social categorization theory. This is so because the theory is based used in explaining overt, explicit or easy identifiable dissimilarity (e.g. age, ethnicity and gender) existing between individuals and reveals association of a particular social category (Knippenberg & Schippers, 2007). This theory builds on the assumptions already made in the social identity theory. Categorization involves the arrangement of persons into groups based on such characteristics as gender, age, race/ethnicity, religion, status or tenure, etc. These classifications become social when a great number of individuals begin to draw similar judgments of individuals based on similar characteristics. The theory predicts that in a work group with outstanding characteristics as age and gender, diversity will work to hinder group practices than add to group positive performance (Wegge, Roth, Kanfer, Neubach, & Schmidt, 2008). From this theory it is assumed that the degree to which an employee identifies him/herself with a social group depends on the specific perspective of the group. This theory posits that people classify themselves and other into familiar categories in order to predict the nature of subsequent interactions. These groupings are used to define the social identity of self and others (e.g. young, male) (Maltbia & Power, 2009).

The focus of the social categorization theory is to identify the social cognitive processes which are the primary cause of in-group (a group which individuals identifies, admires, belongs to and feels loyal to) and out-group (the group which individuals do not want to associate with) formation, and the achievement of group identification (Ferrante & Caldeira, 2016). It also seeks to explain the achievement of group identifies which in turn shapes inter and intra group relations, cognitive biases, prejudice, stereotypes attitudes and conflict. Thus, it can be said that there is a possibility that the differences that exist between workgroup members have the tendency of jeopardizing the classification of other individuals as either similar/ in-groups or dissimilar/ out-group, a categorization that may possibly disrupt group procedure (Knippenberg & Schippers, 2007).

2.2.4 Human Capital Theory Explaining Age Diversity

According to Grund & Westergård-Nielsen (2005) an organization that houses diverse workforce (both old and young employee) can benefit from both human capitals. The younger employees have the physical resilience and the ability and willingness to learn new things. They also bring new ideas and skills on new technologies into the organization, and

older employees have their range of experiences to the organization. They also have the working morale, awareness of quality and knowledge about the intra firm structures and the relevant knowledge about relevance markets and networks due to their years of experience. For the human capital to be fully utilized, social similarity is very essential for group cohesion, interaction and communication. Hence, where there is social dissimilarity between employees, it could result in less communication, dissatisfaction and an aggravated efficiency of the organization. In looking at employee performance in terms of age diversity, researchers Schlick, Frieling, & Wegge (2013) argue that although older employees have years of experiences, they tend to learn at a very slow pace and they have reductions in their reasoning and memory abilities. As such, they are most likely to have difficulties in adjusting to the new ways of performing their job. This theory has been used to explain discrimination against older workers, suggesting that they are to be blamed for their disadvantage position in the labour market because they tend to fail to keep their skills up to date and thus maintain themselves as sufficient competitive workers. Also this theory shows that having both older and younger employees in an organization can enhance both employees' and organizational effectiveness as older employees can mentor younger employees and the younger employees can also share their skills and knowledge with older employees in a process called 'reverse mentoring' (NIWGW, 2009).

2.2.5 Information and Decision Making Theory

This can be used to explain diversity in terms of educational background. The foundation of this theory is on the premise that diverse groups own an extensive range of task related knowledge, expertise, abilities as well as members with various perspectives and opinions. According to this theory, educational diversity is very important and helpful for any group performance. That is, diversity brings to a group greater potential access to information networks unavailable to a homogenous workgroup (O'Flynn et al. 2001). It reveals the different foundations of knowledge and perceptions that employees bring with them into the organization and their work group. This diversity is as a result of the different education, experience and expertise that employees acquire and they all provide the foundation for the ways they think, their perspectives about things and their knowledge. For this reason, the differences in their education, experience and expertise will most likely produce various ranges of perceptions and opinions when the employees are brought together. Hence, it will produce differences during deliberations and when it comes to making decisions,

organizations regularly have access to diverse information sets because of the different educational background, experience and expertise that the workforce have. The reason for this is the fact that employees have different roles and responsibilities to perform which gives them access to specific information while other employees may have gained different educational experiences. That is, everyone at one time or another is exposed to diverse life experiences, have gain access to various formal and informal channels of information, and also move in social networks that make them also acquire information Witten & Stasser, (1996) cited in O'Flynn, et al. (2001). However, the outcome of this is that it produces various knowledge foundations. This means that in various situations and at all times, people have access to very different sets of information that will help in making effective decisions.

Looking at diversity from the aspect of information and decision making theory, it is assumed that heterogeneous groups carry an exceptional potential when it comes to information. With this theory, it is expected that each individual should have and contribute various ideas, opinions, skills, abilities and knowledge (Stegmann, Roberge, & Van Dick, 2012). By so doing, such groups or team can make use of the wide pool of information resources available and this can aid in effective decision making. The key potential that heterogeneous workforce possesses is the ability to coordinate a well loaded pool of diverse informational resources (Stegmann, Roberge, & Van Dick, 2012).

Education diversity brings in new skills, knowledge, information, and unique perceptives to the organization and enhances effective problem solving and decision making processes. This boosts the employees performance by reason of the information exchanged among themselves, the various alternative solutions they reflect on, and different perspectives they analyze, which at the end leads to higher, better and more effective decision making, creativity and innovation (O'Flynn, et al. 2001). Though having different educational backgrounds is beneficial both to employees and the organization, but where employees group themselves into in-groups (members who are perceived to be highly competent, have access to valuable sources of information and can communicate unique information, and are better prepared to handle any task given to them) and out-groups, information may be withheld from members of the members of the out-group (those who are perceived to be lower competence because of their knowledge, demographic characteristics or occupation). Information and decision making theories propose that workforce diversity can positively affect employee performance by increasing the information and knowledge, skills and abilities of the employees by drawing from the large pool of resources brought into the organization by diverse employees.

As such, when group members share their exceptional information in the course of discussion and interaction with co-workers, they help to increase the information pool and the group can make collective decision using the gathered information than an individual could have made.

Whenever there is unshared information and an individual who possess such unique information shares it with others, it create an atmosphere where group discussion becomes an educational or learning process. Revealing unique or unshared information is essential for effective workgroup performance. Often times, the informational potential of a diverse workforce have been perceived to be the reason behind the beneficial effects of having a diverse workforce. The reason for this is the assumption that when a workgroup is made up of people with different educational background or level, such diversity possibly will bring in differences in workforce knowledge, perceptions and expertise that could assist the workgroup to arrive at creative and innovative outcomes as well as achieve higher quality (Knippenberg & Schippers, 2007).

2.3 Empirical Framework

A number of research findings have showed a harmful correlation linking diversity and group effectiveness. Milliken & Martins (1996) study on one hand found that workforce diversity (especially ethnicity, age and gender) as having a positive effect on teams as it increases the opportunity for creativity among members. Though, on the other hand the study, it negatively affected team members as it increases the likelihood that team members would be dissatisfied and fail to identify with the group. Their conclusion was that in the short term, there are several negative consequences associated with workforce diversity e.g. lack of commitment from group members, dissatisfaction, lack of identification with the group; perceived discrimination, work related friction; role conflict; role ambiguity; problems with social group integration, etc. whereas in the long term, they predicted negative consequences for organizational performance.

According to Dansby, Stewart, & Webb (2001) and Kirton & Greene (2016) the findings of researchers on workforce diversity have produce conflicting results. There are lots and mixed and contradictory evident surrounding diversity effects (Leonard & Levine, 2003). The reason is that different dimensions of diversity are often seen to have different effect on team outcomes in different business and organizational contexts. Most of these studies that found a negative effects employed social identity theory as an exploratory framework, arguing that

people are drawn to similar other and even work better when they are in groups whose members are similar to them This is often called similarity attraction paradigm (Kirton & Greene, 2016). Joshi & Roh (2009) reported a negative association between age diverse workforce and the group job satisfaction, innovation. Companies that encourage and employ a diverse workforce, attracts and keep high talent employees. As a result enlarge its customer loyalty, bearing in mind that customers feel connected to organization when they see and interact with people who are like themselves. They feel better doing business with that company that understands their needs (Durga, 2017).

Diversity brings about increase in innovation and creativity, improved problem clarity which in turn results in improved deliberation of alternatives and better solution to problem. Gilbert & Ivancevich (2000) argue that it is essential for management to create a system of equal opportunity for all employees and ensure diversity management policies that would guarantee the maintenance of employees competence so as to guard the organizations competitive position. Weiliang, Mun, Fong, & Yuan (2011) said when diversity increases it poses a challenge to management. For example as the workforce gets older, managers will be struggling with increased medical costs and contribution of annuity. Workforce will have to understand that their benefits move along with the vision of the organization; as such, the level of their commitment will significantly increase. Durga (2017) argue based on his findings; that no connection exist between workforce diversity and organizations' effectiveness, only a minimal impact was discovered. In contrast, some studies have found a positive correlation between diversity and performance (Wegge, Roth, Kanfer, Neubach, & Schmidt, 2008). One of such studies is the findings of Weiliang, Mun, Fong, & Yuan (2011) reporting a link between gender and employee performance. This means that all employees irrespective of the gender must meet the annual target that is set by the organization. On the other hand, the researchers found no effect of age diversity on workers performance. One reason for this is the fact that age diversity effect is not as pronounced as the numeric distinctiveness between male and female mangers.

Darwin & Palanisamy (2015) study on workforce diversity and employee performance showed that age, gender and ethnic diversity have no significant impact the performance of employees. The findings revealed that employees had a neutral perception about workforce diversity. The employees neither think highly of workforce diversity as a benefit to them nor criticize it as something to be avoided. Nevertheless, few studies have been conducted examining the possible moderators of this relationship e.g. Van Dick, et al. (2008). Whereas

the positive effect of age diversity fall in line with expectations drawn from models of information processing in groups. Information and decision making theory assumes that workforce diversity brings about an increase in the amount of information and perspective available during group discussion, which in turn, may facilitate group decisions making and improve performance. The social categorization theory reports a negative effect of age diversity (Tajfel & Turner, 1986). Diversity is deemed to foster the use of knowledge and the availability of different (unshared) information by intensifying cognitive conflicts in teams, thus making better and more innovative possible (Antoniou, Cooper, Chrousos, Spielberger, & Eysenck, 2009).

Harrison & Klein (2007) said age diversity is the extent to which the ages of all employees differ. As such it can be said that there is minimum age diversity when all members are of the same age group. The self categorization theory of Tajfel & Turner (1986) together with the information processing model, predict age diversity to have a significant impact on several team processes and outcomes (Schlick, Frieling, & Wegge, 2013). The self-categorization theory assumes that age diversity exercises its effect via salient of age differences in teams (e.g. the establishment of age groupings as the origin of self-definition). Information processing model propose that age diversity affects team outcome due to the inherent dissimilarities between older and younger persons with reference to knowledge, skills, and experiences.

Age stereotypes are features given to people who belong to a specific age group. They are meant to guide individuals during the process of social interactions. Most of the time, stereotypes are based on incomplete knowledge about changes in skills and competences. In actuality, various age stereotypes are negatively coloured. For instance, it is assumed by people that older individuals are flexible, reluctant to change and underperform (Kite, Stockdale, Whitley, & Johnson, 2005). In spite of the prevalence of the negative age stereotype against older people, younger employees are not left out as they are assumed to lack patience, social competence and experiences (Schlick, Frieling, & Wegge, 2013).

Kim, Bhawe, & Glomb (2013) while observing the response focused emotion regulation as an outcome of age diversity, found a positive correlation while sampling 274 work groups. The findings revealed that when people work in a unit that is age diversified, it involve the need for emotional labour and emotional restraint which are caused by the negative feelings towards members of different age groups. The social identity theory and related processes of sub-group formation and mutual discrimination (Tajfel & Turner, 1986), conflicts (task and

relationship conflict) have been projected as the likely results of demographic differences (Matthijs, Kooij, & Rousseau, 2015). Regarding relationship conflict, Jehn (1999) observed an MBA workgroup to examine the effect of age dissimilarity in relationship conflict, found no correlation between them. However, a positive correlation was found between social category diversity (made up of age and gender) and relationship conflict. In addition, some researchers found that age dissimilarity in work unit often reports high level of emotional conflict among members. Also, age diversity within groups is negatively correlated with the health of individual employees. On the other hand, this effect is extensively higher for younger and older employees while the health of the middle aged employees is not negatively affected by age diversity.

According to Antoniou, Cooper, Chrousos, Spielberger, & Eysenck (2009) the harmful effect of age dissimilarity seem stronger than the positive effects based on conclusions from previous studies by several researchers. It was discovered that groups with increased age dissimilarities are often characterized by a bad climate (e.g. lower job satisfaction, less cohesion), have less communication, a higher turnover rate (older people especially leave the group earlier), more problems in decision making and lower performance. Kurtulmus (2016), in his study found that diversity management has an impact on the organizational citizenship behaviors of the workforce. The findings revealed that when diversity is valued in the workplace, the commitment of employees is expected to be high. As such, diversity management can help management to predict the organizational citizenship behaviors of the employees. Ng & Feldman (2008) in their study provided an extended meta-analysis on the correlation between age and job performance which included ten aspects of job performance; major task performance, creativity, organizational citizenship behaviours, safety performance, performance in training programs, tardiness, overall counter-productive work behaviours, office aggression, on-the-job substance use, and absenteeism. The findings demonstrated that though age was basically not linked to core task performance, performance in training programs and creativity, it however showed a stronger correlation with the rest of the seven dimensions. Furthermore, findings also stressed that the relationship between age and core task performance, as well as counter-productive work behaviours are curved in nature and some sample distinctiveness and data collection characteristics moderate the relationship of age performance.

2.3.1 Gender Diversity and Employee Performance

Arokiasany (2013) observed that many organizations prefer to hire more of the male workers than the female workers because they are of the opinion that male workers have the ability to perform their jobs and can manage their jobs well. The general creativity and innovativeness of an organization may be enhanced by the combination of both male and female in the organization. From research, it has been discovered that gender diverse groups have the ability to make quality decisions much more than an homogeneous team. Based on resource based view of an organization, gender diversity is seen to have a positive correlation with performance whereas, the social categorization and social identity theories shows a negative correlation. It is assumed that the negative side of gender dissimilarity. The negative side gender diversity delays decision making process because of internal conflict among members. Researchers argue that female and minorities are often seen as bringing different skills, values, ways of thinking and life experiences to the organization, which organizations could harness to achieve performance gains, particularly to enhance innovation and creativity Kirton & Greene (2016).

