WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE OF PRIVATE CHRISTIAN UNIVERSITIES IN KIAMBU COUNTY, KENYA

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JUNE, 2021
DECLARATION

This research project is my original work and has not been presented for any award in any other university.

Signature ……………………… Date……………………………………

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This research project has been submitted for examination under my approval as university supervisor.

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DEDICATION

I dedicate this research project to my spouse James, my parents; Mr and Mrs Zachary Mungai Ndaro and to my siblings; Jacob, Isaac and Abraham for the financial support, unconditional love and moral support throughout my career progression.
ACKNOWLEDGEMENT

I honour my creator for the love, mercy and strength granted unto me during this journey of my career progression. Secondly, I would like to express my sincere gratitude to Dr. Jedidah Muli, my able supervisor for all the guidance she has provided at all stages of this project. Thirdly, I sincerely thank my parents and siblings for helping me to improve myself constantly and, ultimately, to thank my friends, colleagues and Kenyatta University staff for being accommodative whenever I was concerned. God bless all of you.
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OPERATIONAL DEFINITION OF TERMS

Employee Performance: Refers to the measure by which productivity is compared to the input as per the learning institutions’ set goals and standards.

Ethnicity: A sense of belonging to a certain group of folks sharing a common characteristic such as racial background, religion or culture.

Educational level Refers to the learning skills and qualification the employees in the learning institutions have acquired or completed at a given time.

Gender Refers to the sexual characteristics differentiating between masculinity and femininity in terms of physical and biological traits.

Marital status Is the different options that define the relationship between an individual and a significant other person.

Workforce Diversity It is the dissimilarities among the university employees in respect to their education level, marital status, ethnicity and gender.
ABBREVIATIONS AND ACRONYMS

ANOVA: Analysis of Variance
CUE: Commission for University Education
KRA: Kenya Revenue Authority
NACOSTI: National Commission on Science, Technology and Innovation
PMBO: Project Management and Business Analysis Office
SPSS: Statistical Package for Social Sciences
EEO: Equal Employment Opportunities
ABSTRACT

Employee performance has been a major issue in private universities. Employers have been trying to solve the problem through different means but minimal emphasis have been put on workforce diversity as a factor that can affect employee performance. Workforce diversity in Private Christian Universities involves different abilities and skills that each worker contributes to the organization. Notwithstanding, the effort to value the diversity of the workforce in order to improve employee overall performance is still dim and still yet to be largely felt. The gap is still yet to be filled. As a result, the research intended to find out the influence of workforce diversity on the productivity of employees in private Christian universities operating in Kiambu County, Kenya as a result of this unfilled void. The research was steered by four objectives; to determine the influence of ethnicity, marital status, education level and gender on employee performance in private Christian Universities in Kiambu County, Kenya. The research was based on three theories which included stereotyping and discrimination, pluralism, and equity. The theory of pluralism was the philosophy of the study’s field. Descriptive research design was employed. The study used stratified random sampling methodology which allowed the researcher to collect the desired data across the various subgroup which included senior managers, department heads, full-time lecturers and office administrators. A sample size of 60 from the total target population of 180 respondents was chosen. The researcher sought help of a research assistant to quicken the process of distributing questionnaires to the study respondents. The response rate was at 85% whereby 51 out of 60 questionnaires were filled satisfactorily. Afterward, data collected was analysed using SPSS software which offers extensive data handling capability and numerous statistical analyses such as descriptive and inferential statistics. Descriptive statistics comprised of mean, mode, average, frequencies and standard deviation. Inferential statistics on the other hand, included cross-tabulation and regression. In addition, content analysis was performed and analysed the obtained qualitative data. All the analysis was presented in tables, charts and graphs with percentages and frequencies. The findings from the analysis established that ethnicity, marital status, education level and gender diversity had positive and statistically significant correlation with employee performance. A regression analysis was run and the results showed that all the variables had a strong positive effect on employee performance, though they were moderately practiced in the private Christian universities in Kiambu County. Recommendations such as equal employment opportunities (EEO) in the universities were given and areas for future studies such as carrying out this study in public universities were also suggested.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study
Employee performance has become a major issue in human resource management as it leads to the success of an organization in the current competitive global environment. Performance of employees according to Shields et al. (2015), refers to measures of output in comparison to the input as per the institution’s set goals and standards. Performance is typically defined as the degree to which an institutional participant participates towards the goals of the institution. According to Shields et al., workers of service-oriented companies are linked to as main source of advantage. In contrast, a quality commitment strategy considers workers as assets or tools where their experiences are of great value.

Worldwide, workforce diversity at the Private Christian Universities is about how each and every employee brings different skills into the institution. According to Kundu & Mor (2017), higher private education institutions hire over 3.5 million people, ranging from youths to people of age to ensure a variety of workforce thus mirroring the demographics of the nation. Successful learning institutions have revealed to be much ready to use diverse resources so as to ensure that they have achieved diversity in their offices (Tran (2019). In the recent few decades, diversity has been highly considered as legality in countries like the United States of America and India, where Private Christian Universities were prohibited by the law not to discriminate any person on any basis (Cho, Kim & MorBarak, 2017; Goswami & Goswami, 2018). However, in the last few years ago, private institutions have come to the realization that workforce diversity is not just a legal issue, but a conception that must be embraced in any institution for it to operate smoothly (Knights & Omanović, 2016).
Workforce diversity has been seen as the key to cultivating employee performance of any Private Christian institution hindering improvement in service delivery as well as employees fulfilment. In African Private Christian Universities, workforce diversity was used to improve individual performance, team or an entire institution. However, the performance per individual till 21st century is still not appreciable especially in Egypt as revealed by Alas & Mousa (2016).

According to Alas & Mousa (2016), institutions or organizations that fail to manage diversity are exposing themselves to several risks, through the incompetence to reap benefits of effective diversity management. Workforce diversity in any modern institution plays an important role in aiding employee experience and knowledge, tackling skill deficiencies, widening the recruitment base and increasing profits by attracting learners as per Malik, Lenka & Sahoo (2018); Abaker, Al-Titi & Al-Nasr (2019) studies. Workforce diversity leads to each person feeling more valued hence making them give the best of their ability in their duties.

Manyek, Ongeti & Odiyo (2018) noted that St. Paul’s University and The Presbyterian University of East Africa have engaged in a number of activities to manage the diversity of their workforce. Moreover, they provide training and education on workforce diversity that targets sexual harassment, value variations (e.g. sexuality, ethnicity, age, culture, disability, faith, sexual preference) and diversity administration (providing mentoring, training, community / employee-friendly policies, alternative work schemes as lamented by Njoroge (2018). Most environmental developments in the recent years impacting non-public institutions are the hastily altering workforce composition, a phenomenon recognized as teamwork diversity. Njoroge continued to
allude that workforce diversity has been frequently said to be responsible for all manner of positive and negative ills.

1.1.1 Workforce Diversity

According to DeCenzo, Robbins & Verhulst (2016), workforce diversity is the systematic and expected effort on the section of employer to hire and maintain personnel from various demographic backgrounds. Still, Leslie (2017), states that workforce diversity means changing the culture, that is, the standard operating procedure and it can result in more effective organizations. Workforce diversity is the capacity of a leader to achieve an organization’s success by taking the best out of employees' differences in ethnic background, age, race, bodily disability and abilities, nationality, sex, faith, and personality (Leslie, 2017). Workforce diversity administration is a procedure whose goal is to craft and hold a tremendous work environment in which individuals’ comparisons and contrasts are valued. The notion of range includes respect and recognition. It means appreciating every character is different and appreciating the dissimilarities between them. These can be based on aspects of sexual orientation, gender, race, ethnicity, economic status, bodily abilities, age, political norms, spiritual beliefs, or diverse ideologies (Thompson, 2016).

Back in 2016, Thompson pointed out that the organization diversity is about working intergroup relationships, diversity behaviours, and intergroup interaction. Workplace diversity is in a similar fashion as intergroup relationships that play in interaction and communication with each other, creating a host of diversity-related complexities.

As workforce diversity becomes a key concern to many institutions, the current study focused on ethnicity, marital status, education level and gender diversities which were revealed as to having greater impact on employee performance (Desmet, Ortuño-Ortín & Wacziarg, 2017). The word
Ethnicity refers to a group of individuals sharing a common characteristic such as racial background, religion or culture as per Desmet et al. (2017). Ethnicity with reference to the study was measured through conflict, opportunity for growth and use of various languages indicators (Rizwan, Khan, Nadeem & Abbas, 2016).

According to Karakaş & Şahin (2017), as far as the quality of the employee is concerned, each staff’s marital status must be regarded in order to be in a position to allocate roles and obligations to human staff accordingly. Marital status is the different options that define the between an individual and a significant other person. Marital status for the study was measured through concentration of married couples, equal treatment and earning per individual.

Education level on the other side, has major impact on employee performance. According to Al-Shobaki, Abu-Naser, El Talla & Amuna (2018), education level refers to the learning skills and qualification an individual has acquired or completed in his/her lifetime. Bhargava & Anbazhagan (2014) observed that employees with vast knowledge perform the assigned tasks better. As per the study, education level was measured through assessing the education related tasks, on job training and employee’s academic qualification.

Gender diversity is also an area which needs attention. Gender refers to the sexual characteristics differentiating between masculinity and femininity in terms of physical and biological traits as revealed by Christiansen, Faber & Madsen (2016). A study by Ali, Metz & Kulik (2015), revealed that poor gender diversity management in working environment has a direct influence on employee productivity. Gender diversity was measured through looking into fair hiring, gender evaluation and fair treatment. It therefore has an influence on pay, evaluation, promotions and supervision. It
has been identified that women are paid beneath men for similar roles/tasks (Bagilhole, 2017). They are also less probable to get a promotion opportunity and frequently get a negative assessment compared to men.

1.1.2 Employee Performance

Employee performance has a major impact on organizational success as a whole. It is what workers do or don't do initially. Employee productivity includes: performance of quality work, work appearance, timeliness of delivery, high performance and employee satisfaction (Anitha, 2014). Shahzadi, Javed, Pirzada, Nasreen & Khanam (2014) noted that the performance of individual employees is linked directly to the performance of the company. Referring to Rizwan et al. (2016) opinions, output of employees could be summarized as a consequence account for each specific job role over a specified duration. In that direction, overall productivity is characterized as transport of achieved outcomes, and it can be quantified using a selection of metrics that even after a while depicts the performance example of the employee. Moreover, Pirzada (2014) said that the execution of an individual employee is a ranking system used as part of many collaborations to pick an employee’s ability and yield. Decent staff performance is linked to an expanded clients view of quality service management, whereas impoverished representative performance is linked to enlarged customer protests and low profitability.

In relation, the execution of workers could be poorly interpreted as the relevant activities expected from a professional and how well they are conducted. At that point, various companies’ workforce executives are surveying each employee’s productivity on a quarterly or yearly basis to allow employees to recognize suggested growth ranges.
According to Anitha (2014), workforce diversity at the university of St. Paul and The Presbyterian University of East Africa, there has been a diversity process in the areas relating to ethnicity, marital status, education level and gender of the staff at the Universities. This has helped to enhance staff overall performance in phrase of great productivity demonstrated by improved learner intakes, employee satisfaction, high morale, and it is illustrated with the assessment results that show that staffs are now rating highly on their performance goals. In connection, the current study was able to measure employee performance through quality of work, high morale and high productivity indicators.

1.1.3 Private Christian Universities in Kiambu, Kenya

Commission of University Education (CUE), is a Kenya’s administration commanded organization to administer instruction in universities. Private sanctioned high education institutions in Kenya as at March 2019 were 23 with 5 constituent universities and 18 other sanctioned (Kenyan Universities status by CUE report, March 2019). There is an incredible number of privately owned Christian universities located in Kiambu, with the exception of a few. The report indicated that nearly twenty privately owned Christian universities are established in Kenya with two long-established in Kiambu County.

