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RESEARCH ARTICLE

WORKFORCE DIVERSITY AND EMPLOYEE WORK PERFORMANCE AMONG SELECTED HEALTH WORKERS: EVIDENCE FROM SUB-SAHARA AFRICA

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ABSTRACT

As industries and organizations continue to progress in the universal sphere, the concept of workforce diversity comes into play. Workforce diversity has been demonstrated to be the basis of employee performance. This basis drives management to understand and welcome the model of workplace diversity, its significance, and its challenges. The study sought to examine workforce diversity and its effects on employee performance in a sector that is made up of health workers. Age, gender, ethnicity, and educational qualification of employees were the antecedent of diversity which was critical for the study. The investigation was done by distributing 320 questionnaires as 293 were valid and usable questionnaires for the data analysis. The study findings show that there is a significant impact on performance when a diverse workforce is working in an institution. It was recommended that the management of the various health facilities should create an atmosphere that accommodates people from diverse backgrounds in other to enhance their work performance which would go a long way to improving organizations' performance.

KEYWORDS

workforce diversity, health workers, antecedent of diversity,

1. INTRODUCTION


Organizations must adopt a workforce diversity culture if they want to draw in a larger talent pool of workers. This will improve the company's reputation and reinforce its cultural values. (Childs, 2005) asserts that workforce diversity is a widespread phenomenon in the workplace and market. Therefore, every organization or institution that wants to succeed needs to have an open mind and a deep commitment to making sure that workplace diversity is a part of its routine business practices. Diversity in employment can promote adherence to anti-discrimination rules, a more diversified workplace, and an understanding of the value of many viewpoints. When it comes to the mix of people in terms of gender, age, color, and educational background, companies are getting more diverse (Robbins, 2009). For instance, a varied workforce contains people of all ages, genders, races, and educational backgrounds. Workforce diversity, in Robbins' opinion, has significant effects on management procedures and guidelines.

Age, ethnicity, ancestry, gender, physical capabilities/qualities, race, sexual orientation, educational background, geographic area, income, marital status, military experience, religious beliefs, parenting status, and work experience are just a few examples of the variety of the workforce (Srivastava, 2012). Other sources of diversity, according to Bhatia (2008), include political affiliation, skill levels, personality, socioeconomic background, union membership or non-membership, length and type of job, and work style. All of them point to the fact that people are diverse individuals with special abilities. Because of this, employees cooperate inside corporations while maintaining their identities, various cultures, languages, and lifestyles. The idea of a global village was brought into focus by the development of the internet and the World Wide Web, which highlighted the necessity for a business to support workforce diversity to the global market (Madiha, 2003). Employee performance may be positively or negatively impacted by how firms handle workforce diversity

(Saxena, 2014). If correctly controlled, it could lead to better judgment, greater creativity, and increased productivity (Maingi, 2015). However, if it is not handled, it may lead to poor employee performance through decreased communication, low staff morale, and greater conflicts. This is a factor that has gotten significant attention from both the academic and business worlds (Munjuri, 2012). Employee performance, according to (Tinofirei, 2011), is defined as the "selection of an individual's successful completion of tasks as a set and measured by a supervisor or organization to pre-defined acceptable standards while efficiently and effectively utilizing available resources within a changing environment."

Several studies have extensively examined the connection between employee performance and workforce diversity (Magoshi & Chang, 2010; Odhiambo, 2014; Selvaraj, 2015; Shifnas & Sutha, 2016). Employee performance was favorably correlated with workforce diversity, according to a study by Ohimare in Nigerian businesses. The study came to the conclusion that a company's business goals, as well as how senior management and employees handle diversity, affect the effects of workforce diversity. According to a study conducted in secondary schools in Kenya by (Magoshi and Chang, 2010), workforce diversity is a key element in explaining variations in employee performance. They advised businesses to regard worker diversity as a valuable asset that gives them an advantage over their rivals based on these findings. Companies hire workers from a variety of nations, cultures, values, and styles.