2.3.2 Age Diversity and Employee Performance

Robbins & Judge (2013), said the relationship between age and employees' job performance is likely to be an issue of increasing importance during the next decade. According to them, the reasons for this are; first, the common believe that job performance diminishes with increasing age. Secondly, the present workplace is characterized by aging population. As such, quite a number of employers recognize that older workers signify a massive potential pool of high quality applicants. Thirdly, is the regulations set by some countries that outlaw mandatory retirement e.g. the USA. It is a common to assume that as people get older, their skills in terms of agility, strength, speed and coordination begins to decline and job could become boring and lack of intellectual stimulation all contributes to reduced productivity. On the contrary, researches conducted find that the age of employees and their job performance are not correlated and older workforce are more likely to take part in citizenship behaviour (Robbins & Judge, 2013). This commitment is seen more in older employees than younger environment seeing that they have lower rates of avoidable absence and thus equal rates of unavoidable absence, e.g. sickness absences. Older employees often gets fulfilled in their work, report better relationships with their fellow employees and are committed to their organization's goals. Josef (2010) said several studies have examined the correlation between

age and performance, but no clear correlation could be found between age and performance. It is true that the performance is a function that requires speed and precision with regards to sight, hearing and movement, the performance of older employees can decline. However, positive correlation can be found in situations where older employees with greater experience achieve higher performance than their younger employees. Older employees have over the year's accumulated wealth of knowledge and experience that they come along with in the organizations. As such, organizations that embraces multigenerational workforce can provide mentorship on organization's history, culture, etc. based on the reservoir of knowledge and accumulated abilities. Most organizations that know the benefits of multigenerational workforce are utilizing the older workers to act as mentors to impart their knowledge and to the younger employees. The benefits of an age diverse group can only be achieved once organizations overcome those extra communication costs and problems associated with emotional conflicts amongst them. Employees' productivity can be affected negatively by the age heterogeneity of the workforce as a result of the difference in the values and preferences of dissimilar age groups.

2.3.3 Ethnic Diversity and Employee Performance

It is important to look closely to how individuals and different groups within the working environment interact with each other at work as organizations are becoming more diverse in its ethnicity (Weiliang, Mun, Fong, & Yuan, 2011). Weiliang, et al., (2011) citing Pitts and Jarry (2005) said as workforce becomes more heterogeneous in terms of ethnic composition, managers are having a growing interest to know how having a diverse workforce influences the cohesion in the workplace and the overall organizational performance.

Base on empirical studies, having a workforce that is ethnically diverse can be beneficial or detrimental to an organization. Hence, it is essential for managers to have knowledge on diversity and ways in which they can manage ethnic diversity of their workforce in ways that will help the organization take full advantage of the beneficial aspect of ethnic diversity while reducing the negative effects that could sprout out in form of conflict or communication issues (Milliken & Martins, 1996; Benschop, 2001), discrimination, poor workplace harmony, as well as difficulty in getting coming to (Van Knippenberg, De Dreu, & Homan, 2004). According to the social identity, social categorization and similarity attraction theories, when a workforce is ethnically diverse, it could result in psychological processes like in-group liking, in-group attraction and worst of all in-group favouritism. The

consequence of this may affect the behaviours of employees in a way that group members may only choose to favour those belonging to their ethnic background. This could also bring about a lot of negative outcomes like; less communication, less cooperation, less cohesiveness and even conflicts. Furthermore, it could lead to high turnover intention and less job satisfaction (Oerlemans, Peeters, & Schaufeli, 2001).

2.3.4 Educational Background Diversity and Employee Performance

Cohen & Bailey (2001) said differences in the educational background of employees can bring about a significant effect on group performance just like their different capabilities since it promotes a wide assortment of talents. Holland (1997) mentioned that a person's preference of a certain field of knowledge can in some way reveal the personality and the strong point of such individual. This entails that the background education of a person points out the competences of the individual. As such, managers welcome individuals with different educational background as a way of encouraging the workforce to effectively work with each other in order to achieve organization's goals (Gwendolyn, 2002). For example, a computer scientist is often expected to possess knowledge that is different from that of a marketer (Hambrick & Mason, 2002). When an organization has a workforce that has different educational background, it is likely to enlarge the assortment of its knowledge base revealing the different educational background of its employees (Cohen & Levinthal, 2000). Educational diversity is showed to have a positive relationship with employee group performance (Jehn & Bezrukova, 2004). A study showed that different educational background and global experience have a strong correlation with the way an organization is strategically positioned other organizations (Carpenter & Fredrickson, 2001). Though having different educational background positively impact on the employees and the organization, it can also affect the performance of groups and group cohesion in a negative (Cohen & Bailey, 2001). Study also showed a negative correlation of educational diversity and the ability of top management to come to an agreement in decision making (Knight, et al., 2009). Empirical studies of educational diversity seems to report an increase in the level of distress and disagreement that often results in reduced cohesion. Hence the dissimilarities in the educational level of members were connected with the turnover intentions of individuals (Weiliang, Mun, Fong, & Yuan, 2011). Jehn, Chatwick & Thatcher (2007) said when there is a big gap between the educational backgrounds of group members, it can result in improved task related deliberation.

2.4 Gap in Literature

According to Dahm (2003) workplace diversity can stir up a range of negative feelings because some people fail to see it as an instrument for employee and organization effectiveness. Instead it is perceived as something bad that should be ignored or avoided. In some past empirical studies, most researchers narrowed their studies only focusing on a single aspect of workforce diversity e.g. multigenerational workforce or age diversity and employee productivity (Ngao & Mwangi, 2013; Josef, 2010, Matthijs, Kooij, & Rousseau, 2015; Ng & Feldman, 2008), age diversity and organizational performance (Kunze, Boehm, & Bruch, 2013), gender diversity and employee productivity (Wegge, et al., 2008) workforce ethnic diversity and group performance (Watzon, Johnson, & Zgourides, 2002; Oerlemans, Peeters, & Schaufeli, 2001), generational differences and its effect on students and teachers performance (Paniale, 2013). Hence, this study tends to examine effect of workforce diversity on employee performance. Although researchers have been examining the way in which workplace diversity impacts organizational performance or productivity (Saxena, 2014), gender effect on organizational performance (Ngao & Mwangi, 2013) however, it is not clearly understood how diversity relates with employees performance (Campion, 2011). Most of the studies that have been conducted in other countries and in Nigeria, on workforce diversity have focused on its effect on firm or organizational performance or productivity (Dike, 2013) relationship between workforce diversity and organizational performance (Campion, 2011; Baligasima, 2013; Durga, 2017; Gupta, 2013; Dike, 2013) workforce diversity management and corporate performance of firms in Nigeria (Ugwuzor, 2014), effect of workforce diversity on organizational performance of selected firms in Nigeria (Ogbo, Kifordu, & Ukpere, 2014), yet only a few focus on workforce diversity (in terms of age, gender, ethnicity and educational background) on employee performance. Though, few studies have been done on effect of workforce diversity on employee performance (Assefa, 2004; Weiliang, Mun, Fong, & Yuan, 2011; Maingi & Makori, 2015 Darwin & Palanisamy, 2015) but these studies were conducted in Ethiopia, Malaysia, Kenya and Singapore respectively. However, researchers recommend a continued research to be done to examine the effect of workforce diversity as previous studies have failed to examine the relationship between gender diversity and performance, the relationship between workforce diversity and employee performance, and the effect of educational level diversity on the employee performance (Baligasima, 2013), which are the major objectives of this study. Therefore, this study tries to fill this gap as it examines the relationship between workforce diversity (in terms of age gender, ethnicity and educational background) and employee performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Preamble

The main objective of this chapter is to explain the framework on how the study was carried out. Therefore, the focus of this chapter is on the choice of the research design, characteristics of the population, the sampling technique, the sources of data and the method of data analysis.

3.1 Research Methods

Research can be categorized into exploratory, descriptive or explanatory. This study is a little exploratory and more descriptive in nature. Exploratory research methods includes; performing a literature review, surveying individuals about their experience. It is also used to develop hypotheses. Descriptive research describes the characteristics of a population through the use of surveys, interviews or observations. Salkind (2010) said an exploratory or descriptive research examines the relationships among variables (correlational). The goal of an exploratory research is to determine whether a relationship exists among several variables under examination.

The choice of the research methodology was influenced by the objectives and the research questions of the study. To answer the research questions, the researcher made use of questionnaire. The reason for this choice was to help in gathering data from the respondents in order to evaluate and analyze data that will provide answers to the research questions.

3.2 Research Design

Research design is a planned structure or procedural strategy that a researcher adopts in order to obtain answers to the research problems or questions (Kumar, 2011). It is an action plan that is developed by making decisions that reflects four aspects of research such as; the research paradigm, the research purpose, the techniques to be used and the situation for observation (Blanche, Durrheim, & Painter, 2006).

Survey research design was adopted for this study by reason of the descriptive and exploratory nature of the study. The researcher formulated the research objectives, the

primary and secondary data collection methods were determined, the population of the study and the sample to be studied was determined. The researcher also selected the instrument for primary data collection. A well structured questionnaire was administered to the respondents for primary data collection. The data collected was processed and analyzed using SPSS and results of the findings are reported by the researcher. Given that the aim of the study was to obtain complete and correct data for the study, the researcher adopted a survey research design since it takes into account all the steps involved in a survey concerning a phenomenon to be studied (Kothari, 2004).

3.3 Population of the Study

The population of the study was First Bank Nigeria Plc. However, due to time constraint to complete the study, the population of the study was limited to First Bank Nigeria Plc in Ota, Ogun State.

The total population of the study was 81 employees of First Bank Nigeria, Ota. This comprised of all categories of employees; entry level, junior, senior employees of the bank. That is, Songo Ota (OTA I) and Ota (OTA II) branches of First Bank Nigeria Plc in Ota, Ogun State. These branches of the bank were selected because from findings, it was discovered that all the branches of the bank share the same policies and procedures as the head office. Hence, the branches in Ota were chosen for the study.

3.4 Sampling Technique

Sampling is taking any portion of the population as a representative of that population. However, for this study, the researcher adopted the census survey.

Census survey is a complete listing of all the items in the population. It is studying the entire population without drawing a sample size. According to Nwana (2005) there are conditions that warrant the study of the entire population. One of such is when the entire population to be studied is too small. Also Kothari (2004) said when the entire population is small, there is no need using a sample survey.

The sampling technique for the study was the total population sampling techniques. It is a type of purposive sampling technique in which the researcher decides to study the whole population that possess the particular set of characteristics e.g. knowledge, experience, etc. (Dhivyadeepa, 2015; Barran & Jones, 2016).

3.5 Sampling Frame

A sample frame is made up of all the element of the sample and it is a representative of the entire population of the study. It is said to have the property of all the elements that makes up a sample. For this study, the sample frame is 81 (i.e. 43 and 38 respectively) employees of First Bank Nigeria, branches in Ota (Ota I and Ota II), that makes up the entire population.

3.6 Sample Size Determination

Sample size is a part or a portion of the population under study (Nwana, 2005). However, the researcher conducted a census survey and as such there was no sample size drawn from the population. Therefore, the total population sample was eighty one employees of First Bank Nigeria Plc (Songo- ota- Ota I and Ota II), Ota, Ogun State. That is, 43 and 38 employees respectively, making a total of 81 as the census sample.

3.7 Data Collection Method

The research question guides the type of data gathered for the study (Slack & Parent, 2006). As such, the researcher made use of both primary and secondary data.

Depending on the type of information required for the study and taking in consideration the purpose of the study, the measurement of variables and the analyses of data, the information gathered were more quantitative in nature.

Primary data: are original data collected for a specific research study (Andrew, Pederson, & McEvoy, 2011). Data was collected through the use of questionnaire. Questionnaire is one of the most widely used methods of data collection (Slack & Parent, 2006). The questionnaire was closed ended and was structured in a response friendly manner to aid the easy understanding of the respondents. The questionnaire was design to reflect the research objectives and research questions for the study. This method was adopted because it is only possible way to reach a large number of respondents and it ensures unity and consistency of the information collected for study.

Secondary data: are historic in nature and was gathered through reviewing existing literatures relevant to the study; journals and articles, books, conference papers, and the internet. The literatures review was done in order to give the reader a clear understanding of the study based on already existing information.

3.8 Research Instrument

The research instrument for the study was the questionnaire. The researcher adopted and modified the questionnaire of previous research journals related to this study in order to construct the questionnaire for the study. This was made up of a list of questions relating to the objectives of the study and the hypotheses to be verified to which the respondents were required to answer. The questionnaire was divided into sections, one section contained demographic information of the respondents and the subsequent sections contained information on workforce diversity and employee performance. Questions were prepared in form of statements and the researcher arranged them using a likert scale format ranging from lowest to highest ‘strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5)’.

3.9 Validity of Research Instrument

Validity is the extent to which the research instrument measures what it was to measure. For the validity of the research instrument, the face and content validity methods was adopted. Using the face validity method, the researcher requested an expert (the supervisor) in the field to assure that the items measured what they were intended to measure. Secondly the researcher made use of the content validity which focused on the conceptualization and the operationalization to ensure that all the concepts were covered.

3.10 Reliability of Research Instrument

Reliability ensured that the research findings were consistently the same. The research ensured the reliability of the questionnaire to determine its consistency in testing what it was intended to measure. Cronbach’s Alpha method was used for measuring reliability.

Table 3.1 Reliability Test

Cronbach's Alpha	N of Items
.728	30

Source: Field Survey 2017

From the Table above, the Cronbach’s Alpha coefficient is .728 for the 30 items that were analyzed together. The coefficient ranges from 0-1. An instrument that is reliable often tend to move towards 1 while a low reliability have a score that is close to or equals 0. From the

SPSS computation, it indicates that the research instrument used for this study is reliable compared to the generally acceptable score of 0.7

3.11 Measurement of Variables

A variable is simply any concept or perception that is capable of being measured. It can also be seen as something that varies (Kumar, 2011).

Nominal Scale: this scale measures differences in kind such as; gender (male or female) (Kumar, 2011). It is used to classify objects into groups according to its kind. In this study, the questionnaire contained some objects that were designed based on the nominal scale such as gender and ethnicity of the respondents which were question 1 and 4 contained in Section A (Bio-data of respondents).

Ordinal Scale: this refers to the measurement of variable through which the subjects are compared in an order (Kan, 2003). The ordinal scale measurement assigns objects a name and also places them in orderly scale (McBurney & White, 2010). The Age of the respondents was measured on an ordinal scale e.g. age 18-30, 31-40, etc.

Likert Scale: this scale is commonly used for studies that make use of questionnaire in order to scale the responses in a survey. This scale measures the attitudes of respondents allowing respondents indicate your opinion either they strongly agree or strongly disagree with the statements on the questionnaire. The B part of the questionnaire contained items all measured using a likert scale such as strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5).

3.12 Method of Data Analysis

Descriptive statistics has to do with presenting the data collected in Tables and diagrams and also calculating the percentages, averages, measures of distribution and the correlation i.e. the degree of the relationship existing two variables so as to explain the data (Offredy & Vickers, 2010). The researcher analyzed the data collected from the respondent using frequencies and simple percentages. Cronbach's Alpha was used to test reliability of the research instrument. The hypotheses were tested using Spearman's Rank Order Correlation Coefficient (Rho , r_s or ρ) to analysis the relationship between the variables (workforce diversity and employee performance). Regression Analysis was also conducted to ascertain the effect of workforce diversity on employee performance. The researcher also made use of a Statistical Package for Social Sciences (SPSS) software to fully analyze the data by coding the items and entering them into the SPSS for analyses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the descriptive statistics of data used for the study. The data Tables are used here to present the data. Data will be presented in Tables and analyzed using frequencies and percentages, spearman rank correlation and regression analysis to examine the degree of the relationship existing between two variables and to explain the data.