Prior to the 1990s, advanced education in Kenya was generally contained state funded universities until in the mid-1990s when privately owned universities were totally sanctioned to likewise give higher education training. A considerable lot of the privately owned Christian universities started as scriptural schools, and a short time later, with advancement and the year for advanced education, the greater part of the universities started the voyage to be contracted as private universities. The Presbyterian University of East Africa and the St. Paul's University were sanctioned in the year
2007 and 1991 respectively as revealed by Kenyan Universities status by CUE report (March 2019).

Amidst offering courses beyond those theoretically focused, these Private Christian Universities have kept on teaching on with a Christian perspective and development of character, as well as offering certain course trainings which were not offered by civic universities. Subsequently, the drive for the universities instruction of more excellent, openness, the requirement for well-kept up offices and the need to learn in a tranquil domain with raised framework that has described numerous privately owned Christian universities in Kiambu County (Kenyan Universities status by CUE report, March 2019). Employees at these universities consistently love working under such quiet environment where there is next to no push for space and weight on the assets accessible. These viewpoints make them novel to community universities.

1.2 Statement of the Problem
Notwithstanding the attempt of debating and embracing workforce diversity in the private Christian universities in order to improve worker’s performance, most workers’ performance is still mediocre and still mostly unnoticed as revealed by Njoroge (2018). Taking into account the increasing level of international students enrolling in universities, the varied idea of the language lessons offered and the systems changed The Presbyterian University of East Africa in Kiambu County and the St. Paul’s University, workforce diversity is needed by university’s employees to increase their productivity as well as to understand the university goals set as revealed by Njoroge (2018).
St. Paul’s University and The Presbyterian University of East Africa since their inception, have put up information management systems to facilitate the exchange of information, productive tracking of university employees and revision of student sector programs, however, employee’s performance is stunned (Ministry of Education, 2018). In this respect, more private Christian universities managements have embraced a proficient way of distribution knowledge to improve employees’ interaction. Nonetheless, efficiency is relatively low, particularly when measured on the capacity to deliver services that fulfill students’ demands and goals set. Poor output is a result of inadequate training and educational opportunities for most employees and students.

In addition, the extent to which diversity of ethnicity, marital status, gender and level of education affects performance of job in the two private Christian universities continues to remain very unclear. The research therefore attempted to examine the effect of workforce diversity on performance of employees in privately owned Christian Universities operating within Kiambu County, Kenya,

1.3 Objective of the Study

1.3.1 General Objective
The main aim of the research was to determine the influence of workforce diversity on the productivity of employees in private Christian universities operating in Kiambu County, Kenya.

1.3.2 Specific Objective
i. To assess the influence of ethnicity on the performance of employee in private Christian Universities in Kiambu County, Kenya.

ii. To establish the influence of marital status on the performance of employee in private Christian Universities in Kiambu County, Kenya.
iii. To determine the influence of education level on the performance of employee in private Christian Universities in Kiambu Kenya.


1.4 Research Questions
i. To what extent does ethnicity affect the performance of employee in private Christian Universities in Kiambu County, Kenya?

ii. To what extent does marital status affect the performance of employee in private Christian Universities in Kiambu County, Kenya?

iii. To what extent does education level affect performance of employee in private Christian Universities in Kiambu Kenya?

iv. To what extent does gender affect performance of employee in private Christian Universities in Kiambu County, Kenya?

1.5 Significance of the Study
The research provides a more comprehensive description of the aspects that influence the staff productivity in the education sector. In such a way, colossally promoting accomplishments of the Kenyan government’s objectives in enhancing the unshakable productive and quality educational service arrangement; the information given will be beneficial to observe the university’s achievement towards the goals of thousands of years and more so, the dream of the vision 2030. The research findings adequately provide responses to the university management critical inquiry as to why university staff continue working, the reason for them to resign or not renew their contract and allow the institution to identify acceptable conservative preparations and strategies to improve labourer morale and accomplishment thereafter heightened performance.
The outcome of the investigation helps fill the gap in the analysis as well as expand the awareness of the investigator mechanisms that purposely influence the achievement of employees. Finally, the research findings provide reference baseline for prospective researchers who may be interested in conducting a related research.

1.6 Scope of the Study
The research puts its focus on the impact of diversity on the quality of workers at privately owned Christian campuses in Kiambu County. The research concentrated on two of Kiambu County’s private Christian Universities. The research focused on the following categories of respondents: top, middle and lower management level in the University of St. Paul and The Presbyterian University of East Africa. More so, the research also depended primarily on the respondents’ primary data and its main focus was assessing the connection between ethnicity, marital status, education level, difference of gender, and performance of employees. It took the researcher a period of 5 months to grasp the entire study that is, from September 2019 to January 2020.

1.7 Limitations of the Study
The researcher was faced with the potential of experiencing many obstacles while conducting the research, which included respondents’ inability to provide accurate and reliable data, thereby negatively affecting the study. Nonetheless, the researcher was able to mitigate this potential obstacle by submitting an introductory letter from Kenyatta University and consent form which helped assure the participants of the security of the data they gave. Due to respondents’ distribution and busy schedule, the analysis was also limited in time of data collection from intended respondents. The researcher however, was able to leave the questionnaires with the respondents within the two private Christian universities with the heads of different departments and collected the questionnaires three days later after they had been filled by the respondents. This was important
as it gave them ample time to respond which increased the response rate for the final filled questionnaires.

1.8 Organization of the Study
The research was composed of five chapters. First chapter presents the study background, study objectives, problem statement, study limitations and the scope. Second chapter attempted to examine related hypotheses supporting research variables and empirical literature review of previous research conducted to establish diagrammatical representation of study variables. Third chapter then discussed the study approach to be used in conducting the study, i.e. study design, target research population, sampling technique, respondent replica size, and data collection tool, analysis of data and presentation, and ethical deliberations. Chapter four gives the research findings and their presentations while the fifth chapter presents a detailed summary of the study findings, their conclusions, recommendations and the suggestions for future study areas.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter discusses the effects of workforce diversity on performance of employees in consideration to University of St. Paul and The Presbyterian University of East Africa located in Kiambu County. The Researcher efficiently reviewed theories related to ethnicity, marital status, educational level, gender and performance, and empirical literature associated to the research variables. The researcher then made a summary of the research gap that required to be filled and a series of literature was critically reviewed. Finally, the chapter also contains a diagrammatical representation to show how the study variables are related.

2.1 Theoretic Review
The study was grounded on the following theories which include stereotyping and prejudice, equity and pluralism. All the three theories related to the study variables, that is, ethnicity, marital status, education level, gender, and employee performance. Stereotyping and prejudice, and pluralism theories concentrated on discussing the predictor variables; ethnicity, marital status, education level and gender, on how they influence the employee performance. On the other hand, equity theory touched base on the performance of employees.

2.1.1 Stereotyping Theory
Pitts developed the theory in the year 2009 and defined stereotype as a fixed and over-generalized belief about a group of people. The author asserts that stereotypes help people respond to situations because of sharing similar experiences. The main drawback with these stereotypes is that it makes people ignore differences and make generalizations about others that might not be true. Stereotyping in the workplace allows people to infer that an employee has a range of characteristics and abilities that members of his or her group are assumed to have. This inference leads to social
categorization which forms the prejudice attitudes that cause people to form in-groups and out-
groups.

Prejudice and stereotyping in the workplace can result to discrimination of individuals or a group of individuals based on a certain range of characteristics Fiske (2016). Such instances create a poor working atmosphere that may end up demoralizing the employee. Such effects can cause the victimized employee to lose focus and morale which directly impacts on the productivity of the individual. The individual may end up feeling unworthy, which can cause a loss in self-esteem and motivation to perform their tasks effectively. The productivity or performance of such a person is likely to drop. Fiske further indicated that workplace prejudice and discrimination is a major cause of unemployment. People stay unemployed because of biasness in hiring companies or organizations. This biasness impacts on workplace diversity which creates a ripple effect on employee performance.

Schmid & Amodio (2017) observed that one’s family, friends, and community will be responsible for the creation and reinforcement of prejudices. People formed prejudices based on their need to apportion blame on a minority group for personal shortcomings and misfortunes. Schmid & Amodio observed that the exploitation theory describes the prejudices formed by individuals as a result of conflicting economic interests. These conflicting interests cause people to justify actions that would discriminate against other ethnic groups with whom they are in competition. Finally, authoritarian-personality theory described the formation of harsh prejudices based on an individual’s personality of what is good or evil.
Beasley, Awosogba, McClain, Jones, Jackson & Cokley (2016) revealed that ethnicity, gender, age and marital status stereotyping have influenced health status of many people. This assertion was based on four main premises: that stereotypes end up becoming internalized across one’s lifespan; that stereotypes can at times operate unconsciously; that stereotypes can gain salience from self-relevance; and people could also utilize multiple pathways in their stereotyping. Using these premises, McClain et al. sought to explain why age stereotypes were internalized by older adults and how other types of self-stereotypes operated, such as ethnic stereotypes.

The theory was useful in helping to depict how these stereotypes, once activated in the individual’s sub-conscious, and would eventually have an effect on his or her health. Stereotyping and prejudice was carefully investigated in this study at the St. Paul’s University and The Presbyterian University of East Africa. As outlined above on the impacts of stereotyping, the study tried to make a generalization of the influence of stereotyping on employee performance. Random sampling was expected to include respondents from initially known stereotyped groups along ethnicity, marital status or even gender lines which were then used to make and infer conclusions.

2.1.2 Pluralism Theory
Dahl conceptualized pluralism theory after observation on human behaviour for some time in the year 1957. According to the theory, power is divided among several groups that could be made of unions, coalitions of like-minded people, professional associations, civil rights groups, lobbies. Power is distributed and groups tend to offer a more valuable means of representation. Therefore, the larger the group, the greater the influence the group has.
Similarly, institutions are made of different groups, the management and the employees, who in normal circumstances have different objectives. Moreover, in any institution, there may be different sources of authority, a likely source of conflict over allocations of tasks, work or rewards as revealed by Bauböck (2018) study. Acknowledging that there may exist competing sources of authority allows for resolving of such conflicts in any institution amicably. The formation of trade unions to bargain collectively on behalf of employees not only provides management with the most efficient means of reducing workplace conflict, but also encourages output by letting employees to unite and counteract the authority of managers when negotiating for contracts (Bauböck, 2018). This gives the employees stronger negotiating power compared to when they are arguing as individuals. They are then more likely to have their grievances heard. Employees whose expectations are met by the employer tend to be more productive.

This theory was important since it helped in providing new insight on workforce diversity and on employee performance by adopting multi-dimensional approach to ethnicity, marital status, education level and gender diversity with regard to the employee performance of St. Paul’s University and The Presbyterian University of East Africa.

2.1.3 Equity Theory
In the year 1963, Adams introduced Equity Theory with the opinion that equity and fairness are vital elements of an individual who is motivated. This theory states that “individuals are driven by frankness, and if they identify inequalities in the input or output rations of themselves and their referent group, they will seek to adjust their input to reach their perceived equity.”
As reported by Walton, Murphy & Ryan (2015), the equity theory centres on supposed fairness of a person. A staff mirrors on the amount of effort expended and equates this to what has been gained from it. The theory reveals that staff endeavour to attain fairness among each other. When the ratio of staff results over effort is equal to other staff results over effort, only then will equity be achieved. The theory is concerned with folks’ views based on the level of treatment with comparison to others. Equity theory suggest that staff pursue to uphold fairness amongst the effort (time, education, commitment experience, and effort) staff bring into a task and the outcome (promotion, recognition and increased pay) received from it in contrast to the supposed efforts and results of other staffs Boukis & Christodoulides (2018).

For instance, in a situation where an employee equates the work they normally do to another employee who receives a bigger salary than them, they may conclude the employee does less work while getting the higher compensation as per Kandpal (2015). In the scenario, the employee assesses their effort-to-reward proportion to that of their colleagues, and the completion consequence is a damage in inspiration. Individuals want to get paid fairly according to the contributions in the organization when they compare themselves to others. As motivation directly influence the performance, the research will reveal if there is employee fairness in their output in respect to their input at University of St. Paul and The Presbyterian University of East Africa.

