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Abstract

This study sought to investigate the influence of workforce diversity on employee productivity at the Eastern Africa Standby Force in Nairobi, Kenya. The specific objective was to determine the effect of educational qualifications diversity on employees' productivity at EASF Nairobi, Kenya. The study was anchored on the Social Identity Theory. The study adopted the descriptive case study design whereby the target population comprised of all the 250 employees working at EASF Headquarters in Nairobi. The sample size was obtained using the Krecjie and Morgan formula and the total was 152 respondents. A structured questionnaire was used for data collection and data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The study found that the organization considers the education background during team formations to enhance the productivity of employees. The study therefore concluded that there was a positive correlation between workforce diversity and employee productivity with educational qualification diversity being ranked as the most significant independent variable. The study recommended that EASF should continue ensuring that team formation and assignment of roles based on educational background of the employees as this improves productivity.

Keywords: *Workforce Diversity, Educational Qualification Diversity, Employee Productivity*

1.1 Introduction

Employee productivity entails a team being effective and efficient in their work. Maingi (2015), asserts that a well-managed diverse workforce results to improved decision making, higher creativity and improve productivity. This necessitates an understanding of the effect of workforce diversity on the organization's output. Lawrence and Weber, (2014) on the other hand emphasizes that whether an organization intends to be an employer of choice, to provide excellent customer service, or maintain a competitive edge, workforce diversity comes in handy as an important organizational resource. Rao, et. al. (2015) posits that workforce diversity has created

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opportunities than ever before. Therefore, the importance of workforce diversity has become a common movement slogan for various social movements, civil rights, women's and persons with disabilities movements who insisted on inclusivity in the place of work.

Workforce Diversity

Traditionally, Joseph and Selvaraj (2015) point out that the concept of workforce diversity refers to differences in race, religion, gender, disability, sexual orientation, age, and education, among other variables. However, this definition was limiting in the current world of business, which viewed diversity as a subset of the process as it related to engaging and including everyone within an organization in an attempt to meld into one cohesive culture. Organizations therefore needed to consider various aspects in relation to workforce diversity. One was the multigenerational workforce or the fact that workplaces increasingly were full of a mix of baby boomers, Generation X, millennials, and Generation Z, all of whom had different needs and working styles. Another fact to consider was the unconscious bias in the workplace, or dealing with different worldviews shaped by more than ethnicity or socioeconomic background (Bertolino, Truxillo & Fraccaroli, 2013).

A report by Deloitte (2014) noted that diversity does pay. It was also noted that diverse work environments boost profitability, culture, and public perception. In addition, diversity also improved organizational performance and thus diverse work force often outperform companies that do not. The report predicted that through 2022, 75% of companies with diverse and inclusive decision-making teams would exceed their financial targets. In addition, 66% of executives at companies that aligned their business goals with diversity and inclusion goals agree that diversity is an important driver of employee productivity. According to Joseph and Selvaraj (2015), organizations with more diverse leadership teams report higher innovation revenue. The research also found that morale, culture, and employee engagement all thrive in diverse and inclusive workplaces. In addition, workforce diversity improves public perception of the organization's brand.

Globally, workforce diversity is experienced more in industrialized countries with more mobility of labor force. In United States of America (USA), workforce diversity is said to have risen to 19% from 17.4% between 2005 and 2015. This percentage is likely to increase in the next 30 years as more immigrants move to USA in search of employment opportunities (Arggawal, 2014). India has also recorded high workforce diversity in the information technology (IT) sector with concerns of effective management of diverse people and perspective undermining workers' productivity (Gupta, 2013) In Pakistan, Ahmad and Rahman, (2019) revealed that age diversify, gender diversity and ethnicity diversity have negative relationship on the performance of the employees. In Malaysia, Al-Ahmad and Alkhawlani (2017) find that variation in education levels and backgrounds can led to wider awareness and knowledge since it promotes mutual learning with a wider range of intellectual skills and this boost employee productivity. Qasim (2019) notes that in Afghanistan, workforce diversity has significant effect in employee's performance.

In Africa, South Africa leads in its workforce diversity which were initiated after 1994 when diversity became a legal imperative, particularly in public organizations (Godfrey, 2014). This initiative saw the formulation of legal and policy framework that incorporated South African populations in the workplace. The bleu index homogeneity places South Africa top in the lists of the most diversified nations across the world, with a diversity index of above 0.85 (Moultrie & Dorrington, 2014). The Republic of Nigeria has placed more attention on workforce diversity due

to the challenges it possess to the organization outcome. According to Ohunakin, et. al., (2018) there is a positive effect of diversity management and inclusion on employees' productivity which implies that diversity management and inclusion have the potentials of assisting an organization in creating a climate in which employee will like to work. In Egypt (Badran, 2014) notes that diversity management is important and has a great positive effect on employee productivity.