4.1 Data Presentation

The study is a census survey hence, the total population of the study was 81 employees. Therefore a total of eighty one (81) copies of questionnaire were distributed to all the employees of First Bank Nigeria Plc. Ota. The entire questionnaire were correctly filled and returned giving a response rate of 100%. The Table below shows the distribution of questionnaire.

Table 4.1: Response Rate of Respondents

Total Number of Questionnaire Administered	Number of Questionnaire Retrieved	Response Rate
81	81	100%

Source: Research Survey, 2017

4.1.1 Demographic Characteristics of Respondents

This section provides demographic information of the respondents of the study. The characteristics include; gender, age group, marital status, ethnicity, educational qualification, work experience and respondents work level in the organization.

Table 4.2: Demographic Characteristics of the Respondents

S/N	Items	Frequency (f)	Percentage (%)	Cumulative
1	Gender: Female	32	39.5	39.5
	Male	49	60.5	100.0
	Total	81	100.0	
2	Age: 18-30	16	19.8	19.8
	31-40	57	70.4	90.1
	41-50	8	9.9	100.0
	Total	81	100.0	
3.	Marital Status:			
	Single	17	21.0	21.0
	Married	63	77.8	98.8
	Others	1	1.2	100.0
Total	81	100.0		
4.	Ethnic Group:			
	Igbo	11	13.6	13.6
	Yoruba	57	70.4	84.0
	Hausa	1	1.2	85.2
	Efik	1	1.2	86.4
	Others	11	13.6	100.0
	Total	81	100.0	
5.	Educational Qualification:			
	OND/ND	19	23.5	23.5
	B.SC	28	43.6	58.0
	M.SC/ MBA	31	38.3	96.3
	Others	3	3.7	100.0
Total	81	100.0		
6.	Work Experience:			
	0-4 years	21	25.9	25.9
	5-8	35	43.2	69.1
	9-12	25	30.9	100.0
	Total	81	100.0	
7.	Level in Organization:			
	Entry Level	20	24.7	24.7
	Junior	44	54.3	79.0
	Senior	17	21.0	100.0
	Total	81	100.0	

Source: Author's Field Survey, 2017

Remark: Table 4.2 presents the demographic characteristics of the employees of First Bank Nigeria Plc Ota.

Q1: Employees were asked to indicate their gender. Table 4.2 revealed that that 60.50% of the respondents were male while 39.50% of the respondents were female. This implies that First Bank of Nigeria welcomes gender diversity.

Q2: Age of the respondents: Table 4.2 shows that 16 (19.8%) of the respondents falls within the age bracket of 18-30, while 57 (70.4%) of the respondents falls within the age bracket of 31-40, and 8 (9.9%) of the respondents falls within the age bracket of 41-50. This analysis revealed that most of the respondents were within the age bracket of 31-40.

Q3: Marital Status: Table 4.2: shows that 17 (21%) of our respondents were single, 63 (77.8%) of our respondents were married, and 1 (1.2%) of our respondents fall into the other category. This category comprised of divorced, separated or widowed.

Q4: Ethnic Group of the respondents: Table 4.2 shows that 11 (13.6%) of our respondents were Igbo, 57 (70.4%) were Yoruba, while our Hausa respondents were 1 (1.2%), Efik respondents were 1 (1.2%), and our respondents from other ethnic group were 11 (13.6%). This shows that majority of our respondents were individuals from yoruba ethnic group background.

Q5: Educational Qualification: Table 4.2 shows that 19 (23.5%) of our respondents were OND/ND holders, 28 (34.6%) of our respondents were BSC holders, 31 (38.3%) of our respondents were MSC/MBA holders, and 3 (3.7%) of our respondents falls into the others category. There was no SSCE/ GCE or P.HD holder among the respondents.

Q6: Work Experience of Respondents: Table 4.2 shows that 21 (25.9%) of our respondents have 0-4 years working experience, then 35 (43.2%) of our respondents have 5-8 years working experience, while 25 (30.9%) have 9-12 years working experience. This states that majority of our respondents have been working with First Bank of Nigeria plc for about 5-8 years.

Q7: Level in Organization: Table 4.2 shows that 20 (24.7%) of our respondents are entry level staff, 44 (54.3%) of our respondents are junior staff and 17 (21.0%) are senior staff, This states that majority of our respondents were junior staff in First Bank of Nigeria plc.

Summary

Table 4.2 provided information on the bio data section of the questionnaire. It consisted of the respondents' gender, age group, marital status, ethnic group, educational qualification, work experience, and level in organization. In summary, the survey analysis showed that majority of the respondents were Yoruba (70.4%) married (77.8%) males (60.5%) between

the age bracket of 31-40(70.4%), with M.Sc./MBA (38.3%) educational qualification, and have worked with First Bank of Nigeria Plc for about 5-8 years (43.2%) as junior staff (54.3%). From the responds, it can be said that First Bank of Nigeria has a work environment that welcomes diversity.

4.2 Descriptive Analysis of Data and Interpretation

This section presents data retrieved from the respondents on Workforce Diversity ad Employee Performance. The data reflects employees’ opinion on workforce diversity and employee performance items stated on the questionnaire. The workforce diversity variables include; gender, age, ethnicity and educational background diversity. The respondents gave their response by selecting from the likert scale either “strongly disagree”, “disagree”, “undecided”, “agree” or “strongly agree”. Below are the descriptive Tables showing the frequency and percentage distribution of the respondents and the interpretations.

Section B:

Table 4.3: There is equal opportunity for career growth and advancement for women in my organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.5	2.5	2.5
Disagree	9	11.1	11.1	13.6
Undecided	5	6.2	6.2	19.8
Agree	40	49.4	49.4	69.1
Strongly Agree	25	30.9	30.9	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.3: reveal the frequency distribution of the responses as follows: 2 (2.5%) of our respondents strongly disagree, 9 (11.1%) of our respondents disagree, 5 (6.2%) of our respondents were not able to make a decision, 40 (49.4%) agrees, and 25 (30.9%) of our respondents strongly agrees. The highest number of respondents 49.4% agreed to the statement and this implies First Bank Nigeria Plc. provides opportunity for career growth to employees irrespective of gender.

Table 4.4: Opposite gender can perform well and I enjoy working with them

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.5	2.5	2.5
Disagree	4	4.9	4.9	7.4
Undecided	13	16.0	16.0	23.5
Agree	33	40.7	40.7	64.2
Strongly Agree	29	35.8	35.8	100.0
Total	81	100.0	100.0	

Source: Author's Computation using SPSS

Remark: Table 4.4: present the percentage distribution of the responses as follows: 2 (2.5%) of our respondents strongly disagree, 4 (4.9%) of our respondents disagree, 13 (16.0%) of our respondents were not able to make a decision, 33 (40.7%) agrees, and 29 (35.8%) of our respondents strongly agree. The highest percentage rate was 40.7% of the respondents agreeing to the statement. This implies that both male and female employees have the capacity to perform effectively and efficiency and they enjoy working together.

Table 4.5: Employees have not been discriminated by employer during promotional opportunities based on gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.5	2.5	2.5
Disagree	5	6.2	6.2	8.6
Undecided	10	12.3	12.3	21.0
Agree	35	43.2	43.2	64.2
Strongly Agree	29	35.8	35.8	100.0
Total	81	100.0	100.0	

Source: Author's Computation using SPSS

Remark: Table 4.5: present the percentage distribution of the respondents to the statement "Employees have not been discriminated by employer during promotional opportunities based on gender". The percentage distribution of the responses is as follows: 2 (2.5%) of our respondents strongly disagree, 5 (6.2%) of our respondents disagree, 10 (12.3%) of our

respondents were not able to make a decision, 35 (43.2%) agrees, and 29 (35.8%) of our respondents strongly agree. 43.2% of the respondents agree that employees do not experience discrimination when its comes to promotional opportunities.

Table 4.6: Dissimilarity in gender leads to poor employee performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	13.6	13.6	13.6
Disagree	29	35.8	35.8	49.4
Undecided	11	13.6	13.6	63.0
Agree	22	27.2	27.2	90.1
Strongly Agree	8	9.9	9.9	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.6: shows the frequency distribution of respondents to the statement to the statement “Dissimilarity in gender leads to poor performance”. The percentage distribution of the responses is as follows: 11 (13.6%) of our respondents strongly disagree, 29 (35.8%) of our respondents disagree, 11 (13.6%) of our respondents were not able to make a decision, 22 (27.2%) agrees, and 8 (9.9%) of our respondents strongly agree. 29 (27.2%) disagreed that gender differences is a factor of poor performance. to this employees, poor performance is as a result of other factors other than gender. Whereas, 22 (35.8%) disagreed with this statement as the see gender differences as a factor that contributes to poor performance.

Table 4.7: Workforce of the same gender can easily form working groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.7	3.7	3.7
Disagree	16	19.8	19.8	23.5
Undecided	18	22.2	22.2	45.7
Agree	40	49.4	49.4	95.1
Strongly Agree	4	4.9	4.9	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.7: presents the frequency distribution of the respondents to the statement “Workforce of the same gender can easily form working groups”. The percentage distribution of the responses is as follows: 3 (3.7%) of our respondents strongly disagree, 16 (19.8%) of our respondents disagree, 18 (22.2%) of our respondents were not able to make a decision, 40 (49.4%) agrees, and 4 (4.9%) of our respondents strongly agree. Here the highest number of respondents 40 (49.4%) agreed that they can easily form working groups with colleagues who are of the same gender as them. However, 16 (19.8%) who disagree with this statement and this implies that they could be some employees in First Bank Nigeria who easily form working groups with opposite gender and thus experience an important effect of such group on their performance.

Summary

Based on the analysis of Section B- Gender Diversity, it can be concluded that there is equal opportunity for career growth and advancement for women in First Bank Nigeria Plc, both gender can effectively their task and they are motivated to work together irrespectively of gender, there is no gender discriminated during promotional opportunities and dissimilarity in gender does not affect performance. However, they respondents agree that workforce of the same gender can easily form working groups.

Section C:

Table 4.8: My team leader includes all members of different ages in problem solving

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.5	2.5	2.5
Disagree	9	11.1	11.1	13.6
Undecided	3	3.7	3.7	17.3
Agree	53	65.4	65.4	82.7
Strongly Agree	14	17.3	17.3	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.8: shows the percentage distribution of the respondents as follows: 2 (2.5%) of our respondents strongly disagree, 9 (11.1%) of our respondents disagree, 3 (3.7%)

of our respondents were not able to make a decision, 53 (65.4%) agrees, and 14 (17.3%) of our respondents strongly agree. 65.4% agree that their team leaders welcome members of different age to share opinion when it comes to decision making and this show that leaders embrace age diversity in First Bank Nigeria.

Table 4.9: Age difference affects group formation in the workplace

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	7.4	7.4	7.4
Disagree	27	33.3	33.3	40.7
Undecided	9	11.1	11.1	51.9
Agree	30	37.0	37.0	88.9
Strongly Agree	9	11.1	11.1	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.9: shows the frequency distribution of respondents to the statement “Age difference affects group formation in the workplace”. The percentage distribution of the responses is as follows: 6 (7.4%) of our respondents strongly disagree, 27 (33.3%) of our respondents disagree, 9 (11.1%) of our respondents were not able to make a decision, 30 (37.0%) agrees, and 9 (11.1%) of our respondents strongly agree. 37% of employees agreed that age affects group formation in the workplace. This means that age differences of the employees affects the formation of workgroups in the workplace and so affect performance of employees.

Table 4.10: Difference in age affects consensus building among the workforce

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	9.9	9.9	9.9
Disagree	24	29.6	29.6	39.5
Undecided	9	11.1	11.1	50.6
Agree	35	43.2	43.2	93.8
Strongly Agree	5	6.2	6.2	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.10 presents the frequency distribution of respondents to the statement “Difference in age affects consensus building among the workforce”. The percentage distribution of the responses is as follows: 8 (9.9%) of our respondents strongly disagree, 24 (29.6%) of our respondents disagree, 9 (11.1%) of our respondents were not able to make a decision, 35 (43.2%) agrees, and 5 (6.2%) of our respondents strongly agree. 43.2% agree to that having different age in the workplace affects their ability to build consensus. It is evident from this result that age differences among employees causes the employees to experience difficulty in agreeing when it comes to some issues that relates to their task implementation, which could reduce the employees’ performance in First Bank.

Table 4.11: Age differences affects group effectiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	4.9	4.9	4.9
Disagree	20	24.7	24.7	29.6
Undecided	12	14.8	14.8	44.4
Agree	33	40.7	40.7	85.2
Strongly Agree	12	14.8	14.8	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.11: presents the frequency distribution of the responses to the statement “Age difference affects group effectiveness”. The percentage distribution of the responses is as follows: 4 (4.9%) of our respondents strongly disagree, 20 (24.7%) of our respondents disagree, 12 (14.8%) of our respondents were not able to make a decision, 33 (49.4%) agrees, and 12 (14.8%) of our respondents strongly agree. 33 (40.9%) of respondents affirmed that age affects employee and group effectiveness. This shows that having employees of the diverse age put together can have a positive or a negative influence on performance. thus age of the workforce is linked to performance.

Table 4.12: I have no problem working with people of different ages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Disagree	12	14.8	14.8	16.0
Undecided	1	1.2	1.2	17.3
Agree	34	42.0	42.0	59.3
Strongly Agree	33	40.7	40.7	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.12: shows the frequency distribution of respondents to the statement “I have no problem working with people of different age”. The percentage distribution of the responses is as follows: 1 (1.2%) of our respondents strongly disagree, 12 (14.8%) of our respondents disagree, 1 (1.2%) of respondents were not able to make a decision, 34 (42.0%) agrees, and 33 (40.7%) of respondents strongly agree. The highest being 34 (42%) of respondents agrees that he or she has no problem working in an age diverse environment. This shows that First Bank Nigeria employ people of varying age and the employees cooperate well with members of different age group thus enhancing their performance.

Table 4.13: I feel motivated to complete task on time when in group consisting of employees of the same age bracket

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Disagree	26	32.1	32.1	33.3
Undecided	19	23.5	23.5	56.8
Agree	23	28.4	28.4	85.2
Strongly Agree	12	14.8	14.8	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.13: shows the frequency distribution of respondents to the statement “I feel motivated to complete task on time when in group of employees in the same age bracket”. The percentage distribution of the responses is as follows: 1 (1.2%) of our respondents strongly disagree, 26 (32.1%) of our respondents disagree, 19 (23.5%) of our respondents

were not able to make a decision, 23 (28.4%) agrees, and 12 (14.8%) of our respondents strongly agree. Here 32.1% of the respondents disagree that they are not motivated to complete task on time when in a group of people with same age bracket. Meanwhile, 28.4% agree that they are motivated to complete task on time when working with employees of the same age group.

Summary

Based on the analysis of items in Section C- Age diversity, it can be concluded that that team leaders in First Bank of Nigeria includes all members of different ages in problem solving, age difference affects group formation in First Bank of Nigeria, difference in age affects consensus building among the workforce in First Bank of Nigeria; age difference affects employee and group effectiveness, and at First Bank of Nigeria employees, do not have problem working with people of different age. However 28.4% of respondents agree that they are motivated to complete task on time when they work with people of the same age group as against the 32.1% who disagree with this statement.