Employees anticipate rewards from the company, yet the success of the company depends on their successful performance. Therefore, it is crucial to take into account how diversity affects employee productivity. When it comes to managing effectively, the organization may face both great opportunities and challenges as a result of workforce diversity. Individual versus collective fairness, reluctance to change, resentment, group cohesiveness, interpersonal conflict, split communication networks, backlash, and rivalry for chances are just a few of the difficulties that

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diversity may bring to a business (Madiha, 2003). Understanding how diversity affects organizational outcomes such as organizational performance, employee happiness, and turnover is crucial (Sungjoo, 2010). Through analysis and testing of four characteristics of diversity—gender, age, education, and ethnicity—this study aimed to ascertain the impact of workforce diversity on employee work performance among chosen health workers in Sub-Saharan Africa.

1.1 Significance

The study would provide insight into the idea of workforce diversity and the impact it has on worker productivity. This encourages employees to value, accept, and comprehend the viewpoints of other workers. It would also illustrate the importance of having a staff with a diverse background, which would encourage a variety of viewpoints and ideas in problem-solving at work and ultimately improve the employee's performance. Once more, the study would add to the body of knowledge on employee performance and workforce diversity. This would be used as a reference by academics, researchers, etc. who would replicate the study's findings in their own work. This study will also aid management and others with greater authority in the various institutions in understanding the value of having a diverse and well-balanced workforce in guiding employee performance. This meant that the research would gather fundamental pieces of evidence that would serve as inputs for academics and policymakers (management) of the health sectors who may choose to pursue the topic for further investigation in the future. In light of this, the study will present some significant data on the performance of healthcare facilities in terms of educational level, ethnicity, age, and gender-diverse staff.

2. LITERATURE REVIEW

2.1 Theoretical Framework

Three main theoretical frameworks are advocated in the workplace diversity literature for analyzing the potential effects of workforce diversity. The first theory, according to (Turner, 1987), is the social categorization theory, which classifies workers based on characteristics like ethnicity, gender, or age. According to Turner, this leads to stereotyping. According to this notion, an employee's workplace behavior is governed by the guiding ideals of the group to which he belongs. As a result, the employee's performance is directly impacted. The second approach is based on the similarity or attraction theory, which emphasizes non-semantic factors that boost interpersonal attraction and attachment, such as values and education (Berscheid & Walster, 1978). Knowledge and decision-making theory, the third theory, explores how the distribution of information and expertise affects work teams (Wittenbaum & Stasser, 1996). (Williams, 1998) asserts that the third theory on information and decision-making perspective results in beneficial benefits of diversity since more varied work teams are anticipated to process information in different ways and may include members with different points of view. This may then result in greater creativity and improved performance.

2.2 Age Diversity and Employee Performance

According to (Kunze, 2013), age diversity is used to describe the make-up of an organization or the make-up of workgroups within an organization and is defined as the variations in the age distribution among personnel. Age diversity may benefit and hurt businesses, according to a number of academics. For instance, (Mwatumwa, 2016) identified conflict and poor communication as examples of age diversity disadvantages. To further bolster the aforementioned, (Opstal, 2009) added an explanation. He said that when managers fail to address generational differences among employees, disputes are likely to develop, which lowers employee productivity. (Backes-Gellner and Veen's, 2015) assertion that age heterogeneity may lead to poor communication, less contact, and decreased employee performance because of different values and preferences also supports this claim. According to them, businesses that prioritize regular tasks over creative ones are unlikely to benefit significantly from age diversity in a way that would offset the rising costs associated with more age diversity. Contrary to what was stated above, Boehm and (Kunze, 2015) asserted that a workforce with a wide range of ages produces a variety of talents, intellectual preferences, morality, and preferences that may lead to higher productivity. This backs up (Park and Lin's, 2008) assertion that an age-diverse workforce has varied perspectives, cognitive models, and interpretations; hence, bringing them together may result in a wider knowledge base, a larger toolkit for problem-solving, and improved employee performance.