In Kenya, there has been a noticeable progress towards workforce diversity (Public Service Commission, 2016). According to Stephen, et. al. (2018), efforts and policies that create a workforce diversity climate in the workplace are critical to enhance employee productivity. However, Mwatumba (2015) established that an employee's ethnic, gender and educational background did not have any contributory effect on performance. On the other hand, Busolo (2017) postulates that workforce diversity has both internal and external values that facilitate decision-making, skills pool, creativity and innovation, problem-solving, service and product quality and belonging among other aspects critical for employee productivity. Further, Njue (2014) notes that workforce diversity by giving equal opportunity and rights to employees irrespective of age, education background and gender has a positive significant effect on employee performance.

Scholars have conceptualized workforce diversity as individual differences of employee working in a particular place. Jones and Georg (2011), looks at workforce diversity as employee differences in terms of race, socio economic background, culture, sexual orientation, political belief, ideologies, national origin, capabilities/disabilities, age and religion. According to (Srivastava, 2012), workforce diversity encompasses acceptance and respect of individuals' uniqueness and differences. This study therefore sought to look at workforce diversity in terms of nationality, gender, educational qualifications and age to establish how these dimensions' influence employee productivity at EASF.

Employee Productivity

Employee productivity can be defined as the amount of work produced by an employee in a specific period of time (Kenny & Nnamdi, 2019). It can also be described as an assessment of the efficiency of an employee or group of employees. Managers therefore have the responsibility and power to help teams do their best work. Employee productivity can therefore be measured by measuring goals, measuring quality of work and measuring the number of tasks completed (Barcenas, 2020). Employee productivity may be evaluated in terms of the output of an employee in a specific period of time. Typically, the productivity of a given worker will be assessed relative to an average for employees doing similar work. Because much of the success of any organization relies upon the productivity of its workforce, employee productivity is an important consideration for businesses (Barcenas, 2020).

An organization can improve productivity of employees in the workplace through different practices. One is by improving the workplace conditions by ensuring that there are designated areas for deep work and other areas for collaboration and relaxing. Another one is to allow for flexible work schedules and to optimize meetings by clearly defining the purpose of every meeting (Hanaysha, 2016). An organization can also increase the productivity of its employees by setting clear deadlines and expectations so as to avoid ambiguity. There is also a need to encourage self-care and time off so that employees can take care of their mental health. Coaching employees on their priorities is also important and this can be done using one on one meetings to discuss priorities that should be paid more attention to (Barcenas, 2020). Employee productivity can also be enhanced by ensuring that they learn time management skills and encouraging concentration on

their work by avoiding distractions and interruptions from their teammates. Overall, it is also crucial to celebrate accomplishments by the employees, which can be achieved through a special mention in a meeting or sending positive feedback, as this will motivate the employees to be more productive (Kenny & Nnamdi, 2019).

The conceptualization of employees' productivity differs among various scholars. According to Sharma and Sharma (2014), employee productivity is based on the amount of time that an employee is physically present at their job, besides the extent to which they are mentally present or efficiently working during the presence at the job. Companies should address such issues in order to ensure high worker productivity. Ferreira and Du Plessis (2009) indicated that productivity can be evaluated in terms of the time spent by an employee actively executing the job he or she was hired to do, in order to produce the desired outcomes expected from an employee's job description. According to Njururi (2016), employee productivity can be conceptualized based on aspects such as meeting targets, innovation and problem solving capabilities as well as commitment by employees. Gikonyo (2017) further notes that employee productivity can be conceptualized through meeting organizational goals. The current study therefore looked at employees' productivity in terms of creativity and innovation of employees, ability to solve problems and task completion rate of the employee's ad EASF.

Eastern Africa Standby Forces

The Eastern Africa Standby Force (EASF) is a regional organization comprising of Military, Police and Civilian. The EASF draws its membership from ten Member States from the Eastern Africa Region, namely, Burundi, Comoros, Djibouti, Ethiopia, Kenya, Rwanda, Seychelles, Somalia, Sudan and Uganda. Thus the organization has employees from diverse background culturally, language wise, gender, and nationality. More so being a regional organization, employees are of different political, ideological and religious affiliation creating a highly diversified workforce for the organization. Despite the differences EASF is mandated to enhance peace and security within Eastern Africa Region.