Section D:

Table 4.14: My ethnic background and my working with colleagues from different ethnic background influences my ability to carry out my task well

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	33	40.7	40.7	40.7
Disagree	20	24.7	24.7	65.4
Valid Undecided	13	16.0	16.0	81.5
Agree	13	16.0	16.0	97.5
Strongly Agree	2	2.5	2.5	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.14: presents the frequency distribution of responds to the statement “my ethnic background and my working with colleagues from different ethnic background influences my ability to carry out my task well”. The percentage distribution of the responses is as follows: 33 (40.7%) of our respondents strongly disagree, 20 (24.7%) of our respondents disagree, 13 (16.0%) of our respondents were not able to make a decision, 13 (16.0%) agrees, and 2 (2.5%) of our respondents strongly agree. 40.7% of respondents disagree that their

performance is not influenced by their ethnic group. Whereas only 16% see their performance as being partly influenced by their ethnicity.

Table 4.15: Different languages used to communicate in the workplace does not create conflict among employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	8.6	8.6	8.6
Disagree	19	23.5	23.5	32.1
Undecided	5	6.2	6.2	38.3
Agree	46	56.8	56.8	95.1
Strongly Agree	4	4.9	4.9	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.15: presents the frequency distribution of the responses to the statement “Different languages used to communicate in the workplace do not create conflict among employees”. The percentage distribution of the responses is as follows: 7 (8.6%) of our respondents strongly disagree, 19 (23.5%) of our respondents disagree, 5 (6.2%) of our respondents were not able to make a decision, 46 (56.8%) agrees, and 4 (4.9%) of our respondents strongly agree. 56.8% of respondents confirm that language differences does not encourage conflict in the workplace, while 23.5% disagree with this statement as they see language differences as a factor that can lead to conflict in the workplace.

Table 4.16: I corporate well with my colleagues of different ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	6.2	6.2	6.2
Disagree	6	7.4	7.4	13.6
Undecided	1	1.2	1.2	14.8
Agree	33	40.7	40.7	55.6
Strongly Agree	36	44.4	44.4	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.16 presents the percentage distribution of the responses as follows: 5 (6.2%) of our respondents strongly disagree, 6 (7.4%) of our respondents disagree, 1 (1.2%)

of our respondents were not able to make a decision, 33 (40.7%) agrees, and 36 (44.4%) of our respondents strongly agree. This implies that First Bank Nigeria welcomes employees from different ethnic group and they work together irrespective of their different ethnicity thus enhancing performance.

Table 4.17: I develop low self esteem in the workplace due to my ethnic background

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	18.5	18.5	18.5
Disagree	37	45.7	45.7	64.2
Undecided	9	11.1	11.1	75.3
Agree	14	17.3	17.3	92.6
Strongly Agree	6	7.4	7.4	100.0
Total	81	100.0	100.0	

Source: Author's Computation using SPSS

Remark: Table 4.17: shows the frequency distribution of responds to the statement “I develop low self esteem in the workplace due to my ethnic background”. The percentage distribution of the responses is as follows: 15 (18.5%) of our respondents strongly disagree, 37 (45.7%) of our respondents disagree, 9 (11.1%) of our respondents were not able to make a decision, 14 (17.3%) agrees, and 6 (7.4%) of our respondents strongly agree. This simply shows that 45.7% or the respondents do not develop low self esteem because of their ethnic background.

Table 4.18: The language differences among employees affect group formation and cohesion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	16.0	16.0	16.0
Disagree	23	28.4	28.4	44.4
Undecided	15	18.5	18.5	63.0
Agree	26	32.1	32.1	95.1
Strongly Agree	4	4.9	4.9	100.0
Total	81	100.0	100.0	

Source: Author's Computation using SPSS

Remark: Table 4.18: presents the percentage distribution of respondents to the statement “The language differences among employees affect group formation and cohesion”. The percentage distribution of the responses is as follows: 13 (16.0%) of our respondents strongly disagree, 23 (28.4%) of our respondents disagree, 15 (18.5%) of our respondents were not able to make a decision, 26 (32.1%) agrees, and 4 (4.9%) of our respondents strongly agree. This simply states that majority of our respondents agrees with the statement 32.1% of respondents agree that languages differences affect group formation and cohesion.

Summary

From the analysis of items in Section D- Ethnic Group Diversity, it can be concluded different languages used to communicate in the First Bank Nigeria does not create conflict among employees, employees cooperate well with colleagues of different ethnicity, the language differences among employees affects group formation and cohesion, and low self esteem do not occur as a result of employee’s ethnic background. Also, employees disagree that their ethnic background and working with colleagues from different ethnic background does not have influence their ability to carry out their responsibilities.

Section E:

Table 4.19: My educational level affects my ability to perform my core task responsibility

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	13.6	13.6	13.6
Disagree	19	23.5	23.5	37.0
Undecided	4	4.9	4.9	42.0
Agree	35	43.2	43.2	85.2
Strongly Agree	11	13.6	13.6	98.8
42	1	1.2	1.2	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.19 presents the frequency distribution of the responses to the statement “My educational level affects my ability to perform my core task responsibility”. The percentage distribution of the responses is as follows: 11 (13.6%) of our respondents strongly disagree, 19 (23.5%) of our respondents disagree, 4 (4.9%) of our respondents were not able to make a decision, 35 (43.2%) agrees, and 11 (13.6%) of our respondents strongly agree.

This simply states that majority of our respondents agrees with the statement “My educational level and background affects my ability to perform my core task responsibility”.

Table 4.20: Differences in educational background does not encourage conflicts among employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	6.2	6.2	6.2
Disagree	20	24.7	24.7	30.9
Undecided	15	18.5	18.5	49.4
Agree	35	43.2	43.2	92.6
Strongly Agree	6	7.4	7.4	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.20 presents the percentage distribution of the responses as follows: 5 (6.2%) of our respondents strongly disagree, 20 (24.7%) of our respondents disagree, 15 (18.5%) of our respondents were not able to make a decision, 35 (43.2%) agrees, and 6 (7.4%) of our respondents strongly agree. 43.2% of the respondents agree that differences in their different educational level is not a cause of in the workplace whereas, 24.7% agree that educational diversity encourage conflict in the workplace.

Table 4.21: I experience lack of confidence due to my educational background at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	19.8	19.8	19.8
Disagree	39	48.1	48.1	67.9
Undecided	4	4.9	4.9	72.8
Agree	17	21.0	21.0	93.8
Strongly Agree	5	6.2	6.2	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.21: presents the percentage distribution of the responses as follows: 16 (19.8%) of our respondents strongly disagree, 39 (48.1%) of our respondents disagree, 4 (4.9%) of our respondents were not able to make a decision, 17 (21.0%) agrees, and 5 (6.2%)

of our respondents strongly agree. This implies that employees of First Bank Nigeria Plc do not express lack of confidence when carry out their task as a result of their educational background. This is evident by the 48.1% responds rate of the employees.

Table 4.22: Working with colleagues with different educational background affects our problem solving and decision making ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	8.6	8.6	8.6
Disagree	14	17.3	17.3	25.9
Undecided	7	8.6	8.6	34.6
Agree	45	55.6	55.6	90.1
Strongly Agree	8	9.9	9.9	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.22: shows the percentage distribution of the responses as follows: 7 (8.6%) of our respondents strongly disagree, 14 (17.3%) of our respondents disagree, 7 (8.6%) of our respondents were not able to make a decision, 45 (55.6%) agrees, and 8 (9.9%) of our respondents strongly agree. This implies that 55.6% respondents agree that educational diversity affects their effectiveness and efficiency in the organization.

Table 4.23: I do my job perfectly when I am in a team of workmates with different educational level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Disagree	5	6.2	6.2	7.4
Undecided	4	4.9	4.9	12.3
Agree	44	54.3	54.3	66.7
Strongly Agree	27	33.3	33.3	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.23: presents the frequency distribution of the responses to the statement “I do my job perfectly when I am in a team of workmates with different educational level”. The

percentage distribution of the responses is as follows: 1 (1.2%) of our respondents strongly disagree, 5 (6.2%) of our respondents disagree, 4 (4.9%) of our respondents were not able to make a decision, 44 (54.3%) agrees, and 27 (33.3%) of our respondents strongly agree. This indicates that 54.3% of employees of First Bank Nigeria perfectly complete task when they are in work team of people with varying educational background.

Table 4.24: Diversity in education brings creativity and enhances our core competency in task delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	4.9	4.9	4.9
Undecided	3	3.7	3.7	8.6
Agree	34	42.0	42.0	50.6
Strongly Agree	40	49.4	49.4	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: The above Table presents the frequency distribution of the responses to the statement “Differences in education brings creativity and it enhances our core competency in task delivery”. The percentage distribution of the responses is as follows: 0 (0%) of our respondents strongly disagree, 4 (4.9%) of our respondents disagree, 3 (3.7%) of our respondents were not able to make a decision, 34 (42.0%) agrees, and 40 (49.4%) of our respondents strongly agree. This simply states that majority of our respondents strongly agrees with the statement that difference in educational background brings creativity and it enhances their core competences for effective performance.

Table 4.25: Having employees of the same educational background leads to high effectiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Disagree	15	18.5	18.5	19.8
Undecided	8	9.9	9.9	29.6
Agree	28	34.6	34.6	64.2
Strongly Agree	29	35.8	35.8	100.0
Total	81	100.0	100.0	

Source: Author’s Computation using SPSS

Remark: Table 4.25: presents the frequency distribution of the responses to the statement “Having employees of the same educational background leads to high effectiveness”. The percentage distribution of the responses is as follows: 1 (1.2%) of our respondents strongly disagree, 15 (18.5%) of our respondents disagree, 8 (9.9%) of our respondents were not able to make a decision, 28 (34.6%) agrees, and 29 (35.8%) of our respondents strongly agree. Here, the highest number of respondents (35.8%) strongly agrees that working with employees of the same educational background enhances their effectiveness.

Summary

Based on analysis of employees responds to items in Section E- Educational Background. It can be concluded that employees of First Bank Nigeria Plc agrees to the statements that their educational level affects their ability to perform core task responsibility; differences in educational background does not encourage conflict among employees; working with colleagues with different educational background affects their creativity in problem solving and meeting timely goals, and their jobs are perfectly done when in a team of workmates with different educational level. The respondents also strongly agreed that differences in educational background brings creativity and enhances their competency in task delivery. The respondents disagreed to the statement that lack of confidence is experienced at work due to educational background.

4.3 Hypotheses Testing

To test the hypotheses, the spearman’s rank correlation and the regression model were adopted. The reason is that the spearman rho or r_s is used to study the relationship between variables and it also helps to show the strength and direction of the correlation.

Table 4.26: The Rule of Thumb for Correlation Coefficient

Coefficient Range	Strength of Association
± 0.91 - ± 1.00	Very strong
± 0.71 - ± 0.90	High
± 0.41 - ± 0.70	Moderate
± 0.21 - ± 0.40	Small but definite relationship
± 0.01 - ± 0.20	Slight, most negligible

Source: adopted from Weiliang, Mun, Fong, & Yuan (2011)

4.3.1 Testing of Hypothesis 1

Statement of Hypothesis:

H_0 = There is no significant relationship between gender diversity and employee effectiveness

H_1 = There is a significant relationship between gender diversity and employee effectiveness

Table 4.27: Correlation Coefficient for Gender Diversity and Employee Effectiveness

		Gender Diversity	Employee Effectiveness
Spearman's rho	Gender Diversity	1.000	.981**
	Correlation Coefficient		
	Sig. (2-tailed)	.	.000
	N	81	81
Employee Effectiveness	Employee Effectiveness	.981**	1.000
	Correlation Coefficient		
	Sig. (2-tailed)	.000	.
	N	81	81

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

Interpretation: Table 4.27: presents the correlation between gender diversity and employee effectiveness. The Spearman's rho correlation coefficient is used to measure the monotonic relationship between Gender Diversity and Employee Effectiveness in First Bank Nigeria.

Table 4.27 shows that gender diversity has a 0.981 correlation with employee effectiveness. Based on the Spearman's rho correlation, there is a significant positive relationship between the two variables; gender diversity and employee effectiveness [Spearman's rho or $r_s = 0.981$, $n = 81$, $p = 0.000$]

The R-value: shows the direction and the strength of the correlation. The bigger the value the more significant it is. The sign (**) indicates that there is a correlation between the variables. In this case, the Spearman rank coefficient ($\rho = 0.981$) shows a very strong positive correlation between the variables under investigation. This means that the null hypothesis can be rejected since $r = 0.981^*$. According to Table 4.26, there is a very strong correlation between the variables.

The p-value: The decision criteria here is to reject the null hypothesis if $p \leq 0.01$. If $p \geq 0.01$ then the correlation is considered to be insignificant but if $p \leq 0.01$ (meaning the researcher can be 99% confident that the relationship between these two variables is not due to chance)

then the correlation is considered to be significant. In this case, correlation coefficient measuring the relationship between gender diversity and employee effectiveness reports a statistical significance with $p\text{-value} \leq 0.01$, this implies that the null hypothesis is rejected at a 99% confident interval. That is, $p\text{-value} = 0.000$ and this is ≤ 0.01 level of significance.

Decision: The correlation (r) = 0.981, between gender diversity and employee effectiveness is significant at 0.01 level. As such, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Therefore, it can be safely concluded that there is a statistically significant monotonic relationship between Gender Diversities and Employee Effectiveness in First Bank Nigerian Plc.

Table 4.28: Regression Model Summary for effect of Gender Diversity on Employee Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982 ^a	.964	.963	.157

a. Predictors: (Constant), Gender Diversity

The model summary Table is similar to the correlation Table with respect to the R-Value, known as the Spearman Rank correlation coefficient. Meanwhile the R-Square value is the coefficient of determination, indicating a very high predictive power of 96.4%, implying that the Gender Diversity has the ability to determine the Employee effectiveness at the rate of 96.4%.

Table 4.29: ANOVA^a Outcome for Acceptance of Gender Diversity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.606	1	51.606	2091.197	.000 ^b
	Residual	1.950	79	.025		
	Total	53.556	80			

a. Dependent Variable: Employee effectiveness

b. Predictors: (Constant), Gender Diversity

Table 4.29: the Analysis of Variance (ANOVA) also shows statistical significance at 5% confidence interval, with the $p\text{-value}$ less than 0.05. The superscript b reports significant predictors of the Gender Diversity and the constant. Therefore the null hypothesis of having

the predictors not different from zero or being insignificant is rejected at 0.05 level of significance.

Table 4.30: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.009	.076		.120	.905
Gender Diversity	1.005	.022	.982	45.730	.000

a. Dependent Variable: Employee effectiveness

Table 4.30 labelled **Coefficients**, checks the relevance of the independent variable (Gender Diversity) on the Employee effectiveness in First Bank Nigerian Plc. The B values represent the estimates of the model while the Beta value is used to check the predictive power of the model. From the above, the Beta value for the Gender Diversity is very high (i.e. 98.2%), indicating a very high impact on the Employee effectiveness, with p-value less than 0.05.