2.3 Ethnic Diversity and Employee Performance

Tribalistic people are referred to as belonging to an ethnicity (Makokolo,

2005). It feels like it has a common historical background and future. An ethnically varied workforce may be advantageous and unfavorable to firms, according to (Dastane and Eshegbe's, 2015) argument. Ethnic diversity has been linked to higher levels of creativity and invention, according to (Martin and Nakayama, 2015). They suggested that an ethnically diverse team delivers new creative ideas and varied perspectives for issue resolution, leading to greater team performance. This backs up the argument made by (Van Knippenberg et al., 2013) that an ethnically diverse team fosters creativity and innovation within the organization, enhancing organizational performance. (Arokiasamy, 2013) asserted that, on the other hand, if ethnic diversity is not managed, communication problems and interpersonal conflicts may occur. According to (Bleaney and Dimico, 2016), ethnic-based conflicts may hurt an organization's performance, reputation, and financial success. Given the foregoing, (Elsaid, 2012) urged enterprises to establish successful diversity management techniques to maximize the positive effects of ethnic diversity and minimize its negative ones.

2.4 Gender Diversity and Employee Performance

Gender is said to be a description of a person's masculinity or femininity (Connell & Messerschmitt, 2013). According to (Mwatumwa, 2016), gender diversity has a favorable impact on worker and organizational performance. This supports (Weiliang's, 2011) assertion that gender diversity at the management and organizational levels can give a firm a stronger competitive edge. (Weiliang, 2011) employed a resource-based approach to a corporation. However, (Kirton and Greene, 2015) claimed that because gender-based disparities still exist in businesses, the majority of organizations do not experience these advantages. According to (Nishii, 2013), the idea that men rule the world is still held by the majority of cultures. Since men are seen as having higher performance and job management skills than women, and because of this, the business world shares the same opinion that organizations prefer to hire men rather than women. However, (Kirton and Green, 2015) said it's crucial to give women equal job chances if you want to boost worker productivity in your business.

2.5 Educational Diversity and Employee Performance

To inspire and encourage staff to collaborate well with one another and achieve organizational goals, the majority of firms conduct educational diversity initiatives (Tracy & David, 2011). The level of schooling a person has can be a good indicator of their knowledge, abilities, and competence. A person's personality and cognitive prowess may also be shown by the educational major they choose (Daniel, 2009). For example, one may anticipate that someone with training in computer science will have a somewhat different cognitive style than someone with training in marketing or advertising. Similar to functional expertise, educational diversity appears to improve team performance because it encourages a wider variety of cognitive abilities (Horwitz, 2005). According to (Lewin et al., 2011), the range of knowledge structures, as expressed in the variety of educational majors, is likely to boost the organization's absorptive capacity. Although the fact that task conflict mediated the link, (Bamberger et al., 2014) found that informational variety, such as education and functional areas, was favorably connected to real workgroup performances. Similar findings by (Hambrick, Humphrey, and Gupta, 2015) who found that top management teams' attitudes toward a company's global, strategic positioning were favorably correlated with their experience abroad and diverse educational backgrounds. However, educational variety can also hurt how well a team functions socially (Peretz et al., 2015). The author went on to say that educational variety can hurt senior management teams' ability to reach a consensus on decisions, which can lead to subpar performance. Furthermore, heterogeneous educational diversity tends to heighten the amount of discomfort and conflict, which could inhibit social integration and team effectiveness (Jindal et al., 2013).