As women number increase in the organization and different nationality EASF encounter a challenge on employee communication, cohesion that are key for employee's productivity. Various scholars have observed that most human resource managers are ill equipped in managing diversity and related issues at workplace. This study sought to investigate the influence of workforce diversity management on employee's productivity by specifically looking at how nationality diversity, gender diversity, educational qualification diversity and age diversity influenced employees' productivity at EASF.

1.2 Statement of the Problem

Workforce diversity presents a great deal of opportunity for organizations as employees are envisaged to pull ideas and experiences together providing creativity and innovation for the improved performance of an organization (Ahmad & Rahman, 2019). Complex problem solving is likely to emanate from a diversified workforce. While the opportunities are many, challenges of communication breakdown, conflict within work and low productivity loom in highly diversified organizations (Sohail et. al., 2019).

EASF is such an organization that pulls employees across the world to work for the course of peace and security in Eastern Africa. For sometimes now the organization has been described as sleeping giant failing to reach its operations effectiveness in various activities (Mumm-Martinon 2010;

Kimathi, 2010). Further, poor management of workforce diversity has led to damaged morale, increased turnover and significant communication problems and conflict in the organization. Employee productivity has been affected whereby the creativity of the employees is wanting, as no new innovations are forthcoming. In addition, problem-solving activities take longer than expected and this causes a delay on the operations of the organization and this has been attributed to diversity issues such as the language of communication and gender roles (EASF Strategic plan 2015-2020). The education background has also negatively affected task completion due to skill inadequacy of some employees. EASF has also been experiencing wrangles among different age groups on the roles they play and this has affected performance. In addition, the employees in different staffing levels within EASF have not fully embraced workforce diversity. Political affiliation, international loyalty, age, language and cultural diversities have been cited to be causing conflict and friction among staff in this organization hindering employee productivity. Bayeh (2014) revealed that decision making and planning is a struggle due to diversified cultures and conflicting interests among the workers. Despite diversity being good at enhancing the productivity of employees, EASF is yet to achieve peace in the ever-conflicting Horn of Africa to which it is mandated.

Various studies have been conducted in relation to workforce diversity and employee productivity. Qasim (2019) carried out a study in the education sector of Afghanistan and looked at ethnic based diversity. Another study by Busolo (2017) was carried out in the health sector where they looked at dimensions of ethnicity and gender. Further, Ahmad and Rahman (2019) looked at the dimension of experience diversity using regression analysis. Ohunakin et. al. (2019) looked at diversity management in multinationals. None of these studies had been carried out in the security sector and specifically looking at nationality diversity, gender diversity, educational qualification diversity and age diversity. This study therefore sought to fill this gap by investigating the influence of workforce diversity on employee productivity at EASF, Nairobi, Kenya.

1.3 Objectives of the Study

The general objective of this study was to investigate the influence of workforce diversity on employee productivity at the Eastern Africa Standby Force in Nairobi, Kenya. Specifically, the study sought to investigate the effect of educational qualification diversity on employees' productivity at EASF Nairobi, Kenya.

1.4 Significance of the Study

The human resource and key leadership at EASF would benefit from this study in understanding how to leverage workforce diversity for improved employee productivity. The findings would also be significant to human resource managers at EASF who would use the results in formulating and reviewing diversity policies within the company. The employees from this company would also benefit in understanding the importance of diversity in workplace productivity. This would enable them come up with strategies to embrace diversity for the benefit of the company and their wellbeing. This study was also important as it would enable other regional organizations formulate workforce diversity programs within their working environment to incorporate the differences of each individual and enhance productivity. In addition, scholars within the human resource management discourse would benefit with the results of how various components of diversity influences employee productivity.

1.5 Conceptual Framework

Figure 1 shows the relationship between the independent and dependent variables.