The model for the relationship between Employee Effectiveness and Gender Diversity can be seen as:

$$y_{effectiveness} = \beta_0 + \beta_1 X_{Gender\ diversity}$$

$$y_{effectiveness} = 0.009 + 1.005 X_{Gender\ diversity}$$

4.3.2 Testing of Hypothesis 2

Statement of Hypothesis:

H₀ = There is no significant relationship between age diversity and employee effectiveness

H₁ = There is a significant relationship between age diversity and employee effectiveness

Table 4.31: Correlation Coefficients for Age Diversity and Employee Effectiveness

			Age Diversity	Employee Effectiveness
Spearman's rho	Age Diversity	Correlation Coefficient	1.000	.707**
		Sig. (2-tailed)	.	.000
		N	81	81
	Employee Effectiveness	Correlation Coefficient	.707**	1.000

	Sig. (2-tailed)	.000	.
	N	81	81

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

Interpretation: Table 4.31: presents the correlation between age diversity and employee Effectiveness. The Spearman’s rho correlation coefficient is used to measure the monotonic relationship between Age Diversity and Employee Effectiveness in First Bank Nigeria.

Table 4.27 shows that age diversity has a 0.707 correlation with employee effectiveness. Based on the Spearman’s rho correlation, there is a significant positive relationship between the two variables; age diversity and employee effectiveness [Spearman’s rho or $r_s = 0.707$, $n = 81$, $p = 0.000$]

The R-value: shows the direction and the strength of the correlation. The bigger the value the more significant it is. The sign (**) indicates that there is a correlation between the variables. In this case, the spearman rank coefficient ($\rho = 0.707$) shows a very strong positive correlation between the variables under investigation. This means the null hypothesis can be rejected since $r = 0.707^{**}$. According to Table 4.26, there is a high correlation between the variables.

The p-value: The decision criteria here is to reject the null hypothesis if $p \leq 0.01$. If $p \geq 0.01$ then the correlation is considered to be insignificant but if $p \leq 0.01$ (meaning the researcher can be 99% confident that the relationship between these two variables is not due to chance) then the correlation is considered to be significant. In this case, correlation coefficient measuring the relationship between age diversity and employee effectiveness reports a statistical significance with $p\text{-value} \leq 0.01$, this implies that the null hypothesis is rejected at a 99% confident interval. That is, $p\text{-value} (p = 0.000)$ is less than the coefficient level of significance (i.e. $p\text{-value} \leq 0.01$).

Decision: The correlation ($r = 0.707$), between age diversity and employee effectiveness is significant at 0.01 level. The Spearman rank correlation coefficient as displayed in Table 4.31 shows a positively high correlation between the Age Diversity and Employee Effectiveness of about 0.707, with $p\text{-value}$ of 0.000, this indicates a statistical significance relationship between age diversity and employee effectiveness. Hence, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1).

Table 4.32: Regression Model Summary for Age Diversity on Employee Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669 ^a	.447	.440	.511

a. Predictors: (Constant), Age Diversity

The value for the correlation coefficient as shown in Table 4.32; denoted as R, is approximately similar to the correlation analysis in Table 4.31. However, the R-Square indicates the predictive power of the independent variable (Age Diversity), which reports that Age Diversity is likely to possess about 44.7% capacity to influence the Employee Effectiveness of First Bank Nigerian Plc.

Table 4.33: ANOVA^a Outcome for Age Diversity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.714	1	16.714	63.964	.000 ^b
	Residual	20.644	79	.261		
	Total	37.358	80			

a. Dependent Variable: Employee Effectiveness

b. Predictors: (Constant), Age Diversity

Table 4.33: The ANOVA Table shows the significant effect that Age Diversity has on Employee Performance at First Bank Nigerian Plc. This indicates that the null hypothesis of insignificant contribution of the Age Diversity on Employee Effectiveness will be rejected since the p-value derived from the analysis is less than 0.05 level of significance.

Table 4.34 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.299	.268		4.842	.000
	Age Diversity	.603	.075	.669	7.998	.000

a. Dependent Variable: Employee effectiveness

Table 4.34: also indicates statistical significance of the independent variable (Age Diversity), making the null hypothesis that the slope parameter is insignificant and is rejected at a 95 % confident interval. The Beta value for age diversity is high. This shows that Beta value for the Gender Diversity is high, indicating a high impact (66.9%) on the Employee Effectiveness, with p-value less than 0.05.

4.3. Testing of Hypothesis 3

Statement of Hypothesis:

H_0 = There is no significant relationship between ethnicity and employee efficiency

H_1 = There is a significant relationship between ethnicity and employee efficiency

Table 4.35: Correlation Coefficient for Ethnic Diversity and Employee Efficiency

		Ethnic Diversity	Employee Efficiency
Ethnic Diversity	Correlation Coefficient	1.000	.011
	Sig. (2-tailed)	.	.925
	N	81	81
Employee Efficiency	Correlation Coefficient	.011	1.000
	Sig. (2-tailed)	.925	.
	N	81	81

Interpretation: Table 4.35 shows that the correlation between Ethnic Diversity and Employee Efficiency is certainly very low and highly insignificant, with the Spearman's rho coefficient as 0.011.

The R-value: The r-value shows the direction and the strength of the correlation. The bigger the value the more significant it is. In this case, there is a slight but negligible correlation between ethnic diversity and employee efficiency seeing that $r = 0.011$.

The p-value: The decision criteria is to reject the null hypothesis if $p \leq 0.05$. If $p \geq 0.05$ then the correlation is considered to be insignificant but if $p \leq 0.05$. Here, the p-value is 0.925 and this is far greater than 0.05 level of significance. This causes the null hypothesis to be accepted at a 95% confident interval. Hence, the alternative hypothesis is rejected.

Decision: based on Table 4.35, the strength of the correlation of ethnic diversity and employee efficiency is slight and most negligible because correlation (r) = 0.011. Therefore, we reject the alternative hypothesis (H_1) and accept the null hypothesis (H_0). This means there is no significant relationship between ethnic diversity and employee efficiency.

Table 4.36: Regression Model Summary for Ethnic Group and Employee Efficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.029 ^a	.001	-.012	.769

a. Predictors: (Constant), Ethnic group

The coefficient of determination, R. Square is so low showing 0 % effect of ethnic diversity on the employee efficiency.

Table 4.37: ANOVA^a Outcome for Acceptance of Ethnic Diversity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.039	1	.039	.067	.797 ^b
	Residual	46.726	79	.591		
	Total	46.765	80			

a. Dependent Variable: Employee Efficiency

b. Predictors: (Constant), Ethnic group

Remark: Table 4.37 which is the ANOVA Table validates the correlation Table and the model summary with a p-value greater than 0.05 level of significance as reported.

Table 4.38: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.837	.175		16.227	.000
	Ethnic group	.015	.060	.029	.258	.797

a. Dependent Variable: Employee Efficiency

Remark: Based on Table 4.38, it is reported that the ethnic group of staffs in First Bank of Nigeria does not have any significant impact on their performances, and this has a p-value of 0.797 which is greater than 0.05 level of significance.

4.3.4 Testing of Hypothesis 4

Statement of Hypothesis:

H_0 = There is no significant relationship between educational background and employee efficiency

H_1 = There is a significant relationship between educational background and employee efficiency

Table 4.39: Correlation Coefficients for Educational Diversity and Employee Performance

		Education al Diversity	Employee Performance
Educational Diversity	Correlation Coefficient	1.000	.251*
	Sig. (2-tailed)	.	.024
	N	81	81
Spearman's rho	Correlation Coefficient	.251*	1.000
	Sig. (2-tailed)	.024	.
	N	81	81

*. Correlation is significant at the 0.05 level (2-tailed).

Remark: Table 4.39 indicates the relationship between educational diversity and the employee efficiency, with a spearman's rho coefficient as 0.251, showing a positive relationship, though not too strong, and a p-value of 0.024 which is less than 0.05 level of significance, causing the rejection of the null hypothesis of insignificant relationship between variables under investigation.

Table 4.40: Regression Model Summary for Educational Diversity on Employee Efficiency

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245 ^a	.060	.048	.870

a. Predictors: (Constant), Educational Diversity

Remark: the R square is the coefficient of determination. From the Table 4.39, educational diversity impact about 6% on the employee efficiency.

Table 4.41: ANOVA^a Outcome for Acceptance of Ethnic Diversity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.801	1	3.801	5.026	.028 ^b
	Residual	59.754	79	.756		
	Total	63.556	80			

a. Dependent Variable: Employee Efficiency

b. Predictors: (Constant), Educational Diversity

Remark: The ANOVA Table 4.41 on regression is also indicating a rejection of the null hypothesis of no significant impact of the Educational Diversity (Independent variable) on the Employee Performance, reporting a p-value of 0.028 on the independent variable, which is less than 0.05 level of significance.

Table 4.42: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.008	.566		3.546	.001
	Educational Diversity	.327	.146	.245	2.242	.028

a. Dependent Variable: Employee Efficiency

Remark: Coefficients Table 4.42, checks the relevance of the independent variable (Educational background) on the Employee Performance in First Bank Nigerian Plc. The B values represent the estimates of the model while the Beta value is used to check the predictive power of the model. Base on the coefficient Table 4.41, the Beta value for the Educational background is low indicating a low impact on the Employee Performance, with p-value less than 0.05.

4.4 Discussion of Findings

Summary of objective 1: the summary is to prove if the research question one was answered. Research question one was to find out if there is a significant relationship between gender diversity and employee performance. The result of objective one confirms that there is a strong positive relationship between gender diversity and employee performance at First

Bank Nigeria Plc. The findings revealed most of the employees enjoy working with their fellow colleagues of opposite gender hence improving performance. Employees like the fact that there are also promotional opportunities and career advancement made available to all employees irrespective of gender and this enhances their performance. The research findings gave answer to the research question and the alternative hypothesis one which stated that there is a significant relationship between gender diversity and employee performance was accepted.

Objective 2: the result of objective two also ascertains that there is a strong significant relationship between age diversity and employee effectiveness in First Bank Nigeria Plc. the findings show that employee performs better when they are included in the decision making process irrespective of age differences. Though, some employees say they are motivated to complete their task when they are working with people of the same age group however, most of the employees say they have no problem and were comfortable working with their colleagues of different age. The findings gave answer to the research question and the alternative hypothesis which stated that 'there is a significant relationship between age diversity and employee effectiveness' was accepted.

Objective 3: the aim was to examine the relationship between ethnic diversity and employee efficiency. The alternative hypothesis 3; was rejected because from the spearman correlation coefficient, there is no statistical significant relationship between ethnic diversity and employee efficiency. The finding shows that although employees come from different ethnic or cultural background, this has no effect on their performance. For instance the fact that an employee is Igbo or Yoruba, the ethnicity does not predict the way such employee's performs. Ethnic diversity according to the regression Table 4.35, does not influence employee performance in any way. Hence, the null hypothesis stating that there is a significant relationship between ethnic diversity and employee efficiency was accepted while the alternative hypothesis was rejected.

Objective 4: the aim was to inspect the relationship between educational diversity and employee efficiency. Testing the hypothesis using spearman rho, it was discovered from the analysis as indicated in Table 4.38 that the correlations between educational diversity and employee efficiency is statistically significant at 0.05 level. The influence that educational diversity has on employee performance is not so strong, as the regression Table 4.39 show a 6% effect of educational diversity on employee efficiency. However, it is still significant.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This focus of this chapter is to provide the summary and conclusion of the study and to provide recommendations to organizations, individuals, government and the society at large that can help in managing the issue of diversity and creating an inclusive environment.

5.1 Summary of Work

The aim of this research was to examine the relationship between workforce diversity and employees' performance in Organizations making reference to the Nigerian banking sector. Data for the study were gathered from the First Bank of Nigeria Ltd., Ota, Ogun State. The instrument that was use to gather data was a well structured questionnaire. The population for the study was limited and as such, the whole population was studied i.e. First Bank Nigeria Plc., Ota. 81 questionnaires were distributed to all employees of both branch and the respondents requested for three days to fill the questionnaires due to tight schedules. All the questionnaires were filled and returned and they were all relevant for data analyses.

It was discovered that First Bank sees diversity as an importance factor that can not be over looked. To show it commitment to diversity and ensure that diversity policies are integrated into its corporate practices, the management created a diversity team that make certain that its acquires a diverse workforce. This is seen in its workforce characteristic such as; gender, age, ethnicity, education, etc. From the study it was found for an organization to succeed in it diversity plan, it is importance to know the benefits of having a diverse workforce, encouraging diversity by bringing together different individuals of different demography and different background and making policies and implementing practices to effectively manage diversity. When an inclusive environment is established, it can lead to more innovation and creativity, capacity building, productivity, efficiency and effectiveness amongst team or group members brought together.

5.2 Findings

Based on literature and survey carried out for this study, it is evident that diversity has a significant relationship with employee performance. The study confirms that diversity is an

important factor that cannot be ignored in organizations. The diversity of diversity from study has been seen to be growing rapidly over the years. Organizations are now realizing that it is essential for its success. This is so because the study has shown that having a diverse workforce and creating an inclusive workplace can improve employees' effectiveness and this in turn enhances the organizational performance or productivity. From the survey conducted, the respondents' confirmed that the bank has an inclusive policy as it gives equal opportunity for career advancement both male and female. There is no discrimination when it comes to providing promotional opportunities for women. Respondents also agreed that educational diversity can enhance their performance. It is vital to state here that Nigeria is a country with diversity both in resources and the demographic characteristics of its population. As such, the Nigerian banking industry is operating in an environment that is multi-culturally and ethnically diverse. Hence, having knowledge of how workforce composition affects or influences group performance and overall organizational performance is very fundamental to organizational leaders.

5.2.1 Theoretical Findings

From the literature reviewed, three most commonly used theories of diversity are the social identity theory, the similarity attraction paradigm and the information and decision making theory.

5.2.1.2 Social Identity Theory

Literature review reveals that this theory was developed to explain people behaviour (Korte, 2007). Based on the social identity theory, diversity is perceived to have a negative relationship with employee performance. According to this theory, groups are formed based on the individuals need for socialization, belonging and self esteem. Viewing this theory from the perspective of age, it is assumed that people of different age group most often identify to a specific age group and they are quick to assess their group members positively when comparing themselves to members of the outer group. Hence discrimination arises as a result of group formation. The result from the respondents confirms that age diversity affects the way groups are formed. Also employees of the same gender can easily form working groups.

5.2.1.3 Social Categorization

Categorization deals with how people arrange themselves into groups (Knippenberg & Schippers, 2007). Literature reviewed on effect of workforce diversity on employee performance envisage that social categorization of employees can lead to communication problems among employees, division among employees and conflict in groups, as members of the in-group fail to recognize and accept other members who are categorized as the out-groups. It can also lead to reduced levels of commitment among employees, lack of integration, poor problem solving and poor performance ability. The theory assumes that if employees group themselves according to their demographic characteristics, it will enhance performance. However, the findings of this study showed that the highest number of employees believe that having colleagues of different age in group influences their ability to take effective decision as opposed to having members of the same age group. This shows that there is a significance relationship between age diversity and employee performance.

5.2.1.4 Similarity Attraction Theory

This theory posits people prefer to interact with people who share the same ideology, life values, belief and experience. This theory assumes that dissimilarities in employees' social and physical characteristics can be the bases for expecting similar beliefs or personality from others. That is to say, people are easily attracted to those who are like themselves. From the survey, the highest number of respondents 40 (49.4%) acknowledged that it is easy for them to form working groups when they are of the same gender. This validates the assumption of the similarity attraction theory which explains that people get easily attracted to those who are like them (Singh K. , 2015).