2.2 Empirical Review

2.2.1 Ethnicity and Employee Performance

According to Emrah (2017), ethnicity diversity is known and is used as a vital resource to the organization with regard to whether the goal is to be provide excellent performance or being an institution of choice or having competitive advantage. Emrah did a study intended at determining
the result of staff diversity administration strategies on administrative performance in Commercial banks operating within Kenyan boundary. The study was grounded on three main theories that are recognized as the foundation of the research. The theories include Similarity attraction paradigm, Social Identity theory and agency theory.

The research used descriptive research design, all 42 commercial banks operating in Kenya were used as the population of the research as at 30th June 2016. Questionnaires were self-administered to all respondents. The data from objective one were analysed using descriptive statistics. Correlation between study variables was determined by multi-regression model analysis. The following were identified as staff diversity administrative strategies practiced by the commercial banks; employee training, hiring processes, gender equality, ethical diversity, and educational background. The findings were that staff diversity had positive effects on commercial banks performance operating in Kenya. Afterwards, it was concluded that training and skills, level of education, ethnicity and competence affect employees’ performance positively.

Emma (2015) piloted a research to determine degree of association between diversity and organizational results of Coastal regions of Kenya state corporations. According to Emma, diversity is understanding, acknowledging and accepting, appreciating and celebrating dissimilarities among individuals in terms of class, age, gender, ethnicity and mental and physical health. A state corporation is a corporation that is formed and possessed by government to meet both its social and commercial goals and are there to serve various reasons like providing education, correcting market failure, exploiting political and social objectives among others.
According to Emma (2015) recognizing and valuing is important to maintain competitive edge as well as adding both staff and institutional performance. Institutions that endorse and maintain a diverse workplace will retain and attract quality staff. The main objective of the research was to establish the level of diversity and determine the level of association between diversity and institutional performance of state corporations among the coastal region in Kenya. The data source was both secondary and first hand. The study population was all 12 state corporation with headquarters in the Coastal region of Kenya. The research findings showed that diversity is positively correlated to institutional of the state corporations. The findings also showed that gender diversity was more influential followed by ethical diversity. The research recommended that the corporations address the problem of other diversity dimensions like age and education, special needs, so they can improve their institution performance.

In the year 2015, Wanjohi conducted a research to investigate the idea of diversity in managing project teams and its impact on organizations effectiveness. The reason of his research was mainly to conclude whether managing of diversity of projects’ teams in Business Analysis Office (PMBO) and Project Management impacts organizational effectiveness at KRA. The Four core objectives that directed the research were: to find out the impact of managing cultural, demographic, cognitive and technical diversity in PMBO teams on organizational effectiveness. The research was done at PMBO at Nairobi offices. The sample used was 180. Structured questionnaires that had been carefully designed and pilot tested for validity were used. The questionnaires were collected after a duration of one week and constant reminders done to ensure high response rate. The basis of the quantitative analysis were descriptive statistics and correlation test using SPSS. The results of the analysis revealed that managing cognitive reality, cultural diversity, technical diversity and
demographic diversity impacted organizational effectiveness. Managing of cultural diversity had a great positive correlation of 0.732 with organizational effectiveness. Ethnicity and religion had greater influence on the organizations’ teams.

2.2.2 Marital Status and Employee Performance
Muthiora (2017) did a research on labour force management diversity and worker performance in National Biosafety Authority (NBA), Kenya. The main objective of the research was to assess whether the performance of staff was influenced by managing different aspects of staff diversity like gender orientation, age distribution, staff educational background and marital status. The specific objectives determined the special effects of gender diversity, education background, marital status and age diversity. The dependent variable was employee productivity. The research employed a descriptive design, while the population targeted was 38 members of staff in National Biosafety Authority. They included the top and middle management as well as the general staff.

The study collected primary data by using questionnaires which included both open and closed-ended questions. Data collected was analysed using SPSS and some values were exported to excel for the generation of charts and tables. Descriptive and regression analysis revealed that employee performance was influenced greatly by age diversity. The analysis indicated that 82% of employees had the perception that education influenced the performance of employees at the workplace. 92% of employees indicated that gender diversity increased the performance of staff. Marital status did not have an effect on the performance of employees. Age diversity also proved to have an impact on performance with 82% of respondents believing that it improved performance. Regression analysis also showed that performance was positively influenced by the three independent variables namely education, gender and age diversity.
As per Gyanti (2015) study, the achievements of the universities rely on faithfulness and involvement of academicians concerning high level of research and teaching. Providing of such staff to different areas countywide is achievable only through the universities with high level of organizational commitment on staff’s part and the high level of educational standards. Employee performance is influenced by demographic characteristics greatly despite the facts that other factors may also have a part in performance. The current research sought to examine influences of demographic features on performance of academic staffs at Kenyatta University (KU) in Kenya.

The study precisely examined the impact of education level, age, marital status, tenancy in the gender and organization. The research used descriptive design and the majority of the staff were academic staff. The collection of data was done through the use of semi-structured questionnaires. The researcher conducted proportions and means analysis. To assess the correlation between performance of academic staff and demographic at Kenyatta University, Spearman correlation was employed. The findings indicated that demographic characteristics impacted on employee performance. This was indicated by the variations in performance achievement among different demographic categories such as age, marital status, gender and academic qualifications.

Magesh & Padmanabhan (2016) revealed that attentiveness is essential to manage a household both economically and financially make married staff more inspired to earn more and so increase their efforts. However, the study showed that female staff productivity tends to decrease after they become bread winners of their family.

2.2.3 Education level and Employee Performance
According to Cho et al. (2017) people who are educated perform certain jobs more efficiently and easily compared to people with less education. A knowledgeable individual does specialized jobs
and common tasks. Unknowledgeable individuals or people with poor trainings get problems work. The main aim of staff at workplace, is usually to be efficient, to grow and possibly advance to higher positions in the long-run. However uneducated employees may lack the simple understanding on how to carry out their jobs. They may lack the advantage of getting promotions which results to a decrease in motivation and performance. Such staff spend a lot of time asking for help from their colleagues, leading to them using more time to complete their tasks. With such staff there is wastage of time in supervising and monitoring. Where the work place consists of machines and equipment, such staff are more likely to get injuries or injuring their colleagues. The results may establish high expenditure on medical expenses, compensations and faulty goods/products. Uneducated employees give low quality outputs and may lead to unsatisfied customers, leading to decrease in sales (Roberson, Holmes & Perry, 2017).

A study by Roberson et al. (2017), considered the impact of the level of education on staff performance in two different ways. Foremost, it offers meta-analysis on the association between dimensions of job behaviour representing task, counterproductive performance, citizenship and the level of education. Roberson et al. realized that education inspires performance of essential workplace jobs by giving them to people with influential and technical expertise with which they can go about their responsibilities. Through this, education is usually expected to create a positive correlation to task performance at the workplace. Cho et al. (2017), revealed that education enhances cognitive ability of an individual which in turn eases learning of job-related knowledge consequently fostering better job performance.
Irungu (2018) did a study to determine workforce diversity and employees’ performance in public organizations with reference to Ministry of Lands and Physical Planning in Kenya. This research specifically aimed to examine the extent to which difference in age, gender, education level and ethnicity is affecting staff performance. The study was founded on a descriptive research design. Questionnaires were the instruments put in place in the collection of primary data that was required for the research. Inferential and descriptive data analysis was carried out and presented using frequencies, percentages; charts, graphs and tables. The regression and correlation coefficients showed a positive and significant relationship between the performance of the employees and workforce diversity. Employees’ gender, education and age influenced their performance in a great way. The study concluded that age negatively influenced the study in establishing influence of employee performance in Ministry of Lands and Physical Planning, Kenya. Education and ethnicity impacted greatly in establishing influence of employee performance in the study.

2.2.4 Gender and Employee Performance

According to Grace (2017), organizations need to have a stable administrative culture to appeal to employees of different skills and talents. This results to workforce diversity and thus improves corporate status and a strong cultural value. An employees’ characteristics are a global workplace and marketplace phenomenon. Grace conducted the research with the main aim of determining the effect of employee characteristics on the performance of employees in Kajiado County. The research was directed by; Self Categorization Theory and Social Identity Theory.
The research employed descriptive design to define the variable characteristics. Study data was collected using close-ended questionnaires and SPSS was used to perform the data analysis. The outcomes were accessible in form of tables, percentages, and frequencies. Regression was used in determining the relationship between employee characteristics on employee performance. From the findings, gender diversity moderately affects employee performance. It was also established that workforce diversity is unproductive if gender issues are not identified and well-managed. Further conclusions were made on need of diverse workforce in Kajiado County Government in terms of age. It was also revealed from the study that older people were more experienced hence had better skills of solving varied problems. It was discovered that the County government of Kajiado included all age groups in making decisions and problem solving. The county government also provided equal chances in training and career mentorship and development.

A study by Ali et al. (2015), on “the impact of work-family programs on the relationship between gender diversity and performance”, states that among the key potential determinants of successful teams is its gender diversity. Teams with gender balance mix enjoy a variety of skills and knowledge, and such teams experience better results by having meaningful relationships (Ali et al, 2015). Research findings concluded that gender diversity has the ability to bring a more balanced team, thus giving less instability and fewer conflicts as well as performance improvement.
### 2.3 Empirical Review Summary and Study Gaps

Table 2.1 Existing Study Gaps and Empirical Review

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Research Topic</th>
<th>Variables of the Research</th>
<th>Results</th>
<th>Research Gap and focus on current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emrah (2017)</td>
<td>Workforce diversity management strategies and commercial banks performance operating in Kenya.</td>
<td>Level of education, training and skills, ethnicity, competence and organizational performance.</td>
<td>Education level, training and skills, ethnicity and competence influence employee performance positively.</td>
<td>The research mainly concentrated on banking sector forgetting education among others. The study also focused on two areas of organizational diversity.</td>
</tr>
<tr>
<td>Wanjohi (2015)</td>
<td>Relationship between diversity and state corporations performance in coastal region of Kenya.</td>
<td>Cultural, demographic, cognitive and technical diversity and organizational effectiveness.</td>
<td>Religion and ethnicity were found to have a great influence on the organization’s teams.</td>
<td>The study did not focus on education sector and also it lacked methodological flow.</td>
</tr>
<tr>
<td>Muthiora (2017)</td>
<td>Workforce diversity management and employee performance in National Biosafety Authority (NBA), Kenya.</td>
<td>Education background, gender diversity, marital status, age diversity and performance of employee.</td>
<td>Education, gender and age impacted on the performance of employees at the workplace while marital status was not.</td>
<td>The study did not focus on education sector.</td>
</tr>
<tr>
<td>Irungu (2018)</td>
<td>Workforce diversity and employees performance in public</td>
<td>Age, gender, education level and</td>
<td>Employees' gender, education and age significantly</td>
<td>The study focused on Ministry of</td>
</tr>
<tr>
<td>Source</td>
<td>Title</td>
<td>Variables</td>
<td>Findings</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mercy (2017)</td>
<td>Association between diversity management and the performance of Public Universities in Nairobi County.</td>
<td>Ethnicity, gender, education, religion and performance of organization.</td>
<td>Ethnicity, gender, education and religion all significantly affect the organizational performance.</td>
<td>The research focused on public universities and not on private universities.</td>
</tr>
</tbody>
</table>

Source: Researcher (2021)
2.4 Conceptual Framework

In a social science research, a conceptual framework is a diagrammatical chart that indicates the association between the study variables. It assists the researcher to understand and identify the suggested association between study variables easily as per Mugenda & Mugenda (2013). A Conceptual framework was thus adopted to illustrate the relationship between the study’s independent and dependent variables. The variables were: marital status, gender, ethnicity and level of education. Performance of employees was the study’s dependent variable.