3. METHODOLOGY

A quantitative research method was adopted in this study. Data were gathered from health workers from selected hospitals with at least 5 years of working experience. We distributed 320 questionnaires and 305 were returned. However, after eradicating 12 invalid questionnaires, 293 valid questionnaires remained for a valid response rate of 91.6%. Among the 293 staff, 142 (48.5%) are males whereas 151 (51.5%) are females. Again, respondents were in the age category as follows; 33.4% representing 98 are between the ages of 20-30 years, 100 representing 34.1% of the respondents are in the 31-40 years category, 41-50 years had 50 respondents representing 17.1% and finally, 45 employees representing 15.4% are above the ages of 50. Furthermore, employees had various educational qualifications. The majority the respondents have diploma

(58.7%), followed by bachelors' degree (36.8%), and lastly, master's degree (4.5%). Additionally, the employees also come from different background (ethnicity). On ethnicity, Akan represent majority 62 (21.2%), proceeded by Fante 60 (20.5%), Ga 55 (18.8%), Ewe 46 (15.7%), Bono 30 (10.2%), Nzema and Hausa had 20 each representing 13.6%. Statistical Package for Social Sciences (SPSS 25) was the main statistical tools used to analyze the data.

Common Method Bias (CMB) influence was eradicated in the study by utilizing two survey at two different times in a space of 4 months. In the first survey, respondents were to answer questions on their demographics and employee performance. In a space of 2 months, the second survey was administered. Respondents were asked their opinion on the various categories of workforce diversity. Again, CMB was decreased by asking respondents not to reveal their identity as the responses were purely for academic purposes. A total of 293 usable questionnaires were used for the proper data analysis. This represents a response rate of 94.5%. 20 questionnaires were issued for pre-test to check the question's validity and reliability. After 2 weeks time on the receipt of the questionnaires, a few amendments were made.

3.1 Measure

Workforce Diversity: 25 items from (Elsaid, 2012) were employed to assess workforce diversity (age, gender, ethnicity, and educational qualification). Response options for workforce diversity range from 1 (*strongly disagree*) to 5 (*strongly Agree*). These items include; 'The organization does a good job of attracting and hiring minorities'.

Employee Work Performance: 10 question items were adopted from (Bekele, Shigutu, and Tensay, 2007) to assess employee performance. Responses ranged from 1 (*strongly disagree*) to 5 (*strongly Agree*). Questions include; "I often perform better than what can be expected". This had a reliability co-efficiency of 0.68. According to (Hair et al., 2003), a reliability coefficient above 0.60 is good and can be used for analysis.

3.2 Analysis of the Objectives

The level of agreement among the respondents on each construct—gender diversity, age diversity, ethnic diversity, and educational background—from the chosen hospitals was assessed using the measurement of central tendencies.

3.3 Employee Perception of Age Diversity on Employee Performance

The finding depicts that majority of the participants gave a neutral rejoinder that "all employees irrespective of their age are involved in the decision and problem-solving" (M= 3.42; SD= 1.278), the respondents disagreed that "age disparities in my facility breeds conflict" (M= 2.15; SD=0.996). "In my facility, employees experience inadequate bonds due to age differences" (M= 1.82; SD=1.038) was disagreed. "Age diversity is positive in my facility" (M=3.27; SD= 1.689) was neutral.

3.4 Employee Perception of Gender Diversity on Employee Performance

Respondents gave a neutral response on "during posting, management does not use gender as a discrimination" (M=3.35; SD=1.264). Additionally, "management hire women without disparities" (M=3.47; SD=1.189) represents a neutral response from the respondent. The respondents also were neutral about "employees experience fair treatment irrespective of their gender" (M=3.37; SD=1.277). "In my facility, every gender has the opportunity to grow and advance" was agreed by respondents (M=3.63; SD=1.266). The respondents also agreed that "in decision-making, women are involved as men" (M=3.61; SD=1.230). Respondents gave a neutral response that "success criteria on performance for men is higher than women" (M=2.80; SD=1.268). It was agreed that "development of training and development programs are on the requirement of both genders in my facility" (M=3.51; SD=1.286). "In my facility, gender diversity is very key" (M=3.66; SD=1.266) showing an agreed response from the respondents.