5.2.1.5 Human Capital Theory

The finding supports the assumption of the human capital theory which assumes that when an organization is made up of workforce with of different ages and expertise, it can enhance both the older and younger employees' performance. That is, older employees can educate or mentor the younger employees based on the experiences they have accumulated over their working years and the younger employees can in turn enlighten older employees on the new skills and knowledge they have gained (NIWGW, 2009).

5.2.1.6 Information and Decision Making Theory

According to researchers, the information and decision making theory of diversity predicts a significance and a positive relationship between workforce diversity and performance based on the fact that diversity in educational background is known to introduce new skills, knowledge, information, perceptions and ideas to bear when it comes to problem solving and decision making abilities among workforce. The reason is that, when diverse employees come together and they are able to exchange information among themselves, they will be able to consider alternative solutions that will ensure effective decision making and as such improve their performance. Based on literature reviewed, there are three effects of diversity on performance; first, diversity enlarges the cognitive processing demand on workgroup. Secondly, diversity improves analysis among employees which enables employees to scrutinize any issue carefully before making decisions. Finally, workforce diversity leads to better and more improved use of information among groups for informed decision making. The findings supports this theory as the results showed the highest number of respondents agree that working in teams consisting of different members with different educational background (expertise, experience, etc.) enhance their effectiveness on the job. Hence there is a significant relationship between educational diversity and employees' performance.

5.2.2 Empirical Findings

5.2.2.2 Relationship between Gender Diversity and Employee Effectiveness

The research findings revealed that there is significant positive relationship between gender diversity and employee performance of employees of First Bank Nigeria Plc as indicated in Table 4.27. The findings also showed that gender diversity has a high predictive power on employee performance as in Table 4.28 of chapter four. From the survey, most of the respondents agreed that the organization does not discriminate when it comes to employing different gender into the organization and there is equal opportunity for females to develop on their career. This shows that the management First Bank of Nigeria Plc., keep to the diversity policies and implement its practices. This study does not support the claim of defuse Arokiasany (2013) that organizational leaders prefer to hire more male employees than female because it is believed that the male have the capacity to be highly effective than the female employees. Based on the result of the data analyzed in chapter four and the hypothesis tested, it is evident that gender diversity has a significant relationship with employee

performance. This result is in line with the findings of Weiliang, Mun, Fong, & Yuan (2011); Baligasima (2013); Raaza-Naqvi, Ishtiaq, Kanwai, Butt, & Nawaz (2013). However, negative attitudes like stereoptype, prejudice, discrimination, sexual harrassment, etc. on and against opposite gender can account for the negative effect of gender diveristy on employee performance . This can account for inconsistencies in employee performance. On the other hand, organizations that creates an inclusive environment for all employees irrespective of gender and creates policies that eliminates disccrimination from the workplace can benefit from gender diversity (Milliken & Martins, 1996). A significant relationship between gender diversity could also mean that some employees like to work with opposite gender so long as they can carry out their job professionally.

5.2.2.2 Relationship between Age Diversity and Employee Effectiveness

The study revealed that there is a significant positive relationship between age diversity and employee performance of employees of First Bank Nigeria Plc. This is in line with the findings of Wegge, Roth, Kanfer, Neubach, & Schmidt (2008). From the responds gathered, employees said they feel comfortable working with either older or younger employees. Others feels positive about being involved in teams that consist of employees with varying ages as this improves their performance. This finding disagrees with the result of Weiliang, Mun, Fong, & Yuan (2011). A negative effect of age diversity and employee performance could be as a result of the assumption that older employees may be less efficient and effective because of deteriorating strength due to age (Schlick, Frieling, & Wegge, 2013). However, older employees are also believed to show higher level of performance due to the reservoir of knowledge and experience gained over the years. Also the younger employees based on the generation that we are in are open to technology and new ways of carry out their job easily and quicker. Older employees may also be less effective due to deteriorating strength due to age. Hence, having different age group in the workplace can affect performance either positively or negatively.

5.2.2.3 Relationship between Ethnic Diversity and Employee Efficiency

The findings revealed there is no significant relationship between ethnic diversity and employee performance. This means that ethnic diversity does not affect employee performance of First Bank Nigeria Pls. The correlation can be seen in Table 4.34 and confirmed by regression Table 4.35 of the analysis conducted in chapter 4. However,

majority of the employees agree that they cooperate well with fellow colleagues of different ethnic background. This means that having employees from different ethnicity does not create conflict irrespective of the language differences. Ethnicity can report negative relationship and effect on performance in cases where employee experience bias, stereotype and discrimination due to their ethnic background. They can also be issues of mistrust, less communication and cooperation among employees (Oerlemans, Peeters, & Schaufeli, 2001). Thus, the finding is inconsistent with Weiliang, Mun, Fong, & Yuan (2011) and Earley & Mosakowski (2000) that there is a significant relationship between ethnic diversity and employee performance but it agrees with the study of Ely (2004).

5.2.2.4 Relationship between Educational Diversity and Employee Efficiency

The findings revealed that there is a significant relationship between educational diversity and employee performance of First Bank Nigeria Plc as indicated in Table in chapter 4 of this research work. The results shows that First Bank Nigeria Plc embraces diversity in its workforce composition in terms of educational background and this diversity does not encourage conflict among employees but enhance their performance as employees come into the organization bring along with them their different experiences and expertise. Table 4.2 indicates that First Bank Nigeria has a diverse workforce that is also diverse in education. The employees possess different educational qualifications. It was seen that most of the employees have M.Sc./ MBA degrees, B.Sc. degrees, some are diploma holders, while others are have professional certificates. This means that employees working in an educational diverse group are able to gain access to a information network that is not within their own team, where they can draw open to a large pool of knowledge resources outside their own group. This information newly gained, can enhance their performance by increasing their competences to fit into the requirements at the work environment. Employees' creativity and innovativeness can be improved through because they are able to acquire improved problem solving and decision making abilities. Table 4.24; support the findings that the different educational background of the employees of First Bank Nigeria Plc positively influences their performance. It was also supported by Table 4.23 that employees of First Bank Nigeria Plc do a perfect job when they are in work team comprising of people with different educational level and background. Table 4.22 also validate the positive relationship that when employees work with other colleagues of different educational level or background, they are able to share information because of the different knowledge, skills, expertise and experience they

possess, this improves their decision making ability and performance is improved. To show the influence of education on employee performance, Table 4.21 revealed that some employees of First Bank Nigeria Plc showcase lack of confidence in the workplace due to their educational background. These employees do not feel that they have the right skills needed for the job. As such, when they are part of a work team with diverse knowledge and experience, they are able to learn and improve their skills and knowledge and this translates into better performance. Table 4.25 of the findings revealed that most of the employees of First Bank Nigeria Plc feel they are most effective when the work in team of people with the same educational level or background and some other employees feel they are not as effective in performing their core task responsibility when in team of educationally diverse workforce. This reason for this is explained by the findings of Cohen & Bailey (2001) that though educational diversity enhances performance however, it can negatively affect group cohesion. Knight, Pearce, Smith, Olian, Sims, & Smith (2009) said employees may have the different knowledge and experience they need for effective decision making however, educational diversity can bring about distress and argument when employees are unable to build consensus, it can also reduce cohesion in the workplace. This can explain Table 4.38 that indicates a significant relationship between educational diversity and employee performance however not too strong. However, there is a significant positive relationship between the variables. The result is in agreement Weiliang, Mun, Fong, & Yuan (2011) and Baligasima (2013) that there is a significant relationship between educational diversity and employee performance.

5.3 Recommendation

It is interesting to see that First bank recognizes and accepts the need to have a diverse workforce and has also made out its diversity policies. However, not all organizations are aware of the relevance of diversity. It is important for every organization to embrace diversity and not just be satisfied with having such workforce but ensure that they harness each and every benefits that comes from diversity and endure that they put machinery in place to reduce the negative consequences that may arise from group social categorization.

This findings of this study have provided evidence that employee performance has a positive correlation with workforce diversity variables such as; age, gender and educational background. Therefore it is important for organizations to begin to get conscious of why it is

needful that they deal with demographic characteristics so as to gain competitive advantage over competitors and stay competitive.

1. One of the challenges of diversity in the workplace is the issue of communication. Some employees feel that the language barrier affects their performance. Task should be communicated clearly and organization should try to promote a general language to enhance trust amongst employees. This is so because where an employee or group of employee feel left out because he/she couldn't get along with others due to language barrier it can affect the way he/she relates with other. When there is no trust, information may be withheld and this could have an effect on performance. Organization should have similar perspective and channels of communication in the workplace so as to successfully carry out their task. Organizations that uphold a hierarchical structure of communication and this is most suited for vertical communication while the informal communication e.g. grapevine which lets most horizontal communication to occur although it has small or no trustworthiness. Hence this can lead to mistrust causing the messages flowing from top managements to their subordinates about diversity management to be distorted. Therefore, management should make certain that great effort is taken to ensure that workers are properly informed of the present or existing initiatives and programmes of diversity and also ensure to educate or train existing and newly employed employees on issues of diversity and its importance.
2. From the literature reviewed, it was discovered that some organizations still have the glass ceiling that prevents women from advancing into senior positions in the organizations. From the result of this study, it is evident that employees feel motivated when the work with colleagues of different gender as the perceive the opposite gender as being capable of performing their job effectively. As such, organizational leaders should take off glass ceilings factor and reviewing the pay structure in the organization to promote equality in pay as this can be one way of encouraging high performance from women and minorities.

5.3.1 Implications to Management

1. Managements of First Bank Nigeria Plc should uphold and continue to promote diversity policies and practices in its operations given the importance and benefits that diversity provides to the organization. Management should also ensure that employees

that showcase behaviours which suppose diversity management and promotes better working relationships are rewarded.

- 2. On Gender Diversity;** management should continue to promote equal employment and opportunity for career growth for all gender. To encourage gender diversity, managers should create flexible working policies that can help female employees to manage their work and their personal life (work-life balance) without clashes. Management should also try to monitor their metric by checking periodically the percentage rate of male and female in the organization, the rate of promotion for male and female and even the average income of both genders at each level in the organization. By doing this, they can be sure to find out if their policies are supporting diversity in terms of hiring both male and female, promotion and retention.
- 3. On Age Diversity:** management should encourage teams made up of different age groups. The younger employees are more skilled when it comes to handling high business technologies e.g. webcasting, social networking, etc., this are skills that if shared, can boost performance of both groups of employees and organization as a whole because the bank will be able to serve its customers better with such technologies. The older employees are known to have more interpersonal skills and more traditional business skills. If these skills are shared, the organization will be able to build a stronger communication and customer relationship and increase customer loyalty. This shared knowledge can enhance the performance of both group of employees. Also, management should start embracing knowledge skills and experience of employees above age so as to enjoy the benefits of age diversity seeing that each generation possess different skills and talent that they come with into the organization. It will help the organization to avoid becoming obsolete if management continues to promote age diversity. Also offering internship opportunities are some of the ways to bring in younger employees and increase the benefits of age diversity. Managers or recruiters of the bank should do away with personal bias during recruitment. Management should offer diversity training to all employees that will also deal with implicit bias within employees. This training with create awareness to all employees about the unconscious behaviour or attitude they showcase in the workplace and will provide effective tools to help employees change such behaviours.
- 4. On Ethnic Diversity:** from the findings, there was no correlation between ethnic diversity and employee performance. However, ethnic diversity comes with its benefits that can enhance employee and organizational performance. Hence,

management should encourage social interactions between employees. With this, employees can learn about the culture of fellow colleagues. Such knowledge can encourage tolerance among the employees and knowledge of other culture can be help to successfully carried out a specific task that requires such knowledge when the need arise. Ethnic diversity can also help the in the bank service coverage. Especially with the bank operations where they have to work with customers from different ethnic group, having ethnic diverse workforce can improve performance. Hence management should improve cultural awareness of the employees. Managers should try to create a holiday calendar that is culturally diverse as this can be an avenue to create culture awareness. This can make the work environment more welcoming for the employees and can help minimize misunderstandings and enhance performance.

5. **On Educational Diversity:** management should provide training opportunities to employees who lack the required skills for required job. Management should also encourage employees by providing study leave to employees who wish to further their education. Management can provide financial aid by sponsoring high performance to acquire some certification that will improve performance. This can be an extrinsic motivation to other employees.

5.4 Conclusion

From the conceptual, theoretical and empirical findings, the effects of workforce diversity on employee performance in organizations particularly the banking industry appears to be positively significant. The objectives of the study have been achieved and the research questions have been fully answered by the analyses conducted. The answer to the research questions is in the affirmative, confirming that there is a significant relationship between workforce diversity (gender, age and educational diversity) and employee performance, except for ethnic diversity. This means that workforce diversity is also an influencer of employee performance. For instance, in terms of educational diversity, the way an employee carries out his/her job can have as a result of the competences he/ she has gained through education, experience, training. Also age diversity has an effect on employee performance; an employee can be more productive because is he young and still has the strength and skills to carry out task. On the other hand an older employee can perform his task well because he has the experience and skills to perform. From findings it is discovered that an organization that

has a good mix of male and female employees is more likely to perform better than an organization that is dominated by same gender. Season being that both gender think and acts differently and if an organization embraces such diversity, then it is indirectly welcoming different ideas that the male and female employee will display. From the theoretical, conceptual and empirical findings, employee behavior, capacity or ability, their motivation, organizational commitment, organizational culture are some of the factors that moderate and explains the relationship between workforce diversity and employee performance. Summarily, this study shows that gender, age and educational diversity have a significant positive relationship with employee performance.

5.5 Limitation of Study

This study was face with many limitations. First is the time frame; due to time constraint the study was only limited to First Bank Nigeria Ltd in Ota, Ogun State. Secondly, the quality of data may be a limitation. The study made use of only 81 respondents as a result of time. Thirdly, accuracy of the data retrieved as response from the population could not be ascertain because it is difficult to ascertain that what the employees gave as their response truly reflected their opinion of the issue in their work environment. Finally, the study only centered on few areas of workforce diversity as opposed to the many diversities that exist in the workplace.

5.6 Suggestion for Further Studies

Some of these suggestions here will be given as a result of the limitations face in the cause of carrying out this study.

1. The researcher recommends that this same study be conducted again but on a wider scope. That is, it should include more banks and increase the population size.
2. The study can also be done comparatively by studying one organization in an industry and another organization. This will provide deeper understanding on diversity issues.
3. Similar study should be conducted comparatively on private and public or government organization.
4. This study focused on few workforce diversity, however similar study can be conducted focusing on how different dimensions of diversity affects organizational performance and longevity.

5. There can also be a comparative study between organizations that embrace diversity (i.e. an heterogeneous organization) and those that do not practice diversity (homogeneous organization). The different between two will help show the importance of workforce diversity.