**Independent Variables**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conflict</td>
<td>Private Christian Universities’ employee performance</td>
</tr>
<tr>
<td>• Opportunity for growth</td>
<td>• Morale level</td>
</tr>
<tr>
<td>• Use of various languages</td>
<td>• Quality of work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Equal treatment</td>
<td>• Level of productivity</td>
</tr>
<tr>
<td>• Equal payment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Education related tasks</td>
<td></td>
</tr>
<tr>
<td>• On-job training</td>
<td></td>
</tr>
<tr>
<td>• Employee’s academic qualification</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fair hiring</td>
<td></td>
</tr>
<tr>
<td>• Gender evaluation</td>
<td></td>
</tr>
<tr>
<td>• Fair treatment</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.1 Conceptual Framework

Source: Researcher (2021)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter details sub-sections which were covered in the research. The chapter gives a detailed assessment of the research design which directs the survey, target population of the study, sampling technique that was employed, sample size determination, data collection instrument, reliability and validity, data collection procedure that was used for the study, data analysis and presentation, as well as the ethics considered by the researcher in order to collect data without violating the rights of the respondents.

For the study, the descriptive study design was adopted by the researcher. The explanation behind choosing the descriptive survey research design is that it mainly focuses on describing the study phenomena as it is. Therefore, the study was interested on the current affairs in the field and no factor would be manipulated (Mugenda & Mugenda, 2013; Flick, 2015). The research design therefore helped to take a broad view on the findings to a larger population. The study was then in a better position to assess the influence of workforce diversity on employee performance in The Presbyterian University of East Africa (PUEA) and St. Paul’s University in Kiambu County, Kenya.

3.2 Target Population
According to Kumar (2019), target population is the number of objects/subjects in the area of interest of the researcher. In reference to this study, two Private Christian Universities, The Presbyterian University of East Africa and St. Paul’s University located in Kiambu County, Kenya will be the population study focus. The target population chosen was attributed to the fact that the workforce diversity took place and the employees were affected. The Universities selected were
amongst the first to be chattered as the Private Christian Universities. The target population for this study included senior managers, departments’ heads, full time lecturers and office administrators from both universities whose total population is currently 180.

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Department</th>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Manager</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>Full-Time Lecturers</td>
<td>80</td>
<td>48</td>
</tr>
<tr>
<td>Office administrators</td>
<td>58</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Universities’ Website (2019)

3.3 Sampling Procedure and Sample size

Sampling refers to the collection of a number of objects from a given population as a representative of that population according to Mugenda & Mugenda (2013). The research tested 180 staff from The Presbyterian University of East Africa as well as St. Paul’s University. The stratified random sampling methodology was categorically used in the research to collect the data across the different subgroups ranks. In this case, the researcher divided the total subjects into diverse subgroups ranks and then various numbers of cases were carefully chosen randomly from each strata involving senior managers, department’s heads, full-time lectures and office administrators working in the private Christian Universities operating in Kiambu County. A population replica of 60 was then selected on the basis of a percentile system reflecting 30% of the study population. As per
Mugenda & Mugenda (2013), a population replica of 0-30% is suitable for a larger number study objects/subjects.

3.4 Sampling and Sampling techniques
A semi-structured questionnaire tool was used during this research which facilitated data collection because the analysis benefits of the instrument includes time standby, privacy and the greatest source of indispensable information. The reasoning behind the use of the instrument is that it had the potential to allow respondents the time to collect themselves and thus provide reliable information on their behaviours, experience of life, actions and concerns. The tool also allows the collection of mass data. It also made it easier to manage and evaluate data within the short timeframe. The instrument allowed the gathering of mass data. It consisted of 5 sections where section 1 provided the demographic information, section 2 provided information on ethnicity, section 3 on marital status, section 4 on education level and finally, section 5 on employee performance.

3.5 Piloting study
A pilot study was performed at the Pan African Christian University to evaluate the performance of the research instrument. Following the development of the questionnaires, they were circulated to 2 heads of departments, 2 senior managers, 5 lecturers and 2 office administrators to assess the instrument accuracy. The pilot study was helpful in that it helped the researcher to collect the dummy data before the ultimate questionnaire was designed for the actual research. This was important as it helped ensure the quality of the information to be gathered was the best and also it helped to prevent any errors (Flick, 2015). The respondents made suggestions for improving the instrument for clarification purposes. In fact, this led to the good performance of the instrument.
3.6 Reliability of the research instrument
Reliability is a metric that shows to what degree the calculation is error-free and therefore gives reliability. The semi-structured questionnaire was checked for accuracy using the Cronbach’s coefficient alpha to assess the internal consistency on the objects (Mugenda & Mugenda, 2013; Flick, 2015). After the piloting analysis, the responses were given codes and the quality of Cronbach’s alpha was measured with the help of SPSS software to check the accuracy. The coefficient alpha value varies from zero to one which is used to define the accuracy of variables derived from close ended questions with scales ranging from 1 to 5 which represents strongly disagreed and strongly agreed respectively. A Cronbach’s alpha coefficient of zero point seven and above will be appropriate to the study.

3.7 Validity of the research instrument
In the year 2015, Heale & Twycross argued that the validity is how much the product of the review of the data really relates to work under study. This was accomplished by including the goal queries in the instrument. More so, the researcher also sought guidance from experts such as research supervisor, assistants and peers in the area of specialization to provide their insight about the instrument.

3.8 Data Collection Procedure
Before going for fieldwork to collect data, the researcher first sought authorization from the Kenyatta University and the National Commission for Science, Technology and Innovation (NACOSTI) where letters of permission were given permitting the researcher to gather data from respondents. Semi-structured questionnaires were tailored to the selected groups of respondents by seniors from diverse offices. A letter of introduction was then submitted with the questionnaire to remind respondents of the study theme and avoid any concerns or questions about the research.
The respondents were also presented with consent letter which requested them to take part in the research and respond to the enquiries it also guaranteed them anonymity and confidentiality. Semi-structured questionnaires were circulated to workers by their specializations. The research timeframe for knowledge accumulation was one month. The advantage for using this type of instrument was that it guaranteed the privacy and record people not willing to give back the questionnaire on time.

Resulting data collected from the sample respondents through the questionnaire was checked for enforcement, accuracy and firm information quality. After that, the data was coded in the SPSS by converting the facts from the survey by consigning character objects (numeric images). This was accompanied by the scanning and cleaning of the facts which helped ensure that there were no missing values and/or errors prior to the analysis of the data.

3.9 Data Analysis and Presentation
The research, content, inferential and descriptive statistics were both conducted. As specified by Kumar (2019), the method mostly used for reporting by descriptive research is by the development of frequency distributions, calculation of percentages and tabulating them appropriately. The data collected using the research questionnaire was then analysed, and a code given to each category for close-ended questions whereas open ended questions were listed and tallied. The counting of the coded data was done manual to tabulate the frequency of every response and percentages were also computed (content analysis). Collected data was later cleaned, coded and organized systematically to facilitate using SPSS analysis. This was crucial as it offered extensive handling of data and numerous statistical analyses that could analyse large and small data.
Additionally, the research employed inferential analysis which included regression model. Multi-regression analysis was then used to analyse the data to determine the effect of ethnicity, marital status, education level and gender on employee performance in The Presbyterian University of East Africa and St. Paul’s University in Kiambu County, Kenya. After analysis, data was presented using tables, graphs and charts with percentages and frequencies. The multi-regression model was as expressed below:

\[ Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \]

Whereby;

\( Y \) = Private Christian Universities’ employee performance

\( \alpha \) = Regression intercept

\( \beta_1, \ldots, \beta_4 \) = Coefficients for independent variables \( X_1, \ldots, X_4 \).

\( X_1 \) = Ethnicity

\( X_2 \) = Marital status

\( X_3 \) = Education level

\( X_4 \) = Gender

\( \varepsilon \) = Error term

3.10 Ethical Consideration

Ethics is referenced as standards or norms of behaviour that guide moral choices about our behaviour and our association with others (Walliman, 2017). Respondents and Participants were provided with full information on the objectives of the study so that they could make decisions whether to partake or not. Confidentiality of respondent’s identity and personality was dutifully upheld and information collected was only be used for the research.
The study ensured all issues relating to the research (confidentiality, informed consent, anonymity and privacy) were well taken care of. To guarantee that, the researcher gave an introductory letter together with the consent form to the respondents as proof of the privacy and confidentiality of the information that was provided by the respondents.
CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction
The chapter presents details of the results from the analysed data of the research findings. The aim of the study was to analyse the effect of workforce diversity on employee performance of private Christian universities in Kiambu County, Kenya. The findings of the study were analysed from the data that was collected from the semi-structured questionnaires filled by the respondents and the findings computed. The SPSS software was used to analyse the data.

4.1.1 Response Rate
Table 4.1 shows the analysis response of the research instruments administered for the purpose of the study and the actual number of the returned questionnaires. It indicates that out of the 60 research instruments that was handed out, only 51 were correctly filled and returned. This gives an 85% response rate which validated an analysis to be conducted. According to Mugenda and Mugenda (2013), in social science research, a response rate that is above 70% is reasonable to make an analysis.

Table 4.1 Response Rate

<table>
<thead>
<tr>
<th>Respondent categories</th>
<th>Administered questionnaires</th>
<th>Returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior managers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Head of department</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Full time lecturer</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Office administrator</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: Census (2020)
The positive response rate that the researcher was able to achieve was as a result of the fact that the participants were assured of both confidentiality and that the results of the study were purely academic and would not be used for any other purposes. The introductory letter from the university as well as the research permit from NACOSTI helped the researcher gain the trust of the participants, hence their cooperation.

4.1.2 Reliability of the Research Instrument

Reliability of the research instruments was checked to ensure that the instrument was reliable before its use. The check was done with the instruments collected from the conducted pilot study. The internal consistency of the research instrument was checked and was verified through the computation of Cronbach’s Alpha computation which was found to be above the required standard of 0.7.

Table 4.2: Reliability analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>6</td>
<td>0.903</td>
</tr>
<tr>
<td>Marital status</td>
<td>6</td>
<td>0.841</td>
</tr>
<tr>
<td>Education level</td>
<td>6</td>
<td>0.865</td>
</tr>
<tr>
<td>Gender diversity</td>
<td>6</td>
<td>0.900</td>
</tr>
<tr>
<td>Employee performance</td>
<td>6</td>
<td>0.905</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

Table 4.2 indicates that all the study variables: ethnicity, marital status, education level, gender diversity and employee performance had a Cronbach alpha that was above the 0.7 coefficient which is the minimum set to make the internal consistency of the research instrument okay to be used in conducting the study (Mugenda & Mugenda, 2013).
4.2 Demographic Information
The section contains the bio-data of the study participants that was collected from the survey and returned. It includes their gender, marital status, education level, years of experience as well as their job designation.

4.2.1 Gender Distribution

![Gender Distribution Chart]

Figure 4.1: Gender distribution

Source: Survey Data (2020)

As illustrated in the figure above, males were the majority of the respondents in the survey with a percentage of 56.9% while the females were 43.1%. This shows that many males work in universities compared to women. However, the disparities between the males and females is not that high. This result show how progress has been made especially in the African culture to include women in the work space, which was not the case in yester years. The results show that the notion that men are the more productive gender is being washed away. The inclusion of both gender in these private
universities agree with the research finding by Kithinji (2018), who reported that both genders need to be included for the success of institutions to be achieved.

4.2.2 Age Bracket

![Pie chart showing age bracket distribution](image)

Figure 4.2: Respondents age bracket

Source: Survey Data (2020)

From the result analysis displayed in figure 4.2, majority of the respondents were in the age bracket of 46-55 years which represented 26.9%, which was followed by those belonging to the 36-45 years age bracket accounting to 24.7%. Respondents belonging to 26-35 accounted for 21.5%, while those in the age bracket between 18 to 25 years made up for 9.7% and those above 56 years accounted for 17.2%. These results give the impression that in most of the institutions, majority of those in senior management position, heading departments, full time lecturers and office administrators belong to the age bracket of 46 to 55 years. This could be attributed to the fact that people belonging to that group have years of experience to hold top office. The findings agree with
Muya (2018) who stated that employees above 40 years have more work experience and they tend to seek stability in jobs seeking to get promoted in the same institution rather than moving to new workplaces.