3.5 Employee Perception of Ethnicity Diversity on Employee Performance

A neutral response was given by the respondents that "The facility does a good job of attracting and hiring minorities" (M= 3.19; SD=1.393). Again, there was a neutral response from participants "in my facility, growth and advancement are given to every employee due irrespective of ethnicity" (M=3.30; SD= 1.411), "my facility takes into consideration the customs, values, and culture of the employees" (M= 3.13; SD=1.398) which specifies a neutral response, "in communication, different languages used by

employees do not problems in my facility" (M= 3.08; SD= 1.469) showing a neutral response, and "I develop low-esteem due to my ethnic background at work" (M= 3.18; SD=1.401), depicting neutral. On a different note, participants agreed that "problem-solving and decision-making involve employees irrespective of their ethnic" (M= 3.60; SD= 1.120) and "my facility encourages ethnic diversity" (M= 3.84; SD= 1.122).

3.6 Employee Perception of Education Diversity on Employee Performance

"Educational qualification of employees are the basis hiring in my facility" (M= 3.62; SD= 1.166, Agree). "Employees who want to further their education in my facility are granted study leave with pay" (M=3.75; SD= 1.140, Agree), "in my facility, irrespective of an employees' educational qualification, there is an opportunities for growth and advancement" (M= 3.54; SD= 1.155), and "educational qualification disparities do not inspire conflict" (M= 3.51; SD= 1.223). There was a neutral response from the respondents on "in decision making and problem solving, every employee is involved irrespective of educational level" (M= 3.45; SD= 1.228), and "all employees are given the needed treatment irrespective of educational background" (M= 3.42; SD= 1.367).

3.7 Employee Perception of Performance

The findings indicated neutral "I give my best always more than it's expected of me" (M= 3.14; SD= 1.443), and "I often execute well more than it's seen as a performance by management" (M= 3.48; SD= 1.143). Participants agreed "I always reach my performance target" (M= 3.81; SD= 0.834), "I consider my performance better than the average employee in this organization" (M=4.07; SD= 0.627), "I perform very well overall" (M= 4.44; SD= 0.693), "I normally give additional power in executing my role" (M= 3.98; SD= 1.030), "always, my performance is a reflection of my abilities" (M= 4.09; SD= 0.888), "I always crack to labor as solid as possible" (M= 4.18; SD= 0. 722), "The quality of my work is superior" (M= 4.18; SD= 0.681), "I deliberately spend a countless deal of determination in performing my task" (M= 4.26; SD= 0.750).

3.8 Correlation Analysis

It assisted in establishing the causal link between the independent factors (diversity in age, gender, ethnicity, and educational attainment) and the dependent variable (employee performance). The direction, intensity, and significance of the link were displayed using Pearson's correlation coefficient. The r-value, according to (Hair et al., 2007), is the number that symbolizes the Pearson correlation. The r-value varies from - 1.00 to +1.00; an r-value of +1.00 denotes the existence of a perfect positive linear relationship between the variables, while an r-value of -1.00 denotes the existence of a perfect negative linear relationship between the variables (Hair et al., 2007). The absence of a link between the variables is indicated by the fact that the r-value is 0. To demonstrate the direction, strength, and importance of the link, the R-value and the p-value, which denotes the relationship's statistical significance, were presented in the correlation analysis. The p-value was based on a 99% confidence interval, therefore it is considered significant if it is less than 0.01 (p<0.01) and vice versa (Cohen et al., 2013).

Age diversity and worker performance had a strong correlation (r=0.187, p=0.001). Employee performance and gender diversity had a favorable and significant connection (r=0.261, p=0.00). Once more, there was a strong and favorable correlation between employee performance and ethnic diversity (r=0.180, p=0.002). Additionally, there was a favorable and substantial correlation between educational diversity and employee performance (r=0.220, p=0.000). In this instance, a positive association exists between the diversity of the workforce as a whole and employee performance, so as diversity rises, so does employee performance.

3.9 Regression Analysis

To ascertain if the independent variables (diversity in age, gender, ethnicity, and educational attainment) predicted the dependent variable, a multiple linear regression analysis was carried out (employee performance). In addition, multiple linear regression analysis was employed to ascertain which of the four independent variables—diversity in age, gender, ethnicity, and educational attainment—added the most variation to the dependent variable (employee performance).