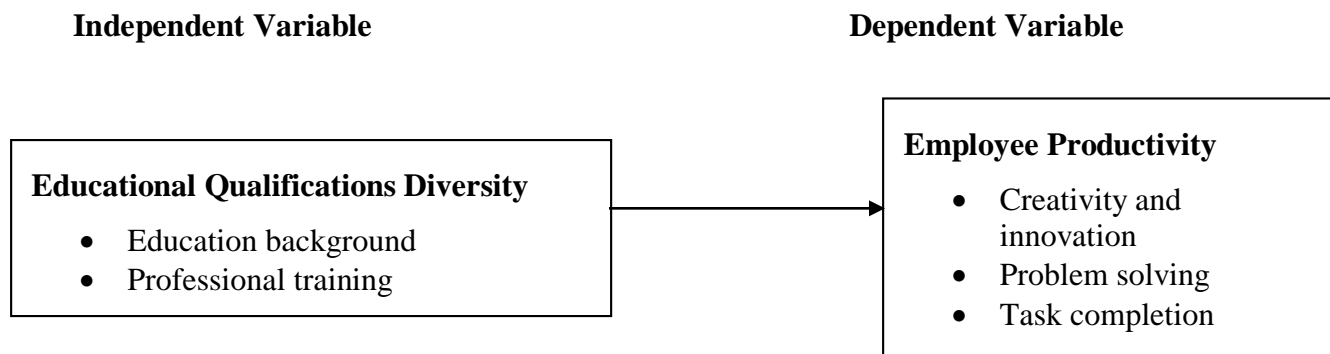


Figure 1: Conceptual Framework

Source: Adopted from literature review

According to the conceptual framework, the educational background and professional training of employees was capable of having an impact on the innovation and creativity of the employees at EASF. The professional training was also capable of influencing the problem solving ability of the employees as well as the time taken to complete tasks assigned to them.

2.1 Theoretical Framework

This study was guided by the social identity theory proposed by Trajfel and Turner (1979). Social identity theory was developed to explain how individuals create and define their place in society. According to the theory, three psychological processes are central in that regard: social categorization, social comparison, and social identification (Ellemers & Haslam, 2012). Social categorization refers to the tendency of people to perceive themselves and others in terms of particular social categories; that is, as relatively interchangeable group members instead of as separate and unique individuals. Social comparison on the other hand is the process by which people determine the relative value or social standing of a particular group and its members. Social identification reflects the notion that people generally do not perceive social situations as detached observers. Instead, their own sense of who they are and how they relate to others is typically implicated in the way they view other individuals and groups around them (Tajfel, 1978).

The theory aims to specify and predict the circumstances under which individuals think of themselves as individuals or as group members. The theory also considers the consequences of personal and social identities for individual perceptions and group behavior (Scheepers, 2009). Thus, social identity theory originated from the conviction that group membership can help people to instill meaning in social situations. Group membership helps people to define who they are and to determine how they relate to others (Tajnet & Turner, 1979). According to the theory, people generally prefer to maintain a positive image of the groups to which they belong. As a result of social identity processes, people are inclined to seek out positively valued traits, attitudes, and behaviours that can be seen as characteristic of their in-groups (Postmes, et. al., (2001).

This theory was relevant because it considers attributes such as nationality, age, gender and education as key factors that affects employees' performance. According to the theory, through

social comparison, the value employees have over others determines how they would interact and this affected productivity. In addition, through social categorization, employees perceived the performance of others based on their nationality, gender, age and education qualifications and this diversification could have a positive or negative impact of productivity. The social identity theory also related to this study because it pointed out how through social identification could positively influence how the employees relate to the others at EASF and how this could enhance employee productivity. Therefore, by the management of EASF understanding the role of social groups in the workplace they would be able to motivate employees to be more productive.

2.2 Empirical Studies

Makhdooni and Nika (2017) study in Delhi sought to explore the influence of educational diversity on employee productivity in the telecommunication sector. The study revealed that the diversity of education does not have any significant impact on the performance of employees. The study recommended that organizations needed to improve the level of diversity and recruit talent from a wider pool to enhance their outputs and deal with the diverse marketplace. It was also recommended that there was a need for organizations to adopt a diversity approach to support equal employment and tackle with discrimination at the workplace (Makhdooni & Nika, 2017).

In the hotel industry of Terhan, Sanam and Rozita (2014) conducted a research on the relation between academic education and employees' productivity. The study was a qualitative case study where managers from two hotels were interviewed. The study showed that there was a significant relation between academic education and employees' productivity and therefore, it was better to hire educated employee for achieving a higher employee's performance. The study also found that an employee who had related education with his work had a better performance, because they knew their work and its standard, which caused a higher performance for them. The study recommended that hotels should recruit educated employees especially trained in job related education so as to have a better performance for employee and consequently for hotel. It was also recommended that managers should also consider training within the organization as it had a positive impact on individual behavior and performance of employees (Sanam & Rozita, 2014).