4.2.3 Marital Status

![Marital Status Chart]

Figure 4.3: Marital Status
Source: Survey Data (2020)

From the results displayed in figure 4.3, it can be seen that majority of the respondents from the private Christian universities were married. They accounted for 57.0%. Widowers and those who were single followed closely with 32.3% and 32.2% respectively. Those who were separated represented 3.2% while widows and divorced respondents accounted for 2.2% each. Married people tend to be more committed to their work and desire stability as they have more responsibilities to cater to (Kamau, 2017).
4.2.4 Educational level

![Bar chart showing education levels]

**Figure 4.4: Education Level**

Source: Survey Data (2020)

As from figure 4.4 above, it can be seen that respondents with other qualifications were the least represented as they accounted only for 3.2%. Respondents with Certificate or Diploma levels were the least majority as they were represented with 7.5% of the total number of respondents. Those with post graduate qualifications were the majority of participants as they accounted for 53.8% followed closely with those that had Bachelors qualifications who accounted for 35.5% of the population. These findings indicate that the employees’ in these institutions are well qualified to conduct their work. The higher the education qualification of staff, the more capable they are to perform assignments and possess adequate skills to perform their job perfectly. These findings conquer with Nasimiyu (2016), who stated that employees with adequate skills and a good level of education are better placed to perform assignments better.
4.2.5 Job Designation

Figure 4.5: Job Designations

Source: Survey Data (2020)

Figure 4.5 above displays a description of the analysed results portraying the job designations of the survey participants. The results indicate that a great number of the respondents were the full time lecturers and office administrators, both of who accounted for 64.7% and 29.4% respectively. The heads of departments were represented by a percentage of 3.9 while the senior managers were the least represented, as they accounted for only 2.0%. This response rate can be attributed to the fact that office administrators are mostly available in the office and their workload can be stated to be fairly minimal compared to senior managers whose schedules can be quite hectic at times hence the low rate of response from them.
4.2.6 Level of Experience

Figure 4.6: Experience level

Source: Survey Data (2020)

As depicted in figure 4.6, most of the respondents had a level of experience in their work that was between six to ten years. This accounted to 38.7%, which was the highest. Those that had an experience of above ten years followed and accounted for 32.3%. Respondents that had experience of between one to five years accounted for 28%. Those with experience less than one year were the least represented and they accounted only for 1.1% of the study’s respondents. These results give an indication that the employees in the private Christian universities have adequate experience required to perform their job assignments. The findings agree with the study findings by Nyokabi (2016), which stated that employees with many years of experience in their line of duty are capable to do their work with minimum or with no training required.
4.3 Descriptive Analysis

Descriptive statistics helps in understanding how the data has been distributed, while at the same time, it elaborates on the how the respondents agreed toward the statements concerning workforce diversity in their places of work. The researcher used simple descriptive tools to analyse the responses of the participants. The tools helped in displaying the result that the distribution pattern had gotten from the respondents.

4.3.1 Ethnicity and Employee performance

Ethnicity is an inevitable part of us and our culture. The private Christian university in Kiambu County put that fact into consideration when hiring their employees as ethnicity is part of the package of the employees as they can’t be separated from their ethnic background. The ethnicity of the employees has an impact on their performance hence it influences the overall performance of the private Christian universities. For this reason, the researcher sought out to assess the extent to which ethnicity is implemented in hiring employees in private Christian universities in Kiambu County. All the ethnicity statement measures were put in a Likert scale ranging from one up to five with one being strongly disagree, two was disagree, three represented neutral, four represented agree and five represented strongly agree. The participants were asked to tick on the scale where they felt related to their situation. The results of the statements were summarized and presented on table 4.3 below.
Table 4.3 Ethnicity descriptive

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and advancement opportunities exist in the institution</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>4.11</td>
<td>0.949</td>
</tr>
<tr>
<td>Problems are not created by employees using different dialects</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.84</td>
<td>0.851</td>
</tr>
<tr>
<td>The institution is concerned about the Staff’s values, customs and cultures</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.88</td>
<td>0.883</td>
</tr>
<tr>
<td>Ethnicity variances do not encourage employee conflict</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.80</td>
<td>0.815</td>
</tr>
<tr>
<td>You are confident about ethnicity diversity in your environment of work</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.85</td>
<td>0.999</td>
</tr>
<tr>
<td>Staff have established low self-confidence owing to their ethnicity</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.83</td>
<td>0.842</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td>3.88</td>
<td>0.732</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

Table 4.3 shows the analysed responses from the respondents of the study concerning ethnicity in private Christian universities. It gives the impression of their stand regarding the statements. From the table, it can be noted that the variable ethnicity had a mean of 3.88. The statement that growth and advancement opportunities existed in the institution had a mean of 4.11 and a standard deviation of 0.949. This indicated that majority of the respondents neither agreed nor disagreed with the statement. Majority of the respondents also neither agreed nor disagreed with the statement that problems were not created by employees using different dialects this was witnessed by the statement having a mean of 3.84 and a standard deviation of 0.851.

Additionally, majority of the respondents did not agree with the statement that the institution was concerned about the Staffs’ values, customs and cultures, as the statement had a mean of 3.88 and a standard deviation of 0.883. The findings are contrasting with the study findings conducted by
Wanjohi (2015), which stated that institutions that took care of their staff value and culture were more likely to perform better as the employees felt more valued. The statements that ethnicity variances do not encourage employee conflict and you are confident about ethnicity diversity in your environment of work had means of 3.80 and 3.85 and standard deviations of 0.815 and 0.999 respectively. These results show that majority of the respondents were neutral about the two statements. Most of the participants did not agree with the statement that stated that the staff had established low self-confidence owing to their ethnicity.

The statement had a mean of 3.83 and a standard deviation of 0.842. With a result mean that is 4.00 and above, indicate that the respondents agree with the statement. A mean that is below 4.00 show that majority of the respondents neither agreed nor disagreed with the particular statement. Generally, few respondents agreed that ethnicity is put in consideration and it influences employee performance in private Christian Universities in Kiambu County, as seen where the statements had a mean of less than 4.00 as shown in table 4.3. It can therefore be stated that private Christian universities do not take into consideration the issue of ethnicity when dealing with their workforce. These results are in concurrence with Emiah (2017) who established that ethnicity was moderately practiced in the Ministry of Land and Physical planning, Kenya.

4.3.1.1 Ethnicity changes
Table 4.4: Ethnicity changes

<table>
<thead>
<tr>
<th>Factors</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Conflicts</td>
<td>28.4</td>
<td>29.0</td>
</tr>
<tr>
<td>Innovative Ideas</td>
<td>25.3</td>
<td>54.8</td>
</tr>
<tr>
<td>Cooperation</td>
<td>27.4</td>
<td>82.8</td>
</tr>
<tr>
<td>Increased Support</td>
<td>16.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)
The results exposed in table 4.4 show the analysis from the respondents’ responses on how changes in ethnicity affect employee performance in the private Christian universities. The respondents were allowed to air out their opinions. From the table, it is seen that 28.4% of them responded by stating that ethnicity had resulted in less conflict in the institution hence they are able to perform better. Another 25.3 percent were of the opinion that ethnicity has brought about more innovative ideas in the institution. Another category of the respondent felt that ethnicity had resulted in more cooperation among the employees this category accounted for 27.4%. Finally, other participants felt that with ethnicity diversity in the institution, there was more support. This results are in agreement with the findings by Wanjoji (2015).

4.3.2 Marital Status and Employee performance
The marital status influences the performance of employees in an organization. Marital status of individual can determine how they carry themselves at the work place as well as show their level of commitment towards the work they do. For this reason, the explorer of this research set out to investigate to what extent marital status affects employee performance in the private Christian universities in Kiambu, County. The respondents were presented with the questionnaire containing statements regarding marital status and were asked to tick where they agreed on the Likert scale. The results from the analysis on marital status is presented in table 4.5 below.
Table 4.5: Marital status

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for growth and advancement exist in your institution</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.87</td>
<td>0.811</td>
</tr>
<tr>
<td>Problems are not created by employees using different dialects</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.72</td>
<td>0.743</td>
</tr>
<tr>
<td>The organization concerns about it staff’s customs, cultures, and values</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.86</td>
<td>0.760</td>
</tr>
<tr>
<td>Ethnicity variances do not encourage employee conflict</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.87</td>
<td>0.935</td>
</tr>
<tr>
<td>Married employees earn higher earning/incentives than unmarried employees which influences their performance at work</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.96</td>
<td>0.846</td>
</tr>
<tr>
<td>There is an equal treatment of married employees</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>0.59</td>
</tr>
</tbody>
</table>

**Mean**

|                  |     |         |         | 3.91 | 0.618          |

Source: Survey Data (2020)

Table 4.5 shows the results from the survey on marital status effect on employee performance in private Christian universities in Kiambu, county. The statement that there were opportunities for growth and advancement had a mean (3.87) and a standard deviation (0.811). This result indicate that majority of the participants were indifferent with the statement. The statement that problems were not created by employees using different dialects had most of the respondents neither agreeing nor disagreeing with it. The statement had a mean of 3.72 and a standard deviation of 0.743. The university staff disagreed with the statement that the institutions were concerned with their values, customs and culture this was seen to have a mean of 3.86 and a standard deviation of 0.760. The statement that married employees earn higher earning/incentives than unmarried employees which influences their performance at work had a mean of 3.96 and a standard deviation of 0.846. The statement that there is an equal treatment of married employees had a mean of 4.15 and a standard deviation of 0.59.
0.760. The findings agree with that of Muthiora (2017), who stated that majority of organizations did not support their staffs’ culture and values which affected the performance of the organizations.

With a mean of 3.87 and a standard deviation of 0.935, it indicates that most of the respondents neither agreed nor disagreed with the statement that ethnicity variances do not encourage employee conflict. With the same breadth, majority of the participants failed to agree with the statement that said married employees get paid more than unmarried employees which influences their performance at work. The statement had a mean and standard deviations of 3.96 and 0.846 respectively. The results concur with those by Magesh and Padmonabhan (2016) which stated that all employees should be paid according to their level of skills and experience and not their marital status. A mean statement of 3.99 and below indicate that the respondents did not agree with the statement, but a mean that is above 4.00 give an indication that the respondents agreed with the said statement.

From the statements presented in the table above however, a big portion of the respondents agreed with the statement that there was equal treatment for both the married employees and all the other categories at the institution. The statement had a mean of 4.15 and a standard deviation of 0.59. From the results, it is seen that very few respondents on the statement about marital status had a mean above 4.00. Most of the responses were less than 4.00. The overall mean for the statement marital status was 3.91, which indicates that most of the participants agree that marital status was moderately practiced in private Christian universities in Kiambu County. The analysis shows that the responses are in agreement with the study findings of Gyanti (2015) which stated that marriage was moderately practiced and had low influence on performance in Kenyatta University.
### 4.3.2.1 Marital Status and Employee Performance

Table 4.6: Marital status and Employee performance

<table>
<thead>
<tr>
<th>Factors</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Motivation</td>
<td>31.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Commitment</td>
<td>32.3</td>
<td>63.4</td>
</tr>
<tr>
<td>No Change</td>
<td>23.7</td>
<td>87.1</td>
</tr>
<tr>
<td>Distractions</td>
<td>12.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

Table 4.6 above represents the results from the respondents on their views of how marital status influenced employee performance. Majority of the respondents stated that it led to more work commitment which was 32.3%. 31.2% of the respondents felt that marital status influenced employee performance since it made them more motivated to perform their job well. Study findings by Muthiora (2017) also revealed that married employees tended to be more motivated at the work place. However, 23.7% of the respondents felt that there was no change associated with marital status diversity at the work place. There were other respondents who stated that marital status diversity increased employees’ distractions leading to poor performance.