The model summary shows the (R square) value that aids in explaining variation in the dependent variable (employee performance). The (R square) value is 0.921 based on the findings in Table 14. This indicates that the independent variables (diversity in age, gender, ethnicity, and educational background) accurately predict the dependent variable (employee performance) by 92.1%, leaving 7.9% (100%-92.1%)

unaccounted for. In essence, this suggests that the variation in employee performance is significantly explained by other independent variables that were not taken into account.

The ANOVA was used to evaluate the regression model's statistical significance and determine whether it adequately described the link between the predictor variables (diversity in age, gender, ethnicity, and educational background) and the dependent variable (employee performance). According to the findings, the model is an effective way to describe the link between the independent variables (diversity in age, gender, ethnicity, and educational background) and the dependent variable (diversity in employee performance) ($F= 6.164$; $p=0.000$). This indicates that the independent variables (diversity in age, gender, ethnicity, and level of education) are important in explaining the variation in the dependent variable (employee performance).

3.10 Discussion of the Results

The purpose of this study was to look into how employee performance among a group of chosen health professionals in Sub-Saharan Africa was affected by workforce diversity. The study's findings, which took into account the many aspects of workforce diversity among the region's chosen health professionals, indicated that workforce diversity has an impact on employee work performance (Sub-Sahara Africa). The reliability test was conducted to evaluate the internal consistency for the dependent variable and the independent factors (diversity in age, gender, ethnicity, and level of education) (employee performance). Four items were used to measure the construct age variety, and its coefficient alpha was 0.75. Gender diversity was evaluated using 8 items and an alpha coefficient of 0.88. Ethnicity was assessed using 7 items, and the result had an alpha coefficient of 0.80. Additionally, the educational background, which was assessed using 6 items, had an alpha coefficient of 0.83. Finally, the performance of the employees, which was assessed using 10 items, had an alpha coefficient of 0.68. Essentially, educational diversity and gender fall under "very excellent reliability," but the coefficient alpha for the construct of employee performance falls under "fair reliability." Age diversity and ethnic diversity are considered to have "excellent reliability." To sum up, all constructs have good reliability coefficients, all of which are above 0.60, indicating the consistency and dependability of the questionnaire. These findings are consistent with those of a related study by (Weiliang, 2011), which found reliability coefficients above 0.60 for each of the five components. The results also support those of a study on the impact of workforce diversity on employee performance in a secondary school in Kenya by (Odhiambo, 2014). It was acceptable because the dependability coefficient was higher than 0.60. For an overall impression of the study in line with the aims, the research sought out the key findings.

- There is a relationship between age diversity and employee performance.

This result is consistent with the social identity hypothesis, which claims that age diversity is a predictor of unfavorable results like poor communication, reduced cohesion, low job satisfaction, and poor employee performance. In the face of competition, in particular, age diversity has been determined to be a crucial and strategic capability that contributes (if not produces) value to the company (Darwin, 2014). However, despite an increase in empirical studies on age and work, (Rietzchel and Zacher, 2015) argue that research on the relationship between age and creativity or innovation has not been constrained. Nevertheless, some research on the topic has discovered a link between age variety and the organization's creativity and innovativeness in terms of ideas, practices, and processes (Rietzchel & Zacher, 2015; Darwin & Palanisamy, 2015).

- There is a relationship between gender diversity and employee performance

Additionally, gender diversity and employee performance were found to have a substantial beneficial association by (Eugene et al., 2011). Similar findings were found by Singaporean firms, according to (Selvaraj, 2015), who claimed that gender diversity was significant in explaining a variation in employee performance even though the study did not focus on it. Employees weren't aware of their gender identities during the study, and they were required to fulfil their yearly goals regardless of their working grades (Selvaraj, 2015). (Ngao and Mwangi, 2013) speculate that the fact that female and male participants have different thought processes and hence make better decisions when their thoughts are combined may be the cause of the positive significant link. This backs up (McMillan-Carpent's, 2011) claim that higher organizational levels of gender diversity might give a company a stronger competitive edge through

enhanced employee performance.