Boadi and Osarfo (2019) carried out a study on the link between educational qualifications of board members and the performance in the banking sector of Ghana. The study which was a time series was carried out among 28 banks to show that educational qualifications of board members had a significant effect on the performance of the employees and the banks. The study noted that employees with an academic degree and higher performed better than their counterparts. The study recommended that organizations should encourage their employees to acquire higher levels of education for better productivity. In support of this, Bolli, et. al. (2017) used panel data of Swiss firms to analyze the impact of vertical educational diversity on innovation performance. The study found that vertical educational diversity increases product innovation. It was also found that the relationship with process innovation and product innovation intensity was insignificant. The concluded that vertical educational diversity enhances the creative moment and productivity of employees especially at the invention phase.

In Uruguay, Bello-Pintado and Bianchi (2018) explored the relationship between horizontal educational diversity (HED) and firm innovation performance. Using panel data from the Uruguayan Innovation Survey 2006-2012, econometric estimates showed that HED was barely associated with innovation performance in products and processes. The study found that innovative companies usually adopted advanced forms of work organization. The study also observed that

these organizational practices enhanced the positive association between diversity in education and performance in radical innovation. The study recommended that in order to leverage innovation performance, organizations should promote an increase in professional jobs throughout the industry (Bello-Pintado & Bianchi, 2018).

Ishola et al., (2018) studied the contribution of educational and professional qualifications on job performance of financial accountants in Nigeria. The survey was conducted using a standardized self-report questionnaire. Results from this study showed that financial accountants with professional qualification reported more performance than non-certified professionals. Accountant's diversity in education also showed different results whereby those with high educational attainment performed better than those with low. The study recommended the need for training and development of employees to bridge performance gaps due to different educational level (Ishola et al., 2018).

Further, Kyalo and Gachunga (2015) assessed the effect of education diversity on employee performance in the banking industry in Kenya. The study specifically sought to establish the effect of level of education, training attended, skills and competence on employee performance. The study used a descriptive research design and the target population comprised of all the middle level managers working at the headquarters of all the 43 commercial banks in Kenya. The respondents reported that education diversity affects employee performance in their organization. It was also revealed that the recruitment plan of the organization was based on the education diversity of the employees. The study concluded that there was a positive association between education diversity and employees' performance. The study recommended that commercial banks in should consider increasing the skills and competence of their staff by providing them with a paid leave (Kyalo & Gachunga, 2015).

Anjiri (2018) examined the influence of education level diversity on performance of IT firms in Nairobi County. The population of the study comprised of four executives from the 20 ICT based companies, giving 80 respondents. The study established that educational diversity significantly influenced organizational performance. The study recommended that the top management team of all IT firms should recognize and value education diversities at the work place. The study recommended that the management of IT firms needed to improve on their gender diversities at the work place so as to significantly raise performance of their organizations. It was further recommended that firms should strengthen their education level diversity as this would boost employee productivity (Anjira, 2018).

In addition, Wachira (2016) sought to investigate the effect of education diversity on performance at state corporations in Kenya. The study categorized education diversity under the categories of skills diversity, values diversity and social diversity. The study used multi-stage sampling technique while a descriptive survey design was adopted. The study found skills category diversity to be the most significant factor that positively affected the performance of the selected state corporations, followed by values diversity and the third most influencing factor was social diversity. The study recommended that organizations should ensure they have a diversity management policy in place as it would enhance employee productivity (Wachira, 2016).

3.0 Research Methodology

A descriptive research design was adopted in this study. This design enabled the researcher obtain specific information from the population to establish the nature and influence of workforce diversity on employee productivity at EASF which was the case study for this research without manipulation of the subjects (Polit & Beck, 2004). The target population for this study comprised of all EASF employees at Karen Headquarters in Nairobi. According to HR records employee register (2021) the organization has 250 employees at various department and performing various tasks in the organization. This study used the Krejcie & Morgan (1970) formula to calculate the sample size of 125. Stratified sampling and purposive sampling methods were used to select the respondents.

This study used both primary and secondary data sources. Questionnaires were used to obtain the primary data while secondary data was collected from published journals. The researcher obtained a research permit from NACOSTI to collect data. The data was analyzed using the Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics was summarized by calculating percentages and frequencies and presented using pie charts, frequency tables and graphs. The study also used inferential statistics in form of Pearson correlation coefficient to measure the strength of a linear association between the work diversity variables and employee productivity variable.

4.0 Results and Discussion of Findings

4.1 Descriptive Statistics

The following are the findings on how educational qualifications diversity influenced employee productivity at EASF. Results from the study are shown in Table 1.