### 4.3.3 Education Level and Employee performance

The level of education that employees in an institution have plays a key role in how the overall performance of the institution will be. Private Christian universities in Kiambu County have many employees ranging from top managers and those in high ranks to those who perform duties which are not considered high ranking. All job levels require the employees to possess a certain level of education. For this reason, the researcher saw it valid to carry the exploration to assess the level to which education level varies in the private Christian universities in Kiambu County. The survey
participants were requested to rate some statements concerning education that were provided on the Likert scale. The responses from the analysis are presented in table 4.7 below.

Table 4.7 Education level

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational diversity amongst employees has enhanced the quality of work and decisions made within the institution</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.98</td>
<td>0.821</td>
</tr>
<tr>
<td>Differences in employees’ academic qualifications does not affect work performance</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.82</td>
<td>0.807</td>
</tr>
<tr>
<td>Employees with low education have an opportunity to advance and grow</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.82</td>
<td>0.751</td>
</tr>
<tr>
<td>Recruitment design of the institution depends on the education of the worker</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>4.02</td>
<td>0.897</td>
</tr>
<tr>
<td>Employee performance in the organization is directly influenced by the skills they have attained in college</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>4.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Employees are given tasks directly linked to their skills/training attained in the institution</td>
<td>51</td>
<td>1</td>
<td>5</td>
<td>3.96</td>
<td>0.8962</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td>3.95</td>
<td>0.670</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The results presented in the table above show response analysis about education level in private Christian universities in Kiambu County. 3.98 with 0.821 represent the mean and standard deviation in that order for the statement that said education diversity among the employees enhanced the quality of work and decision making in the institution. This shows that most of the participants rejected the statement. Many participants failed to agree with the statement that differences in academic qualifications among the employees did not affect work performance. The statement had a mean =3.82 and standard deviation=0.807.
Statements with means that are below 4.00 are an indication that the participants did not agree with the statement. Another statement which the respondents did not agree with was that employees with low education qualifications had opportunities to advance and grow. The response agrees with the findings by Cho et al (2017) which states that educated employees are in a better place to perform their tasks better than uneducated ones. The statement had a mean of 3.82 and a standard deviation of 0.751. However most of the participants agreed with the statements that the recruitment design of the institution depended on the education level of the workers and also the statement that the performance of the employees was directly related to the skills they attained in tertiary level of education. The means and standard deviations of these statements were 4.02 and 0.897 and 4.10 and 1.00 respectively. However, the participants did not agree with the statement that employees were given work that was directly linked to their education qualifications. The mean of the statement was 3.96 and its standard deviation was 0.896.

In general, the findings about education level was found to be moderately practiced as it had a mean of 3.95. Many of the means by the respondents were 3.99 and below. Only a few of the statement got a mean of 4.00 and above. This indicate that majority of the participants neither agreed nor disagreed with the statements. The findings correspond with the findings by Irungu (2018) which stated that the education level was moderately practiced in the Ministry of Lands and Physical planning.
4.3.3.1 Activities of the Institutions

The results on employees’ responses on what the institution has but in place is presented in table 4.8. 30.1 percent of the respondents felt that the institution promotes its employees by taking them to seminars, 21.5% stated that they are mainly taken to workshops, these two categories was believed to be the cheaper option that benefits more employees. Irungu (2018) study findings revealed that enhancing employees’ skills resulted in them performing better at work. In this idea, 25.8% of the respondents stated that the institution invests in training them both on and off the job while 22.6% stated that the university paid courses for them or subsided fees for them as a way of enhancing their knowledge base.

4.3.4 Gender Diversity and Employee performance

Gender diversity is an important element in workforce diversity that influences performance of institutions. Gender diversity is a sensitive matter at the workplace and is legally tied. For this reason, the researcher wanted to examine the level at which gender diversity was being practiced in the private Christian universities in Kiambu County. The respondents were presented with a Likert scale containing various statement regarding to gender diversity and were asked to tick on the box they felt related more to their situation. The response from the analysed data on gender diversity is presented on table 4.9 below.
Table 4.9: Gender diversity

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are treated reasonably regardless of gender</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>4.02</td>
<td>0.821</td>
</tr>
<tr>
<td>Institution shows gender partiality while hiring and recruitment procedure on the sex premise</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.78</td>
<td>0.778</td>
</tr>
<tr>
<td>Female workers are involved in the institutional decision making</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.71</td>
<td>0.788</td>
</tr>
<tr>
<td>The institution’s training and development program are equally distributed between the gender</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.73</td>
<td>0.768</td>
</tr>
<tr>
<td>Equal treatment of all employees within your institution</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.88</td>
<td>0.705</td>
</tr>
<tr>
<td>There has been no gender discrimination while hiring and recruiting employees</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.74</td>
<td>0.806</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>51</td>
<td></td>
<td></td>
<td>3.81</td>
<td>0.635</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The results portrayed in table 4.9 represent the findings from the statements regarding gender diversity at the private Christian universities in Kiambu County as given by the research respondents. The response on the statement that the staff were treated equally regardless of one’s gender had a response mean of 4.02 and a standard deviation of 0.821. This illustrates that majority of the respondents agreed with the statement. The results are in concurrence with the study results by Grace (2017) which stated that all employees should receive equal treatment at the work place. However, majority of the respondents were neutral on the statement that the institution showed no gender partiality during the recruitment process.

The mean of the statement was 3.78 and its standard deviation was 0.778. In the same line, the statement that most of the female staff were involved in the decision making process saw many
respondents neither agreeing nor disagreeing to it, with a mean of 3.71 and a standard deviation of 0.788. The statement that the institution had equal training and development opportunities for all gender was rejected by majority of the respondents. It had a mean of 3.73 and standard deviation=0.768. The findings relate with the study findings by Ali et al (2015) which showed that there was biasness in institutions when it came to development opportunities. One gender was given more opportunities than the other. Which shows how most of the respondents were not relating to the statement. The statement that says there is fair representation of all the genders in the institution had only few of the respondents agreeing to it but a larger number of them neither agreed nor disagreed with the statement. The statement had a mean of 3.88 which was less than 4.00 required to show agreement with the statement. The standard deviation of the statement was 0.705. With a mean of 3.74 and a standard deviation of 0.806 is an indication that a large population of the respondents did not agree with the statement that the institution had a properly set team for handling gender based harassment at the work place.

The broad outlook of gender diversity at the workplace shows that most participants neither agreed nor disagreed with the statements as they resulted with means which were below 4.00. This indicates that gender diversity is moderately practiced in the private Christian universities in Kiambu County. The overall mean of the variable was 3.81, which confirms that gender diversity is moderately practiced.
4.3.4.1 Investment by Institutions

Table 4.10: Institutions’ Investment

<table>
<thead>
<tr>
<th>Factors</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 Gender inclusion</td>
<td>22.6</td>
<td>22.6</td>
</tr>
<tr>
<td>Maternity/paternity leave</td>
<td>31.2</td>
<td>53.8</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day care for staff with young children</td>
<td>21.5</td>
<td>75.3</td>
</tr>
<tr>
<td>Equal promotions</td>
<td>24.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

From the table 4.10 above, it is seen that 22.6% of the participants were for the opinion that their institution practices the 1/3 gender inclusion. They stated that in every department there is a balanced gender inclusion. 31.2% stated that the institution is keen in offering adequate maternity and paternity leaves. The participants elaborated that even men were given ample leave time when their spouses had given birth. Others stated that the institution is more invested in gender diversity by ensuring all genders get equal promotion opportunities. The study aligns with the findings by Grace (2017), which stated that all employees should receive equal treatment at the work place. They stated that the idea of glass ceiling is being wiped out in their institutions. 21.5% also stated that the institutions are investing in developing day cares for staff with young and nursing babies. This allows all staff to be at work and still care for their young ones instead of taking leaves to nurse young ones at home.
4.3.5 Employee Performance

The researcher was set out to assess employee performance in the private Christian universities in Kiambu County. The respondents were presented with a Likert scale containing statements on performance and were requested to tick on the appropriate box. The results of the analysis are presented in table 4.11 below.

Table 4.11: Employee performance

<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement of employee performance is important in your institution</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.77</td>
<td>0.754</td>
</tr>
<tr>
<td>Your job makes good use of skills and abilities</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.97</td>
<td>0.773</td>
</tr>
<tr>
<td>There is a great output as a result of employee reward for quality work</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.76</td>
<td>0.786</td>
</tr>
<tr>
<td>You’re rewarded for quality of your effort</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.76</td>
<td>0.758</td>
</tr>
<tr>
<td>Equal treatment has improved employee performance</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.80</td>
<td>0.731</td>
</tr>
<tr>
<td>Improvement of employee performance as a result of job satisfaction</td>
<td>51</td>
<td>2</td>
<td>5</td>
<td>3.85</td>
<td>0.765</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.822</td>
<td>0.626</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The results presented in table 4.11 shows the responses from the participants in regards to employee performance in private Christian universities in Kiambu County. Study respondents did not agree or disagree with the statement that measuring employee performance was important in the institution the findings are in agreement with those of Nazir and Islam (2017) which stated the commitment of employees could be enhanced through employee engagement. The statement had a mean of 3.77 and a standard deviation of 0.754. The statement that the institution made good use
of employees’ skills and abilities had a mean of 3.97 and a standard deviation of 0.773, this shows that only a few respondents agreed with the statement. A study conducted by Omollo and Oloko (2015) showed that motivating employees resulted to them performing better.

Additionally, the statements that there were great output which resulted from employee reward for quality work and the statement that employees were rewarded for the quality of their efforts were both not agreed upon by the respondents. The findings are conflicting with the findings by Ndungu (2017) study findings showed that recognizing and rewarding employees that were performing well had a positive effect on their performance at work. The statements both had means of 3.76 and standard deviations of 0.786 and 0.758 respectively. Also, the statement that equal treatment improved employee performance was not agreed by most of the participants. The participants at the same time, neither agreed nor disagreed on the statement that job satisfaction improved employee performance. The overall mean of employee performance was 3.822 with the statements means’ being 3.99 and below. This gives an indication that employee performance was not appreciable.

4.3.5.1 Recommendations
Table 4.12: Recommendations

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boost skills</td>
<td>45.1</td>
<td>45.1</td>
</tr>
<tr>
<td>Creating a conducive working environment</td>
<td>39.2</td>
<td>84.3</td>
</tr>
<tr>
<td>Pay increase</td>
<td>15.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

Table 4.12 shows that 45.1% of the respondents recommended that the institutions to boost the skills of their employees to ensure they perform better. This result concurs with that by Nazir and
Islam (2017) which stated that enriching employee skills ensures their output is of good quality. Another majority that accounted to 39.2% of them felt that for their performance to improve, the management should provide an environment that is conducive for them to work. Additionally, 15.7% of the respondents felt like a pay rise would act as a catalyst for them to be motivated to improve on their performance.

4.4 Inferential Statistics

This section presents details concerning the correlation analysis among the variables of the study. To determine the bivariate correlation of the relationship existing between the dependent and the independent variables, the Pearson correlation was used for the analysis. Table 4.13 below illustrates the results of the correlation presented in a matrix form.

Table 4.13: Study Variables Correlation Analysis

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>MS</th>
<th>EL</th>
<th>GD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.688**</td>
<td>.577**</td>
<td>.363**</td>
<td>.394**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.001</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td>.688**</td>
<td>1</td>
<td>.788**</td>
<td>.427**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td>.577**</td>
<td>.778**</td>
<td>1</td>
<td>.685**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td>.363**</td>
<td>.427**</td>
<td>.685**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td>.394**</td>
<td>.350**</td>
<td>.403**</td>
<td>.628**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
**Independent variables:** Ethnicity (E), Marital Status (MS), Education Level (EL) and Gender Diversity (GD).