- There is a relationship between ethnic diversity and employee performance

These findings disagree with those of (Arokiasamy, 2013), who found that there was a significant likelihood of ethnocentric beliefs among group members in ethnically diverse groups, leading to tribal conflicts that lowered group cohesion and performance. Conflicts based on ethnicity hurt an organization's performance, reputation, and financial results, according to (Bleaney and Dimico, 2016), who support the aforementioned. However, (Van Knippenberg et al., 2013) stated that ethnic diversity among employees in a firm fosters superior problem-solving approaches, creativity, and innovation. According to (Odhiambo's, 2014) argument, ethnic demography has a moderating effect on the effect of ethnic diversity on employee performance. As a result, employee performance may not be as negatively impacted by team members' ethnic identities in firms with a diverse ethnic makeup.

- There is a relationship between educational diversity and employee performance

These results are consistent with those of (Elsaid, 2012), who discovered a strong positive link between employee performance and educational diversity. (Elsaid, 2012) went on to say that an organization is more likely to be creative and inventive if its membership is made up of a diverse range of educational backgrounds. More diverse educational backgrounds within a business enhance employee performance, according to (Odhiambo, 2014). The aforementioned is supported by (Eugene et al., 2011), who also claim that the educational diversity measure is flawed because it solely compares the educational attainment of highly educated people while lumping less educated people together.

4. CONCLUSION

The study looked at how health workers' job performance was affected by workforce diversity in a few institutions in Sub-Saharan Africa. The study has provided a significant addition to the existing body of knowledge about workforce diversity and how it affects employees' productivity. The study concluded that when workplace diversity is effectively handled, it can significantly improve employees' productivity. This means that improved job performance results from a varied workforce. According to the discussion, the regression findings showed that, after age and ethnic diversity, gender and educational variety were the factors most responsible for the difference in employee performance.

4.1 Limitations

Numerous challenges were encountered while doing this investigation. First off, it took a very long time to obtain the data because most respondents took their time filling out and returning the surveys. Their hectic schedule played a major role in the delay. Additionally, some surveys were not returned. To combat this, however, there was a continuous follow-up on the questionnaires through visits to the employees' places of employment. The data was only collected once, which contributed to the delay. In the end, the response rate was estimated to be above, which is strongly advised for data analysis. Another drawback was that the employee survey data used to assess how employees felt about the impact of workforce diversity was based on respondents' biased responses in some cases.

4.2 Recommendation for Practice

To increase the efficiency of workforce diversity, the study advises management of health facilities to focus more on diversity management. The management and staff must have open lines of communication for the diversity management program to be successful. Employees are then better able to comprehend the goals of workforce diversity management and how these goals might be connected to overarching corporate objectives. The study also urges lawmakers and policymakers to include the business case for workforce diversity in their legislative proposals. This makes it possible for businesses to properly understand workforce diversity as a notion that can be used to improve their overall performance. The report also advises organizations to accommodate all diverse ethnic groups by using common languages like English. By doing this, communication issues and ethnic-related conflicts are avoided. Additionally, since this study has demonstrated that gender diversity has a favorable impact on employee performance, organizations should continue to provide male and female applicants with equal possibilities during recruiting and in other areas like growth and opportunity.

4.3 Recommendation for Future Research

Since this study only included health workers, future studies should be undertaken that concentrate on other institutions such as schools, banks, among others. More research should be done on how employees perceive diversity on performance in other industries. Additionally, rather than taking into account team performance, the results were focused on a comparison of an individual employee's performance. Based on the current study, several recommendations for future research that might be productive can also be made. The research study's conclusions were only conducted at one educational facility in Ghana. The study should be conducted in additional educational institutions in Ghana rather than just one, to make this finding more broadly applicable. This study's research was quantitative because the sole tools employed to ascertain the study's findings were questionnaires. Researchers may employ a more qualitative research study in the future. This can result in different outcomes.

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