Table 1: Influence of Educational Qualification Diversity on Employee Productivity

Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The organization considers the education background during team formations to enhance productivity	8	33	19	40	-
The assignment of roles is based on the education background of the employees so as to incorporate different view points	-	2	7	75	16
All the employees are given equal opportunities for professional training to enhance productivity	-	8	36	47	9
Professional training is based on the needs of the employees to enhance productivity	10	40	45	5	-
Professional training is undertaken on diversity issues in the organization to enhance productivity	47	45	8	-	-
The organization funds all the professional training activities for the employees to enhance productivity	-	20	29	51	-

Source: Research data, 2021

Table 1 shows that majority of the respondents (40%) agreed that the organization considers the education background during team formations while 33% disagreed with the statement. In addition, 75% of the respondents also agreed that the assignment of roles is based on the education background of the employees so as to incorporate different viewpoints while 16% strongly agreed with the statement. 47% of the respondents agreed that all the employees were given equal opportunities for professional training while 36% neither agreed nor disagreed with the statement. Further, 45% of the respondents neither agreed nor disagreed that professional training is based on the needs of the employees while 40% disagreed with the statement. 47% of the respondents strongly disagreed that professional training is undertaken on diversity issues in the organization while 45% disagreed with the statement. In addition, 51% of the respondents agreed that the organization funds all the professional training activities for the employees while 29% neither agreed nor disagreed with the statement.

This implied that EASF considered the education qualification of employees in the assignment of duties and they funded the professional training of employees. The findings also indicated that there was equal consideration for professional training but it was not clear whether the professional training was based on the employee needs. The findings also indicated that there was no training on diversity being undertaken in the organization.

These results are in tandem with those of Al-Ahmad and Alkhawlani (2017) who found that variation in education levels and backgrounds can lead to wider awareness and knowledge since it promotes mutual learning with a wider range of intellectual skills and this boost employee productivity. In addition, Sanamand Rozita, (2014) posited that organization should recruit educated employees especially trained in job related education so as to have a better performance for employee. The results are also in tandem with Boadi and Osarfo (2019) who established that organizations should encourage their employees to acquire higher levels of education for better productivity. This is in line with what was noted by Isholaet. al., (2018) that employees with professional qualification reported more performance than non-certified professionals. Another study by Muthiora (2017) noted that HR should introduce training to enhance employees understanding of the various diversity. Zhuwao, et al. (2019) also posited that diversity training and mentoring programmes should be implemented to ensure that all employees are properly trained on diversity issues organization's capacity growth. According to Ng'ang'a (2018), management should invest extensively in all resources because they influence financial performance.

4.2 Correlation Analysis

The coefficient correlation matrix for the strategy implementation and school performance variables is shown in Table 2.

Table 2: Correlation Matrix

		Educational Qualifications Diversity
Employee Productivity	Pearson Correlation	.643(**)
	Sig. (2-tailed)	.000
	N	130

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

Source: Research data, 2021

The correlation table showed that there was a strong relationship between workforce diversity and employee productivity. According to the correlation matrix, educational qualification diversity had the highest positive relationship with employee productivity (.643; $p < 0.000$). The results are consistent with Boadi and Osarfo (2019) who established that educational qualifications had a significant effect on the performance of the employees. Terhan, Sanam and Rozita (2014) results also showed that there was a significant relation between academic education and employees' productivity. The results are also supported by Kyalo and Gachunga (2015) who established that education diversity affects employee performance. Mwatumba (2015) however established that an employee's educational background did not have any contributory effect on performance. In addition, Makhdooni and Nika (2017) noted that diversity of education does not have any significant impact on the performance of employees.

5.0 Conclusion

The study concluded that there was a positive correlation between educational qualification diversity and employee productivity. The study also concluded that during team formation, the educational qualification of employees is usually considered and assignment of roles is also based on education background so as to incorporate different viewpoints from employees. In addition, EASF funds the professional training of all employees but there is neutrality on whether the training is based on their needs. The study further concluded that there was no training on diversity at EASF but all the professional training activities are funded by the organization.

6.0 Recommendations

Based on the conclusion that team formation and assignment of roles is based on educational background of the employees, it is recommended that EASF should continue upholding this as it has led to the incorporation of different viewpoints thus improved employee productivity. In addition, having concluded that it was not clear whether the training is based on employee training needs, it is recommended that the organization should avail their diversity management policy to the employees so that they can be fully informed on what educational qualification diversity entails. Based on the conclusion that there is no training on diversity at EASF, it is recommended that regular trainings on workforce diversity and how it influences employee productivity should be organized for all employees.

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