**Dependent variable:** Employee Performance (EP)

Source: Survey Data (2020)

The correlation analysis result presented above shows that ethnicity was positively and significantly correlated with employee performance in private Christian universities in Kiambu County. Ethnicity had $r=0.688$, $p=0.000$, and $\alpha = 0.01$. With the positive correlation, it shows that when the management of the private Christian universities made improvements on ethnicity in their institution, then employee performance significantly improved by 0.688 comparing to the indicators for measuring employee performance comprising of morale level of the employees, quality of work and level of productivity. These results agree with Emma (2015), study findings which stated that diversity in terms of ethnicity had a strong positive correlation with performance.

Significantly, marital status related both strongly and significantly to employee performance with $r= 0.577$, $p= 0.000$, and $\alpha = 0.01$. With the positive correlation portrayed, it means that when more of the universities’ managements improve on the marital status diversity, a positive increase in employee performance is also witnessed. The strong relationship between marital status and employee performance could be attributed to the fact that majority of the employees believed that with a marriage status comes new level of commitment and job appreciation. These results can be seen to be in agreement with the result findings by Gyanti (2015) which showed that marital status was significantly and positively related to performance.

The $r=3.63$, $p=0.000$, and $\alpha = 0.01$ of education level displays a correlation that is both statistically significant and positively related to employee performance. It can be said that when the
universities' management improves on the education level of their employees, then employee performance with also increase positively. The fact that majority of the respondents believed that a level of education helped employees work adequately with minimum training motivated them to acquire more skills so that they do not miss out on future opportunities. These factors could be attributed to why education level had a correlation that was both positive and statistically significant. The study findings run parallel with the study findings by Cho et al (2017) who reported that education level was positively related to performance. The researchers also stated that educated employees are in a better position to perform effectively.

With $r=0.394$, $p=0.000$ and $\alpha = 0.01$ indicate that work diversity was positively and at the same time significantly related to employee performance in the private Christian universities. This further goes to show that when work diversity was improved by the universities’ managements, then employee performance also improved in the same direction. The study findings by Magesh and Padmonabhan (2016) are in line with the current study’s results which show a positive and significant relationship between workforce diversity and employee performance. In this line then, university management need to integrate all components of workforce diversity to ensure that their employees are able to perform effectively.

4.5 Multiple Regression Analysis
The independent variables of the study were four and one dependent variable. The independent variables consisted of the variable ethnicity, marital status, and education level and gender diversity. On the other hand, employee performance was the dependent variable of the study. The multi-regression analysis integrated the calculation of Analysis of Variances (ANOVA) and the coefficient of determination ($R^2$) as well as regression coefficients.
Table 4.14: Multicollinearity Test

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.040</td>
<td>.370</td>
<td>2.810</td>
<td>.006</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>.190</td>
<td>.94</td>
<td>.222</td>
<td>2.024</td>
<td>.046</td>
</tr>
<tr>
<td>Marital Status</td>
<td>.150</td>
<td>.148</td>
<td>1.015</td>
<td>.313</td>
<td>.292</td>
</tr>
<tr>
<td>Education Level</td>
<td>.302</td>
<td>.150</td>
<td>.323</td>
<td>2.013</td>
<td>.47</td>
</tr>
<tr>
<td>Gender Diversity</td>
<td>.695</td>
<td>.110</td>
<td>.705</td>
<td>6.316</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
Source: Survey Data (2020)

With regards to the analysis presented in table 4.14 above, the variance inflation factors (VIF) of the independent variables lie between 1 and 1.99. This therefore gives an indication there is absence of multicollinearity symptom exists between the variables therefore, meaning that there is no linear relationship existing between the independent variables which are the predictor variables.

Figure 4.7: Normal distribution graph
Source: Survey Data (2020)
The figure above shows the results indicating that the scatter data points of the study lie close to the line of fit. The data points should lie close to the line of goodness of fit with a pattern that is clear to indicate that the data is normally distributed. The points are scattered far from the line of goodness of fit, then the data is not distributed normally (Criswell, 2014).

Table 4.15: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.672&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.451</td>
<td>.426</td>
<td>.47436</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Ethnicity, Marital Status, Education Level, Gender Diversity
b. Dependent variable: Employee Performance
Source: Survey Data (2020)

From the results of the analysis, table 4.15 presents the model summary of the analysis. R (0.672) represents the correlation coefficient between the independent variable workforce diversity and dependent variable employee performance. This demonstrated a relationship that was strong between the dependant variable and the independent variable. From the results presented, it is seen that 45.1% which is represented by $R^2$ as 0.451. This means that 45.1% of employee performance can be influenced by ethnicity, marital status, and education level and gender diversity and 64.9 % represent other factors not included in the model which can therefore also influence employee performance.
Table 4.1: ANOVA Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>16.290</td>
<td>4</td>
<td>4.073</td>
<td>18.099</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>19.802</td>
<td>88</td>
<td>.225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36.092</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Ethnicity, Marital Status, Education Level, Gender Diversity
Source: Survey Data (2020)

Table 4.16 gives a description of the results of the analysis. The significance of the model was 0.000, with an F value of 18.099. With a level of significance lower than $\alpha = 0.05$ shows that workforce diversity has a statistical effect on employee performance.

Table 4.17: Regression Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Constant)</td>
<td>1.040</td>
<td>.370</td>
<td>2.810</td>
</tr>
<tr>
<td>1</td>
<td>E</td>
<td>.190</td>
<td>.094</td>
<td>.222</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>.150</td>
<td>.148</td>
<td>.148</td>
</tr>
<tr>
<td></td>
<td>EL</td>
<td>.302</td>
<td>.150</td>
<td>.323</td>
</tr>
<tr>
<td></td>
<td>EP</td>
<td>.695</td>
<td>.110</td>
<td>.705</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
Source: Survey Data (2020)

The analysis results presented in table 4.17 show the coefficients of the independent variables comprising odd ethnicity, marital status, education level and gender diversity, both the t and p values. The multi-regression model also to test the relationship of the variables was estimated as shown below:

$$Y = 1.040 + 0.190X_1 + 0.150X_2 + 0.302X_3 + 0.695X_4 + \epsilon$$
The main aim of the researcher was to assess the effect of workforce diversity on employee performance in private Christian universities in Kiambu County using the regression model. The results from the regression analysis established that workforce diversity had a positive and statistically significant effect on employee performance with $\beta_1 = 0.190$, $t=2.024$, $p=0.05$ and $\alpha = 0.05$. With $\beta_1$ having a positive value, it means that ethnicity had a direct link to employee performance. The effect of ethnicity on employee performance in private Christian universities was direct and positive. This therefore means that when a unit of ethnicity is added in the private Christian universities, then employee performance additionally increases by 0.190. These findings coincide with the study findings conducted by Emrah (2017) on workforce diversity management strategies and commercial banks performance operating in Kenya whereby the researcher found that ethnicity had an influence on performance as it added a good workforce diversity where employees learned from each other and improved on their performance. Another research by Wanjohi (2015) put more emphasis on the importance of taking into considerations employees ethnic background.

The researcher was also keen to establish the effect of marital status on employee performance in private Christian universities in Kiambu County. The model’s analysis results indicate that marital status both positive and statistically significant on employee performance. The result of marital status had a $\beta_2$ of 0.150, $t=1.015$, $p=0.313$ and $\alpha = 0.05$. consistently also, the value of $\beta_2$ was positive, which illustrate the positive effect that marital status had on employee performance in private Christian universities in Kiambu county. The positive effect and relation explains that when marital status is improved by a unit, the employee performance also increases positively by 0.150 units. This shows a relationship that is not only positive but also statistically significant. These
findings were positively related to the study findings by Muthiora (2017) on workforce diversity management and employee performance in National Biosafety Authority, Kenya. Muthiora’s study findings showed that there was a positive and significant relationship between marital status diversity and employee performance in National Biosafety Authority, Kenya.

In addition, the research explorer also sought to find out the effect of education level on employee performance in the private Christian universities in Kiambu County. The regression analysis was run and the findings presented on the model. Education level had $\beta_3=0.302$, $t=2.013$, $p=0.047$ and $\alpha = 0.05$. These results indicate that education level had a positive effect with employee performance the relationship was also statistically significant. By this result, it shows that when education level changes positively by one unit, employee performance corresponds by also increasing by 0.302 units. The findings concur with those by Irungu (2018) which reported that education level is important in influencing employee performance in the Ministry of Land and Physical planning, Kenya. In the same motion, in her study Grace (2017) sought to explore the effects of employee characteristics on employee performance in Kajiado County Government. Among the findings, it was stated that education level was one of the employee characteristics that influenced employee performance in Kajiado County.

Finally, the researcher also wanted to examine the effect of gender diversity on employee performance in private Christian universities in Kiambu County. The researcher established that gender diversity was both statistically significant and positive on employee performance. With $\beta_4=0.695$, $t=6.316$, $p=0.000$ and $\alpha = 0.05$. Since the value of $\beta_4$ was positive, it showed that gender diversity had a direct positive effect on employee performance in private Christian universities in
Kiambu County. With this notion, when gender diversity was improved by one unit, it resulted with a corresponding increase in employee performance by 0.695 units. These results from the regression model analysis are in agreement with the study results by Mercy (2017) who conducted a study on the relation between diversity management and performance of Public Universities in Nairobi County. Mercy found out that gender was one of the key aspect of diversities that greatly influenced the performance of the public universities in Nairobi County. The findings of the study showed a positive direct relationship between gender diversity and performance. Ali et al also stressed that gender diversity play an important role in performance of institutions. Fair treatment for all genders was seen to be a motivating factor for employees to perform better. In general, when all the independent variables are constant, then the employee performance in private Christian universities in Kiambu County is 1.040 units without any influence from the independent variables.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter includes a summary of the research findings, conclusions based on the data analysis results, recommendations based on the conclusion and finally suggestions for further research. Due to the long lasting inability by the private universities to include workforce diversity in their institutions, employee performance has been low for quite a long time. Employees have been seen to produce low quality work, employees have low morale at work and low productivity. For this reason, researcher saw it important to investigate the influence of workforce diversity on employee performance in private Christian universities in Kiambu County, Kenya. The descriptive research design was employed for the study with the use of semi-structured questionnaires used as instrument for data collection. The study had 60 respondents out of which 51 respondents dutifully filled and returned their questionnaires. The results from the respondents were used for the analysis.

5.2 Summary of Findings
The results from the study indicate that employee performance in private Christian universities was influenced by the variables that were included in the research. The variables were: ethnicity, marital status, and education level and gender diversity. A summary of the findings from the analysis is presented below.

5.2.1 Ethnicity and Employee performance
The variable on ethnicity was focusing on the first objective of the study. From the results, a large number of the respondents neither agreed nor disagreed with the notion that ethnicity diversity was being fully adhered to in the private Christian universities in Kiambu County. These results were
obtained when the respondents were presented with statements concerning ethnicity on a Likert scale and were asked to tick where appropriate. The overall mean for ethnicity on the Likert scale was below 4.00. More so, ethnicity and employee performance had a relationship that was strong and statistically significant. A multi-regression analysis was conducted and the findings revealed that ethnicity had a significant effect on employee performance. The participants also were for the idea that ethnicity diversity in the work place led to less conflicts, more innovative ideas and strong support from the co-workers. The researcher found that ethnicity was one of the diversities to be considered at the workplace as it influences performance.

5.2.2 Marital Status and Employee performance

The results from the study’s second objective concerning effect of marital status diversity on employee performance in private Christian universities in Kiambu County, Kenya. It was seen that majority of the respondents felt that marital status was only moderately practiced in the private Christian universities. This was supported by the overall mean on marital status having a mean that was below 4.00 on the Likert scale. On the other hand, the findings portrayed a relationship that was both statistically significant and positive between marital status and employee performance.