5.7 Contribution to Knowledge

- The study has added to existing literature on workforce diversity and employee performance by empirically validating that having a diverse workforce and creating an inclusive environment can enhance employee effectiveness.
- This study has contributed to knowledge by demonstrating that workforce diversity is statistically and positively correlated with employee performance and it also confirmed that there is a significant relationship between workforce diversity and employee performance. However, only gender, age and educational diversity have been shown to correlate with employee performance. Thus, the study has showed that ethnicity though an aspect of workforce diversity; however there is no significant correlation between employees' ethnic background and employee performance. Ethnicity has been seen to be an aspect of diversity that is almost not noticeable in the workplace because it has no influence on performance.
- The study adds to existing knowledge by providing empirical evidence that educational background is also a predictor of employee performance. The study has shown that when employees lack the necessary skills, knowledge, experience or expertise they need to be effective in the workplace, it affect their level of confidence and as such, performance is affected. Hence there is a significant relationship between educational diversity and employee performance.
- Most of the study on workforce diversity laid emphasizes on one aspect of workforce diversity on employee performance. However, this study has brought together four important aspects of workforce diversity (gender, age, ethnicity and educational background) to test their influence on employee performance. Hence, this study will be a reference for future researchers as it will aid their future studies on diversity in the workplace.
- The study has been able to gather relevant literatures and has given in-depth knowledge about diversity issues in the workforce and how management can benefit from it.

REFERENCES

- Abrams, J., & Von Frank, V. (2014). *The Multigenerational Workforce: Communicate, Collaborate and Create Community*. London: Sage Publication Ltd.
- Acquinas, P. G. (2006). *Organizational Behaviour: Concepts, Realities, applications and Challenges*. New Delhi: Excel Books.
- Akinnusi, D. M., Sonubi, O., & Oyewunmi, A. E. (2017). Fostering Effective Workforce Diversity Management. *International Review of Management and Marketing in Nigerian Organizations: The Challenge of Human Resource Management*, 7(2), 108-116.
- Andrew, D. P., Pederson, P. M., & McEvoy, C. D. (2011). *Research Methods and Design in Sport Management*. USA: Human Kinetics.
- Antoniou, A. G., Cooper, C. L., Chrousos, G. P., Spielberger, C. D., & Eysenck, W. M. (Eds.). (2009). *Handbook of Managerial Behavior and Occupational Health*. UK: Edward Elgar Publishing Ltd.
- Armstrong, M. (2012). *Armstrong's Handbook of Reward Management Practice: Improving Performance Through Reward* (4th ed.). London: KoganPage.
- Arokiasany, A. A. (2013). Literature Review on Workforce Diversity, Employee Performance and Organizational Goals: A Concept Paper. *International Refereed Research Journal*, IV(4), 58-63.
- Arredondo, P. (1996). *Successful Diversity Management Initiatives: A Blueprint For Planning and Implementation*. California: Sage Publications Inc.
- Assefa, A. W. (2014, November). *Effect of Workforce Diversity Towards Employee Performance in Total Ethiopia S.C.* Retrieved February 20, 2011, from <http://repository.smuc.edu.et/bitstream/123456789/731/1/ASSEFA%20ADMASU.pdf>
- Aswathappa, K. (2007). *Human Resource and Personnel Management: Text and Cases* (4th ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Aydan, O. (2016). The Effect of Diversity Management on Job Satisfaction and Individual Performance of Teachers. *Educational Research and Reviews*, 11(3), 105-112.
- Baligasima, Y. (2013). *The Relationship Between Workforce Diversity and Performance of Jinja Regional Referral Hospital, Uganda (Master's Thesis)*. Retrieved October 20, 2016, from http://www.academia.edu/7825258/Workforce_Diversity_and_Performance
- Barran, M. L., & Jones, J. E. (Eds.). (2016). *Mixed Methods Research for Improves Scientific Study*. USA: Information Science Reference (IGI Global).

- Benschop, Y. (2001). Pride, Prejudice and Performance: Relations between HRM, Diversity and Performance. *International Journal of Human Resource Management*, 12, 1166-1181.
- Betchoo, N. K. (2015). *Managing Workforce Diversity: A Contemporary Context* (1st ed.). Retrieved February 25, 2017, from <http://bookboon.com/en/managing-workplace-diversity-ebook>
- Blackard, K. (2000). *Managing Change in a Unionized Workplace: Countervailing Collaboration*. London: Quorum Book.
- Blanche, M. T., Durrheim, K., & Painter, D. (Eds.). (2006). *Research in Practice: Applied Methods for the Social Sciences* (2nd ed.). South Africa: University of Cape Town Press.
- Borman, W. C., Ilgen, D. R., & Klimoski, R. J. (2003). *Handbook of Psychology: Industrial and Organizational Psychology*. Canada: John Wiley & Sons, Inc.
- Byrne, D. (1971). *The Attraction Paradigm*. New York: Academic Press.
- Campion, M. M. (2011). The Relationship Between Diversity and Performance in Major League Baseball Teams: Conflict's Mediating Effect. *Master's Theses*, Paper 4084.
- Carpenter, M. A., & Fredrickson, J. (2001). Top Management Teams, Global Strategic Posture, and The Moderating Role of Uncertainty. *Academy of Management Journal*, 44(3), 533-545.
- CDMP. (2004). *NRC Comprehensive Diversity Management Plan*. Retrieved March 17, 2017, from U.S. Nuclear Regulatory Commission: <http://apps.prsa.org/diversity/documents/usnuclearregulatorycommission.pdf/>
- Childs, J. T. (2005). Managing Workforce Diversity at IBM: A Global HR Topic That Has Arrived. *Human Resource Management*, 44(1), 73-77.
- Cohen, S. G., & Bailey, D. E. (2001). What Makes Teams Work: Group Effectiveness Research from the Shop Floor to the Executive Suite. *Journal of Management*, 2(3), 230-290.
- Cohen, W. M., & Levinthal, D. A. (2000). Absorptive Capacity: A New Perspective on Learning and Innovation. *Administrative Science Quarterly*, 32, 128-152.
- Cole, B. M., & Salimath, M. S. (2013). Diversity Identity Management: An Organizational Perspective. *Journal of Business Ethics*, 116(1), 151-161.
- Daft, R. L. (2008). *The Leadership Experience* (4th ed.). USA: Thomson Learning Inc.
- Dahlin, K., Weingart, L., & Hinds, P. (2005). Team Diversity and Information Use. *The Academy of Management Journal*, 48(6), 1107-1123.

- Dahm, M. J. (2003). *The Development of a Need Analysis Instrument for Cultural Diversity Training*. UK: SHERY.
- Daniel, C. H. (2009). The effects of higher education policy on the location decision of individuals: Evidence from Florida's Bright Futures Scholarship Program. *Regional Science and Urban Economics*, 39, 553-562.
- Dansby, M. R., Stewart, J. B., & Webb, S. C. (Eds.). (2001). *Managing Diversity in the Military: Research Perspective form the Defense Equal Opportunity Management Institute*. New Brunswick, : Transaction Publishers.
- Darwin, J., & Palanisamy, C. S. (2015). The Effects of Work Force Diversity on Employee Performance in Singapore Organisations. *International Journal of Business Administration*, 6(2), 17-29.
- Dhivyadeepa, E. (2015). *Sampling Technique in Educational Research*. Solapur, India: Laximi Book Publication.
- Dike, P. (2013). *The Impact of Workplace Diversity on Organisations (Degree Thesis)*. Retrieved October 28, 2016, from <https://www.theseus.fi/bitstream/handle/10024/63581/Thesisxx>
- Durga, P. R. (2017). The Impact of Workforce Diversity on Organizational Effectiveness:(A Study of Selected Banks in Tigray Region of Ethiopia). *International Journal of Science and Research (IJSR)*, 6(1), 427-434.
- Earley, P., & Mosakowski, E. (2000). Creating Hybrid Team Culture: An Empirical Test of Transnational Team Functioning. *Academy of Management Journal*, 43(1), 26-49.
- Ely, R. J. (2004). A Field Study of Group Diversity, Participation in Diversity Education Programs and Performance. *Journal of Organizational Behavior*, 25, 755-780.
- Esty, K., Griffin, R., & Hirsch, M. S. (1995). *Workplace Diversity: A Manager's Guide to Solving Problems and Turning Diversity into a Competitive Advantage*. USA: Adams Media, EW Publications Company.
- EU. (2015). *European Union*. Retrieved March 17, 2017, from Managing Diversity: What's in it for Business?: http://ec.europa.eu/justice/discrimination/files/factsheet_business_diversity_en.pdf
- Evans, A. J., & Henry, O. (2007). Critical Review of Literature on Workforce Diversity. *African Journal of Business Management*, 072-076.
- Ferrante, J., & Caldeira, C. (2016). *Seeing Sociology: An Introduction* (3rd ed.). Boston, USA.: Cengage Learning.
- Foma, E. (2014). Impact of Workplace Diversity. *Review of Integrative Business and Economics Research*, 3(1), 382-390.

- Gasper, J. E., Bierman, L., Kolari, J. W., Hise, T. R., Smith, L. M., & Arreola, A. (2010). *Introduction to Business*. Boston, New York: Cengage Learning Inc.
- Gatrell, C., & Swan, E. (2008). *Gender and Diversity in Management: A Concise Introduction*. London: Sage Publications Ltd.
- Gilbert, J. A., & Ivancevich, J. M. (2000). Valuing Diversity: A Tale of Two Organizations. *Academy of Management Executive*, 14(1), 93-105.
- Griffin, R. W., & Moorhead, G. (2014). *Organizational Behaviour: Managing People and Organizations*. Canada: Michael Schenk.
- Griffin, R. W., & Van Fleet, D. D. (2014). *Management Skills: Assessment and Development*. U.S.A.: South Western Cengage Learning.
- Grigg, N., & Zenzen, M. (2009). *The Water Workforce: Strategies for Recruiting and Retaining High- Performance Employees*. Denver: American Water Works Association.
- Grubb, V. M. (2016). *Clash of the Generations: Managing the New Workplace Reality*.
- Grund, C., & Westergård-Nielsen, N. (2005). *Age Structure of the Workforce and Firm Performance*. Retrieved February 2017, from <http://ftp.iza.org/dp1816.pdf>
- Gupta, R. (2013). Workforce Diversity and Organizational Performance. *International Journal of Business and Management Invention*, 2(6), 36-41.
- Gwendolyn, M. C. (2002). Meeting the Leadership Challenge of a Diverse and Pluralistic Workplace: Implications of Self-efficacy for Diversity Training. *Journal of Leadership and Organizational Studies*, 8(4), 1-16.
- Hambrick, D. C., & Mason, P. A. (2002). Upper Echelons: The Organization as A Reflection of its Top Managers. *Academy of Management Review*, 9(6), 193-206.
- Hameed, A., & Waheed, A. (2011). Gender Discrimination and its Effect on Employee Performance/Productivity. *International Journal of Humanities and Social Science*, 1(15), 170-176.
- Harrison, D., & Klein, K. (2007). What's the Difference? Diversity Constructs as Separation, Variety, or Disparity in Organizations. *The Academy of Management Review*, 32(4), 1199–1228.
- Healy, G., Kirton, G., & Noon, M. (2011). *Equality, Inequities and Diversity: Contemporary Challenges and Strategies*. US: Palgrave Macmillan.
- Holland, J. (1997). *Making Vocational Choices: A Theory of Career*. Eaglewood Cliffs, New Jersey: Prentice Hall.

- Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Amherst, Massachusetts: HRD Press, Inc.
- Jehn, K. A. (1999). Diversity, Conflict, and Team Performance: Summary of Program of Research. *Performance Improvement Quarterly*, 12(1), 6-19.
- Jehn, K. A., & Bezrukova, K. (2004). A Field Study of Group Diversity: Workgroup Context and Performance. *Journal of Organizational Behavior*, 25, 703-729.
- Jehn, K. A., Chatwick, C., & Thatcher, S. M. (2007). To Agree or not to Agree: The Effects of Value Congruence, Individual Demographic Dissimilarity and Conflict on Workgroup Outcomes. *International Journal of Conflict Management*, 8, 287-305.
- Johnson, M., & Johnson, R. (2010). *Generations Inc.: From Boomers to Linksters- Managing the Frictions Between Generations at Work*. USA: AMACOM.
- Josef, H. (2010). *Managing the Aging Workforce: A Challenge for Human Resource Managers*. Germany: German National Library.
- Joshi, B., & Roh, H. (2009). The Role of Context in Work Team Diversity Research: A Meta-Analytic View. *Academic of Management Journal*, 52, 599-627.
- Kampf, J. B. (2017). *Seven Steps to Effective Diversity Management*. (Profiles in Diversity Journal) Retrieved February 27, 2017, from www.diversityjournal.com/4226-seven-steps-to-effective-diversity-management/
- Kan, S. H. (2003). *Metrics and Models in Software Quality Engineering* (2nd ed.). Canada: Pearson Education, Inc.
- Khan, M. A., Bank, D., Okon, E. E., Al-Qaiman, G., Olivares, S. O., & Martinez, S. (2015). *Diverse Comtemporary Issue Facing Business Management Education*. USA: Business Science Reference.
- Kim, E., Bhawe, D., & Glomb, T. (2013). Emotional Regulations in Work Groups: The Role of Demographic Diversity and Relational Work Context. *Personnel Pyschology*, 66, 613-644.
- Kirton, G., & Green, A. (2016). *The Dynamics of Managing Diversity: A Critical Approach* (4th ed.). UK: Sunrise Setting Ltd.
- Kite, M. E., Stockdale, G. M., Whitley, B. E., & Johnson, B. T. (2005). Attitudes Towards Older and Younger Adult: An Updated Meta-Analytic Review. *Journal of Social Issues*, 61, 241-266.
- Knight, D., Pearce, C. L., Smith, K. G., Olian, J. D., Sims, H. P., & Smith, K. (2009). Top Management Team Diversity, Group Process and Strategic Consensus. *Strategic Management Journal*, 20, 445-465.

- Knippenberg, D. V., & Schippers, M. C. (2007). Work Group Diversity. *Annual Review of Psychology*, 58, 515-541.
- Koontz, H., & Weihrich, H. (2010). *Essentials of Management: An International Perspective* (8th ed.). New Delhi: Tata McCrrow Hill Publishing Company Ltd.
- Korte, R. F. (2007). A Review of Social Identity Theory with Implications for Training and Development. *Journal of European Industrial Training*, 31(3), 166-180.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
- Kreitner, R., & Kinicki, A. (2001). *Organizational Behaviour* (5th ed.). New York: McGraw-Hill.
- Kreitz, P. A. (2008). Best Practices for Managing Organizational Diversity. *The Journal of Academic Librarianship*, 34(6), 101-120.
- Kumar, R. (2011). *Methodology: A Step by Step Guide for Beginners* (3rd ed.). London: Sage Publications Ltd.
- Kunze, F., Boehm, S. A., & Bruch, H. (2011). Age Diversity, Age Discrimination Climate and Performance Consequences: A Cross Organizational Study. *Journal of Organizational Behavior*, 32(2), 264-290.
- Kunze, F., Boehm, S., & Bruch, H. (2013). Organizational Performance Consequences of Age Diversity: Inspecting the Role of Diversity-Friendly HR Policies and Top Managers' Negative Age Stereotypes. *Journal of Management Studies*, 50(3), 413-442.
- Kurtulmus, M. (2016). The Effect of Diversity Management on Teachers' Organizational Commitment and Organizational Citizenship Behavior. *Pegem Journal of Education and Instruction*, 6(2), 277-302.
- Leonard, J. S., & Levine, D. I. (2003). *Diversity, Discrimination, and Performance*. Retrieved February 25, 2017, from IRLE Working Paper No. 91-03: <http://irle.berkeley.edu/workingpapers/91-03.pdf>
- Loewy, D., & Guffey, M. E. (2011). *Business Communication: Process and Product* (7th ed.). U.S.A.: Cengage Learning.
- Maingi, J. J., & Makori, M. J. (2015). Effect of Workforce Diversity on Employee Performance in Kenya: A Case of Kenya School of Government. *Strategic Journal of Business & Change Management*, 2(59), 343-364.
- Maltbia, T. E., & Power, A. T. (2009). *A Leader's Guide to Leveraging Diversity: Strategic Learning Capabilities for Breakthrough Performance*. Burlington, USA: Elsevier Inc.