In the same breadth, the multi-regression analysis results showed that marital status had a positive effect on employee performance in the private Christian universities. From these findings, it could be stated that when management improved on marital status diversity, then the performance of the employees could also improve significantly.
5.2.3 Education Level and Employee performance
The third objective of the study was to assess the effect of education level on employee performance in private Christian universities in Kiambu County, Kenya. Majority of the respondents were neutral concerning the objective as they neither failed to agree nor disagree with it. This conclusion was based on the result of the mean on the Likert scale. Which did not attain the 4.00 mark. The correlation analysis that was conducted indicated that there was a strong positive and statistically significant relationship between education level and employee performance in the private Christian universities in Kiambu County.

A multi-regression analysis was conducted and the results demonstrated that education level had a strong positive effect on employee performance. This means that when the education levels of the employees in these institutions were improved, then a corresponding increase in employee performance would follow. The participants also felt that by the management investing in enhancing their skills would result in them giving out quality services. The respondents also stated that different methods that their management took to improve on their education and skills included offering them trainings, paying for their fees and taking them to seminars and workshops for skill advancement.

5.2.4 Gender Diversity and Employee performance
The study findings on the fourth objective of the study were able to reveal that majority of the respondents demonstrated that gender diversity was not fully practiced in the private Christian universities in Kiambu County, Kenya. This was evidenced by the results of the mean from the Likert scale which was 3.99 and below. However, the correlation analysis conducted showed a positive and statistically significant relationship between gender diversity and employee performance. This positive correlation meant that when management of the institutions improved
on the gender diversity, then employee performance improved in the same light. Following a regression analysis, it was established that gender diversity had a strong positive effect on employee performance. An improvement in gender diversity reflected in an improvement in employee performance. The researcher revealed that there should be equal treatment for all genders to influence positive output by all.

5.3 Conclusion
From the findings and the analysis conducted, the following conclusions can be drawn from the results; there was a positive correlation existing between ethnicity diversity and employee performance. By this, it can be concluded that ethnicity, conflict and opportunity for growth all had a strong positive and statistically significant effect on employee performance in private Christian universities in Kiambu county Kenya. It was also concluded that ethnicity diversity also led to a more conducive working environment with less conflicts and more creative ideas.

The study findings on the second objective of the study revealed a strong positive and statistically significant correlation between marital status diversity and employee performance. The results from the regression analysis revealed a positive effect on marital status diversity and employee performance. It was found out that marital status diversity (equal treatment and equal pay) had a positive effect on employee performance in private Christian universities in Kiambu County. Therefore, an improvement in the marital status diversity, meant a significant improvement in employee performance in private Christian universities in Kiambu County.

From the finding of the analysis conducted on the third objective, it was concluded that education level was statistically significant and had a positive correlation with employee performance in the private Christian universities in Kiambu County. This was established from the results from the Pearson’s correlation analysis. From the results of the multi-regression analysis, it can be
concluded that education level has a significant and strong positive effect on employee performance in private Christian universities in Kiambu County. This therefore means that when the level of education of the employees improves, their performance also improves tremendously.

The results from the analysis provided the following findings: that gender diversity was statistically significant and had a positive correlation with employee performance in private Christian universities in Kiambu County, Kenya. These were from the results of the Pearson correlation analysis. The results from the multi-regression analysis established that there was a strong positive effect between gender diversity and employee performance. It was concluded that when factors such as fair hiring between the genders, gender evaluation and fair treatment were put into consideration, then employee performance improved. It was concluded that when management improved on gender diversity, then even the employee performance improved in the same line.

5.4 Recommendations
Since the findings from the analysis established that the correlation between ethnicity and employee performance was strong and positive. Therefore, management in the private Christian universities should encourage the practice of ethnicity diversity when considering the workforce in their institutions. They should also take into consideration the effect that ethnicity has on employee performance and maximize on the strong points like contributing to a conducive working environment by reducing conflicts. The management should also involve employees in making decisions that involve ethnicity diversity and be open to accept and integrate different values of the employees.

Following the positive and statistically correlation between marital status and employee performance, management in the private Christian universities should make it legally bound that
employees should maintain their level of professionalism and work ethics regardless of their marital status. On the same spirit, management of the institutions should be free of biases when recruiting employees. Those at the policy making level should come up with an approach that deals with those found to discriminate on staff based on their ethnicity, age, gender or marital status. This will help in ensuring equal treatment for all the employees which makes them feel safe at the work place.

Since there was a positive correlation between education level and gender diversity with employee performance in private Christian universities in Kiambu county, Kenya. It is evident that these two variables have an effect on employee performance, therefore, management should come up with a well-structured motivation programs. This will help all the diverse workforce feel appreciated at the workplace, which in turn will boost their morale. Employees with happy work morale end up performing their tasks very well which reflects in the output.

5.5 Areas for Further Studies
The current research focused on assessing the effect of workforce diversity on employee performance in private Christian universities in Kiambu County, Kenya. Therefore, the results and findings are only applicable to universities in Kiambu County and in the private sector. Since this study focused on workforce diversities, future researchers can tackle the different aspects existing among the diverse workforce that can affect employee performance, rather than just leaving it at identifying the different workforce diversities. Other researchers can set out to identify if these four workforce diversities have the same effect on employee performance in the public sector since the current study on focused on private universities.
REFERENCES


http://doi.org/10.1002/bs.3830020303


http://doi.org/10.1111/j.1540-6210.2008.01977.x


APPENDICES

APPENDIX I: LETTER OF INTRODUCTORY

Ann Njeri Mungai
Mob: +254 713 111 944
P. O. Box 1702-00902,
Nairobi, Kenya.

Date: 12\textsuperscript{th} January 2020

Dear Sir/ Madam

**RE: COLLECTION OF DATA BY ANN NJERI**

I am a student at Kenyatta University pursuing my Master of Business Administration (HRM) degree. I am conducting a research on “**Workforce diversity and employee performance of Private Christian Universities in Kiambu County, Kenya.**” You have been selected as a probable respondent in this study and are therefore requested to respond to all the questions to the greatest of your knowledge. Confidentiality of the data collected will be upheld, in case of any issues or comments contact me using the address above.

Thank you for your cooperation and support.

Yours faithfully,

\[signature\]

Ann Njeri Mungai

*D53/CTY/PT/37573/2017*
APPENDIX II: QUESTIONNAIRE
WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE OF PRIVATE
CHRISTIAN UNIVERSITIES IN KIAMBU COUNTY, KENYA

Instructions:

Please respond to the questions honestly and exhaustively, through selecting the appropriate box with a tick (√).

Section 1: Background Information

1. Gender
   Male { } Female { }

2. Age Bracket
   18 - 25 years { }
   26 - 35 years { }
   36 - 45 Years { }
   46 - 55 years { }
   Above 56 years { }

3. Marital status
   Single { } Married { } Divorced { } Separated { } Widow { } Widower { }

4. Level of education
   Certificate/Diploma { }
   Bachelor { }
   Post graduate { }
   Other qualifications { }

5. Number of years spent on the job
   Less than a year { } 1 - 5 years { }
   6 - 10 years { } above 10 years { }
6. What is your job designation?

Senior manager { } Head of Department { }

Full time lecturer { } Office Administrator { }

Section 2: Ethnicity and Employee performance

To what extent do you agree or disagree with statements about Ethnicity as provided in the table below. Place a tick (√) on the column that best fits your opinion. Use a scale of 1 to 5 where (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree and (5) strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth and advancement opportunities exist in the institution</td>
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<tr>
<td>2. Problems are not created by employees using different dialects</td>
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<td>3. The institution is concerned about the Staff’s values, customs and cultures</td>
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<td>4. Ethnicity variances do not encourage employee conflict</td>
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<td>5. You are confident about ethnicity diversity in your environment of work</td>
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<td>6. Staff have established low self-confidence owing to their ethnicity</td>
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7. Has there been recent ethnicity changes in the institution affecting your performance? Please elaborate…………………………………………………………………………………………
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Section 3: Marital Status and Employee performance

To what extent do you agree or disagree with statements about marital status as provided in the table below. Place a tick (√) on the column that best fits your opinion. Use a scale of 1 to 5 where (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree and (5) strongly agree.
Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree
--- | --- | --- | --- | --- | ---
1. Opportunities for growth and advancement exist in your institution
2. Problems are not created by employees using different dialects
3. The organization concerns about its staff’s customs, cultures, and values
4. Ethnicity variances do not encourage employee conflict
5. Married employees earn higher earning/incentives than unmarried employees which influences their performance at work
6. There is an equal treatment of married employees

7. Do you think marital status affect employee output in your institution? Elaborate

Section 4: Education Level and Employee performance

To what extent do you agree or disagree with statements about Education level as provided in the table below. Place a tick (√) on the column that best fits your opinion. Use a scale of 1 to 5 where (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree and (5) strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational diversity amongst employees has enhanced the quality of work and decisions made within the institution</td>
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<td>2. Differences in employees’ academic qualifications does not affect work performance</td>
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<td>3. Employees with low education have an opportunity to advance and grow</td>
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<td>4. Recruitment design of the institution depends on the education of the worker</td>
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</table>
5. Employee performance in the organization is directly influenced by the skills they have attained in university

6. Employees are given tasks directly linked to their skills/training attained in the institution

7. What activities has the institution implemented to assure all employees skills match with the job market?

Pay for courses { } Seminars { } Workshops { } On-job/Off-job training { }

Section 5: Gender and Employee Performance

To what extent do you agree or disagree with statements about gender as provided in the table below. Place a tick (√) on the column that best fits your opinion. Use a scale of 1 to 5 where (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree and (5) strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff are treated reasonable regardless of gender</td>
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<td>2. Institution shows gender partiality while hiring and recruitment procedure on the sex premise</td>
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<td>3. Female workers are involved in the institutional decision making</td>
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<td>4. The institution’s training and development program are equally distributed between the gender</td>
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<td>5. Equal treatment of all employees within your institution</td>
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<tr>
<td>6. There has been no gender discrimination while hiring and recruiting employees</td>
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7. How has the institution invested in gender diversity?

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Section 6: Employee Performance

Please rate the extent to which you agree or disagree with the following statements about employee performance as provided in the table below. Place a tick (✓) on the column that best fits your opinion. Use a scale of 1 to 5 where (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree and (5) strongly agree. S6_EPQ8S

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1. Measurement of employee performance is important in your institution</td>
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<tr>
<td>2. Your job makes good use of skills and abilities.</td>
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<td>3. There is a great output as a result of employee reward for quality work</td>
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<tr>
<td>4. You’re rewarded for quality of your effort.</td>
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<td>5. Equal treatment has improved employee performance</td>
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<tr>
<td>6. Improvement of employee performance as a result of job satisfaction</td>
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7. What recommendation would you offer to increase staff performance in your institution?

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THANK YOU FOR PARTICIPATING
APPENDIX III: SUMMARY OF PRIVATE UNIVERSITIES IN KIAMBU COUNTY

1. Gretsa University
2. Mt. Kenya University
3. Great Lakes University
4. UMMA University
5. Zetech University
6. St.Paul’s University – Christian University
7. Presbyterian University of East Africa- Christian University

Source, CUE website, 2019
APPENDIX IV: LETTER OF AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: D53/CTY/PT/37573/2017

DATE: 10th February, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Ann Njeri Mungai who is a Postgraduate Student of this University. The student is registered for M.B.A degree programme in the Department of Business Administration.

Ann intends to conduct research for a M.B.A Project Proposal entitled, “Workforce Diversity and Employee Performance of Private Christian Universities in Kiambu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

DA/In
APPENDIX V: RESEARCH PERMIT

This is to certify that Ms. ANN NIERI MUNGA of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: WORKFORCE DIVERSITY AND EMPLOYEE PERFORMANCE OF PRIVATE CHRISTIAN UNIVERSITIES IN KIAMBU COUNTY, KENYA for the period ending 16/March/2021.

License No. NACOSTUF/20449025

Applicant Identification Number

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