- Matthijs, B. P., Kooij, D. T., & Rousseau, D. M. (2015). *Aging Workers and the Employee-Employer Relationship*. New York: Springer International Publishing.
- Mavin, A. B. (Ed.). (2016). Gender in Management. *An International Journal*, 31(8), 502-513.
- McBurney, D., & White, T. L. (2010). *Research Methods* (8th ed.). USA: Cengage Learning, Inc.
- Miebi, U. (2014). Workforce Diversity Management and Corporate Performance of Firms in Nigeria. *International Journal of Business and Management Review*, 2(4), 36-46.
- Milliken, F. J., & Martins, L. L. (1996). Searching for Common Threads: Understanding the Multiple Effects of Diversity on Occupational Groups. *Academy of Management Review*, 21, 403-433.
- Mor Barak, M. E. (2014). Diversity Management: Paradigms, Rationale, and Key Elements. In *Managing Diversity: Toward a Globally Inclusive Workplace* (pp. 234-251). Clifornia: Sage Publications, Inc.
- Morais, U. P.; Pena, J.; Shacket, K.; Lucien, S.; Ruiz, R.; Rivera, Y.; Mujtaba, B. G. (2014). Managing Diverse Employees at Starbucks: Focusing on Ethnic and Inclusion. *International Journal of Learning and Development*, 4(3), 35-50.
- Mullins, L. J. (2010). *Management and Organisational Behaviour* (9th ed.). England: Pearson Education Ltd.
- Ng, T. W., & Feldman, D. C. (2008). The Relationship of Age to Ten Dimensions of Job Performance. *Journal of Applied Psychology*, 93, 392-423.
- Ngao, E., & Mwangi, C. (2013). Effects of Managing Gender of Employees in Enhancing Organizational Performance. A Case Study of Kenya Ports Authority. *European Journal of Business and Management*, 5(21), 1-8.
- NIWGW. (2009). *National Integration Working Group for Workplace*. Retrieved March 17, 2017, from Managing Workforce Diversity: A Toolkits for Organisations: <http://www.mom.gov.sg/~media/mom/documents/employment-practices/wdm/w>
- Nwana, O. C. (2005). *Introduction to Educational Research*. Ibanda: Heinemann Educational Books (Nig) Plc.
- Nwinami, S. J. (2014). *An Assessment of the Effect of Workforce Diversity on Employee Performance at Tanesco*. Mzumbe: Master's Thesis. Retrieved 2017, from http://scholar.mzumbe.ac.tz/bitstream/handle/11192/644/MSc_MPA_Stella%20J%20Mwinami_2014.pdf?sequence=1

- Oerlemans, W. G., Peeters, M. C., & Schaufeli, W. B. (2001). *Ethnic Diversity at Work: An Overview of Theories and Research*. Retrieved October 20, 2016, from <http://www.wilmarschaufeli.nl/publications/Schaufeli/292.pdf>
- Offredy, M., & Vickers, P. (2010). *Developing a Health care Research Proposal: An Interactive Student Guide*. UK: Wiley-Blackwell.
- O'Flynn, J., Ricciotti, A., Nicholas, S., Lau, K., Sammarino, A., & Fisher, N. (2001). The Theory of Diversity and Group Performance. *Australian Centre for International Buisness*, 1-54.
- Ogbo, A. I., Kifordu, A. A., & Ukpere, W. I. (2014). The Effect of Workforce Diversity on Organizational Performance of Selected Firms in Nigeria. *Mediterranean Journal od Social Sciences*, 5(10), 231-236.
- OPM.GOV. (2017). *Performance Management*. Retrieved May 9, 2017, from U.S Office of Personnel Management: <https://www.opm.gov/policy-data-oversight/performance-management>
- Oracle. (2014). *Leveraging Differences to Drive Success: 5 Best Practices for Building a Diverse Workforce and an Inclusive Workplace*. Retrieved March 17, 2017, from Oracle: Human Capital Management: <http://www.oracle.com/us/products/.../5bestpractices-diverse-workforce-2162559.pdf>
- Paniale, L. D. (2013). *An Analysis of Generational Differences and Their Effect on School and Student Performance (Doctorate Thesis)*. Retrieved October 23, 2016, from <http://stars.library.ucf.edu/cgi>
- Patel, T. K. (2016). A Study on Predictors to Maintain Workforce Diversity Among Teaching Facluties in Engineering and Management Institutes of Surat City. *Research Hub-International Multidisciplinary Research Journal (RHIMRJ)*, 3(5), 1-4.
- Powell, G. N. (2011). *Women and Men in Management* (4th ed.). California: Sage Publication, Inc.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B., & Swart, J. (2003). *Understanding the People and Performance Link: Unlocking the Black Box*. London: CIPD.
- Raaza-Naqvi, S. M., Ishtiaq, M., Kanwai, N., Butt, M. U., & Nawaz, S. (2013). Impact of Gender Diversity on Team Performance: The Moderating Role of Organization Culture in Telecom Sector of Pakistan. *Asian Journal of Social Science and Humanities*, 2(4), 1228-1235.
- Ragins, B. R., & Gonzalez, J. A. (2003). *Understanding diversity in organizations: Getting a Grip on a Slippery Construct*. UK: Lawrence Erlbaum Associates.
- Rahman, M. S., Hussain, M., & Hussain, B. (2011). Assessing the Relationship Between Diversified Workforce and Reward on Employees' Performance in the Organisation:

- An Exploratory Study of Private Organisations in Bangladesh. *International Journal of Employment Studies*, 19(2), 83-111.
- Rao, S. R., & Bagali, M. M. (2014). Workforce Diversity and Management: An Empirical Study on Relationship between Diversity Management Practices, Obstacles and Acceptance of Gender Diversity among Employees in IT Industry; Bangalore. *Journal of Business Management*, 16(2), 12-25.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behaviour*. New Jersey: Pear Prentice Hall.
- Robert, L., Leonard, C., & Leonard, B. (2015). *Performance Management: Concepts, skills, and Exercises* (2nd ed.). London: Routledge.
- Rowe, K. A. (2010). *Managing Across Generations*. USA: American Society for Training and Development.
- Salkind, N. J. (Ed.). (2010). *Encyclopedia of Research Design* (Vol. III). California: Sage Publications, Inc.
- Saxena, A. (2014). Workforce Diversity: A Key to Improve Productivity. *Procedia Economics and Finance*, 11, 76-85.
- Sayers, J. (2012). *Managing Diversity*. Retrieved October 4, 2016, from www.bookboon.com/en/managing-diversity-ebook
- Schlick, C. M., Frieling, E., & Wegge, J. (2013). *Age- Differentiated Work Systems*. New York: Springer Heidelberg.
- Scott, C. L., & Byrd, M. Y. (2012). *Handbook of Research on Workforce Diversity in a Global Society Technologies and Concepts*. USA: Business Science Reference.
- Scott, C. L., & Sims, J. D. (2016). *Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education*. USA: Information Science Reference.
- Secord, H. (2003). *Implementing Best Practices in Human Resources Management*. Canada: CCH Canadian Limited.
- Singh, K. (2015). *Organizational Behaviour: Text and Cases* (3rd ed.). New Delhi: Vikas Publishing House PVT Ltd.
- Singh, V., & Vinnicombe, S. (2004). Why So Few Women Directors in Top UK Boardrooms? Evidence and Theoretical Explanations. *Corporate Governance: An International Review*, 12(4), 479-488.
- Slack, T., & Parent, M. M. (2006). *Understanding Sport Organizations: The Application of Organization Theory* (2nd ed.). New Zealand: Human Kinetics.

- Stegmann, S., Roberge, M., & Van Dick, R. (2012). Getting tuned in to those who are different: The role of empathy as mediator between diversity and performance. *Z-Betriebswirtsch*, 82, 19–44.
- Syed, J., & Ozbilgin, M. (Eds.). (2015). *Managing Diversity and Inclusion: An International Perspective*. London: Sage Publication Ltd.
- Tajfel, H. (1978). *The Achievement of Group Differentiation: differentiations Between Social Groups*. London, England: Academic Press.
- Tajfel, H., & Turner, J. C. (1986). The Social Identity Theory of Intergroup Behaviour. *Psychology and Intergroup Relation*, 7-24.
- Thatcher, S. (1999). The Contextual Importance of Diversity: The Impact of Relational Demography and Team Diversity on Individual Performance and Satisfaction. *Performance Improvement Quarterly*, 12(1), 97-112.
- Timmermans, B., Ostergaard, C. R., & Kristinsson, K. (2011). Does a Different View Create Something New? The Effect of Employee Diversity on Innovation. *Research Policy*, 500-509.
- Tracy, R. L., & David, E. M. (2011). Choosing Workers' Qualifications: No Experience Necessary. *International Economic Review*, 34(3), 479-502.
- Turner, J. C. (1982). *Towards a Cognitive Redefinition of Social Group*. Cambridge, England: Cambridge University Press.
- UCSF. (2012). *University of California, San Francisco. Chapter 12: Managing Diversity in the Workplace*. Retrieved March 17, 2017, from <http://ucsfhr.ucsf.edu/index.php/pubs/hrguidearticle/chapter-12-managing-diversity-in-the-workplace/>
- Ugwuzor, M. (2011). Workforce Diversity Management in Nigerian Firms: The Interplay of Workforce Culture. *Journal of Educational Research*, 5(2), 1-8.
- Ugwuzor, M. (2014). Workforce Diversity Management and Corporate Performance of Firms in Nigeria. *International Journal of Business and Management Review*, 2(4), 36-46.
- Van Dick, R., Van Knippenberg, D., Hägele, S., Guillaume, Y. R., & Brodbeck, F. C. (2008). Group Diversity and Group Identification: The Moderating Role of Diversity Beliefs. *Human Relations*, 61, 1463–1492. doi:10.1177/0018726708095711
- Van Knippenberg, D., De Dreu, C. K., & Homan, A. C. (2004). Work Group Diversity and Group Performance: An Integrative Model and Research Agenda. *Journal of Applied Psychology*, 89, 1008-1022.

- Watzon, E., Johnson, L., & Zgourides, G. D. (2002). The influence of ethnic diversity on leadership, group process, and performance: an examination of learning teams. *International Journal of Intercultural Relations*, 26(1), 1-16.
- Wegge, J., Roth, C., Kanfer, R., Neubach, B., & Schmidt, K.-H. (2008). Age and Gender Diversity as Determinants of Performance and Health in a Public Organization: The Role of Task Complexity and Group Size. *Journal of Applied Psychology*, 93, 1301–1313.
- Weiliang, E. C., Mun, L. S., Fong, T. S., & Yuan, Y. P. (2011). *The Effects of Workforce Diversity Towards the Employee Performance in an Organization*. University Tunku Abdul Rahman: Unpublished Thesis.
- Zemke, R., Raines, C., & Filipczak, B. (2013). *Generations at Work: Managing the Clash of Boomers, Gen Xers, and Gen Yers in the Workplace* (2nd ed.). USA: AMACOM.

APPENDIX I

RESEARCH QUESTIONNAIRE

ON

EFFECTS OF WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE IN THE NIGERIAN BANKING SECTOR

DEAR SIR/ MA

My name is Christiana Akpkip, I am a postgraduate student in the Department of Business Management, College of Business and Social Sciences, Covenant University. As part of the course requirement for the award of M.Sc. in Industrial Relations/ Human Resource Management, I am conducting a research study on 'Effects of Workforce Diversity on Employee Performance'. My purpose for writing you is to solicit your co-operation in the study I am conducting. I am therefore enclosing herewith for your attention a questionnaire in which variety of information is requested from you with regard to the title of this study.

I wish to state here that the research is purely for academic purpose and at no instance will it be used for any other purpose other than this. Hence, information given will be treated as strictly confidential. I look forward to your prompt response.

Thank you for your cooperation.

SECTION A: BIODATA

Please tick (✓) where appropriate

1. Gender: Female Male
2. Age group: 18-30 31-40 41-50 50 and above
3. Marital Status: Single Married Others
4. Ethnic group: Igbo Yoruba Hausa Efik Others
5. Highest Educational Qualification: SSCE/ GCE OND/ND B.SC.
M.SC/MBA PHD Others
6. Work Experience: 0-4 years 5-8 9-12 13 above
7. Level in Organization: Entry Level Junior Senior Manager

APPENDIX 11

SECTION B: WORKFORCE DIVERSITY ON EMPLOYEE PERFORMANCE

This section contains items to examine the relationship between workforce diversity (gender, age, ethnicity and educational background) and employee performance

Please rate the following statement on a scale of 1-5, where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A) and 5= Strongly Agree (SA)

SECTION B: GENDER DIVERSITY						
No	ITEMS	SD	D	U	A	SA
		1	2	3	4	5
1	There is equal opportunity for career growth and advancement for women in my organization					
2	Opposite gender can perform well and I enjoy working with them					
3	Employees have not been discriminated by employer during promotional opportunities based on gender					
4	Dissimilarity in gender leads to poor effectiveness					
5	Workforce of the same gender can easily form working groups					
SECTION C: AGE DIVERSITY						
No	ITEMS	SD	D	U	A	SA
		1	2	3	4	5
1	My team leader includes all members of different ages in problem solving					
2	Age difference affects group formation in the workplace					
3	Differences in age affects consensus building among employees.					
4	Age differences affects group effectiveness					
5	I have no problem working with people of different age					
6	I feel motivated to work with employees of the same age group					
SECTION D: ETHNIC DIVERSITY						
No	ITEMS	SD	D	U	A	SA
		1	2	3	4	5
1	Working with colleagues from different ethnic background influences my decision making ability					
2	Different languages used to communicate in the workplace do not create conflict among employees.					

3	I co-operate well with my colleagues of different ethnicity					
4	The language differences among employees affect group formation and cohesion					
5	The language differences among employees affects group formation and cohesion					
SECTION E: EDUCATIONAL DIVERSITY						
No	ITEMS	SD	D	U	A	SA
		1	2	3	4	5
1	My educational level and background affects my ability to perform my core task responsibility					
2	The differences in educational background does not encourage conflict among employees					
3	I experience lack of confidence due to my educational background					
4	Working with colleagues with different educational background affects our problem solving and decision making ability.					
5	I do my job perfectly when I am in a team of workmates with different educational level					
6	Different educational background brings diverse experience and it enhances performance					
7	Having employees of the same educational levels and background leads to high effectiveness					

THANKS FOR YOUR COOPERATION